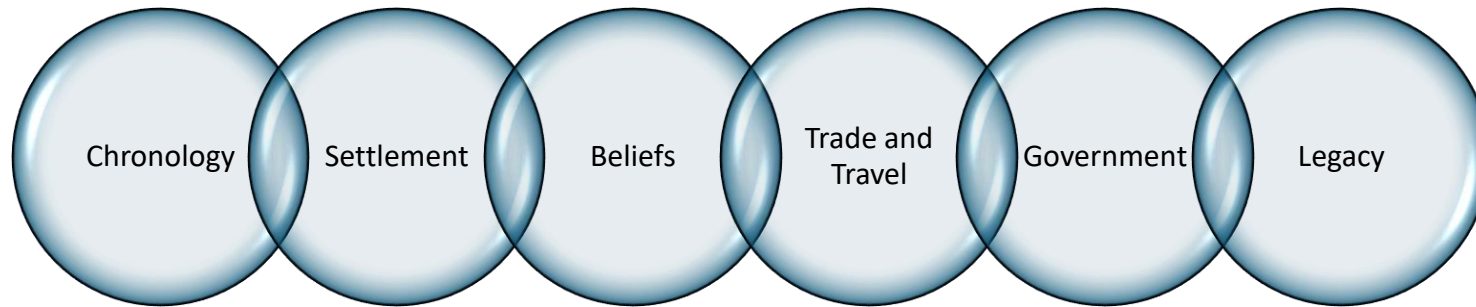




HISTORY: Progression map

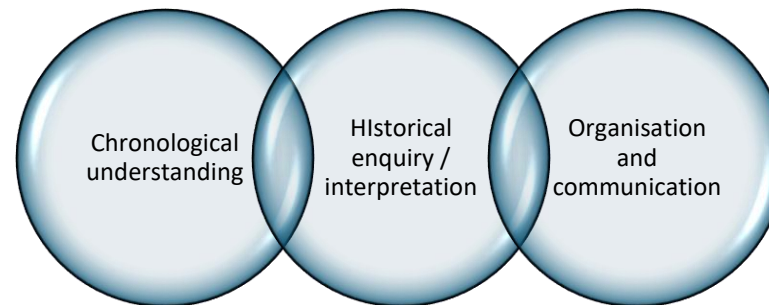
Substantive concepts

To support children in making connections across their historical learning, our history curriculum at Spa is based around the following 6 substantive concepts which thread within and across each year group.



Historical enquiry skills (disciplinary knowledge)

It is important alongside the historical knowledge children learn that they also develop the disciplinary knowledge of the subject in the form of the historical enquiry skills which we have broken into three key areas. Through our implementation model, children will learn these skills alongside the identified knowledge for that year group. These skills are progressive as children move through year 3 to year 6.





HISTORY: Progression map

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|--|--|
| Chronological understanding | Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Place some historical periods in a chronological framework (timeline) | Use a timeline to place historical events in chronological order. | Use dates to order and place significant events and artifacts on a timeline | Order significant events, movements and dates on a timeline. |
| | Show understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. Tudor, century. | Show understanding of chronology by placing events, people and changes into correct periods of time. | Show understanding of chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. | Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. |
| | Describe dates of and order significant events from the period studied (timeline). | Describe the main changes in a period in history. | Describe and compare the main changes in a period in history. | Identify and compare changes within and across different periods. |
| Historical Enquiry / Interpretation | Use evidence to ask questions and find answers to questions about the past. | Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Compare and contrast different forms of evidence | Devise historical questions about change, cause, similarities and differences relating to different time periods. | Seek out and analyse a wide range of evidence in order to test out a hypothesis in order to answer a question |
| | Suggest suitable sources of evidence for historical enquiry | Understand that sources can contradict each other. | Select suitable sources of evidence, giving reasons for choices, to answer questions. | Use a wide range of sources of evidence to deduce information about the past |



HISTORY: Progression map

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| | | | Evaluate the usefulness of a variety of sources. | Evaluate evidence to choose the most reliable forms. |
| | Explore the idea that there are different accounts of history and what the reasons for this might be. | Look at different versions of the same event in history and identify differences. | Understand how some aspects of the times they have been studying have been represented in different ways and gives reason for this. | Understand how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this. |
| | Know that people in the past represent events or ideas in different ways. | Know that people in the past represent events or ideas in different ways and give reasons for this. | Know that people in the past represent events or ideas in different ways and that this can affect interpretation. | Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. |
| Organisation and communication | To use subject specific vocabulary when presenting their learning. Provide an account of a historical event. | To use subject specific vocabulary when presenting their learning. Provide an account of a historical event based on more than one source. | To use subject specific vocabulary when presenting their learning. Provide a comparison between historical events, drawing on a range of sources. | To use subject specific vocabulary when presenting their learning. Provide a comparison between historical events and present day, drawing on a range of sources. |



HISTORY: Progression map

HISTORY

PROGRESSION MAP

Year 3

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|---------------|--|---|---|--|
| The Stone Age | Prior knowledge | <ul style="list-style-type: none"> Some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe changes within their living memory Compare life in the past (Grandparents) to the current day How life has changed for people over time | | |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| | Chronology Change Compare Timeline Trade Society | Chronology | To be able to order dates and time periods from the Stone Age. | <ul style="list-style-type: none"> The Stone Age began around 2.6 million years ago and lasted until around 3300BC. The Stone age period stretches from the start of humanity. The Stone age period was made up of three time periods: Palaeolithic, Mesolithic and Neolithic. BC means Before Christ. AD means Anno Domini. The Bronze Age followed the Stone Age (c. 3300 – 1200BC). The Iron Age followed the Bronze Age (c. 1200BC - 43AD). |
| | Stone Age Bronze Age Iron Age Prehistoric BC/AD Hunter Gatherer Roundhouse Hillfort Tribe Nomadic Warrior king Flint | Settlements | To know what types of homes people had in prehistoric Britain <i>(Skara Brae provides us with evidence about what houses looked like during the Stone Age).</i> | <ul style="list-style-type: none"> People generally lived in caves during the Palaeolithic period. Homes in the Mesolithic period were made from animal skins. In the Neolithic period, people built homes from wattle and daub with thatched roofs. They were called roundhouses or longhouses and would have just one room with a fire in the middle. People would often settle near forests for access to wood and rivers for access to water. |
| | | Settlements (jobs and pass times) | To know what jobs people had in prehistoric Britain. | <ul style="list-style-type: none"> The strongest people were hunters and would find animals to kill for food and clothes like mammoths, woolly rhinoceros, reindeer and bears. Others worked as gatherers and would find plants to eat or make remedies from. They would cook food on fires they had made. Farming was incredibly important as it is how they got most of their food for eating or trading as well as other materials such as bone, fur and wool. |
| | Chronology Trade and Travel Settlements | To know how life changed over from the Stone age, through the Bronze Age and into the Iron Age. | <ul style="list-style-type: none"> During the Mesolithic period, people would move from place to place (nomadic lifestyle). Towards the end of the Stone Age (Neolithic period), people began to settle in one place and early farming was established. They made tools from stone during the stone age, including long pointed spears for hunting, this moved to making weapons and tools from metal. | |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ During the Bronze and Iron Ages, people began to establish permanent settlements ◦ During the Iron Age, homes were built on top of hills called Hillforts to keep the villagers inside safe. People were now living in tribes within these hillforts. ◦ Farming developed from using a sickle to the sue of a plough. ◦ Tribes began to trade with other communities as people settled and had an abundance of crops / produce. |
| | Government | To know how prehistoric Britain was ruled. | <ul style="list-style-type: none"> ◦ Tribes were formed on clan lines which formed loyalty. ◦ Leadership and power were dependent on jobs needed and location. Jobs within a tribe included chief, blacksmiths, farmers and weavers. ◦ During the Iron Age people lived in clans which were loyal to a warrior king. ◦ Tribes would fight one another but they would also open opportunities to trade. |
| | Legacy | To understand how the Stone age has contributed to the way we live today. | <ul style="list-style-type: none"> ◦ Towards the end of the Stone Age, people began to settle in one place and began to establish villages. Some of these settlements are still around today. ◦ Farming began during this time and the invention of the plough allowed for great advancements in farming techniques. |
| Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> ◦ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ◦ Place some historical periods in a chronological framework(timeline) ◦ Show understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. Tudor, century. ◦ Describe dates of and order significant events from the period studied (timeline). ◦ Use evidence to ask questions and find answers to questions about the past. ◦ Suggest suitable sources of evidence for historical enquiry ◦ Explore the idea that there are different accounts of history and what the reasons for this might be. ◦ Know that people in the past represent events or ideas in different ways. ◦ To use subject specific vocabulary when presenting their learning. ◦ Provide an account of a historical event. | | |
| Sticky Knowledge (assessment questions) | <p>Q When was the Stone Age? <i>Can children order dates / time periods from prehistoric Britain e.g. Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic and on a timeline?</i></p> <p><i>Do children understand the difference between BC and AD?</i></p> <p>Q What was the role of a hunter?</p> | | |



