

Throughout their studies, pupils will develop their understanding of chronology and will be able to link periods of history across time and place.  
Pupils will be able to locate their places of study on a map and use their geographical knowledge to support their understanding of place and global movement.

Links to prior and future learning are examples of links teachers will be making across each Key Stage. As we follow a two year rolling programme important links will be identified and taught as relevant and appropriate at the time of teaching the content.

Subject: History Knowledge Progression Map - KS1			
Phase	Autumn - Global Theme: Identity & Diversity Focus: Ourselves and our community	Spring Global Theme: Social Justice & Equity and Human Rights Focus: challenging discrimination	Summer Global Theme: Globalisation & interdependence and Sustainable development Focus: transport and air pollution
Year A	<p><b>Has my school always been like this?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-education was compulsory for children aged 5-10</li> <li>-Their school was built in...and what it looked like</li> <li>- The monarch was...</li> <li>-The architecture style is...</li> <li>-People dressed like...</li> <li>-The school day was...</li> <li>-The subjects studied were...</li> <li>- Who went to school</li> <li>-They wore...</li> </ul>	<p><b>What important roles have women had in the past?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-about a number of women who had to fight against prejudice to achieve their dreams and who became significant role models in modern Britain.</li> <li>-The Victorian era is the time when Queen Victoria was on the throne of the United Kingdom. She reigned from 1837 and died in 1901.</li> <li>-The Victorians operated a class system, where they believed Men were superior to women, Women were expected to obey their husbands.</li> <li>-Florence Nightingale (May 1820 – August 1910) treated soldiers during the Crimean war and was the founder of modern nursing.</li> <li>- Mary Seacole was born Mary Jane Grant on 23 November 1805 in Kingston, Jamaica.</li> <li>- She was a doctor and a business woman.</li> <li>- She fought against prejudice for being an independent, working, black female.</li> <li>-Mary treated soldiers during the Crimean War.</li> <li>- Edith Cavell was born in Norwich in 1865 and served as a nurse. was a British nurse. She is celebrated for saving the lives of soldiers from both sides without discrimination and for helping some 200 Allied soldiers escape from German-occupied Belgium during the First World War, for which she was arrested and killed.</li> </ul>	<p><b>Can women fly too?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-Women often had to work hard to prove themselves as capable as men</li> <li>-The first woman known to fly was Élisabeth Thible, who was a passenger in an untethered hot air balloon, which flew above Lyon, France in 1784.</li> <li>-learn about the invention of planes and the first flight by the Wright Brothers in 1903 and how planes have developed since</li> <li>-learn how American Amelia Earhart was a female aviator and was the first to fly solo around across the Atlantic Ocean in 1932</li> <li>-learn that English Amy Johnson was the first female pilot to fly solo from London to Australia in 1930</li> <li>-in 2020 approx 5% of pilots were women</li> <li>-how the development of air and land transport has impacted on our environment</li> </ul>
Key Vocabulary	Monarch, reign, education, subjects, lessons, generation, grandparents, century, great-grandparents, same, similar, different, memories, era	Victorians, Queen Victoria, class system, rich, poor, reign, throne, prejudice, nurse, a long time ago, achievement, Mary Seacole, Florence Nightingale, Edith Cavell, era	Aviator, flight, solo, invention, pilot, century, discrimination, Atlantic Ocean, pioneers, achievement,
Learning Links:	<p><b>Identity &amp; Diversity</b> Can you remember when you learned about... In Early years the children learn through activities designed to generate an understanding of the world, the children learn about things beyond living memory.</p> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- Important women from the past and how their greatest achievements impacted on their communities.</li> <li>- the Victorians, Dr Barnardo and his impact in the community, The Ragged School</li> </ul>	<p><b>Social Justice &amp; Equity and Human Rights</b> Can you remember when you learned about... - Your school and your community from the past. Later you will be learning about... - Women who were pioneers in the world of flight.</p>	<p><b>Globalisation &amp; interdependence and Sustainable development</b> Can you remember when you learned about... - Mary Seacole, Florence Nightingale, Edith Cavell and their achievements despite being faced with prejudice for being women. Later you will be learning about...</p>
Phase	Autumn - Global Theme: Identity & Diversity. Social Justice, Equity & Human Rights	Spring Global Theme: Social Justice, Equity and Human Rights Focus: Child Labour around the World	Summer Global Theme: Sustainable Development Focus: Environmental Impact

