ASM Curriculum 22 (single age) with WR Maths

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	AOL: World Skill Talk about past and present events in their own lives and those who are important to them. Core knowledge • Memories are things we remember from the past. • All families are special and different. They are different sizes and have different family members and different life experiences. • All families are special and different. They celebrate events in different ways. • The past only includes things that have already taken place. Covered x 5	Skill Describe an aspect of everyday life within or beyond living memory. Core knowledge • In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. • In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television. • In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy. • In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. Covered x 6	Skill Describe the everyday lives of people in a period within or beyond living memory. Core knowledge • Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change. Covered x 2	Skill Describe the everyday lives of people from past historical periods. Core knowledge • Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. • Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy. • Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. • During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented. • The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain. • Iron Age hillforts were protected settlements containing roundhouses built on hilltops. • The Iron Age in Britain ended after the Roman invasion in AD 43. Covered x 8 Skill Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Core knowledge • Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy. Covered x 3 Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge • The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication. • Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses. • The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion. Covered x 4	Skill Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Core knowledge • After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records. Covered Skill Create an in-depth study of an aspect of British history beyond 1066. Broad knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Assign Skill Explain how artefacts provide evidence of everyday life in the past. Core knowledge • In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports. • Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. • Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms. Covered x 4	Skill Explain how everyday life in an ancient civilisation changed or continued during different periods. Core knowledge • The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. • Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote. • Democracy is still evident in many countries around the world. • During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth. • During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband. • During the Shang Dynasty, people worshipped their ancestors at home altars. Covered x 4	Skill Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Core knowledge • The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour. • Many enslaved people died in the coastal forts and on the slave ships. • Enslaved people had poor living conditions and food supplies when working long hours on the plantations. • Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other. • After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property. • Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. • During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life. • Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. • Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. • Anne Frank wrote a diary, which her father published after her death. Covered x 8
	Hierarchy and power	AOL: World Skill Explore and talk about pictures, stories and information books on the theme of royalty. Core knowledge • Kings and queens are rulers of a country. • In the past kings and queens made rules to decide how people should behave. Covered x 2	Skill Describe the role of a monarch. Broad knowledge A monarch is a king or queen who rules a country. Covered	Skill Describe the hierarchy of a past society. Core knowledge • Hierarchy is a way of organising people in society according to how important they are. • The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants. Covered x 2	Skill Describe the roles of tribal communities and explain how this influenced everyday life. Core knowledge • In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich. • An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements. Covered Skill Describe the hierarchy and different roles in past civilisations. Core knowledge • The Roman Kingdom was a monarchy ruled by a king who had absolute power. • The Roman Republic was ruled by a senate of 600 men, who were elected every year. • The Roman Empire was ruled by an emperor who had absolute power and ruled for life. • The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups. • The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers. Covered x 3 Skill Describe the significance and impact of power struggles on Britain. Core knowledge • Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction. • The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain. • Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. Covered x 4	Skill Describe the hierarchy and different roles in ancient civilisations. Core knowledge • The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves. • The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves. • Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found. Covered x 3	Skill Describe the significance, impact and legacy of power in ancient civilisations. Core knowledge • Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. • In ancient Athenian hierarchy women took on the hierarchical status of the men in their families. • Misuse of power and poor leadership has caused civilisations to decline. • The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices. Covered x 3	Skill Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Core knowledge • Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. • Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. • Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Covered x 2 Skill Describe and explain the significance of a leader or monarch. Core knowledge • Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. • These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. Covered

