

Substantive and Disciplinary Progression: History

<i>National Curriculum - Aim and Purpose</i>		<i>Ravensdale - Aim and Purpose</i>
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><i>Aims</i></p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative • know and understand significant aspects of the history of the wider world • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims 		<p>We want our children to have a rounded understanding of History by the time they leave Ravensdale. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organization of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and how these sources will originate from some form of bias. We aim for our children to have a first-hand experience of immersing themselves in significant historical places, objects and artefacts.</p>
<p><i>Intent:</i></p> <p>History fires pupils' curiosity about the past in Britain and the wider world. It aims to develop historical skills and concepts which are transferable to periods of history and equip children for future learning. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p><i>Impact:</i></p> <ul style="list-style-type: none"> • One or two History based units will be delivered throughout each year. In each unit there will be some links to Geography. • We teach history through a variety of teaching and learning styles. • Inspire pupil's curiosity and develop enquiring minds. • Equip them to ask perceptive questions, think critically, evaluate evidence and arguments and develop perspective and judgements. • Create historical enquiry within pupils and enable them to transfer information from one area to another. • Ensure factually accurate information is used. • Deepen knowledge and historical skills of interpretation, change and enquiry, cause and effect and significance and interpretations. 	<p><i>Implementation:</i></p> <p>We would expect pupils to:</p> <ul style="list-style-type: none"> • have knowledge and understanding of the historical time periods taught. • Gain historical perspective - cultural, economic, political, religious & social history- short and long term. • understand how our knowledge of the past is constructed from a range of sources. • formulate arguments and explore consequences. • Develop a cultural capital by creating a depth of knowledge. • make relevant links from history to other curriculum subjects such as geography and science. • improve their enquiry skills about the world. • Have a sound understanding of the knowledge, skills, attitudes and understanding they need to fulfil their potential.

Disciplinary Knowledge

Knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts

<u>Year Group</u>	<u>Construct and Sequence the Past</u>	<u>Change and Development</u>	<u>Cause and Effect</u>	<u>Significance and Interpretation</u>	<u>Plan and Carry out an Enquiry</u>	<u>Use Sources as Evidence</u>
<u>Year 3</u>	<ul style="list-style-type: none"> -Develop knowledge of local and British history on the wider timeline (expanding timelines to reach from the Stone Age to modern day). -Place events of British history on a timeline, using dates. -Begin to understand the scale of history (eg. the Bronze Age lasted for ≈2000 years, but vast amounts of change in last century.) 	<ul style="list-style-type: none"> - Investigate everyday life for people in the past, including clothing, food, houses, beliefs and leisure activities and recognise how these were similar / different to the modern day. -Explore change at a local level, investigating the impact of national and global events. 	<ul style="list-style-type: none"> -Recount key events from the past in their own words and begin to explain why these events happened. -Begin to think about the impact that historical events have had on modern life. 	<ul style="list-style-type: none"> -Ask and answer questions about how and why events and people being studied are significant. -Express preferences and personal responses to topics being studied and back-them up with evidence / facts. 	<ul style="list-style-type: none"> -Construct relevant questions about history and begin to suggest how these might be answered. -Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age. 	<ul style="list-style-type: none"> - Use a range of sources or artefacts (written, visual or oral) to learn more about the past. -Consider the range of sources available when we study different historical periods (eg. why do we know much more about the Egyptians than the Iron Age?)
<u>Year 4</u>	<ul style="list-style-type: none"> -Position a growing range of eras and events on a timeline (eg. Ancient Egypt, Anglo-Saxons, Romans, Iron Age). -Separate out timeline of Britain from global events and recognise that some events are more globally important than others. 	<ul style="list-style-type: none"> - Ask and answer questions about changes, similarities and differences. □-Begin to understand broader trends / themes over time. -Explore differences between different people living at the same time. 	<ul style="list-style-type: none"> -Independently question the reasons behind historical events and changes. -Give increasingly historically accurate answers to these questions. - Describe how events/ people being studied have had an impact on the modern world. 	<ul style="list-style-type: none"> -Can ask and answer questions about how and why events/people are significant. -Show empathy for people living in the past, recognising what their lives would have been like and how they would have felt. 	<ul style="list-style-type: none"> -Ask relevant questions about history and suggest sources of evidence that could be used to answer them, recognising the difference between <i>primary</i> and <i>secondary</i> sources. -Use historical terms correctly. - Carry out a local history study (how did 	<ul style="list-style-type: none"> -Understanding that historical knowledge comes from a range of sources. -Question the accuracy of modern depictions of historical events.