HISTORY: Progression map

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| | <p>To find animals to kill for food and clothes.</p> <p>Q What did people live in during the Stone age? Caves, homes made from animal skins, roundhouse made from wattle and daub (sticks/wood and mud) with thatched roofs</p> <p>Q Why was farming important towards the end of the Stone Age? This is where most food came from for eating and trade, animals were also used for the fur and bones.</p> <p>Q How did life change from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> - Developments in homes - Tools were made from stone and animal bone and then from metal - Farming – tools and equipment (sickles, ploughs) improved farming - Tribal settlements with roles such as warrior kings, living in Hill Forts <p>Q Who ruled the clans in the Iron Age? A warrior King. He would lead the tribe in warfare.</p> <p>Q How do we know about life in the stone age? Cave paintings, archaeologists, remains / ruins</p> <p>Q How has the Stone Age shaped our lives today? Farming (invention of the plough), settlements: villages</p> |
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| Year 3 | |
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| Why did the | <p>Prior knowledge</p> <ul style="list-style-type: none"> ◦ A chronological understanding of Britain’s history (Stone Age/Bronze Age/Iron Age) ◦ Describe houses from Stone Age/Bronze Age/Iron Age – wooden walls with thatched roofs ◦ Use and importance of farming/farming techniques |
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HISTORY: Progression map

| | <ul style="list-style-type: none"> ◦ Trading ◦ Clans and Tribes | | |
|---|---|---|---|
| Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| AD/BC Farming Settlement Tribe City/Town Compare Roman/Rome Empire Emperor Invasion Danum Aqueduct Temple Celtic Boudicca Pict Fort | Chronology | To know when and why the Romans invaded Britain. <i>*(link to mapping work from geography)</i> | <ul style="list-style-type: none"> ◦ Rome was founded in 753BC. ◦ They were in Britain from 43AD – 410. The Romans first attempted to invade Britain in 55BC under the rule of Julius Caesar. Their invasion attempts were unsuccessful until 43AD. ◦ The Romans successfully invaded Britain under the rule of Emperor Claudius. ◦ The Romans invaded Britain for several reasons – control over resources, trade routes and glory. |
| | Settlements (homes and buildings) | To compare Roman settlements to those of the Iron Age. | <ul style="list-style-type: none"> ◦ Roman settlements included homes, roads, temples and forums. ◦ They also used aqueducts to transport water from place to place. ◦ Many of these settlement features can still be seen today and have influenced the way we build. ◦ Romanised Britons would live in stone villas, like the ones in Rome, however these were only for the wealthy. ◦ Many in farm land lived in rectangular wooden houses with thatched roofs, like the ones seen in Bronze/Iron Age Britain |
| | Settlements (homes and buildings) | To understand that Doncaster 'Danum' was a Roman settlement | <ul style="list-style-type: none"> ◦ Danum was a Roman settlement. ◦ When the Romans arrived, they set up a fort on the banks of the River Don in c.70AD and named it after the river (Danum, now Doncaster). It started as an informal village (vicus) around the fort and people moved there so that they could sell to the army based at the fort. The Romans built long, straight roads to connect Danum to other nearby places such as York, Lincoln and Castleford. ◦ The roads used stone from nearby quarries and meant it was easier for soldiers to travel and to transport goods. The area around Danum was covered with farms and fields and many lived in rectangular wooden houses with thatched roofs. ◦ Despite the presence of the Roman army in Danum, they did not adopt Roman farming practices and instead chose to continue farming in the style of the Iron Age. |
| | Trade and Travel | To know how and what the Romans traded. | <ul style="list-style-type: none"> ◦ The Romans traded all over the world. This was made easier because of the vastness of their empire and the roads they built to connect towns and cities. ◦ They would trade goods such as gold, tin and iron. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ The Romans also used coins as a currency. |
| | Government | To understand how the Roman Empire was ruled and how this impacted on Britain when they invaded. | <ul style="list-style-type: none"> ◦ Initially, Rome was ruled by kings. ◦ Rome later became a republic – a group of men called senators shared the ruling power and the two most powerful men in the senate were called the consul. ◦ Each year, citizens of the Roman Republic voted for who they wanted to lead. (democracy). ◦ When the Romans arrived, the some of the native Celtic tribes chose to rebel. ◦ Boudicca of the Celtic Iceni tribe led a rebellion against the Romans after they stole from the tribe and took people as slaves. ◦ The Romans also faced resistance from the Scottish Picts, which led to Emperor Hadiran building a wall across the border between England and Scotland in 122AD to ty and keep the rebels at bay. |
| | Legacy | To understand how the Roman Empire has shaped our lives in the present day. | <ul style="list-style-type: none"> ◦ The development of cities based on river networks for trade routes. ◦ Development of underground sewerage systems, public baths and public toilets (all impossible without the engineering of aqueducts). ◦ Modern day concrete is based on the substance manufactured during Roman times. ◦ Development of road networks – amazingly some Roman roads are still in existence today. ◦ Roman numerals helped to price goods and services – still used today (e.g. numbering buildings, royals, on clocks) ◦ Traffic signs and maps – Romans used large milestones on their roads about distance and direction to other towns. ◦ Democratic government – parliament is based on a model of the senate. |
| Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> ◦ Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) ◦ Place some historical periods in a chronological framework(timeline) ◦ Show understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates, e.g. Tudor, century. ◦ Describe dates of and order significant events from the period studied (timeline). ◦ Use evidence to ask questions and find answers to questions about the past. ◦ Suggest suitable sources of evidence for historical enquiry ◦ Explore the idea that there are different accounts of history and what the reasons for this might be. ◦ Know that people in the past represent events or ideas in different ways. ◦ To use subject specific vocabulary when presenting their learning. | | |



HISTORY: Progression map

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| | <ul style="list-style-type: none">◦ Provide an account of a historical event. |
| Sticky Knowledge (assessment questions) | <p>Q When did the Romans successfully invade Britain? 43AD</p> <p>Q Why did the Romans invade Britain? Control over trade routes and resources – glory!</p> <p>Q How did Romans transport water from place to place? They built aqueducts</p> <p>Q What was the Roman town of Doncaster called? Danum</p> <p>Q Why did the Romans chose to settle in Danum? Built by a river – good for trade and travel, fertile farming land, opportunities to build road networks to connect to nearby towns (e.g. Lincoln and York)</p> <p>Q Who was Boudicca? The leader of a Celtic tribe who led the rebellion against the Roman Army</p> <p>Q Who ruled the Roman empire? Originally Kings and Emperors but this changed to Senators who were voted in.</p> <p>Q How has life in modern day Britain been impacted by the Romans? Roads, trade, currency, sewerage, public toilets, Central heating, Roman numerals, sue of concrete to build, aqueducts to move water, democratic parliament.</p> |

