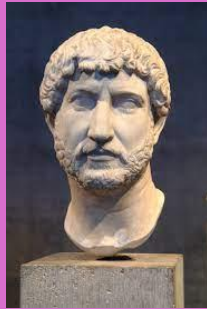


Autumn 1:

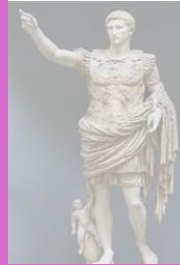
How did the Romans change Britain?

Emperor Hadrian



Key People

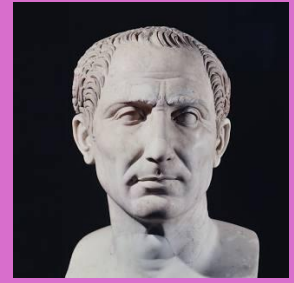
Emperor Augustus



Emperor Claudius



Julius Caesar



Key Vocabulary

Emperor



Gladiators



Colosseum



Invade



Conquer



Roads



Sanitation



Latin



Key Knowledge

- The Roman Empire began in 753 BC and fell in 476 AD.
- In 43 AD, Emperor Claudius began the invasion of Britain as they wanted precious resources (gold, tin, iron) and the plethora of cattle.
 - The Romans conquered Britain and introduced or changed many things, such as: straight paved roads, sanitation and plumbing.
 - They significantly changed buildings, using stone and building much larger than before.
 - They changed the calendar system used to the Julian 12-month calendar.
 - Emperor Hadrian built a wall to separate England from Scotland.
 - The Romans also brought Latin to Britain which has helped to form part of our language.

Lessons:

- 1) **To look at the chronology** of the Roman Empire, focusing on the invasion of Britain.
- 2) **To make enquiries** about why the Romans wanted to expand their empire.
- 3) **To describe** the cause and consequences of the Roman invasion of Britain.
- 4) **To compare** the similarities and differences of Roman buildings and buildings before (Bronze Age/Iron Age buildings)
- 5) **To describe** the impact of the Romans building roads and improving sanitation in Britain.
- 6) **To evaluate** the various changes and their impact on Britain.

Autumn 2:

How were the Egyptians so advanced for their time?

Cleopatra VII



Key People

Tutankhamun



Ptolemy



Khufu



Key Vocabulary

Pyramid



Sphinx

Agriculture



Hieroglyphics



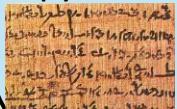
The Nile



Pharaoh



Papyrus



Desert



Key Knowledge

Lesson 1: To look at the chronology of the Ancient Egypt.

-Ancient Egypt began around 3100BC but settlement around the Nile Valley began in around 7000 BC. In 332BC, Egypt was taken over by Alexander the Great. Around 31BC, Egypt became part of the Roman Empire after Cleopatra's death. The pyramids were created in around 2500BC.

Lesson 2: To describe the impact of the Nile on civilisation in Egypt.

-Civilisation in Ancient Egypt used the Nile for many things. It provided food, water and land for agriculture. It provides a means of transport for people and trade. It also provided materials for building.

Lesson 3: To explain how Egyptians used the Nile for agriculture.

-The Egyptians are regarded as one of the first people to use agriculture on a large scale. Much of Egypt is desert so it is difficult to grow crops. Land near the Nile would flood, creating more fertile land for growing crops. They were able to grow orchards and many different crops to provide them with resources thanks to the Nile.

Lesson 4: To evaluate Egyptian inventions and their impact.

-The Egyptians invented a lot of things, such as: papyrus sheets, a version of the farming plough, haircuts, locks for doors and many more. Some of these inventions have influenced what we use today or are still in use!

Lesson 5: To compare Egyptian language and writing to modern day.

-Ancient Egypt was one of the first places known to use written language. They wrote using symbols called hieroglyphics, which can still be seen today in Egyptian relics.

Lesson 6: To enquire and describe how Egyptians built their structures.

-The pyramids are one of the most recognisable structures in the world and were built around 2500BC. It is still debated today about how they built them as the structures were complex for their period of time. Egyptians were very advanced with building techniques and maths for their time and used this to help build the pyramids.

Spring 1:

How has the exploration of Antarctica changed throughout history?

Key Vocabulary

Expedition



Solo



Resilience



Ice floe



Pack ice



Stranded



Sled



Explore



Ernest Shackleton



Roald Amundsen



Key People

Preet Chandi



Carsten Borchgrevink



Key Knowledge

Lesson 1: To look at the chronology of Antarctic exploration.

