

Gwladys Street C P and N School Long Term Plan – History



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Year 1	Autumn	Spring	Summer	
	Toys	Poles Apart	Flight	
	Recognise the difference between toys of the past and those of today. Compare toys from the world and consider whether all children have the same access to toys.	Use different sources of research e.g. books, pictures, photographs and the internet.	Be able to recall information about the first ever flight and the jet era.	
Year 2	London's Burning	Indian Spice	Pioneers	Opening Worlds curriculum The Neolithic Age
	Recognise and explain why The Great Fire of London happened and the changes that occurred as a result.	Use different sources to research topic and find out about India and Indian Cultures. E.g. Books, the internet, holiday brochures and family photographs.	That people in the past, with pioneering ideas, inventions and reforms, have had an impact on the world we live in today.	The Neolithic Age Dorothy Garrod and Yusra's discovery of farming tools Farming Early human settlements by rivers

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	Identify differences between ways of life of people at the time of the fire, compared with today. Compare two versions of reports of The Great Fire. Compare pictures documenting the fire.		That people can change the environment that we live in by inventing How to research people's lives using books, the Internet, artefacts and pictures. new machines and processes.	Burying the dead Early human housing Fire and pottery The wheel
Year 3	Year 3, 4 and 5 following OPENING WORLDS curriculum from September 2021			
1st Half Term	Ancient Egypt	Indus Valley	Ancient Greece	
	Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion,	Indus Valley Civilisation What kind of settlement was this? A system of monsoon-fed rivers; advanced urban planning in cities; long-distance trade material and spiritual culture: Sarasvati culture, including the Rig Veda, ancient writings & scriptures (links with Autumn 2 Religion & Worldviews) Evidential basis - how do we know? archaeological finds Why did settlements spread over such a large area?	Art, culture & learning in Ancient Greece Greek architecture, including. Parthenon Why did the Greeks tell so many stories? Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Summer 1) Greek literature, including epic poetry – including. Homer. Tragedy in Greek theatre Ancient Greek language Philosophy and enquiry in Ancient	

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	<p>government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p>	<p><i>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</i></p>	<p>Greece, including Aristotle – depth on Aristotle. <i>Disciplinary focus: evidential thinking What can sources from Ancient Greece tell us?</i></p>
<p>2nd Half Term</p>	<p>Cradles of Civilisation</p> <p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. big map seeing where they all were & geographical similarities. Then major on ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) <i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Persia and Greece</p> <p>Start with Ancient Persia and its empire to set geographical & political context. Ancient Greek city states, including Sparta and Athens. Why/how did they form? Greco-Persian wars, including battle of Marathon Athenian democracy and empire, Peloponnese War Greek religion – gods and goddesses. <i>Disciplinary focus: similarity and difference What did Greek city-states have in common?</i></p>	<p>Alexander the Great</p> <p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education early battles, conquest of Persia, death. Alexander the ‘Great’? Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? <i>Disciplinary focus: causation.</i></p>

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Year 4 and 5	The Roman Republic	Roman Britain	Islamic Civilisations (1)
Ist Half term	Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic	The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain Disciplinary focus: change/continuity What changed in Roman Britain?	Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.
2 nd Half term	The Roman Empire	Christianity in the three Empires	Islamic Civilisations (2)
	Studying Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war Persecutions of Christians in Rome Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny	(300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. 1) Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. Constantine and founding of Constantinople. Fall of Rome in 5th century. 4)	The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography

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		Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 5) The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6) Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity	
Year 6	Greece Lightning	Disaster	Rule Britannia
	Identify how the past influences the present with legacy. Understand how primary resources inform us about how people lived. Look at important events on the Ancient Greek timeline – understand cause and effect of Alexander the Great’s rule. Identify different states in Greece and how people lived.		Where the Vikings came from and why they chose to settle in England. The significant figures and key events that took place during the Viking period. What life was like for sailors, warriors, children and criminals. The legacy of the Battle of Hastings and the Bayeux Tapestry.

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