

Nursery Cycle B	
All About Me	Vocab: parent(s), grandparent(s), great grandparent (s), different, memory, lifetime, yesterday, today
Required prior knowledge: Children should know: <ul style="list-style-type: none"> • who is in their family 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> • say their name and identify family members. • describe family members using simple words. • recognise that families can look different. • talk about things they do with their family. • discuss who is in their family and how they are related. • recognise shared experiences, routines and celebrations. • compare their family with others, identifying similarities and differences. • use simple time-related language (e.g. "yesterday, today").
Light and Colour	Vocab: calendar, date, event, remember, celebration
Required prior knowledge: Children should know: <ul style="list-style-type: none"> • what festivals their family celebrate 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> • talk about some past celebrations, I have been a part of, using simple words and phrases. • describe key features of celebrations I have experienced, such as birthday parties, festivals, or family gatherings. • understand that celebrations often mark special events, such as birthdays, religious festivals, and historical events. • discuss why people, celebrate events such as Bonfire Night, Diwali, or Christmas. • understand that some celebrations today relate to events from the past, such as Bonfire Night marking the Gunpowder Plot. • to recognise that celebrations can be different depending on families, cultures, and traditions.
Superheroes	Vocab: firefighter, police officer, doctor, nurse, paramedic, teacher, lollipop person, vet, job
Required prior knowledge: Children should know: <ul style="list-style-type: none"> • job roles of people who help us e.g. teachers, police 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> • recognise and name a range of occupations such as doctors, nurses, police officers, firefighters, and paramedics. • describe in simple terms what people in these roles do to help others in everyday life. • identify and talk about how some jobs (e.g., doctors, nurses, and police officers) have changed over time.

	<ul style="list-style-type: none"> ● recognise simple differences between past and present job roles by observing clothing, equipment, and transport. ● understand that doctors, nurses, firefighters, and police officers help people and can be considered real-life superheroes. ● describe how people in these roles show bravery, kindness, and responsibility.
On The Farm	Vocab: Today yesterday tomorrow past present future
Required prior knowledge: Children should know: <ul style="list-style-type: none"> ● a basic knowledge of farms and farm animals 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> ● recall and talk about past visits to farms or similar places, using simple sentences and key vocabulary. ● sequence simple events from a farm visit (e.g., "First, we saw the cows. Then, we fed the chickens"). ● show an awareness that farming has changed over time, for example, by recognising differences between old and modern tractors or ways of milking cows. ● use age-appropriate vocabulary to describe simple historical changes, such as "long ago" and "now". ● sort simple pictures of farms from the past and present, discussing basic differences. ● recognise that life in the past looked different from today by observing old and modern farming tools.
Minibeasts	Vocab: before, now, then, a long time ago
Required prior knowledge: Children should know: <ul style="list-style-type: none"> ● basic understanding of minibeasts we find around us. 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> ● show an awareness that minibeasts have been around for many years. ● begin to use simple historical language such as "a long time ago" when discussing changes in animals and minibeasts. ● discuss the lifecycle of minibeasts, such as how a caterpillar changes into a butterfly. ● use time-related words such as "before," "now," and "then" when talking about these changes.
Journeys	Vocab: transport, travel, old, new
Required prior knowledge: Children should know: <ul style="list-style-type: none"> ● names of some common forms of transport 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> ● talk about past journeys they have taken, using simple details (e.g. where they went, who they travelled with, and how they travelled). ● listen to and recall simple stories or experiences related to travel and transport. ● begin to use some correct tenses when talking about experiences (e.g. "I went on a train" instead of "I go on a train"). ● use key vocabulary related to journeys, such as "travel", "transport", "old", "new", "fast", and "slow".