-In 1773-1775, James Cook comes very close to discovering Antarctica but does not sight land. In 1895, Carsten Borchgrevink leads a team to spend a winter there. In 1910, Roald Amundsen becomes the first person to reach the South Pole. In 1914, Ernest Shackleton leads an expedition to Antarctica and the story becomes a legendary tale of perseverance. In 2021, Preet Chandi completed a solo expedition across Antarctica.

Lesson 2: To look at the chronology of Shackleton's expedition.

-In 1914, Sir Ernest Shackleton set sail with a crew on a ship named Endurance to explore Antarctica. Their goal was to cross the entire continent on foot. However, their ship got trapped in ice, and despite facing incredibly tough challenges, Shackleton led his team to safety, showing incredible bravery and determination.

Lesson 3: To describe the consequences of the challenges Shackleton's expedition faced.

-Shackleton and his crew faced blizzards, freezing temperatures and very harsh winds. They also had to deal with their ship stranded in the ice and they couldn't progress. Also, they had limited supplies (food, clothes etc) to keep them alive until they could get help.

Lesson 4: To compare Shackleton's expedition to Preet Chandi's expedition.

-Preet Chandi explored Antarctica solo in 2021, aiming to reach the South Pole. It took just over 40 days to complete the expedition. She pulled all her supplies in a sled attached to her across the continent. She became the first woman of colour to complete this expedition.

Lesson 5: To enquire about different Antarctic explorations.

-Choose out of Amundsen, Robert Falcon Scott, Borchgrevink or Ingrid Christensen and research their expeditions to Antarctica.

Lesson 6: To evaluate the success of Antarctic exploration and its impact on the world.

-The exploits of many explorers, including Shackleton and Chandi, have set examples of hard work, perseverance and teamwork. Furthermore, these explorations have contributed to knowledge of ecosystems, climate change and the importance of taking care of the Earth.

Spring 2:

How has film changed across the course of history?

Key Vocabulary

Reel



Director



CGI



Scene



Set



Script



Actor/Actress



Prop



Charlie Chaplin



Key People

Alice Guy-Blaché



Oscar Micheaux



Georges Méliès



Key Knowledge

Lesson 1: To look at the chronology of film throughout history.

-The first motion picture ever was made (1878), the Lumiere brothers held a screening of films, this is considered the beginning of the motion picture industry (1895), the first animated cartoon was made (1906), the first film with full sound was created (1927), the "French New Wave" began (1950s), digital cinema became the norm, with huge advances in film making technology (2000s).

Lesson 2: To describe the evolution of film throughout history.

-Initially, films started without any words or sound, just moving pictures. Later, used sound, and "The Jazz Singer" in 1927 was one of the first to do so. Modern films use far more advanced technology and effects, such as CGI. The following decades saw the Golden Age of Hollywood. The 1950s-1960s witnessed the rise of the French New Wave, bringing new and innovative storytelling techniques. The blockbuster era began in 1977.

Lesson 3: To explain the cause and consequences of major changes in the film industry.

-Film makers wanted movies to evolve and become more interesting, so they added sound and colour to films (which wasn't the norm early on in the industry). Many movies also began telling more complex stories as opposed to simpler plots, fiction and non-fiction, to match what was enjoyed at the time.

Lesson 4: To compare modern films with early films.

-Early films were made using a cinematograph, whereas modern films are created using advanced cameras and computers. As well as no sound, early films had no colour and were filmed in black and white. As early films used no sound, there was an emphasis on body language and expression, whereas modern films use that as well as sound and computer effects to create a story.

Lesson 5: To describe different film movements.

-The Golden Era of Hollywood was a time when classic movies and famous stars ruled. The French New Wave was a special time in filmmaking when directors like François Truffaut and Jean-Luc Godard broke the rules, created different styles of film. The Blockbuster Era started was when films with a lot of action became popular.

Lesson 6: To evaluate the impact of film on society.

Film has had a big impact on society because it can show different perspectives and stories, helping people understand each other better. Also, movies can influence how people think about things and even inspire them to do great things.

Summer 1:

How did the Shang Dynasty become so powerful?

Key Vocabulary

Warfare



Oracle Bones



Bronze Casting



Ancesto



Oracle Script



Mandate of Heaven



Ceremonial vessel



Jade



Tang of Shang



Lady Fu Hao



Key People

Di Xin



Wu Ding



Key Knowledge

Lesson 1: To look at the chronology of the Shang Dynasty.