Year 4

Year 4



HISTORY: Progression map

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| Ancient Greece | Prior knowledge | <ul style="list-style-type: none"> ◦ Knowledge of a timeline with BC dates ◦ Roman culture – homes, architecture, trade, farming ◦ Democracy (Romans) ◦ Differences between roles of men and women (Stone Age) | | |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| | BC Roman Invasion Settlement Home Government Democracy Medicine | Chronology | To be able to place key times and even from the Ancient Greek civilisation on a timeline. | <ul style="list-style-type: none"> ◦ People have been living in Greece for over 40,000 years. ◦ The earliest settlers in Greece lived as hunter-gatherers, like the ones seen in prehistoric Britain. ◦ The Minoans, who lived on the Isle of Crete were the first great Greek civilisation and were named after their King, Minos. The Mycenaean civilisation came after, who were famous for fighting in the battle of Troy. ◦ In 1100BC Greece entered a 'Dark Age' – not much is known about this period as all written sources and artwork has disappeared. ◦ The 'Dark Ages' lasted around 300 years before civilisation emerged again in the 'Archaic period'. ◦ They started trading more and held the first Olympic Games in the Archaic period. ◦ In 480BC, Greece entered what historians call 'Classical Greece'. In this period, they built temples, founded a democratic system, wrote plays and made scientific discoveries. ◦ The final period of ancient Greek history was the Hellenistic period from 323BC to 30BC. This ended when the Romans invaded Greece. The Romans used many Greek customs and ideas, such as military tactics, architecture, democracy and religion. |
| | Greece Architecture Athens Sparta City-state Council God/Goddess Mount Olympus Olympic Games Temple Philosophy | Settlements: (homes and buildings) | To be able to describe the different types of buildings built by the Ancient Greeks. | <ul style="list-style-type: none"> ◦ Most Greeks lived in small villages in the countryside and many were poor as farmland was scarce. ◦ Most homes were built around a courtyard or garden. Walls were made of wood or mud bricks. They had no windows but used shutters to keep out the sun. ◦ Most homes did not have a bathroom and people would use public bath houses or nearby rivers, similar to the ancient Romans. ◦ Rich people would decorate their homes with colourful tiles and paintings. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ The Greeks believed that the best way to build was using maths and their use of columns meant they were able to create many impressive buildings, some of which are still standing today. ◦ Many of Greece's important buildings were built in Athens and they were the centre for knowledge and science in ancient Greece. ◦ The Greeks built stone temples and open-air theatres for people to watch plays. |
| | Settlements (jobs and pass times) | To know the types of jobs that people had in Ancient Greece. | <ul style="list-style-type: none"> ◦ Some jobs around in ancient Greece included trading, farming, fishing, scholar, soldier, scientist and artist. ◦ The roles of men, women and children depended upon which city-state they lived in. ◦ In Athens, men would often work as farmers, scholars or traders. ◦ Women stayed at home to look after the children and take care of housework. Women were not given a lot of freedom in Athens. ◦ Boys in Athens would go to school before training in their father's profession. ◦ The Athenians focused on art, philosophy and education. They founded democracy, however unlike the Spartans, they did not allow women to vote. ◦ In Sparta, most men would join the army. Women did not join the army but were given more freedom. ◦ Women were also expected to hunt food, such as rabbits. Some women were allowed to vote in Sparta. ◦ Boys would not go to school and would start military training from 7 years old. ◦ Artefacts found by archaeologists show that children would play with dolls, hoops, yo-yos and hobby horses. It is thought that children also played an early version of marbles. |
| | Beliefs | To know that the Ancient Greek people worshipped a number of different gods and goddesses. | <ul style="list-style-type: none"> ◦ The Greeks believed that gods and goddesses watched over them. ◦ They thought the gods lived high above Mount Olympus. ◦ They also believed gods would interfere with what was going on, such as sending thunderstorms. ◦ Major gods/goddesses included Hades (God of the Underworld), Aphrodite (Goddess of love), Hera (Queen of the Gods and wife of Zeus, Goddess of women and marriage), Zeus (King of the Gods), Athena (Goddess of wisdom and war), Poseidon (God of the Sea). ◦ The Greeks built temples made of stone with columns to worship their gods, some of which are still standing today. ◦ The Greeks believed that when you died you went to the Underworld – an underground kingdom ruled by the god Hades. <i>Souls would have to pay to cross the</i> |



HISTORY: Progression map

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| | | | <p><i>River Styx into the after-life and so people would have a coin placed in their mouth at their funeral so they could pay the fare. Three judges would decide where they would spend eternity. The greatest place to go was the Elysian Fields. The worst would end up in a horrible pit called Tartarus and the middle ground was called the Asphodel Meadows.</i></p> <ul style="list-style-type: none"> ◦ In the early days, the Greeks believed that the gods healed the sick. They later started to treat people with herbal remedies and surgeries. They also believed that diet, exercise and a good mindset led to a healthy life. ◦ The ancient Greeks made huge strides in understanding medicine and made many discoveries about health and lifestyle. |
| | Government | To know how democracy was used to rule in Ancient Greek society. | <ul style="list-style-type: none"> ◦ Greece founded a democratic system in the Classical Greek period. ◦ The country was divided into kingdoms, or city-states, such as Sparta, Athens, Corinth and Olympia. Each city-state ruled itself and had its own government, laws and army. ◦ The city-states notoriously did not get along and would often battle one another. ◦ Democracy was founded in Athens in around 508 BC. Some people were not allowed to vote – women, children and slaves. ◦ All eligible citizens had to take part in the democratic system. If they did not, they could be fined. ◦ The democratic system was made of three parts – the Ekklesia, the Boule and the Dikasteria. The Ekklesia would meet 40 times a year. Any Athenian man could join, and they used a simple majority vote to make decisions. The Boule was a group of 500 randomly chosen men. They would meet daily and decide which issues to take to the Ekklesia. The dikasteria was a group of 500 jurors who dealt with crimes. |
| | Legacy | To understand why we have the modern Olympic games comes from. | <ul style="list-style-type: none"> ◦ The Greeks created the Olympic Games over 2700 years ago in Olympia. ◦ Around 50,000 people would come to watch. ◦ These games were also a religious festival held in honour of Zeus. ◦ Winners were given a wreath of leaves and a hero's welcome at home. Winners were seen to be 'touched by the gods'. ◦ Any wars being fought must cease in order for people to travel to the games. ◦ Only men, boys and unmarried girls were allowed to compete in the games. The events included running, discus, javelin, long jump, wrestling and chariot racing. The first games were held in 776BC ◦ The modern Olympics, which are still around today, were first held in 1896. |



HISTORY: Progression map

| <p>Historical Skills/Enquiry (Disciplinary Knowledge)</p> | <ul style="list-style-type: none"> ◦ Use a timeline to place historical events in chronological order. ◦ Show understanding of chronology by placing events, people and changes into correct periods of time. ◦ Describe the main changes in a period in history. ◦ Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ◦ Compare and contrast different forms of evidence ◦ Understand that sources can contradict each other. ◦ Look at different versions of the same event in history and identify differences. ◦ Know that people in the past represent events or ideas in different ways and give reasons for this. ◦ To use subject specific vocabulary when presenting their learning. ◦ Provide an account of a historical event based on more than one source. | | | | |
|--|---|--------|--------|---|---|
| <p>Sticky Knowledge (assessment questions)</p> | <p>Q How long have people been living in Greece? 40,000 years</p> <p>Q Why is much not known about ancient Greece from the 'Dark Age'? As there are no written sources or artwork from this period.</p> <p>Q How did the homes of the rich differ to those who lived in the countryside? Most homes were built around a courtyard or garden. Walls were made of wood or mud bricks. They had no windows but used shutters to keep out the sun. In richer houses walls and floor were decorated in colourful tiles and paintings.</p> <p>Q What other types of buildings would be found in main towns? Temples, theatres, government buildings</p> <p>Q When the Romans invaded and the Ancient Greek period came to an end, what did the Romans take / learn from the Greeks? The Romans used many Greek customs and ideas, such as military tactics, architecture, democracy and religion.</p> <p>Q How did life differ from Athens to Sparta?</p> <table border="1" data-bbox="454 1313 1377 1457"> <thead> <tr> <th data-bbox="454 1313 925 1353">Athens</th> <th data-bbox="925 1313 1377 1353">Sparta</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 1353 925 1457">Men would often work as farmers, scholars or traders.</td> <td data-bbox="925 1353 1377 1457">Most men would join the army Women had more freedom than those in Athens</td> </tr> </tbody> </table> | Athens | Sparta | Men would often work as farmers, scholars or traders. | Most men would join the army Women had more freedom than those in Athens |
| Athens | Sparta | | | | |
| Men would often work as farmers, scholars or traders. | Most men would join the army Women had more freedom than those in Athens | | | | |



HISTORY: Progression map

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| | | <p>Women stayed at home to look after the children and take care of housework</p> <p>Boys in Athens would go to school before training in their father's profession</p> <p>Focused on art, philosophy and education.</p> <p>They founded democracy</p> | <p>Some women were allowed to vote in Sparta</p> <p>Boys would not go to school and would start military training from 7 years old</p> | |
| | | <p>Q What did the Ancient Greeks Believe about Gods/Goddesses?</p> <p>The Greeks believed that gods and goddesses watched over them. They thought the gods lived high above Mount Olympus. They also believed gods would interfere with what was going on, such as sending thunderstorms.</p> <p>Q How has life in modern day Britain been impacted by the Romans?</p> <p>Medicine, the arts (theatre, music, art) democracy, Olympic games</p> | | |

YEAR 4

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|-------------------------------------|------------------------|---|--|---|
| What did the Anglo-Saxons do | Prior knowledge | <ul style="list-style-type: none"> ◦ Know that the Romans invaded and settled in Britain ◦ Know that the Romans brought technological skills and advancements ◦ That the Romans believed in certain gods and goddesses ◦ Roads developed in Roman times allowed for better infrastructure and trade | | |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| | Britain Tribe | Chronology | To know who the Anglo-Saxons were and when they came to Britain. | <ul style="list-style-type: none"> ◦ The last Roman soldiers left Britain by AD410. New people came to Britain across the North Sea – the Anglo-Saxons. ◦ The Anglo-Saxon age in Britain was from around AD410 to 1066. |



