



## History – Key Concepts Map



Sheep Dip Lane  
Academy



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

# Key Concepts – Substantive



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## Identity, Community & social justice

Society, similarities and differences, past, rights, freedom, slavery, locality, country/nation, settlement, tribe, migration, immigration, family, ancestors, buildings, place, locality, segregation, racism, refugee

Our pupils learn the declarative knowledge-  
I know that...

## Knowledge & Significance

Significant people, past, present, old, new, events, technological developments, pioneer, inventor, discovery, navigation, exploration, progress, tools, weaponry, transportation

Substantive being the key facts

## Democracy

Rules, routines, country, equality, government, law, rulers, voting

## Invasion

Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy

## Power

Monarch, heir, King, Queen, nobility, ruler, kingdom, country, nation, bravery, change, challenge, control, influence, reign

## Civilisation

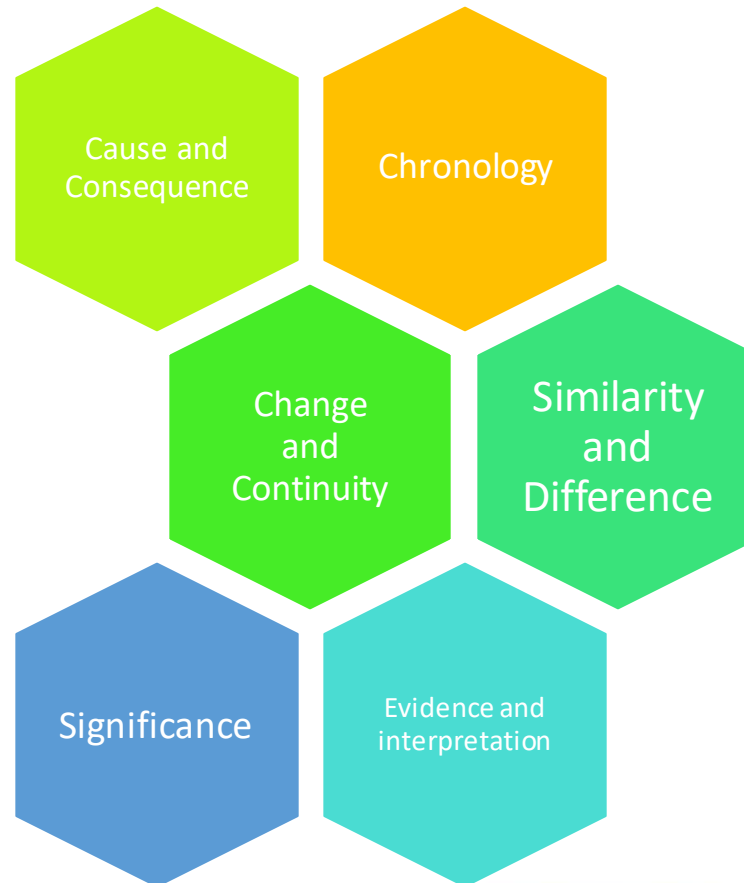
Leaders, beliefs, languages, hierarchy, rich/poor, rise and fall, culture, architecture, communication, economy, trade



## Key Concepts – Disciplinary *Thinking as a historian*

Disciplinary – knowing how we know about the past.

Procedural knowledge – Our pupils will learn **how to** enquire, interpret using evidence/sources and communicate their understanding and conclusions.