	<ul style="list-style-type: none"> begin to understand that transport has changed over time. recognise and compare old and new models of transport, describing simple differences (e.g. "Old cars didn't have seatbelts", "New aeroplanes are much bigger").
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Reception	
All About Me	Vocab: parent(s), grandparent(s), great grandparent (s), different, memory, lifetime, yesterday, today
Required prior knowledge: Children should know: <ul style="list-style-type: none"> members of their family and how they are related (Nursery) An understanding of how people's families can be different (Nursery) 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> talk about some of my own and my family's history, recognising similarities and differences between past and present experiences. recognise and name key members of my family and discuss how they are related to me. describe special occasions or traditions my family celebrates and how they are similar or different to those of my peers. recall and describe some past experiences that I have had, using photographs and pictures to help me remember. begin to understand the concept of past, present, and future when talking about my own experiences. develop an awareness that people's lives have changed over time, including how my parents' and grandparents' early lives were different from mine.
Dinosaurs	Vocab: extinct, prehistoric, millions of years ago, dinosaur, fossil, skeleton
Required prior knowledge: Children should know: <ul style="list-style-type: none"> There are creatures that used to live millions of years ago 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> recognise that dinosaurs lived a long time ago and no longer exist today. understand that the world looked different when dinosaurs were alive compared to today. talk about events in the past based on stories they have read or heard. recall key events from simple historical fiction texts about dinosaurs. understand that fossils and bones help us learn about dinosaurs and the past. talk about how scientists use fossils to find out what dinosaurs looked like.
Once Upon a Time	Vocab: story, fairy-tale, castle, king, queen, tower, princess
Required prior knowledge: Children should know:	End point:

<ul style="list-style-type: none"> Basic story tale language from a range of stories 	<p>By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> recognise that some traditional tales have been told for many years and may have changed over time. identify and describe differences between older and modern versions of well-known fairy tales. talk about stories they used to enjoy when they were younger and how their preferences have changed. express and justify personal opinions about their favourite fairy tales from the past and present. understand that stories were traditionally passed down through spoken storytelling before being written down. retell a familiar fairy-tale in their own words, emphasising key events and characters.
<h2>A Long Time Ago</h2>	<p>Vocab: history, then, now, change, same, different</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> An understanding of the passing of time 	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> talk about how life has changed within their family's lifetime, such as differences in holidays, transport, and communication. recall discussions with grandparents or older relatives about how things were different when they were young. look at photos, objects, and books to describe what they reveal about the past. discuss how toys, clothing, and household items have changed over time. compare familiar aspects of their own lives (e.g. toys, food, homes) with those of children from the past. explain similarities and differences between how people lived then and now.
<h2>Growing</h2>	<p>Vocab: grow young baby child adult elderly</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> An understanding of the passing of time 	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> show an awareness of past and present events, discussing things that have already happened and those happening now. describe significant events in their own lives, such as birthdays or seasonal changes. engage in discussions about books and stories that illustrate growth and change over time, focusing on people, plants, and animals. describe differences between past and present settings in familiar stories. recognise that babies grow into children and then into adults, describing simple features of each stage. talk about how they have changed since they were babies.

Space	Vocab: planet, earth, moon, stars, Neil Armstrong, Apollo 11, footprint
Required prior knowledge: Children should know: <ul style="list-style-type: none"> have an awareness of space from engaging with a range of stories 	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> describe the roles and activities of family members, carers, and people in their community. share personal experiences and talk about how family traditions and routines may be similar or different to those of others. recall and discuss simple facts about significant historical events, including the first moon landing, and what it meant for people at the time. understand that events from the past have shaped the world today. describe Neil Armstrong as the first person to walk on the moon and recall the phrase "That's one small step for man, one giant leap for mankind." talk about how space exploration has changed since then, including modern astronauts and missions.

Year 1	
Steam Power	Why is Matthew Murray remembered today?
Vocab	
Substantive railway, coal, transport, horse drawn cart, boat, walking, , Middleton Railway, locomotive, Leeds, Matthew Murray, inventor, engineer, steam engine, Salamanca, steam power, colliery, train badge, steam train, heritage railway	Disciplinary History, local, Past, compare, old, new, change, method, origins, importance beyond living memory, develop, efficiency, innovation, impact, invent, design, past and present, local history, continuity, commemoration
Required prior knowledge: Children should know: <ul style="list-style-type: none"> Some knowledge of modern travel (Journeys Nursery) Different modes of transport that they have been on and are able to talk about them (Journeys Nursery) Links to previous topics: Journeys (nursery) A Long Time Ago (Reception)	End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> Pupils can explain that local history is about events and changes that happened in their area. Pupils can describe different forms of transport used before trains, such as horses and carts. Pupils can explain that Middleton Railway was the world's oldest working railway. Pupils can describe how Middleton Railway helped transport coal and contributed to industry. Pupils can identify Matthew Murray as an important figure in history. Pupils can explain that Matthew Murray built the Salamanca locomotive, which was one of the first steam-powered locomotives. Pupils can describe the Salamanca locomotive and explain why it was significant. Pupils can identify the train on the school badge and explain why it is there.

