

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

Carleton Endowed CE (VA) Primary School

Whole School HISTORY Progression Map

Our Curricular Goal: To Know the significant events of British and world history							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence events from their own life.</p> <ul style="list-style-type: none"> * Begin to sequence images and artefacts from different time periods. * Children talk about past and present events in their own lives and those of family members. 	<ul style="list-style-type: none"> * Understand the difference between things that happened in the past and in the present. * Sequence 3 or 4 artefacts from distinctly different time periods. Use to introduce timelines. * Use of simple terms relating to the passing of time (e.g. yesterday, last week, before, after, a long time ago). 	<ul style="list-style-type: none"> * Sequence artefacts/images closer together in time and check with a source of information (e.g. a text). * Sequence photographs from different periods. * Use a timeline to place important events. * Use of developing language relating to the passing of time (e.g. earlier, later, many 	<ul style="list-style-type: none"> * Place the time studied on a timeline. * Use dates and terms related to the study unit and the passing of time. * Sequence several events and/or artefacts. * Introduction to BC and AD and understand how a timeline can be divided into these distinct parts. 	<ul style="list-style-type: none"> * Use a timeline to place studied periods and historical events in chronological order. * Use terms related to the period and begin to date events. * Understand more complex terms (e.g. BC/AD). 	<ul style="list-style-type: none"> * Know and sequence key events from the time studied. * Use relevant terms and period labels. * Make comparisons between different times in the past and place on a timeline * Secure understanding that a timeline can be divided into BC and AD. 	<ul style="list-style-type: none"> * Place current study on timeline in relation to other studies. * Use relevant dates and times. * Sequence a range of events accurately on a timeline and corroborate with evidence when relevant. * Describe the main changes in a period of history.

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock’ - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

			years ago).				
British History	*Topics have a focus on change within living memory, which provides children with the foundations for KS1 where learning reveals how studied themes impacted on changes in national life.	<u>KS1 Curriculum content</u> Pupils should be taught about: *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. *Events beyond living memory that are significant nationally or globally. *The lives of significant people in the past who have contributed to national and international achievements.	<u>KS1 Curriculum content</u> Pupils should be taught about: *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. *Events beyond living memory that are significant nationally or globally. *The lives of significant people in the past who have contributed to national and international achievements.	<u>KS2 Curriculum content</u> Pupils should be taught about: *Changes in Britain from the Stone Age to the Iron Age. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<u>KS2 Curriculum content</u> Pupils should be taught about: *Changes in Britain from the Stone Age to the Iron Age. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<u>KS2 Curriculum content</u> Pupils should be taught about: *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. *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

<p>Ancient and World History</p>	<p>Given that the Early Learning Goals are centred very much around the children themselves, our scheme of work for EYFS has a focus on historical learning around the child's own history and topics the children can relate to (e.g. school, toys, transport). Providing these links back to the child themselves and what is familiar to them allows for a deeper meaning, even when embarking on a topic that is not directly linked to them.</p>	<p>History in Year 1 builds on EYFS study and enquiry through extending concepts and ideas introduced to the children, for example significant people and significant places, especially in our own locality. These foundations are used in following year groups to support learning in ancient and world history as topics move beyond those already studied which have had increased elements of familiarity and locality to the children.</p>	<p>*Children begin to realise that history extends beyond their own locality and nation. *Children learn how events can be significant locally, nationally and internationally. <u>KS2 Curriculum content</u> Pupils should be taught about: *The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt (civilisation chosen from a list of possibilities.)</p>	<p>*Children are introduced to the term 'ancient civilisation'. *Children learn that concurrent civilisations existed around the world and made significant achievements. *Children begin to make comparisons between ancient civilisations, with support. <u>KS2 Curriculum content</u> Pupils should be taught about: *The achievements of the earliest civilisations - an overview of where</p>	<p>*Children understand the meaning of 'ancient civilisation'. *Children know that concurrent civilisations existed around the world and made significant achievements. *Children can make comparisons between ancient civilisations. *Children begin to understand how empires are able to expand and be dissolved. <u>KS2 Curriculum content</u> Pupils should be taught about: *Ancient Greece - a study of Greek life and</p>	<p><i>Lesson starter activities in Year 5 will focus on learning around the ancient civilisations studied by the children in lower KS2. This will provide opportunities for children to consolidate their learning before moving on to a topic in Y6 where children make comparisons across and between studied ancient civilisations.</i></p>	<p>*Children understand reasons for the expansion and dissolution of empires. *Children understand when ancient civilisations existed in relation to periods and civilisations studied. *Children can use existing knowledge to compare and contrast ancient civilisations using a range of concepts including empire, conflict, beliefs, legacy and achievements. <u>KS2 Curriculum content</u> Pupils should be taught about: *A non-European</p>
---	---	---	--	--	---	--	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

