



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> <li>Prehistoric Britons held spiritual beliefs about the natural world and grave goods suggest that people believed in an afterlife (Y3 Aut)</li> <li><b>Geography:</b> Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li><b>Geography:</b> Trade is the process of buying and selling goods (Y5-6 CB Aut1)</li> <li><b>Geography:</b> Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5-6 CB Aut1)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Anglo-Saxons</b> were groups of Germanic invaders who established kingdoms in England after the Romans left</li> <li>The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~1000 England was united for the first time under one Anglo-Saxon king</li> <li>The term 'Anglo-Saxon' now refers more generally to the period of English history from 410 to 1066, and includes the history of everyone in England</li> <li><b>Sutton Hoo</b> was the burial site of an Anglo-Saxon king, discovered by <b>archeologists</b> in 1939</li> <li>Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to <b>Christianity</b> was slow and complicated for individuals</li> <li>Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who <b>traded</b> with countries as far east as India and Sri Lanka</li> <li>The items the king was buried with show he wanted to present himself as having <b>physical, economic, intellectual and informal</b> power</li> </ul>	<ul style="list-style-type: none"> <li>The Vikings were groups of people from Scandinavia who were most powerful in the 9<sup>th</sup> and 10<sup>th</sup> centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms (Y5-6 CB Spr2)</li> <li>The British maintained control of its colonies with physical, economic, institutional, intellectual and informal power (case studies of India and South Africa) (Y5-6 CB Sum2)</li> </ul>
Year 5 age pupils:		<ul style="list-style-type: none"> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal</li> <li>Romans inhabited Britain from 43 to 410. [From the end of the Iron Age to the beginning of the Anglo-Saxon period]</li> </ul>	<ul style="list-style-type: none"> <li>Review the gradual conversion to Christianity in Anglo-Saxon England when learning about Christianity in the Roman empire (Y5-6 CA Aut)</li> <li>Review the context and chronology of Anglo-Saxon England when learning about Roman Britain (Y5-6 CA Spr2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CA Spr)</li> <li>Emperor Claudius was the first emperor to successfully conquer parts of Britannia in AD 43. Romans left Britannia in AD 410. (Y5-6 CA Spr)</li> <li>Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs (Y5-6 CA Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Review Roman conversion to Christianity and how this spread gradually through the last days of the Roman empire to England</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y1-2)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, ecofacts and features (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates and as a given number of years ago (Y3-4)</li> <li>• <b>Science:</b> There are four main stages of enquiry (A&amp;P, M&amp;O, R&amp;P, A&amp;E) (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</li> <li>• <b>Historical evidence:</b> Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>
Year 5 age pupils:			<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• Use AD (and CE) to reinforce understanding of AD/BC (and CE/BCE). For example, talk about dates in the Anglo-Saxon period as <b>AD 642</b>, <b>AD 1066</b> etc.</li> </ul>	
Vertical concepts	<ul style="list-style-type: none"> <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 (Y3-4)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into: <b>institutional</b> (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a country); <b>economic</b> (using money to give you power); <b>physical</b> (having physical strength or armies); <b>intellectual</b> (the power of knowledge and literacy); <b>informal</b> (soft power of influencing others).</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <li><b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y1-2)</li> <li>Grave goods suggest that people believed in an afterlife (Y3-4)</li> <li>Democracy is a system of government where everyone has a say (Y3-4)</li> <li>The ancient Egyptians, the ancient Greeks, and ancient Maya believed in multiple gods (Y3-4)</li> <li>Anglo-Saxons gradually converted to Christianity (Y5-6 CB Aut)</li> <li>The Anglo-Saxons established seven kingdoms which eventually became five, then three. By 1000 England was united for the first time under one Anglo-Saxon king (Y5-6 CB Aut)</li> <li><b>Geography:</b> Trade is the process of buying and selling goods. Trade has become increasingly global (Y5-6 CB Aut1)</li> <li><b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factors (Y5-6 CB Spr1)</li> <li><b>Geography:</b> Voluntary migration usually happens because of economic or social factors (Y5-6 CB Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>The <b>Vikings</b> were groups of people from <b>Scandinavia</b> who were most active in 9th and 10th centuries</li> <li>In Scandinavia, Vikings lived in <b>longhouses</b>, in communities of farmers and craftsmen</li> <li>The Vikings were successful sailors and sailed in <b>longships</b> as far as North America.</li> <li>The Vikings organised themselves in ways that had <b>autocratic</b> and <b>democratic</b> features (such as <b>things</b>)</li> <li>The Vikings believed in <b>multiple gods</b>, like Odin, Thor and Loki</li> <li>The Vikings believed in an <b>afterlife</b> called Valhalla, which had an end</li> <li>The Vikings gradually converted to Christianity</li> <li>The Vikings made and <b>traded</b> goods across Europe and beyond</li> <li>The Vikings participated in a <b>slave trade</b></li> <li>The Vikings first raided monasteries in England in 793 because they were rich and easy targets</li> <li>The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974</li> <li>England had three Viking kings 1013-1042</li> <li>Vikings occupy a significant place in our popular culture, and there have been many different <b>representations</b> of them over the years</li> <li>The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when</li> </ul>	<ul style="list-style-type: none"> <li>The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum)</li> <li>Harold Hardrada was the last Viking to invade England. He was defeated by Harold Godwinson at the battle of Stamford Bridge, just before Harold Godwinson was himself defeated by William the Conqueror at the battle of Hastings in 1066 (KS3)</li> </ul>