					history shape our area? What evidence can we still find?)	
<u>Year 5</u>	<ul style="list-style-type: none"> -Develop a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). -Place world history events on a timeline using the correct dates and labels. 	<ul style="list-style-type: none"> -Discuss changes, similarities and differences. -Deepen understanding of trends/themes over time. -Describe what life was like for people living at the same point (rich/poor, military/civilians etc.) 	<ul style="list-style-type: none"> -Ask and answer clear and accurate questions about what happened. -Ask 'why' questions to further historical understanding. -Debate and discuss different opinions about historical causes and effects. 	<ul style="list-style-type: none"> -Deepen their understanding that historical knowledge comes from a range of sources, -Understand that there can be many versions of the same events in history, giving reasons why these may exist. 	<ul style="list-style-type: none"> -Select appropriate evidence to answer a question, and recognise that there is often not a single 'right' answer to an historical question. -Draw conclusions on what happened based on study a range of sources. 	<ul style="list-style-type: none"> -Accept, reject and comment on how useful sources are when carrying out research. -Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.
<u>Year 6</u>	<ul style="list-style-type: none"> -Have a clear understanding of the order of the time periods that they have studied (covering all units from KS1 & KS2). - Comment on trends that happen over time. - Annotate a timeline with historical terms and facts, showing a sense of historical scale. 	<ul style="list-style-type: none"> -Ask and answer questions about changes, similarities and differences and challenge responses. -Discuss and debate trends and themes over time. -Describe changes across an historical period (considering social, political, cultural and technological changes). 	<ul style="list-style-type: none"> -Independently ask and answer clear and accurate questions about the past. -Discuss and compare a range of plausible causes and effects. -Investigate and describe legacies for the modern world, investigating and discussing how ancient civilisations can still have an impact on our lives. 	<ul style="list-style-type: none"> -Recognise that some events and people are more significant than others, and use evidence to back-up responses. -Understand that historical knowledge comes from a range of sources, -Make links between historical events, changes and cultures across a range of periods studied. 	<ul style="list-style-type: none"> -Consider the validity of different sources and select reliable, appropriate resources to use to answer a specific question. -Reach conclusions on what happened based on the study of a range of sources. -Reflect on enquiries and identify ways in which they could be improved or extended. 	<ul style="list-style-type: none"> -Draw together and analyse a wide range of sources (both primary and secondary), sourcing these independently where appropriate. -Challenge the accuracy, validity and usefulness of artefacts, texts, photographs, online resources etc. when investigating historical sources.

Substantive Knowledge

Knowledge about the past

	<u>British and Local History</u>	<u>The Wider World</u>
<u>Year 3</u>	<p><u>Ancient Britain</u></p> <p><u>What was earliest life in Britain like?</u> Begin to piece together all the historical periods children have been exposed to, thinking about what came at start of this timeline</p> <p><u>What was life like in The Stone Age?</u> Explore what life was like in the Stone Age, focussing on simple hunter gatherer communities (eg. flint examples found in Letchworth & Baldock).</p> <p><u>Why was Skara Brae important?</u> Explore the nomadic lifestyle of Stone Age people coming to an end with farming beginning. Understand what was found at Skara Brae. Explore William Watt and what he found there.</p> <p><u>How did Britain change during The Bronze Age?</u> Identify developments that took place in the Bronze Age: changing technology, religion, travel; communities become larger and more connected; construction of Stonehenge. How might these have affected everyday life?</p> <p><u>How did life change during The Iron Age?</u> Consider changes during the Iron Age - particularly the shift to tribal kingdoms & life based around local hill forts. Identify the impact of this on farming, art & culture, and link to the local area.</p>	<p><u>Ancient Egypt</u></p> <p><u>How long ago was Ancient Egypt?</u> Investigate early civilisations around the world, considering the key features that marked them out from Tribal settlements that had gone before</p> <p><u>Why did people live in certain areas?</u> Plot these on maps and consider why civilisations first developed in these places (typically fertile soils and flood plains) make links to Geography</p> <p><u>What was everyday life like?</u> What do artefacts tell us? Identify the impact of the landscape on everyday life, and in particular the role of the River Nile.</p> <p><u>What did Egyptians believe happened after death?</u> Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites. Why were these built on such a huge scale?</p> <p><u>What was life like as a Pharaoh?</u> Investigate the lives of the Pharaohs - how did they rule? Which were the most significant?</p> <p><u>What was life like for ordinary people?</u> Discuss what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.</p>