HISTORY: Progression map

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| <p>Gods Goddesses</p> <p>Anglo-Saxons Monarchy Cyning Bretwalda Craftsmen Weaving Burial mound Monastery Christianity Sutton Hoo</p> | | <i>(links to Conisborough locally)</i> | <ul style="list-style-type: none"> ◦ The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. ◦ The three biggest were the Angles, the Saxons and the Jutes. ◦ The land they settled in became known as 'Angle-land', or England. |
| | Settlements (jobs and pass times) | To understand the different roles of men, women and children in Anglo-Saxon times. | <ul style="list-style-type: none"> ◦ Men cut down trees to clear land to sow crops. ◦ Farmers used oxen to pull ploughs up and down long fields. ◦ The Anglo-Saxons were great craftsmen too. Metalworkers made iron tools, knives and swords. ◦ The Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass. T ◦ he Anglo-Saxons had armies, but their soldiers didn't fight all the time. After a battle, they went home as soon as they could and looked after their animals and crops ◦ Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. They had to work as hard as any adult and would be punished as adults if they stole or broke the law. ◦ Boys learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting. ◦ Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. ◦ Only a few children learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. ◦ The only schools were run by the Christian church, in monasteries. Some children lived there to train as monks and nuns. |
| | Beliefs | To know how the beliefs of Anglo-Saxons changed over time. | <ul style="list-style-type: none"> ◦ The Anglo-Saxons had their own gods, beliefs and superstitions. They worshipped some of their most important gods and goddesses. They also gave their names to days of the week. ◦ Anglo-Saxons believed in lucky charms. They thought that rhymes, potions, stones and jewels would protect them from evil spirits or sickness. ◦ Over time their beliefs changed and many Anglo-Saxons were converted to Christianity. ◦ In AD595 Pope Gregory sent a mission to Britain led by St Augustine to convert the Anglo-Saxons to Christianity. ◦ Augustine arrived in Kent and firstly converted the king there called Ethelbert. ◦ More and more Anglo-Saxon kings and their people became Christians too. This is because they realised that by converting to one God, they could unite their people. ◦ Pagan shrines were turned into churches, magic water became holy water, and various pagan gods were gradually turned in Christian saints. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ Kings went into battle with priests, their armour and weaponry were carved with texts from the Bible. ◦ Monasteries were centres of learning. Monks and nuns spent their time there in prayer and study. They also copied out books by hand and decorated the pages in beautiful colours. ◦ Monasteries were the only schools in Anglo-Saxon England. Boys lived there to train as monks and some girls became nuns. |
| | <p>Settlement (jobs and pass times) Beliefs</p> | <p>To be able to use historical sources to make predictions about life in Anglo-Saxon Britain. <i>(Sutton Hoo)</i></p> | <ul style="list-style-type: none"> ◦ When Anglo-Saxons died, their bodies were often cremated or buried in a grave along with some belongings. ◦ Men's graves included knives and spears. Women's graves included tools used for sewing and weaving. High status graves had swords and precious objects. ◦ In 1939, an amazing discovery was made at Sutton Hoo in Suffolk. Archaeologists found traces of an Anglo-Saxon ship and many precious objects. This was the grave of a king, probably King Raedwald of East Anglia. He died around AD625. ◦ From finds in graves, we know: <ul style="list-style-type: none"> - children also had spinning tops and played tunes on pipes made from reeds or animal bones. - They were also keen storytellers. They would gather together in feasting halls and tell thrilling stories. - Often their stories would be accompanied by music played on a string instrument called a lyre. - Children played with homemade toys. They had rag dolls and carved wooden toys, as well as games that used counters and dice. |
| | <p>Government</p> | <p>To know how the country was ruled in Anglo-Saxon times.</p> | <ul style="list-style-type: none"> ◦ Anglo-Saxon Britain wasn't ruled by one person ◦ The Anglo-Saxons arrived as many different tribes and each took over different parts of Britain. ◦ These were the five most important kingdoms: Kent, Kent, Jutes Wessex, South West England, West Saxons East Anglia, Norfolk and Suffolk, East Angles Mercia, Midlands, Mercians Northumbria, North of the River Humber, Northumbrians ◦ Each group of Anglo-Saxon settlers had a leader or war-chief. ◦ A strong and successful leader became 'cynning', the Anglo-Saxon word for 'king'. ◦ Each king ruled a kingdom and led a small army. ◦ The Anglo-Saxon kings were from ruling families who passed their power on to their children. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain. |
| | Legacy | To be able to explain how Anglo-Saxons shaped modern Britain. | <ul style="list-style-type: none"> Shires on our map are many of the original Anglo-Saxon boundaries Language today is heavily influenced by the Germanic Anglo-Saxon language. The Anglo-Saxons were great craft workers. They made intricate jewellery, musical instruments and homemade toys and games which have formed the basis of modern day instruments and games. |
| | Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> Use a timeline to place historical events in chronological order. Show understanding of chronology by placing events, people and changes into correct periods of time. Describe the main changes in a period in history. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Compare and contrast different forms of evidence Understand that sources can contradict each other. Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in different ways and give reasons for this. To use subject specific vocabulary when presenting their learning. Provide an account of a historical event based on more than one source. | |
| Sticky Knowledge (assessment questions) | <p>Q Where did the Anglo-Saxons come from? Germany, Denmark, The Netherlands</p> <p>Q Name three Anglo-Saxon tribes. The Angles, the Saxons and the Jutes.</p> <p>Q What types of jobs did the Anglo-Saxons do? Metal work (knives, swords, tools), Jewellery makers (brooches, beads, ornaments), farmers, soldiers, weaving, brewing ale</p> <p>Q At what age was a child considered an adult? 10</p> <p>Q What did the Anglo-Saxons believe would protect them from evil spirits / sickness? Lucky charms, jewels, rhymes, potions</p> <p>Q How many Kingdoms were there in Britain after the Anglo-Saxon invasion?</p> | | |



HISTORY: Progression map

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| | | <p>5</p> <p>Q Who was Bertwelda? The person claiming to be ruler of all Britain.</p> <p>Q What have archaeologists found in Anglo-Saxon graves / burial sites which tells us about their lives? Jewellery, coins, weapons, musical instruments, pottery, ornaments, tools, children's toys</p> |
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Year 5

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| The Vikings | Prior knowledge | <ul style="list-style-type: none"> ◦ Anglo Saxons invaded Britain ◦ Beliefs and religion in Britain were changing from the Anglo-Saxon invasion ◦ Kings had started to rule in Britain ◦ How villages and towns had grown and established across Britain | | |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| | Government Christianity Monasteries Invasion Trade | Chronology | To know when the Vikings invaded Britain and how this overlapped with the Anglo-Saxons. | <ul style="list-style-type: none"> ◦ The Viking age was from about AD700 to 1100. Many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. ◦ Viking families came to settle on these lands. There wasn't much good farmland in the Vikings' own countries, and they were looking for a better life. ◦ In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it. They stayed in Britain for the first time in the winter of AD866. ◦ Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia. ◦ By AD878, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain. |
| | Vikings Longboat Raid Scandinavia Merchants Slaves Trade routes Pagan | Chronology | To understand how the Vikings and Anglo-Saxons battled for control of Britain. | <ul style="list-style-type: none"> ◦ The Anglo-Saxons and the Vikings fought to control Britain. ◦ In AD793 some Vikings attacked and destroyed the monastery of Lindisfarne. They killed the monks and took precious ornaments. |



