

# History Overview

## Unit I Overview



### Curriculum Aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Schema:</b> My Locality	<b>Schema:</b> My Locality	<b>Schema:</b> Settlement	<b>Schemata:</b> Settlement Civilisation & Society	<b>Schemata:</b> Settlement Invasion & Empire	<b>Schemata:</b> Invasion & Empire Power & Leadership	<b>Schemata:</b> Invasion & Empire Power & Leadership
<b>Unit Title:</b> Everyday words	<b>Unit Title:</b> My grandparents' lives	<b>Unit Title:</b> The Great Fire of London	<b>Unit Title:</b> Stone Age, Bronze Age, Iron Age	<b>Unit Title:</b> The Roman Empire	<b>Unit Title:</b> Anglo-Saxons and Vikings	<b>Unit Title:</b> Kings and Queens
<b>Subject Content:</b> Communication and Language, Speaking ELG Children at the expected level of development will express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy, Comprehension ELG Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Understanding the World, Past and Present ELG Children at the expected level of development will talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>

<p>their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p><b>Essential Knowledge: (Substantive/Subject)</b> See above.</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> My <i>parents'</i> parents are <i>my</i> grandparents. Life is different in different generations and my grandparents' generation was different to mine. Where my grandparents are from. What entertainment/technology/etc my grandparents had.</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> When, where, how and why the Great Fire of London occurred. What a fire brigade is, and what this has been over time. E.g.: starting as private insurers, then public servants, then the formation of a brigade Strategies used over time to fight fires. Samuel Pepys - general info and his diary</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> The sequence of the three ages. How society changed over time from hunter-gatherer, to farming, to trade. How technology such as stone tools developed. The Stone Age can be split into 3 parts: palaeolithic, mesolithic, neolithic - and what this meant What homes looked like - considering migration versus settlement, leading into hillforts and eventually Celts. Roundhouse and what these teach us about past society.</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> Celts existed already. The fall of Boudicca. Hadrian's Wall. Roads and towers. Roman villas compared to existing settlements. The role of religion. Rome was founded in 753 BC and Romans conquered many lands to grow their empire. The structure of the Roman Empire - emperor and legion. The geographical spread of the Roman Empire - not just Italy and England. Links to the Roman Empire still left over - roads, place names, Roman Numerals, etymology</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> What Vikings were, where they came from, how and why they travelled. Lindisfarne as a point of entry. The origin of Anglo-Saxons - Saxons, Angles, Jutes The Seven Kingdoms. The role of religion. Laws and punishments.</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b> Leadership before 1066. Post-1066: William the Conqueror King John King Richard III Henry VIII Queen Elizabeth I King Charles I Queen Victoria Queen Elizabeth II King Charles III</p> <p>The above should be taught in comparison and contrast to a wide variety of monarchs and other leaders from around the world, and eras.</p>
<p><b>Essential Skills: (Disciplinary/Procedural)</b> Noticing patterns, sequencing events, memorisation skills</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, mapping history in abstract ways (e.g.: timelines, family trees, etc),, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, beginning to analyse sources of information (diary), cause and effect</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology rather than sources, building models/dioramas, cause and effect</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, sequencing events, building simple timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, building models/dioramas, map skills, cause and effect</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, sequencing events, building timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, building models/dioramas, map skills, cause and effect</p>	<p><b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence - including current affairs, sequencing events, building timelines, comparing and contrasting, reporting and presenting information, understanding history through archaeology and sources of information, carrying out research, map skills, cause and effect, linking history to wider politics (religious, socio-economic, etc).</p>
<p><b>Links to prior learning:</b> Early life experiences.</p>	<p><b>Links to prior learning:</b> EYFS - Everyday vocabulary in our locality. EYFS - Members of a family.</p>	<p><b>Links to prior learning:</b> Y1 - Sequencing events.</p>	<p><b>Links to prior learning:</b> EYFS - What is 'everyday'? Y1 - Family structures through time. Y2 - Use of tools. Y2 - Exploring sources of information.</p>	<p><b>Links to prior learning:</b> EYFS - What is 'everyday'? EYFS - Familial structure. Y2 - London Y2 - Inventions Y3 - Direct chronological continuation and societal structures. Y3 - People in power.</p>	<p><b>Links to prior learning:</b> Y1 - Role of women. Y2 - Role of London. Y3 - What settlements were like. Y3 - People in power. Y4 - Movements of and changes to populations over time. Journey arrows, etc. Y4 - Changes to the English language.</p>	<p><b>Links to prior learning:</b> Y1 - Monarch when our grandparents were alive. (Queen Elizabeth II) Y2 - Monarch during the great fire of London. (King Charles II) Y2 - British monarchy and our locality. Y3 - Changing societal structures in Britain. (hunter-gatherers, farmers, traders) Y3 - Ancient Egyptian rulers and gods. Y4 - Roman Emperors. Y4 - Ancient Greek democracy</p>

