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| Topic | NC Link | Rationale | Threads |
| Ancient Greek achievements are overrated and the Greeks were no different to other people. Agree or disagree? | *Ancient Greece – a study of Greek life and achievements and their influence on the western world.* | This topic is the first global topic that the children will encounter in history, expanding their KS1 learning which focused on the local area and national events. One of the common threads of KS1 was significance, and this topic is the ideal way to explore the concept further back in time, and on a continental level. They will examine the impact of Greek achievements and inventions on their own context and the world today. It will also form a baseline for comparisons with civilisations before and after theirs. It places the Greeks within a chronological context. By learning about Alexander the Great, they will see a practical example of how ideas spread, which leads into the next topic. | The major thread will be **achievements**, looking at various developments in thinking, technology and society. Inventions can be compared to the railways and housing from KS1 – which is the most significant? **Society** will also be examined, looking at daily life, government and organisation. **Beliefs** will be studied and compared to local beliefs from KS1. The impact of **conflict** and **trade** can be compared to local coalmining and battles from previous learning.  |
| The Roman Empire didn’t have much impact on Britain, did it? | *The Roman Empire and its impact on Britain.* | Building from the previous topic, children will develop their understanding of the concepts of ‘impact’ and ‘significance’ by looking at what the Romans brought to Britain, and how some things had lasting effects, but other things didn’t. They will also develop an understanding of invasion, settlement, conflict, and the features of an empire. The Romans are identified in a wider chronological context, and the children will establish a clear narrative of Roman history and its links to Britain and the wider world. They will question and analyse sources.  | **Achievements** continues to be a key thread, with the focus on the impact of Roman influence on British **society**, **trade** and **beliefs**, and how these achievements compared to those of the Greeks, and previous learning from KS1. **Conflict** is a key thread to study, which will be repeated through KS2, in terms of reasons driving it, the technology involved, the outcome, and the connection to the concept of empire.  |
| Nothing really changed from the Stone Age to the Iron Age in Britain, did it? | *Changes in Britain from the Stone Age to the Iron Age* | This topic looks at the time periods before the Greeks and Romans, to investigate the development of Britain in more detail, leading up to the Roman invasion. It will examine the growth of human civilisation in Britain, and explore their first achievements. Children will learn about the development of inventions, societal organisation and belief systems, and how each age helped the next to develop. This will allow them to contextualise the developments that they have already learnt about, and understand how and why progress and change occurred. They will be able to compare achievements and significance through a chronology from prehistory to the Roman period.  | A study of daily life in different ages of prehistory will help children to understand how **society** and **trade** developed. By looking at **belief** systems and ritual in prehistory, at sites like Skara Brae, children can compare their findings with what they have learnt about the Greeks and Romans, and what the latter brought to Britain. The significance of **achievements** in prehistory allows pupils to compare with those already studied, and helps students to understand the role of cause and effect in history.  |
| The Ancient Egyptians are only known for their pyramids and mummies – agree or disagree? | *The achievements of the earliest civilisations*  | This topic provides children with some excellent opportunities for comparative work, particularly in the areas of achievements and advancements. They explore the significance of religion, trade, daily life and society in the development of Egypt, and compare it to civilisations and societies studied so far. This topic also develops their understanding of concurrence in chronology, as there was overlap between the Egyptians and the Greeks/Romans. Pupils will encounter different sources of evidence, and the debate around them.  | The topic is built around recognising **achievements**, and how they had an impact on **society**, agriculture and **trade**. It will also contextualise why other civilisations wanted to control Egypt as part of their own empires. A focus on **beliefs** will be a good comparative tool to link with previous topics.  |
| Is it true that nothing of significance has happened in the local area? | *A local history study*  | The topic links back to local area studies in KS1, exploring the concepts of significance, change and achievement in greater detail. It will look at the effect on society of Durham being a significant area in the development of Christianity, and its connection to Beaurepaire. It will also explore the effect of the Battle of Neville’s Cross on Britain, and how it led to the occupation of southern Scotland. This will link back to the Roman issues with invaders from the north. Children will also look at the local economic heritage which helped to drive industrialisation and the development of the British Empire.  | The focus on the local area links back to KS1 threads. The study of Durham Cathedral and associated sites highlights the development of **beliefs** in the region. The exploration of local industry, and how it was linked to **trade**, **achievements** and the organisation of **society** (e.g., the development of mining towns) is an area for comparison with other societies and civilisations. The significance of **conflict** in shaping national history is an important angle to investigate.  |
