



ChrisQuigley  
Education



# Curriculum Companion

## History

By Robin Bone and Chris Quigley

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## HISTORY

by Robin Bone and Chris Quigley



**ChrisQuigley**  
E d u c a t i o n

Published by Chris Quigley Education Ltd. October 2019  
Sandy View Buildings Front Street Burnopfield Newcastle upon Tyne NE16 6PU

ISBN 978-1-911366-15-7

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# User Guide

# Introduction

This *Curriculum Companion* for history is designed to aid teachers in helping students to form a history schema within their long-term memories. It also helps students to meet the milestones in *The Essentials Curriculum: Threshold Concepts for long-term memory* (available from Chris Quigley Education). *The Essentials Curriculum* follows a simple model:

- **breadth of study** – the topics students will study
- **threshold concepts** – the ‘big ideas’ in history that students will explore through every topic (Investigate and interpret the past, Build an overview of world history, Understand chronology and Communicate historically)
- **milestones** – the goals students should reach to show that they are meeting the expectations of the curriculum.

## Meeting the milestones

Milestones are the goals that students are aiming for. However, the route to the goals is not as simple as stating the goal. Students need a strong schema, based on knowledge, vocabulary and tasks, to meet the milestones.

This *Curriculum Companion* provides teachers with three elements to help students to meet the milestones:

- the **knowledge** needed to build a history schema (presented in various knowledge categories)
- the **vocabulary** needed to articulate an understanding of history
- **POP tasks** (Proof of Progress).

In addition, to help with the leadership of the subject, this *Curriculum Companion* provides:

- an example subject policy
- questions to think about in preparation for school inspection
- a subject effectiveness report template.

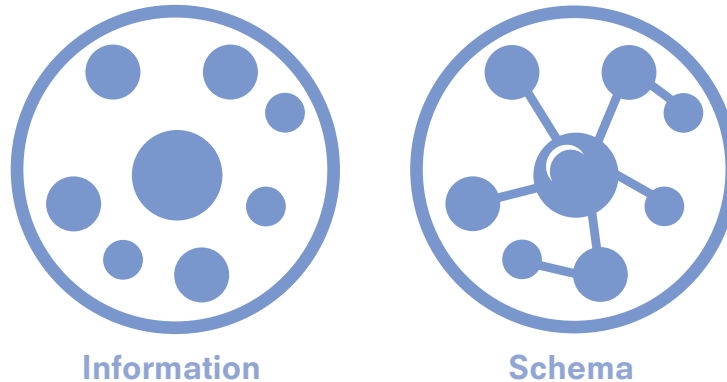


# Building a history schema

## What is a schema?

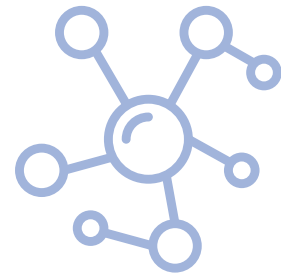
Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.



This *Curriculum Companion* for history helps teachers to help their students form a history schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.



## Knowledge categories explained



**Settlements**



**Beliefs**



**Culture and pastimes**



**Location**



**Main events**



**Food and farming**



**Travel and exploration**



**Conflict**



**Society**

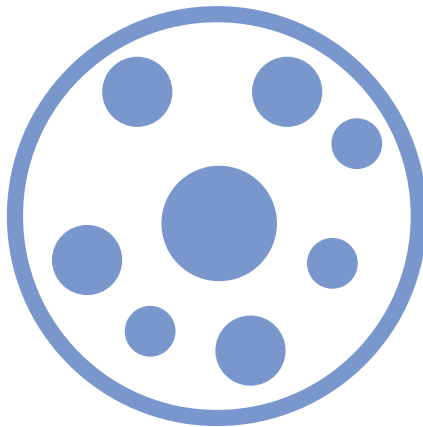


**Artefacts**

# What is a POP task?

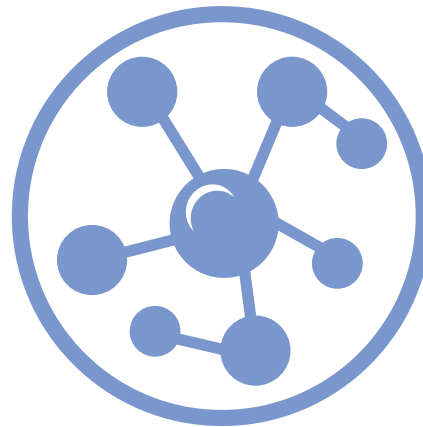
POP is an acronym for Proof of Progress. POP tasks further deepen connections in a schema by gradually changing the nature of thinking. POP tasks are categorised into three cognitive domains: basic, advancing and deep.

The way that they build the schema is represented in the diagram below:



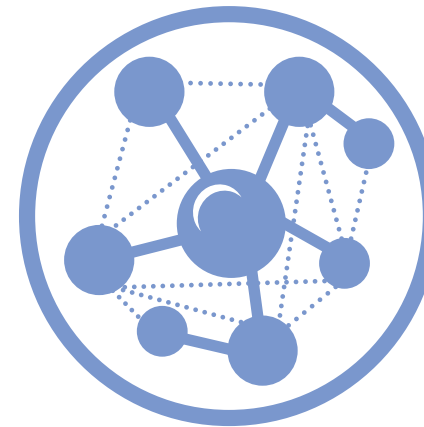
**Basic tasks**

First year of the milestone



**Advancing tasks**

Second year of the milestone



**Deep tasks**

Second year of the milestone if a schema is strong

# How to use this companion

We recommend this companion is used in the following way:

## **Choose the knowledge webs that you wish to use to build a history schema**

We recommend you use as many as possible so that students re-visit the knowledge categories in many different ways. Each knowledge web is not intended to be used as an 'in-depth' topic. Instead, they should be viewed as 'micro-topics' used to reinforce schema concepts and knowledge. We also recommend re-visiting the same topics in both years of a milestone so that students have a chance to connect topics together.

## **Create activities to help students understand the knowledge in the knowledge webs**

It is very important that the knowledge webs **are not** seen as a 'fact sheet' whereby, if students can recite the facts, they are judged to have learned something. Instead, teachers must use their professional expertise to create appropriate lessons to convey the knowledge.

## **Use the POP tasks to further strengthen the schema**

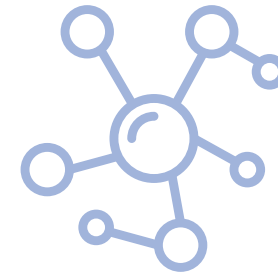
To help create appropriate activities that prove students are forming a stronger schema, use the POP tasks as follows:

- basic – in the first year of a milestone
- advancing – in the second year of a milestone
- deep – in the second year of a milestone once students have a strong schema.

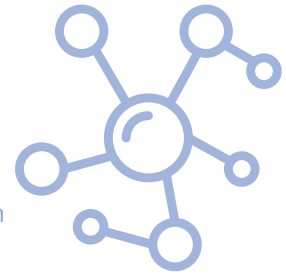
It is not intended that students move through the basic, advancing and deep POP tasks within the time-frame of one exploration of the topic.

