Blackmoor Park Junior School History Long Term Plan

Year	Autumn Term		Spring Term		Summer term	
3	**Ancient Egypt** How much did Ancient Egypt change over time?	**Cradles of civilisation** How similar and different were ancient Egypt and ancient Sumer?	**Indus Valley** How do we know about the Indus Valley civilisation?	**Persia and Greece** What did Greek city-states have in common?	**Ancient Greece** What did the sources of Ancient Greece tell us?	***Alexander the great*** *How did Alexander the Great rise to power?*
	National Curriculum	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**
	Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Note connections, contrasts and trends over time and develop the appropriate use of historical terms	Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources	Ancient Greece – a study of Greek life and achievements and their influence on the western world. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should understand how our knowledge of the past is constructed from a range of sources.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Key vocab Archaeologist, hieroglyphics, Nile, kingdom. Pyramids, ankh, order, Giza, Tutankhamun	**Key vocab** Tablet, Tigris, Euphrates, Mesopotamia, trade, ziggurat, cuneiform, epic, nomadic, decipher	**Key vocab** Mohenjo- Daro, Harappa, seals, source, evidence, citadel, technology, oxen, terracotta, merchants	**Key vocab** Empire, city-state, acropolis, Olympus, alphabet, alpha, beta, Iliad, succeeded, shrine	**Key vocab** Democracy, citizens, allies, architecture, Homer, Odyssey, philosophy, declared war, Parthenon, assembly	**Key vocab** Macedon, Delhi, captured, hostage, prophecsy, assassinated, pledged, victor, founded, astronomy

	At the end of this unit, children will know How the power structures are linked to the geography of Egypt. How Egypt's kingdom and beliefs changed over time. The role of the Nile and its importance to the settlements of ancient Egypt.	**At the end of this unit, children will know** That land between the two rivers is known as Ancient Mesopotamia. What a ziggurat is and the importance of it. The rivers and settlements in ancient Sumer.	**At the end of this unit, children will know** What kind of settlement the Indus Valley was. What clues archaeologists have found about their culture through evidence. The materials they used and their spiritual culture.	**At the end of this unit, children will know** Why and how Sparta and Athens formed. The origins of the Greco-Persian wars and be able to link this to democracy and empire. How to describe the Greek religion including some of their Gods and Goddesses.	**At the end of this unit, children will know** The art and architecture of ancient Greece such as the Parthenon. How Greek Religion runs through their stories. Examples of epic poetry including Homer. The importance of philosophy and the pioneers such as Aristotle.	**At the end of this unit, children will know** Where Alexander the Great came from and his backstory in Macedonia. What his childhood was like and his education. His conquest of Persia and the liberty of Alexandria. The impact of his death. Extended focus question: what have we learnt about why empires rise and fall? (link to Egypt and Greece)

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4	**The Roman Republic** How did Rome become so powerful?	**The Roman Empire** What can sources reveal about Roman ways of life?	**Roman Britain** What changed in Roman Britain?	**Christianity in three empires (300-600 CE)** How did rulers change Christianity?	**Islamic civilisations: Arabia and early Islam** Why did Islam spread so far and so fast?	**Islamic civilizations: the rise of Islam** How did worlds come together in Cordoba?
	National Curriculum	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**
	The Roman Empire and its impact on Britian the Roman Empire by AD 42 and the power of its army Note connections, contrasts and trends over time and develop the appropriate use of historical terms Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	The Roman Empire and its impact on Britian Julius Caesar's attempted invasion in 55-54 BC They should understand how our knowledge of the past is constructed from a range of sources.	The Roman Empire and its impact on Britian British resistance, for example, Boudica They should understand how our knowledge of the past is constructed from a range of sources.	'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Establish clear narratives within and across the periods they study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
	Key vocab Romulus, Remus, omen, Tarquin, Brutus, senate, Punic Wars, cavalry, Scipio, patrician	**Key vocab** Province, legion, Julius Caesar, Augustus, emperor, Colosseum, Pompeii, rebellion, imperial	**Key vocab** Britannia, Celtic tribes, chieftain, warriors, breast-plates, revolt, Boudicca, Claudius, Hadrian's wall, garrison	**Key vocab** Adulis , baptised, persecution, rivals, Constantinople, converted, patriarch, Ethiopian Orthodox Church, Roman Catholic Church, Greek Orthodox Church, pope	**Key vocab** Dominated, Arabia, Islam, pilgrims, heritage, Muhammad, Khadijah, refugees, mosque, prophet	**Key vocab** Caliphs, Samarkand, Sind, liberators, dynasty, Damascus, massacre, Cordoba, stonemasons, Almohads

	At the end of this unit, children will know: The foundation myth of Romulus and Remus. About the development of the Roman Republic and their politics as well as the end of the Egyptian civilisation Some Roman myths and legends as well as Roman religion.	**At the end of this unit, children will know:** Who Julius Ceasar was as well as other early emperors. The story of the destruction of Pompeii. The details of the Jewish- Roman wars.	**At the end of this unit, children will know:** What Celtic culture is. The importance of the rebellions of Caractacus and Boudicca. What life on the frontier of Hadrian's wall was like	**At the end of this unit, children will know:** Understand the difference between the types of Christianity in Rome, Constantinople and Adulis How Rome fell in the 5th Century About the Byzantine Empire	**At the end of this unit, children will know:** What Arabia was like before Muhammad Bedouin culture. About the oral culture and the land of poetry. The importance of Muhammad including stories of his birth and how Islam began.	**At the end of this unit, children will know:** How Muslims, Christians and Jews lived and worked together on great architectural projects. The importance of the great library of Cordoba. The achievements of Islamic art, learning of medicine, technology, theology and geography growing from the work on people in all 3 religions.