	<ul style="list-style-type: none"> Pupils can describe how the train represents Middleton Railway and its significance in local history.
Everybody's Playing	How have toys and technology changed over living memory?
Vocab	
<p>Substantive</p> <p>Past, present, old, new, 100 years ago, childhood, school, chores, family, play, toy, wooden, metal, fabric, spinning top, plastic, batteries, teddy bear, building blocks, board game, yo-yo, doll, television, programme, screen, remote, cartoon, computer, games console, keyboard, controller, advert, modern, app, robot</p>	<p>Disciplinary</p> <p>Timeline, change, similarity, difference, compare, sequence, source, evidence, sort, continuity, identify, past, present, technology, stereotype, describe</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> Familiar with toys Familiar with modern technology and how to use them e.g. smartphones, tablet computers <p>Links to previous topics:</p> <p>Superheroes (nursery) Once Upon a Time (Reception)</p>	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> Pupils can identify key ways in which aspects of everyday life (e.g. toys, household technology, entertainment) have changed over time. Pupils can describe the experiences of a child from 100 years ago using visual sources and oral history. Pupils can correctly name a variety of toys used by children in the past, such as spinning tops, dolls, and marbles. Pupils can describe how materials, designs, and functions of toys have changed (e.g. wood to plastic, mechanical to electronic). Pupils begin to understand chronology by sequencing toys from different time periods. Pupils can identify continuity and change in toys, explaining how some familiar toys (e.g. teddy bears, dolls) exist in both past and present, but may look or work differently. Pupils use language such as “before”, “after”, “old”, and “new” to describe these changes. Pupils can describe features of old televisions (e.g. black and white, no remote control) versus modern ones (e.g. colour, flat screen). Pupils know that early home computers and games consoles looked and worked differently to those today. Pupils understand that toy advertisements reflect the values and expectations of the time (e.g. gender stereotypes, technological advancements). Pupils can describe how some modern toys incorporate technology, such as batteries, electronics, or apps. Pupils understand that modern toys often interact with computers, screens, or the internet. Pupils can articulate what they have learned about toys and technology over time using key historical vocabulary. Pupils can create simple presentations, drawings, labels, or timelines to showcase their understanding of how toys and technology have changed.

Year 2	
Up Up and Away!	How did our skies get so busy?
Vocab	
<p>Substantive</p> <p>Flight, glider, hot air balloon, aeroplane, inventor, wings, lift, inflate, gas, pilot, propeller, take off, powered flight, controversy, predecessor, first, record breaking, solo flight, pioneer, aviation, aviator, engineer, contribution, achievement, significance, technology, jet engine, aircraft, air travel, immigration, emigrate, migration, refugee, globalization, airport, terminal, connectivity, trade, tourism, economy, sustainability, electric aircraft, supersonic, hybrid</p>	<p>Disciplinary</p> <p>Past, invent, evidence, source, inventor, experiment, discovery, eyewitness, perspective, fact, achievement, legacy, challenge, history, barriers, compare, contrast, debate, progress, milestone, innovation, transformation, impact, movement, connection, community, development, historical timeline, future, technological advancements</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> Some knowledge of modern travel (Journeys Nursery, Steam Power Year 1) Different modes of transport that they have been on and are able to talk about them <p>Links to previous topics:</p> <p>Journeys (nursery) A Long Time Ago (Reception) Steam Power (Year 1)</p>	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> Pupils should be able to explain that flight requires lift and thrust and understand simple principles of how flying machines stay in the air. Pupils will identify key components of an aircraft (wings, engines, propellers) and how they contribute to flight. Pupils should know Sir George Cayley was a British engineer who is known as the “father of aviation”. Explain how his glider designs laid the foundation for modern flight and identify some of his key inventions. Pupils can explain how the Montgolfier brothers’ invention in 1783 marked the first manned flight. Pupils should identify that Orville and Wilbur Wright were American inventors who achieved the first sustained, controlled, powered flight in 1903. Pupils should explore contrasting views about the first flight in a simplified manner and express an opinion, using reasoning supported by evidence studied in class. Pupils should identify Amy Johnson as the first woman to fly solo from Britain to Australia in 1930. Pupils can explain the barriers she overcame and why her achievements were historically significant. Pupils should know Hilda Hewlett was the first British woman to earn a pilot’s licence and that she co-founded an aircraft manufacturing company. Pupils will understand her role in early aviation and in breaking barriers for women in engineering. Pupils should use simple historical vocabulary (such as earlier, later, before, after) to sequence and compare the lives and achievements of Amy Johnson and Hilda Hewlett Children should be able to place key inventions on a simple timeline and describe how flight has developed over time.

