

Autumn 1:

How has Ancient Greece influenced the modern world?

Key Vocabulary

Democracy



Medicine



Philosophy



Theatre



Olympics



Gods/Goddesses



Ostrakon



Pnyx



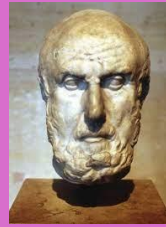
Government



Parthenon

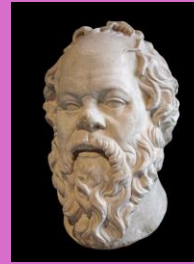


Hippocrates



Key People

Socrates



Sappho



Pythagoras



Key Knowledge

-Ancient Greece began around 1000 BC, and lasted until around 146BC after the invasion of the Roman Empire.

-Medicine: Hippocrates and Metrodora were famous Greek doctors and were leading figures in that field due to their ideas.

-The Greeks were leading mathematicians and key figures developed theories still used today such as Pythagoras' Pythagorean Theorem.

-Socrates and Plato were famous philosophers and wrote about concepts such as life and how to live it well.

-The Ancient Greeks staged the first Olympic Games in 776 BC and introduced the idea of large-scale sporting events with spectators.

-In ancient Athens, the Greeks had one of the first forms of democracy. Men over the age of 20 would gather to vote on who would lead and different issues.

-Their culture also influenced story telling (Gods, Goddesses and Heroes), writing, poetry and theatre that is still seen today.

Lessons:

- 1) **To look at the chronology** of the Ancient Greece.
- 2) **To look at the cause and effects** of democracy in Ancient Greece.
- 3) **To compare** medicinal practices in Ancient Greece and modern times.
- 4) **To compare** sports from Ancient Greece and modern sports.
- 5) **To describe** Ancient Greek Gods/Goddesses.
- 6) **To link** the use of maths in Ancient Greece to modern times.
- 7) **To make interpretations** about Ancient Greek culture.

Autumn 2:

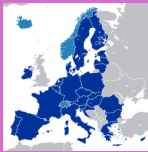
How has immigration in Britain changed since WW2?

Key Vocabulary

Treaty



Union



Referendum



Immigration



Commonwealth



Discrimination



Economy



Politician

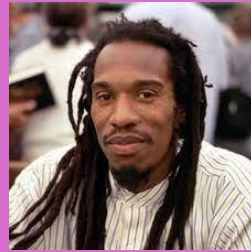


Karol Itama



Notable Immigrants to the UK

Benjamin Zephaniah



Eva Jiřičná



Mona Baptiste



Key Knowledge

Lesson 1: To look at the chronology of the immigration and the EU

-In 1948, 800 million people were given the right to live and work in Britain. The EEC was formed in 1957. In 1973, the UK joined the EEC. In 1993, the EU is formed. In 2004, Slovakia and Czech Republic join the EU. In 2016, the UK has an EU referendum and votes to leave. In 2020, the UK officially leaves the EU.

Lesson 2: To explain what the Commonwealth was.

-The Commonwealth is an association of 56 countries, that are mostly formerly of the British Empire. Countries such as Pakistan, India, Jamaica, Ghana, and New Zealand are examples of Commonwealth countries. Not all countries in the Commonwealth are part of the EU.

Lesson 3: To look at the consequences of WW2 on immigration.

-Many people from Commonwealth countries had supported the Britain during WW2. In 1948, 800 million Commonwealth citizens were given the right to live and work in Britain. The NHS was also formed in 1948 and required a lot of workers in many different roles (doctors, nurses, cleaners etc). The EEC (later EU) was formed then to create better relations between countries and prevent the chances of more war.

Lesson 4: To describe different immigration events in Britain (Windrush)

-Many people came to Britain between 1948 and 1971, from countries (Jamaica, Trinidad and Tobago etc) in the Caribbean as part of the Windrush generation. This was largely due to their being jobs available and Britain needing rebuilding.

Lesson 5: To describe different immigration events in Britain (India and Pakistan)

-Many people also came to Britain from India and Pakistan between the 1950s and 1960s. This was largely to escape war, for better economic opportunities and to join family already here.

Lesson 6: To enquire about Britain in the EU

-In 2016, Britain had a referendum and voted to leave the EU so they could use their own laws. In 2020, they officially left the EU. Before this, citizens from countries in the EU could move to Britain to work and live. Now, the rules are different and it is a lot harder for people to move to the UK.