# Milestone 1:

## Knowledge webs and POP tasks



# Christopher Columbus



## Quick summary



**Christopher Columbus** was an Italian sailor and explorer who discovered a way to sail from Spain in Europe to the Americas. Columbus was trying to find India and China which is why he named the islands he arrived at the West Indies. The arrival of his ships brought European culture and beliefs to this 'New World', which was changed forever. Many European countries and their sailors found great wealth in these lands. However, the civilisations that had existed in the Americas for centuries, before Columbus arrived, were almost completely destroyed by war, disease and slavery.



## Travel and exploration

Columbus was not the first European to set foot in the Americas. In fact, Vikings such as Leif Eriksson had visited North America 500 years previously. Native American tribes had lived in the Americas for centuries before either Columbus or the Vikings arrived. Columbus's famous explorations are his legacy. But people today also ask questions about how explorers like Columbus behaved when they arrived in these 'New Worlds'.



## Settlements

Columbus and other explorers who visited the Americas returned home with gold, plants and animals. They amazed people with their discoveries and made a lot of money trading. Many sailors stayed behind and built small villages and forts close to rivers and sea ports. They hoped to make their fortune. Over time, as more sailors and soldiers arrived from Europe, these small villages became towns and cities. The Europeans had colonised the Americas.

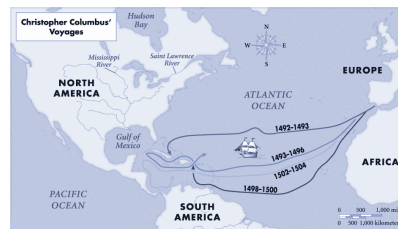


## Main events

- 1451:** Born in Genoa, Italy
- 1492:** Set sail on his first voyage, looking for a route to Asia
- 1502:** Made his last voyage
- 1504:** Returned to Spain
- 1506:** Died



## Location



## Vocabulary

- explorer:** someone who travels to places in order to discover what is there
- civilisations:** organised groups of humans with their own culture
- centuries:** periods of one hundred years
- disease:** illness
- legacy:** something left behind after death
- colonised:** settled



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



## Society



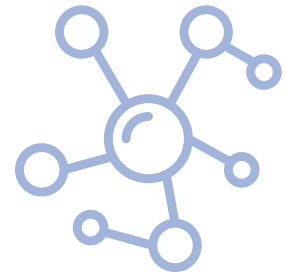
## Artefacts

## POP tasks: Milestone 1 – Christopher Columbus

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p><b>Main events</b></p>	<ul style="list-style-type: none"> <li>• <b>Who</b> was Christopher Columbus?</li> <li>• <b>When</b> did he live? How long ago did he live?</li> <li>• <b>Where</b> was Christopher Columbus born?</li> <li>• <b>What</b> is Christopher Columbus's legacy?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> three reasons why the civilisations that already existed in the Americas were destroyed.</li> <li>• <b>Organise</b> information about the life of Christopher Columbus.</li> <li>• <b>Summarise</b> one of Columbus's voyages.</li> <li>• <b>Explain</b> why Columbus is such a significant person in history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>True or false?</b> Columbus is the most significant explorer to travel from Europe to the Americas.</li> <li>• <b>Suggest</b> what people think about Columbus today.</li> </ul>
 <p><b>Travel and exploration</b></p>	<ul style="list-style-type: none"> <li>• <b>Where</b> was Columbus hoping to sail to?</li> <li>• <b>Where</b> did Columbus actually sail to?</li> <li>• <b>Name</b> the explorer who travelled to the Americas from Europe before Columbus.</li> <li>• <b>List</b> the reasons why sailors and explorers, like Columbus, wanted to go to the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the term 'colonised'.</li> <li>• <b>Compare and contrast</b> Columbus's arrival in the Americas with some famous invasions you know about.</li> <li>• <b>Explain</b> why the Americas became known as the 'New World' to Europeans.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the <b>connection</b> between the conquistadors and the British Empire?</li> </ul>
 <p><b>Settlements</b></p>	<ul style="list-style-type: none"> <li>• <b>Name</b> some of the things explorers took back home with them.</li> <li>• <b>Describe</b> what is meant by the word 'trading'.</li> <li>• <b>What</b> is slavery?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> how Europeans built settlements in the Americas.</li> <li>• <b>Summarise</b> the impact of settlements on Native American people.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do you agree?</b> People moving to new places and building settlements is a good thing.</li> </ul>
 <p><b>Location</b></p>	<ul style="list-style-type: none"> <li>• <b>Where</b> did Columbus set sail from?</li> <li>• <b>Label</b> a timeline with dates and places on Columbus's voyages.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> how long it took to travel to the Americas then with the amount of time it takes to travel today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Suggest</b> how the people at home in Spain felt when they heard of Columbus's discoveries.</li> </ul>

# Florence Nightingale



## Quick summary



**Florence Nightingale** dedicated her life to nursing. She travelled to Crimea in the 1850s where there was a war taking place. She was shocked to find that many soldiers were wounded and that the poor, insanitary conditions were the cause of many soldiers dying. She is significant in history because she improved the conditions for soldiers by training nurses and showing them how to prevent infections. This made nursing a profession and that is her legacy. Because she was known to carry an oil lamp when she checked the soldiers at night, she is often called 'The Lady with the Lamp'.



## Location



## Society

Florence Nightingale was born into a wealthy family in Italy. Her parents discouraged her from becoming a nurse as they thought it beneath her. She trained in Germany and then moved to England before travelling to Crimea. When she returned, she published a book called 'Notes on Nursing' which is still influential today. Nursing is now a respected profession.



## Main events

- 1820:** Born
- 1851:** Trained in nursing
- 1854:** Britain joined the Crimean War
- 1860:** Published Notes on Nursing
- 1910:** Died



## Conflict

War broke out between the Russian and Ottoman Empires. (Part of the Ottoman Empire is now called Turkey.) Great Britain and France were allies (friends) of the Ottoman Empire and sent soldiers to help them fight against Russia in an area called Crimea.



## Vocabulary

- insanitary:** unclean
- significant:** important
- improved:** made better
- conditions:** how good or bad a place is
- legacy:** something left behind after death
- influential:** makes people take notice



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



## Society



## Artefacts



## POP tasks: Milestone 1 – Florence Nightingale

Students will increase their understanding of the concepts in this topic by exploring:



### Main events

- **When** did Florence Nightingale train as a nurse?
- **List** the things that Florence Nightingale did that were important.
- **What** other name is Florence Nightingale known by?
- **Who** was monarch during Florence Nightingale's lifetime?

### Advancing

- **Find** the name of an empire that no longer exists.
- **Compare** and **contrast** the conditions inside a hospital during the Crimean War with the conditions you would see today.
- **Create** a timeline using the dates you have about Florence Nightingale. Can you add any other dates that you know?
- **Explain** what makes Florence Nightingale a significant person.

### Deep

- **Investigate** the history of the Ottoman empire
- **Suggest** some reasons why Florence Nightingale's parents did not want her to become a nurse. Have those attitudes changed in modern times?



### Location

- **Where** was Florence Nightingale born?
- **Where** in the world did Florence Nightingale make her name?
- **When** did the Crimean war take place?
- **Find** and locate Crimea on a map.
- **What** is the name of the country that made up part of the Ottoman Empire?

