

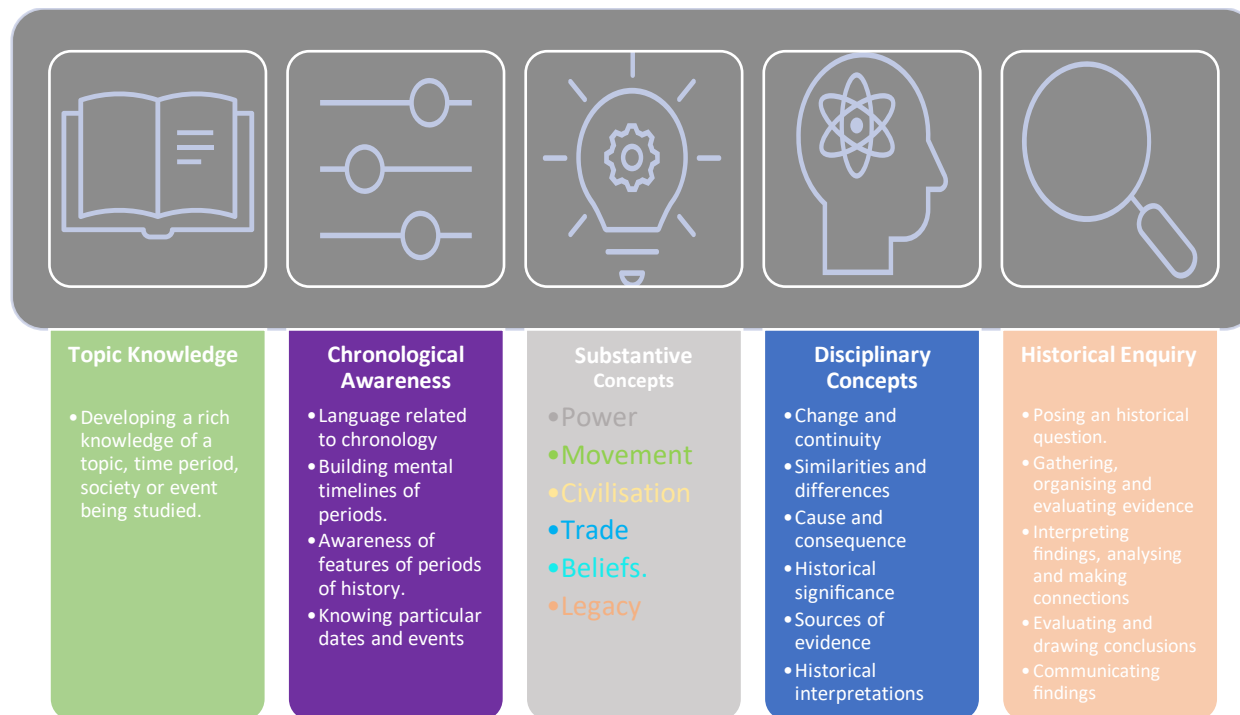
History Curriculum Overview



"With God, All Things are Possible."

Our Approach

Our **cyclical** curriculum focuses on the 5 aspects below and our pupils revisit the **substantive** and **disciplinary** concepts throughout their time in our school. Each history unit is colour coded to show the **overarching substantive concept** developed within the unit and this can be visually tracked across the scheme of work. Each time they revisit an aspect, it is with **increasing complexity** to build on their **prior knowledge**. A range of **significant people** have been identified for pupils to study in each year group to build up their understanding of their impact and influence on society and different periods of history. Each year group has **3 taught units** that are taught as a half termly block with **an hour** each week. All **British history** units are taught in **chronological order** to enable children to build up a clear overview of how Britain has changed and why. **Civilizations** are **compared and contrasted** throughout KS2 so pupils learn to understand about the difference between empire and civilization, understanding how the Greek civilization was not an empire, whilst also assessing the **impact of legacy** and that **civilizations overlap**.