HISTORY: Progression map

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| | Holmgang | | <ul style="list-style-type: none"> ◦ In the 9th century (AD801 - 900), Anglo-Saxon King Alfred the Great helped to make peace and some Vikings settled in their own area of eastern England, called the Danelaw. ◦ After Alfred, Anglo-Saxon kings took the Danelaw land territories back from the Vikings. Alfred's grandson, Athelstan, pushed English power north as far as Scotland. He was the first 'King of all England.' In AD954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. After Eric was killed, the Vikings agreed to be ruled by England's king. ◦ The most powerful Anglo-Saxon king was Edgar. ◦ <i>In Viking times, a king had to be strong to fight and keep his land. Ethelred the Unready was a weak king of England. Ethelred gave the Vikings gold to stop them invading. This money was called Danegeld. But it didn't work – the Vikings took the gold and attacked anyway.</i> ◦ <i>Ethelred's soldiers killed many Viking families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred ran away. Sweyn's son Cnut (also known as Canute) became king of England. Cnut was a strong ruler and England was part of his Viking empire with Denmark and Norway.</i> |
| | Settlements (homes) | To know where Vikings settled in Britain. <i>(link to Jorvik)</i> | <ul style="list-style-type: none"> ◦ Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. ◦ Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin. ◦ The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick'), as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods. ◦ Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns |
| | Trade and Travel | To know where Vikings traded and what the Viking merchants traded. | <ul style="list-style-type: none"> ◦ The Vikings were great explorers and travellers. Viking ships reached Britain, France, Spain, Italy and North Africa. ◦ Traders made long journeys overland through Russia, reaching as far south as Constantinople in modern-day Turkey. ◦ Some merchants travelled further east to Baghdad in Iraq. A few daring explorers made voyages to Iceland and beyond, travelling across the Atlantic Ocean to North America. Explorer Leif Erikson travelled to Newfoundland in modern-day Canada. Eric the Red travelled to Greenland. ◦ The Vikings traded all over Europe and as far east as Central Asia. They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. ◦ In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ Everywhere they went, the Vikings bought and sold enslaved people too. Viking traders carried a set of folding scales which they used to weigh coins to make sure they got a fair deal. ◦ The Vikings did not use maps. Vikings sailed close to the coast whenever possible, watching for landmarks. ◦ Out of sight of land, they looked for the sun: west (towards the sunset) meant they were headed for England; east (towards the sunrise) meant home to Denmark or Norway. ◦ The Vikings invented a kind of sun-shadow board or sundial to help find their way. At night they watched the skies and could use the position of the stars to determine which direction they were heading. ◦ Seamen knew a lot about winds and sea currents. By watching birds or even the colour of the water, an experienced sailor could tell when land was close. |
| | Beliefs | To understand how Vikings' beliefs changed once they settled in Britain. | <ul style="list-style-type: none"> ◦ The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. ◦ Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, and clothes too. ◦ The Vikings were very superstitious people. They believed that they shared their world with a whole range of gods and mystical creatures. ◦ The best known of the Viking gods are Odin, Thor, and Freya. We remember them because, in English, the days of the week are named after them. ◦ Woden's Day - Odin was also known as Woden and from that name we got Wednesday ◦ Thor's Day - the Viking god Thor gave his name to Thursday ◦ Freya's Day - the goddess Freya we remember through Friday ◦ The Vikings came into contact with Christianity through their raids, and when they settled in lands with a Christian population, they adopted Christianity quite quickly. We can see this in the archaeological evidence. Pagans buried their dead with grave goods, but Christians normally didn't, and this makes it relatively easy to spot the change in religion |
| | Government | To understand Viking democracy. | <ul style="list-style-type: none"> ◦ Vikings had their own laws and government. When a community needed to settle problems or make decisions, they would gather together at a meeting called a Thing. ◦ People could vote on what should happen. For example, the Thing might decide who owned a piece of land or how to punish a criminal. All this was overseen by a chieftain or a judge known as a law-speaker. ◦ Viking laws were not written down, so laws were passed from person to person by word of mouth. People who broke the law became outlaws. They were forced to |



HISTORY: Progression map

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| | | | | <p>live in the wilderness and anyone was allowed to hunt them down and kill them. Vikings could also settle arguments with a fight. They held a type of duel, known as a Holmgang. Whoever won the holmgang was seen as being favoured by the gods. In the early Viking Age, society was divided into three classes.</p> <ul style="list-style-type: none"> ◦ Jarls were rich landowners or traders. They had land, property, ships and people working for them. Jarls had to protect and provide for their followers. In return, a jarl could call on his followers to join him on raids or in battle. Karls. They were the everyday people and did jobs like farming and craft work. Karls weren't as rich or important as the jarls, but they weren't poor either. ◦ At the bottom of the pile were the thralls or slaves. They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom. |
| | <p>Historical Skills/Enquiry (Disciplinary Knowledge)</p> | <ul style="list-style-type: none"> ◦ Use dates to order and place significant events and artifacts on a timeline ◦ Show understanding of chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. ◦ Describe and compare the main changes in a period in history. ◦ Devise historical questions about change, cause, similarities and differences relating to different time periods. ◦ Select suitable sources of evidence, giving reasons for choices, to answer questions. ◦ Evaluate the usefulness of a variety of sources. ◦ Understand how some aspects of the times they have been studying have been represented in different ways and gives reason for this. ◦ Know that people in the past represent events or ideas in different ways and that this can affect interpretation. ◦ To use subject specific vocabulary when presenting their learning. ◦ Provide a comparison between historical events, drawing on a range of sources. | | |
| | <p>Sticky Knowledge (assessment questions)</p> | <p>Q How did the Vikings travel to Britain? In longboats across the North Sea.</p> <p>Q Who was the most powerful Viking King? Edgar</p> <p>Q What was the Viking name for York – the most powerful city in Danelaw? Jorvik</p> <p>Q What did Vikings but from other countries in from Asia, and Europe?</p> | | |



HISTORY: Progression map

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| | <p>They bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery.</p> <p>Q What did they sell in return? They sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory.</p> <p>Q Why did the Vikings raid the monasteries? Because they didn't believe in Christianity and the monks had no weapons. The buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, and clothes too.</p> <p>Q How did the Vikings navigate at sea without maps? Sailed near the coastline, used the sun and created a sun-shadow board or sundial, followed the stars, used wind direction and colour of the oceans/sea.</p> <p>Q How did Vikings govern their towns and communities? They would have a meeting called a 'Thing'</p> |
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Year 5

| How has crime and punishment changed over key periods in history? | <p>Prior knowledge</p> <ul style="list-style-type: none"> ◦ Different times had different ruling styles (Stone Age, Romans, Ancient Greeks, Anglo-Saxons and Vikings) ◦ Chronological understanding of Periods of British history ◦ That over periods of time beliefs have changed and evolved | | | | | | | | |
|--|---|---|--|------------------|-----------|--|-------------------|---|--|
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Vocabulary</th> <th style="width: 20%;">Concept (Substantive)</th> <th style="width: 30%;">Learning Outcome</th> <th style="width: 35%;">Knowledge</th> </tr> </thead> <tbody> <tr> <td> Government Belief Law Crime Punishment Democracy Vigiles </td> <td> Chronology </td> <td> To be able to place the key historical time periods of British history learnt so far. </td> <td> <ul style="list-style-type: none"> ◦ Children will be able to draw on their learning from key stage 1 and lower key stage 2 to plot the following time periods in history: <ul style="list-style-type: none"> - Stone Age - Bronze Age - Iron Age - Romans - Anglo-Saxons - Vikings - Victorian Era - Ancient Greeks </td> </tr> </tbody> </table> | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge | Government Belief Law Crime Punishment Democracy Vigiles | Chronology | To be able to place the key historical time periods of British history learnt so far. | <ul style="list-style-type: none"> ◦ Children will be able to draw on their learning from key stage 1 and lower key stage 2 to plot the following time periods in history: <ul style="list-style-type: none"> - Stone Age - Bronze Age - Iron Age - Romans - Anglo-Saxons - Vikings - Victorian Era - Ancient Greeks |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge | | | | | |
| Government Belief Law Crime Punishment Democracy Vigiles | Chronology | To be able to place the key historical time periods of British history learnt so far. | <ul style="list-style-type: none"> ◦ Children will be able to draw on their learning from key stage 1 and lower key stage 2 to plot the following time periods in history: <ul style="list-style-type: none"> - Stone Age - Bronze Age - Iron Age - Romans - Anglo-Saxons - Vikings - Victorian Era - Ancient Greeks | | | | | | |



