

RECEPTION			
Development Matters	Skills to be covered What should the children be able to do?	Knowledge to be covered What should the children know?	Vocabulary
<p>Understanding the world: Past and Present</p> <p>Early Learning Goal Statement Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and story telling.</p>	<p>I remember and can talk about important events in my own experience e.g. birthday, holiday, birth of a sibling.</p> <p>I can talk about some important events in my family members' lives.</p> <p>I can make observations about things that are old/ from the past.</p> <p>I can make some simple comparisons between old and new e.g. teddy bear</p> <p>I can make observations about the changes in my life.</p> <p>I can order a sequence of up to 5 events.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling e.g. Shirley Hughes Alfie and Dogger</p>	<p>I understand that some things happened/lived in the past e.g. dinosaurs.</p> <p>I can name some key events within my life e.g. being born, starting school.</p>	<p>memory/remember change</p>
<p>Communication and Language: Speaking</p> <p>Early Learning Goal Statement: Children express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p>I can use language associated with the past, present and future e.g. at the weekend, yesterday, last week, today, in the holidays.</p> <p>I can use the past, present and future tenses when I am talking about events e.g. I am going for a play date, I played with my doll, This is fun.</p>		

Year 1

Chronology vocabulary for the year: *old, a very long time ago, now, after, before, modern/modern day, past, present, then, next*

Unit and Term	Disciplinary knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
<p>Autumn Term</p> <p>Homes through History (<u>changes</u> within living memory/aspects of <u>change</u> in national life)</p> <p>(Taught in summer 2023 as transition)</p> <p>EVENT: Toy workshop</p>	<p><u>Sources</u> To know that historians use photographs to tell them about the past</p> <p>To know that historians use artefacts to tell them about the past</p> <p><u>Similarity and Difference</u> To know that historians study the past to find out what is the same and what is different to the present</p>	<p>To place different types of houses in chronological order on a timeline</p> <p>To describe and compare key features of homes from different times (within living memory)</p> <p>To know how and why homes have changed over time (within living memory)</p> <p>To know the different household objects from the past (within living memory) and how/why these have developed over time.</p> <p>To explain how their toys have changed throughout their lives and why e.g. starting with simple teddy bears and then getting electronic games as they get older</p> <p>To begin to describe the features of older (in living memory) and modern day toys and begin to compare them</p>	<p>Remember/memory Change Same/different Time order Timeline Photograph Artefact</p> <p><u>Substantive concepts</u> Settlement</p>	<ul style="list-style-type: none"> • To place different types of houses in chronological order on a timeline • To know that historians study the past to find out what is the same and what is different to the present • To describe and compare key features of homes from different times (within living memory) • To know the different household objects from the past (within living memory) • To know how and why homes have changed over time (within living memory) • To explain how their toys have changed throughout their lives and why • To know that historians use photographs and artefacts to learn about the past • To begin to describe the features of older (in living memory) and modern day toys and begin to compare them
<p>Spring Term</p> <p>Florence Nightingale and Mary Seacole (The lives of <u>significant individuals</u> in the past who have contributed to national and international achievements).</p> <p>EVENT: Workshop</p>	<p><u>Historical Significance</u> To know that historians decide who is important to remember</p>	<p>To know who Florence Nightingale and Mary Seacole were</p> <p>To place the Crimean War on a timeline and to describe this using chronological vocabulary</p> <p>To describe the impact of Nightingale's and Seacole's achievements (nationally and internationally) on nursing and hospitals at the time and still, today.</p> <p>To understand how nursing and hospitals have changed since the Crimean War</p> <p>To know that Seacole and Nightingale were successful in their field despite discrimination</p>	<p>Crimean War Discrimination Significant Conditions Unsanitary Nurse Soldier Infection</p> <p><u>Substantive concepts</u> Army War</p>	<ul style="list-style-type: none"> • To place the Crimean War on a timeline and to describe this using chronological vocabulary • To know who Florence Nightingale was • To know who Mary Seacole was • To describe the impact of Nightingale and Seacole's achievements (nationally and internationally) on nursing and hospitals at the time and still, today • To understand how nursing and hospitals have changed since the Crimean War • To know that Seacole and Nightingale were successful in their field despite discrimination • To know that historians decide who is important to remember