Our Big Ideas

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in history outlined below. This cumulative knowledge is developed over time through appropriate, age-related steps that enable pupils to develop a secure understanding of our 6 identified overarching substantive concepts, which are colour coded below.

By the time a child reaches Y6 we expect them to know:

1. Timelines sequence historical events in a chronological narrative from the earliest time to the present day.
2. Historical sources create a 'picture' of the past and present the viewpoints of the authors.
3. The names of a range of men and women, who have contributed to national and international achievements that have left a legacy.
4. Stone Age /Iron Age tools and other crafts improved aspects of everyday life including farming techniques.
5. Roman ingenuity changed how people lived, including how roads and towns were built.
6. Christianity became the main religion across England during the Anglo-Saxon period.
7. Ancient civilisations, such as the ancient Egyptians, ancient Sumer, Shang dynasties, and Indus Valley have left a lasting legacy and influenced the world over the last 5000 years.
8. Ancient Greek achievements have influenced the wider world; e.g. the English alphabet/language, democracy, and significant sporting events/Olympic Games.
9. Britain played a huge part in the slave trade industry, (including developing, perpetuating and eventually abolishing it), and Liverpool was a major slaving port.
10. The First and Second World Wars were crucial turning points in British history and changed the political landscape across Europe.

Power (monarchy, government & empire)	Movement (Invasion, settlement & migration)	Civilization (social & cultural)	Trade (Slavery & Goods)	Beliefs (Religion)	Legacy (achievements and follies of humanity)
--	--	-------------------------------------	----------------------------	-----------------------	--

YR	Autumn	Spring	Summer
Knowledge & Skills	<p>Living Memory-Who am I?</p> <ul style="list-style-type: none"> Past and present with a look at personal chronology since birth with photographs. Talk about self and own family. Explain what are our favourite celebrations each year and link to social/cultural events. Name significant family members (own families). 	<p>Beyond Living Memory-What was different long ago?</p> <ul style="list-style-type: none"> Talking about the lives of the people around them and their roles in society, with a focus on introducing women's rights Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand that exploration of the world has had positive and negative effects on people and communities (war, slavery, trading of good, sharing of knowledge/resources, space) Make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations. The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Objects from the past can look different to objects from the present. 	<p>Living Memory-What do we know about the royal family?</p> <ul style="list-style-type: none"> The Royal family-who are they and what do they do? What significant events have taken place during his life and that of Elizabeth II? Name significant people with a look at Queen Elizabeth and her achievements. Start to understand what monarchy is.
Key People	Parents/carers & immediate family	Look at a range of people such as Neil Armstrong, Rosa Parks etc to explore different people and communities experiences.	King Charles III & Queen Elizabeth II
Vocab	Grow, birthday, memory, birth, baby, age, past, present, family, mum, dad, photograph, auntie, uncle, sister, brother, grandma, granddad, family tree, grandparents	Artefact, historian, timeline, change over time, last week, last year, long ago, memory, modern day, past, present, yesterday, afternoon, after that, finally, first, last, morning, next, order, then, time, many years ago, different, compare, modern, old, oldest, suffragette, women's rights	King Charles III, Queen Elizabeth II, royal, queen, king, Buckingham Palace, London, royal, now, past, present, then, different, similar, after that, first, next, timeline, Photography, compare, difference, similarity, same castle, crown, king, prince, princess, queen, royal
Continuous Provision	<ul style="list-style-type: none"> PSE/RE work linked to families, days of the week, months, weekend news to focus on past vocabulary (oracy), using vocabulary linked to chronology. Access to a range of texts and photographs from now and then to start to undertake simple comparisons. Opportunities in role play and construction/small world to recreate events in the past/present to use key vocabulary. Access to stories and non-fiction texts both adult/child led to investigate life now and before they were born in terms of family members experiences. 		

