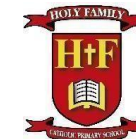




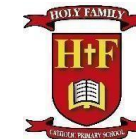
Non-European Society – Early Islamic Society/Baghdad

Ecclesiastes 1:9: "What has been will be again, what has been done will be done again; there is nothing new under the sun."

Year Year 5/6		Term Autumn 1	Subject History
National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad.		
Key Vocabulary	<ul style="list-style-type: none">BaghdadIslamicCivilisationCaliphsCircular cityHouse of WisdomScholars		
Cross Curricular Links	<ul style="list-style-type: none">Geography – exploring mapsRE – Other religions		
Lesson overview/Substantive knowledge.	Disciplinary Knowledge		
	Second Order Concept	Historical Skills	
<u>Lesson 1: When was the Early Islamic Civilisation?</u>	<ul style="list-style-type: none">Choronology	<u>Year 5</u> <ul style="list-style-type: none">I can order events on a scaled timeline (scale determined by pupils) <u>Year 6</u> <ul style="list-style-type: none">I can order events on a scaled timeline including overlapping points in history.	
<u>Lesson 2: The Rise of Baghdad</u>	<ul style="list-style-type: none">Evidence and EnquiryInterpretations.	<u>Year 5</u> <ul style="list-style-type: none">I can select relevant evidence to present a picture of life in the past. <u>Year 6</u> <ul style="list-style-type: none">I can use a variety of sources to make judgements about the past.I can bring together knowledge gathered from several sources.	
<u>Lesson 3: The House of Wisdom.</u>	<ul style="list-style-type: none">Intepretation	<u>Year 5</u> <ul style="list-style-type: none">Select relevant evidence to present a picture of life in the past.Examine cause of significant events and their impact on society. <u>Year 6</u> <ul style="list-style-type: none">I can use a variety of sources to make judgements about the past.I can bring together knowledge gathered from several sources	



<u>Lesson 4: Key historical figures and their contributions to the Islamic Golden Age.</u>	<ul style="list-style-type: none">• Evidence and enquiry• Significant Individuals	<u>Year 5</u> <ul style="list-style-type: none">• Select relevant evidence to present a picture of life in the past.• Examine cause of significant events and their impact on society. <u>Year 6</u> <ul style="list-style-type: none">• I can use variety of sources to make judgements about the past.• I can bring together knowledge gathered from several sources• I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
<u>Lesson 5: Islamic Art</u>	<ul style="list-style-type: none">• Evidence and enquiry• Interpretation	<u>Year 5</u> <ul style="list-style-type: none">• I can select relevant evidence to present a picture of life in the past.• I can communicate knowledge and understanding in different ways. <u>Year 6</u> <ul style="list-style-type: none">• I can use a variety of sources to make judgements about the past.• I can communicate knowledge and understanding in different ways.
<u>Lesson 6: Assessment. To compare and contrast the early Islamic civilization with British history of the same era.</u> <ul style="list-style-type: none">• Recognise that different societies develop in different ways. Draw comparisons between England at the same time.		
Previous knowledge	Current Year	Future learning
<p>Pupils will have learnt about aspects of British History from the same time periods including:</p> <p><u>Anglo-Saxons and Vikings</u></p> <ul style="list-style-type: none">• Who they Scots were and where they settled.• Where the Saxons came from, who they were and where they settled in Britain.• What daily life of the Saxon people in Britain was like.• The significance of Sutton-Hoo and what it has taught us about the Saxons.• How and why the Vikings invaded.• How the Viking invasions lead to the unification of the Anglo-Saxon kingdoms. <p>Pupils will have also learnt about the achievements of other early civilisations including: Ancient Greeks, Ancient Egyptians and The Romans.</p>	<ul style="list-style-type: none">• The early Islamic period started in around AD600 when Muhammad began to experience what he described as messages from God and the Islamic faith began.• It is believed to have ended in <u>1200/1300AD</u>• The Rise of Baghdad: Upto a population of 1 million.• The importance of the House of Wisdom in promoting astrology, maths and writing.• Learn about key hisotrical figures fomr this time period.• Islamic art: key features and religious influence.	<p><u>KS3</u></p> <p>One study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century],</p>



The Impact of the Tudors on Life Britain.