HISTORY: Progression map

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| <p>Tithing Treason Fine Police force Truncheon Prison Transportation Witchcraft</p> | <p>Government</p> | <p>To develop a deeper understanding of crime and punishment in the Ancient Roman civilisation</p> | <ul style="list-style-type: none"> ◦ The Roman Empire spans from roughly 700BC - 476AD. ◦ At its height, under Emperor Trajan in 117AD, Rome ruled more than 45 million people in countries across Europe, North Africa and Asia. ◦ Its army was the most powerful in the world. As it conquered more countries, the city of Rome grew from a town into an enormous capital. ◦ With over one million people living there, Rome was a dirty and dangerous place, with a maze of side-streets and slums. ◦ There were many of the same crimes as today, such as murder and theft. ◦ The Roman Empire had many slaves, as well as citizens who were free men and women. They were often treated differently if they broke the law. There was no police force in Roman times but they did have a group called the Vigiles. ◦ There were about 7000 Vigiles, who dealt with criminals like thieves and enslaved people who ran away. They also acted as the fire brigade and put out fires. ◦ If the Vigiles couldn't deal with some crimes, such as riots (angry groups of people), then they would call in Roman guards to help. ◦ If there was ever a risk to the Emperor, his special protectors, the Praetorian Guard, would be called in. ◦ The Roman God of Justice was called Justitia and she holds the scales of justice. ◦ The Romans designed their punishments to discourage potential criminals. ◦ How you were punished depended on who you were and your position in Roman society. ◦ Whipping and fines were the most common punishments. ◦ Wooden shoes were sometimes placed on the feet of prisoners, making escape difficult. ◦ An enslaved person could be forced to carry a piece of wood around their neck that stated their crime. ◦ For very serious crimes you could be killed by crucifixion, thrown from a cliff, into a river or even buried alive. Crucifixion was saved for serious crimes such as revolts against the empire. ◦ Over time Roman punishments became more and more violent. |
| | <p>Government</p> | <p>To develop a deeper understanding of crime and punishment in the Anglo-Saxon period of history.</p> | <ul style="list-style-type: none"> ◦ A lot of the population lived in small villages in the countryside and very few lived in towns. This meant that many people knew their neighbours well. ◦ Children were considered adults at 10 years old! Keeping law and order was the responsibility of everyone in the village. ◦ If someone was seen committing a crime then the witness could raise a hue and cry (shouting for help). Everyone who heard it was expected to help chase and capture the suspects. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ There was a system in place called Tithing in which a group of ten men were made responsible for each other's behaviour. If one of them broke the law, the other members of the tithing had to bring them to court. If they didn't, they would have to pay a fine. ◦ Every male over the age of twelve was expected to join a tithing. The leader of the village would use the laws written by the King to decide what punishments you would receive. ◦ The church and local lords had the power to decide punishments. ◦ The church had its own courts and a different system of punishment. ◦ The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. ◦ Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. ◦ Regular offenders were punished very harshly. If they were found guilty of stealing more than once they might have their hands cut off. ◦ Weregild, which means blood price, was a system of fines where, if you injured someone, the victim received money. ◦ If a person killed someone, they paid the weregild fine to the dead person's relatives. ◦ The King set the fines and there was a system of payments: Broken thigh, 12 shillings, Loss of a thumb, 20 shillings, Loss of an eye, 50 shillings ◦ In trial by ordeal, the accused would be made to perform a task that caused injury. If their wounds healed cleanly after 3 days then they would be considered to be innocent in the eyes of God. |
| | Government Settlements (beliefs) | To understand how 'witchcraft' was punished. <i>Links with 'A Kind of Spark' (a study of Doncaster's Joan Jurdie)</i> | <ul style="list-style-type: none"> ◦ 1604 it was no longer just illegal to cause death or injury by witchcraft, it was a criminal act to be a witch. There was a distinction between those acts that would lead to hanging, and more minor witchcraft offences. ◦ In difficult times, such as years when crops failed or disease was widespread, communities would often look for supernatural causes. Witches were seen as one such supernatural cause. ◦ Anyone who had become ill, or suffered a sudden misfortune might look for a magical reason among the people around them. ◦ Accusations of witchcraft usually came from within the suspect's community. Often they involved a dispute or argument, after which one of the people involved suffered some ill health or misfortune. ◦ Often people accused of witchcraft confessed under torture that they were guilty. ◦ Allegations that were hard to prove. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ This meant getting a suspect to confess during questioning was important for the trial. The most common technique used to break an alleged witch was called 'waking the witch'. This involved keeping the suspect awake for long periods, even days. This sleep deprivation led to confusion or desperation and made a confession of witchcraft easier to extract from an exhausted suspect. ◦ A witch did not have to confess for there to be evidence of their crime. ◦ Entering into a pact with the Devil, and given away their soul, were thought to result in physical changes that would reveal a witch's guilt. ◦ The Devil's Mark. It was thought that when a witch pledged herself to the Devil, he marked them with a sign of their loyalty. This Devil's Mark was an area on a witch's bodies that would not respond to pain. Witchcraft investigators used sharp tools to prick the skin of suspected witches to see if the Devil's Mark could be found. Some people worked as professional witch prickers and would travel around Scotland, and parts of Northern England, hiring themselves out to examine suspects. ◦ Perhaps the best-known test for witchcraft was the swimming test. This involved the accused being tied up and thrown in a river or loch. If they sank, it was a sign that they were not a witch, and rope would be used to haul them out. Many believed that water was pure, and would reject evil, so if the person floated it was seen as evidence that they were a witch. |
| | Government | To understand how the Victorian Era shaped the police force we know today. | <ul style="list-style-type: none"> ◦ The Victorian period in Britain was between 1837 and 1901. ◦ In the Victorian period the population increased and many people began to move from the countryside to the towns and cities to work in factories. ◦ Living conditions were often cramped with one family per room and the whole street would share an outside toilet and a water tap. ◦ There was a great divide between the rich and poor. ◦ The fear of crime was made worse by cheap books called penny dreadfuls. These stories set out to shock readers with details of horrible crimes. ◦ If a child committed a crime they received the same punishment as an adult. ◦ In 1829, a politician called Sir Robert Peel introduced the first English police force in order to improve public order in London. Over the next ten years, many other areas of the country formed their own police force. ◦ Policemen were poorly paid and they would patrol a certain area, known as their beat. ◦ Policemen carried truncheons and rattles to raise the alarm. ◦ Many people did not trust the new police force. However, over time, the police proved they could reduce crime and so they became more trusted and popular. ◦ For the first time in history, prisons became the main form of punishment in this period. They were awful places. ◦ Transportation: Many criminals were sent to Australia for hard labour. The law allowing this was eventually changed in 1857. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ Hard labour was a common punishment. Many Victorians believed that having to work very hard would prevent criminals committing crime in the future. ◦ The crank and the treadmill: Prisons often made prisoners do pointless tasks such as turn a crank up to 10,000 times a day. Or walk for hours on giant circular tread mills. ◦ In 1854, special youth prisons were introduced to deal with child offenders. These were called Reformatory Schools. ◦ Other forms of punishment included fines, hanging or being sent to join the army. ◦ Work in prison included, pulling apart and cleaning a metre length of tarred ships rope a day. The rope was then sold by the prisons – this is where the phrase money for old rope came from. |
| | Government Legacy | To be able to make comparisons of crime and punishment over periods of history | <ul style="list-style-type: none"> ◦ Children will consider each of the time periods covered in the unit and make comparisons which detail how elements of crime and punishment are the same and how they are different. ◦ They will also consider the development of this over time and draw on their learning about how people were ruled and governed at different periods of time in history. ◦ Finally, they will make comparisons to modern day crime and punishment on Great Britain (and other countries) |
| | Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> ◦ Use dates to order and place significant events and artifacts on a timeline ◦ Show understanding of chronology, sequence, local, national and international events and use appropriate terms related to the passing of time. ◦ Describe and compare the main changes in a period in history. ◦ Devise historical questions about change, cause, similarities and differences relating to different time periods. ◦ Select suitable sources of evidence, giving reasons for choices, to answer questions. ◦ Evaluate the usefulness of a variety of sources. ◦ Understand how some aspects of the times they have been studying have been represented in different ways and gives reason for this. ◦ Know that people in the past represent events or ideas in different ways and that this can affect interpretation. ◦ To use subject specific vocabulary when presenting their learning. ◦ Provide a comparison between historical events, drawing on a range of sources. | |
| Sticky Knowledge (assessment questions) | <p>Q Are children able to order the periods of history studied so far correctly?</p> <ul style="list-style-type: none"> - Stone Age, Bronze Age, Iron Age, Ancient Greeks, Romans, Anglo-Saxons, Vikings, Victorian Era <p>Q What / who were the vigiles in Roman times?</p> <p>A group of people who dealt with criminals (also acted as fire brigade)</p> | | |



HISTORY: Progression map

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| | | <p>Q How did the Romans try and stop prisoners from escaping By putting wooden shoes on them</p> <p>Q What was a 'Tithing' in Ancient Greece? A group of men who were responsible for keeping the law and deciding punishments.</p> <p>Q Did the Anglo-Saxons have prisons? No</p> <p>Q Did the church follow the same laws as everyone else during Anglo-Saxon times? No – they set their own rules.</p> <p>Q What methods were used to prove if someone was a witch? The Devil's Mark, Witch Pricking, the swimming test</p> <p>Q Apart from prison, what other form of punishment was there for criminals in the Victorian era? Transportation – been sent on boats to Australia.</p> |
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Year 6

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|--------------------------|------------------------|---|------------------|
| Ancient Egyptians | Year 6 | | |
| | Prior knowledge | <ul style="list-style-type: none"> ◦ Advancements of civilisations ◦ Different ruling models ◦ Beliefs of people in other historical time periods ◦ The concept of how trade routes developed historically ◦ Gods & Goddesses of Ancient Egypt ◦ Burial and mummification – what does this tell us about their beliefs? ◦ How were ideas shared? | |
| Vocabulary | Concept | Learning Outcome | Knowledge |



