



Subject: Topic - Emerging Britain

Class: Saturn

Year: A

Term: Autumn

Key Knowledge

- Chronological timeline - why do these periods have names
Evidence base available - primary and secondary sources
- Neolithic hunter gatherers - early farming, Skara Brae
- Bronze Age technology and art - advances and impact-
artefacts - primary and secondary sources.
- Bronze Age Case study - Stonehenge - construction, travel,
religion and purpose
- Iron Age hill forts - kingdoms and farming, impact of
technology
- Iron Age art and Culture - spirituality and early religious
practices e.g., art and burial
- Roman Britain - Julius Caesar skirmishes 55 - 54 BC
- AD42 establishment of Roman Empire in Great Britain
- Boudicca's revolt - how has interpretation changed over time
- Hadrian's Wall - Vindolanda - threat from north
- Romanisation - roads and settlements - impact today
- Romano British Life - Fishbourne, market squares, city
layouts, social history and Early Christianity

Vocabulary

Time line, chronology, primary and secondary sources
 Neolithic, hunter gatherer Skara Brae\Bronze age
 Stonehenge - Salisbury, Wiltshire, ruins, archaeologists, Celts,
 druids, solstice, astrology
 Iron age, hill forts, refine ores, polytheistic
 Julius Caesar, Roman Empire
 Hadrian's Wall, Vindolanda, fort, invasion
 Romanisation - Chester, Colchester
 Iceni, Boudicca
 Fishbourne, West Sussex

Help at home

Home school History Podcast The Stone Age
<https://www.bbc.co.uk/sounds/play/m000k99k>

Enrichment

A Visit from Stone Age Man

Skills Development

Chronological understanding of the Stone Age to Roman Times in Britain
 Knowledge of people and changes of the past.

Outcomes and assessment

Quick continuous teacher assessment at the beginning of each lesson.
 Set of questions at the end of each topic.

SMSC	Spiritual - The changes in the spiritual practices over the periods	Moral - The changes in moral codes over the periods	Social - The living arrangements of people and soldiers over the period.	Cultural - The different cultures of the Stone Age and Romans
British Values	Democracy - Roman rule imposed on the people of Britain	Rule of Law - The Rule of the Roman Empire	Individual Liberty - Not all the population of Roman Britain were treated equally. Concept of citizen and slave	Mutual Respect - Impact of ancient cultures on our lives today.

Links to our vision statement:

Challenge - The challenges faced in daily living from the Stone Age to the time lived under Roman Rule
Creativity - The creativity in the arts from the Stone Age to Roman Britain - what has survived?
Compassion - Pupils to develop compassion for the life styles and conditions in ancient cultures.



Subject: Topic - Eco Planet

Class: Saturn

Year: A

Term: Spring

Key Knowledge

- The definition of 'eco-planet.'
- Physical geography: location of climate zones, biomes and vegetation belts - mapwork locate and label
- Climate zone biomes and veg belts. What can be found in each zone? Typical features
- The Water cycle
- The Study of water use and availability. Cavendish v Kagera. Include OS map and 6 figure reference
- Impact of weather: flooding, drought, Location of global rivers and position relative to Cancer, Capricorn, Equator and poles
- Impact of natural events: volcanoes and earthquakes. What are they and how they occur.
- Human geography: Why do people live in dangerous areas? What is done to minimize risk. Case Study Mountains
- Economic activity and trade links. Case Study: Story of 1 t shirt - cotton manufacturing, export, LEDC - MEDC. Relative costs of labour
- Natural resources and distribution - global. Case Study NZ lamb

Vocabulary

Eco-planet, eco-friendly, recycling
Climate zones - tropical rainy, dry, temperate marine, temperate continental, polar and highlands
Water cycle, condensation, precipitation
OS - Ordinal Survey Map, grid reference, contours, valleys, hills, topography
Volcanoes, volcanic action, magma, lava, earth crust,
Flooding, flood plains, river course
LEDC - Less Economically Developed Country
MEDC - More Economically Developed Country

Help at home

To consider recycling as this will reduce climate change and landfill and to reduce the use of single use plastics that affect the planet
To engage with nature programmes by Richard Attenborough in his fight to preserve our planet.

Enrichment

A visit to an organic farm.
Drama performance of Peace Child

Skills Development

To describe and understand key aspects of the natural world.
To be able to use a six-figure grid location and to use photographic evidence to understand landscape and to interpret charts and graphs.