Spring 1:

How did Ancient Mayan beliefs, inventions and cities shape their civilisation?

Key Vocabulary

Hieroglyphs



Stele



Agriculture



Ball court



Cenote



Mayan calendar



City-state



Codex



Key People

Pacal the Great



Lady K'abel



Ixchel



Shield/Bird Jaguar



Key Knowledge

Lesson 1: To look at the chronology of Ancient Mayan civilisation.

-The Maya civilization flourished between 2000 BCE and 900 CE, marked by the rise of influential city-states like Tikal, Chichen Itza, and Palenque. The Classic Period (250-900 CE) was characterized by monumental architecture, advancements in writing, and a flourishing of arts and sciences. The decline of the Maya civilization saw the abandonment of major cities by around 900 CE, a period often referred to as the "Maya Collapse."

Lesson 2: To explain the significance of Mayan religion.

-The Mayans believed in a complex system of gods and spirits, performing rituals and ceremonies to appease them and maintain balance. Rituals like bloodletting and offerings played a crucial role in Mayan religious practices. The Mayans viewed their rulers as divine intermediaries, and religious ceremonies were held in their honor.

Lesson 3: To identify the cause and consequences of Mayan innovation and inventions.

-The development of an agricultural system, including terrace farming and crop diversity, led to population growth and the establishment of urban centers. Mayan innovations in mathematics and astronomy resulted in the creation of accurate calendars, enabling precise agricultural planning and religious ceremonies.

Lesson 4: To evaluate the Mayan's impact on modern life.

-The Mayan calendar system, with its accuracy and complexity, continues to influence modern timekeeping and astronomical studies. Mayan agricultural techniques, such as raised fields and irrigation systems, show how Mayan's farming abilities are still in use today.

Lesson 5: To describe Mayan cities and architecture.

-Mayan cities were organised around ceremonial centers with towering pyramids, temples, and ball courts. The layout of Mayan cities often included palaces, residential areas, and markets surrounding the central ceremonial complex. Elaborate stone carvings and hieroglyphic inscriptions adorned Mayan structures, depicting historical events, rituals, and rulers.

Lesson 6: To enquire about Mayan civilisation.

Choose one aspect of Mayan civilisation and research it. Choose from writing, trade between cities or social hierarchies.

Spring 2:
Why was slavery wrong?

Key Vocabulary

Abolition



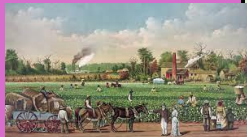
Auction



Cargo



Plantation



Middle Passage



Segregation



Unethical



Slave



Key People

Olaudah Equiano



William Wilberforce



Queen Nzinga



James Somerset



Key Knowledge

Lesson 1: To look at the chronology of the slave trade.

-Starting in from around the late 1500s, European countries began capturing people to use/trade as slaves. By around 1600, the Triangular Trade system was established (exchanging slaves for goods with American and European countries. Around 1672 the British became involved in the slave trade. In 1807, the Slave Trade Act was passed in Britain, with it coming to effect in 1808. In 1834, the British Empire abolished slavery throughout most of the British Empire. The American Civil War was fought around the topic of slavery (1861-1865), and slavery was outlawed by the end of it.

Lesson 2: To describe the conditions slaves suffered during the Middle Passage.

-Slaves were forcibly removed from their homes and during the Middle Passage were subject to overcrowded and unsanitary conditions. They suffered malnutrition, physical abuse and disease. Nearly 10% of slaves taken died on the journey, some were even killed on purpose..

Lesson 3: To compare the lives of slaves and free people during the slave trade.

-Slaves endured grueling work hours under oppressive conditions, often facing physical punishments such as beatings or even torture for disobedience. They were denied basic human rights, including the freedom to make choices about their own lives, and were often separated from their families through the process of sale.

Lesson 4: To explain the cause of the abolition of slavery.

-Slavery was abolished due to a combination of factors, including the efforts of abolitionists who campaigned against the inhumane treatment of enslaved people and advocated for their freedom. Additionally, economic changes, such as the rise of industrialisation, made slave labor less essential and profitable, leading to shifts in societal attitudes towards slavery.

Lesson 5: To describe the long-term consequences of slavery.

-The slave trade's long-term consequences are seen in the enduring inequalities and prejudices between different racial and ethnic groups, which were often established during this period. These divisions have persisted through generations and continue to influence social dynamics and opportunities for various communities.

Lesson 6: To enquire about influential people during the slave trade.