- **Organise** information about the countries where Europe and Asia meet.
- **Find out** about places in Europe or Asia whose names have changed in the last 200 years.

- **Investigate** the history of the area that used to be called Crimea.



### Society

- **What** is the book called that Florence Nightingale published?
- **Describe** what the word 'influential' means.

- **Explain** what education was like for women during the 1800s.
- **Why** didn't Florence Nightingale's parents want her to be a nurse?
- **Suggest** how Florence Nightingale's book helped make nursing a respected profession.

- **True or false?** Women had the same opportunities as men in the 1800s in England.
- **Investigate** the history of medicine from 1850 to today.



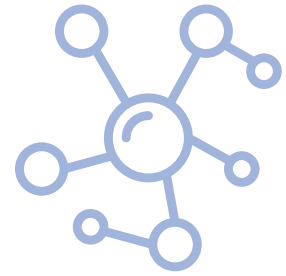
### Conflict

- **Which** countries started the war?
- **List** the allies of the Ottoman Empire.

- **Explain** why allies would help each other fight in conflicts with other nations and empires.
- **Suggest** some reasons why the Crimean War began.

- **Investigate** the Crimean War, its causes and impact.
- **True or false?** Florence Nightingale was the first person to become a nurse. **Justify** your answer.

# The plague (Black Death)



## Quick summary



**The plague** is an ancient disease that can be carried by rats. It can also be spread by fleas that have become infected after biting rats. There have been many cases of plague but in the 1300s it spread across Europe killing more than 25 million people. It became known as the **Black Death** because of the black patches that appeared on victims' skin. Other serious outbreaks happened in the centuries that followed. The last major outbreak in England was in London in 1665, just before the time of the Great Fire of London. Many people think the fire helped stop the spread of the disease.



## Travel and exploration

By the 1300s, travel in and across Europe was very common. People moved regularly to trade goods with other people. Trade brought money and materials and was an essential part of daily life. Unfortunately travellers also spread infection and disease. The Black Death quickly spread across Europe and millions of people died as a result.



## Society

The Black Death spread disease, death and panic everywhere. Rich and poor people were affected and whole families were often victims of the terrible illness. If someone fell sick in a house, a white cross was painted on the door. Once a house had a cross on the door, no one was allowed to leave. Some brave people tried to help the ill and dying and other people had the job of burying the dead in large burial pits on the outskirts of towns.



## Main events

- 542:** Plague in Constantinople (Istanbul)
- 1347:** Plague spread to Europe
- 1348:** Plague reached England
- 1664:** Plague returned to London



## Artefacts

Lots of eyewitness accounts have survived from the 1300s in diaries, chronicles and reports. Samuel Pepys, wrote a recount of the plague of 1665 in his famous diary. Recounts like these help us to learn more about the events that took place.



## Vocabulary

- ancient:** from a long time ago
- outbreak:** when a disease suddenly starts again
- centuries:** periods of one hundred years
- eyewitness:** by someone who saw the events
- chronicles:** accounts or records
- recount:** an account of an event



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



## Society



## Artefacts

## POP tasks: Milestone 1 – The plague (Black Death)

Students will increase their understanding of the concepts in this topic by exploring:

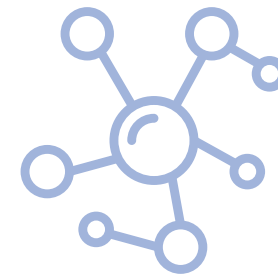


### Main events

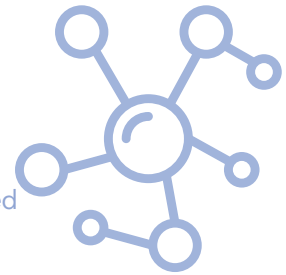
	Basic	Advancing	Deep
<b>Main events</b>	<ul style="list-style-type: none"> <li>• <b>What</b> other name was the plague known by and why?</li> <li>• <b>When</b> did the plague first reach England?</li> <li>• <b>How</b> many people did the plague kill?</li> <li>• <b>List</b> some facts about the Black Death and put them onto a timeline.</li> <li>• <b>When</b> was the last outbreak in England?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> how the plague spread.</li> <li>• <b>Organise</b> information about the medieval plague and its effect on Britain.</li> <li>• <b>How</b> did people at the time think the plague was being spread?</li> <li>• <b>Explain</b> why the plague was such a significant event in British history.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Suggest</b> some reasons why the Great Fire of London might have helped stop the spread of the Black Death in 1665.</li> <li>• <b>True or false?</b> Plague can only be spread through the air.</li> </ul>
<b>Society</b>	<ul style="list-style-type: none"> <li>• <b>Who</b> was affected by the plague?</li> <li>• <b>How</b> were people warned that someone had the Black Death?</li> <li>• <b>List</b> some of the ways people tried to help.</li> <li>• <b>How</b> were the victims buried?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> why there was panic when people fell ill with the plague.</li> <li>• <b>Why</b> were people not allowed to leave if their house had a white cross painted on it?</li> <li>• <b>Compare</b> and <b>contrast</b> how people were usually buried with how they were buried at times of plague.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the village of Eyam in Derbyshire.</li> <li>• <b>True or false?</b> The disease only affected poor people.</li> </ul>
<b>Travel and exploration</b>	<ul style="list-style-type: none"> <li>• <b>What</b> reasons did people have to travel across Europe in the 1300s?</li> <li>• <b>Name</b> the benefits of travel and exploration.</li> <li>• <b>What</b> role did travel and the movement of people play in the Black Death?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> how trade helped the spread of diseases like the plague.</li> <li>• <b>Organise</b> information about trade routes across western Europe during the 1300s.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> other locations in Western Europe that experienced the plague in the 1300s.</li> </ul>
<b>Artefacts</b>	<ul style="list-style-type: none"> <li>• <b>What</b> kind of historical accounts can we use to tell us about these events?</li> <li>• <b>Whose</b> diary gives us information about the outbreak in London in 1665?</li> <li>• <b>Describe</b> what is meant by the word 'chronicles'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name</b> a historical source that can tell us about the plague and its effects.</li> <li>• <b>Write a recount</b> from an eyewitness living in England during an outbreak of the plague.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find evidence</b> from primary sources of the outbreak in the 1660s. <b>Present</b> the information you have found.</li> </ul>

# Milestone 2:

## Knowledge webs and POP tasks



# The Stone Age



## Quick summary



**The Stone Age** lasted a very, very long time. The oldest period of the Stone Age, the Palaeolithic period, began approximately 2.5 million years ago. The Middle Stone Age is called the Mesolithic period. The Neolithic period, often called the New Stone Age, dates back approximately 8–10,000 years. During the Stone Age, our ancestors started to use tools and weapons made out of stone to help them hunt and eat food. As a consequence of changes in global climate, crops became more readily available, and Stone Age humans began to farm the land. The Stone Age ended when humans began to use metal to make tools and weapons.



## Food and farming

In early Stone Age times, humans lived in small groups, using stone tools as they hunted for large mammals and gathered plants, fruit and berries. These hunter-gatherers were almost always moving (nomadic) to find food. About 10,000 years ago, as the climate warmed, certain crops like wheat and barley became more plentiful. Humans no longer needed to move around as much to find food and started building permanent homes to live in near land that they could farm.