Outcomes and assessment

Weekly quick quizzes to assess prior and learnt knowledge.
End of topic assessment.

SMSC	Spiritual - to consider with awe and wonder God's creation and the diversity on our planet.	Moral - to consider our moral obligation to take care and preserve our planet against global warming	Social - To work together as a global and community society to preserve species and landscapes.	Cultural - to consider the changes to the cultural way of life of different people who live in different parts of the world.
British Values	Democracy - to consider democratic rights of indigenous people.	Rule of Law - The roles of individuals and collective responsibility in the future care of our planet.	Individual Liberty - For people who live all over the world to have a voice in cultural preservation.	Mutual Respect - to respect different cultural societies.

Links to our vision statement:

Challenge - To rise to the challenge of doing all we can as global citizens to protect our planet from climate change caused by the actions of humans.
Creativity - To present a play to families and the school about how to protect our ecology.
Compassion - To be compassionate to flora and fauna all over the planet by make challenging choices in our life styles,



Subject: Topic - Ancient Egypt

Class: Saturn

Year: A

Term: Summer

Key Knowledge

- Where was Ancient Egypt? - Geographical Location, borders, seas, Nile and climate
- When was Ancient Egypt - time line and relative context - BCE
- How do we know about Ancient Egypt? Primary, secondary evidence, pyramids - Archeological digs, Howard Charter
- Tutankhamen - Case Study
- Pharaohs and structure of society
- Ancient Belief System - Egyptian Gods
- Belief in afterlife - weighing of the heart ceremony, book of the dead.
- Evidence of agriculture. Crops, shaduf, alternative sources of ref to feast and famine in Bible - Joseph
- Evidence of daily life - homes and women
- Hieroglyphics - Rosetta Stone
- Preservation and impact on tourism today - benefits and restrictions

Vocabulary

Ancient Egypt, Africa, Mediterranean, Red Sea, north east, desert, Nile, Nile Delta
BCE - Before the Common Era
Pyramids, afterlife, tombs of pharaohs, slavery and citizens, architects and engineers, white limestone, golden tip
Tunnels and chambers mummy, mummified bodies, mummification, heart weighing
Tutankhamen (1341BC) King Tut, preserved, sarcophagus
Hieroglyphics, Rosetta Stone

Help at home

- Visit the British Museum to see Egyptian Exhibition and the Rosetta Stone
- Home History Podcast - BBC Sounds/ A Podcast Steaming Service <https://www.bbc.co.uk/programmes/m000s484>

Enrichment

Egyptian and Archaeology Workshop

Skills Development

- To plot in time the Ancient Egyptian Empire - Chronology of time
- To use and evaluate primary and secondary sources to ask and answer questions based on evidence.

Outcomes and assessment

Pupils to have a clear and deep knowledge of the time period. Teachers will use continuous assessment by quick quizzes at the start of each lesson and at the end of the topic a written assessment to check that all knowledge has been retained.

SMSC	Spiritual - To consider the various beliefs of the Ancient Egyptians	Moral - Pupils to consider the morality of Egyptians, both noble and commoner	Social - To consider the hierarchy of Egyptian life	Cultural - To consider the culture of Ancient Egypt and the impact tourism today.
British Values	Democracy - to consider if democracy was evident in this time period in Egypt.	Rule of Law - to consider the role of the pharaohs and their omnipotence.	Individual Liberty - to question the individual liberty of the citizens of Ancient Egypt.	Mutual Respect - To compare which roles were valued in Egyptian society.

Links to our vision statement:

Challenge - The challenge of constructing Egyptian pyramids.

Creativity - To consider the creativity in applied arts and decorations of tombs.

Compassion - To use evidence sources to develop empathy of different life experiences.



Subject: Topic - Anglo Saxons and St Edmund

Class: Saturn

Year: B

Term: Autumn

Key Knowledge

- Explore the causes and effect Roman withdrawal from BG c410
- Explore the fall of the western Roman and the effect on the areas previously under Roman rule.
- The Anglo-Saxon invasion - where the Saxons were from and why they came.
- The areas of Anglo-Saxon settlements - mapwork and the geographical reasons for settlements.
- The impact of the Anglo-Saxons on place names - mapwork of GB
- Anglo-Saxon political hierarchy and kingdom.
- Explore the hierarchy of Anglo-Saxon kingdoms.
- Anglo-Saxon Art, writing and carving.
- Daily life in the Anglo-Saxon Kingdoms - Domestic life and tools.
- Rise of Christianity in Anglo-Saxon Kingdom - centers of learning - focus on St Edmund.
- Local Study of Anglo-Saxons - St Edmund and Christian Christmas Traditions of the time.