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	Civilisations				Skill Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Core knowledge • The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed. Covered x 2 Skill Describe the achievements and influence of the ancient Romans on the wider world. Core knowledge • The city of Rome was founded in Italy between 750-500 BC. • The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea. • People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent. Covered x 2 Skill Describe the achievements and influence of the ancient Greeks on the wider world. Broad knowledge The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Assign Skill Describe ways in which human invention and ingenuity have changed how people live. Core knowledge • Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. • Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased. • Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music. • Roman inventions include roads, bridges, aqueducts, hypocaust and sewers. • The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly. Covered x 5	Skill Explain the cause and consequence of invasion and migration by the Romans into Britain. Broad knowledge The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Assign Skill Describe the significance and impact of power struggles on Britain. Core knowledge • The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves. Covered Skill Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Core knowledge • Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent. • Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. • Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods. Covered x 3 Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). Broad knowledge The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Assign	Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Core knowledge • People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits. • The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials. • During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly. Covered x 3 Skill Describe the achievements and influence of the ancient Greeks on the wider world. Core knowledge • Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today. • Theorems put forward by ancient Greek mathematicians, especially about *geometry*, are still studied and used today. • The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today. • Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today. • The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre. • Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens. Covered x 8 Skill Study a feature of a past civilisation or society. Core knowledge • Silk and jade objects have been produced in China for thousands of years. • Silk was a luxurious status symbol in ancient China and jade was believed to have special powers. • The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations. • Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language. • Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century. Covered x 3	Skill Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). Core knowledge • A variety of kingdoms developed in Africa over the last 6000 years. • Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess. Covered x 2 Skill Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Broad knowledge Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Assign Skill Describe some of the significant achievements of mankind and explain why they are important. Core knowledge • Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration. • New weaponry technology developed at a rapid rate during the First World War. • The Second World War was the most technologically advanced conflict in history. Covered x 3
Creativity	Report and conclude	AOL: World Skill Share stories and talk about events in the past. Core knowledge • People travelled to the moon in space rockets. • Neil Armstong visited the moon. Covered x 2	Skill Create stories, pictures, independent writing and role play about historical events, people and periods. Core knowledge • Stories, pictures and role play help people learn about key past events and empathise with historical figures. Covered x 4	Skill Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. Core knowledge • Historical information can be presented as a result of a sorting activity. • Diamond ranking is a way of organising information from the most to the least important. Covered x 9	Skill Make choices about the best ways to present historical accounts and information. Core knowledge • Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Covered	Skill Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Core knowledge • Historical information can be presented as written texts, tables, diagrams, captions and lists. Covered x 11	Skill Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Core knowledge • Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer. Covered x 3	Skill Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Core knowledge • Historical sources can contain bias due to their historical context or the creator's background. • A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations. Covered x 6
	Communication	AOL: World Skill Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Core knowledge • A timeline shows the order in which events happen. Covered	Skill Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Core knowledge • Words and phrases used to describe the passing of time include now, yesterday, last week and last year. Covered x 5	Skill Use the historical terms year, decade and century. Core knowledge • Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign. Covered	Skill Use historical terms to describe different periods of time. Core knowledge • Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). Covered Skill Ask well composed historical questions about aspects of everyday life in ancient periods. Core knowledge • Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change. Covered	Skill Use more complex historical terms to explain and present historical information. Core knowledge • Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing. Covered	Skill Articulate and organise important information and detailed historical accounts using topic related vocabulary. Broad knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Covered x 8	Skill Use abstract terms to express historical ideas and information. Core knowledge • Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance. Covered x 2