## Settlements

Skara Brae is a well preserved Stone Age village in the Orkney Islands, Scotland. This ancient settlement dates back to about 3000 BCE and was made up of several one-room dwellings with a communal room for cooking and working. These small houses were notable for their stone furniture, a drainage system and even indoor toilets!



## Location



## Artefacts

The village at Skara Brae was discovered in 1850 and has provided lots of artefacts which help us understand what life was like in the Stone Age. Historical sources from Skara Brae include jewellery, ornaments and dice games.



## Vocabulary

**ancestors:** relatives from long ago  
**consequence:** result or effect  
**climate:** weather conditions of a place  
**nomadic:** travelling from place to place  
**communal:** shared by a group of people  
**historical sources:** things that give information about the past



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



## Society



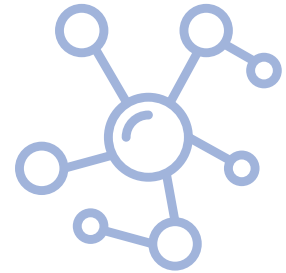
## Artefacts

## POP tasks: Milestone 2 – The Stone Age

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p><b>Food and farming</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> how people found food during the Stone Age.</li> <li>• <b>What</b> is the name for people who have to move around to find food?</li> <li>• <b>When</b> did the climate become warmer during this period?</li> <li>• <b>When</b> did Stone Age humans start to use bows and arrows?</li> <li>• <b>List</b> the foods Stone Age humans ate.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the changes that took place in how people found food during this period.</li> <li>• <b>Organise</b> information about agriculture in the Stone Age.</li> <li>• <b>Explain</b> the difference between scavenging and hunting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the Oldowan toolkit. <b>Compare</b> and <b>contrast</b> this with the tools and weapons used in the Neolithic period.</li> <li>• Thinking about food and farming, <b>investigate</b> the social, ethnic and cultural diversity of our early human ancestors.</li> <li>• <b>What</b> have historians discovered about our early ancestors by examining their teeth?</li> </ul>
 <p><b>Settlements</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'communal'.</li> <li>• <b>Name</b> a Stone Age settlement.</li> <li>• <b>Describe</b> what is meant by the word 'nomadic'.</li> <li>• <b>When</b> did settlements become more permanent during the Stone Age?</li> <li>• <b>Describe</b> what is meant by the word 'migration'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the change from hunter-gatherer to permanent settlers.</li> <li>• <b>Compare</b> and <b>contrast</b> the settlement at Skara Brae with early Mesolithic settlements.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Suggest</b> some reasons why the settlement at Skara Brae had communal areas. <b>Justify</b> your suggestions.</li> <li>• <b>Investigate</b> Stonehenge.</li> <li>• What <b>evidence</b> is there that climate change brought about the end of the Stone Age?</li> </ul>
 <p><b>Artefacts</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the Oldowan toolkit.</li> <li>• <b>Who</b> was the archaeologist who identified the Oldowan toolkit.</li> <li>• <b>What</b> artefacts were found at Skara Brae?</li> <li>• <b>What</b> makes the Lascaux cave paintings a significant discovery?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> what sources of evidence are available to tell us about the Stone Age.</li> <li>• <b>Why</b> has so much of history gone unrecorded?</li> <li>• <b>Explain</b> the difference between primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> Stone Age cave paintings.</li> <li>• <b>Investigate</b> Homo erectus and Homo sapiens.</li> </ul>
 <p><b>Main events</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> the three different periods of the Stone Age.</li> <li>• <b>Label</b> a timeline with the different periods of the Stone Age.</li> <li>• <b>Describe</b> what is meant by the word 'ancestors'.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a timeline and <b>historical language</b>, including the word 'chronology', describe the changes taking place in this era.</li> <li>• <b>Organise</b> information about the Stone Age.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Why</b> do we use the word 'probably' when trying to explain what life was like during the Stone Age period?</li> <li>• <b>True or false?</b> Conflict was rare in the Early Stone Age. <b>Justify</b> your answer.</li> </ul>

# The Roman Empire



## Quick summary



The story of how a small village grew to become one of the largest empires the world has ever seen stretches over centuries. At its most powerful, the Roman Empire spread across Europe, parts of North Africa and the Middle East. Its army was one of the most organised and skilful ever created. Romans took their technology, art and beliefs with them and had a significant effect on the culture and society of every land they conquered. However, the Romans faced struggles at home, with civil war and political turmoil. By the end of the fifth century, they had been attacked on several different frontiers and were finding it difficult to hold their vast empire together. As a consequence, the Western Roman Empire finally came to an end in 476 CE.



### Conflict

Ancient Rome's success depended on its ability to win battles against invaders and neighbouring armies. The early Romans also made treaties (agreements) with neighbours and other city-states until, with their powerful, well trained army, they became the undisputed rulers of Italy. They invented new ways of fighting and were always looking to improve their military. As a consequence, they won more and more territory and set their sights beyond the Italian peninsula.



### Society

Rome went through many changes in the way it was governed. Firstly ruled by kings, it then became a republic (a state without a king) in 509 BCE and was led by senators using a constitution. However, civil wars and arguments about how to rule went on for centuries. In 45 BCE Julius Caesar, the famous general, declared himself the supreme ruler and dictator for life of Rome. He was assassinated the following year by political rivals who wanted a return to the Republic. In 27 BCE Caesar's heir Octavian took power and was given the title Augustus, Emperor of Rome. This marked the beginning of the Roman Empire.



### Main events

**753 BCE:** Founding of Rome  
**575 BCE:** Rome ruled by Etruscan kings  
**509 BCE:** Rome became a republic  
**27 BCE:** Augustus became Emperor and leader of the Empire  
**476 CE:** Fall of Rome



### Culture and pastimes

Myths (stories told to explain customs and beliefs) were a significant part of Roman life. There is even a myth to explain how the city of Rome was founded. It tells the tale of two brothers Romulus and Remus.



### Vocabulary

**turmoil:** a state of confusion and uncertainty  
**frontiers:** borders between countries  
**territory:** land controlled by a ruler  
**constitution:** a system of laws and rules  
**dictator:** a ruler with total power over a country  
**assassinated:** killed for political reasons



