

History Long Term Plan

FS, Year 1, Year 2 – 1 year cycle

LKS2, UKS2 – 2-year cycle

EYFS	Advent	Lent	Pentecost
Topic	<p>Me and my community (Past and present ELG)</p> <p>Exploring autumn</p>	<p>Once upon a time</p> <p>Dinosaurs</p>	<p>Creep, crawl and wriggle</p> <p>On the beach.</p>
Core knowledge	<ul style="list-style-type: none"> - Children to bring in photos of their family members. - Exploring their family trees. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> - Traditional tales and how they differ from books we find today. - Look and explore our modern Kings and Queens. - Discuss clothes from the past, what characters wear in traditional tales and how they differ from today. - Look at dinosaurs that lived a long time ago. - Link dinosaurs that have similar features to a dinosaur today. 	<ul style="list-style-type: none"> - Look at holidays from the past and compare photos of holidays then and now. - Look for similarities and differences. - Explore people who work at the seaside e.g. the RNLI. - Discuss how these volunteers keep us safe at the seaside.

Cycle A & B	Advent	Pentecost
Year 1	Childhood	School Days

Core Knowledge	<p>How does everyday life and childhood in the 1950s compare to today?</p> <ul style="list-style-type: none"> • The 1950s was 70 years ago or 7 decades. • In the 1950's, 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 the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. • The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London. • A family tree displays the relationships between members of a family. 	<p>What are important time words and phrases?</p> <ul style="list-style-type: none"> • The past describes a time before the present. • The words 'last' and 'ago' are often used to explain when something happened in the past. • The present describes the time now. • The future describes a time that hasn't happened yet. • The word 'next' is often used to describe when something will happen in the future. <p>What was life like in Victorian Britain?</p> <ul style="list-style-type: none"> • In the Victorian era, rich families lived in large houses and had servants; poor families live in cramped houses and had little food and clothing. • 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. <p>What was school like in Victorian Britain?</p> <ul style="list-style-type: none"> • 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.
Objectives	<ul style="list-style-type: none"> • Use a range of historical artefacts to find out about the past. • Describe changes within or beyond living memory. • To order information on a timeline. • Use common words and phrases relating to the passing of time. • Describe an aspect of everyday life within or beyond living memory. • Identify similarities and differences between ways of life. 	<ul style="list-style-type: none"> • To order information on a timeline. • Describe an aspect of everyday life within or beyond living memory. • Use a range of historical artefacts to find out about the past. • Create stories, pictures, independent writing, and role play about historical events, people and periods. • Understand the term significant and explain why a significant individual is important. • Order information on a timeline.
Local History.		<ul style="list-style-type: none"> • Look at the history of St Joseph's Primary school. Can they recognise historical pictures of the school. Can they identify the new parts of the buildings. • Describe important events in the school's history. • Looking at members of staff who attended the school using pictures.

Black History	<ul style="list-style-type: none"> Black History Month – Nicola Adams. Celebrating our sisters. 	
Year 2	Movers and Shakers	Magnificent Monarchs
Core knowledge	<ul style="list-style-type: none"> A timeline is a display of events, people, or objects in chronological order. Show different periods of time, from a few years to millions of years. 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 the first European to discover the Americas in 1492. Neil Armstrong was the first person to walk on the Moon in 1969. 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. 	<ul style="list-style-type: none"> Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler, and reign. Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation. Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England. 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. The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England. 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. 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.
Objectives	<ul style="list-style-type: none"> Describe, in simple terms, the importance of local events, people and places. Use historical models to make judgements about significance and describe the impact of a significant historical individual. Present historical information in different ways. Sequencing significant information in chronological order. Describe how an aspect of life has changed over time. 	<ul style="list-style-type: none"> Sequence significant information in chronological order. Use historical terms and phrases linked to monarchs. Describe how an aspect of life has changed over time. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Sequence significant information in chronological order.