	<p><u>Key Vocabulary</u></p> <p>Artefacts, archaeological, Agriculture, Ancestor, Attack, Chronology, Clan, Dwelling, Excavations, Hunter-gatherers, Hunting, Inhabited, Livestock, Materials, Prehistoric, Skara Brae, Stonehenge, Sources, Shelter, Settlement, Tribe, Weapons, Worship</p> <p><u>Reading Links</u></p> <ul style="list-style-type: none"> -Cave Baby - Julia Donaldson -The Stone Age Boy - Sitoshi Kitamura -How to Wash a Woolly Mammoth - Michelle Robinson -The First Drawing - Mordicai Gerstein -The Boy with the Bronze Axe - Kathleen Fidler -UG: Boy Genius of the Stone Age and his search for soft trousers - Raymond Briggs <p><u>Assessment Evidence:</u></p> <p><u>How have homes changed overtime?</u> Provide children with or draw houses from the three different time periods. Children to be able to clearly identify the differences in each house (through labels etc)</p>	<p><u>Key Vocabulary</u></p> <p>Hieroglyphics, Pharaoh, Scarab, Tutankhamun, Pyramids, Gods, Sphinx, Nile, Ancient, artefacts, Tombs, Hierarchy,</p> <p><u>Reading Links</u></p> <ul style="list-style-type: none"> -Cinderella of the Nile - Beverley Naidoo and Marjan Vafaein -The Story of Tutankham - Patricia Cleveland-Peck & Isabel Greenberg -Ancient Egypt: Tale of Gods and Pharaohs -The Heart Scarab - Saviour Pirotta and Jo Lindley -Flat Stanley: The Great Egyptian Grave Robbery -A Mummy Ate My Work - Thiago de Moraes <p><u>Assessment Evidence:</u></p> <p><u>What was life like in Ancient Egypt?</u> Children to produce a double page spread showcasing their knowledge learnt over this term.</p>
<p><u>Year 4</u></p>	<p><u>Invasers and Settlers</u></p> <p>Romans</p> <p><u>Who were the Romans?</u> Investigate the Roman Empire in AD42 - key features of Roman life, how the Empire was ruled, Roman gods, what made the Roman army so powerful?</p> <p><u>Why did the Romans invade Britain?</u> Examine the Roman invasion of Britain - how were the Romans able to conquer Britain? How long did this take? Investigate British resistance to the Romans (eg. Boudica) and the building on Hadrian's Wall. Discuss the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology, changes in religion</p>	<p><u>The Great Plague</u></p> <p><u>What was the 'The Great Plague?'</u> Understand when The Plague was and when it started. Putting it on a timeline and understanding the chronology of the main events.</p> <p><u>What caused the Great Plague?'</u> Explore reasoning behind the cause of the Great Plague and the reasons why it spread so quickly e.g. overcrowding, cramped spaces and the impact of the hot summer in 1665.</p> <p><u>How was The Great Plague stopped?'</u> Explore different strategies adopted by people to stop the Plague i.e. smelling posies, bathing in milk, licking toads etc. Explore the role of the plague doctor. Discuss the idea of quarantine, make links between recent pandemics.</p>

What effect did the Romans have on Britain?

Identify changes during Roman times - how the Empire developed and grew, introduction of new foods, how local people were treated by the Romans, the spread of early Christianity etc.

Why did the Romans leave Britain?

Explore the decline of the Roman Empire, leading to Roman withdrawal from Britain in AD 410 - what impact would this have had on everyday life?

Anglo-Saxons

Who came after the Romans?

Study the invasions that took place in the wake of Roman departure - the Scots attacked north Britain (now Scotland) from Ireland, while the Anglo Saxons arrived from Germany and Denmark.