Y1	Autumn	Spring	Summer
Knowledge & Skills	<p>Living Memory-Homes in the Past (Victorian)</p> <ul style="list-style-type: none"> Understand that the Victorian period saw Britain grow as a global power producing most of the worlds coal, iron, steel and textiles. Use photographs to explore what the interiors of Victorian homes were like and what daily life was like. Know that houses built today are different from houses built a long time ago and match houses to their time period. Explain how house designs have changed over time. Understand who Queen Victoria was. Know that life was different in Victorian times to today because lots of things we use today hadn't been invented yet. Understand the impact of women such as Susan B Anthony on developing equal rights. Know that David Livingstone was an explorer and anti-slavery campaigner. Use illustrations to compare and contrast modern and Victorian homes. Name some objects found in a Victorian house that we no longer in use today. Explain some of the differences in the way people lived in Victorian times compared to today, such as how they saw at night without electricity or how they washed their clothes without a washing machine. Recognise the chronological order of the medieval, Tudor, Georgian and Victorian periods. Know when the Victorian period was. 	<p>Beyond Living Memory-Castles</p> <ul style="list-style-type: none"> Use simple texts to find out about people and events of the past. Know that Stockport had a 12th century Motte and Bailey Castle Use photographs of castles to find out about the past. Know that people fight battles to take control of a country. Understand that castles were built as fortresses and can explain why this was necessary. Know who William the Conqueror and Edward the Confessor were and why they are important figures in British history. Be able to suggest some actions a new monarch would need to take to make sure his/her crown was safe. Explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants. Explain how uses for castles have changed over time. Know when the Normans lived. Be able to organise events into a simple timeline. 	<p>Significant Individuals-Famous Queens</p> <ul style="list-style-type: none"> Be able to use photographs and illustrations to help them find out about life in different periods. Use pictures to answer true or false questions about a time period. Be able to match pictures to their correct time periods Know basic facts about Elizabeth I, Victoria and Elizabeth II, such as when they lived, where they lived and who they married. Understand that Britain was an empire because it had other countries that were ruled over by the monarch and that Elizabeth 1 sowed the seeds for this through the exploration of the world she commissioned. Know that traditionally the throne passed from father to son. Understand some of the features of life in the Tudor period. Explain some of the changes that took place under the rule of Queen Victoria. Compare aspects of British life in the Tudor, Victorian and modern periods. Identify when Elizabeth I, Victoria and Elizabeth II lived on a timeline. Match dates a monarch reigned to the correct queen and order dated events on a string timeline.
Key People	Thomas Edison, David Livingstone & Susan B Anthony	William the Conqueror & Edward the Confessor	Queens Elizabeth 1, Victoria & Elizabeth 11
Vocab	Medieval, Tudor, Georgian, Victorian here, now, then, yesterday, last week, last year, years ago and a long time ago, machine, mill, poor, Queen Victoria, railway, rich, rule, steam power, Victorian era, event, famous, inventions British Empire, important event,	Medieval, Rebellion, Monarch, Monarchy, Normans, conquer, lord, squire, jester, peasant, Motte and Bailey, keep, palisade, ditch, drawbridge, well and scarp.	Monarch, Monarchy, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, Heir, Tudor, Victorian, British Empire, Commonwealth, Jubilee

