



## St Breward Primary School Humanities curriculum KS2



We are using the Opening Worlds Scheme as the basis of our humanities curriculum at St Breward in KS2. The scheme is created to ensure the curriculum is highly coherent, with intricate links built within and across subjects so that nothing sits in isolation but rather is supported and enriched both horizontally and vertically. It is also very carefully sequenced so that pupils' ability to understand new content, arrive with curiosity about a difficult new topic, instantly recognise a wide range of technical vocabulary, build a comparison and reach a critical judgement is systematically planned.

### **In studying history as a discipline, pupils will:**

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

### **In studying geography as a discipline, pupils will:**

- engage in geographical reasoning about change (including past, present and future change), diversity across space and interaction between places, phenomena and processes in the world;
- collect, analyse, record and interpret geographical data, learning skills of geographical enquiry, including fieldwork;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**In studying religions through multiple disciplines, pupils will:**

- learn about and learn from the different kinds of question human beings can ask about religious origins, beliefs and practices, namely questions that derive from philosophy, theology, social sciences and history (for example, when studying a particular religion in a particular place, asking the following different kinds of question: how does this story from the sira or Quran help Muslims to understand this precept from the hadith? What does this New Testament story mean to Christians? What are the big ideas that this Hindu story reflects (eg dharma); how are these ideas expressed in other stories and in diverse religious practices across time and space? Or, how does this religious community perceive matters of justice? How has this religious tradition tackled the challenge of injustice to one another? How does this community's beliefs shape its approach to injustice? What does this community teach about injustice and why? What insights about injustice can we gain from this religious communities' texts, art, traditions and practices?

As a small school, the children are taught in a 3,4,5,6 year group class and follow a rolling programme, starting with Year A in the 2023/2024 academic year.

Year	Term	History	Geography	Religion & Worldviews
	Year A	Ancient Egypt	Rivers	Hinduism 1: A Hindu story: Rama and Sita