### Settlements



### Beliefs



### Culture and pastimes



### Location



### Main events



### Food and farming



### Travel and exploration



### Conflict




### Society



### Artefacts

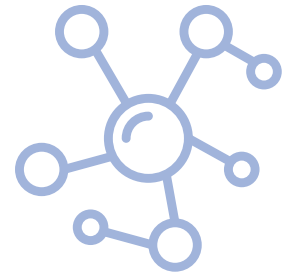
## POP tasks: Milestone 2 – The Romans

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p><b>Main events</b></p>	<ul style="list-style-type: none"> <li>• <b>Label</b> a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.</li> <li>• <b>Name</b> the emperors who came to Britain.</li> <li>• <b>When</b> was Britain conquered by the Romans?</li> <li>• <b>When</b> was Julius Caesar assassinated?</li> <li>• <b>What</b> was the name of the first emperor of Rome?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b>, using historical vocabulary, the impact and influence of the Romans on Britain.</li> <li>• <b>Organise</b> information about the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> how far the Roman Empire spread.</li> <li>• <b>Investigate</b> the fall of the Roman Empire.</li> <li>• <b>True or false?</b> Caesar was killed because he wanted too much power and control. <b>Justify</b> your answer using multiple <b>historical sources</b>.</li> </ul>
 <p><b>Conflict</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'territory'.</li> <li>• <b>Where</b> did Hadrian build a wall? <b>Why?</b></li> <li>• <b>Who</b> led the Iceni tribe against the Romans?</li> <li>• <b>What</b> was the name of the emperor who successfully invaded Britain?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise</b> information about the Punic Wars.</li> <li>• <b>Compare</b> and <b>contrast</b> the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE.</li> <li>• <b>Explain</b> some of the reasons why the Romans left Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Find out</b> how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. <b>What observations</b> can you make about accounts from the battle?</li> <li>• <b>Investigate</b> the life of Queen Boudicca.</li> </ul>
 <p><b>Artefacts</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'preservation'. <b>Why</b> is this important?</li> <li>• <b>List</b> some sources of evidence that help historians understand Roman life.</li> <li>• <b>What</b> is the difference between a primary and secondary source?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> what happened at Pompeii.</li> <li>• <b>Explain</b> why Pompeii can tell us so much about Roman life.</li> <li>• <b>Compare</b> and <b>contrast</b> Herculaneum and Pompeii.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do you agree?</b> The remains at Herculaneum are more important than those at Pompeii. <b>Justify</b> your answer.</li> </ul>
 <p><b>Culture and pastimes</b></p>	<ul style="list-style-type: none"> <li>• <b>Who</b> were Romulus and Remus?</li> <li>• <b>What</b> was the language of Ancient Rome?</li> <li>• <b>Describe</b> what is meant by the word 'prosperous'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the myth of the founding of Rome.</li> <li>• <b>Why</b> did people enjoy watching violent events at the Colosseum?</li> <li>• <b>Compare</b> and <b>contrast</b> the Colosseum to the Theatre of Dionysus in Athens.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> some famous Roman buildings like the Colosseum.</li> </ul>
 <p><b>Society</b></p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'constitution'.</li> <li>• <b>When</b> did Christianity become the official religion of the Roman Empire?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the changes in how the Roman Empire was governed.</li> <li>• <b>Compare</b> and <b>contrast</b> daily life in Rome with that in Roman Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the Ides of March.</li> </ul>



# Ancient Egypt



## Quick summary



For 3000 years, **Ancient Egypt** was home to some of the most influential inventions and discoveries in history. The Egyptians developed systems for writing (including hieroglyphics) and mathematics; they used paper (papyrus) and wrote texts on religion, astronomy and medicine. The Egyptians built magnificent buildings, temples and tombs, decorating them with pictures, paintings and carvings. This great civilisation continued until the death of Cleopatra VII in 30 BCE when Egypt fell to the Roman Empire.



## Location



## Food and farming

Located in the Nile Valley, in Northeast Africa, the Ancient Egyptians settled in permanent homes near the River Nile, where they could grow crops on the fertile land. The Egyptians were skilled farmers and invented tools and technology to allow them to produce the food that a great civilisation would need. They invented methods of irrigation, using large canals to supply fresh water to their crops. The shaduf was a hand-operated way of lifting water from the irrigation canals to water the fields for farming. The Egyptians also used hand ploughs and larger ploughs that were pulled by oxen.



## Beliefs

Egyptians believed in immortality and developed complex burial rituals, including mummification. The pyramids were built as tombs for their dead kings (pharaohs).



## Artefacts

One of the most significant artefacts from Ancient Egypt is the Rosetta Stone, which was found in 1799. The same text appears on it in three different types of writing, which has helped historians to decipher hieroglyphics and to understand Ancient Egyptian diaries and accounts.



## Vocabulary

**influential:** makes people take notice  
**fertile:** able to support the growth of plants  
**irrigation:** supplying land with water  
**immortality:** the ability to live forever  
**rituals:** religious services that follow set patterns  
**decipher:** work out what something says



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



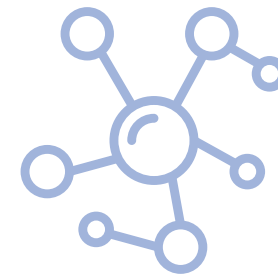
## Society



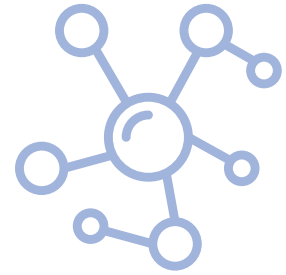
## Artefacts

# Milestone 3:

## Knowledge webs and POP tasks



# The Ancient Greeks



## Quick summary



**The Ancient Greeks** were one of the most influential civilisations in history. Their legacy can be seen everywhere today, particularly in Western Europe. The English language has many words that come from Ancient Greek, and our political system was first seen in the Ancient Greek city of Athens. Ancient Greece was made up of separate city-states and conflict between them was frequent. The Peloponnesian War, for example, was between Athens and Sparta. At times these individual city-states came together to fight a common enemy, as they did when fighting the Persian army from the north. Although the Romans eventually conquered the Greeks, Greek culture and language spread far and wide. The army commander Alexander the Great and famous Roman thinkers were all influenced by this great civilisation.



### Society

Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government. The Athenians invented **democracy**, a system that allows **citizens** to vote on important matters. However, women, children and slaves were not allowed to vote.



### Culture and pastimes

The Greek city-states shared many traditions, stories and festivals. Famous myths and legends (like Theseus and the Minotaur) told stories about gods, heroes and how the universe was created. Scenes from these stories were often painted on beautiful pottery. The Ancient Greeks held athletic competitions near Mount Olympus. The Ancient Greeks' love of athletics inspires the modern Olympic Games. The city-state of Athens was famous for its great thinkers, art, architecture and **philosophy**. The ideas developed there have been very influential in many of today's societies.



### Main events

**776 BCE:** First Olympic Games  
**480 BCE:** Athenians defeated the Persian army at the Battle of Salamis  
**431–404 BCE:** The Peloponnesian War (Athens defeated by Sparta)  
**146 BCE:** Greeks defeated by the Romans at the Battle of Corinth



### Artefacts

Large amounts of pottery, which have survived thousands of years, are significant **historical sources** from Ancient Greek times. We can use pottery to date archaeological sites and to ask questions about everyday Greek life.



### Vocabulary

**democracy:** a system of government in which people choose who is in charge by voting in elections  
**citizens:** people who belong to a place  
**philosophy:** study of how people think and live  
**historical sources:** things that give information about the past



### Settlements



### Beliefs



### Culture and pastimes



### Location



### Main events



### Food and farming



### Travel and exploration



### Conflict



### Society



### Artefacts

## POP tasks: Milestone 3 – The Ancient Greeks

Students will increase their understanding of the concepts in this topic by exploring:



### Basic

- **Describe** what is meant by the word 'influential'.
- **Who** eventually conquered the Greeks?  
**When** did this happen?
- **Label** a timeline with important dates from Ancient Greek history. Use historical language to add detail.
- **What** are some of the legacies of Ancient Greece?