Y2	Autumn	Spring	Summer
Knowledge & Skills	<p>Significant Individuals-Intrepid Explorers</p> <ul style="list-style-type: none"> Use simple texts to find out about people who lived a long time ago. Pose simple questions to find out about the past. Compare the lives and legacies of famous historical figures. Know that life was very different in the past to how it is today. Know that people knew less about the world in the past than we know today. Understand that some people's achievements and discoveries can change the world. Distinguish between different periods in time using simple markers, such as inventions. Know that explorers in the past set up trade routes/networks which traded in goods and people. Explain what slavery is. 	<p>Events Beyond Living Memory- The Great Fire of London</p> <ul style="list-style-type: none"> Use photographs and illustrations to compare London today with London in 1666. Use maps to explain some of the ways London has changed over time. Know that we can find out about the Great Fire of London from accounts written at the time, such as Samuel Pepys' diary. Read extracts from Samuel Pepys diary and explain what they tell us about the fire. Distinguish between objects, writing and pictures as historical sources Explain some of the ways in which London was different in 1666 to today and the impact Christopher Wren had on the redevelopment. Explain the key events of the Great Fire of London. Understand some of the factors that made the Great Fire last so long and be so difficult to put out. Know that the Great Fire of London took place in the Stuart period. Place the Great Fire of London on a timeline. Organise dated cards into a timeline of British history. 	<p>Local Study-Schools & Suffragettes*</p> <ul style="list-style-type: none"> Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history A timeline shows information in chronological order. The building and opening of the school is an important event in the school's history. Changes within living memory (over last 100 years) include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures Victorian schools were very different eg. boys and girls were separated, children sat in rows, copied letters and numbers from a blackboard onto slate boards, teachers were strict, etc. Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Stories, pictures and role play are used to learn about the past, understand key events and empathise with historical figures. Know what a suffragette was and the names of two Stockport suffragettes. Explain their impact on Stockport and on developing women's rights.
Key People	Bessie Coleman, Sophie Blanchard & Christopher Columbus/Francis Drake	Sir Christopher Wren & Samuel Pepys	Elizabeth Raffald & Hannah Winbolt
Vocab	Explorer, exploration, New World, century, chronological order, chronology decade, timeline, sequence	Century, plague, Stuart, King Charles II, source, Samuel Pepys, Thomas Farriner, monument	Here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time, Classroom, present day, school day, punishment, School history, event

Y3	Autumn	Spring	Summer
Knowledge & Skills	<p>Changes in Britain-Stone Age to Iron Age</p> <ul style="list-style-type: none"> Explain how archaeologists use artefacts to learn about the past. Explain some of the methods archaeologists use to find out about the past. Understand why Star Carr is an important archaeological site. Use a variety of sources to answer questions about the past. Know what the term 'prehistory' means. Understand that the Stone Age can be split into three different time periods. Describe the main features and developments of each of the eras of prehistory. Place the Stone Age, Bronze Age and Iron Age on a timeline. Know that prehistory spans millions of years. Understand that communities traded in the prehistoric period over the English Channel. 	<p>Achievements of the Earliest Civilisations-Ancient Egypt</p> <ul style="list-style-type: none"> Know where and when the first civilisations appeared. Explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt. Make suggestions about what unfamiliar artefacts might have been used for. Understand the significance of the discovery of the Rosetta stone. Generate questions to find the answers to about life in ancient Egypt. Choose an area to research, and use a variety of sources to carry out research. Describe the features of daily life in ancient Egypt. Explain the events surrounding the discovery of Tutankhamen's tomb. Describe ancient Egyptian beliefs in the afterlife. Explain the process of mummification. Describe the difference between ancient and modern periods. Know when the ancient Egyptian civilization was. Sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. Understand that slavery was part of Egyptian culture 	<p>Changes in Britain-Invaders & Settlers: Romans</p> <ul style="list-style-type: none"> Consider different points of view about a historical events. Study different accounts of an historical figure and suggest why they are different. Gather information from books, texts and pictures to find out about aspects of life in Roman Britain. Explain why and how the Romans invaded Britain. Know that Celts were living in Britain at the time of the Roman invasion. Describe what life was like in Celtic Britain. Describe the events surrounding Boudicca's revolt. Understand some of the technological advances that the Romans brought to Britain. Suggest how Britain might be different today if the Romans had never invaded. Explain where the Romans would be on a timeline, drawing on own knowledge of the past. Place the Romans on a timeline. Know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. Understand how slaves were used in the Roman Empire and the expansion of trade in Britain overseas.
Key People	Amesbury Archer & Early man-hunters/gatherers	Tutankhamen, Cleopatra, Hatshepsut, Howard Carter & Lord Carnarvon	Julius Caesar, Emperor Claudius, Aurelian Moors & Boudicca
Vocab	Prehistory, archaeologist, archaeology, Paleolithic, Mesolithic, neolithic, artefact, evidence, fact, historian, source, interpret, proof, primary source, reliable, viewpoint, opinion Stone Age, Bronze Age, Iron Age, metalwork, prehistory, farming, country, community, timeline, settlement, hillfort, hunter-gatherer, weapon, warrior, power, defence, hierarchy	Civilisation, Ancient, modern, Ancient Egypt, before common era, ancient Sumer, architecture, army, belief, conquer, Cleopatra VII, decline, emperor, empire, expansion, fertile crescent, god/ goddess, Howard Carter, King Tutankhamun, Indus Valley, kingdom, invention, irrigation, leadership, monument, numerical system, parliament, peasantry, plough, papyrus, pyramid, pharaoh,	AD/BC chronological, future, Gregorian calendar, historical period, past, present, sequence, time, timeline Romanisation, army, Christianity, fort, gladiator, invade, Latin, religion, trade, Celts, Britannia, Hadrian's Wall, soldier, settlement, region, emperor, empire, collapse, Julius Caesar, Boudicca