	<ul style="list-style-type: none">● Pupils will recognise that air travel allows people to move and connect across countries.● They will show simple understanding that immigration has changed lives, and relative ease of modern travel impacts communities.● Pupils can explain the role of the airport in connecting Leeds and the Yorkshire region to the rest of the UK and the world.● Pupils will apply knowledge of the history of flight to suggest possible future changes (e.g. eco-friendly planes, faster travel).● They will use imagination and historical understanding to draw, describe, or construct models of future aircraft, linking to design and technology outcomes.
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Nurturing Nurses		What makes someone a hero worth remembering?	
Vocab			
Substantive		Disciplinary	
Nurse, hospital, patient, medicine, care, health, doctor, infection, hygiene, Florence Nightingale, Crimean War, soldier, lamp, training, Mary Seacole, Jamaica, British Hotel, Nellie Spindler, Wakefield, Leeds, World War 1, battlefield, casualty, war, Hanna Chrzanowska, community nurse, Krakow, Poland, Catholic, legacy		Source, question, explain, describe, compare, information, past, change, timeline, identify, improve, impact, significant, local history, remember, similar, different, contribution, contrast, justify, opinion, debate, reflect, present	
Required prior knowledge: Children should know: <ul style="list-style-type: none">Some key occupations such as doctor, nurse, vet (Superheroes Nursery) Links to previous topics: Superheroes (nursery) Space (Reception) Everybody’s Playing (Year 1)		End point: By the end of this unit children should be able to: <ul style="list-style-type: none">Pupils understand why nurses are important in maintaining public health and wellbeing today.Pupils can explain what hospitals and healthcare were like before Florence Nightingale’s influence.Pupils can recount key biographical details about Florence Nightingale (e.g. birth, death, nationality, time period).Pupils understand why Florence Nightingale is remembered as a significant historical figure.Pupils can describe how Florence Nightingale improved hospital cleanliness and patient care.Pupils can identify who Mary Seacole was and describe her background, including her work in the Crimean War.Pupils understand the challenges Mary Seacole faced due to racial prejudice and how she made an impact nonetheless.Pupils can explain who Nellie Spindler was and describe her role as a nurse in World War I.Pupils can compare aspects of the lives and work of Florence Nightingale and Nellie Spindler (e.g. time periods, war service, legacy).Pupils can identify similarities and differences between their contributions.Pupils know who Hanna Chrzanowska was and understand her impact on community nursing in Poland.Pupils can compare the contributions of Florence Nightingale, Mary Seacole, Nellie Spindler, and Hanna Chrzanowska.Pupils can express and justify an opinion on which nurse they believe had the greatest impact based on evidence from their learning.Pupils can recall key facts about the lives and achievements of the four significant nurses studied.	