Year 2

CHRONOLOGY VOCABULARY: before, during, after, modern/modern day, past, present, decade, century

Unit and Term	Disciplinary Knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
<p>Autumn Term</p> <p>The Great Fire of London</p> <p>(Events beyond living memory that are significant nationally or globally/ significant historical events, people and places in their own locality.)</p> <p>EVENT: Workshop</p>	<p><u>Sources and Evidence</u> To know that historians use sources to learn about the past</p> <p>To know that Samuel Pepys' diaries are eyewitness accounts and to know how historians use them to learn about the past</p> <p><u>Interpretations</u> To know that historians interpret the past differently and that there are different viewpoints about what or who caused the fire</p>	<p>To identify characteristic features of Stuart London and to understand how they caused the spread of the fire (including housing material and proximity, open fires, no trained fire-fighting service etc.)</p> <p>To place The Great Fire of London on a timeline and to describe this using chronological vocabulary</p> <p>To know the events leading up to, during and after The Great Fire of London and describe these using chronological vocabulary.</p> <p>To know who Samuel Pepys was</p> <p>To understand the consequences of the fire and to know how London has changed as a result, considering similarities and differences between modern day London and Stuart London (including London Fire Brigade and architecture rebuild)</p>	<p>Event Diary Source Timeline Stuart period Historian</p> <p><u>Substantive concepts</u> City Public Settlement</p>	<ul style="list-style-type: none"> • To place The Great Fire of London on a timeline and to describe this using chronological vocabulary • To know that historians use sources to learn about the past • To identify characteristic features of Stuart London and to understand how they caused the spread of the fire • To know the events leading up to, during and after The Great Fire of London and describe these using chronological vocabulary • To know who Samuel Pepys was • To know that Samuel Pepys' diaries are eyewitness accounts and to know how historians use them to learn about the past • To know that historians interpret the past differently and that there are different viewpoints about what or who caused the fire • To understand the consequences of the fire and to know how London has changed as a result, considering similarities and difference between modern day London and Stuart London

<p>Summer Term</p> <p>World Changing Women (Rosa Parks and Emily Davison)</p> <p>(Significant lives of individuals in the past who have contributed to national and international achievements/significant historical events/people and places in their own locality)</p> <p>TRIP: Emily Davison Statue in Epsom</p>	<p><u>Historical Significance</u> To know that historians decide who is important to remember based on their impact on modern day</p> <p><u>Change and Continuity</u> To know that historians strive to understand how things have changed or stayed the same</p>	<p>To know who Rosa Parks was and why her actions are remembered</p> <p>To know who Emily Davison was and why her actions are remembered</p> <p>To place the suffragette movement and its' key events on a timeline using chronological vocabulary</p> <p>To place the Montgomery Bus Boycott on a timeline using chronological vocabulary</p> <p>To know who the suffragettes were, what their movement was and their impact on society</p> <p>To know about the civil rights movement in America and its impact on society, including its influence in Britain through the Bristol Boycott</p>	<p><i>Equality</i></p> <p><i>Movement</i></p> <p><i>Suffragettes</i></p> <p><i>Segregation</i></p> <p><i>Activist</i></p> <p><i>Boycott</i></p> <p><i>Civil Rights</i></p> <p><i>Society</i></p> <p><i>Protest</i></p> <p><i>Racism</i></p> <p><u>Substantive Concepts</u></p> <p>Freedom</p> <p>Rights</p> <p>Rules/law</p> <p>Public</p>	<ul style="list-style-type: none"> • To know who Emily Davison was and why are actions are remembered • To know who the suffragettes were, what their movement was and their impact on society • To place the suffragette movement and its' key events on a timeline using chronological vocabulary • To know who Rosa Parks was and why her actions are remembered • To place the Montgomery Bus Boycott on a timeline using chronological vocabulary • To know about the civil rights moment in America and its impact on society, including its influence in Britain through the Bristol Boycott • To know that historians strive to understand how things have changed or stayed the same • To know that historians decide who is important to remember based on their impact on modern day
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Year 3

CHRONOLOGY VOCABULARY: present, decade, century, ancient, pre-history, BCE/CE, age, millennium.