-Choose from one of the 'Key People' on the Knowledge Organiser and use different sources to find out what impact they had on the slave trade.

Summer 1:

How has crime and punishment changed over the course of history?

Key Vocabulary

Gallows



Whipping



Execution



Corporal punishment



Stocks



Pardon



Exile



Incarceration

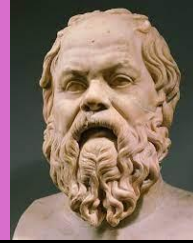


Key People

Sir Robert Peel



Socrates



Queen Victoria



Eadred



Key Knowledge

Lesson 1: To look at the chronology of crime and punishment throughout history.

- Punishment for crime has changed hugely over the course of history.
- In many early civilisations and societies, punishments were far more violent than they are today. This included: beatings, burnings, banishments or even executions.
- In most countries today, corporal punishment (physical punishment) and other punishments such as the death penalty (execution) are far less common.

Lesson 2: To describe how crime was punished in Roman times.

- Crimes in Ancient Rome were similar to those committed today, and similarly Romans had laws that citizens needed to follow or be punished.
- Roman society had judges and juries who were responsible for passing judgements. The severity of punishment often depended on the nature and gravity of the crime.

Lesson 3: To compare crime and punishment throughout different eras of history.

- In the Anglo-Saxon and Viking eras, punishments like fines, shaming in the community, corporal punishments (maiming, whipping). In contrast, modern times have evolved to embrace legal systems, police forces, and more humane punishments, highlighting a shift from personal vendettas to organised and standardised justice.

Lesson 4: To compare crime and punishment throughout different eras of history.

- In Ancient Greece, justice was often administered through democratic legal systems, with punishments ranging from fines and exile to death for severe crimes. In the Victorian era, advancements in legal reforms led to the establishment of modern policing, prison systems, and a shift towards rehabilitation, reflecting a move away from harsh corporal punishments

Lesson 5: To enquire about crime and punishment throughout history.

- Research and look at crime and punishment in one of the following eras: Shang Dynasty (Ancient China), Ancient Maya, during WW2 (the different countries of WW2)

Summer 2:

What were the factors that contributed to the rise and fall of the Benin Kingdom?

Key Vocabulary

Oba



Edo



Benin Bronzes



Trade networks



Expedition



Ebohon



Colonialism



Guild



Key People

Oba Ewuare the Great



Oba Esigie



Queen Mother Idia



Captain James Phillips



Key Knowledge

Lesson 1: To look at the chronology of the Benin Kingdom.

900-1000 AD: Early settlements and communities begin to form in the area that would later become the Benin Kingdom.

c. 1180 AD: The city of Benin City is founded, marking the beginning of the centralized kingdom. c. 1440-1473 AD: Oba Ewuare the Great ascends to the throne. Late 15th - Early 16th century: The Benin Kingdom establishes diplomatic and trade relations with European powers. (1897): British forces launch an expedition against the Benin Kingdom, resulting in the looting and destruction of Benin City. 1960: Nigeria gains independence from British rule.

Lesson 2: To explain the factors that contributed to the rise of the Benin Kingdom.

The rise of the Benin Kingdom was propelled by a combination of factors, including its strategic location along trade routes, the establishment of a sophisticated administrative system, and the leadership of influential rulers like Ewuare the Great, who expanded the kingdom's territory and centralized its power.

Lesson 3: To describe the achievements of the Benin Kingdom.

One of the remarkable achievements of the Benin Kingdom was its artistic prowess, as evidenced by its renowned bronze casting techniques, exquisite ivory carvings, and vibrant court ceremonies, which not only showcased the kingdom's cultural richness but also served as symbols of authority and prestige.

Lesson 4: To describe and compare the factors that led to the downfall of the Benin Kingdom.

Despite its earlier successes, internal strife, such as succession disputes and power struggles among nobles, as well as external pressures from European colonial powers seeking to exploit its resources, ultimately contributed to the downfall of the once-mighty Benin Kingdom.

Lesson 5: To evaluate the factors that contributed to the decline of the Benin Kingdom.

The decline of the Benin Kingdom can be attributed to a multitude of factors, including changes in trade patterns, the impact of the transatlantic slave trade, and increasing tensions with neighboring states, all of which gradually weakened its economic and political stability over time.

Lesson 6: To enquire about the Benin Kingdom.

Choose from: Trade and Commerce, Political Structure or Art and Culture to research about regarding the Benin Kingdom.