### Advancing

- Are Homer's Iliad and Odyssey reliable sources of historical evidence?
- Provide a **chronology** of important events in Ancient Greek history. How do they **compare** to another civilisation you know about?
- Give an **overview** of the Trojan War and the Siege of Troy.

### Deep

- **Investigate** the three generations of Greek gods. Develop a family tree that explains the relationship between them.
- **True or false?** The Ancient Greek city-states fought each other regularly. **Prove** your answer is correct.
- **Do you agree?** The Trojan War was a myth not an historical event. Include a testable hypothesis in your **analysis**.



- **List** some uses for Greek pottery.
- **Describe** how artefacts and remains help historians understand daily life in ancient times.
- **What** does an architect do?
- **Describe** what is meant by the word 'reliable'.

- What **observations** can you make about different types of Greek pottery?
- Use suitable historical sources to **compare** and **contrast** Ancient Greek religion with Ancient Roman religion.
- **Suggest** some artefacts that could be used to find out about Greek culture.

- **Investigate** the famous Greek epics, 'The Iliad' and 'The Odyssey'. **Explain** why they are an important source of evidence.
- **Do you agree?** All historical sources are a type of propaganda.



- **Describe** what is meant by the word 'myth'.
- **Name** some of the Olympians.
- Using a map, **identify** significant theatres in Greece.
- **List** some Greek myths and legends.

- Give an **overview** of significant Greek myths and legends. **Why** were they significant?
- **Organise** information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.

- **Investigate** the history of the Olympics.
- **True or false?** The Greeks were interested in the idea of physical perfection. **Justify** your answer.
- **Investigate** the golden ratio.



- **Describe** what is meant by the words 'civilisation' and 'government'.
- **Create** a timeline that explains how democracy has been used over the course of history.

- **Explain** the influence of Ancient Greeks on modern political systems.
- **Explain** what a city-state is.
- **Organise** information about Ancient Greek systems of government.

- **True or false?** All Ancient Greek city-states used the same systems of government. **Prove** you are correct.
- **Investigate** a Greek city-state other than Athens.

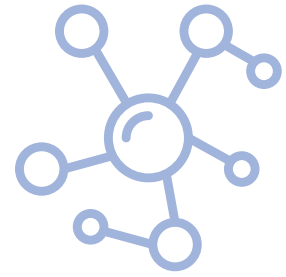


- **List** examples of buildings that have been inspired by Greek architecture.
- **Name** some famous Greek buildings.

- **Compare** and **contrast** the Parthenon in Athens with the Pantheon in Rome.
- **Explain** the characteristic features of Greek architecture.

- Find **evidence** that Greek architecture is still popular today.

# The Aztecs



## Quick summary



**The Aztecs** ruled over a large and powerful empire that reached from the Pacific Ocean to the Gulf of Mexico in the central and southern parts of modern-day Mexico. The Aztecs had been a nomadic tribe but came to settle on several islands in Lake Texcoco, where they built the great city of Tenochtitlán. They were very skilled architects and built great pyramids and temples where they worshipped many different gods. The Aztec empire became very powerful through trade and conflict and continued to expand until the sudden arrival of Spanish explorers in 1519. These conquistadors, led by Hernán Cortés, defeated the skilled warrior Aztecs in only two years. The Aztec's defeat marked the end of the last ancient Mesoamerican civilisation.



### Beliefs

The Aztecs believed in many different gods including Huitzilopochtli, a sun god and the god of war. Human sacrifice (killing of people for religious reasons) was a characteristic feature of Aztec rituals. After the Spanish had taken control, they quickly built new Christian churches and began converting the local people to Christianity.



### Food and farming

The Aztec empire was successful because of its mighty armies and fighting abilities but also because of the skills of its farmers. Most Aztecs were farmers. There were also traders and craftspeople. The Aztecs built intelligent systems of irrigation and grew floating gardens on lakes, called chinampas. These ingenious farming methods allowed the Aztecs to produce more than enough food and resources for their needs. The Aztec population multiplied, and trade prospered across the empire. Successful trade made the Aztec rulers very wealthy.



### Main events

- 1325:** Early Aztecs built a large temple in Tenochtitlán and began to build a great city there
- 1502:** Montezuma II became the ninth Aztec king
- 1519:** Conquistador Cortés arrived from Spain
- 1521:** Tenochtitlán destroyed



### Location



### Vocabulary

- nomadic:** travelling from place to place
- conquistadors:** Spanish conquerors
- Mesoamerican:** historical region including parts of modern-day Mexico and Central America
- irrigation:** supplying land with water
- chinampas:** islands created for growing crops



### Settlements



### Beliefs



### Culture and pastimes



### Location



### Main events



### Food and farming



### Travel and exploration



### Conflict



### Society



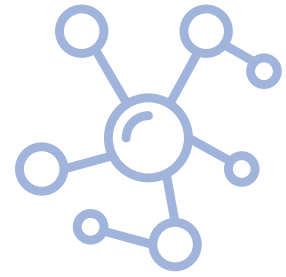
### Artefacts

## POP tasks: Milestone 3 – The Aztecs

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <b>Settlements</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'engineered'.</li> <li>• <b>What</b> is the name of the city that was founded on the ruins of Tenochtitlán?</li> <li>• <b>List</b> some common foods and crops grown to feed the people of Tenochtitlán.</li> <li>• <b>What</b> is the other name for Mesoamerica?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise</b> information about houses and social class in Aztec civilisation.</li> <li>• <b>Compare</b> and <b>contrast</b> Aztec settlements with settlements in Britain during the same period.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the legend of the founding of Tenochtitlán.</li> <li>• Write a <b>chronology</b> of the history of Tenochtitlán from its founding to modern times. What has changed? What has stayed the same?</li> </ul>
 <b>Conflict</b>	<ul style="list-style-type: none"> <li>• <b>How</b> did the Aztecs go about expanding their empire?</li> <li>• <b>Why</b> were the Aztecs such good warriors?</li> <li>• <b>What</b> was the name of the explorer who defeated the Aztecs?</li> <li>• <b>Describe</b> what is meant by the word 'conquest'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> the tactics Hernán Cortés used to defeat the Aztecs.</li> <li>• <b>Compare</b> and <b>contrast</b> the conquest of the Aztec people with the Roman conquest of Britain.</li> <li>• Make <b>observations</b> about Aztec warriors.</li> <li>• <b>Explain</b> some of the reasons the Aztec empire became so powerful.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the conquistadors and their impact on South American civilisations.</li> <li>• <b>Which</b> words best describe Hernán Cortés and <b>why</b>; explorer, soldier, pirate, businessman, adventurer?</li> </ul>
 <b>Food and farming</b>	<ul style="list-style-type: none"> <li>• <b>List</b> some of the goods the Aztecs traded.</li> <li>• <b>Describe</b> what is meant by the word 'agriculture'.</li> <li>• <b>What</b> was the name for the Aztec floating gardens?</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an <b>overview</b> of Aztec traders and their significance in Aztec society.</li> <li>• <b>Explain</b> how agriculture had a significant impact on the success of the Aztec empire.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Present</b> evidence, using multiple sources, that the Aztecs were innovative farmers.</li> <li>• <b>True or false?</b> The Aztecs invented irrigation. <b>Explain</b> your answer.</li> <li>• What is the <b>connection</b> between the Aztecs and Iron Age settlements in Britain?</li> </ul>
 <b>Beliefs</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'rituals'.</li> <li>• <b>Where</b> did Aztec ceremonies take place?</li> <li>• <b>Why</b> did the Aztecs begin converting to Christianity?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> and <b>contrast</b> Aztec religious ceremonies with Maya ceremonies.</li> <li>• <b>Explain</b> what is meant by human sacrifice.</li> <li>• Provide an <b>overview</b> of Aztec beliefs and rituals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the pyramids of Central America.</li> <li>• Use multiple sources of <b>evidence</b> to prove that Aztec places of worship were destroyed after the arrival of the Spanish.</li> </ul>
 <b>Culture and pastimes</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'currency'.</li> <li>• <b>How</b> did trade affect daily life?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> and <b>contrast</b> the pastimes of the Aztecs with those of the Romans.</li> <li>• <b>Compare</b> and <b>contrast</b> Aztec clothing to early Tudor clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> Aztec textiles.</li> <li>• <b>Suggest</b> reasons why art was so important to the Aztecs.</li> </ul>