Year 3		
The Changing Face of Leeds and Bradford		How did the Industrial Revolution change Leeds and Bradford?
Vocab		
Substantive		Disciplinary
Rural, cottage industry, farming, village, handmade, industrial, revolution, urban, factory, machine, invention, Spinning Jenny, power loom, steam engine, textile, canal, railway, trade, coal, export, mill, steam power, Armley Mills, child labour, workhouse, rights, immigration, migrant, Ireland, famine, industry, mill owner, Saltaire, reformer, legacy, World Heritage Site, community, transport, housing, modern, Victorian		Source, evidence, compare, change, past, timeline, cause, consequence, impact, effect, significance, empathy, community, continuity
Required prior knowledge: Children should know: <ul style="list-style-type: none"> Some general local geography e.g. map reading skills (Geography Year 1) Understanding of different forms of transport and their development (Journeys Nursery, Steam Power Year 1) Links to previous topics: Journeys (nursery) A Long Time Ago (Reception) Steam Power (Year 1) Up Up and Away! (Year 2)		End point: By the end of this unit children should be able to: <ul style="list-style-type: none"> describe what everyday life was like before industrialisation, including how people worked and lived. explain what the Industrial Revolution was and why it is significant in history. identify when the Industrial Revolution took place and place it on a timeline. recognise some of the major inventions, such as the steam engine and spinning jenny. explain how transport changed, including the development of canals, railways, and roads. explain what a cotton mill was and why it was important during the Industrial Revolution. understand how children worked in factories, mines, and mills. compare the lives of children in the Industrial Revolution to those of children today. explain why people moved to cities and from other countries to work in Britain. identify who Sir Titus Salt was and why he is remembered. explain how he improved working and living conditions for factory workers. identify what Saltaire is and why it is historically significant. compare Leeds during the Industrial Revolution to modern-day Leeds. identify key changes such as housing, transport, and industry.

Year 4	
Scavengers and Settlers	How did life change from the Stone Age to the Iron Age?
Vocab	
<p>Substantive</p> <p>Prehistory, Stone Age, Bronze Age, Iron Age, timeline, hunter gatherer, nomadic, mammoth, shelter, flint, Skara Brae, Neolithic, settlement, midden, Orkney Islands, farming, domestication, Stonehenge, monument, solstice, smelting, plough, hillfort, roundhouse, hearth, burial site, grave goods, barrow, chariot burial, cremation, ritual, granary, barley, archaeologist, excavation, Fossil, metal work</p>	<p>Disciplinary</p> <p>Archaeology, evidence, excavation, source, inference, evidence, artefact, primary source, archaeologist, preservation, change, impact, technology, theory, significance, construction, comparison, continuity, interpretation, chronology, cause and effect</p>
<p>Required prior knowledge:</p> <p>Children should know:</p> <ul style="list-style-type: none"> Negative numbers (Maths Year 4 Aut 1) The concept of beyond living memory (Steam Power Year 1, Leeds and Bradford Year 3) concept of prehistory – understanding through archaeology not written evidence (Dinosaurs Reception) Geographical location of UK (Geography Year 2) How to create a timeline (Toys and Technology Year 1, Up Up and Away Year 2) <p>Links to previous topics:</p> <p>Journeys (nursery) Dinosaurs (Reception) Toys and Technology (Year 1) Up Up and Away (Year 2) Leeds and Bradford (Year 3)</p>	<p>End point:</p> <p>By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> identify and describe the three main periods: Stone Age, Bronze Age, and Iron Age. Understand where these periods fit into a chronological timeline. Recognise how prehistory differs from recorded history. Explain how early humans met their basic needs for food, shelter, and clothing. Describe the hunter-gatherer lifestyle and tools used for survival. Identify the key features of Skara Brae and its historical importance. Discuss what archaeological findings reveal about Stone Age society. Explain how Skara Brae helps historians understand early settlements. Describe the shift from hunting and gathering to early farming. Explore how farming led to permanent settlements and population growth. Describe what Stonehenge is and what it may have been used for. Consider different historical theories about the purpose of Stonehenge. Explain how hillforts and roundhouses were used in Iron Age Britain. Understand the importance and influence of tribal communities. Recognise how iron tools improved farming, warfare, and daily life. Identify key burial sites and explain what they reveal about past beliefs. Recognise how early humans sourced their food in different periods. Describe how diets changed with the introduction of farming. Define what archaeology is and how archaeologists study the past. Explore how artefacts, skeletons, and settlements provide historical evidence. Understand key archaeological discoveries from the prehistoric period. Identify and explain key changes in housing, technology, and society. Discuss how new materials and technologies influenced daily life.