Unit and Term	Disciplinary Knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
<p>AUTUMN</p> <p>The Stone Age to the Iron Age</p> <p>(Changes in Britain from the Stone Age to the Iron Age)</p> <p>TRIP: Chiltern Open Air Museum or Ancient Butser Farm</p>	<p>Sources and evidence To know that historians use artefacts to learn about prehistoric life e.g. cave paintings, prehistoric tools etc.</p> <p>To know who the Cheddar Man was and how historians have used his remains to learn about the Mesolithic period</p> <p>To know what Stonehenge is and how historians have used it to learn about the Neolithic period and the Bronze Age</p>	<p>To understand that timelines can be divided into BCE and CE</p> <p>To place the Stone Age, Bronze Age and Iron Age on a timeline (considering duration) and to describe them using chronological vocabulary</p> <p>To identify similarities and differences between the Palaeolithic, Mesolithic and Neolithic periods e.g. hunter gatherers to early farmers</p> <p>To know about religion, technology and travel in the Bronze Age</p> <p>To know about Iron Age hill forts, including tribal kingdoms, farming and roundhouses</p> <p>To know why Britain changed from the Stone Age to the Iron Age focusing on various aspects of life e.g. farming, technology, travel, culture etc.</p>	<p>technology farming roundhouse hill-fort archaeologist excavate smelting trading hunter-gatherer</p> <p>Substantive concepts Civilisation Settlement</p>	<ul style="list-style-type: none"> To understand that timelines can be divided into BCE and CE To place the Stone Age, Bronze Age and Iron Age on a timeline (considering duration) and to describe them using chronological vocabulary To know that historians use artefacts to learn about prehistoric life e.g. cave paintings, prehistoric tools etc. To identify similarities and differences between the Palaeolithic, Mesolithic and Neolithic periods e.g. hunter-gatherers to early farmers To know who the Cheddar Man was and how historians have used his remains to learn about the Mesolithic period To know about religion, technology and travel in the Bronze Age To know what Stonehenge is and how historians have used it to learn about the Neolithic period and the Bronze Age To know about Iron Age hill forts, including tribal kingdoms, farming and roundhouses TRIP TO CHILTERN OPEN AIR MUSEUM OR ANCIENT BUTSER FARM To know why Britain changed from the Stone Age to the Iron Age focusing on various aspects of life e.g. farming, technology, travel, culture etc.
<p>SUMMER</p> <p>Early Civilisations: Ancient Egypt</p>	<p>Sources and evidence To know that historians use moments, artefacts and hieroglyphs to learn about life in ancient Egypt</p>	<p>To know where and when the first civilisations appeared and to place them on a timeline using chronological vocabulary: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Pharaoh Tomb Pyramid Hieroglyphs Sarcophagus Mummy/mummification</p>	<ul style="list-style-type: none"> To know where and when the first civilisations appeared and to place them on a timeline using chronological vocabulary: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

<p>(The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of ancient Egypt)</p>	<p><u>Historical significance</u> To know how and why historians attribute historical significance to Tutankhamun (his burial tomb)</p> <p>To know how and why historians attribute historical significance to Cleopatra VII (Egyptian civilisation ends)</p>	<p>To know who the Ancient Egyptians were and to place their significant achievements on a timeline using chronological vocabulary</p> <p>To understand the River Nile's importance to the ancient Egyptians</p> <p>To know how the ancient Egyptians helped to revolutionise farming through the invention of oxen drawn ploughs, sickles, irrigation and the shadoof</p> <p>To know that the ancient Egyptians were one of the first civilisations to develop a writing system e.g. hieroglyphs, papyrus sheets, black ink</p> <p>To know about Ancient Egyptian beliefs about the afterlife and the importance of: pyramids, tombs and mummification</p>	<p>Papyrus Scarab Ploughs Sickle Irrigation Shadoof</p> <p><u>Substantive Concepts</u> Agriculture/agricultural Authority Civilisation</p>	<ul style="list-style-type: none"> • To know who the Ancient Egyptians were and to place their significant achievements on a timeline using chronological vocabulary • To understand the River Nile's importance to the ancient Egyptians • To know how the ancient Egyptians helped to revolutionise farming through the invention of oxen drawn ploughs, sickles, irrigation and the shadoof • To know that the ancient Egyptians were one of the first civilisations to develop a writing system e.g. hieroglyphs, papyrus sheets, black ink • To know about Ancient Egyptian beliefs about the afterlife and the importance of: pyramids, tombs and mummification • To know that historians use moments, artefacts and hieroglyphs to learn about life in ancient Egypt • To know how and why historians attribute historical significance to Tutankhamun (his burial tomb) • To know how and why historians attribute historical significance to Cleopatra VII (Egyptian civilisation ends)
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Year 4