HISTORY: Progression map

| | | (Substantive) | | |
|--|--|---|--|--|
| | Belief Fertile land Farming Trade route Gods and goddesses Afterlife Burial | Chronology | To understand what an ancient civilisation is and where ancient Egypt sits within this timeline. | <ul style="list-style-type: none"> ◦ An ancient civilization refers to the first settled and stable communities that formed the basis for later states, nations, and empires. These civilizations are characterized by the development of urban settlements, agriculture, writing, complex social structures, and advanced technologies. ◦ The first civilisations are Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China and the Ancient Egyptians. ◦ The Early Dynasty was from 3000 -2650 BC ◦ The nations of Upper and Lower Egypt united with Memphis as its capital. The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years |
| | Civilisation Nile Pharaoh Afterlife Pyramid Mummification Hieroglyph(ics) Papyrus Rossetta Stone | Settlements Trade and Travel | To know why the Ancient Egyptian civilisation developed around the Nile | <ul style="list-style-type: none"> ◦ The Nile is the main river running through Egypt. ◦ The Egyptians needed the river for everyday life due to its fertile floodplain, which supported agriculture, and its role as a transportation artery and source of resources ◦ The annual flooding of the Nile deposited nutrient-rich silt, making the land ideal for growing crops like wheat and barley. ◦ This abundance of food allowed for population growth, social development, and the establishment of a complex society. ◦ The Nile provided a reliable source of water for drinking, irrigation, and other daily needs in a desert environment. ◦ The Nile served as a vital transportation route for goods and people, connecting different parts of the civilization. Boats were a common mode of transportation, facilitating trade and communication. |
| | | Beliefs Government | To understand the role of a Pharaoh in Ancient Egypt. | <ul style="list-style-type: none"> ◦ A pharaoh was thought to be a God. ◦ The Pharaohs had control over the temples ◦ Around 3100BC, the pharaohs said they represented the gods and controlled the temples where the rituals were carried out. ◦ Temples were filled with images of the gods and only the pharaoh and the priests could go inside. ◦ The pharaoh was divine. This meant that people believed he had been chosen to rule by the gods. ◦ Pharaohs were responsible for maintaining order, ensuring prosperity, and dispensing justice. The term "pharaoh" literally means "great house," referring to the royal palace, ◦ Pharaohs built temples and performed rituals to keep order in the communities and keep the gods happy. ◦ They controlled land, resources, and trade, ensuring the well-being of their people. |



HISTORY: Progression map

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| | | | <ul style="list-style-type: none"> ◦ Tutankhamun – the young Pharaoh became ‘king’ at 9 years old and ruled for approx. 10 years. ◦ Discovery of Tut’s tomb by Howard Carter and what we’ve learned from this – burial beliefs, rituals, |
| | Beliefs | <p>To know that the Ancient Egyptians worshiped many different Gods and Goddesses. <i>(link to Romans and Ancient Greeks)</i></p> | <ul style="list-style-type: none"> ◦ The ancient Egyptians recognized over 2,000 deities, each with specific roles and connections to different aspects of life and the cosmos. Many of these deities were associated with natural phenomena, human emotions, or specific professions ◦ Gods and Goddesses were used to explain nature and phenomena. The Egyptians supported and pleased them through offerings and rituals so that the natural order or ‘maat’ could be kept. ◦ Some gods were stars, others were human and animals. ◦ Examples include: Ra, the sun god; Osiris, god of the underworld and agriculture; Isis, goddess of magic and motherhood; Horus, god of the sky and kingship; Anubis, god of the dead and embalming; Ekhmet, a warrior goddess; and Nut, goddess of the sky |
| | Beliefs | <p>To understand what the Ancient Egyptians believed happened when a person died.</p> | <ul style="list-style-type: none"> ◦ Ancient Egyptians believed in a complex afterlife called the Duat, a realm where the deceased journeyed after death. ◦ This journey involved navigating dangerous challenges, facing judgment, and ultimately reaching a paradise known as the Field of Reeds. ◦ Mummification, elaborate tomb rituals, and providing goods for the afterlife were crucial to ensuring a successful transition ◦ The heart was the most important organ. Organs were stored in canopic jars and buried with the coffin. ◦ The rich and important were mummified. ◦ The pyramids are giant tombs. ◦ The biggest is the Great Pyramid of Giza. It is built from 2.3 million big blocks of stone ◦ |
| | Legacy | <p>To understand how ancient Egyptians developed a form of written communication.</p> | <ul style="list-style-type: none"> ◦ Papyrus was the first type of paper. ◦ The ancient Egyptians invented one of the earliest known writing systems used from around 3000 BC. The symbols they used were called hieroglyphs, which comes from a Greek word meaning ‘sacred carving’. The ancient Egyptians believed that hieroglyphs had been invented by the gods. ◦ The Rosetta stone was discovered in 1799 AD. It is a three-foot high stone containing hieroglyphs, everyday ancient Egyptian language and a Greek translation. Since Greek was understood, the hieroglyphs could then be translated into modern European languages, so the Rosetta stone was the key to the hieroglyphic code. |



HISTORY: Progression map

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| | | | | <ul style="list-style-type: none"> ◦ In Ancient Egypt, the people who wrote hieroglyphs were called scribes. A scribe had to go to a special school because it was very complicated. Hieroglyphs included around 700 different signs of objects and animals. ◦ The ancient Egyptians wrote the names of their gods and royal people in an oval shape called a cartouche. The oval shape represents a rope with special powers to ward off evil spirits and keep the name inside it safe. Hieroglyphics are found on seals, plaques, tombs, pottery and walls on ancient Egyptian remains which tell us about beliefs, gods, clothing, everyday life and culture. ◦ The ancient Egyptians also used papyrus and writing boards which recorded laws, taxation and government business. These written records of ancient Egypt give us information about the beginning of history. This is in contrast to societies that had no written record, such as the people who built Stonehenge between 3000-2000 BC, the exact same time as ancient Egypt. |
| | Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> ◦ Order significant events, movements and dates on a timeline. ◦ Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. ◦ Identify and compare changes within and across different periods. ◦ Seek out and analyse a wide range of evidence in order to test out a hypothesis in order to answer a question ◦ Use a wide range of sources of evidence to deduce information about the past ◦ Evaluate evidence to choose the most reliable forms. ◦ Understand how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this. ◦ Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. ◦ To use subject specific vocabulary when presenting their learning. ◦ Provide a comparison between historical events and present day, drawing on a range of sources. | | |
| | Sticky Knowledge (assessment questions) | <p>Q Why did the Ancient Egyptians settle near to the river Nile? Annual flooding = fertile land, agriculture/farming, transportation, trade, source of water</p> <p>Q Who did Ancient Egyptians believe that the Gods had chosen to rule? A Pharaoh</p> <p>Q Give two examples of Ancient Egyptian Gods/Goddesses Ra, the sun god; Osiris, god of the underworld and agriculture; Isis, goddess of magic and motherhood; Horus, god of the sky and kingship; Anubis, god of the dead and embalming; Ekhmet, a warrior goddess; and Nut, goddess of the sky</p> <p>Q What did the Ancient Egyptians believe happened when you died?</p> | | |



HISTORY: Progression map

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| | <p>They believed that they journeyed to a realm called Duat facing dangerous challenges along the way until they ended at Paradise (The Field of Dreams)</p> <p>Q How did the Ancient Egyptians preserve the body after death Mummification</p> <p>Q What were the pyramids built for? They were large tombs for the rich and important</p> <p>Q What are hieroglyphs? Symbols and shapes which represent words – Ancient Egyptian writing</p> <p>Q How do we know what the hieroglyphics mean? The discovery of the Rosetta Stone</p> |
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YEAR 6

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| How has the legacy of Baghdad (AD900) impacted upon us | Prior knowledge | <ul style="list-style-type: none"> ◦ Beliefs of different people throughout historical eras / periods ◦ The roles of men and women through historical time periods studied (e.g. Ancient Greece, Romans, Vikings) ◦ An understanding of how to make comparisons of similarities and differences between ancient civilisations ◦ How civilizations develop ◦ How different groups can be around concurrently – periods of history overlap | | |
| | Vocabulary | Concept (Substantive) | Learning Outcome | Knowledge |
| | Civilisation Settlement Trade route Religion Society Discovery | Chronology | To understand when the early Islamic civilisation began and where Baghdad is. | <ul style="list-style-type: none"> ◦ Early Islamic Civilisation began in around AD600. ◦ The golden age of Islam was from BC 750 to AD 58. The Golden Age of Islam refers to the time when the Islamic empire and the religion of Islam grew rapidly both in terms of expanding land and cultural progress. ◦ Bagdad was in Abbasid Caliphate. ◦ Baghdad was built on the Abbasids' wealth from the Silk Road and added to it through trade from East to West |