						and gods. Y5 - 7 Anglo-Saxon kingdoms, 1st king of England, Viking and Norman battles for power and their leaders. Y5 - Ancient Islamic leaders - Caliphate and Mongolian invaders.
<b>Links to future learning:</b> Y1 - Everyday vocabulary in our locality. Y1 - Members of a family. Y1 - Understanding societal roles. Y3 - What is 'everyday'? Y3 - Ancient versus daily usage of historical terminology. Y4 - What is 'everyday'? Y4 - Familial structure. Y4 - Etymology of everyday words.	<b>Links to future learning:</b> Y1 - Exploring links we hold with LHR. Y2 - Sequencing events. Y2 - Exploring links we hold with LHR, especially routes of diaspora. Y3 - Family structures through time. Y4 - The role of children in society.	<b>Links to future learning:</b> Y3 - Use of tools. Y3 - Exploring sources of information. Y3 - Civil engineering - layout of housing vs irrigation and access to resources. Y4 - London Y4 - Inventions Y5 - Role of London. Y5 - Civil planning - layout of buildings/wider area. Y5 - Literary sources and scholarship as evidence. Y6 - Monarch during the great fire of London. (King Charles II) Y6 - Decisiveness in times of crisis and emergency.	<b>Links to future learning:</b> Y3 - Human ingenuity and the role of inventions and tools. Y4 - Direct chronological continuation and societal structures. Y4 - Societal structure. Y4 - Religious beliefs and their impact on daily life. Y5 - What settlements were like. Y5 - People in power. Y5 - Ancient civilisations. Y6 - Changing societal structures in Britain. (hunter-gatherers, farmers, traders) Y6 - Tools, machines, weapons. Y6 - Post-life rituals and customs.	<b>Links to future learning:</b> Y4 - What the ancients did for us/left behind. Y5 - Movements of and changes to populations over time. Journey arrows, etc. Y5 - Changes to the English language. Y5 - What the ancients did for us/left behind. Y5 - Methods of invasion, attack and defence. Y6 - Roman Emperors. Y6 - The spread of empires and armies. KS3 - ideas, political power, industry and empire: Britain	<b>Links to future learning:</b> Y5 - Exploring the reasons for invasion. Y6 - People in power. Y6 - Battle strategies. E.g. propaganda KS3 - The development of Church, state and society in Medieval Britain. KS3 - ideas, political power, industry and empire: Britain	<b>Links to future learning:</b> KS3 - ideas, political power, industry and empire: Britain KS3 - challenges for Britain, Europe and the wider world

# History at Beavers

## Unit 2 Overview



### Curriculum Aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Schema:</b> My Locality	<b>Schemata:</b> Settlement Civilisation & Society	<b>Schemata:</b> Settlement Civilisation & Society	<b>Schemata:</b> Power & Leadership Civilisation & Society	<b>Schemata:</b> Power & Leadership Civilisation & Society	<b>Schemata:</b> Invasion & Empire Civilisation & Society	<b>Schemata:</b> Invasion & Empire Power & Leadership
<b>Unit Title:</b> My family	<b>Unit Title:</b> Women in flight	<b>Unit Title:</b> Flight in Hounslow	<b>Unit Title:</b> Ancient Egypt	<b>Unit Title:</b> Ancient Greece	<b>Unit Title:</b> Ancient Islam	<b>Unit Title:</b> World War Two
<b>Subject Content:</b> Communication and Language, Speaking ELG Children at the expected level of development will express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy, Comprehension ELG Children at the expected level of development will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Understanding the World, Past and Present ELG Children at the expected level of development will talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>Subject Content:</b> Pupils should be taught about: <ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>