Chronology vocabulary for the year: *ancient, pre-history, BCE/CE, age, millennium, prior to/following, period.*

Unit and Term	Disciplinary Knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
AUTUMN ANCIENT GREECE				•
SPRING THE ROMAN EMPIRE (Its <u>impact</u> on Britain)	<p>Sources and evidence To know that historians use archaeological sites and remains to learn about the Romans</p> <p>To know that historians use written records to learn about the Romans</p> <p>Historical significance To know how and why historians attribute historical significance to Boudicca</p>	<p>To know who the Romans were and to place its significant achievements on a timeline using chronological vocabulary</p> <p>To describe the success of the Roman army and the spread of the Roman Empire across Europe</p> <p>To know how and why Britain became part of the Roman Empire</p> <p>To know who Boudicca was and how she rebelled against the Romans (British resistance)</p> <p>To describe the structural and engineering impact that the Romans had on Britain e.g. architecture, towns, roads, sanitation etc.</p> <p>To describe the cultural and religious impact that the Romans had on Britain e.g. Latin language, literature, religion (Christianity)</p>	<p>Iceni Villa Archaeological sites</p> <p>Substantive Concepts Invade/invasion Empire/ Emperor Army Conquer/conquest Resistance</p>	<ul style="list-style-type: none"> • To know who the Romans were and to place its significant achievements on a timeline using chronological vocabulary • To describe the success of the Roman army and the spread of the Roman Empire across Europe • To know how and why Britain became part of the Roman Empire • To know who Boudicca was and how she rebelled against the Romans (British resistance) • To know how and why historians attribute historical significance to Boudicca • To know that historians use archaeological sites and remains to learn about the Romans • To describe the structural and engineering impact that the Romans had on Britain e.g. architecture, towns, roads, aqueducts etc. • To know that historians use written records to learn about the Romans • To describe the cultural and religious impact that the Romans had on Britain e.g. Latin language, literature, religion (Christianity)

Year 5

CHRONOLOGY VOCABULARY: prior to/following, pre-history, period, era, duration, change/continuity.