	Focus:		
Year B	<p><b>Who were the Tudors? And the untold story of the black tudors.</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-About Tudor Monarchs and the War of the Roses</li> <li>-That the Tudor period was a long time ago</li> <li>-The Tudors were unique in their position as during this period they lived in a world where skin colour was less important than religion, class or talent: before the English became heavily involved in the slave trade.</li> <li>-Black Tudor's came to England from Africa, Europe, the Spanish Caribbean. They came with privateers, pirates, merchants, aristocrats, even kings and queens, and were accepted into Tudor society. They were baptised, married and buried by the Church of England and paid wages like other Tudors.</li> <li>-Unlike the majority of Africans across the rest of the Atlantic world, in England they were free.</li> <li>-about Norwich during the Tudor period and the significance of Robert Kett.</li> </ul>	<p><b>Who helped the children? Dr Barnardo &amp; The Ragged School</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-That Queen Victoria was the Monarch</li> <li>-The Victorians operated a class system; those who were considered rich had access to nice homes and access to an education.</li> <li>-Until near the end of the Victorian era, parents had to pay to send their children to school. This meant that many poor children received no education and could neither read nor write.</li> <li>-Most families needed their children working and earning money.</li> <li>-How the Ragged School was created in 1844</li> <li>-Dr Barnardo was an Irish immigrant who experienced discrimination when he came to England in 1866</li> <li>-He wanted to stay in London to create a better community for those who lived there as he was shocked by the conditions they lived in.</li> </ul>	<p><b>What was the impact of The Great Fire of London?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-what life was like in the 17th century</li> <li>-when the fire occurred and how it started</li> <li>-why it spread so quickly</li> <li>-how people become homeless</li> <li>-how the fire was put out</li> <li>-the impact the fire had on London's population and physical environment.</li> <li>-about the link between the fire and the banishment of the Great Plague of 1665.</li> <li>-about the regulations passed with the aim of preventing similar events.</li> <li>-about John Evelyn's and Christopher Wren's plans for rebuilding London.</li> <li>-the role the Great Fire of London played in the establishment of London's first fire brigade.</li> <li>-To know that Samuel Pepys saw the fire and that he wrote about it in his diary.</li> <li>-The most widely used definition of sustainable development remains that of the United Nations – 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'</li> </ul>
Key Vocabulary	Monarch, war, Tudor Rose, War of the Roses, Kings, Queens, conflict, peace, immigration, slave, slave trade, freedom	Monarch, poverty, rights, Dr Barnardo, education, workhouse, orphanage, immigrant, era, class system	Evacuation, homeless, destruction, fire-brigade, plague, diary. Samuel Pepys, regulations, eye-witness, parliament, Christopher Wren, rescue, escape, survive
Learning Links:	<p><b>Identity &amp; Diversity.</b> <b>Social Justice, Equity &amp; Human Rights</b> Can you remember when you learned about...</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- How children living in poverty were not able to go to school</li> <li>- the black slavand comparing this with how black people were treated in Tudor England.</li> </ul>	<p><b>Social Justice, Equity and Human Rights</b> Can you remember when you learned about...</p> <ul style="list-style-type: none"> <li>- Your school in the past</li> <li>- Queen Victoria's reign &amp; the Victorian era</li> </ul> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Sustainable Development</b> Can you remember when you learned about... Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- The Grenfell Tower fire and the Sustainable Development Strategy 2016-20 - Sustainable Development Strategy London Fire Brigade and its links to Social Justice</li> </ul>