				and when the first civilisations appeared and a depth study of Ancient Egypt (civilisation chosen from a list of possibilities.)	achievements and their influence on the western world.		society that provides contrasts with British history.
Locality	*Children learn that people and places change over time by studying aspects of history which are familiar to them - themselves and their own, local surroundings. *To understand that people who lived locally are remembered for important achievements	KS1 Curriculum content Pupils should be taught about: *Significant historical events, people and places in their own locality. Unit 2: How has	<u>KS1 Curriculum content</u> Pupils should be taught about: *Significant historical events, people and places in their own locality.	<u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.	<u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.	<u>KS2 Curriculum content</u> Pupils should be taught about: *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. *A local history study.	<u>KS2 Curriculum content</u> Pupils should be taught about: *A local history study.
Historical Enquiry	*Encourage and prompt children to	*Encourage children to ask their own	* Work with sources -	* Use a range of sources to find	Use evidence to build up a	Begin to identify primary and	* Recognise primary and secondary

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	<p>ask their own questions about the past. * Children know about similarities and differences between themselves, others, families, communities and traditions.</p>	<p>questions about the past. * Find answers to simple questions about the past from sources of information (including photographs, artefacts, videos, images, interviews, books). * Explore events, look at pictures and ask questions (e.g. Which things are old and which are new? What were people doing?).</p>	<p>observe/handle sources (including written accounts, photographs, images, artefacts, videos) to answer questions about the past on the basis of simple observations. * Encourage children to ask questions about artefacts and sources from the past (who, what, why, when, where?). Use of both primary and secondary sources. * Identify different ways</p>	<p>out about a studied period (including photographs, diary accounts, archaeological evidence, artefacts, posters, spoken and written recounts). Introduce the terms 'primary source' and 'secondary source'. * Select and record information which is relevant to the study. * Begin to use</p>	<p>picture of a past event. * Ask a variety of questions and find answers about the past. * Use different methods and sources to complete research (including books, videos, the internet, photographs, pictures, written and spoken recounts, historic buildings, visits to sites as evidence about the past, artefacts). Use</p>	<p>secondary sources. * Encourage children to discuss the validity/reliability of primary and secondary sources. * Use evidence to build up a picture of a past event. * Select relevant sections of information. * Use different methods and sources to complete research with increasing confidence (including books, internet, videos, photographs, images, written and spoken recounts, artefacts)</p>	<p>sources. * Use a range of evidence including documents, printed sources (including archive materials), the internet, databases (Census information for local study), pictures, photographs, artefacts and historic buildings to collect evidence about the past. * Which sources of evidence are the most reliable/useful? Why? * Choose reliable sources of evidence to answer questions,</p>
--	---	--	---	--	--	--	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

