

During this academic year (2023-2024) years 3, 4 and 5 are following the Opening Worlds Year 3 content, as this is the foundation for all the Opening Worlds content that follows. The children are receiving an hour history session every week. Additionally to this, each class takes part in an assortment of history focussed trips and fieldwork, both in the local area and within the school grounds.

Examples:
 Year 3 and 4 trip?
 Year 5/6 – London trip:
 British museum to explore previous civilisations and ones that are coming up in the summer term. Year 6 are going to explore Benin bronzes in the museum as they are not involved in opening worlds. Year 6 will explore WW2 in the museum which is their history from 1066 topic.

Historical Concepts: continuity and change, cause and consequence, similarity and difference, and significance

Disciplinary Focus	Subsidiary enquiry questions	Key vocab (not exhaustive)	Historical Contextual Knowledge (Who/When/What/where)	Historical Understanding (How/why)	Historical Enquiry and Skills	Rationale
<p>Ancient Egypt</p> <p>How much did Ancient Egypt change over time?</p> <p>Disciplinary focus: Change/Continuity</p>	<ol style="list-style-type: none"> Who was Howard Carter and what was he doing? How did the ancient Egyptians live? How did Egypt change over time? What did ancient Egyptians believe? What did ancient Egyptians believe about death? How did the ancient Egyptians write? <p>Synoptic task: In what ways did ancient Egypt change?</p>	Valley of the Kings, archaeologist, excavate, tomb, ruler, ancient Egypt, remains, hieroglyphics, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean Sea, kingdom, crown, pharaoh, united, unity, taxes, tax, taxation, fertile, mine, pyramids, Giza, scribes, sacred, carvings, overpower, enemies, chariot, ankh, hawk, Amun Ra (god), Osiris (god), Isis (goddess), dependent, Ma'at (goddess), universe, order, flooded, Anubis (god), afterlife, underworld, soul, limb, decay, preserve, embalm, mummy, mummification, Rosetta Stone, translate, translation, inscription, cartouche, carved, papyrus.	<p>Who was Howard Carter and what was he doing?</p> <p>When did Howard Carter discover the intact tomb of Tutankhamun?</p> <p>When did the Egyptian civilisation begin?</p> <p>When was Tutankhamun buried in the tomb?</p> <p>Where are the original settlements around the Nile?</p> <p>What does living by the Nile look like?</p> <p>What did ancient Egyptians believe about death?</p>	<p>How the power structures (pharaohs, the double crown) were linked to the geography of Egypt.</p> <p>How the power structures were sustained through art, writing, belief systems.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Deciphering the meaning of historical words – e.g. Tut (image) ankh (life) amun (God)</p> <p>Listening to and discussing historical stories</p> <p>Open discussion as a class to share what children can see and what they think that means</p>	<p>Solid base for the next topics- provides information on ancient writing, trade, gods, beliefs etc... which will be recapped and reinforced in later topics.</p>

<p>Cradles of Civilisation</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer?</p> <p>Disciplinary focus: Similarity and difference</p>	<ol style="list-style-type: none"> Where is the land of the two rivers? How were the rivers used for trading, building and writing? Who was Gilgamesh? Where are the cradles of civilisation? Why did people settle here? What are the similarities between civilisations? What was art like in ancient civilisations? <p>Synoptic task: In what ways were Egypt and Sumer the same and different?</p>	<p>Tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic, Assyria, Indus valley, Shang, nomadic, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative.</p>	<p>When did humans first write something?</p> <p>Where was the first writing found?</p> <p>Who was King Gilgamesh?</p> <p>Where are the ancient civilisations of the world? inc. Big map seeing where they all were & geographical similarities</p> <p>What are the similarities between civilisations?</p> <p>What was art like in ancient civilisations?</p>	<p>How did rivers support settling to an area? (food, trade,)</p> <p>How are early civilisations similar?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Deciphering the meaning of historical words – e.g. Mesopotamia (between two rivers)</p> <p>Compare similarities and differences of Sumer and Egypt (art, land, building, trade).</p>	<p>Reinforcing previous geography knowledge so far (rivers and fertility of the River Nile) – cross curricular links. Which helpfully leads us to the next history topic on the Indus Valley</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations.</p>
<p>Indus Valley Civilisation</p> <p><i>How do we know about the Indus Valley Civilisation?</i></p> <p>Disciplinary Focus: Evidential thinking</p>	<ol style="list-style-type: none"> Who was the dancing girl? What puzzles did archaeologists discover? What did urban civilisations look like? What art did Indus people make? How did Indus people barter, trade and travel? Who governed the Indus Valley? <p>Synoptic task: How do we know about Indus Valley civilisation?</p>	<p>Necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley, civilisation, reconstruction, reconstructed, Harappa, monuments, seals, sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beekon, urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw, water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, trade, route, governed, governments, robe, figurines, fertility, Asia, Asian, Hindu, granary.</p>	<p>Who was the dancing girl?</p> <p>When was the Indus valley civilisation first created?</p> <p>When did the people of the Indus valley start to farm the fertile land?</p> <p>What did urban civilisations look like?</p> <p>Who governed the Indus Valley?</p> <p>Where are the sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)?</p>	<p>How did Indus people barter, trade and travel?</p> <p>How do we know about the Indus Valley Civilisation?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Deciphering photos to evidence the love of music and dancing in the Indus Valley</p>	<p>Already know: Other ancient civilisations and their rivers. Know about the River Nile in ancient Egypt. Know about the Tigris and the Euphrates in Mesopotamia. Therefore already know how important rivers were to early farming peoples.</p> <p>Also know about the pyramids in Egypt and the Ziggurats in Sumer. Compare the puzzles found in Indus Valley to the big monuments found. Compare writing and stories. Archeologists found over 400 symbols- but nobody knows what they mean- add of mystery. Children can consider their own theories based on previous knowledge from different civilisations.</p> <p>This topic heavily introduces disciplinary historical work- how the historians used sources to theorise and make predictions that the people of the Indus Valley loved music and dancing.</p> <p>Reinforces and recaps geography</p>