	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion	Term 3 Sustainability and the Impact on our World
Nursery			
Unit Title/Enquiry	Topic Title: All About me... Who am I?	Topic Title: Making right choices...Why and how do we share?	Topic Title: Can we grow healthy food? – home/school garden
Unit Overview	<p>In this unit children will learn more about themselves and who they are as a unique individual. They will celebrate themselves, their family and what is special about their life. Children will look at celebrations that are important to them and learn how and why they celebrate such events.</p> <p><b>Identity, Community &amp; social justice</b> Self, family, school, home, journey, place</p>	<p>In this unit children will be developing their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves. They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.</p> <p>To help support this topic, children will be exploring various classical tales that promote a range of social/moral stories. Children will look at the characters within the stories to help make sense of their own world and learn how to negotiate different situations.</p> <p><b>Power</b> <b>Democracy</b> Rules, routines</p>	See Geography and Science overview
Reception			
Unit Title/Enquiry	Topic Title: What is family, past and present?	Topic Title: Why do we need rules? Class rules, People who can help us.	Topic Title: How can we care for our community? Litter/ waste
Unit Overview	<p>This unit builds upon early understanding of self, family and children's own home from Nursery. Within this unit children will unpick and explore knowledge about the past looking at which family members were born before them and which (if any) after them. Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.</p> <p><b>Identity, Community &amp; social justice</b> Self, family, school, home, journey, place, similarities and differences, buildings, past, <b>Knowledge &amp; Significance</b> old and new,</p>	<p>In this unit children will learn about the Golden Rules of Sheep Dip Lane Academy:</p> <ul style="list-style-type: none"><li>• Stick Together</li><li>• No hurts</li><li>• Have fun learning</li></ul> <p>They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn 'rules' we have to keep us healthy in body and mind. They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.</p> <p><b>Democracy</b> Rules, routines <b>Power</b> <b>Leaders, people who can help us, laws/rules</b> <b>Knowledge &amp; Significance</b> Significant people</p>	See the Geography overview

Year 1 & 2 Cycle A			
Unit Title/Enquiry	Where do I live? Houses, homes and changes in communication.	Why do we have a King or Queen?	Would you like to live at the seaside? Plastic pollution on our seas and oceans.
Unit Overview	<p>History of Housing</p> <p>In this unit children will build upon their learning of their own homes in Reception. They will compare homes from the past and now. Children will look at the development of communication over time. As well as looking at the difference between ‘rich and poor’ homes from the past visiting Cusworth Hall—stately home in Doncaster to compare the difference between rooms, artefacts and objects particularly the kitchen and bathrooms. They will learn how communication has developed over time.</p> <p>Alexander Graham Bell Granville Taylor Woods</p> <p><b>Identity, Community &amp; social justice</b></p> <p>locality, country/nation, family, ancestors, buildings, place, locality</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events, technological developments, pioneer, inventor</p> <p><b>Civilisation</b></p> <p>rich/poor, building/architecture, communication</p>	<p>History of Key Rulers</p> <p>In this unit Year 1 will be introduced to some significant historical figures and their leadership, which changed rules and laws.</p> <p>Children will explore what they did and if this has had a lasting impact on Britain today. They will also explore the current monarchy and how parliament was formed and runs today. The main concept to be developed is how the power of our country’s leaders have changed over time to a democracy. Children will recall key events, people and facts that explain how Kings and Queens have less power today.</p> <p>Key points will include:</p> <ul style="list-style-type: none"><li>• William I transformation of England and Wales</li><li>• Richard the lionheart</li><li>• King John and the Magna Carta- Rules- why were they important? What rules would you have if you were king/queen?</li><li>• Henry VIII- heirs</li><li>• Elizabeth I</li><li>• Queen Victoria</li></ul> <p>Comparison of Elizabeth I, Queen Victoria, Elizabeth II and their coronations.</p> <p>Understand the United Kingdom is a constitutional monarchy which means the monarch shares power with the government.</p> <p><b>Democracy</b></p> <p>Rules, routines, country, equality, government, law, rulers, voting</p> <p><b>Power</b></p> <p>Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events</p> <p><b>Civilisation</b></p> <p>rich/poor, building/architecture</p>	<p><b>Geography Focused unit</b></p> <p>This is a Geography based unit but will have a cross-curricular link with history when children will briefly study key significant individual Grace Darling;</p> <p>Grace Horsley Darling was an English lighthouse keeper's daughter in the Victorian Era. Her participation in the rescue of survivors from the shipwrecked Forfarshire in 1838 brought her national fame.</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events</p>