	<ul style="list-style-type: none"> Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. 	<ul style="list-style-type: none"> Use historical models to make judgments about significance and describe the impact of a significant historical individual. Describe the hierarchy of a past society. Explain why an event from the past is significant. Sequence significant information in chronological order.
Local History	<ul style="list-style-type: none"> A visit to the Space Centre – researching Neil Armstrong. 	
Black History	<ul style="list-style-type: none"> 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. Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain. 	

Cycle A

Year 3 & 4	Invasion	Ancient Civilisations
Core knowledge	<ul style="list-style-type: none"> In the fifth century AD, the Britons hired Saxon, Angle and Jute (from Germany) 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. 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. During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans. As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power, which then merged into 5 main kingdoms: East Anglia, Kent, Mercia, Northumbria, and Wessex. 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. 	<ul style="list-style-type: none"> Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent. 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. 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. 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. 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.

	<ul style="list-style-type: none"> 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-Saxon words and place names still exist today. The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items, and captured slaves. Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. 	<ul style="list-style-type: none"> 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. A pharaoh was a ruler of ancient Egypt. The pharaoh oversaw everything. The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.
Objectives	<ul style="list-style-type: none"> Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Describe the 'Romanisation' of Britain, including the impact of technology, culture, and beliefs. Sequence significant dates about events within a historical time on historical timelines. Explain the causes, consequences and impact of invasion and settlement in Britain. 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. Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Describe the significance and impact of power struggles on Britain. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. Compare and contrast two civilisations. 	<ul style="list-style-type: none"> Explain how artefacts provide evidence of everyday life in the past. 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. Use more complex historical terms to explain and present historical information. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Describe the hierarchy and different roles in ancient civilisations. Explain in detail the multiple causes and effects of significant events. Construct a profile of a significant leader using a range of historical sources. Compare and contrast two civilisations. Explain in detail the multiple causes and effects of significant events.
Local History	<ul style="list-style-type: none"> Local trail around Market Harborough looking for clues that the Anglo-Saxons lived in this area. 	
Black History	<ul style="list-style-type: none"> Researching the case study of St Hadrian, the African abbot of Canterbury's St Peter's and St Pauls'. 	
Year 5 & 6	Maafa	Britain at War
Core knowledge	<ul style="list-style-type: none"> Abstract historical terms include colonisation, empire, enslavement, rebellion, and resistance. A variety of kingdoms developed in Africa over the last 6000 years. 	<ul style="list-style-type: none"> Key causes of the First World War include alliances, imperialism, militarism, and nationalism.

	<ul style="list-style-type: none"> • 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. • 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 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. • Many enslaved people died in the coastal forts and on the slave ships. • Enslaved people were subjected to racism and punished by their owners. • 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. • After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property. • 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. 	<ul style="list-style-type: none"> • The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist. • 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. • When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front. • New weaponry technology developed at a rapid rate during the First World War. • 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. • 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. • The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland. • Anne Frank wrote a diary, which her father published after her death. • 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. • Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.
Objectives	<ul style="list-style-type: none"> • Use abstract terms to express historical ideas and information. • Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). • Ask perceptive questions to evaluate an artefact or historical source. • Describe and explain the significance of a leader or monarch. 	<ul style="list-style-type: none"> • Describe the causes and consequences of a significant event in history. • Use abstract terms to express historical ideas and information. • Articulate and present a clear, chronological world history narrative within and across historical periods studied. • Present a detailed historical narrative about a significant global event.