<p>been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p><b>Essential Knowledge: (Substantive/Subject)</b>          Ideas from the H.A.:          Enquiry 1: How have I changed since I was a baby?          Enquiry 2: Why do we wear different clothes at different times of the year?          Enquiry 3: What are our favourite celebrations each year?</p> <p>Close family members          Extended family members          Family friends          School friends          I call them ____ but other people might call them ____.</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          What flying is (and is not e.g. gliding, falling, etc)          How flying works          How aviation relates to our school and wider locality          General history of flight          Female Significant Individuals</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          LHR in the past, present, future          How LHR relates to our school          Buildings in our area          Local jobs in aviation          How the local landscape has changed because of LHR</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          Ancient Egypt was one of many ancient civilisations. The names, general locations and chronological understanding of the key civilisations. (Ancient Egypt, Ancient Sumer, Shang Dynasty of China, Indus Valley)          What was occurring in Britain at the time? (links to prehistory unit). Ancient Egyptian pharaohs were human beings, but seen as divine. They passed this role down through family (usually males).          Pharaohs: were statesmen, made laws, waged war, collected taxes, oversaw all land in Egypt, led religious events and enforced peace (from their perspective, anyway!). In Ancient Sumer, there were city-states, each typically having a king and high priest(s) who ruled over the city. Ancient Sumer had 7 kings at the same time, not just in succession. Like Egypt, these rulers were considered to have 'descended from the heavens'. The children will consider the environments and materials available for urban planning in Ancient Egypt and The Indus Valley. Pyramids and other impressive structures were built to amaze - they weren't the everyday. Buildings were much more modest and reflected the highly diverse populations. Both civilisations were situated by rivers (Nile and Indus) but their relationship to these were very different. By exploring the advancements made in Ancient Egypt and The Shang Dynasty of China, pupils will learn that materials, writing systems, and discoveries such as maths and astronomy informed a large part of understanding in ancient societies. The hierarchy of</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          Everyday life in Ancient Greece, Modern versus Ancient Greece, The Greek Empire how it started/grew/maintained+impact of it          Greek achievements/influence on the Western World e.g. democracy philosophy, war strategies, etc. Greek writing, educated masses, hierarchy, writers+stories, God(desse)s and other myths/legends as cautionary tales, war games eg trojan horse, Ancient Greece on timeline compared to other known eras, God(desse)s important as they influenced daily practices</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          "Invasion" - captured, sacked, burned          Must include a study of Baghdad circa AD900 (aka 900 CE)          Baghdad now vs then (now it's Iran+Iraq).          The House of Wisdom - scholarship and its effect on the world          The Caliphate - the 1st caliph          Roles and responsibilities          Trade+power linked to The Silk Road          Siege of Baghdad when the Mongols invaded (links to Genghis Khan)</p>	<p><b>Essential Knowledge: (Substantive/Subject)</b>          "Invasions" - bombing          "Power-play" - Japan, Winston Churchill, neutrality of Spain and Switzerland, Allied Forces versus The Axis of Power          Basic WW2 info          Countries involved          Choice-makers: eg Evacuation, Rationing, Holocaust          Key leaders and their styles/politics/techniques/strategies          Battle of Britain - links to KS1 flight</p>