Year 1 & 2 Cycle B			
Unit Title/Enquiry	How has transport changed?	Who were the Normans, why were they successful in invading Britain and how did they keep power?	How Far does our Food Travel? Fair trade
Unit Overview	<p>History of Transport</p> <p>Within this unit children will build upon their historical knowledge of the local area – through homes and expand this learning into the history of transport. Children will discover how use of transportation has changed in Britain and Doncaster including: History of Travel within Doncaster- children to visit a range of transport locations within Doncaster to support their learning on the history of transport these could include: Doncaster Rail College, Doncaster Airport, Doncaster Trolleybus Museum, Doncaster Racecourse- travel by horse and taming of Horse-St Leger.</p> <p>How has travel changed people’s lives?</p> <p>Does this change how and where people work?</p> <p>Was transport available to everyone?</p> <p>How has Doncaster changed due to the changes in transportation throughout History?</p> <p>Where do the different developments in transport place on a timeline?</p>	<p>History of significant invasion in Britain</p> <p>Within this unit children will explore the Norman Invasion of Britain understanding why 1066 is a famous year in British history. They will find out why this was when Britain was successfully invaded for the last time. Key people studied will be Edward the Confessor, Harold Godwinson- the King of Norway, Harald Hardrada and William- Duke of Normandy.</p> <p>Children will learn about the key battles that eventually led to Norman rule over Britain including- the Battle of Stamford Bridge and the Battle of Hastings. Linked with learning in the Transport unit in Term 1 children will discover that Norman knights rode on horseback and had perfected a technique which involved holding a spear under their arms and riding full force towards their enemies. Before this point, English soldiers would have ridden horses, but would not have taken them into battle. Children will learn that boys began training to be a knight from an early age, passing through stages from page, to squire before becoming a Knight. Children will find out about the building of Motte and Bailey castles by William’s supporters- examples of this in Doncaster being Conisbrough Castle- built by William de Warenne given the land by his father in law William the Conqueror. (Conisbrough was previously owned by Harold Godwinson before the Battle of Hastings).</p> <p>Children will be introduced to the production of the Domesday Book, the census, provides an interesting picture of life in England at the time it was undertaken from 1085-1086.</p>	See Geography Overview
	<p>Europort</p> <p>Doncaster trams</p> <p>Bentley trams and trolley buses – J. G. Steadman</p> <p>George Stephenson</p> <p>Amy Johnson (Hull, fly from London to Australia)</p> <p>Wright brothers</p> <p>Neil Armstrong</p> <p><b>Identity, Community &amp; social justice</b></p> <p>locality, country/nation, family, ancestors, buildings, place, locality</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events, technological developments, pioneer, inventor, discovery, navigation, exploration, progress, tools, weaponry, transportation</p>	<p>Edward the Confessor</p> <p>Harold Godwinson</p> <p>Harold Hardrada</p> <p>William The Conqueror (Duke of Normandy)</p> <p>William De Warenne</p> <p>Battle of Hastings</p> <p>Conisbrough</p> <p>Conisbrough Castle</p> <p><b>Invasion</b></p> <p>Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy</p> <p><b>Democracy</b></p> <p>Rules, routines, country, equality, government, law, rulers, voting</p> <p><b>Power</b></p> <p>Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events</p> <p><b>Civilisation</b></p> <p>rich/poor, building/architecture</p>	