□ Investigate life in Anglo-Saxon settlements (e.g. return to tribal communities, decline of Roman cities, pagan religions).

Why was there conflict between the Anglo-Saxons and Britons?

Discuss the battles between Anglo-Saxons and Britons and their long-term effects - the story of King Arthur and the birth of 'England'.

What was it like to grow up in Anglo-Saxon Britain?

Understand what it was like to grow-up in Anglo-Saxon England (clothes, art, food, jobs etc.) and begin to investigate the Christian conversion (St Augustine, monasteries and cathedrals at Canterbury, Iona and Lindisfarne).

How did the Anglo-Saxons provide justice?

Explore Anglo-Saxon laws and justice. How law and order was kept in order to reach justice.

Viking Britain

Who were the Vikings?

Understand Investigate who the Vikings were, where they came from and why they invaded (recognising that lack of farmland pushed them towards raiding.)

How did the Vikings invade Britain?

Understand Explore Viking raids and the invasion of Britain. Examine Viking tactics and weapons, discovering why longships were so effective.

How did the plague spread to the village of Eyam?

Recognise how the plague was spread as far as the village of Eyam in Derbyshire. Explore how the village contained the plague. Investigate how the plague was controlled and key figures such as William Mompesson and Thomas Stanley.

Key Vocabulary

infected, disease, fleas, rats, vermin, fever, remedies, toad, quarantine, population, spread, plague doctor, wooden cart, King Charles II, Samuel Pepys, diary, Mayor, red cross, white cross, Bill of Mortality, posies, hygiene, sanitation.

Reading Links

The Children of Winter - Berlie Doherty

The Great Plague - Deborah Fox

The Great Plague: The Diary of Alice Paynton - Samuel Peypys

Ring of Roses - Mary Hooper

Plague: A Cross on the Door - Ann Thurnball

Assessment Evidence:

How did the plague effect ordinary citizens?

Children to write a diary entry as a plague doctor or as someone suffering from the plague.

What was a Viking settlement like?

Understand what it was like to live and grow-up in Viking settlements, looking at houses, clothes, families, food, Norse mythology etc.

Who were the key figures during the Viking period?

Study the resistance led by Alfred the Great (leading to the division between England and the Danelaw); the English reconquest (the defeat of Eric Bloodaxe in 954 and the establishment of a single Kingdom of 'England'); Ethelred, the Danegeld and the invasion of King Canute. Plot all of the above on an annotated timeline.

Key Vocabulary

Army, Battle, Bathhouse, Barracks, Boudicca, Celts, Castle, Claudius, dictator, Gallia, Emperor, Empire, Forts, Gods/Goddesses, Hadrian's Wall., Invasion, Invade, Iceni, Julius Caesar, Legions, Picts, Roman empire, Roman baths, Soldiers, Turrets

Reading Links

The Thieves of Ostia - Caroline Lawrence
Queen of Darkness - Tony Bradman
Romans on the Rampage - Jeremy Strong
Defenders: Dark Arena

Anglo-Saxon Boy - Tony Bradman
Beowulf - Michael Morpurgo & Michael Foreman
The Buried Crown - Ally Sherrick
The King Who Threw Away His Throne - Terry Deary
King Arthur and the Knights of the Round Table

Viking Boy - Tony Bradman
Riddle of the Runes - Janina Ramirez and David Wyatt
The 1,000-year-Old Boy - Ross Welford
She Wolf - Dan Smith