			<p>in which the past is represented. *Children to group sources from different time periods studied and explain how they know.</p>	<p>different methods to research (e.g. books, videos, spoken recounts, artefacts, the internet, photographs).</p>	<p>of primary and secondary sources. *Support children in considering the validity/reliability of different sources of information.</p>		<p>realising that there is often not a single answer to historical questions. * Investigate own lines of enquiry by posing questions to answer. * Bring knowledge gathered from several sources together in a fluent account.</p>
--	--	--	--	---	---	--	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Our Teaching Sequence and Rationale	<u>Unit 1: How have I changed?</u>	<u>Unit 1: Famous Queens</u>	<u>Unit 1: Guy Fawkes and the Gunpowder Plot</u>	<u>Unit 1: How did England change under the Tudors?</u>	<u>Unit 1: What was life like on the Home Front during the Second World War?</u>	<u>Unit 1: The Anglo-Saxons and the Vikings</u>	<u>Unit 1: The Impact of World War?</u>
	<p><u>We teach this because:</u></p> <p>Children begin to develop the idea of 'change over time' by linking it to their own personal history and therefore an area of familiarity.</p>	<p><u>We teach this because:</u></p> <p>The children will learn what a monarch is and where monarchs live. They will look at Tudor life and Queen Elizabeth. They will explore who Queen Victoria was and the life of Queen Elizabeth.</p>	<p><u>We teach this because:</u></p> <p>Guy Fawkes was a significant local figure who contributed to a national event. The study of Bonfire Night starts with the causes of the Gunpowder Plot before examining the national (and therefore local)</p>	<p><u>We teach this because:</u></p> <p>The children learn to be able to place the Tudors on a timeline and identify features of the period. Children will look at the differences between the lives of the rich and the</p>	<p><u>We teach this because:</u></p> <p>Children learn about one of the most significant events in the history of Britain and its Empire.</p>	<p><u>We teach this because:</u></p> <p>Children continue to learn how Britain's history developed after the Romans. By asking what made them similar and different, children will begin to see the types of people that Anglo Saxons and Vikings were, what kinds of similarities and</p>	<p><u>We teach this because:</u></p> <p>The children will research and compare the impact of the Second World War on their locality. The focus of the topic is the aftermath of one of the most historical events in the last century and the impact it had on the community. The</p>

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock’ - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	<p><u>We teach this now because:</u></p> <p>It provides children with a starting point for history through looking at changes in their own life.</p>	<p><u>We teach this now because:</u></p> <p>It provides a starting point for the children on Tudor life which will further be explored in Year 3 and introduce the Victorian period which is build on further in Year 2 within Sea sides from the past.</p>	<p>impacts, with the understanding that event is carried out nationwide. Children learn about the religious conflict</p> <p><u>We teach this now because:</u></p> <p>Links are made back to how local and national impacts can be intertwined and that these commemorations are carried out in local areas, but across the country. Studying local heroes and events helps continue the</p>	<p>poor during the Tudor period. They will draw on their own knowledge to summarise the differences across a range of aspects, such as food, housing, health and crime.</p> <p><u>We teach this now because:</u></p> <p>It builds on the work from Year 1 where the children looked at Monarchs in this time period.</p>	<p><u>We teach this now because:</u></p> <p>It develops learning about conflict from KS1 and feeds into a Year 6 topic on the Impact of War.</p>	<p>differences they had, why they had them and why they both chose to invade Britain. Children should then be able to establish how similar these two groups actually were, giving evidence for their reasoning. It enables children to continue to develop their understanding of legacy and achievements and comparisons can be made to previous learning on the Romans. Children further develop their understanding of ancient history.</p>	<p>children will make a number of visits around the local community to gather or check evidence</p> <p><u>We teach this now because:</u></p> <p>It develops prior learning on the concept of conflict which is developed in KS1 and Lower KS2 and further develops previous learning about locality.</p>
--	---	--	--	---	---	---	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

***'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

			<p>idea that their own locality has a long and diverse history that can be explored. The concept of conflict provides the foundations of learning for War history topics in KS2</p>			<p><u>We teach this now because:</u></p> <p>In Year 4, children studied The Romans and this topic enables them to develop their chronological understanding of the history of Britain. Chronologically and continuing with the British timeline, it follows on from learning about prehistoric</p>	
--	--	--	---	--	--	---	--