	<ul style="list-style-type: none"> • Articulate the significance of a historical person, event, discovery, or invention in British history. • Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. • Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. • Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. • Describe the growth of the British economy and the ways in which its growth impacted on British life. • Describe the causes and consequences of a significant event in history. • Evaluate the human impact of war, oppression, conflict, and rebellion on the everyday life of a past or ancient society. • Articulate the significance of a historical person, event, discovery, or invention in British history. 	<ul style="list-style-type: none"> • Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. • Describe some of the significant achievements of mankind and explain why they are important. • Evaluate the human impact of war, oppression, conflict, and rebellion on the everyday life of a past or ancient society. • Identify different types of bias in historical sources and explain the impact of that bias. • Compare and contrast leadership, belief, lifestyle, or significant events across a range of time periods. • Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.
Local History		<ul style="list-style-type: none"> • Identify local soldiers from Market Harborough who fought in the World Wars. • Local hospital history?
Black History	<ul style="list-style-type: none"> • Research Ignatius Sancho (1729), he was born on a slave ship and brought to England to work. 	<ul style="list-style-type: none"> • Sergeant William Robinson Clarke became the first black pilot to fly for Britain, and a pioneer of Britain's Royal Flying Corps. • More than 600,000 Africans fought for Britain in WW2. After the war, Britain sent these men back home with an end-of-war bonus that was roughly a third of the reward given to their white counterparts.

Cycle B

Year 3 & 4	Through the Ages	Emperors and Empires
Core knowledge	<p>When was the Stone Age?</p> <ul style="list-style-type: none"> • Stone Age life was defined using stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. • The Stone Age in Britain began c750,000 BC and ended when the Bell Beaker Folk brought metalworking technology c2500 BC. • The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. • Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. • Stone Age settlements like Skara Brae were found by archaeologists, which is primary evidence of what life was like in the Stone Age. 	<p>What was life like in Ancient Rome?</p> <ul style="list-style-type: none"> • The city of Rome was founded in Italy between 750-500 BC. The myth of Romulus and Remus was used to explain how. • Life in a Roman town included the use of the forum for decision-making, shops and marketplaces for trade and the rules of social hierarchy. • 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.

- **Monuments**, like **Stonehenge** were built for religious reasons. They included **standing stones, henges, cursus monuments** and **long barrows**.

When was the Bronze Age?

- **Bronze Age** life was defined using bronze to make tool and weapons, and the creation of **large settlements** and **social hierarchy**.
- The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.
- The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.
- The discovery of **bronze** and how it could be used changed the way that people lived, **farmed, fought, traded** and dressed.
- The **Amesbury Archer** discovered and studied by archaeologists provided us with insights into Bronze Age burials.
- Theories for the Bronze Age **collapse** include the weather, **natural disasters** and **rebellion** by the poor against the rich.

When was the Iron Age?

- **Iron Age** life was defined using iron to make stronger tools and weapons and fine, decorative objects.
- The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.
- 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.
- 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. **Hallaton Treasure** was one of the most important Iron Age discoveries and is at Harborough Museum.

- Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.
- 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.
- The Roman army was successful because it had a **hierarchy** where everyone followed the commands of higher ranking soldiers and officers.

How did the Romans come to Britain?

- In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to **conquer** Britain.
- The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them **Britannia**.
- Roman rule ended in Britain in AD 410.
- 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.
- The Vindolanda **tablets** are a primary source that provide first-hand evidence of life in a Roman fort.

How did the Romans change life in Britain?

- The **Romanisation** of Britain included living an **urban** lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.
- Roman inventions include roads, bridges, **aqueducts, hypocaust, and sewers**.
- Towns in Roman Britain were built on a **grid system** and included a **forum, basilica, temples** and **bath houses**.
- 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.
- The Romans left Britain in AD 410 because of invasions in other parts of the Empire.