Year 5 age pupils:			<ul style="list-style-type: none"> <li>Review use of slavery in Viking age when learning about slavery in the Roman empire</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Review use of slavery in Roman empire (as well as in other civilisations of Egypt, Greece and Maya)</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <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 and analyse it critically (Y3-4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events</li> </ul>	<ul style="list-style-type: none"> <li><b>Causation:</b> Understanding the historiography of causation; historians' arguments are always informed by the time and place in which they live(d) (KS3)</li> </ul>
Year 5 age pupils:			<ul style="list-style-type: none"> <li><b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5-6 CA Spr2)</li> <li><b>Causation:</b> Historians can argue that one cause is more important than another (Y5-6 CA Spr2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li><b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5-6 CA Spr2)</li> <li><b>Causation:</b> Historians can argue that one cause is more important than another (Y5-6 CA Spr2)</li> </ul>		
Vertical concepts	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth. Slaves could be taken from different communities based on their race, ethnicity or gender.</li> </ul>	<ul style="list-style-type: none"> <li><b>Community &amp; family:</b> Issues of modern slavery that remain in the world today (KS3)</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>An empire is a group of countries or places ruled by one person (Y3-4)</li> <li><b>Geography:</b> Indigenous (native) people are the first people who lived in the place, and the generations of people who came after (Y3-4)</li> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CB Spr)</li> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CB Aut)</li> <li><b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factor (Y5-6 CB Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land</li> <li>The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it <b>colonised</b></li> <li>The British maintained control of its colonies with <b>physical, economic, institutional, intellectual</b> and <b>informal</b> power (case studies of India and South Africa)</li> <li>The British Empire declined after the world wars, and countries such as India and Kenya gained <b>independence</b> after prolonged independence movements</li> <li>The <b>Windrush generation</b> are people who arrived in the UK from <b>Commonwealth</b> countries 1948-71.</li> <li>Many people of the Windrush generation faced <b>racial discrimination</b></li> <li>The <b>British civil rights movement</b> in Britain gained momentum in the 1960s with the <b>Notting Hill Race Riots</b>, the <b>Bristol Bus Boycott</b> and <b>Trial of the Mangrove Nine</b></li> <li>The <b>Race Relations Act</b> of 1965, 1968, 1976 made racial discrimination illegal</li> <li>Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will build on their knowledge of the British Empire, and explore how it gained and maintained power in different colonies across the world (KS3)</li> </ul>
Year 5 age pupils:			<ul style="list-style-type: none"> <li>Review British empire when learning about imposition and exploitation of knowledge after the Scientific Revolution (Y5-6 CA Sum2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>Europeans believed that their knowledge was <b>superior</b> to the <b>traditional knowledge</b> of <b>indigenous people</b>. They imposed western knowledge and exploited traditional knowledge. Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge (Y5-6 CA Sum)</li> </ul>	<ul style="list-style-type: none"> <li>Review the fact that many people in the British empire believed that their scientific knowledge was superior to that of indigenous people, and how this was part of motivation for colonisation.</li> </ul>	





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All pupils:	<ul style="list-style-type: none"> <li><b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y1-2)</li> <li><b>Chronology:</b> Convert between a year and a century (Y3-4)</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times</li> <li><b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical significance</b> is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of (KS3)</li> </ul>
Year 5 age pupils:		<ul style="list-style-type: none"> <li><b>Similarity &amp; 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 and other characteristics</li> </ul>	<ul style="list-style-type: none"> <li><b>Similarity &amp; 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 and other characteristics (Y5-6 CA Aut)</li> <li><b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5-6 CA Sum2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li><b>Similarity &amp; 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 and other characteristics (Y5-6 CA Aut)</li> <li><b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5-6 CA Sum2)</li> </ul>	<ul style="list-style-type: none"> <li><b>Historical significance:</b> Review the terminology of 'historical silence' and how this applies to the Power, empire and democracy unit</li> </ul>	
Vertical concepts	<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>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging other people are all ways that we can exert our personal power</li> <li><b>Quest for knowledge:</b> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it</li> </ul>	<ul style="list-style-type: none"> <li><b>Power, empire &amp; democracy:</b> Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)</li> <li><b>Quest for knowledge:</b> Recognising and debating issues around 'decolonising' the curriculum and western institutions (KS3)</li> </ul>