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

						Britain, the Romans and the Anglo-Saxons so consolidates chronological understanding.	
<p><u>Unit 2:</u> <u>How were the cold places on Earth found? (Arctic Explorers)</u> <u>We teach this because:</u></p> <p>The children begin to learn about how we can find out about the world around us. It opens their minds to locations that are different from their own locality.</p>	<p><u>Unit 2:</u> <u>Our Local Hero: William Cecil Slingsby</u> <u>We teach this because:</u></p> <p>It is important for children to gain an understanding that people from their own locality are remembered for important reasons and the achievements they made.</p>	<p><u>Unit 2:</u> <u>Explorers- Captain Cook</u> <u>We teach this because:</u></p> <p>This is study of a significant individual who has achieved something amazing. Cook helped navigate many unexplored islands. The initial focus upon Cook with comparisons of his achievements</p>	<p><u>Unit 2:</u> <u>Our Local area Carleton Mill Victorian study</u> <u>We teach this because:</u></p> <p>It is extremely relevant to our area and further develops the sense of locality for the children.</p>	<p><u>Unit 2:</u> <u>Roman Britain</u> <u>We teach this because:</u></p> <p>Children develop their understanding of the concepts of empire, achievements and conflict and children can trace the developments of Britain under the Romans and the continuities and</p>	<p><u>Unit 2:</u> <u>Anglo Saxons and the Vikings?</u> <u>We teach this because:</u></p> <p>By asking what made them similar and different, children will begin to see the types of people that Anglo Saxons and Vikings were, what kinds of similarities and differences they had, why they had them and why they both chose to invade Britain. Children should</p>	<p><u>Unit 2:</u> <u>What makes people go on a journey?</u> <u>We teach this because:</u></p> <p>. In this unit, the children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those</p>	

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

***'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

			linked back to Stephenson in year		achievements that occurred	then be able to establish how similar these two groups actually were, giving evidence for their reasoning. It enables children to continue to develop their understanding of legacy and achievements and comparisons can be made to previous learning on the Romans. Children further develop their understanding of ancient history.	undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today.
--	--	--	-----------------------------------	--	----------------------------	---	--

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock’ - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	<p><u>We teach this now because:</u></p> <p>This unit provides the foundations for the Year 1 unit: ‘Our Local Hero’.</p>	<p><u>We teach this now because:</u></p> <p>This unit provides the foundations for the Year 2 unit ‘The greatest explorers’</p>	<p><u>We teach this now because:</u></p> <p>_Comparisons between the achievements of Stephenson and Cook are made initially so that the learning from KS1 is revisited.</p> <p>Comparisons are also made between the ships Cook sailed upon and</p>	<p><u>We teach this now because:</u></p> <p>It builds on local history elements studied previously in KS1 and supports future learning regarding the impact of war.</p>	<p><u>We teach this now because:</u></p> <p>Chronologically, the Roman invasion and occupation of Britain followed on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain</p>	<p><u>We teach this now because:</u></p> <p>In Year 4, children studied The Romans and this topic enables them to develop their chronological understanding of the history of Britain. Chronologically and continuing with the British timeline, it follows on from learning about prehistoric Britain, the Romans and the</p>	<p><u>We teach this now because:</u></p> <p>This unit supports the children in developing their chronological understanding, and helps them gain a greater sense of period. The children will make links to the journeys made by those peoples already studied in earlier Key Stage</p>
--	--	--	--	--	--	---	--

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

			William Cecil Slingsby's journey on his voyage		progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, studying this topic in Y4 makes perfect sense. It will also provide a great deal of comparison in later topics throughout Y4 and Y5.	Anglo-Saxons so consolidates chronological understanding.	2 units, such as those covered in Year 4 Roman Britain, Year 5 The Anglo-Saxons and The Vikings. They will also be prompted to remember the journeys made by the explorers studied in Year 2. The journeys here represent those made both to and from the United Kingdom. They differ between journeys made by choice and journeys necessary for survival.
--	--	--	--	--	---	---	--