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5	**Islamic Civilisations- The round city of Bagdad** Why were there so many restless minds in Corboda and in Bagdad?	**Anglo- Saxon Britain** How have Historians learned about Anglo-Saxon Britain?	**Vikings and the lady of Mercians** How did Vikings change England ?	**Norse culture** What connections and similarities did the Norse people have with other peoples?	**Vikings in Britain and their changing rulers** How did Angles, Saxons and Vikings shape England and Scotland?	***Local History study***
	National Curriculum	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**	**National Curriculum**
	Establish clear narratives within and across the periods they study. Construct informed responses that involve thoughtful selection and organisation of relevant historical information Develop a chronologically secure knowledge and understanding of British, local and world history,	Britain's settlement by Anglo-Saxons and Scots Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Anglo-Saxon art and culture They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Note connections, contrasts and trends over time and develop the appropriate use of historical terms	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Anglo-Saxon laws and justice resistance by Alfred the Great and Athelstan, first king of England Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	A depth study linked to one of the British areas of study listed above A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. understand how our knowledge of the past is constructed from a range of sources. Develop a chronologically secure knowledge and understanding of British, local and world history,
	Key vocab al-Mansur, silk roads, Caspian Sea, scholars, observatories, influence, encyclopaedia, anatomy, surgeons	**Key vocab** Saxons, Angles, Jutes, Scots, battle axe, nobleman/woman, status, missionary, monasteries, Offa, Hilda,	**Key vocab** Norsemen, martyrdom, campaigns, warlord, ancestral, forage, ransacked, triumph, fortify, burhs	**Key vocab** Saga, Fjord, exiled, Leif Erikson, pelts, Valhalla, Odin, Asgard, Beowulf, dragon	**Key vocab** Jorvik, kingsmen, pendant, fragments, realm, septre, coronation, courtiers, stronghold, wharves, vessels	**Key vocab**

	At the end of this unit, children will know: Where, why and how Bagdad was built and what information artefacts can tell us about it How Bagdad and Islamic scholars contributing to the learning of astronomy, maths, science, mapping, technology and medicine How the house of wisdom gave them a link to the ancient worlds such as the translation of ancient Greek texts	**At the end of this unit, children will know:** The reasons for migration The early monasteries in the British Isles including Bede, Offa and Cwyenethrith of Mercia How archaeologists learn about Anglo Saxon art, everyday life and villages including Sutton Hoo	**At the end of this unit, children will know:** What the first Viking raids were such as King Alfred of the Kingdom of Wessex How Vikings changed as they settled in other parts of the world How Aethelflaed and Aethelred take on the Vikings and Aethelflaed ruled in her own right as the Lady of the Mercians	**At the end of this unit, children will know:** A range of Norse sagas, art, poetry and Folklore Norse Gods and Goddesses The story of Beowulf and what it has in common with stories from contrasting world civilisations such as the Epic of Gilgamesh and the Iliad	**At the end of this unit, children will know:** The study of Jovik in 910 Reasons why we tell different stories and some reasons as to why some of these stories go missing. Atheistan's coronation and creation of England	**At the end of this unit, children will know:** Some examples of archaeological finds in Merseyside from the Viking era. How to link this information into a context with their previous knowledge of the Viking era. What historians have concluded about Vikings from the artifacts found in Merseyside.

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6	**The Maya** How do historians know about the Maya?	**Medieval African Kingdoms** How similar and different were medieval Ethiopia and Benin?	**Cities in time 1** Why did Manchester change so rapidly in the 19th Century?	**Cities in time 2** How typical of urban history is the history of my city?	**Britain in the era of WW2** What is the impact of the war and post war developments?	**Local Area Study** **TBC** **Watch this space!**
	National Curriculum Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	**National Curriculum** Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	**National Curriculum** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	**National Curriculum** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.	**National Curriculum** Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	**National Curriculum**

	Key vocab: Bloodletting, temple-pyramid, maize, shaman, solar calendar, Chichen Itza, collapse, founder, Mayan	**Key vocab:** Overthrown, appointed, Zara Yaqob, hierarchy, entreaty, Christendom, ceremonial, reclaim, apprentices, Uzama, Igue	**Key vocab:** **TBC**	**Key vocab:** **TBC**	**Key vocab:** **TBC**	**Key vocab:** **TBC**
	At the end of this unit, children will know: Examples of Maya rulers, their customs and the structure of their society as well as religious beliefs and practises. How they developed their language, Maths, art and architecture. How historians explain what happened to the Maya civilisation	**At the end of this unit, children will know:** Information on the material culture, society, government and technology in the medieval kingdom of Benin. Information about all these topics in Ethiopia. Expanded knowledge from Year 4 and the topic they studied on the empire of Aksum	**At the end of this unit, children will know:** The story of 19th century industrial Manchester Real life accounts told from the point of view of a man who arrived in Manchester in 1819. What the recurring characteristics of cities beginning in Mesopotamia are	**At the end of this unit, children will know:** The events of Greek and Roman Pompeii What life was like in medieval and Viking London. Through an independent study they will learn more about a city near to them.	**At the end of this unit, children will know:** How and why people were evacuated. The impact of WW2 on cities, towns and rural areas. The cause and effect of post war migration in Britian.	**At the end of this unit, children will know:** **TBC**