Y4	Autumn	Spring	Summer
Knowledge & Skills	<p>Local Study-The Industrial Revolution*</p> <ul style="list-style-type: none"> Describe what Stockport was like before the Industrial Revolution Identify the main causes of the Industrial Revolution in Britain and their consequences, including global trade and the use of waterways/steam engines. Understand that the cotton used was mostly imported from slave plantations so slavery provided the raw materials for industrial change/growth. Understand that Stockport grew rapidly because of the cotton industry and was the centre for hat making and later the silk industry. Create a chronological report on technological advances from the 1760-1840 in sequence Compare the lives of children who worked in factories during the early 1800s to life now . Explain why beliefs have changed about children working. Explore and describe the impact of the Industrial Revolution on Stockport. Consider why contrasting arguments of the impact of industrialisation have been constructed. Know who William Houldsworth and the Greys were and why they are significant to Stockport using different sources. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person 	<p>Changes in Britain-Anglo-Saxons, Picts & Scots</p> <ul style="list-style-type: none"> Explain some of the ways archaeologists choose which sites to excavate. Know that there are questions about the past that have not yet been decisively answered by historians. Use artefacts to support ideas about who was buried at Sutton Hoo. Find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. Read the story of Beowulf to find out about life in Anglo-Saxon Britain. Use what is known about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. Understand the need to think critically about a historical source in order to assess its reliability Know who the Anglo-Saxons were and where in Europe they came from. Understand who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. Explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. Write own name using the Ogham alphabet. Explain how Christianity came to Britain Place the Anglo-Saxons on a timeline. Understand that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. 	<p>Influence on Western Cultures-Who were the Ancient Greeks?</p> <ul style="list-style-type: none"> Infer information about daily life in ancient Greece by studying ancient Greek artefacts. Identify the difference between primary and secondary sources of information. Use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. Describe some features of each of the periods in the ancient Greek civilization. Know that ancient Greece was made up of independent city states and so was not an empire like the Romans or Britain. Understand that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. Consider the advantages and disadvantages of a monarchy, oligarchy and democracy. Compare and contrast the city states of Athens and Sparta. Name some of the major ancient Greek gods and explain each one's characteristics. Know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. Name some famous ancient Greek philosophers and explain why they are remembered today. Explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. Arrange key civilisations in world history chronologically. Name the periods in the ancient Greek civilisation and order them on a timeline.
Key People	William Houldsworth, the Greys & Match Stick Girls	King Alfred the Great & Hilda of Whitby	Aristotle, Plato, Aspasia, Alexander the Great & Sappho
Vocab	Industrial Revolution, population, consumer, trade, rural, urban, agriculture, smog, pollution, industry, economy, society, manufacture, impact, 'nineteenth century' for 1800s	Anglo-Saxon, Domesday Book, invention, Jutes, Lindisfarne, Norman Conquest, Pict, Scot, settlement, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, characteristic, Celtic language, Christianity, complex, culture, custom, tall, invasions, inventions, military, music, Norman, Norseman, Picts, politics, punishment, religion, ritual, Roman, Scots, society, trade, warfare Allegiance, castle, Danelaw, government, heir, hierarchy	social structure, society belief, theatre, trade, vote, warfare, writing, city state, collapse, colony, conquer, control, council, councilor, debate, democracy, dynasty, exile, gender, general, government, hierarchy, jury, league, lower class, middle class, monarchy, power, priest, priestess, Parthenon, achievement, ancient Greece, ancient Sumer, Archaic, Bronze Age, Classical, Dark Age, democracy, education, fashion, ethics, government

