

History End Points/Big Ideas/Historical Skills 26/27

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	<u>Grandparents</u> What was Life Like 50 years ago in Handsworth and for our Grandparents? (Similarity and Difference)			<u>Great Fire of London</u> What did we learn from The Great Fire of London? (Cause and Consequence)		<u>Communication</u> How has the way we communicate changed in the last 400 years? (Continuity and Change)
Year 2	<u>Campaigners</u> How have campaigners changed the world? (Cause and Consequence)				<u>The Stone Age</u> How do we know about the Stone Age? (Evidential Thinking)	<u>The Neolithic Age</u> What changed during the Neolithic Revolution? (Continuity and Change)
Year 3	<u>Ancient Egypt</u> In what ways did ancient Egypt change? (Continuity and Change)	<u>Cradles of Civilisation</u> In what ways were Egypt and Sumer the same and different? (Similarity and Difference)	<u>Indus Valley Civilisation</u> How do we know about the Indus Valley Civilisation? (Evidential Thinking)	<u>Persia and Greece</u> What did Greek city-states have in common? (Similarity and Difference)	<u>Ancient Greece</u> How can historians learn about the ancient Greeks' love of stories? (Evidential Thinking)	<u>Alexander the Great</u> How did Alexander conquer so much land? (Cause and Consequence)
Year 4	<u>The Roman Republic</u> How much power did the senate have in the Roman Republic? (Similarity and Difference)	<u>The Roman Empire</u> What can sources reveal about Roman ways of life? (Evidential Thinking)	<u>Roman Britain</u> What kinds of knowledge about Roman Britain have historians been able to build from the sources? (Evidential Thinking)	<u>Christianity in three Empires</u> What made each early Christian state special? (Similarity and Difference)	<u>Arabia and Early Islam</u> What kind of change did Muhammad bring about in Arabia? (Continuity and Change)	<u>Cordoba: city of light</u> How did worlds come together in Muslim Cordoba? (Similarity and Difference)
Year 5	<u>The round city: Baghdad</u> Why were there so many restless minds in Muslim Cordoba and Baghdad?	<u>The Anglo-Saxon Britain</u>	<u>Vikings 1 - Lady of the Mercians</u>	<u>Norse Culture</u> How were the Norse connected with	<u>Vikings 2: Changing rulers, changing worlds</u> How did Anglo-Saxons and Vikings shape Britain?	

	(Cause and Consequence)	How have historians learned about Anglo-Saxon Britain? (Evidential Thinking)	Why did the Vikings dominate large parts of Britain by 910? (Cause and Consequence)	other lands and peoples? (Similarity and Difference)	(Continuity and Change)
Year 6	<u>The Maya</u> How have historians learned about the Maya? (Evidential Thinking)	<u>Medieval African kingdoms: Ethiopia and Benin</u> What did the medieval kingdoms of Ethiopia and Benin share in common? (Similarity and Difference)	<u>Local History Study</u> How has the area around our school changed in over 150 years or so? (Evidential Thinking, Similarity and Difference and Continuity and Change)	<u>Era of the Second World War</u> How diverse were experiences of British people in the era of the Second World War? (Similarity and Difference)	