Powerful Civilizations		What do all ancient civilizations have in common?	
Vocab			
Substantive		Disciplinary	
Ancient Civilizations, Ancient Sumer, Ancient Egypt, Indus Valley, Shang Dynasty, influence, trade, agriculture, irrigation, floodplain, fertile land, cuneiform, hieroglyphics, bronze age, artefact, archaeology, trade route, bronze, calendar		Cause and effect, significance, comparison, historical enquiry, chronology, timeline, evidence, primary source, secondary source, source, inference, innovation, legacy, continuity and change, interpretation	
Required prior knowledge: Children should know: <ul style="list-style-type: none">A basic understanding of chronology and that events happen in different places at the same time through history (Up Up and Away Year 2)The concept of Ancient History (Scavengers and Settlers Year 4)Basic geographic knowledge of the world (Geography Year 3) Links to previous topics: Journeys (nursery) Steam Power (year 1) Up Up and Away! (Year 2) Leeds and Bradford (Year 3)		End point: By the end of this unit children should be able to: <ul style="list-style-type: none">place the four main civilisations (Ancient Sumer, Ancient Egypt, the Indus Valley, and the Shang Dynasty of Ancient China) on a timeline, showing their relative order and duration.recognise overlapping periods and influences between ancient civilisations.identify key events within each civilisation and their significance.explain the role of major rivers (Tigris and Euphrates, Nile, Indus, and Yellow River) in supporting settlements.describe how rivers influenced agriculture, trade, and economic stability.identify common factors such as writing systems, governance, trade, and religious beliefs.summarise key inventions and innovations from each civilisation, such as writing (cuneiform and hieroglyphics), bronze tools, and early mathematics.recognise early scientific and mathematical contributions, such as early number systems.discuss how artefacts and archaeological findings help historians understand these ancient societies.identify key trade routes and goods exchanged, both locally and internationally.	

Ancient Egypt		What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?	
Vocab			
Substantive		Disciplinary	
Ancient Egypt, Pharaoh, nobles, scribes, farmers, slaves, Old Kingdom, Middle Kingdom, New Kingdom, geography, Nile River, floodplain, irrigation, delta, hieroglyphs, papyrus, Rosetta Stone, phonetic symbols, logograms, sceptre, crook, ankh, divine, afterlife, mummification, tomb, sarcophagus, pyramid, Canopic jars, book of the dead		Dynasty, society, era, hierarchy, source, chronology, primary source, secondary source, interpretation, cause and effect, evidence, monarchy, authority, divine right, legacy, belief system, ritual, symbolism, excavation	
Required prior knowledge: Children should know: <ul style="list-style-type: none">• A basic understanding of chronology and that events happen in different places at the same time through history (Up Up and Away Year 2)• A basic understanding of the main four ancient civilizations during this period of history (Powerful Civilizations Year 4)• Understanding of how archaeology and artefacts teach us about history (Dinosaurs Reception, Scavengers and Settlers Year 4)• An understanding of prehistory (Dinosaurs Reception, Scavengers and Settlers Year 4) Links to previous topics: Journeys (nursery) Steam Power (year 1) Up Up and Away! (Year 2) Leeds and Bradford (Year 3) Powerful Civilizations (Year 4)		End point: By the end of this unit children should be able to: <ul style="list-style-type: none">• identify key periods in Ancient Egyptian history, including the Old, Middle, and New Kingdoms.• understand how long Ancient Egypt lasted and place it on a chronological timeline.• describe the hierarchical structure of Ancient Egyptian society, including the roles of the pharaoh, priests, scribes, artisans, farmers, and slaves.• explain how social status affected daily life in Ancient Egypt.• describe how the River Nile was essential for farming, transport, and trade.• explain the annual flooding of the Nile and its impact on agriculture.• identify key uses of the Nile, such as irrigation, fishing, and as a means of travel.• recognise hieroglyphics as the writing system of Ancient Egypt.• understand how the Rosetta Stone helped historians decipher hieroglyphics.• describe the role and responsibilities of the Pharaoh in Ancient Egypt.• understand the symbols associated with the Pharaoh’s power (crown, scepter, crook, ankh).• explain why the Pharaoh was considered both a king and a god in Egyptian society.recognise that Ancient Egyptians followed a polytheistic belief system, worshipping multiple gods and goddesses, each associated with specific aspects of life and nature.• explain the Ancient Egyptian beliefs about the afterlife, including the concept of Ma’at.• describe the mummification process and its religious significance.• recognise key burial practices, including the role of tombs, canopic jars, and grave goods.	