# Early Islamic civilisation



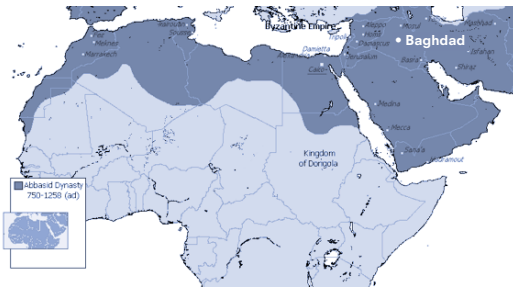
## Quick summary



After the death of the Prophet Muhammad, in 632, the Middle East underwent a period of significant change. Over the next 200 years, Islamic civilisation spread as far as Spain in the west and China in the east. While Europe was in a period called the Middle Ages (also called the Dark Ages), early Islamic societies were developing scientific thinking, medicine, education, literature and prosperous trade routes. The Golden Age of Islam also saw Muslim artists developing lots of different techniques to decorate textiles, jewellery, glassware and metalwork.



## Location



## Culture and pastimes

The opening of the House of Wisdom in the city of Baghdad led to a significant number of achievements in Islamic literature. Having learnt the art of paper making (from China), Islamic scholars tried to collect and translate all of the known world's knowledge into Arabic. As well as recording stories and tales from across the globe, Muslim writers also created their own stories, perhaps the most famous of that time being One Thousand and One Nights. Sometimes known as The Arabian Nights, it is a collection of short stories including Aladdin, Sinbad and Ali-Baba.



## Settlements

Out of respect for Allah, or God, no images of living creatures are depicted in Islamic art. As a consequence, the art of writing (calligraphy) and the science of geometry took on great importance in art and architecture in the Muslim world. The Golden Age of Islam is especially well-known for the use of calligraphy, geometric designs and arabesques to decorate mosques (places of worship for Muslims), buildings and public spaces.



## Vocabulary

**prosperous:** rich and successful

**achievements:** things done successfully after lots of effort

**depicted:** represented in a work of art

**arabesques:** designs made up of flowing lines



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict








## Society



## Artefacts

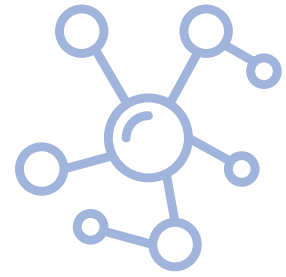
## POP tasks: Milestone 3 – Early Islamic Civilisation

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Settlements</p>	<ul style="list-style-type: none"> <li>• <b>What</b> was the name of the government that made its capital city in Baghdad?</li> <li>• <b>What</b> was the name of the ruler who destroyed Baghdad in the 13th century?</li> <li>• <b>Label</b> a timeline with the dates of Baghdad's founding and its destruction by the Mongols. <b>Add</b> important dates from British history to your timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain</b> why Baghdad was renowned as a centre of learning.</li> <li>• Provide an <b>overview</b> of the characteristic features of Islamic art.</li> <li>• <b>Why</b> was the House of Wisdom built?</li> <li>• <b>Compare</b> and <b>contrast</b> farming methods in the Islamic Empire with those in Mesoamerican civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the House of Wisdom.</li> </ul>
 <p>Travel and exploration</p>	<ul style="list-style-type: none"> <li>• <b>Describe</b> what is meant by the word 'prosperous'.</li> <li>• <b>List</b> some of the produce that was traded by early Islamic traders.</li> <li>• <b>Name</b> some civilisations that had an influence on Islamic civilisations.</li> <li>• <b>Name</b> the capitals of the Umayyad and Abbasid Caliphates.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How</b> did travel and exploration help the spread of Islamic beliefs and culture?</li> <li>• Use a map to <b>identify</b> the Silk Roads and other important trade routes during this period.</li> <li>• <b>How</b> did being at the centre of trade routes help the city of Baghdad become prosperous?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Investigate</b> the Silk Roads.</li> <li>• <b>Do you agree?</b> Trade routes have to be safe and secure to be effective. <b>Justify</b> your answer.</li> <li>• How have trade routes <b>changed</b>? Find evidence of the <b>continuity</b> of trade routes since the Abbasid Caliphate.</li> </ul>
 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> <li>• <b>What</b> was the other name for the stories called The Arabian Nights?</li> <li>• <b>Describe</b> what calligraphy is.</li> <li>• <b>What</b> is the name of the Islamic language?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise</b> information about Islamic literature.</li> <li>• <b>Organise</b> information about the Golden Age of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide evidence</b> that early Islamic civilisations were more advanced than those in Europe.</li> <li>• <b>Investigate</b> the astrolabe and Islamic astronomy.</li> </ul>
 <p>Location</p>	<ul style="list-style-type: none"> <li>• <b>Label</b> a map to show the spread of Islam in this time period.</li> <li>• <b>What</b> city was the House of Wisdom built in?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify</b> the location of Baghdad on a map. <b>Annotate</b> the map with important dates and information from your knowledge webs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do you agree?</b> It is impossible to spread religion and beliefs without conflict. <b>Justify</b> your answer.</li> </ul>
 <p>Beliefs</p>	<ul style="list-style-type: none"> <li>• <b>What</b> is meant by the word 'missionary'?</li> <li>• <b>Describe</b> what is meant by the word 'tolerance'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise</b> information about the life of the Prophet Muhammad.</li> <li>• <b>Explain</b> why Islamic artists work with calligraphy and geometry.</li> <li>• <b>Suggest</b> some important Islamic artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use multiple sources of evidence to <b>prove</b> the Abbasids wanted to create a more equal and tolerant society.</li> </ul>



# Explorers



## Quick summary



Throughout history, many **explorers** have travelled across the world in search of fame and fortune, to spread religious beliefs or to make scientific discoveries. These journeys of discovery were almost always dangerous, but the rewards were great. Some explorers wanted to bring back treasures and gold. Others wanted to honour their king or queen. In more modern times, exploration continued as people tried to be the first to achieve something, such as reaching the South Pole or climbing Mount Everest. Exploration brought about significant change as people from different cultures and civilisations were able to mix and share new ideas, beliefs and languages.