Year 3 & 4 Cycle A			
Unit Title/Enquiry	How has my locality changed – our community mining heritage?	Who were the Ancient Egyptians and what marks did they leave behind?	History-Rivers friend of Foe? (Anglo Saxons, Scots and Vikings) <b>Geography Are Rivers a Friend or Foe?</b> <ul style="list-style-type: none"><li>What the impact of the Anglo Saxons and Scots on Britain? 4 weeks</li><li>What was the impact of the Vikings on Britain? 4 weeks</li></ul>
Unit Overview	<p><b>Stone Age-Bronze Age-Iron Age-</b></p> <p>In this unit, the children will take a journey through time as they look at the Stone Age to the Iron Age in order to evaluate who had the similarities and differences between each time period.</p> <p>Children will build on prior learning of homes in Year 1 and 2 to understand what early settlements and homes were like during the Stone Age, Iron Age and Bronze Age.</p> <p>Children will base their enquiry around each period within the Stone Age in chronological order so as they understand where each period places on a timeline. They will then compare the Stone Age periods with developments in the Bronze Age and Iron Age. During each period children will look at history from the perspective of settlements/climate/food/tools/early boats/burials/monuments/ trade etc. Children to consider early forms of homes – caves and developing into homes we have today. What information do we have to support our understanding of what life was like?</p> <p>How have archaeologists and historians helped us understand the Stone Age through excavation of artefacts.</p> <p><b>Local history</b></p> <p>children learn about how coal is formed and how the coal mining industry significantly impacted change in their own locality in the early 1900’s, changes in the 1990’s when the colliery was closed and changes currently with the DN7 regeneration project. Children will build on their knowledge of the locality of Dunscroft from KS1 and the type of settlement it is and services/features and they will explore through sources of evidence what the area was like pre-mining, during and after the mining ceased.</p> <p>Children will base their enquiry around child labour in the 1800’s in the mining industry, mining safety and the changes brought in through the work of Lord Shaftesbury to child/women labour. They will compare chronologically how mining changed through the development of technology to present day. They will explore evidence of what life would have been like for a young child who worked as a trapper through first hand experience, then what information do we have to support our understanding of what life as a miner was like through a variety of sources of evidence. How historians have helped us understand what life was like for a child miner through artefacts and accounts.</p> <p>As school visit is essential on this trip to bring the learning to life in context - locality walk and Yorkshire National Coal Mining Museum - Wakefield.</p> <p>Palaeontologist – Mary Anning. Lord Ashley/Shaftesbury Creswell Craggs, Yorkshire Mining Museum <b>Identity, Community &amp; social justice</b> locality, country/nation, family, ancestors, buildings, place, locality <b>Knowledge &amp; Significance</b> Significant people, past, present, old, new, events, technological developments, pioneer, inventor</p>	<p>In this unit, the children travel back to 3,000 years before the birth of Christ to learn about the Ancient Egyptians. Having learnt about the achievements of the Stone Age in Term 1, this provides the children with great opportunities for comparative work and to form judgments on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Children will learn that Historians use two ways to split up the history of Ancient Egypt:</p> <p>1. Dynasties: The first is by using the different dynasties that ruled Egypt. These are the families that had power and passed the leadership down from one family member to another.</p> <p>2. Kingdoms and Periods: There are also three kingdoms that historians use to split up the periods of Ancient Egypt. The three kingdoms were the Old, Middle, and New Kingdoms.</p> <p>Children will learn about the importance of the River Nile for the Egyptians and why it was a great source of wealth.</p> <p>Children will discover that the Ancient Egyptians were united under one ruler and the empire lasted until 30BC, when the Romans conquered Egypt (leading into Y3 &amp; 4 Cycle B Term 2 unit). They will explore historical significance when examining what the Egyptians achieved and its impact on the world today such as culture, government, religion, leadership, writing.</p> <p>King Tutankhamun, Rameses II and Cleopatra, Hatshepsut, River Nile, Howard Carter <b>Democracy</b> Rules, routines, country, equality, government, law, rulers, voting <b>Power</b> Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign <b>Knowledge &amp; Significance</b> Significant people, past, present, old, new, events <b>Civilisation</b> rich/poor, building/architecture</p>	<p><b>Geography Focus</b></p> <p>In this unit children will be taught to travel back to the 5<sup>th</sup> Century. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. In this unit the children will learn about Anglo-Saxon and Scot invasions in the 5<sup>th</sup> century. They will find out where invading troops came from and where they managed to settle in Britain.</p> <p>Children will continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study by learning why, where and how the invasions of Britain took place after the Roman withdrawal - describe why, where and when the Scots and Anglo-Saxons invaded Britain, describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were.</p> <p>Britain’s settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Children will learn that the Vikings, also known as the Norse, originated in the present-day region of Scandinavia. Often remembered historically for raiding and plundering the European continent, as well as parts of Russia, the Vikings were also people skilled in sailing, building, and exploring. Over time, the Vikings made their way from Denmark, Norway, and Sweden to other parts of the world. Eric the Red and his son, Leif Eriksson, had a profound impact on Viking exploration with the discovery of Iceland.</p> <p><b>Knowledge &amp; Significance</b> Significant people, past, present, old, new, events <b>Invasion</b> Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy</p>