Y5	Autumn	Spring	Summer
Knowledge & Skills	<p>Changes in Britain-Vikings vs Anglo-Saxons</p> <ul style="list-style-type: none"> Use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on understanding of the period. Read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. Find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. Know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. Describe the reasons and events surrounding the Viking invasions. Describe what the Danelaw was. Know who King Alfred was and why he was dubbed 'the Great'. Compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. Explain in detail the events surrounding the Battle of Hastings in 1066. Develop an increasing understanding of the struggle for power and how this changed England. Explain how England became a unified country. Describe what Britain was like before the arrival of the Vikings. Use dates with increasing fluency to describe historical events and eras. Understand that slaves were the most important commodities traded by the Vikings and they acquired slaves on their expeditions to Europe and Britain. 	<p>Local Study-The impact of WW2 on Children *</p> <ul style="list-style-type: none"> Investigate the historical evidence of World War II in Stockport. Explain some of the causes of World War II. Describe some ways life in Britain changed as a consequence of WWII and the impact on children. Explore why and how children were evacuated, looking at the impact on families. Explain what an air raid shelter is and how it was used. Visit Stockport air raid shelters and examine the impact on children. The Second World War was the most technologically advanced conflict in history. The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940 and was a turning point as the first major military defeat of Nazi Germany. War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity – Anne Frank. Different types of bias include political, cultural or racial Understand the meaning of propaganda and know how it is still relevant today Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Identify different types of bias in historical sources and explain the impact of that bias. 	<p>A Study of a themes beyond 1066-Medicine & Disease</p> <ul style="list-style-type: none"> Know that archaeologists can use primary sources from prehistoric times to find out how diseases were treated. Generate questions about an artefact and generate a hypothesis about what the object was used for. Explain the methods people in prehistoric times, ancient Egypt, ancient Greece, ancient Rome, medieval, Tudor and Victorian periods used to treat diseases and injuries. Explain some of the misconceptions about the causes of disease people had throughout history, e.g. that diseases were caused by evil spirits, miasma, etc. Understand how attitudes towards health and disease have changed over time, and give reasons for this. Explain the roles Florence Nightingale, Edward Jenner, Louis Pasteur, John Snow and James Young Simpson played in the improvement of medical care during the Victorian period. Know that the NHS began in 1948 and that the Ministry of Health was set up in 1919. Explain many of the changes that were made to medical care in the 20th and 21st centuries. Understand that improvements in medical care have increased life expectancy in the UK and therefore put a larger strain on the NHS than was first anticipated. Use own understanding of key historical periods to gain a coherent knowledge of trends in medicine and disease since prehistoric times.
Key People	Alfred the Great, Edward the Confessor, King Ethelred & King Athelstan (first kings of England)	Anne Frank, Alan Turing, Winston Churchill & Neville Chamberlin	Rosa May Billinghurst, Edward Jenner & Louis Pateur
Vocab	Anglo-Saxon, Domesday Book, Saxon, settlement, Viking AD/BC century, decade, era, future, Middle Ages, past, period, present, sequence, timeline Anglo-Saxon, beliefs, Britannia, Viking, warfare Allegiance, castle, Danelaw, government, heir, hierarchy, invasion, kingdom, knight, law, monarch, peasant, power, priest, raid, rebellion, reign, tribe, Community, Domesday Book, local national, place names, regional, Barbarian, Norman Conquest	World war, axis, allies, Adolf Hitler, Nazi party, invade, pact, the blitz (Blitzkrieg 'Lightning war') air raid, rationing, blackout, gas mask, code breaking, enigma code, propaganda, declare war, expand, empire, Winston Churchill, air raid shelter	Miasma, four humours, plague, Hippocrates, Galen, apothecary, purging, endowment, buboes, bloodletting, ailment, amulet, anaesthetic, Black death, plague