## Travel and exploration

In very early times, people moved to find food and shelter, but as technology developed, humans were able to travel further to places they hadn't been before. Explorers set off, across land and sea, to look for new places to trade with, and for more resources like gold, silver and spices. In the 1400s and 1500s, most European explorers sailed for the Americas, drawn to the continent because of the riches there. Explorations of Africa and the polar regions followed, and in the 20th century, the age of space exploration began.



## Society

Exploration often happened as civilisations expanded. Rulers wanted to make their kingdoms bigger, for safety or for riches and power. One way to do this was to colonise neighbouring lands, often violently through conflict and war. Not all exploration was done through conflict; trade and the desire to spread religious beliefs were other significant reasons why groups of people travelled to new places.



## Main events

**1000:** Leif Eriksson became the first European to reach North America  
**1405:** Zheng He sailed from China to India  
**1492:** Christopher Columbus sailed to the New World  
**1770:** James Cook (Captain Cook) reached the coast of Australia

**1911:** Roald Amundsen reached the South Pole  
**1932:** Amelia Earhart flew solo across the Atlantic  
**1953:** Sir Edmund Hillary reached the summit of Mount Everest  
**1969:** Neil Armstrong walked on the Moon



## Vocabulary

**achieve:** succeed in doing something after lots of effort  
**significant:** important  
**resources:** things people need  
**civilisations:** organised groups of humans with their own culture  
**expanded:** grew bigger



## Settlements



## Beliefs



## Culture and pastimes



## Location



## Main events



## Food and farming



## Travel and exploration



## Conflict



## Society



## Artefacts

## POP tasks: Milestone 3 – Explorers

Students will increase their understanding of the concepts in this topic by exploring:



### Main events

- **Describe** what is meant by the word 'achieve'.
- **Name** as many famous explorers as you can. **Label** a timeline to show when these events happened.
- **Why** are these explorers significant in the history of Britain?



### Travel and exploration

- **List** some of the reasons why people go on explorations.
- **Where** did most European explorers sail to in the 15th and 16th centuries?
- **What** continent was Christopher Columbus trying to reach when he discovered the West Indies?
- **List** some resources that explorers brought back from their journeys.



### Society

- **Describe** what it means when a civilisation has expanded.
- **List** some famous explorations that helped advance science and technology.
- **Describe** some of the ways in which culture and beliefs are spread through travel and exploration.
- **Explain** what missionaries are.

## Basic

## Advancing

## Deep

- **Explain** some of the advantages of exploration.
- **How** did exploration influence British attitudes to people from different countries? **How** did this change over time?
- **Compare** and **contrast** the experiences of three of the explorers listed in your knowledge web.
- **What** is the difference between migration and exploration?

- You've been asked to **create** a list of the ten greatest explorers from history. Who would you **choose** and why?
- **Find out** who the first person to sail round the world was and present information about the journey.

- **Suggest** reasons why Europeans called the area discovered by Christopher Columbus, the New World.
- **Organise** information about Mount Everest and the people who have climbed it. **Why** is Mount Everest an important mountain for climbers?
- **Suggest** reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.

- **Investigate** the life of Zheng He.
- **True or false?** Leif Ericksson was a Viking who discovered North America centuries before Christopher Columbus. **Prove** you are correct.
- **Research** Marco Polo's famous book about his travels. What are the advantages and disadvantages of using this as a source of evidence?
- **Investigate** how exploration is connected to the slave trade.

- **What** was the impact on British society of exploration in the 16th and 17th centuries?
- **Organise** information about Amelia Earhart. **What** makes her achievements particularly significant?
- **Suggest** some reasons why most explorers in history have been men. **Find out** more about famous female explorers.

- Francis Drake is described as a great British explorer. The Spanish described him as a pirate. **What do you think?**
- **Do you agree?** Exploration helps make societies more prosperous.
- **Do you agree?** The exploration of other places and civilisations has involved propaganda.

# Additional Vocabulary





## Milestone 1 vocabulary

Vocabulary	Definition
<b>observe</b>	To look carefully at something in order to learn about it
<b>artefact</b>	An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery
<b>represent</b>	To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables
<b>past</b>	Any time before the present (now)
<b>present</b>	The period of time we are in now
<b>future</b>	The period of time that will come after the present
<b>recount</b>	To tell or describe a story or event to people
<b>appropriate</b>	Suitable, right or acceptable for a purpose

Vocabulary	Definition
<b>recent</b>	Having happened a short time ago
<b>year</b>	The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year)
<b>decade</b>	A period of time that lasts ten years
<b>century</b>	A period of time that lasts one hundred years
<b>nation</b>	An individual country or group of countries that share a government
<b>civilisation</b>	An organised group of humans with its own culture
<b>monarchy</b>	The king or queen and royal family of a country
<b>parliament</b>	A group of people who make or change laws
<b>law</b>	A set of rules in a county that one must follow otherwise there will be a punishment
<b>democracy</b>	A system of government in which the people choose who is in charge or the rules they follow by voting in elections

# Subject Leader Resources

# An example subject policy

## Basic principles

1. Learning is a change to **long-term memory** (see appendix).
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an **ambitious body of procedural and semantic knowledge**.

## Curriculum intent model

1. **Curriculum drivers** shape our curriculum breadth. They are derived from an exploration of the backgrounds of our students, our beliefs about high-quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
2. **Cultural capital** gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
3. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
4. Our curriculum distinguishes between subject topics and threshold concepts. **Subject topics** are the specific aspects of subjects that are studied.
5. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, students return to the same concepts over and over, and gradually build understanding of them.
6. For each of the threshold concepts, three **milestones** (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a **progression model**.
7. **Knowledge categories** in each subject give students a way of expressing their understanding of the threshold concepts.

# Questions to prepare for school inspection

1. Tell me about your approach to curriculum design in your subject. How do you keep your knowledge and understanding of the curriculum up to date?
2. Describe briefly your aims and approach to the curriculum. What are the most important factors that shaped your thinking?
3. To what extent does the curriculum meet the needs of all students – particularly disadvantaged learners and learners who have additional needs/SEND?
4. How do you ensure access for students who have low prior attainment?
5. Tell me about curriculum coverage in your subject. How do you know that this coverage is achieved? How do you check? When did you last check? What did this tell you?
6. Is there sufficient coverage and progression of the curriculum in this subject? How do you know?
7. How well is the planned curriculum implemented? What checks do you make and what changes have you made as a result of your checks?
8. Which aspects of the curriculum are revised and repeated? What is the rationale for this? How well does the curriculum ensure progression and develop learning from one key stage to the next?

# Subject effectiveness report

## 1. Curriculum intent

### Breadth

- a) How far does the history curriculum enhance students' cultural capital?
- b) How far does the history curriculum provide a broad range of topics?

### Concepts

- a) How far does the history curriculum identify concepts that will be repeated and re-visited over time? (Give examples.)
- b) Why is this important? (Cite research.)

### Progression

- a) How clear is the history progression model? (Give examples.)
- b) What is the rationale underpinning the progress model? (Cite research.)