						learning on the River Indus – fertile land, trade, travel
<p>Persia and Greece</p> <p><i>What did Greek city-states have in common?</i></p> <p>Disciplinary focus: Similarity and difference</p>	<ol style="list-style-type: none"> Who were the kings of the Persian Empire? How did Darius organise the growing Persian Empire? What was a Greek city-state? Who were the Greek Gods and Goddesses? What is the Greek alphabet? Why did the Greeks and Persians battle? <p>Synoptic task: What did the Greek city-states have in common?</p>	Darius, empire, Persian Empire, Cyrus, Babylon, slaves, succeeded, satrapy, satrap, taxes, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, displeased, shrines, owls, Olympus, Ares, Poseidon, trident, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, messengers, surrender, surrendered, Marathon, pass, strait.	<p>Where was ancient Persia and its empire?</p> <p>When did Cyrus obtain his empire?</p> <p>Who were the Kings of the Persian Empire?</p> <p>What was a Greek city-state?</p> <p>Who were the Greek Gods and Goddesses?</p> <p>What is the Greek alphabet?</p>	<p>How did Cyrus obtain his empire?</p> <p>Why/ how did the Ancient Greek city states, inc. Sparta and Athens form?</p> <p>How did Darius organise the growing Persian Empire?</p> <p>Why did the Greeks and Persians battle?</p> <p>How did the Greek city-states survive?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Deciphering the meaning of historical words – e.g. acropolis (highest point).</p> <p>Using previous historical knowledge to compare.</p>	Previously learnt about the Fertile Crescent from Mesopotamia to Egypt in the topic Cradles of Civilisation. We are now using this knowledge to see how large The Persian Empire under Darius was.
<p>Ancient Greece</p> <p><i>What can historians learn from the sources from Ancient Greece?</i></p> <p>Disciplinary focus: evidential thinking</p>	<ol style="list-style-type: none"> What is democracy and how was democracy introduced in Greece? What was the Peloponnesian war? What is the Parthenon and where is it? What kind of Greek literature was very popular? What was the journey of Odysseus? What is philosophy and who were the famous Greek philosophers? 	Democracy, citizens, voted, assembly, Pericles, Golden Age, declared, war, Peloponnesian War, starve, plague, allies, surrendered, enslaved, Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed, philosophy, wisdom, philosophers, Socrates, Plato, Academy.	<p>What is democracy?</p> <p>When was the idea of democracy introduced in Ancient Greece?</p> <p>When was the Peloponnesian war?</p> <p>What was the Peloponnesian war?</p> <p>What is the Parthenon and where is it?</p> <p>What kind of Greek literature was very popular?</p> <p>What was the journey of Odysseus?</p> <p>What is philosophy?</p>	<p>How was democracy introduced in Greece?</p> <p>Why did the Greek people like democracy?</p> <p>Why did Sparta declare war on Athens?</p> <p>How did the Peloponnesian war end?</p> <p>Why would plays be a popular form of literature?</p> <p>How is Plato's idea of ruling a kingdom different to democracy?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Deciphering the meaning of historical words – e.g. demos – people kratos – power – democracy – people power.</p>	Previously learnt about the conflict between the Persian Empire and the Greeks. Already have an awareness of city-states and what a city-state might look like – Persia and Greece topic Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)

	<p>Synoptic task: How can historians learn about the ancient Greeks' love of stories?</p>		<p>Who was Socrates and why did he die?</p>			
<p>Alexander the Great</p> <p><i>How did Alexander the Great conquer so much land?</i></p> <p>Disciplinary focus: causation</p>	<ol style="list-style-type: none"> 1. What did King Philip of Macedon want to achieve as king? 2. What was the League of Corinth and how was it formed? 3. What does the story of Alexander tell you about him? 4. How did Alexander win the battle against Darius? 5. Why did the Persians believe Alexander to be a God? 6. Why was the library of Alexandria created? <p>Synoptic task: How did Alexander conquer so much land?</p>	<p>Macedon, puppet king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalas, assassinated, determined, Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugamela, chariots, retreated, victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen.</p>	<p>When did Persia conquer Macedon?</p> <p>What did King Philip of Macedon want to achieve as king?</p> <p>What did King Philip of Macedon want to achieve as king?</p> <p>What was the League of Corinth and how was it formed?</p> <p>When did Alexander become King?</p> <p>What does the story of Alexander tell you about him?</p>	<p>How were the Greek city-states and Macedonians different?</p> <p>Why did the Egyptian empire last so long?</p> <p>Why did King Philip's dream of defeating Persia never come true?</p> <p>How did Alexander win the battle against Darius?</p> <p>Why did the Persians believe Alexander to be a God?</p> <p>Why was the library of Alexandria created?</p>	<p>Gaining familiarity with primary sources – photos, paintings, maps, aerial satellite photos, pictures, stories</p> <p>Discern how arguments and interpretations have been constructed from different sources.</p> <p>Summarising a historical person based on a story about them.</p>	<p>Previously learnt about the battles between the Persians and Greek city-states. This topic focusses on the impact of the battles on the surrounding areas – including Macedonia.</p> <p>Also previously learnt about Persian cities – the layout is recapped in this topic (e.g. Ishtar Gate only used by the king)</p> <p>Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad).</p>