Unit and Term	Disciplinary Knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
<p>AUTUMN 1</p> <p>THE ANGLO SAXONS AND THE SCOTS</p> <p>(Britain's settlement by Anglo-Saxons and Scots)</p>	<p>Sources and Evidence</p> <p>To understand how historians use the Sutton Hoo site to learn about the Anglo-Saxon period</p>	<p>To place Anglo-Saxon and Scot settlement in Britain on a timeline in relation to previous learning using chronological vocabulary</p> <p>To know what happened after the fall of the Roman Empire and what England was like after Roman withdrawal e.g. England's vulnerability to invasion.</p> <p>To know who the Scots were, where they came from, why they invaded Britain and where they settled</p> <p>To know who the Jutes, Frisians, Angles and Saxons were, where they came from, why they invaded Britain and where they settled</p> <p>To explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions e.g. settlements and kingdoms: place names and Christian conversion from Paganism.</p>	<p>angles</p> <p>Saxons</p> <p>Anglo-Saxons</p> <p>Picts</p> <p>Scots</p> <p>kingdom</p> <p>pagan/paganism</p> <p>Christianity</p> <p>archaeologist</p> <p>conquered</p> <p>raid/raiders</p> <p>warrior</p> <p>Long ship</p> <p><u>Substantive Concepts</u></p> <p>Religion</p> <p>Invade</p> <p>settlement</p>	<ul style="list-style-type: none"> To place Anglo-Saxon and Scot settlement in Britain on a timeline in relation to previous learning using chronological vocabulary To know what happened after the fall of the Roman Empire and what England was like after Roman withdrawal e.g. England's vulnerability to invasion. To know who the Scots were, where they came from, why they invaded Britain and where they settled To know who the Jutes, Frisians, Angles and Saxons were, where they came from, why they invaded Britain and where they settled To understand how historians use the Sutton Hoo site to learn about the Anglo-Saxon period To know how life in Britain changed as a result of the Anglo-Saxon and Scots invasions e.g. settlements and kingdoms: place names and Christian conversion from Paganism.
<p>AUTUMN 2</p> <p>THE ANGLO SAXONS AND THE VIKINGS</p> <p>(The Viking and Anglo-Saxon struggle for the Kingdom of England to the</p>	<p>Historical Significance</p> <p>To know how historians evaluate the significance and impact of Anglo-Saxon Kings during the Viking period e.g. Alfred the Great and Athelstan</p> <p>To know who Edward the Confessor was and why he is historically significant in shaping Britain</p>	<p>To explain when and where the Vikings came from and why they raided Britain.</p> <p>To explain the Viking and Anglo Saxon struggle for the kingdom of England through key events on a timeline using chronological vocabulary</p> <p>To identify key features of everyday life in Britain during the Viking period</p> <p>To compare and contrast the modern day justice system with the Anglo-Saxon system, explaining similarities and differences</p>	<p><i>Viking</i></p> <p><i>Scandnavia</i></p> <p><i>Danegeld</i></p> <p><i>Danelaw</i></p> <p><i>Invasion/invade</i></p> <p><i>Battle</i></p> <p><u>Substantive Concepts</u></p> <p>Battle</p> <p>Invade</p>	<ul style="list-style-type: none"> To explain when and where the Vikings came from and why they raided Britain To explain the Viking and Anglo Saxon struggle for the kingdom of England through key events on a timeline using chronological vocabulary To know how historians evaluate the significance and impact of Anglo-Saxon Kings during the Viking period e.g. Alfred the Great and Athelstan To identify key features of everyday life in Britain during the Viking period To compare and contrast the modern day justice system with the Anglo-Saxon system, explaining similarities and differences

time of Edward the Confessor)			Monarch King Tax	<ul style="list-style-type: none"> To know who Edward the Confessor was and why he is historically significant in shaping Britain
SPRING TERM Victorian Britain (a local history study)	<u>Historical Interpretation</u> To know how historians use a range of sources from different perspectives to learn about Queen Victoria's life e.g. diary entries, letters, speeches etc. <u>Sources</u> To know how historians use Victorian records to gain an understanding of what Victorian schooling was like To know how historians use census data to learn about local Victorian people	To know who Queen Victoria was and to place the Victorian era on a timeline in relation to previous learning using chronological vocabulary To know about the development of free universal schooling and to compare Victorian schooling to modern times To understand the impact of poverty on children in crowded Victorian London To explore the local area, comparing the similarities and differences between Victorian times and modern day To know about key Victorian inventors and inventions and to evaluate their impact on the lives of Victorian and modern day people	<i>Census, workhouse, empire, impact, trade, Industrial Revolution, railway/steam train, transport, locality.</i>	<ul style="list-style-type: none"> To know who Queen Victoria was and to place the Victorian era on a timeline in relation to previous learning using chronological vocabulary To know how historians use a range of sources from different perspectives to learn about Queen Victoria's life e.g. diary entries, letters, speeches etc. To understand the impact of poverty on children in crowded Victorian London e.g. workhouses To know how historians use census data to learn about local Victorian people To know how historians use Victorian records to gain an understanding of what Victorian schooling was like. To know about the development of free universal schooling and to compare Victorian schooling to modern times. To explore the local area, comparing the similarities and differences between Victorian times and modern day (Field Trip into Epsom Town) To know about the Industrial Revolution. To know about key Victorian inventors and inventions and to evaluate their impact on the lives of Victorian and modern day people.