Subject: Knowledge Progression Map - LKS2			
Phase	Autumn - Global Theme: Sustainable development Focus: dependency on environments	Spring Global Theme: Identity & Diversity Focus: Challenging Gender Stereotypes	Summer Global Theme: Sustainable Development Focus: Climate Change - healthy rivers
Year A	<p><b>How did the way of life change? Stone Age - Iron Age.</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-Around 4,000 years ago, people in Britain started living in a new way. Instead of spending all their time hunting and gathering, they began to set up farms.</li> <li>-Features of and developments within the Palaeolithic Era</li> <li>-Features of and developments within the Mesolithic Era</li> <li>-Features of and developments within the Neolithic Era</li> <li>-The development of tools</li> </ul>	<p><b>How have females been empowered through time?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-UK women have been celebrating 100 years of the vote, looking back at the lives of the first suffragettes.</li> <li>-The 1866 petition calling for women to be given the vote on the same terms of men was signed by 1,499 women,</li> <li>-Suffrage societies were formed in the 19th century and came together to form the National Union of Women's Suffrage Societies (NUWSS) in 1897</li> </ul>	<p><b>What did the Ancient Egyptians achieve?</b> Children will learn:</p> <ul style="list-style-type: none"> <li>-learn about the kingdoms of Ancient Egypt and their rulers</li> <li>- know about the different groups of people and their roles</li> <li>-learn why the River Nile was so important to the Ancient Egyptians</li> <li>-Their civilisation depended on the River Nile because it provided water for crops but also fertile soil as it was considered a prime location.</li> <li>-They were among the first civilisations to use irrigation systems.</li> </ul>