<p><b>A</b></p>	<p><b>Autumn 1</b></p>	<p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</p> <p>Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity</i> <i>How much did Ancient Egypt change over time?</i></p>	<p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales)</p> <p>Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p><i>Geographical skills: Using photographs</i></p> <p><i>Disciplinary focus: interaction</i> <i>How do rivers, people and land affect each other?</i></p>	<p>Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights)</p> <p>First reference to Vishnu</p> <p>The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</p> <p><i>What does the story of Rama and Sita mean to Hindu peoples?</i></p>
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<p><b>YEAR A</b> <b>Autumn</b> <b>2</b></p>	<p><b>Cradles of civilisation</b> The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were &amp; geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p><b>Mountains</b> Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people</p> <p><i>Geographical skills: Describing location using 4point compass</i> <i>Disciplinary focus: interaction</i></p> <p><i>How do mountains and people affect each other?</i></p>	<p><b>Hinduism 2: More Hindu stories</b> Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</p> <p><i>What do Hindus learn from Vishnu’s stories and symbols?</i></p>
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	<p><b>Spring 1</b></p>	<p><b>Indus Valley Civilisation</b>  Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)  Bricks, buildings, baths, bathrooms, drainage  Mohenjo Daro, Harappa, Lothal  Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)  Craftsmanship, trade, barter  Puzzles for historians, including rulers and religion  <i>Disciplinary focus: evidential thinking</i>  <i>How do we know about the Indus Valley civilisation?</i></p>	<p><b>Settlements &amp; cities</b>  Settlement types, hamlet, village, town, city etc; land use, settlements by rivers.  Major cities in the UK – locational overview  London as a conurbation and London boroughs  Two cities: Cardiff and London, including economy &amp; transport. How do people move about in Cardiff? How do people move about in London?  Patterns of settlement in Cardiff and London.    <i>Disciplinary focus: diversity</i>  <i>How are settlements similar and different?</i></p>	<p><b>Hinduism 3: Even more Hindu stories</b>  Ganesha stories and their meanings  Parvati and Shiva - family in Mount Kailash  The festival of Teej - women in Hinduism  Puja ceremony Puja in Hindu stories  Listening to Hindu people talk about their beliefs and practices.  Optional visit to Hindu temple and/or people    <i>How do Hindus show their devotion?</i></p>
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<p><b>Spring 2</b></p>	<p><b>Persia and Greece</b>  Start with ancient Persia and its empire to set geographical &amp; political context.  Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?  Homer's Iliad  Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis  Ancient Greek language  Peloponnese War  Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference</i>  <i>What did Greek city-states have in common?</i></p>	<p><b>Agriculture</b>  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex</p> <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.  <i>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</i></p> <p><i>Disciplinary focus: interaction</i>  <i>How are we connected to farmers?</i></p>	<p><b>Judaism 1 - Abraham, Isaac, Jacob</b>  How have stories from the Hebrew Bible shaped Judaism?  How did the Jews explain what they saw and experienced?  Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel  Contexts relating to land, kinship, war.</p> <p>Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical).</p> <p><i>Why is the Promised Land so important in Judaism?</i></p>
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	<p><b>Summer 1</b></p>	<p><b>Ancient Greece</b>  Athenian democracy and empire  Art, culture &amp; learning in Ancient Greece  Greek architecture, inc. Parthenon  Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)  Greek literature, inc. epic poetry – inc Homer’s Odyssey.  Tragedy in Greek theatre  Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p>	<p><b>Volcanoes</b>  Structure and composition of the earth  How and why volcanoes erupt  Types of volcanoes  Formation of volcanoes  Active, dormant and extinct volcanoes  Link to settlements with section on why people still live near volcanoes  Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science)</p> <p><i>Geographical skills: Using diagrams, describing distribution</i></p> <p><i>Disciplinary focus: interaction</i>  <i>How do volcanoes affect a place?</i></p>	<p><b>Judaism 2 - Joseph, Moses and the Exodus</b>  Including the following stories from the Hebrew bible:  Joseph in Egypt  Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle)  Mount Sinai and 10 commandments  Promised Land  Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.</p> <p><i>Why do Jews celebrate the festival of Passover?</i></p>