Year 3 & 4 Cycle B			
Year Group and Title	Year 3&4 – My Country: What is democracy? What makes a great leader? (Ancient Greece)	Year 3&4 – From Britannia what did the Romans change in Britain? Leadership <ul style="list-style-type: none"> <li>What was the impact of the Roman invasion on Britain and what have they left behind?</li> </ul>	Year 4 - What makes the Earth angry? Natural disasters/Impact of global warming
Unit Overview	<p><b>Ancient Greece</b> In this unit, the children will use a range of sources to find about the life and achievements of the Ancient Greeks, their influence on the Western world – the government and democracy of Ancient Greece. Through their investigations they will find out about the city states of Athens and Sparta, democracy, government, beliefs, culture, and through Greek mythology in English, some of the key events and individuals from this period. Children will learn how Sparta was a military city state with a large population of slaves and non-citizens.</p> <p>In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks.</p> <p>Children will study the leaders across the period including:  <b>Draco</b> – Leader in Athens 528BC-510BC  <b>Hippias</b> – Leader who was exiled in 510 by Spartan leader Cleomenes I.  <b>King Leonidas of Sparta</b> - 540BC-480BC  495BC-429BC  <b>Pericles</b> – politician/statesman  336BC-323BC  <b>King Alexander the Great</b></p> <p>The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such as continuity and change, similarity and difference, and significance.</p> <p><b>Draco</b> – Leader in Athens 528BC-510BC  <b>Hippias</b> – Leader who was exiled in 510 by Spartan leader Cleomenes I.  <b>King Leonidas of Sparta</b> - 540BC-480BC  495BC-429BC  <b>Pericles</b> – politician/statesman  336BC-323BC  <b>King Alexander the Great</b></p> <p><b>Democracy</b>  Rules, routines, country, equality, government, law, rulers, voting  <b>Identity, Community &amp; social justice</b>  locality, country/nation, family, ancestors, buildings, place, locality  <b>Knowledge &amp; Significance</b>  Significant people, past, present, old, new, events, technological developments, pioneer, inventor  <b>Civilisation</b>  rich/poor, building/architecture, communication  <b>Invasion</b>  Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy</p>	<p><b>Romans</b> In this unit of learning children will pick up from their Ancient Egyptian learning in Year 3&amp;4 Cycle A Term 2 which concluded with the Roman conquer of Egypt. Children will understand that the Roman period of history spans over 1000 years and included, at different points, many countries across Europe and Northern Africa.</p> <p>Children will study in detail the different attempts to invade and conquer Britain- 55 BC, when Julius Caesar invaded. This invasion against the Iron Age tribes in Britain was unsuccessful.</p> <p>A year later a bigger Roman army returned and this time they captured a hill fort and took some prisoners. They did not stay but returned to Rome. It was not until almost 100 years later, in AD 43 that the Romans again arrived in Britain. Then Emperor Claudius wanted to make Britain part of the Roman Empire so he sent an army to fight and conquer the Celtic tribes. There was a Roman presence here until AD 450. Children will build further on their learning of tribes and settlements and where these still existed across Britain during this time and their attempts to overturn the Roman rule e.g. Boudicca and the Iceni Tribe and the Battle of Mons Graupius.</p> <p>Children to then explore what the impact of the Roman invasion has had on Britain today and what evidence we have of this in Doncaster e.g. A1, Roman Fort- in Danum, Doncaster, Roman towns through the UK, Aqueducts, Structure, plumbing, Roman baths.</p> <p>Augustine, Claudius, Caesar, Boudicca, Roman, Roman Empire, Rome, Italy, Iceni, York (Eboracum), London (Londinium),</p> <p><b>Civilisation</b>  rich/poor, building/architecture, communication  <b>Invasion</b>  Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy  <b>Power</b>  Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign</p>	<b>Geography focus</b>