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

***'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

	<u>Unit 3: Old and new transport</u>	<u>Unit 3 Greatest Inventions- The Railway</u>	<u>Unit 3: The Victorians at the Seaside</u> <u>How have holidays changed over time?</u>	<u>Unit 3: The Stone Age to Iron Age</u>	<u>Unit 3: Ancient Egypt</u>	<u>Unit 3: The Ancient Greeks</u>	<u>Unit 3: The Maya Civilisation</u>

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	<p><u>We teach this because:</u> The children begin to develop an understanding of 'old' and 'new' as a platform knowledge of the terms 'past' and 'present'. The concept of transport is something that they already have an awareness of so it enables them to draw on familiarity.</p>	<p><u>We teach this because:</u> George Stephenson was a significant local figure and children will have seen the benefits of his achievements through trains, railways and local buildings. This topic also enables children to track these achievements as part of a wider theme.</p>	<p><u>We teach this because:</u> This topic has strong links to the experiences of our children. Children will learn about holidays in the 1950s, particularly seaside holidays. They will continue to develop their use of sources, with a particular focus on the use of oral history (from</p>	<p><u>We teach this because:</u> Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows</p>	<p><u>We teach this because:</u> It provides an excellent opportunity for comparisons and contrasts with the prehistoric civilisations already studied and helps to embed the ideas of early achievements.</p>	<p><u>We teach this because:</u> It enables children to continue to develop their understanding of legacy and achievements and comparisons can be made to previous learning on the Romans. Children further develop their understanding of ancient history.</p>	<p><u>We teach this because:</u> Having already learned about other ancient civilisations, the Ancient Maya provides a startling contrast with many groups in terms of beliefs, architecture and society. It enables children to apply the conceptual understanding and skills they have gained so far in their primary history.</p>
--	--	--	--	--	---	--	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

‘Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock’ - Parable of the Wise and the Foolish Builders from Matthew 7:24-27

	<p><u>We teach this now because:</u> The topic provides the foundations for the Year 1 topic: ‘Greatest Inventions- The Railway’.</p>	<p><u>We teach this now because:</u> Links are made back to the local area and how a local achievement can have national impacts.</p> <p>The focus in this topic moves from being about the immediate history of the child to the immediate area of the child.</p>	<p>classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence.</p> <p><u>We teach this now because:</u> Children will build on some of the changes that occurred during the Victorian period, such as new laws and technological advances. The railways allowed and better working conditions meant people could go on holiday more.</p>	<p>children to understand how human life started, human’s first achievements and the growth of civilisation as a whole.</p> <p><u>We teach this now because:</u> It provides the chronological foundations for all successful topics e.g. our units on the Egyptians, Greeks, Romans and Maya. Structuring the unit so that every lesson compares the advancements throughout the Stone, Bronze</p>	<p><u>We teach this now because:</u> Having learnt about the achievements of the Stone Age in Y3, this provides the children with great opportunities for comparative work and to form judgements on the advancements of other societies and civilisations</p>	<p><u>We teach this now because:</u> The impact of the Ancient Greeks upon the Western world is an overview study and the first historical topic within Y5. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship with</p>	<p><u>We teach this now because:</u> It is a comparative topic (as outlined in the NC), so builds on prior knowledge already acquired in KS2 by the children. This unit provides children with the opportunity to use all of their evaluative and comparative skills and conceptual understanding that has been gained so far.</p>
--	--	---	---	--	---	--	---

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

***'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

				and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans.	around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Providing an overview of the earliest civilisations before an in-depth study of Ancient Egypt will allow the children to place their learning into context and see how, geographically for the most part, Africa, the Middle East and Asia were the hub of human	them. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the western world. Themes such as democracy and philosophy work well in Y5 due to the maturity of the	
--	--	--	--	--	--	---	--

Our school provides a foundation for **all to flourish** rooted in the person and work of Jesus;



built upon Christian values encouraging **aspirational achievement**.

***'Everyone then who hears these words of mine and acts on them will be like a wise man who built his house on rock' -
Parable of the Wise and the Foolish Builders from Matthew 7:24-27***

					growth and development.	children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.	
--	--	--	--	--	-------------------------	--	--