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<p><b>Summer 2</b></p>	<p><b>Alexander the Great.</b>  Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire.  Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death.  Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation</i>  <i>How did Alexander the Great conquer so much land?</i></p>	<p><b>Climate and biomes</b>  (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe  Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.  Climate and relationship with oceans.  Climate and biomes within climates  Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison</p> <p><i>Geographical skills: World map and key lines of latitude</i></p> <p><i>Disciplinary focus: interaction</i>  <i>How does the climate affect the way people live?</i></p>	<p><b>Judaism 3 - Samuel, Saul, David and the Kingdom</b>  Stories inc. David and Goliath and King David.  Solomon and the building of the Temple in Jerusalem  Babylonian captivity and destruction of the Temple  Babylonian stories, e.g. Daniel in the lions’ den, King Nebucadnezzar  Jews return to Promised Land (link to Persian king Cyrus from Y3 History)</p> <p><i>Note on Judaism units:</i>  <i>Stories will be framed through questions about Judaism, keeping a sense of it as the <u>Hebrew Bible</u> rather than a Christian (“Old Testament”) lens.</i>  <i>Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents bitterness of tears...” Link back to relevant parts of stories they already know very securely).</i></p>
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<p><b>B</b></p>	<p><b>Year B Autumn 1</b></p>	<p><b>The Roman Republic</b>          Foundation myth of Romulus and Remus          River Tiber civilisation          The early kings of Rome          Development of the Roman Republic          Punic wars, Hannibal, Roman army          Roman religion, Roman myths &amp; legends          Roman roads          Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p>	<p><b>Rhine and Mediterranean</b>          Cologne and cities on the Rhine          Rotterdam and the mouth of the Rhine          How the course of the river has been changed by human activity including canals          Mediterranean Sea          Suez Canal</p> <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements).</p> <p><i>Geographical skills: Extending use of maps and photographs</i></p> <p><i>Disciplinary focus: diversity</i>  <i>How are different parts of the Rhine and the Mediterranean used by people?</i></p>	<p><b>Christianity 1 – The family of Jesus</b>          Paint a picture of the Roman province of Judea in first century BC.          New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’)          Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion)          Joseph – a carpenter from the line of Jewish kings (David theme)          Mary and the Angel Gabriel (the Annunciation). Mary and the visit to Elizabeth (the Visitation).</p> <p>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?          Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions).</p> <p><i>Disciplinary focus: history and theology Why is the idea of ‘Messiah’ so important to Christians?</i></p>
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	<p><b>Autumn 2</b></p> <p><b>The Roman Empire</b>  Roman army  Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far).  Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4)  Amphitheatres and games  Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking</i>  <i>What can sources reveal about Roman ways of life?</i></p>	<p><b>Population</b>  Characteristics of population including distribution and diversity. Migration.  Depth focus: multicultural London.  Depth focus: multicultural Cardiff.  Welsh language and culture, effect of changing demographics  Welsh or British? Idea of national identity</p> <p><i>Geographical skills: Thematic maps and using census data</i></p> <p><i>Disciplinary focus: diversity</i>  <i>How and why does population distribution vary across Great Britain?</i></p>	<p><b>Christianity 2 – The birth of Jesus</b>  New Testament stories: birth of Jesus (Matthew and Luke’s Gospels)  The nativity story  The shepherds’ story  The Wise Men (the Epiphany) Herod and the killing of the infants</p> <p>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</p> <p><i>How do Christians express their beliefs about Jesus at Christmas time?</i></p>
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**Spring 1**

