

CYCLE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<b>Stone Age to Iron Age</b> <i>(Changes in Britain from Stone Age to Iron Age)</i>  <b>Key Question: What do archaeologists think they know about this period?</b>	<b>Stone Age to Iron Age</b> <i>(Changes in Britain from Stone Age to Iron Age)</i>  <b>Key Question: How did daily life change from Stone Age to Iron Age?</b>	<b>Stone Age to Iron Age</b> <i>(Changes in Britain from Stone Age to Iron Age)</i>  <b>Key Question: What have historians learnt about Iron Age Britain?</b>	<b>Ancient Egypt</b> <i>(Achievements of the earliest civilisations)</i>  <b>Key Question: What were the greatest achievements of Ancient Egypt?</b>	<b>Ancient Egypt</b> <i>(Achievements of the earliest civilisations)</i>  <b>Key Question: What were the greatest achievements of Ancient Egypt?</b>	<b>Ancient Egypt</b> <i>(Achievements of the earliest civilisations)</i>  <b>Key Question: What stayed the same across 3000 years?</b>
<b>B</b>	<b>Anglo-Saxons &amp; Scots</b> <i>(Britain's settlement by Anglo-Saxons and Scots)</i>  <b>Key Question: How do we know about Anglo-Saxon life?</b>	<b>Vikings &amp; Anglo-Saxons</b> <i>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>  <b>Key Question: Why did the Vikings come to the British Isles?</b>	<b>Vikings &amp; Anglo-Saxons</b> <i>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>  <b>Key Question: How did England change during the settlement of the Anglo-Saxons and Vikings?</b>	<b>Ancient Maya</b> <i>(A non-European study that provides contrasts with British history)</i>  <b>Key Question: What are the similarities and differences between the Maya civilisation and England from the 8<sup>th</sup> to 10<sup>th</sup> Century?</b>	<b>Ancient Maya</b> <i>(A non-European study that provides contrasts with British history)</i>  <b>Key Question: How have historians found out about the Maya?</b>	<b>Ancient Maya</b> <i>(A non-European study that provides contrasts with British history)</i>  <b>Key Question: Why did the Ancient Maya change the way they lived?</b>
<b>C</b>	<b>Ancient Greece</b> <i>(A study of Greek life and achievements and their influence on the world)</i>  <b>Key Question: What do we know about Ancient Greece</b>	<b>Ancient Greece</b> <i>(A study of Greek life and achievements and their influence on the world)</i>  <b>Key Question: How has Ancient Greece influenced the Western world?</b>	<b>Ancient Greece</b> <i>(A study of Greek life and achievements and their influence on the world)</i>  <b>Key Question: What were the greatest achievements of the Ancient Greeks?</b>	<b>Romans</b> <i>(The Roman Empire and its impact on Britain)</i>  <b>Key Question: What did it mean to be a Roman?</b>	<b>Romans</b> <i>(The Roman Empire and its impact on Britain)</i>  <b>Key Question: What impact did the Romans have on Britain?</b>	<b>Romans</b> <i>(The Roman Empire and its impact on Britain)</i>  <b>Key Question: What is the story of the rise of Christianity, and did it survive?</b>
<b>D</b>	<b>Cromford Mill</b> <i>(Local History)</i>  <b>Key Question: What makes a person or place historically significant?</b>	<b>Cromford Mill</b> <i>(Local History)</i>  <b>Key Question: Why is Cromford Mill significant to the local area?</b>	<b>Cromford Mill</b> <i>(Local History)</i>  <b>Key Question: Why is Cromford Mill significant to the wider world?</b>	<b>Crime and Punishment</b> <i>(Post 1066 study)</i>  <b>Key Question: How has crime and punishment changed over time?</b>	<b>Crime and Punishment</b> <i>(Post 1066 study)</i>  <b>Key Question: How has crime and punishment changed over time?</b>	<b>Crime and Punishment</b> <i>(Post 1066 study)</i>  <b>Key Question: How has crime and punishment changed over time?</b>

Themes/concepts – these are threads that will run across the curriculum that build a common body of knowledge. Substantive concepts such as monarchy, civilisation, rebellion will be taught explicitly and highlighted on MTP's along with historical skills such as enquiry.

Invasion, exploration, migration, and settlement.

Trade, ideas, and communication

Empire, persecution, and resistance.

Warfare, conflict, and disaster.

Power, government, and religion.