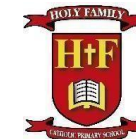
“He changes the times and the seasons; He removes kings and raises up kings.” - Daniel 2: 20-22

Year Year 5/6

Term Spring 1

Subject History

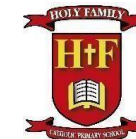
National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">British history that extends pupils' chronological knowledge beyond 1066 – Changes in an aspect of Social History		
Key Vocabulary	Tudor Monarch Battle of Bosworth Religion Catholic Protestant Church of England Pope Henry VIII Elizabeth I		
Cross Curricular Links	Religious Education: Creation of the Church of England English: Literacy study of various Shakespeare plays		
Lesson overview Substantive Knowledge	Disciplinary Knowledge		
	Second Order Concept	Historical Skills	
<u>Lesson 1: Timeline of Tudor Monarchs.</u>	<ul style="list-style-type: none">Chronology	<u>Year 5</u> <ul style="list-style-type: none">I can order events on a scaled timeline (scale determined by pupils) <u>Year 6</u> <ul style="list-style-type: none">I can order events on a scaled timeline including overlapping points in history.	
<u>Lesson 2: The Battle of Bosworth</u>	<ul style="list-style-type: none">Historical Significance	<u>Year 5</u> <ul style="list-style-type: none">I can order events on a scaled timeline (scale determined by pupils)I can give some reasons (with evidence) for some important historical events <u>Year 6</u> <ul style="list-style-type: none">I can order events on a scaled timeline including overlapping points in history.I can give some reasons (with evidence) for some important historical events.	



<u>Lesson 3: Henry VIII and his six wives.</u>	<ul style="list-style-type: none"> • Historical Significance • Chronology • Interpretation 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • I can describe the main changes during a period in history. • I can describe how historical events studied affect/influence life today <p><u>Year 6</u></p> <ul style="list-style-type: none"> • I can describe how some of the things studied from the past affect/influence life today. • I can identify changes within a society.
<u>Lesson 4: The Young King</u>	<ul style="list-style-type: none"> • Historical Significance • Similarities and differences. 	<p><u>Year 5.</u></p> <ul style="list-style-type: none"> • I can describe how historical events studied affect/influence life today. • I can describe similarities and differences between some people, events and artefacts studied. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • I can describe how some of the things studied from the past affect/influence life today. • I can describe similarities and differences between some people, events and artefacts studied. • I can understand that people in the past have a point of view and that this can affect interpretation.
<u>Lesson 5: Life in Tudor Britain – Rich vs. Poor.</u>	<ul style="list-style-type: none"> • Similarities and differences. • Interpretation 	<p><u>Year 5.</u></p> <ul style="list-style-type: none"> • I can describe similarities and differences between some people, events and artefacts studied. • I can communicate my understanding and knowledge in different ways e.g. role play, diary entry, diagrams. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • I can describe similarities and differences between some people, events and artefacts studied. • I can communicate my understanding and knowledge in different ways e.g. role play, diary entry, diagrams.
<p><u>Lesson 6: What impact has Elizabethan England had on our lives today (Assessment)</u> Create a double page spread based on learning and research of the Elizabethan tiems focussing on the impact of Queen Elizabeth I and the influence of the Elizabethans on life today.</p>		
Previous knowledge	Current Year	Future learning
<p><u>Other Significant Monarchs</u></p> <ul style="list-style-type: none"> • Alfred the Great (KS2 – Saxons/Vikings) • Queen Victoria (KS1) • Current Monarchy (KS1) 	<ul style="list-style-type: none"> • The Battle of Bosworth and the subsequent end of the Battle of the Roses to mark the beginning of the Tudor period. • The 6 Tudor Monarchs. • Henry VIII – his six wives and the creation of the Church of England. 	<ul style="list-style-type: none"> • <u>KS3</u> - The development of Church, state and society in Medieval Britain 1066-1509. And the development of Church, state and society in Britain 1509-1745.