| The Second World War didn’t have an impact on the local area, did it? | *An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.* | This topic examines the international, national and local impacts of an event in detail, exploring how they were linked. Children will understand how the Second World War had an impact in the role of women in society, linking it back to the topics in KS1. They will study the significance of a global conflict in shaping daily life, through the Battle of Britain, the Blitz, evacuation and rationing. They will understand that it affected everyone in Britain, including their own families, and look at how the local area supported the war effort, through industry, people joining the armed forces, and the region housing POWs. It connects to the previous topic as children develop a sense that their local area has its own history, which is significant locally and nationally.  | The role of **conflict** in shaping changes in **society** and **trade** is explored in detail. Comparisons can be made with previous conflicts studying, looking at tactics, technology, and whom it involved (for example, looking at the impact on civilians). Another thread to explore is that of **achievements** – what were their significance in the context of the conflict (e.g., the Enigma codebreakers). Children will build an understanding that achievements can be driven by adversity. |
| Were the Ancient Mayans and the Vikings similar? | *A non-European society that contrasts with British history.* | This topic draws from the prior learning of the cohort, and compares the societies, beliefs and achievements of the Vikings and the Mayans. They will look at the portrayal of the Mayans and the Vikings over time, and assess whether or they were justified. Children will compare the achievements of both civilisations, and compare their significance in the development of their societies and cultures. They will use sources to examine how the Mayans and Vikings differed from other belief systems, and their attitudes towards Christianity. This unit combines new and existing learning in a comparative framework. | **Achievements** are looked at in depth, and compared those of other civilisations, as well as each other. **Societies** are compared and analysed, alongside **trade** and **belief** systems. The role of **conflict** in the shaping and downfall of each civilisation will be studied, linking back to the role of conflict in shaping history explored in other units.  |
| Did Britain benefit more from the settlement of the Anglo-Saxons and Scots than the Romans? | *Britain’s settlement by the Anglo-Saxons and Scots.* | In the second cycle, this topic will link to the Romans in Britain topic. Children will contrast the concepts of settlements and invasion. They will start to understand the development of a sense of ‘identity’. They will engage with the current historiography which suggests that settlement occurred over time. Children will learn that achievements can include societal progress, such as a sense of national identity and attitudes towards women. They will learn about change in daily life and the organisation of power. They will identify the role of Christianity and the impacts it had. They will use different sources to develop a deeper understanding of the development of Britain, and examine issues of interpretation.  | Comparisons of **achievements** with other civilsations studied will deepen understanding of the definition of the term, and the role of cause and effect. The changes in **trade** and **society** are threads that can be understood in a wider chronological context. Children will see the impact of **belief** on the nation, and how **conflict** within the nation drove change. |
| The Vikings were vicious raiders who were no different to the Anglo-Saxons – true or false? | *The Viking and Anglo-Saxon struggle for the Kingdom of England.* | This unit will draw from prior learning about the Romans, Anglo-Saxons and Vikings in a comparative approach that looks at the significance of settlement and invasion. It studies similarities and differences, and positions the civilisations within a wider historical context. Children will use sources to determine how fair the traditional perception of the Vikings was, particularly compared to the Anglo-Saxons. The impact of the Vikings on Britain will be assessed, to determine the fairness of the enquiry statement.  | The unit is built around the perception that the Vikings were most famous for **conflict**, so the fairness of this assessment will be analysed. The significance of Viking **achievements** will be the primary thread to consider in order to challenge this, especially compared to the Anglo-Saxons and Romans. Their approach to **trade** and **society**, and the impact on the nation will be examined. Viking **beliefs**, and how they affected the rise of Christianity, will be studied.  |