



































Year Group: 6	Title: Legacy
National Curriculum coverage: <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	Pre & Post Learning: identify artefacts from Ancient Egyptian era, Ancient Greek Era, and Islamic Golden age and explain the significance to that civilisation's legacy.
Substantive Concepts: Our Big Ideas (Disciplinary Knowledge) <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Significance </div> <div style="text-align: center;">  Evidence </div> <div style="text-align: center;">  Similarity and Difference </div> <div style="text-align: center;">  Cause and Consequence </div> <div style="text-align: center;">  Interpretations </div> <div style="text-align: center;">  Continuity and Change </div> </div>	Context: This topic follows on from the Y5 History topics which look at conflict and invasion during the time of the Anglo Saxons and Vikings and during WW1 and WW2.
Visits and Visitors: Weston Park Museum - Egypt	St. Mary's Experience: N/A
Careers/preparation for adulthood: <ul style="list-style-type: none">  Ancient Egypt (3100 BC – 30 BC)  Archaeologist – Discover lost tombs and ancient treasures.  Museum Worker – Look after real artefacts.  Architect – Design buildings inspired by pyramids.  Forensic Scientist – Study how bodies were preserved (like mummification).  Historian – Investigate the past  Ancient Greece  Politician – Help run a country using democratic ideas.  Lawyer – Work with laws shaped by ancient ideas of justice.  Actor – Perform in plays inspired by Greek theatre.  Sports Coach – Train athletes like in the Olympic Games.  Philosopher or Teacher – Explore big ideas about life and fairness.  Islamic Golden Age (762–1258 CE)  Mathematician – Use algebra every day.  Computer Programmer – Coding uses algebra skills.  Doctor – Work in hospitals like those first developed in Baghdad.  Scientist – Carry out experiments and research.  Librarian – Look after important knowledge. 	Key People: <ul style="list-style-type: none">  Ancient Egypt (3100 BC – 30 BC) Narmer – First Pharaoh of a united Egypt (c. 3100 BC). Tutankhamun – Boy king (ruled c. 1332–1323 BC). Cleopatra – Last Pharaoh (died 30 BC). After her death, Egypt became part of the Roman Empire Howard Carter – Discovered Tutankhamun's tomb in November 1922 in the Valley of the Kings.  Ancient Greece (3100 BC – 30 BC) Alexander the Great – Conquered vast lands; spread Greek culture Socrates – Philosopher who influenced Western thought.  Islamic Golden Age (762 CE – 1258 CE) Al-Khwarizmi – Developed algebra. Harun al-Rashid – Ruler during Baghdad's Golden Age. Hulagu Khan – Led the Mongol invasion in 1258 which ended the Golden Age.

Catholic Social Teaching:		British Values:			
			<ul style="list-style-type: none">  Democracy - Athens introduced early democracy (Egypt was not democratic)  Rule of Law - Pharaohs made the laws.  Mutual Respect & Tolerance – for religion in each period  Individual Liberty - Greeks valued debate and free thinking and the Islamic Golden Age encouraged learning and discovery. 		
<p>Participation & Common Good – Greek democracy encourages involvement in community decisions, echoing CST’s teaching on the importance of participation and working for society’s benefit.</p> <p>Solidarity – Recognizing the shared humanity across civilizations, and understanding that actions of rulers affect ordinary people.</p>					
<p>End points:</p> <ul style="list-style-type: none"> • Remember significant dates from their topic and order events chronologically on a timeline • Know the names and key facts about significant people from history. • Be able to find out accurate information from a range of sources and recognise propaganda/biased information • Describe the similarities and differences between different eras in history • Describe the cause and consequence of key events in history • Describe how areas of the world have changed over time • Describe how ideas (society, innovations and inventions) have changed over time and their impact. 					
<p>Crucial knowledge:</p> <ul style="list-style-type: none"> • Know the key names and dates from the Ancient Egyptian civilisation. • Know about Howard Carter’s discovery of the tomb of Tutankhamen. Link the end of the Egyptian civilisation to their work on the Romans in Y4. • Know the key names and dates of the Ancient Greek civilisation • Know the key names and dates from the Islamic Golden age • Compare the difference between the religions of Ancient Egypt, Ancient Greece and Ancient Baghdad. • Describe innovations and the legacy of the Ancient Egyptians (building, language, religion, farming, mummification) • Describe innovations and the legacy of Ancient Greece (democracy, Olympics, theatre) • Describe the innovations and legacy of Islamic Golden age (House of Wisdom, Al-Khwarizmi inventing algebra, hospitals and medicine) 		<p>Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Egypt – civilisation, discovery, tomb, legacy, religion, innovation, farming, language</p> <p>Ancient Greece – democracy, Theatre, Olympics, Legacy, innovation</p> <p>Islamic Golden Age – discovery, Invention, legacy, medicine, scholarship</p> <p>Comparing Religions – belief, Worship, tradition, ritual, compare</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>Egypt – Pharaoh, Tutankhamen, Mummification, hieroglyphics, Nile, Howard Carter, Pyramids, sarcophagus, afterlife</p> <p>Ancient Greece – Athens, Sparta, Philosophers, polis, mythology, Parthenon</p> <p>Islamic Golden Age – Baghdad, House of Wisdom, Al-Khwarizmi, Algebra, hospitals, caliphate</p> <p>Comparing Religions – polytheism, Monotheism, gods/goddesses, afterlife, deities</p> </td> </tr> </table>		<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Egypt – civilisation, discovery, tomb, legacy, religion, innovation, farming, language</p> <p>Ancient Greece – democracy, Theatre, Olympics, Legacy, innovation</p> <p>Islamic Golden Age – discovery, Invention, legacy, medicine, scholarship</p> <p>Comparing Religions – belief, Worship, tradition, ritual, compare</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in music)</p> <p>Egypt – Pharaoh, Tutankhamen, Mummification, hieroglyphics, Nile, Howard Carter, Pyramids, sarcophagus, afterlife</p> <p>Ancient Greece – Athens, Sparta, Philosophers, polis, mythology, Parthenon</p> <p>Islamic Golden Age – Baghdad, House of Wisdom, Al-Khwarizmi, Algebra, hospitals, caliphate</p> <p>Comparing Religions – polytheism, Monotheism, gods/goddesses, afterlife, deities</p>
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Previous knowledge:

Y5 (Autumn 1)

- Know what happened to Britain after the Romans left.
- Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure).
- Know when and how the Vikings invaded and settled Britain
- Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great.
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2).
 - Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066

Y5 (Autumn 2)

- Know the dates of WW1, who was fighting and where.
- Know that WW2, who was fighting and where.
- Know the events that led to WW1 and WW2
- Describe the tactics of trench warfare.
- Know the impact of WW1 and WW2 on Britain and how it changed the face of Britain forever.

Future knowledge:

Y7 (according to Notre Dame)

Learning about how the Norman Conquest changed Anglo-Saxon England by studying the enquiry - How far did Anglo-Saxon England survive the Norman Conquest? They will begin by learning about what Anglo-Saxon England was like, who these people were and what their lives were like through using sources and wider accounts. They will practice constructing paragraphs, using evidence and analysing historical sources. They will make judgements on how the victory of William the Conqueror in 1066 at the Battle of Hastings affected life in England and what changes there were to society, religion and culture.