	<p><u>Assessment Evidence:</u> How have soldiers/army changed overtime? Children to identify and explain how soldiers/army have changed over time through a written explanation/pictures</p>	
<p><u>Year 5</u></p>	<p><u>Victorians and the Industrial Revolution</u></p> <p><u>Why was it called the Victorian era?</u> Study Queen Victoria and the impact she had on Britain.</p> <p><u>Why was Britain powerful during the Victorian era?</u> Explore the British Empire and some countries that were controlled. empress. Explore how and why Britain's empire in the Victorian period was very powerful.</p> <p><u>What was life like for a poor Victorian child?</u> Supported through the study of 'Oliver. Explore the different jobs children had to do and the differences between girls and boys.</p> <p><u>What changes took place for poor children during the Victorian era?</u> Supported through the study of 'Street Child'. Explaining that the reasons for the poor working conditions of children during the Victorian era was largely due to the fact that there were no laws to protect children like there are today. This, on top of the changes that took place due to the Industrial Revolution, meant that children were often ill-treated. Explain that some people wanted to change things and make the situation better for children (Dr Barnardo and Lord Shaftesbury).</p> <p><u>How was schooling in Victorian times different from schooling today?</u> Explore the different subject taught (difference in genders) and what an ordinary school day looks like. Learn about some Victorian toys and games, and compare modern and Victorian leisure time for children.</p> <p><u>What was the Industrial Revolution and how did it change Britain?</u> Understand what the Industrial Revolution was, including the development of steel, steam and the number of factories. Understand that the population moved from the countryside to the towns because of the increase in work</p>	<p><u>Ancient Greece</u></p> <p><u>What can excavations about tell us about early Greece?</u> Understand when Greece began and what it was like there. Research life in Ancient Greece, using artefacts where possible (eg. what can we learn about the Ancient Olympics by looking at pictures of vases and sculpture?) Introduce Sir Arthur Evans and his excavation and what his discovery tells us about Ancient Greece</p> <p><u>What was life like in Athens and Sparta?</u> Explore the way in which Ancient Greece was governed - looking at rival City states, and in particular at differences between life in Athens & Sparta.</p> <p><u>How did the Greeks defend themselves?</u> Understand what made the Greek armies and navies so effective.</p> <p><u>What did the Greeks believe in?</u> Investigate Greek Gods and myths - including the roles of different Gods and key stories (Medusa, Icarus, the Minotaur, Odysseus etc.)</p> <p><u>What impact did the Greeks have on the modern world?</u> Explore the legacy of Greek philosophers, scientists, mathematicians; similarities between Greek alphabet and our own; influence of Greek architecture on our buildings.</p>

available in factories and describe how this affected living conditions and the lives of ordinary people in Britain.

What inventions were of importance during The Victorian era?

Understand what an invention is and introduce some of the key inventions of the Victorian era, including electricity, flushing toilets, cameras, telephones, bicycles and cars. Identify further inventions, order them chronologically and consider their impact on society.

Who was Isambard Brunel and what impact did he have on Victorian engineering?

Introduce the Isambard Kingdom Brunel and his achievements as an engineer.

What medical discoveries changed medicine in the Victorian era?

Understand that during the Victorian era there were not the same medicines or medical facilities as there are today and hospitals pre-1837 were generally thought of as places people died instead of places people got better. To understand some of the illnesses that were prevalent during the era and what hospitals were like before the mid-19th century. Study the work of individuals such as Florence Nightingale, Joseph Lister and Louis Pasteur.

Key Vocabulary

Bridges, Victorians, Drill, Leisure, British Empire, Power, Industrial Revolution, Labour, Industry, Inventions, Parliament, Population, Reform, Workhouse, Isambard Kingdom Brunel, Responsibility, Resilience, Workhouses, Railway

Reading Links

Street Child - Berlie Doherty
Gaslight - Eloise Williams
Twelve Minutes to Midnight - Christopher Edge
Hetty Feather - Jacqueline Wilson
Rose Campion and the Stolen Secret - Lyn Gardner
Oliver Twist - Charles Dickens

Assessment Evidence:

Key Vocabulary

Greek Empire, Pythagoras, Doric Column, Corinthian Column, Nobleman, Parthenon, Homer, Tunic, Fibulas, Hellenistic Bowl, Pyxis, Coins, Alexander the Great, Hippocrates, Plato, Slave, Helmet, Soldier, Olympics, Vase

Reading Links

Who Let the Gods Out? - Maz Evans
Mission to Marathon - Geoffrey Trease
Mark of the Cyclops - Saviour Pirotta and Freya Hartas
Icarus was Ridiculous - Pamela Butchart and Thomas Flintham
Leo and the Gorgon's Curse - Joe Todd Stanton
Greek Tales: The Boy who Cried Horse

Assessment Evidence:

What was the greatest achievements of Ancient Greece?

Children to research and create a fact file on things the Greeks invented which have had an impact on modern society: The Olympics, theatre, democracy, alphabet etc.