Year 5	
Ancient Greece	How did the Ancient Greeks help to shape the modern world?
Vocab	
<p>Substantive</p> <p>Ancient, civilizations, city-state, Mediterranean Sea, Aegean Sea, BCE, agora, acropolis, Athens, Sparta, democracy, Persian Empire, invade, hoplite, strategy, myth, legend, hero, moral, citizen, assembly, voting, trade, merchant, import, export, harbour, Olympics, legacy, architecture</p>	<p>Disciplinary</p> <p>Locate, chronology, timeline, source, explain, describe, compare, contrast, evidence, sequence, identify, explore, interpret, retell, evaluate, connect</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> Understanding of Ancient Civilizations (Powerful civilizations Year 4) Basic geographic knowledge of the world (Geography Year 3) <p>Links to previous topics:</p> <p>Journeys (nursery) Steam Power (Year 1) Powerful Civilizations (Year 4)</p>	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> Identify the geographical location of Ancient Greece in relation to Europe and the wider world. Position Ancient Greece era appropriately on a timeline alongside other ancient civilisations. Outline similarities and differences in the roles of men, women and children in Athens and Sparta. Explain differences in education, military training, governance and culture between the two city-states. Accurately place the Battle of Marathon within a chronological framework. Summarise the causes, key events and outcomes of the battle. Retell selected Ancient Greek myths accurately. Interpret the moral or lesson within each myth and explain its relevance to Ancient Greek culture. Understand the basic principles of democracy as practised in Ancient Athens. Identify similarities and differences between Ancient Greek and modern British democratic systems. Describe the importance of trade routes across the Mediterranean. Identify contributions in architecture, philosophy, politics, science, and literature. Explain how Ancient Greek ideas and practices are still evident in contemporary life.

The Romans		How did the Roman Empire help to shape the modern world?	
Vocab			
Substantive		Disciplinary	
Empire, Rome, emperor, conquer, invasion, Julius Caesar, Claudius, Boudicca, Hadrian’s wall, withdrawal, tribe, ally, resistance, forum, bathhouse, amphitheatre, villa, temple, Londinium, milestone, Fosse Way, Watling Street, engineer, infrastructure, trade, import, export, port, market, Governor, province, citizen, tax, law, Iceni, rebellion, legion, aqueduct. Latin, legacy, decline, barbarian, instability		Chronology, source, interpretation, significance, timeline, cause and effect, primary source, perspective, evidence, compare, interconnected, authority, impact bias, continuity, change	
Required prior knowledge: Children should know: <ul style="list-style-type: none">Understanding of Ancient Civilizations (Powerful civilizations Year 4)Basic geographic knowledge of the world (Geography Year 3)Knowledge of Empires (Powerful Civilizations Year 4) Links to previous topics: A Long Time Ago (Reception) Powerful Civilizations (Year 4)		End Points By the end of this unit children should be able to: <ul style="list-style-type: none">Pupils can explain what the Roman Empire was, including its origins and the extent of its territory at its peak.Pupils can place major events from Roman Britain on a timeline such as: Julius Caesar’s invasions (55–54 BC) The Claudian invasion in AD 43 Boudicca’s rebellion (AD 60–61) The building of Hadrian’s Wall (begun AD 122) Roman withdrawal (409–410 AD)Pupils understand the varied impact of Roman rule on different parts of Britain.Pupils can describe features of Roman towns and cities, including streets, bathhouses, forums, villas, and amphitheatres.Pupils can give reasons why the Romans built roads and explain their importance for communication, trade, and military control.Pupils identify key Roman roads in Britain (e.g. Watling Street, Fosse Way) and describe their layout and legacy.Pupils can explain how trade helped connect Roman Britain to the rest of the Roman Empire.Pupils can describe the systems of governance introduced by the Romans, including provinces, governors, and taxation.Pupils can recount the events of Boudicca’s rebellion and explain who she was.Pupils explain why Boudicca is remembered as a significant figure in British history, considering ideas of resistance and national identity.Pupils identify key Roman contributions such as aqueducts, central heating, public baths, paved roads, and written records.Pupils articulate how these achievements have influenced modern British life and infrastructure.Pupils can explain the reasons for the Romans leaving Britain, such as pressure on the Empire elsewhere.Pupils describe what happened in Britain after the Romans left and can identify elements of Roman influence that remained.	

