



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> <li><b>Geography:</b> Human settlements can be a city, town or village, depending on their size (Y1-2)</li> <li>A very long time ago, people lived in small villages, in roundhouses with just one room (Y1-2)</li> <li><b>Science:</b> Natural rocks are either igneous, sedimentary or metamorphic (Y3-4 CA Aut1)</li> <li><b>Science:</b> A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other traces that they made when they were alive (Y3-4 CA Aut1)</li> <li><b>Science:</b> Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3-4 CA Aut1)</li> </ul>	<ul style="list-style-type: none"> <li><b>Homo sapiens</b> have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs</li> <li><b>Prehistory</b> refers to the study of humans before there was writing</li> <li>Prehistoric Britain is split into the <b>Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age</b></li> <li>Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period</li> <li>The move towards farming meant that prehistoric communities became more <b>settled, larger</b> and homes became more <b>sophisticated</b></li> <li>The lack of written sources mean that it is difficult to know what people believed</li> <li>The design of <b>hillforts, stone circles and geoglyphs</b> suggest that the natural world was very important</li> <li><b>Stonehenge</b> and other stone circles are made of <b>sedimentary</b> and <b>igneous</b> rocks</li> <li>Grave goods suggest that people believed in an <b>afterlife</b></li> </ul>	<ul style="list-style-type: none"> <li>Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Y3-4 CA Spr)</li> <li>The similarities and differences between prehistoric communities across the world (Y5-6)</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <li><b>Hunter-gatherers</b> are people who travel looking for animals to hunt and plants and berries to gather</li> <li><b>Agriculture</b> is the farming of plants (arable) and animals</li> </ul>	<ul style="list-style-type: none"> <li><b>Geography:</b> The Kayapo are indigenous people who live in the Amazon rainforest. They clear small patches of rainforest for <b>agriculture</b>, but are also <b>hunter-gatherers</b> (Y3-4 CB Spr)</li> </ul>
Year 4 age pupils:	<ul style="list-style-type: none"> <li><b>Geography: Hunter-gatherers</b> are people who travel looking for animals to hunt and plants and berries to gather (Y3-4 CB Spr)</li> <li><b>Geography: Agriculture</b> is the farming of plants (arable) and animals (pastoral) to eat (Y3-4 CB Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Review geography knowledge of hunter-gatherer communities in Brazil when learning about hunter-gatherers in prehistoric Britain.</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1-2)</li> <li><b>Historical evidence:</b> Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Archaeology is the branch of history that deals with remains of human life.</li> <li><b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5-6)</li> </ul>
Year 3 age pupils:			
Year 4 age pupils:			
Vertical concepts	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</li> <li><b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</li> </ul>	<ul style="list-style-type: none"> <li><b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5-6)</li> </ul>





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All pupils:	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1-2)</li> <li>• <b>Geography:</b> Hot deserts have a very hot and dry climate (Y1-2)</li> <li>• Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3-4 CA Aut2)</li> <li>• Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3-4 CA Aut2)</li> <li>• Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3-4 CA Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe).</li> <li>• The <b>Nile</b> is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport</li> <li>• Ancient Egypt was an empire, led by an autocratic <b>pharaoh</b></li> <li>• Ancient Egyptians believed that the pharaoh was <b>half man, half god</b></li> <li>• The Ancient Egyptians believed in an <b>afterlife</b> called the Field of Reeds. They used the Book of the Dead to navigate there</li> <li>• The Ancient Egyptians <b>mummified</b> bodies to preserve them for the afterlife</li> <li>• The Ancient Egyptians built and buried pharaohs inside huge <b>pyramids</b>, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock</li> <li>• Egyptians used <b>hieroglyphics</b> to share stories with future generations</li> <li>• The Ancient Egyptians made a range of developments in surgery and science</li> <li>• Pharaohs fought <b>battles</b> outside of Egypt and received <b>tributes</b> and riches from the people they conquered, like the Kingdom of Kush at some points</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Greeks (Y3-4 CA Sum) and Romans (Y5-6) worshipped gods who were responsible for different parts of life.</li> <li>• In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5-6)</li> <li>• The Roman Empire (Y5-6) were relatively autocratic civilisations</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <li>• An <b>empire</b> is a group of countries or places ruled by one person</li> <li>• An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Maya built <b>pyramids</b> to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> <li>• Ancient Maya used <b>hieroglyphics</b> to write (Y3-4 CB Aut)</li> </ul>
Year 4 age pupils:	<ul style="list-style-type: none"> <li>• An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever (Y3-4 CB Aut)</li> <li>• Ancient Maya built <b>pyramids</b> to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> <li>• Ancient Maya used <b>hieroglyphics</b> to write (Y3-4 CB Aut)</li> <li>• An <b>empire</b> is a group of countries or places ruled by one person (Y3-4 CB Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly reference the <b>autocratic</b> Maya <b>kings</b> when learning about the autocratic Egyptian <b>pharaoh</b>.</li> <li>• Refer back to Maya <b>hieroglyphics</b> when learning about Egyptian ones.</li> <li>• Compare Maya <b>step-pyramids</b> with those built by the Egyptians (they were generally steeper and smaller)</li> <li>• Explicitly reference the size and leader (caliph) of the <b>early Islamic empire</b> with the size and leader (pharaoh) of the <b>Egyptian empire</b>, which began thousands of years before.</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Some things have lots of causes (Y1-2)</li> <li>• <b>Causation:</b> Causes can be long-term conditions or short-term triggers (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Some things have lots of causes that are connected in some way.</li> <li>• <b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose to analyse it critically.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental (Y5-6)</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another (Y5-6)</li> </ul>
Year 3 age pupils:			
Year 4 age pupils:			
Vertical concepts	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</li> <li>• <b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6)</li> </ul>