Year 5 and 6 Cycle A			
Unit Title/Enquiry	Year 5 & 6–How have railways changed our lives? Industrial revolution  Should Britain be proud of the British Empire? The British Empire and the Slave trade - 16-19 <sup>th</sup> Century (3 weeks)	Year 5 & 6 – Who were the Tudors ad what impact did this period have on modern Britain? Power, Religion, discovery of the Americas/West Indies, Slave trade.	Year 5&6 -Non-European Civilisation– Maya What Similarities and Differences are there between the Maya Civilisation and England from the 8th to the 10th Century?  <b>Year 5&amp;6 –Geography Focus</b>
Unit Overview	<p><b>History of Doncaster – Industrial Revolution –</b></p> <p>Within this unit children will look at the evolution of exportation from Doncaster due to the strong travel links that have developed through history building on learning in Year 2. How have waterways and communication links developed through history?</p> <p>This takes children back historically to Roman settlements near the waterways in Doncaster (children will develop knowledge of Romans prior to studying in depth in Y4 Term 2).</p> <p><b>Industrial Revolution</b></p> <p>Change in economic and social activities, beginning in the 18th century, brought by the replacement of hand tools with machinery and mass production</p> <p>Coal mining - Between the 19th and 20th century Doncaster emerged as an industrial centre. Its communication links, particularly its waterways, meant that Doncaster became extremely busy and saw vast migration to its centre. <b>Trains</b> - Transport has played an important role in Doncaster's heritage. The stagecoach trade of the 17th and 18th centuries generated the wealth that built the town centre.</p> <p>The Industrial Revolution brought the railway to Doncaster, and the Great Northern Railway Locomotive and Carriage Building Works was established there. The reasons for this were due to Doncaster's communication links, the necessity to transport coal quickly and efficiently and Doncaster's expertise in specialist metal products.</p> <p>Boulton and Watt George Stephenson Richard Arkwright Sir Nigel Gresley</p> <p><b>Identity, Community &amp; social justice</b> locality, country/nation, family, ancestors, buildings, place, locality <b>Knowledge &amp; Significance</b> Significant people, past, present, old, new, events, technological developments, pioneer, inventor</p>	<p><b>Tudors</b></p> <p>Within this unit children will study in depth about the ‘Tudor’ period and impact on modern Britain. Children will build upon some of their previous learning on Tudor monarchs from Year 1.</p> <p>Children will understand that The Tudors were a dynasty of kings and queens who ruled England between 1485 and 1603. The Tudors produced two of England’s most successful and famous monarchs, Henry VIII and Elizabeth I.</p> <p>Members of the House of Tudor were a family of Welsh descent that ruled England from 1485 until 1603. The first Tudor was Henry VII, who ruled from 1485 to 1509. He was the father of Henry VIII and the grandfather of Queen Elizabeth. Henry VII took control of the monarchy after defeating Richard III in the War of the Roses (so-named because a red rose and a white rose were the symbols of the houses of Lancaster and York, respectively). The reign of the Tudors ended when Elizabeth, who did not have any children, died in 1603.