			Ancient Egypt and The Shang Dynasty can be compared. This will highlight the use of technology for various purposes. I.e.: war versus agriculture. The writing systems of both these civilisations continued to develop and supported things such as trade, farming, and politics.			
<b>Essential Skills: (Disciplinary/Procedural)</b> Memorising and reporting key facts, understanding diagrams (simple family tree), developing chronological coherence e.g.: calendar of celebrations, seasons, how they have changed since birth	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, applying map skills to show change over time	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, considering cause and effect, deciphering language/symbols for meaning	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and attempting to create diagrams and build models/dioramas, considering cause and effect, deciphering language/symbols for meaning, map skills for various purposes e.g.: war strategies, change over time, comparison to other ancient civilisations, etc	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and creating diagrams and build models/dioramas, considering cause and effect, map skills for various purposes e.g.: war strategies, change over time, comparison to other ancient civilisations, etc	<b>Essential Skills: (Disciplinary/Procedural)</b> Developing chronological coherence, formulating and posing increasingly relevant questions, comparing and contrasting, reporting and presenting information, making use of sources of information and other simple research, understanding and creating diagrams and build models/dioramas, considering cause and effect, map skills for various purposes e.g.: war strategies, change over time, motivations for conflict/neutrality, etc
<b>Links to prior learning:</b> Early life experiences.	<b>Links to prior learning:</b> EYFS - Understanding societal roles. Y1 - Exploring links we hold with LHR.	<b>Links to prior learning:</b> Y1 - Exploring links we hold with LHR, especially routes of diaspora. Y1 - Women in flight.	<b>Links to prior learning:</b> EYFS - Ancient versus daily usage of historical terminology. Y2 - Civil engineering - layout of housing vs irrigation and access to resources. Y3 - Human ingenuity and the role of inventions and tools.	<b>Links to prior learning:</b> EYFS - Etymology of everyday words. Y1 - The role of children in society. Y3 - Societal structure. Y3 - Religious beliefs and their impact on daily life. Y4 - What the ancients did for us/left behind.	<b>Links to prior learning:</b> Y2 - Civil planning - layout of buildings/wider area. Y2 - Literary sources and scholarship as evidence. Y3 - Ancient civilisations. Y4 - What the ancients did for us/left behind. Y4 - Methods of invasion, attack and defence. Y5 - Exploring the reasons for invasion.	<b>Links to prior learning:</b> EYFS - The impact of WW2 on families. Y1 - Women in flight. Y1 - The impact of WW2 on families. Y2 - Flight in Hounslow. Y2 - Decisiveness in times of crisis and emergency. Y3 - Tools, machines, weapons. Y3 - Post-life rituals and customs. Y4 - Democracy versus dictatorship. Y4 - The spread of empires and armies. Y5 - Laying siege and other battle strategies.
<b>Links to future learning:</b> Y1 - Members of a family. Y1 - Understanding societal roles. Y4 - Familial structure. Y6 - The impact of WW2 on families.	<b>Links to future learning:</b> Y2 - Sequencing events. Y2 - Exploring links we hold with LHR, especially routes of diaspora. Y6 - Airfields and wartime effort.	<b>Links to future learning:</b> Y3 - Use of tools and materials Y3 - Exploring sources of information. Y3 - Civil engineering - layout of housing Y4 - London Y4 - Inventions Y5 - Role of London.	<b>Links to future learning:</b> Y4 - Direct chronological continuation and societal structures. Y4 - People in power. Y4 - Religious beliefs and their impact on daily life. Y5 - What settlements were like. Y5 - People in power.	<b>Links to future learning:</b> Y5 - Movements of and changes to populations over time. Journey arrows, etc. Y5 - Changes to the English language. Y5 - What the ancients did for us/left behind. Y5 - Methods of invasion, attack	<b>Links to future learning:</b> Y6 - Ancient Islamic leaders - Caliphate and Mongolian invaders. Y6 - Laying siege and other battle strategies.	<b>Links to future learning:</b> KS3 - ideas, political power, industry and empire: Britain KS3 - challenges for Britain, Europe and the wider world

		<p>Y5 - Civil planning - layout of buildings/wider area.</p> <p>Y6 - British monarchy and our locality.</p> <p>Y6 - Flight in Hounslow.</p> <p>Y6 - Decisiveness in times of crisis and emergency.</p>	<p>Y5 - Ancient civilisations.</p> <p>Y6 - Ancient Egyptian rulers and gods.</p> <p>Y6 - Tools, machines, weapons.</p> <p>Y6 - Post-life rituals and customs.</p> <p>KS3 - significant society or issue in world history and its interconnections with other world developments</p>	<p>and defence.</p> <p>Y6 - Ancient Greek democracy and gods.</p> <p>Y6 - Democracy versus dictatorship.</p> <p>Y6 - The spread of empires and armies.</p>		
--	--	--	---	--	--	--