HISTORY: Progression map

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| <p>Golden age Abbasid Caliphate Baghdad Silk Road House of Wisdom Arabic Observatory</p> | <p>Settlements</p> | <p>To understand how Baghdad grew.</p> | <ul style="list-style-type: none"> ◦ The city of Baghdad was built in a circular pattern, not a grid. ◦ Bagdad was the largest city in the world in AD 900. There were around 1 million people living in Baghdad by AD900. ◦ Baghdad was a major hub of trade, communication, and intellectual exchange, connecting the Islamic world with both Asia and Europe. ◦ Baghdad was famous because it became the new capital of the Islamic empire. It was known as the "Round City" because it was built around two semi-circles with a mosque in its centre. The most important people in Baghdad lived inside the city walls. ◦ Baghdad was a perfectly round city, with all the important buildings, like the House of Wisdom, the mosque and the caliph's palace, in the centre and residential areas outside the city walls. ◦ Houses were built of mudbrick, stone or sometimes wood. In addition, the outside of a house was painted. ◦ They had several clever features like high ceilings to help with the hot climate. ◦ Wooden screens over windows helped to keep houses cool by letting air inside while keeping the sun's heat out. ◦ Baghdad was built close to the Tigris River and many important trade routes passed through the city. ◦ Lots of people travelled to the city bringing with them ideas, wealth and goods. ◦ The city was world famous as a centre of learning with libraries and schools. It even had a hospital |
| | <p>Settlements Legacy Trade and Travel</p> | <p>To know why Baghdad was an important city.</p> | <ul style="list-style-type: none"> ◦ The House of Wisdom was a huge library that attracted thinkers from around the world who translated books into Arabic and studied the sky in its observatory. ◦ Baghdad in AD900 had some of the world's first hospitals where rich and poor people were treated and doctors studied the human body. ◦ The important buildings like the House of Wisdom and Caliph's Palace were in the centre of the city ◦ The silk road was a transport link that allowed trade. |
| | <p>Beliefs</p> | <p>To know what people believed during the Islami Golden Age?</p> | <ul style="list-style-type: none"> ◦ Religion played an important part in Baghdad's society and Baghdad was home to many different religions and ethnic communities. ◦ Baghdad was governed by a caliph, who was a Muslim religious leader and lived in the caliph's palace. ◦ The house of wisdom was a place where all religions worked together collaboratively. ◦ The House of Wisdom was a huge academy where people studied. ◦ It had a big library and even an observatory where people could look at the night sky. |



HISTORY: Progression map

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| | | | | <ul style="list-style-type: none"> ◦ Lots of important books were kept in the House of Wisdom. ◦ People translated ancient Roman and Greek texts into Arabic so more people could read them. ◦ Baghdad's House of Wisdom and its universities made it a centre of scientific discovery and engineering prowess. |
| | Legacy | To understand how the Golden age of Islam has influenced our modern day life. | | <ul style="list-style-type: none"> ◦ It saw a massive expansion in the fields of science, medicine, engineering, education and the arts, which would form lasting influences on every part of our modern societies. ◦ The Islamic Golden Age was also famous for the Islamic empire's strength as a centre of trade, which meant ideas and knowledge, as well as goods, could travel out of and into the empire. ◦ In the field of medicine, the forceps, scalpel and cat gut for stitching wounds were invented by the celebrated surgeon al-Zahrawi, who practised medicine in Cordoba. He also wrote a manual of 1,500 pages on medical practice. It is believed he used around 200 different medical instruments. ◦ Al-Zahrawi is significant because he invented medical instruments including forceps, the scalpel and cat gut for stitching wounds. ◦ Al-Khwarizmi is significant because he developed new methods for maths including algebra and introduced the Hindi numerals which we still use today. ◦ The Golden Age of Islam provided essential personal hygiene items such as soap and the toothbrush. The prophet Muhammed is said to have used a birch twig to freshen his breath and clean his teeth. ◦ The Muslims learned how to make paper from Chinese prisoners to spread education throughout the empire from 751 onwards. Paper mills sprang up, paving the way for the printing press, which meant the work of the Muslims scholars could be widely read. ◦ The cartographer and scholar Al-Idrisi produced the most modern version of the world map of its time. Muslims had travelled the world because of trade and their faith. The increase in the use of paper meant they could document their expeditions in accounts and maps. ◦ The basis of algebra was invented by Muhammad bin Musa al-Kwacrizmi. This revolutionised mathematics and led to many new methods of mathematical thought. |



HISTORY: Progression map

| | | To be able to make comparisons between the 'Islamic Golden Age' and Anglo-Saxon Britain. | <table border="1"> <thead> <tr> <th>Baghdad and the Islamic Empire</th> <th>London and Europe</th> </tr> </thead> <tbody> <tr> <td>Baghdad population: over a million</td> <td>London population: approximately 20,000</td> </tr> <tr> <td>Millions of books, many thousands of readers.</td> <td>Very few books, only very rich or educated people could read.</td> </tr> <tr> <td>Clean water and good drainage in cities.</td> <td>Very little drainage in cities, water supplies were unsafe.</td> </tr> <tr> <td>Advanced mathematics used Arabic numbers and the concept of 'zero'.</td> <td>Basic mathematics, with Roman numerals and no concept of 'zero'</td> </tr> <tr> <td>General peace across a huge Islamic empire.</td> <td>Many wars between Christian kingdoms.</td> </tr> </tbody> </table> | Baghdad and the Islamic Empire | London and Europe | Baghdad population: over a million | London population: approximately 20,000 | Millions of books, many thousands of readers. | Very few books, only very rich or educated people could read. | Clean water and good drainage in cities. | Very little drainage in cities, water supplies were unsafe. | Advanced mathematics used Arabic numbers and the concept of 'zero'. | Basic mathematics, with Roman numerals and no concept of 'zero' | General peace across a huge Islamic empire. | Many wars between Christian kingdoms. |
|---|--|--|--|--------------------------------|-------------------|------------------------------------|---|---|---|--|---|---|---|---|---------------------------------------|
| | Baghdad and the Islamic Empire | London and Europe | | | | | | | | | | | | | |
| Baghdad population: over a million | London population: approximately 20,000 | | | | | | | | | | | | | | |
| Millions of books, many thousands of readers. | Very few books, only very rich or educated people could read. | | | | | | | | | | | | | | |
| Clean water and good drainage in cities. | Very little drainage in cities, water supplies were unsafe. | | | | | | | | | | | | | | |
| Advanced mathematics used Arabic numbers and the concept of 'zero'. | Basic mathematics, with Roman numerals and no concept of 'zero' | | | | | | | | | | | | | | |
| General peace across a huge Islamic empire. | Many wars between Christian kingdoms. | | | | | | | | | | | | | | |
| Historical Skills/Enquiry (Disciplinary Knowledge) | <ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Identify and compare changes within and across different periods. Seek out and analyse a wide range of evidence in order to test out a hypothesis in order to answer a question Use a wide range of sources of evidence to deduce information about the past Evaluate evidence to choose the most reliable forms. Understand how some aspects of the times they have been studying have been represented and interpreted in different ways and gives reason for this. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. To use subject specific vocabulary when presenting their learning. Provide a comparison between historical events and present day, drawing on a range of sources. | | | | | | | | | | | | | | |
| Sticky Knowledge (assessment questions) | <p>Q Why was it called the 'Golden Age of Islam'? Because it was the time when the Islamic empire and the religion of Islam grew rapidly (both in terms land and cultural progress).</p> <p>Q Why was Baghdad called the 'round city'? Because it was built around two semi-circles with a mosque in its centre.</p> <p>Q What was the House of Wisdom? The house of wisdom was a place where all religions worked together collaboratively. It had a big library that attracted thinkers from around the world and even an observatory where people could look at the night sky.</p> <p>Q How did medicine / health practices develop over this period?</p> | | | | | | | | | | | | | | |



HISTORY: Progression map

There was a hospital within the Round City
Forceps, scalpels and cat gut for stitching wounds were invented
The Golden Age of Islam provided essential personal hygiene items such as soap and the toothbrush. The prophet Muhammed is said to have used a birch twig to freshen his breath and clean his teeth.

Q Who was the Caliph?

The Caliph was the actual ruler

Q Why was the Silk Road important to Baghdad?

Baghdad was an important stop on the Silk Road: it was the bridge from powerful China to the rest of Europe.

Q Name 3 things that Baghdad traded with the West?

Textiles, leather, diamonds, paper, silk, honey, fur, camel, ivory, fur, soap, textiles, glass, and Qashani tiles, elephants, elephant tusks, perfume, camphor, cotton and medicines.

Q Name 2 similarities and two differences between the Islamic Golden Age and life in Anglo-Saxon Britain.

| Baghdad and the Islamic Empire | London and Europe |
|---|---|
| Baghdad population: over a million | London population: approximately 20,000 |
| Millions of books, many thousands of readers. | Very few books, only very rich or educated people could read. |
| Clean water and good drainage in cities. | Very little drainage in cities, water supplies were unsafe. |
| Advanced mathematics used Arabic numbers and the concept of 'zero'. | Basic mathematics, with Roman numerals and no concept of 'zero' |
| General peace across a huge Islamic empire. | Many wars between Christian kingdoms. |