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Materials	Artefacts and sources	AOL: World Skill Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Core knowledge • Puppets have been used to tell stories all over the world for thousands of years. • A museum is a place that looks after and shows objects and pictures from the past. • Objects from the past can look different to objects today. • Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time. Covered x 8	Skill Use a range of historical artefacts to find out about the past. Core knowledge • Historical artefacts are objects that were made and used in the past. • First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. Covered x 5 Skill Express an opinion about a historical source. Core knowledge • Historical sources include artefacts, written accounts, photographs and paintings. Covered x 2	Skill Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Core knowledge • A memorial is something made to remind people of a significant person or event. • Artefacts provide evidence about the past. • Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. • The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. Covered x 3 Skill Use historical sources to begin to identify viewpoint. Core knowledge • A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something. Covered x 2	Skill Make deductions and draw conclusions about the reliability of a historical source or artefact. Core knowledge • Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. • A hoard is a group of precious items that have been buried in the ground to be retrieved later. • The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age. • Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening. • Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs. • Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage. • The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort. Covered x 12 Skill Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Core knowledge • Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. • Secondary sources are created by someone who has not participated in the event they describe. • A secondary source interprets and analyses primary sources. Covered	Skill Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Core knowledge • Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant. • Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners. • The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs. Covered x 5 Skill Identify bias in primary and secondary sources. Broad knowledge Bias is the act of supporting or opposing a person or thing in an unfair way. Assign Skill Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Core knowledge • Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Covered x 2	Skill Use a range of historical sources or artefacts to build a picture of a historical event or person. Core knowledge • Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. • The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed. • Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation. Covered x 7 Skill Find evidence from different sources, identify bias and form balanced arguments. Core knowledge • Bias is the act of supporting or opposing a person or thing in an unfair way. • A balanced argument is a response to a question or statement where you consider multiple viewpoints. • Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. • Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations. Covered	Skill Ask perceptive questions to evaluate an artefact or historical source. Core knowledge • The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources. Covered x 4 Skill Identify different types of bias in historical sources and explain the impact of that bias. Core knowledge • Different types of bias include political, cultural or racial. Covered x 2
Place and space	Local history	AOL: World Skill Explore and talk about important events in the school or locality's history. Core knowledge • Our school has changed over time. Covered	Skill Describe important events in the school's history. Core knowledge • Important events in a school's history include celebrations and anniversaries. Covered x 2	Skill Describe, in simple terms, the importance of local events, people and places. Core knowledge • Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Covered	Skill Analyse a range of historical information to explain how a national or international event has impacted the locality. Core knowledge • National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality. Covered	Skill Describe and explain the impact of a past society on a local settlement or community. Core knowledge • A past event or society can impact a local settlement in several ways including the number of inhabitants and language. Covered	Skill Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. Core knowledge • Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. • Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. • Neoclassical buildings and art can be found in most towns and cities in the UK. Covered	Skill Present an in-depth study of a local town or city, suggesting how to source the required information. Core knowledge • Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques. Covered x 2
Comparison	Compare and contrast	AOL: World Skill Describe some similarities and differences between things in the past and the present. Core knowledge • Vehicles have changed over time. • The clothes people wore in the past are different from the clothes people wear today. • Objects from the past can look different to objects today. • Toys from the past can look different from toys today. • They way people lived in the past is different from how we live today. Covered x 5	Skill Identify similarities and differences between ways of life within or beyond living memory. Core knowledge • Identifying similarities and differences helps us to make comparisons between life now and in the past. Covered x 4	Skill Describe what it was like to live in a different period. Core knowledge • A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Covered	Skill Explain the similarities and differences between two periods of history. Core knowledge • Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology. Covered	Skill Compare and contrast two civilisations. Core knowledge • Different civilisations can have similar or contrasting charateristics. • There are many aspects of life today that are linked to ancient civilisations. Covered x 4	Skill Compare and contrast an aspect of history across two or more periods studied. Core knowledge • Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period. • The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power. • Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation. Covered x 4	Skill Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Broad knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Covered
Significance	Significant events	AOL: World Skill Listen to stories and discuss significant events from the past. Broad knowledge A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Assign	Skill Identify some key features of a significant historical event beyond living memory. Broad knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Covered	Skill Explain why an event from the past is significant. Core knowledge • The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. • Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588. Covered x 2	Skill Explain the cause and effect of a significant historical event. Core knowledge • Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. • Pompeii is an archaeological site of great importance. • The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC. • Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich. • In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain. • The Romans left Britain in AD 410 because of invasions in other parts of the Empire. • The western Roman Empire collapsed in AD 476. • When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots. Covered x 8	Skill Explain in detail the multiple causes and effects of significant events. Core knowledge • There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy. • Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. • In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect. • In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire. • Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. • After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. • After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later. • After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems. Covered x 4	Skill Explain why an aspect of world history is significant. Core knowledge • After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away. • The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing. Covered x 3	Skill Present a detailed historical narrative about a significant global event. Core knowledge • In 1912, the 'unsinkable' RMS Titanic sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people. • The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. • The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. • Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. • The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. • The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. • In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled. • The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities. • On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation. • The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945. Covered x 6

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	Significant people	AOL: World Skill Share stories and talk about significant people who lived in the past. Core knowledge • Some people in history are significant because they did important things that changed the world or how we live. • An explorer is a person who travels somewhere new or unfamiliar. Covered x 2	Skill Understand the term significant and explain why a significant individual is important. Core knowledge • Samuel Wilderspoon opened schools with playgrounds during the Victorian era. Covered	Skill Use historical models to make judgements about significance and describe the impact of a significant historical individual. Core knowledge • Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia. • Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society. • Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past. • Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon. • Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism. • Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today. • Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century. • Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries. • Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. • Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. • Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections. • Vasco da Gama was the first European to find an ocean trading route to India. • Christopher Columbus was the first European to discover the Americas. • Captain James Cook drew detailed maps of New Zealand and discovered Australia. • Roald Amundsen led the first expedition to reach the South Pole. • Neil Armstrong was the first man to walk on the Moon. • Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. • Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492. • Christopher Columbus brought things to Europe that had not been seen before, such as tobacco. • Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration. • William Wilberforce was a British activist who successfully campaigned for the abolition of the slave trade in the 19th century. • Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century. • Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain. • Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. • Martin Luther King Jr was an activist who led the civil rights movement in the United States that campaigned for equal rights for black people. • Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school. • Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed. • Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England. • Alfred valued reading and knowledge and translated books from Latin for others to read. • Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. • Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars. • William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. • William I built many castles and introduced the feudal system. • Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England. • Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.	Skill Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Core knowledge • Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed. • Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine. Covered x 2	Skill Construct a profile of a significant leader using a range of historical sources. Core knowledge • Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. • In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury. • A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. • King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole. • King Khufu ordered the building of the Great Pyramid of Giza. • King Hatshepsut was a woman who made herself a king because kings had more power than queens. • Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth. Covered x 3	Skill Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Core knowledge • Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause. • Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today. • Cleisthenes was the 'father of Athenian democracy'. • Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture. • Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical. • Plato was an Athenian philosopher who founded Athens's first university. • Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world. • Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them. • Confucius was a philosopher who lived during the Zhou Dynasty. His believed that treating others as you would like to be treated leads to a peaceful and happy life. Covered x 6	Skill Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Core knowledge • Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies. Covered x 2

