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| <p>Year 5/6</p> | <p>Cycle 1</p>  <p>Ancient Greece</p> | <p>Titanic Cycle 1+2 (Year 5 only)</p>  |  <p>Ancient Egypt</p> |
| <p>Substantive Concepts</p> | <p>Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</p> | <p>Disaster, class, socio-economic, migration, significance, impact, transport, settlement,</p> <p>Culture economy: money, entertainment, leisure</p> <p>Migration, power, settlements, trade, propaganda</p> | <p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p> <p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p> |
| <p>Key Vocabulary</p> | <p>Ancient, city state, civilisation, democracy, empire, legacies, myth.</p> | <p>Titanic, propaganda, Southampton, ocean, ice burg, Ireland, France, class, rights</p> | |
| <p>Substantive Knowledge</p> | <p>Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</p> <p>Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. Many objects produced in Ancient Greece were made by enslaved people.</p> <p>The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</p> <p>Ancient Athens is where democracy began. The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</p> | <p>The Titanic was built In Ireland by Harland and Wolff.</p> <p>The Titanic was the largest moving object In the World when built.</p> <p>The Titanic used a 3 class ticketing system (1st, 2nd, Steerage)</p> <p>It was launched In Ireland, but set sail from Southampton, stopping In Cherbourg, and Queenstown before heading to New York.</p> <p>After the sinking, many new rules/laws around maritime life were Introduced to protect life at sea. Lifeboats for all on board, Signal operators 24 hours a day, International Ice watch.</p> <p>There were a number of different reasons which could have contributed to the loss of</p> | <p>Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</p> <p>Life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>The ancient Egyptians built the pyramids.</p> <p>When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</p> <p>The ancient Egyptians wrote in hieroglyphics on papyrus.</p> <p>The ancient Egyptians worshipped gods who were responsible for different aspects of life.</p> |

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| | | <p>life onboard the Titanic. Construction, communication, decision making,</p> <p>Passengers were on board the Titanic for different reasons. Work, Holiday, Emigration.</p> <p>The loss of life for crew had a significant Impact on the City of Southampton.</p> | |
| <p>Substantive Knowledge</p> | <p>The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</p> <p>There are lots of myths that originate from this time, including the Trojan War.</p> | <p>Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p> | <p>Cinema experienced a golden age in which lots of famous films were created. Television also developed to entertain people at home.</p> <p>Computer games developed from universities to arcades and finally, to people's homes. Portable games were available by the end of the century.</p> |

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| <p>Disciplinary Concepts</p> | <p>Continuity and Change Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> <p>Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> | <p>Continuity and Change Identify why some changes between different periods of time have had more significant consequences than others. Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Examine in more detail the short and long term causes of an event being studied. Understand that the consequences of one historical event can sometimes become the causes of another,</p> | <p>Continuity and Change Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Cause and Consequence Understand that some causes may be more significant than others and that some causes are less significant. Begin to understand that historians may not agree on the main causes of an event. Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</p> |
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| <p>Disciplinary Concepts</p> | <p>Historical Significance Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> | <p>Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p>Historical Significance Understand that what we consider to be significant can change throughout different periods. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p> | <p>Similarities and Differences Explain and give varied examples of how life was similar and different in the past. Explain and give examples to show that things may have been different from place to place at the same time. Start to give reasons for these similarities and differences.</p> <p>Historical Significance Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant. Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. Identify a range of historically significant people and events from different periods of history and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about what they did/ what happened and what impact it had.</p> |
| | <p>Historical Enquiry See document titled 'Historical Enquiry PlanIt Links Progression Map'.</p> | | |