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	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3-4 CA Spr)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3-4 CA Spr)</li> <li>Ancient Egypt was an empire, led by an autocratic pharaoh (Y3-4 CA Spr)</li> <li>The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y3-4 CA Spr)</li> <li><b>Science:</b> Aristotle (an ancient Greek thinker) developed a method for classifying plants and animals, but there are reasons why we do not use this today (Y3-4 CA Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta</li> <li>Athens developed a democracy, which was more limited than ours today</li> <li>Ancient Greeks used skills in <b>architecture</b> to build temples to honour their gods</li> <li>Architectural orders include <b>Doric, Ionic</b> and <b>Corinthian</b>, and these influences can be seen in our buildings today</li> <li>Ancient Greeks believed in multiple gods and wrote <b>myths</b></li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy</li> <li>The Ancient Greeks borrowed and built on the ideas of other <b>civilisations</b> like those in Ancient Sumer and Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y5).</li> <li>Roman gods were based on Greek gods (Y5-6).</li> <li>Isaac Newton built upon Aristotle's philosophy to promote the scientific method, the approach to science that we still use today (Y5-6).</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <li>A <b>city-state</b> is a city and the surrounding land that has its own <b>government</b> and <b>identity</b></li> <li>A <b>government</b> is the system or people who rule a place</li> <li>A <b>civilisation</b> is a group of people and their society, culture and way of life.</li> <li><b>Democracy</b> is a system of <b>government</b> where everyone has a say</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn about the ancient Maya – specifically city-states ruled by kings, gods, and pyramids – and compare this to their knowledge of the ancient Greeks (Y3-4 CB Aut).</li> </ul>
Year 4 age pupils:	<ul style="list-style-type: none"> <li>A city-state is a city and the surrounding land that has its own government and identity (Y3-4 CB Aut)</li> <li>A government is the system or people who rule a place (Y3-4 CB Aut)</li> <li>A civilisation is a group of people and their society, culture and way of life (Y3-4 CB Aut)</li> <li>The Maya lived in city-states ruled by kings (Y3-4 CB Aut)</li> <li>Maya worshipped <b>multiple</b> gods who were each responsible for something (Y3-4 CB Aut)</li> <li>Ancient Maya built pyramids to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly reference Maya <b>city-states</b> when teaching about the fact that Greece was made up of lots of city-states. Compare the relationships between city-states in each place (for example, city-states were often at war in each civilisation, but Greek city-states came together more often for occasions like the Olympic games).</li> <li>Compare <b>Greek gods</b> with those of the Maya.</li> <li>Compare Maya <b>step-pyramids</b> and <b>temples</b> with both the Egyptian pyramids and the Greek temples.</li> </ul> <p><b>Note:</b> Refer to the Year 4 Autumn resources that teach about the Maya, because there are lots of comparisons between the Greeks and the Maya included in the slides. You can use these slides with year 4 age pupils who will have learnt about Ancient Maya previously.</p>	





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All pupils:	<ul style="list-style-type: none"> <li><b>Similarity and difference:</b> Similarities and differences exist between two individuals who lived in the past (Y1-2)</li> </ul>		<ul style="list-style-type: none"> <li><b>Similarity and difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality or other characteristics (Y5-6)</li> <li><b>Chronology:</b> Recognise and use AD/BC and CE/BCE accurately (Y5-6)</li> <li><b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5-6)</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <li><b>Similarity and difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.</li> <li><b>Chronology:</b> Use vocabulary like decade and century.</li> </ul>	
Year 4 age pupils:	<ul style="list-style-type: none"> <li><b>Similarity and difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3-4 CB Aut)</li> <li><b>Chronology:</b> Use vocabulary like decade and century (Y3-4 CB Spr)</li> </ul>	<ul style="list-style-type: none"> <li><b>Similarity and difference:</b> Historians can consider the similarities and differences between people in two historical civilisations [<b>Ancient Greeks</b> and <b>ancient Maya</b> from cycle B]</li> <li><b>Chronology:</b> Convert between a year and a century</li> </ul>	
Vertical concepts	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</li> <li><b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</li> <li><b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</li> </ul>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy</li> </ul>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6)</li> </ul>

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