**Roman Britain**

The ancient Britons – a land of diversity, a land of migrants (eg Celts).

Celtic language, Celtic culture.

Rebellions: Caractacus, Boudicca.

Roman town: Aquae Sulis

Life on the frontier: Hadrian's Wall

Black Romans in Britain

*Disciplinary focus: evidential thinking*

*What kinds of knowledge about Roman Britain have historians been able to build from the sources?*

**Coastal processes and landforms**

Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays.

Overview of Jurassic coast, including significance of its rocks, fossils and landforms.

Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast

*Disciplinary focus: interaction*

*How does the location of west Wales affect its coast?*

**Christianity 3 - Life and teachings of Jesus**

New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple

Jesus is baptised and tempted

Disciples and Sermon on the Mount

Miracles of Jesus

Parables of Jesus

Transfiguration of Jesus

Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?

*How does the life and teaching of Jesus affect the way in which Christians live?*

	<p><b>Spring 2</b></p> <p><b>Christianity in three empires (300-600CE)</b>  This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.  2.Constantine founding of Constantinople.  3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture.  4.Trade in East Africa &amp; links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.  5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.  6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary focus: similarity/difference</i>  <i>What made each early Christian state special?</i></p>	<p><b>Tourism</b>  Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit)  Types of tourism (e.g. visiting friends and family activity holidays).  Skiing holidays in the Alps.  The growth of tourism in the UK and overseas.  Sunshine holidays in Spain.  Advantages and disadvantages of tourism.  Sustainable tourism.</p> <p><i>Geographical skills: Interpreting climate data</i></p> <p><i>Disciplinary focus: interaction</i>  <i>How do tourists interact with a place?</i></p>	<p><b>Christianity 4 – The death and resurrection of Jesus</b>  New Testament stories:  Jesus rides into Jerusalem (Palm Sunday),  Jesus turning over the money changers’ tables in the Temple,  Last Supper (Maundy Thursday),  Crucifixion &amp; Christian understanding of sacrifice* (Good Friday),  The Resurrection (Easter Day).  *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</p> <p>Why are these stories important to Christians?</p> <p><i>What do the death and resurrection of Jesus mean in Christian traditions?</i></p>
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<p><b>Summer 1</b></p>	<p><b>Islamic civilisations (1)</b>  <b>Arabia and early Islam</b>          Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.          An oral culture and a land of poetry.          Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</i></p>	<p><b>Earthquakes</b>          Depth focus: The Christchurch earthquake, New Zealand.          Causes of earthquakes: tectonic plates, fault lines          Depth focus: California &amp; San Andreas fault, Indian Ocean tsunami          Effects of earthquakes          How humans live in earthquake zones and adapt their settlements (e.g. Japan)</p> <p>Revisits knowledge on volcanoes from Year 4 Spring 1.</p> <p><i>Geographical skills: Thematic maps</i></p> <p><i>Disciplinary focus: interaction</i>  <i>How do earthquakes affect people and environments?</i></p>	<p><b>Christianity 5 – The message of Jesus spreads</b>          Stories from Acts of the Apostles and Paul’s epistles:          The Ascension of Jesus and the apostles          The Day of Pentecost          Paul’s conversion and missionary journeys          Gentile Christians, the Council of Jerusalem and multi-ethnic nature of the early Church          Letters of Paul          Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world.          Early Christian Church incl beliefs, worship and practices</p> <p><i>How did Christianity develop in the early Church and how do we know?</i></p>
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<p><b>Summer 2</b></p>	<p><b>Islamic civilisations (2) The Rise of Islam</b> Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference How did worlds come together in Cordoba?</i></p>	<p><b>Deserts</b> Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert</p> <p>Geographical skills: Interpreting thematic maps and satellite photographs</p> <p><i>Disciplinary focus: diversity Why are deserts located where they are?</i></p>	<p><b>Islam 1</b> Muhammad’s teachings about Sawm and Ramadan Ramadam and the Muslim calendar The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions</p> <p><i>What does Ramadan mean to Muslims?</i></p>
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<p><b>C</b></p>	<p><b>Year C Autumn 1</b></p>	<p><b>Islamic Civilisations (3)</b>          Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam.          The House of Wisdom, books and paper, translation of the ancient texts from Greek          The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.          How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation          Why were there so many restless minds in Cordoba and in Baghdad?</i></p>	<p><b>Why is California so thirsty?</b>          Water as a resource          Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)          Water resources in California          Farming - intensive farming, growing almonds          California aqueduct – providing water. The future of water supply in California.  <i>Geographical skills: Interpreting a range of thematic maps</i></p> <p><i>Disciplinary focus: change          How have the actions of people affected the drought in California?</i></p>	<p><b>Islam 2</b>          Stories from the Qur’an and Muslim tradition, including:          Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud          The Valley of the Ants          What Muslims learn from these stories, both in the past and today.          Where these stories can be found and how they have been passed on          Continuities and contrasts in stories within different faiths in the Abrahamic tradition</p> <p><i>What do Muslim peoples learn from their stories?</i></p>
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**Autumn  
2**