Vocabulary

Timeline

Romans, Roman Gods, Saxons, Anglo-Saxons, invasion, Germany, Europe, Empire
 North Sea, atlas, kingdom.
 settlements, west and east, empire, geographical.
 Historical primary and secondary sources, artefact, depiction.
 Name endings - ham, ford, worth, bury, croft.
 Christian, heathen and pagan, villager, community.
 King, kingship, churl, thane slave.
 Monk, priest, bishop, pope, saint.
 Abbey, monastery, cathedral figure,
 Saint Edmund, martyr, Pope Gregory, Gregorian Chants

Help at home

- Atlas work on village and town names - car discussions
- Visiting Anglo Saxon sites like Sutton Hoo
- West Stow

Enrichment

Visit to St Edmunds Cathedral and Abbey Gardens to study primary evidence of Abbey ruins and to take part in a workshop on the life of St Edmund.

Skills Development

To develop an understanding of historical chronology of time of historical periods - Roman, Anglo Saxons, Vikings.
 Understanding of the different religions practiced by the incumbent rulers.
 To engage with a wide range of source materials, both primary and secondary

Outcomes and assessment

The children will understand the reasons for the Anglo-Saxon invasion, life in villages and communities and the lasting Anglo-Saxon impact on place names together with the role of St Edmund as a martyred, local Anglo- Saxon King. The children will be assessed continuously throughout the topic and have a 12-question quiz at the end of the topic.

SMSC	Spiritual - To learn that Christianity became the dominant faith in the area at the time.	Moral - The morality of the members of the Christian church	Social - To learn about the social structure of the time	Cultural - The art and writings and carvings left by the Anglo-Saxons
British Values	Democracy - To discover the democratic rights of the King, churl, thane, villages and slaves.	Rule of Law - The rules/ laws of the Kingdom of the Anglo-Saxons and the King e.g. St Edmund	Individual Liberty - To discover which people in the kingdom had the privilege of individual liberty.	Mutual Respect - To explore the reality of mutual respect between the members of society in the kingdom.

Links to our vision statement:

Challenge - The challenges faced by the invading peoples and those living under their rule and the challenge faced by St Edmund.
Creativity - The creativity of craftsmen using different media e.g. jewellery, architecture and writing from the Anglo-Saxon period.
Compassion - The compassion of society of the time and how the faith the loyal servants for St Edmund endured.



Subject: Topic - Ancient Greek Life, achievements and impact on the Western World

Class: Saturn Year: B Term: Spring

Key Knowledge

- Where was Ancient Greece? Location of key centers - mapwork including significant islands.
- When was ancient Greece - Position on timeline and relevant context Mycenae to Athens what is BCE?
- What primary evidence exists and what can it tell us? - Pottery, wall painting, texts and inscription architecture.
- Case study of Democracy: Pericles and Fifth c Athens to now.
- Case study medicine - Hippocrates treatment - now
- Case Study of food and trade - importance of olive oil - impact of Greek food today.
- Case Study of Architecture - compare and contrast the Acropolis with Bank of England/National Gallery/White House.
- Case Study Drama - role in religious festivals - small appropriate extract form Antigone or Prometheus bound.
- Case Study - Sport - Olympics - role in religious festivals - Story of Marathon.
- Case Study - Education - concept of philosophy and teaching - Plato and Socrates. Impact on Western thought
- Case Study - Maths - Pythagoras
- Greatest Greeks
- Assessment and retained knowledge

Vocabulary

Greece, Greek, Athens, Greek Empire, Rhodes, Crete, Lindos, Pathos etc.
 Mycenae, BCE - Before the Common Era
 Vase, urn, Hellenistic bowl, Pyxis.
 Democracy, assembly, tholos, polis
 Hippocrates, Hippocratic Oath
 Acropolis, Parthenon, Doric and Corinthian columns
 Bank of England, National Gallery, White House
 Antigone, Prometheus, bathos and pathos, hubris, protagonist
 Olympics, Olympian Marathon
 Plato, Socrates, Pythagoras, Hippocrates, Homer, Alexander the Great, Pythagoras
 Odysseus, myths
 Greek Gods - Zeus, Hercules, Poseidon, Ares, Aphrodite, Athena, Apollo, Hera, Eleos and Hades