Year 6

CHRONOLOGY VOCABULARY: era, duration, change/continuity, use of 20th century when referring to 1900s

Unit and Term	Disciplinary Knowledge	Substantive Knowledge	Vocabulary	Sequence of Learning
<p>Autumn Term</p> <p>20th Century Conflict (WWII)</p> <p>(a study of an aspect of <u>theme</u> in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>World War II Workshop</p>	<p><u>Historical Interpretation</u></p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history e.g. Sources from Allies and Axis during and after WW2</p> <p>To know how historians construct historical claims, arguments and accounts</p>	<p>To know when World War II started and ended and to place this on a timeline in relation to previous learning using chronological vocabulary</p> <p>To know who Hitler was and how his actions threatened European peace</p> <p><i>To know what happened during the Holocaust and how to discuss these events with sensitivity.</i></p> <p>To understand the term appeasement and to explain why Chamberlain made the decision to go to war</p> <p><i>To know about the impact of The Blitz on Britain, including evacuation, rationing, the use of gas masks and air-raid shelters</i></p> <p>To explain the different roles in war effort on the home front e.g. women taking on men's roles in job, different roles for men (home guard), propaganda, The Blitz procedures and preparation, Tyneham Village, Alan Turing and spies.</p> <p>To be able to summarise how Britain and their allies conquered the axis e.g. Dunkirk, The Battle of Britain, D-Day.</p>	<p>The Allies/alliance The Axis Powers holocaust Nazi Party Occupy Evacuate/evacuee Air raid ration anti-Semitism appeasement</p> <p><u>Substantive concepts</u></p> <p>Battle Civilian Conflict Dictator Fascism/fascist Front line Invade/invasion Parliament War/total war Propaganda</p>	<ul style="list-style-type: none"> • To know when World War II started and ended and to place this on a timeline in relation to previous learning using chronological vocabulary • To know who Hitler was and how his actions threatened European peace • <i>To know what happened during the Holocaust and how to discuss these events with sensitivity</i> • To understand the term appeasement and to explain why Chamberlain and the Allies made the decision to go to war • <i>To know about the impact of The Blitz on Britain, including evacuation, rationing, the use of gas masks and air-raid shelters</i> • World War II workshop • To explain the different roles in war effort on the home front e.g. women taking on men's roles in job, different roles for men (home guard), propaganda, The Blitz procedures and preparation, Tyneham Village, Alan Turing and spies • To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history e.g. Sources from Allies and Axis during and after WW2 • To be able to summarise how Britain and their allies conquered The Axis Powers e.g. Dunkirk, The Battle of Britain, D-Day. • To know how historians construct historical claims, arguments and accounts

<p>Summer Term</p> <p>Early Islamic Civilisation</p> <p>(a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad)</p>	<p><u>Historical Significance</u> To know why The House of Wisdom is historically significant</p> <p><u>Similarity and Difference</u> To make connections between British history and early Islamic history and to compare significant events on a timeline</p>	<p>To know how Muhammed created the Islamic religion e.g. built a new community and mosque in Medina and the Battle of Badr</p> <p>To understand why Muslims split into Sunni Muslims and Shia Muslims</p> <p>To know how the Islamic empire spread and to understand the historical significance of Cordoba and Cairo as important early Islamic cities</p> <p>To understand the historical significance of Baghdad as the capital of the Islamic empire</p> <p>To know about the significance of the Islamic Golden Age and to explain its impact on today's modern world e.g. art, perfume algebra, coffee, medicine, cameras</p> <p>To explain the cause and consequence of The Early Islamic Civilisation invasion in 1258 CE.</p>	<p>Islam Muslim Qur'an Caliph/caliphate Dynasty Scholar Calligraphy Vegetal Geometric Islamic Golden Age Mecca Mosque House of Wisdom</p> <p><u>Substantive concepts</u> Empire Religion Battle Civilisation</p>	<ul style="list-style-type: none"> • To know how Muhammed created the Islamic religion e.g. built a new community and mosque in Medina and the Battle of Badr • To understand why Muslims split into Sunni Muslims and Shia Muslims (• To know how the Islamic empire spread and to understand the historical significance of Cordoba and Cairo as important early Islamic cities • To understand the historical significance of Baghdad as the capital of the Islamic empire • To know about the significance of the Islamic Golden Age and to explain its impact on today's modern world e.g. art, perfume algebra, coffee, medicine, cameras • To know why The House of Wisdom is historically significant • To explain the cause and consequence of The Early Islamic Civilisation invasion in 1258 CE. • To make connections between British history and early Islamic history and to compare significant events on a timeline
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