</p> <p>The two centuries from 1500 to 1700 were a particularly eventful time in the history of England. The nation struggled over religion, vacillated between Catholicism and Protestantism, defeated an invasion by Spain, became a sea power, embarked on worldwide colonization, fought a civil war, executed a king, transformed itself into a republic, restored the monarchy, drove a king from the throne on account of his Catholicism, and finally emerged as a parliamentary government with strong checks on the power of the monarch.</p> <p>England saw significant change under Tudor rule. During the sixteenth century, England emerged from Medieval times securing greater wealth. The Protestant Reformation occurred, the plays of William Shakespeare were written, and England led explorations that discovered America.</p> <p>There were six Tudor monarchs altogether, although only five of them were actually crowned; Lady Jane Grey was queen for just nine days.</p> <ul style="list-style-type: none"><li>• <b>Henry VII</b> (1485 - 1509)</li><li>• <b>Henry VIII</b>, son of Henry VII and Elizabeth of York (1509 - 1547)</li><li>• <b>Edward VI</b>, son of Henry VIII and Jane Seymour (1547 - 1553)</li><li>• <b>Lady Jane Grey</b>, a descendent of Henry VIII's sister (1553)</li><li>• <b>Mary I</b>, daughter of Henry VIII and Catherine of Aragon (1553 - 1558)</li><li>• <b>Elizabeth I</b>, daughter of Henry VIII and Anne Boleyn (1558- 1603)</li></ul> <p><b>Civilisation</b> rich/poor, building/architecture, communication <b>Invasion</b> Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy <b>Power</b> Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign</p>	<p><b>Geography Based Unit</b></p> <p><b>Maya</b> <b>Maya - Separately taught to Geography</b></p> <p>Within this unit children will learn that the Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America. The Mayas built amazing cities like Tikal (which they called 'Yax Mutal') and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions. They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits.</p> <p>Farming was at the centre of ancient Maya life. But these people are also remembered for other amazing creations, like their spectacular buildings and beautiful objects made from jade, a rare and valuable material.</p> <p>The ancient Mayas also invented ground breaking ideas which have helped shape the way we live our lives today. For example, it's thought that they invented the concept of 'zero'. This meant that they were able to do complex calculations, which allowed them to create very detailed and accurate calendars. They used these calendars for farming – perhaps that's why they were so good at it!</p> <p>The Maya were not a united empire of people with a capital city like Ancient Egypt. Instead, each city was a state by itself with its own ruler and council of high priests. This meant that the city states of the Maya often went to war with each other to prove that they were the strongest in the region.</p> <p>Children will consider:</p> <ol style="list-style-type: none"><li>1. How did the Maya rule in the Classic period?</li><li>2. How was the Maya region like England leading up to the 10th century?</li><li>3. How do the shifting powers compare between the Maya region and Anglo-Saxon England?</li></ol> <p><b>Civilisation</b> rich/poor, building/architecture, communication</p>