Year 6	
Traders and Raiders	Were the Vikings ruthless invaders or peaceful traders?
Vocab	
<p>Substantive</p> <p>Empire, legions, withdrawal, invasion, Rome, frontier, Scots, Picts, raid, settlement, Anglo Saxons, Angles, Saxons, Jutes, migration, Pagan, artefact, brooch, warrior, Sutton Hoo, craftsperson, Viking, longship, monastery, Lindisfarne, Alfred the Great, Wessex, burh, treaty, education, Aethelflaed, Mercia, alliance, fortified, Athelstan, unification, battle of Brunanburh, kingdom, tribute, second Viking invasion, Danegeld, Ethelred the unready, Edward the confessor, succession crisis, witan, Norman, legacy, language, culture, government, law, timeline, conquest</p>	<p>Disciplinary</p> <p>Cause, effect, chronology, interpretation, source, consequence, perspective, inference, change, evidence, leadership, legacy</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> Understanding of England after the Romans left (Romans Year 5) Basic geographic knowledge of the UK (Geography Year 1 and 2) <p>Links to previous topics:</p> <p>Journeys (nursery) Powerful Civilizations (Year 4) Romans (Year 5)</p>	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> give key reasons for the collapse of the Roman Empire, including internal weaknesses and external invasions. explain the instability, lack of leadership, and vulnerability to raids experienced by Britons following the Roman exit.. describe who the Anglo-Saxons were and explain why they came to Britain. give accurate descriptions of daily life including housing, agriculture, religion, social structure, and crafts. compare aspects of life to those in Roman Britain, identifying continuity and change. recount the attack on Lindisfarne in 793 AD and explain why monasteries were targeted. explain Alfred's role in defending Wessex, promoting education, and laying foundations for a unified England. evaluate why he is remembered as 'Great'. recognise Aethelflaed's contributions as a military leader and political figure during a male-dominated era. explain how Athelstan achieved the unification of England and became the first recognised King of all England. explain the Danelaw's impact and the eventual assimilation of Viking culture into English life. explain Edward's role as the last Anglo-Saxon king and the issues surrounding his succession. link the end of Edward's reign to the Norman Conquest in 1066. identify how language (e.g., place-names), legal systems, and governance were influenced by Anglo-Saxons and Vikings. Pupils can give examples of enduring cultural features with Scandinavian and Anglo-Saxon origins. reflect on what they have learnt over the unit, including chronology, impact of leadership, cultural change, and continuity

Arabian Nights	Did Islamic Civilizations invent it all first?
Vocab	
<p style="text-align: center;">Substantive</p> <p>Islam, Prophet Muhammad, Mecca, Medina, Hijrah, Qur'an, Caliphate, Caliph, Umayyad, Abbasid, Baghdad, house of wisdom, Islamic golden age, trade routes, bazaar, algebra, textiles, local</p>	<p style="text-align: center;">Disciplinary</p> <p>Chronology, cause and effect, significance, legacy, perspective, primary source, secondary source, evidence, interpretation, historical significance, urbanization, innovation, scholars, trade, interconnection, economy, globalization, scientific method</p>
<p>Required prior knowledge: Children should know:</p> <ul style="list-style-type: none"> • Understanding of Empire (Ancient Civilizations Year 4, Romans Year 5) • Location of the Silk Roads (Ancient Civilizations Year 4) <p>Links to previous topics:</p> <p>Powerful Civilizations (Year 4) Romans (Year 5)</p>	<p>End point: By the end of this unit children should be able to:</p> <ul style="list-style-type: none"> • Identify the key events leading to the founding of Islam in the 7th century. • Explain the role of the Prophet Muhammad in establishing Islam. • Understand the significance of the Qur'an as the holy book of Islam. • Describe the structure of early Islamic society, including its governance and daily life. • Recognise the significance of the Rashidun and Umayyad Caliphates. • Explain why the Abbasid Caliphate moved the capital to Baghdad in 762 CE. • Describe the strategic and economic advantages of Baghdad's location. • Describe what made Baghdad a centre of trade, culture, and learning. • Explain what the Silk Roads were and their purpose. • Identify goods, ideas, and knowledge that were exchanged along the Silk Roads. • Explain what the House of Wisdom was and why it was established. • Discuss its contributions to scholarship, including mathematics, science, and literature. • Identify significant inventions, discoveries, and cultural developments from early Islam. • Discuss the lasting impact of early Islamic advances on the modern world.