<ul style="list-style-type: none">• Pupil will have explored the lasting impact of several historical events/time periods/individuals and be able to make connections between these.• Pupils will have learnt about difference social classes during different period of history e.g. Classes on the Titanic and rich and poor during Victorian Britain (KS1), Heirachy in Ancient Egypt.• Pupil will have developed the skills and knowledge about how our understanding of the past comes from a range of sources which can vary in their reliability to build a true picture.	<ul style="list-style-type: none">• The reformation of the Church of England by 'The Young King'.• The difference in social classes during the Tudor Period and the impact in terms of jobs, housing, clothing and entertainment.• The importance of Queen Elizabeth and the impact of the Elizabethan times on tudor lived and Britain today.	
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Local History: The Pretoria Pit Disaster

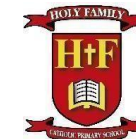
“God is our refuge and strength, an ever-present help in trouble. Therefore we will not fear.” – Psalm 46 1-2

Year Year 5/6

Term Summer 1

Subject History

National Curriculum Coverage	Pupils should be taught about: <ul style="list-style-type: none">A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
Key Vocabulary	Industrial Revolution Coal Mining Westhoughton Pretoria Pit Disaster Sources Reaction Memorial	
Cross Curricular Links		
Lesson overview Substantive Knowledge	Disciplinary Knowledge	
	Second Order Concept	Historical Skills
<u>Lesson 1: Timeline and Location of the Pretoria Pit</u>	<ul style="list-style-type: none">Chronology	<u>Year 5</u> <ul style="list-style-type: none">I can order events on a scaled timeline (scale determined by pupils) <u>Year 6</u> <ul style="list-style-type: none">I can order events on a scaled timeline including overlapping points in history.
<u>Lesson 2: What changes had happened in Britain before the Disaster: The Industrial Revolution.</u>	<ul style="list-style-type: none">ChronologySignificant events	<u>Year 5</u> <ul style="list-style-type: none">I can order events on a scaled timeline (scale determined by pupils)I can use dates to order and place significant events on a timeline. <u>Year 6</u> <ul style="list-style-type: none">I can order events on a scaled timeline including overlapping points in history.I can identify and compare changes within and across different periods.
<u>Lesson 3: Coal Mining</u>	<ul style="list-style-type: none">Evidence and enquiry	<u>Year 5</u> <ul style="list-style-type: none">I can select relevant evidence to present a picture of life in the past. <u>Year 6</u> <ul style="list-style-type: none">I can use a variety of sources to make judgements about the past.I can bring together knowledge gathered from several sources.



<u>Lesson 4: What was the Pretoria Pit Disaster?</u>	<ul style="list-style-type: none">• Evidence and enquiry• Historical Significance.	<u>Year 5</u> <ul style="list-style-type: none">• I can select relevant evidence to present a picture of life in the past.• I can provide an account of a historical event based on more than one source. <u>Year 6</u> <ul style="list-style-type: none">• I can use a variety of sources to make judgements about the past.• I can bring together knowledge gathered from several sources.
<u>Lesson 5: What was the reaction to the Pretoria Pit Disaster?</u>	<ul style="list-style-type: none">• Historical significance• Interpretation	<u>Year 5</u> <ul style="list-style-type: none">• I can describe how historical events studied affect/influence life today.• I can make comparisons between aspects of periods of history and the present day. <u>Year 6</u> <ul style="list-style-type: none">• I can describe how some of the things studied from the past affect/influence life today.• I can address historically valid questions.
<u>Lesson 6: Assessment – Would the Pretoria Pit disaster happen again?</u>		
<u>Previous knowledge</u>	<u>Current Year</u>	<u>Future learning</u>
<u>Other Significant Events</u> <ul style="list-style-type: none">• The Moon Landing• Titanic• The Great Fire of London• Local History: Pupils have learnt about the local history of the Roman settlement in Wigan and the sinking of the Titanic links to nearby Liverpool.• Pupils would have developed an understanding of different job roles and social classes throughout history.• Pupils will have studied different accounts of the same event (e.g. Lindesfarne) and developed skills in how to interpret the reliability and bias of accounts.	<ul style="list-style-type: none">• Understand the changes that were brought about as a result of the industrial revolution.• Learn about the increased demand for coal during the industrial revolution.• Find out about different job roles in the coal mining industry.• Discover the risks faced by those working in coal mining through the study of the Pretoria Pit Disaster.• Consider how we learn from historical events and how they are remembered.	<u>KS3</u> <ul style="list-style-type: none">• Challenges for Britain, Europe and the wider world 1901 to the present day.• Future local history studies likely dated pre 1066.