Year 5&6 Ccclle B			
Unit Title/Enquiry	Year 6 – How has America tackled injustice? Civil rights movement, human rights.	Year 6 - What are we fighting for?	Year 6 – Can we make a difference? (Future sustainability)
Unit Overview	<p><b>What are my Rights?</b></p> <p>In this unit, children will learn about the very start of the democratic structure in the time of the Ancient Greeks. Building on from Year 4’s understanding of changes in the factories and Year 5’s knowledge about the abolition of the slave trade, they will then focus on understanding campaigns to extend the vote beyond the aristocracy and to women and to the removal of segregation between black and white people. Children will understand how things have changed over time and about some of the significant figures behind the movements.</p> <ul style="list-style-type: none"> <li>Martin Luther King quote – ‘Before you eat your breakfast you have relied on half the world.’</li> </ul> <p><b>Workers’ Rights</b></p> <ul style="list-style-type: none"> <li>The Industrial Revolution spread rapidly throughout Britain during the 1800s, leading to large numbers of people, including children, being employed in mines and factories.</li> <li>Working hours were long, conditions unsafe and there was little protection for workers.</li> <li>Charles Dickens campaigned against child labour, often including stories of the maltreatment of children in his novels.</li> <li>Riots and strikes were common as people campaigned for better conditions.</li> <li>The Factory Act of 1833 aimed to improve conditions. At the same time, people were campaigning for their political rights.</li> <li>The Chartist movement (1838-1857) campaigned for political reform. It was led by William Lovett, Feargal O’Connor and William Cuffay.</li> <li>Although it was not successful, it laid the foundations of the present-day Labour party.</li> </ul> <p><b>Womens’ Rights</b></p> <ul style="list-style-type: none"> <li>In the early 20th Century many women, and some men, began to demand equal rights for women.</li> <li>Millicent Fawcett founded the National Union of Women’s Suffrage, the Suffragists, which used only peaceful forms of protest.</li> <li>Emmeline Pankhurst formed the Womens’ Social and Political Union, the Suffragettes, in 1903. They used more active and sometimes violent means of protest. The Suffragettes began protesting around the country and were imprisoned, force fed, spat upon and worse. The crucial role played by women during the First World War persuaded the Prime Minister David Lloyd George to grant female householders over thirty the vote in 1918.</li> <li>It was not until 1928 that women were allowed to vote on the same terms as men.</li> <li>Martin Luther King Jr, Nelson Mandela, Emmeline Pankhurst, Charles Dickens,</li> </ul> <p><b>Identity, Community &amp; social justice</b></p> <p>locality, country/nation, family, ancestors, buildings, place, locality</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events, technological developments, pioneer, inventor</p>	<p><b>What are we fighting for?</b></p> <p>In this unit children will study the events that followed WW1 (Treaty of Versailles) in Germany that led to the beginning of World War 2. How Hitler rose to power during this period and gained followers through his public speaking sharing his views about who to blame for the humiliating treaty, which had become an obsession; his paranoid delusions and bigotry that led him to pin blame upon the Jewish citizens. He wrongfully accused the Jewish people of profiting from the war and when he joined a small nationalist political party, his manipulative public speaking launched him into its leadership and drew larger crowds of followers – anti-Semitic views were commonplace in Germany at this time. Children will learn how Hitler over the next few years eventually came to be President of Germany and Supreme Dictator through his various tactics. Children will then learn about the key timeline of events:</p> <ul style="list-style-type: none"> <li>1933 Adolf Hitler became leader of Germany.</li> <li>1939 Germany began to invade countries such as Poland. On the 3rd September, Britain declared war on Germany.</li> <li>1940 Germany attacked countries in Western Europe. More countries joined the war. Battle of Britain occurred.</li> <li>1941 Germany invaded Russia. USA joined the war.</li> <li>1942 Germany declared war on USA.</li> <li>1943 Warsaw Ghetto Uprising. Italy surrendered, swapped sides and declared war on Germany.</li> <li>1944 - D-Day Germany declared war on USA.</li> <li>1945 Adolf Hitler committed suicide and the German soldiers surrendered. World War 2 ended in Europe on 8th May which we now celebrate as VE Day. The United States dropped the first atomic bomb on Hiroshima on 6th August. The World War ended officially on 3rd September.</li> </ul> <p>Children will learn about the horrific treatment of the Jewish people during WW2 by the Nazis. Children will learn about Winston Churchill and life in Britain on the home front during the Blitz, evacuation of children from cities to the countryside and the evolution of the role of women in society during this time period.</p> <p>Adolf Hitler, Nazi Party, Aryan race Neville Chamberlain Winston Churchill</p> <p><b>Invasion</b></p> <p>Conflict, Army, Military, Empire, War, force, control, expansion, voyage, empire, defeat, withdrawal, allies, enemies, strategy</p> <p><b>Power</b></p> <p>Monarch, heir, King, Queen, ruler, kingdom, country, change, control, reign</p> <p><b>Knowledge &amp; Significance</b></p> <p>Significant people, past, present, old, new, events, technological developments, pioneer, inventor</p>	<p><b>Geography Based Unit.</b></p> <p><b>Greta Thunberg</b></p>