Y6	Autumn	Spring	Summer
Knowledge & Skills	<p>A study of British History beyond 1066-Crime & Punishment</p> <ul style="list-style-type: none"> Use extracts from historical fiction to identify and explore aspects of crime and punishment in that era. Sort cards with different crimes, detections and punishments into different time periods, based on own understanding of the past. Describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day. Describe how aspects of crime and punishment changed and evolved in Britain since the Roman period. Understand the beliefs and perceptions towards crime and punishment. Summarise what is known about different British time periods. Explain how the theme of crime and punishment evolved in Britain chronologically. 	<p>Non-European Study- Kingdom of Benin</p> <ul style="list-style-type: none"> I know that oral histories can be corrupted over time and that they are not always objective. I know that historians do not always agree on what an artefact was used for. I can read oral histories to explore the Kingdom of Benin. I can critically analyse oral histories about the Kingdom of Benin. I can use increasingly complex historical texts to find out about the past. I am aware that historical sources should be analysed for their trustworthiness. I can use a variety of historical sources to explore the causes and effects of the decline of the Kingdom of Benin. I know that very few artefacts survived from the Kingdom of Benin. I know that most of what historians know about the Kingdom of Benin derives from stories. I can name some of the Obas of the Kingdom of Benin and describe some characteristics of their reigns. I can describe some of the features of everyday life in the Kingdom of Benin. I know that the slave trade was an important part of the economy in the Kingdom of Benin. I can name some of the commodities that were imported and exported from the Kingdom of Benin. I can explain how the Benin army played an important part in the growth and development of the empire. I can explain reasons why the Kingdom of Benin declined. I can place the Kingdom of Benin on a timeline. I can place the different eras of the Kingdom of Benin on a timeline. I can match the Kingdom of Benin to events happening in Britain at the same time. I know when the Golden Age of Benin took place and can compare this to the Golden Ages of other world powers. 	<p>A study of a theme beyond 1066-The Atlantic Slave Trade</p> <ul style="list-style-type: none"> To be able to use historical sources to define what a slave is and explore what they were made to do and how they were treated. Know some historical sources are more reliable than others and can assess a source's reliability. Use primary and secondary sources to learn about the experiences of slaves. Understand that slavery has existed in different civilizations and periods throughout history. Explain how and why the Atlantic slave trade began and the triangular trade between Britain, West Africa and the Americas, and how each of these places benefited from the slave trade. Understand what life was like for slaves. Understand that many abolitionists, including William Wilberforce and Olaudah Equiano, called for slavery to be made illegal towards the end of the 18th century, and can describe some of their arguments. Know when slavery became illegal and can explain how different groups of people felt about this. Explain how the actions of abolitionists, such as Harriet Tubman, contributed to the ending of slavery. Understand what modern slavery is and how it was similar to and different from the Atlantic slave trade. Debate whether statues of slave traders/ owners should be removed based on own historical understanding.
Key People	Guy Fawkes	Oba Ewuare, Oba Ozolua & Oba Esigie	William Wilberforce, Olaudah Equiano & Harriet Tubman
Vocab	Transportation, Pillory, Poacher, Highwayman, Tudor, Early modern period	Benin, Edo, Oba, Colonialism, Colonise, Era, Oral history, Slavery, Trade, Golden Age, Civil war, Punitive Expedition	Primary source, Secondary source, Slave, Servant, Indentured servant, Triangular Atlantic slave trade, Age of Discovery, Colonies, The Middle Passage, Abolitionist, Modern slavery, Human trafficking