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				• Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era. • Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor. • British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today. • Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022. • Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards. Covered x 19				
Change	Changes over time	AOL: World Skill Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. Core knowledge • Fairy tales show the clothes that people used to wear a long time ago. • Fairy tales show the homes that people used to live in a long time ago. • Machines have changed over time. People have adapted them to make them work better. • The way people lived in the past is not the same as the way that we live today. • The way that people lived in the past is not the same as the way that we live now. Covered x 6	Skill Describe changes within or beyond living memory. Core knowledge • The Victorian era is named after Queen Victoria. • During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country. • By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines. Covered x 2	Skill Describe how an aspect of life has changed over time. Core knowledge • Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets. • In the past, some monarchs had absolute power and could make their own rules and laws. • Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation. Covered x 2	Skill Summarise how an aspect of British or world history has changed over time. Broad knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Covered	Skill Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Core knowledge • The Fertile Crescent in the Middle East is known as the birthplace of farming. • Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade. • Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems. Covered x 2	Skill Frame historically valid questions about continuity and change and construct informed responses. Core knowledge • It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion. • During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth. • The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games. Covered x 2	Skill Describe the causes and consequences of a significant event in history. Core knowledge • Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. • When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front. • Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front. • Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers. • The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished. • Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement. • Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence. • Key causes of the First World War include alliances, imperialism, militarism and nationalism. Covered x 10
	British history	AOL: World Skill Listen to and talk about stories describing significant events from the past. Broad knowledge Stories, or narratives, can tell us about important things that happened in the past. Assign	Skill Describe a significant historical event in British history. Core knowledge • The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. • A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event. Covered x 3	Skill Describe and explain the importance of a significant individual's achievements on British history. Core knowledge • Important achievements by British individuals include great discoveries and actions that have helped many people. Covered x 2	Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Core knowledge • In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain. Covered Skill Describe how a significant event or person in British history changed or influenced how people live today. Core knowledge • The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes. • Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time. • Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops. • During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century. Covered x 3	Skill Explain the cause, consequence and impact of invasion and settlement in Britain. Core knowledge • The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales. • As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power. • Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex. • Anglo-Saxon words and place names still exist today. • The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today. • Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make. • Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves. Covered x 4 Skill Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Core knowledge • The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity. • As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy. Covered	Skill Create an in-depth study of an aspect of British history beyond 1066. Broad knowledge Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Assign	Skill Articulate the significance of a historical person, event, discovery or invention in British history. Core knowledge • Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade. • Elizabeth I gave John Hawkins permission to become the first British slave trader. • British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers. • Britain transported over three million enslaved people across the Atlantic, more than any other country. • The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies. • The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion. • The Battle of Britain was a major air campaign fought over southern Britain in 1940. • Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain. Covered x 6 Skill Describe the growth of the British economy and the ways in which its growth impacted on British life. Core knowledge • Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies. • Many country houses, museums and libraries that are still used today were built with the profits from slavery. • Many British people used goods produced by enslaved people, such as cotton, linen and tobacco. • Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination. Covered x 2

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Chronology	AOL: World Skill Put familiar events in chronological order, using pictures and discussion. Covered x 3	Skill Order information on a timeline. Core knowledge • Photographs can be ordered chronologically on a timeline. • A family tree is a diagram that shows the relationship between generations of people in a family. • A decade is 10 years. • A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right. Covered x 8	Skill Sequence significant information in chronological order. Core knowledge • A timeline is a display of events, people or objects in chronological order. • A timeline can show different periods of time, from a few years to millions of years. • A historical period is the duration of a monarch's reign. Covered x 10	Skill Sequence dates and information from several historical periods on a timeline. Core knowledge • The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. • The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. • The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. • The Bronze Age ended when society in Britain and Europe collapsed. • The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. • The Iron Age ended after the Roman invasion in AD 43. • The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. • The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed. • The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43. • The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia. • Roman rule ended in Britain in AD 410. Covered x 6	Skill Sequence significant dates about events within a historical time period on historical timelines. Core knowledge • During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans. • Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect. • When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy. • The Indus Valley civilisation ran from c2500 BC to c1700 BC. Covered x 4	Skill Sequence and make connections between periods of world history on a timeline. Core knowledge • There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. • The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC. • The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began. • When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals. • Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect. • China is the longest lasting civilisation starting with the Xia Dynasty in c2070. • The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China. Covered x 6	Skill Articulate and present a clear, chronological world history narrative within and across historical periods studied. Core knowledge • The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. • Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). • The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day. • The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. • The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. • People in Britain celebrated VE day on 8th May 1945. • The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki. Covered x 5

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