-The Shang Dynasty began in approximately 1600 BCE. By 1300 BCE the Shang people had cemented their power in the Yellow River Valley. Between 1300 BCE and 1046 BCE they reached their peak with advancements in bronze casting, oracle bone script and organisation. Around 1250 BCE, Tang of Shang was ruler, and they expanded their territory. Around 1200 BCE the dynasty reached its cultural peak and created many incredible artefacts. In 1046 BCE the Shang dynasty was overthrown by the Zhou dynasty.

Lesson 2: To describe society in the Shang Dynasty.

-Shang society was hierarchical, with a ruling elite at the top, including the king, nobles, and high-ranking officials. Below them were artisans, merchants, and farmers, while slaves and servants occupied the lowest rungs of society. Social status was often hereditary, with power and privilege passed down through generations.

Lesson 3: To explain why the Shang Dynasty military was so powerful.

-The Shang Dynasty created advanced weapons with bronze casting, as well as having advanced warfare strategies, training their soldiers rigorously and being far more organised. They also used chariots in battle which helped to outmaneuver their opponents.

Lesson 4: To evaluate the geographical factors in the success of the Shang Dynasty.

-The geography of the Yellow River Valley helped the Shang Dynasty grow strong and become one of the earliest powerful civilisations in ancient China: The Shang Dynasty thrived in the Yellow River Valley, which had fertile soil for farming and provided water for crops. Mountains and rivers acted as natural barriers, helping to protect the Shang people from invaders and allowing them to control trade routes.

Lesson 5: To explain the cause and consequences of the fall of the Shang Dynasty.

-The Shang Dynasty came to an end due factors such as: social unrest and inequality, internal rebellion and external invasion. Social unrest led to internal rebellion. Internal rebellion weakened the hierarchy's authority. Other tribes and armies constantly battled the Shang Dynasty and this led to them getting weakened and being displaced.

Lesson 6: To enquire about the Shang Dynasty.

-Choose from either oracle bones, social hierarchy or advanced weapon-making and research all about it!

Summer 2:

What recent historical events have led to people becoming refugees and how has this influenced the world?

Key Vocabulary

Asylum



Displacement



Genocide



Diaspora



Persecution



Humanitarian



Crisis



Resettlement



Malala Yousafzai

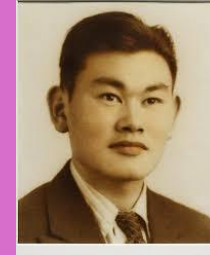


Anne Frank



Key People

Fred Korematsu



Chiune Sugihara



Key Knowledge

Lesson 1: To chronology of events throughout history that have led to people becoming refugees

1939-1945: World War 2 caused many people to flee their homes and become refugees. 1947: The British Partition of India caused nearly 15 million people to become refugees, 19179-1989: The Soviet=Afghan War caused a huge amount of people to become refugees. 2011: The war in Syria has caused one of the largest refugee crises in modern times.

Lesson 2: To explain why some people become refugees

During World War II, many people fled their homes to escape the fighting and persecution, particularly Jewish families fleeing the Holocaust. The Partition of India in 1947 led to mass migrations as millions of Hindus and Muslims moved between India and Pakistan to join their religious communities. The ongoing conflict in Syria has forced millions of people to leave their country in search of safety.

Lesson 3: To describe the experiences of refugees.

Refugees often face dangerous journeys, leaving behind their homes and belongings to find safety. They may live in refugee camps, face language barriers, and struggle to access basic needs like food, water, and education.

Lesson 4: To compare the experiences of refugees from different events.

Refugees from World War II often traveled to nearby countries in Europe, facing the challenge of rebuilding their lives after the war. During the Partition of India, refugees experienced communal violence and long, difficult migrations. Syrian refugees today often make perilous sea crossings to Europe or live in crowded camps in neighboring countries.

Lesson 5: To enquire about Syria and why so many people have become refugees from there.

The war in Syria began in 2011 due to conflicts between the government and various groups, leading to widespread violence and destruction. Many Syrians became refugees to escape bombings, lack of basic services, and threats to their lives.

Lesson 6: To evaluate the impact of so many people becoming refugees on the world today.

The large number of refugees affects countries worldwide, as they need to provide support and integrate refugees into their societies. Refugees can bring cultural diversity and new skills to their host countries but also face challenges like discrimination and economic difficulties.