	<ul style="list-style-type: none"> Iron Age hillforts were protected settlements containing roundhouses built on hilltops. There are around 3300 that have been found in Britain and our closest one is Burrough Hill. Celts were fierce warriors and wore woad and often fought naked. Evidence about them comes from Romans so is unreliable. 	
Disciplinary Knowledge	<ul style="list-style-type: none"> Describe the everyday lives of people from past historical periods. Sequence dates and information from several historical periods on a timeline. Use historical terms to describe different periods of time. Describe ways in which human invention and ingenuity have changed how people live. Make deductions and draw conclusions about the reliability of a historical source or artefact. Explain the cause and effect of a significant historical event. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the roles of tribal communities and explain how this influenced everyday life. Describe how a significant event or person in British history changed or influenced how people live today. Explain the similarities and differences between two periods of history. Summarise how an aspect of British or world history has changed over time. 	<ul style="list-style-type: none"> Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Sequence dates and information from several historical periods on a timeline. Ask well composed historical questions about aspects of everyday life in ancient periods. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Describe the hierarchy and different roles in past civilisations. Describe the achievements and influence of the ancient Romans on the wider world. Explain the cause and effect of a significant historical event. Explain the cause, consequence and impact of invasion and settlement in Britain. Describe the significance and impact of power struggles on Britain. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe ways in which human invention and ingenuity have changed how people live. Analyse a range of historical information to explain how a national or international event has impacted the locality.
Local History	<ul style="list-style-type: none"> Harborough museum – Hallaton Treasure was one of the most important Iron Age discoveries and is at Harborough Museum. Local hillforts – Burrough Hill. 	<ul style="list-style-type: none"> Roman walks around Market Harborough.
Black History	<ul style="list-style-type: none"> Researching the Cheddar Man. 	<ul style="list-style-type: none"> In 1901, a skeleton known as the Ivory Bangle Lady was discovered in York. Scientific analysis showed that this person was female and had North African heritage. When Britain was part of the Roman Empire, an African Emperor called Emperor Lucius Septimius Severus migrated, he brought with him the largest army in the history of Roman Britain. People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent.

Year 5 & 6	Dynamic Dynasties	Groundbreaking Greeks
Core knowledge	<p>When did the dynasties start?</p> <ul style="list-style-type: none"> 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. 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. <p>Hierarchy:</p> <ul style="list-style-type: none"> 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. 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. 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. The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions, and writing. <p>Tools and Weapons:</p> <ul style="list-style-type: none"> These were made by bronze material through the process of smelting. Chariots were used in battles. Farmers used tools made out of stone. 	<p>What were the periods in ancient Greek history?</p> <ul style="list-style-type: none"> There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period. The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen, and built stone palaces. The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC. During the Archaic period of ancient Greece, language, society, government, trade, art, and architecture all started to flourish again creating jobs and wealth. The Greek Classical period began around 500 BC and ended in 323 BC. Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect. <p>Arts and Entertainment:</p> <ul style="list-style-type: none"> 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. <p>Who were the leaders of Ancient Greece?</p> <ul style="list-style-type: none"> 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. When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals. <p>How was the political system made?</p> <ul style="list-style-type: none"> Athenians created the world's first democratic political system where all male citizens over twenty were expected to participate in political discussion and vote.

		<ul style="list-style-type: none"> • Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. • After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.
Objectives	<ul style="list-style-type: none"> • Explore the validity of a range of historical reports and use books, technology, and other sources to check accuracy. • Sequence and make connections between periods of world history on a timeline. • Use a range of historical sources or artefacts to build a picture of a historical event or person. • Articulate and organise important information and detailed historical accounts using topic related vocabulary. • Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). • Study a feature of a past civilisation or society. • Describe the significance, impact and legacy of power in ancient civilisations. • Explain how everyday life in an ancient civilisation changed or continued during different periods. • Compare and contrast an aspect of history across two or more periods studied. • Explain why an aspect of world history is significant. 	<ul style="list-style-type: none"> • Use a range of historical sources or artefacts to build a picture of a historical event or person. • Sequence and make connections between periods of world history on a timeline. • Explain how everyday life in an ancient civilisation changed or continued during different periods. • Compare and contrast an aspect of history across two or more periods studied. • Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. • Describe the achievements and influence of the ancient Greeks on the wider world. • Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. • Articulate and organise important information and detailed historical accounts using topic related vocabulary. • Describe the significance, impact, and legacy of power in ancient civilisations. • Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.
Local History		
Black History	<ul style="list-style-type: none"> • De Maggie Aderin – Pocock. – A female scientist that focuses on Space. Links with our Space topic. 	