**Anglo-Saxon Britain** Reasons for migration  
Anglo-Saxon kingdoms  
Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664).  
Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels').  
Early monasteries in British Isles; Bede.  
Offa and Cwynethrith of Mercia  
How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo

*Disciplinary focus: evidence  
How have historians learned about Anglo-Saxon Britain?*

**Oceans** Locational framework – world oceans, seas in  
Europe  
Oceans and trade, oceans and climate, major currents.  
Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America.  
Oceans and climate change, the human impact on oceans.  
Geographical skills: Interpreting world and thematic maps

*Disciplinary focus: change  
How can oceans affect human behaviour and settlements?*

**Islam 3**

Living as a Muslim in contrasting traditions:  
Five pillars of Islam (Sunni)  
The ten obligatory acts (Shia)  
Focus on the hajj and its relationship with stories learned in Islam 2

*How is tradition important in the lives and worship of Muslims?*



	<p><b>Spring 1</b></p> <p><b>Vikings in Britain (1)</b>  <b>Lady of the Mercians</b>  The first Viking raids and invasions  King Alfred of the Kingdom of Wessex  The ‘Great Heathen Army’  Alfred in Athelney  Alfred’s victory over Guthrun,  Guthrun’s baptism Danelaw  Scandinavian settlements  Viking links to rest of world - Russia,  Constantinople, Muslim trade. How Vikings  changed as they settled in other parts of the  world and interacted with diverse cultures  Aethelflaed growing up. Women in Wessex and  in Mercia  Aethelflaed &amp; Aethelred take on the Vikings  Aethelflaed &amp; Edward build burhs and press  into the Danelaw. Raid on Bardney and Battle  of Tettenhall. Aethelflaed ruling in her own  right from 911 as Lady of the Mercians.</p> <p><i>Disciplinary focus: change/continuity</i>  <i>How did the Vikings change England?</i></p>	<p><b>Migration</b></p> <p>Real migration stories in people’s own words,  from Northern Ireland to Liverpool and from  Turkey to London.  Why do people migrate? Push and pull factors  revisited (from Year 5 Autumn 1) and extended in  new contexts.  Refugees, persecution, asylum, asylum seekers;  challenges for refugees  How does migration change places? London,  Shetland Islands, Cambridgeshire  Migration and identity: examples from diverse  settings showing complexity of identity, dual  nationalities, multiple identities, and the role of  place in identity. Understanding place in relation  to scale.</p> <p><i>Geographical skills: Asking questions, eight-point  compass</i></p> <p><i>Disciplinary focus: change</i>  <i>Why do people migrate?</i></p>	<p><b>Christian traditions and practices</b></p> <p>Christianity around the world: Britain (inc Wales –  chapels and churches), Greek Orthodox Christianity  (link with work on Byzantine Empire,  Constantinople in history), Christianity in South  America (links to Brazil in Year 5, Autumn 1,  geography). Visits to churches: how to ‘read’ a  church  Interviews with Christians from various traditions  (Anglican, Baptist, pentecostal, Catholic)  How do art, architecture and music in various cities,  towns and villages in Britain reflect the experiences,  quests and challenges of these diverse traditions?</p> <p><i>How are Christian beliefs and practices around the  world similar and different?</i></p>
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<p><b>Spring 2</b></p>	<p><b>Norse culture</b> including sagas, art, poetry, folklore.  Norse gods, goddesses, stories and customs.  Beowulf - depth.  What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary focus: similarities</i>  <i>What connections* and similarities did the Norse peoples have with other peoples?</i></p>	<p><b>North and South America</b>  Human and physical characteristics of North and South America, including population distribution and climate.  Megacities including Lima and depth focus on Brazil's megacities.  Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p> <p><i>Geographical skills: 4-figure references, thematic maps</i></p> <p><i>Disciplinary focus: diversity</i></p>	<p><b>Buddhism 1</b>  Geographical and historical setting incl story of Siddartha Gotama  Suffering and human desire  Hindu origins  Enlightenment  Siddartha, Devadatta and the swan</p> <p>Links to ancient civilisations</p> <p><i>How does the life and teaching of Siddartha Gotama affect the way in which Buddhists live?</i></p>
	<p><i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p>	<p><i>What are the pros and cons of living in a megacity?</i></p>	

<p><b>Summer 1</b></p>	<p><b>Vikings in Britain (2)</b>  <b>Changing Rulers, Changing Worlds</b> Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings.  Why we must tell differing stories (Vikings &amp; Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently).  Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918.  Athelstan coronation and creation of England.  Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p><i>Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland?</i></p>	<p><b>The Amazon</b>  A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. The Amazon river – course and characteristics. The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes.  Causes and effects of deforestation. Futures for the Amazon rainforest.</p> <p><i>Geographical skills: Flow diagrams, interpreting satellite photos.</i>  <i>Disciplinary focus: interaction and change In what ways does the geography of South America affect life in the Amazon?</i></p>	<p><b>Buddhism 2</b></p> <p>Stories of the spread of Buddhism  More Buddhist stories incl:  King Banyan and the deer  The god in the Banyan tree  The monkey king and the water demon  Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism (link to Y3 Spring 2 Agriculture)</p> <p>Buddhism today in UK, Tibet, Thailand.</p> <p><i>What do Buddhist stories teach Buddhists about enlightenment?</i></p>
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<p><b>D</b></p>	<p><b>Year D Autumn 1</b></p>	<p><b>The Maya</b>          Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America).          Maya rulers, customs and structure of society          Maya agriculture including maize, chocolate.          Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids).          Maya calendar and mathematics.          Maya religious belief and practice including creation myth and ritual bloodletting.          Historians’ explanations for what happened to the Maya civilisation.</p> <p><i>Disciplinary focus: evidential thinking          How do historians know about the Maya?</i></p>	<p><b>Energy and climate change</b>          How people use energy          Types of energy (reviewing those covered and extending)          Renewable and non-renewable energy sources          The greenhouse effect          Enhanced greenhouse effect – causes (including energy use and farming)          Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK          How can we respond? Local and global</p> <p><i>Geographical skills focus: Interpreting line graphs</i></p> <p><i>Disciplinary focus: Interaction          How do local actions in the UK affect global climate?</i></p>	<p>Synoptic overview of the origins of two major families of religion          Abrahamic religions (Judaism, Christianity, Islam)</p> <p>and</p> <p>Dharmic religions (Hinduism, Buddhism and Sikhism).</p> <p>Overview: on <u>origins</u> (comparisons of place, culture, stories, time, beliefs) plus one or two <u>issues</u> only (e.g worship or justice).</p>
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