	<p><u>How has the Victorian era impacted Britain today?</u> Children to create a report on an aspect from the Victorian era i.e. an invention or notable figure or medicine</p>	
<p><u>Year 6</u></p>	<p><u>World War II</u></p> <p><u>Why was World War II fought?</u> Understand and describe the key facts of World War 2 (eg. who fought in the War, why it is called a "world" war)</p> <p><u>How was World War II fought?</u> Explore the way the War was fought, and identify how it was similar / different to what had been used before (eg. in WW1) and modern militaries.</p> <p><u>Who were the key leaders during World War II?</u> Investigate the lives and role of key leaders, such as Churchill and Hitler.</p> <p><u>What impact did The Blitz have on Britain?</u> Identify the impact of the Blitz on life in Britain. How did Britain change its tactics? Find similarities and differences to other warzones.</p> <p><u>What was life like as an evacuee?</u> Understand what it would have been like to have been an evacuee. Look at case studies.</p> <p><u>What was The Battle of Britain?</u> Look at key events, a comparison of aircraft, what it was like to be a pilot, tactics and objectives of each side.</p> <p><u>How did Britain win the war?</u> Consider The Battle of Britain as a 'turning point' in history - Germany postpones the invasion and looks to the East; the later stages of the war - Normandy landings & Victory in Europe. Debate arguments for and against the view that this was a decisive turning point in the War.</p> <p><u>Assessment Evidence:</u></p>	<p><u>Islamic Civilisation</u></p> <p><u>What can maps tell us about the people who made them?</u> Look at the Islamic Civilisation from CE900 and compare to Western Europe using ancient and modern maps. Discuss comparisons between Islamic Civilisation and Europe c.1000CE</p> <p><u>Why did Islam spread so far and quickly?</u> Understand some of the reasons why Islam spread so quickly. Explore the role of a 'caliph' and Prophet Muhammad PBUH.</p> <p><u>How did goods and ideas move around the early Islamic Civilisation?</u> Children explore the 'Silk Road' and some of the goods traded along there. Also explore the 'trade' on ideas and how this was affected by the silk roads.</p> <p><u>What was life like on The Silk Road?</u> Investigate the people who travelled the silk road, caravans, physical geography and hazards.</p> <p><u>What does Al-Mansur's city tell us about him as a ruler?</u> To understand the features of the Round City. Form discussions around what can be learnt about Al-Mansur from the city that he built.</p> <p><u>Who were the citizens of Baghdad?</u> Explore everyday life in Baghdad in 900 CE.</p> <p><u>How can we find about life in Baghdad?</u> Use a range of sources to find about life in Baghdad and evaluate their usefulness and reliability.</p> <p><u>What caused the end of Early Islamic Civilisation in Baghdad?</u> Discuss and evaluate a range of sources about the fall of Baghdad. To understand why this happened and what caused it, looking at the attack from the Mongols.</p> <p><u>Assessment Evidence:</u></p>

What was the impact of the Second World War on certain localities within the West Midlands? Use sources to support your answer. (Grammasaurus lesson 7) children to use previous knowledge to answer this deeper level thinking question.

Key Vocabulary

War, Army, Medal, Anne Frank, Neville Chamberlain, Tank, Battle, Prisoner, Blitz, Radio, Victoria Cross, Evacuee Children, Spitfire, Soldier, Anderson, Morrison, Public, Ration, Hitler, Churchill, Gestapo, Bomb

Reading Links

Goodnight Mr Tom - Michelle Magorian
Carrie's War - Nina Bawden
Mohinder's War - Bali Rai
Letters from the Lighthouse - Emma Carroll
Rose Blanche - Ian McEwan
The Lion and the Unicorn - Shirley Hughes

How has the Islamic Civilisation impacted our lives today?

Children to produce a double page spread showcasing their knowledge learnt over this term.

Key Vocabulary

Caliph, Prophet Muhammad PBUH, House of Wisdom, Silk Road, Islam, Baghdad, Education, Mongols, Al-Mansur, trade, Europe

Reading Links

Daily Life in the Islamic Golden Age - Dan Nordo
The Golden Horsemen of Baghdad - Saviour Pirotta and Freya Hartas
Tales from the Thousand and One Nights - William Harvey and N.J. Dawood
The Seven Voyages of Sinbad the Sailor - Quentin Blake
Illustrated Arabian Nights - Anna Milbourne and Alida Massari