Help at home

- Read abridge/child friendly versions of Homer and Greek Myths
- Watch age appropriate film of Greek Myths
- Map and Atlas work of Ancient Greece and Modern Greece

Enrichment

- Play - Jason and the Argonauts
- Visit to Fitzwilliam Museum

Skills Development

- To plot in time the Greek Empire - Chronology of time
- To use and evaluate primary and secondary sources to ask and answer questions based on evidence.

Outcomes and assessment

Children will develop a rich knowledge of life in Ancient Greece through the exploration of achievements of prominent Greeks such as Hippocrates and Alexander the Great, and via the writings of some philosophers such as Aristotle. Cultural capital will be progressed through engaging with Greek mythology.

SMSC	Spiritual - An awareness of a different set of beliefs	Moral - Children are able to consider our morality when engaging with Greek Mythology.	Social - How societies are both similar and have evolved over time.	Cultural - The impact of Greek Culture on our lives today
British Values	Democracy - modern British democracy is based on the model of Ancient Greece.	Rule of Law - The law-making process in modern Britain is based on the Greek Assembly	Individual Liberty - Our rights and civil liberties are based on Ancient Greek	Mutual Respect - We demonstrate mutual respect to fellow citizens

Links to our vision statement:

Challenge - The Greeks faced challenge when competing in the Olympic Games and in tackling the problems faced in Mythology.
Creativity - Greek play writers, philosophers and artists were creative in their endeavours.
Compassion - Compassion and kindness will be explored through the study of primary evidence like texts, sculpture and pottery.



Subject: Topic - Amazon Rainforests

Class: Saturn

Year: B Term: Summer

Key Knowledge

- Locate S America in relation to N America and Europe, using atlases, globes and maps
- The Structure of the Rainforest
- Rainforest animals and vegetation - habitats and interdependence
- The Amazon - river life and water course
- Key Physical features - mountains / volcanoes and impact
- Human Characteristics and which countries are in the rainforest
- Human Characteristics - deforestation and spread of agriculture
- Human Characteristics - towns, roads, trade and transport
- Human Characteristics - indigenous cultures - historical and now.
- Contrast between European and tribal culture e.g. Yanomami
- Major city - depth study
- Preservation and ecological future

Vocabulary

South America, North America, Europe, Amazon
 Oceans - Pacific, Atlantic,
 Rainforest - emergent layer, canopy, under storey, forest floor
 Fan plants, Rafflesia, Pitcher plant, Venus Fly-trap
 Poison Arrow Frog, Harpy Eagle, Toucan, Macaws, Sloth, Emerald Tree
 Boa, Giant ant Eater, Piranha
 Brazil, Paraguay, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname
 Deforestation
 Indigenous, Yanomami

Help at home

- Discuss global warming due to deforestation
- Be mindful of recycling, pollution and water use.
- Watch programmes about global warming - David Attenborough

Enrichment

Rainforest Workshop at school

Skills Development

- To understand and use a widening range of geographical terms and to use geographical vocabulary
- To use and interpret maps and globes
- Recognise that people have differing quality of live living in different locations and environments.
- Know how the locality is set within a wider geographical context

Outcomes and assessment

- Continuous assessment by teacher at the start of each lesson of previous knowledge learnt eg quick quizzes.
- End of topic questionnaire.

SMSC	Spiritual To learn of the spiritual life of people living in the Amazon	Moral - Our moral obligation to heed global warning and how to change our habits	Social - To develop a social conscious and respect of the way others live	Cultural - To respect cultural differences of people living in the Amazon
British Values	Democracy - To be respectful of other cultures and ways of life	Rule of Law - To respect the rule of law in GB and other countries	Individual Liberty - To respect the liberty of those who live in the Amazonian Rainforest	Mutual Respect - To be respectful of all tribes and peoples

Links to our vision statement:

Challenge - To consider the challenge faced by all people in the deforestation of the Amazon Rainforest and what we can do to change habits and ways of life.

Creativity - To be creative when facing climate change and to admire the creativity of tribes living in the Amazon.

Compassion - To show compassion to those whose way of life is being changed and eroded by deforestation