	<ul style="list-style-type: none"> <li>-What a nomadic lifestyle was.</li> <li>-People began to settle down in one place and build permanent homes.</li> <li>-The impact on people of building permanent homes.</li> <li>- How people began setting up farms.They kept cattle, sheep and pigs.</li> <li>-The monuments that were built</li> <li>-How bronze is made.</li> <li>-Who the Celts were and why they used iron.</li> </ul>	<ul style="list-style-type: none"> <li>-1905 onwards the Suffragettes' campaign became more violent. Their motto was 'Deeds Not Words', and they began using more aggressive tactics</li> <li>-Many Suffragettes were arrested for law-breaking and many went to prison</li> <li>- as far as we know, only one of those names belonged to a black or Asian woman.</li> <li>-Although black and Asian people have long settled in the UK, they made up a very small percentage of the population until after the end of World War Two. At the time of the suffrage movement, it was mostly men that made up this community.</li> <li>-Sarah Parker Remond was an African-American lecturer on anti-slavery and women's rights who had moved to London to try to get support for the abolition of slavery in the US.</li> <li>-Sushama Sen was an Indian suffragette.</li> <li>-in ancient Egypt, women reigned supreme.</li> <li>-queens like Hatshepsut, Nefertiti, and Cleopatra controlled the totalitarian state as power brokers and rulers.</li> </ul>	<ul style="list-style-type: none"> <li>-learn how the River Nile was used for transportation for foreign trade</li> <li>-Egyptian society was very hierarchical, some groups of people were deemed more important than others.</li> <li>-There were craftsmen and scribes who could read and write in hieroglyphics on tombs and temples.</li> <li>-Rich children went to school and women were held in high regard in society.</li> <li>-Ancient Egyptians are credited for inventing mosaic glass, beer, sailing boat and paper (papyrus). They also developed a solar calendar.</li> <li>-The well preserved bodies of dead Egyptians have been discovered complete with objects from daily life such as pottery, furniture and tools.</li> <li>-Period began around 3100BC and ended with the death of Queen Cleopatra VII in 30 BC</li> </ul>
Key Vocabulary	Settlements, farming, Neolithic, century, civilisation, tools, era, nomadic, Palaeolithic, Mesolithic, Neolithic, monument, tribe, citizen, culture, community, source, archaeologist,	Suffragette, protest, rights, votes, ballot, petition, abolish, totalitarian state, rulers, conflict, power	Pharaoh, pyramids, afterlife, hieroglyphs, papyrus, mummify, kingdom, power Tomb, artefacts, hierarchy, Sarcophagus, archaeologist, valley of the kings, society Tutankhamun, BC, Ruler, reign, civilisation, citizen, belief, worship, creation. ancient
Learning Links:	Can you remember when you learned about... Farming in your local area and the use of land around your locality Later you will be learning about... people present in the prehistoric era regarding cultivation and sustainability when you learn more about the first farmers.	Can you remember when you learned about... - The achievements of women through time in KS1 - Female monarchs i.e Queen Victoria, Queen Elizabeth II, Queen Elizabeth I, Queen Mary Later you will be learning about... - How women were held in high regard in Ancient Egyptian society.	Can you remember when you learned about... - Later you will be learning about... - The Anglo-Saxons and their reliance on water sources
Phase	<b>Global Theme: Social Justice &amp; Equity and Peace &amp; Conflict</b> <b>Focus: The power of debate and activism</b>	<b>Global Theme: Identity &amp; Diversity and Globalisation and interdependence</b> <b>Focus: Self-identity and Belonging</b>	<b>Global Theme: Sustainable Development</b> <b>Focus: Sustainable Food Industry</b>
Year B	<b>How did debate, democracy and the class system develop? Ancient Greeks.</b> Children will learn: -It was the Iron Age in Britain, -There was no central government system -The Greeks operated a class system, -Ancient Greece wasn't a single country or empire united under a single government, it was made up of a number of city-states. -The city of Athens was the largest state that we know about that practiced democracy. -In the year 507 B.C., the Athenian leader Cleisthenes introduced a system of political reforms called demokratia -Greek families were not very large and boys were seen to be more important than girls. - In Athens women were not allowed to vote and neither were slaves or foreigners. - debate was used as a tool by the poorer groups of society to dispute their living conditions	<b>What does the Romanisation of Britain mean?</b> Children will learn: - In 43 AD the Romans invaded Britain led by Julius Caesar and by AD44, the Romans capture Colchester. -about the multicultural communities that existed during Roman Britain -Roman Britain was actually a highly multicultural society that included newcomers and locals with black African ancestry and dual heritage, as well as people from the Middle East. -how different cultures have contributed to modern Britain -Most of Roman Britain was a wild place, with forests and mountains where few people lived. -People mainly lived in small villages of wooden houses with thatched roofs. -Wealthy Romans lived in villas and palaces. -The Romans established themselves in Britain and developed: paved straight roads; written and spoken language; measurement system, cities (such as London), religion (Christianity),	<b>How did the Saxons develop large scale sustainable farming?</b> Children will learn: -The last Roman soldiers left Britain in 410. -The Anglo-Saxons invaded Britain. -They came in ships across the North Sea -The Anglo-Saxon age in Britain was from around AD410 to 1066. -Anglo-Saxons and their agriculture altered the landscape of Britain. -Anglo-Saxons ate what they could grow, harvest, rear and catch. -Anglo-Saxon farming was widespread throughout Britain, and almost everybody worked on a farm. -Most Anglo-Saxon farms and villages were built close to a source of fresh water. -As well as raising animals for their meat, milk and eggs, the Saxons also used animals for other products important for daily living. -Early Anglo-Saxon farmers used a primitive type of plough and tools. -The surplus food produced would be kept on land and stored for

	<ul style="list-style-type: none"> <li>- about the concept of activism and protests and their role in modern society</li> <li>- learn about the female Greek Philosopher Aspasia</li> <li>- how the uprising of the poorer social classes led to the weakening of the Greek Empire</li> </ul>	<p>infrastructure such as aqueducts and buildings constructed from bricks and stone.</p> <p>-Hadrian's wall was built to separate England from Scotland</p>	the King
Key Vocabulary	Democracy = demokratia, or "rule by the people" from demos, "the people," and kratos, or "power:" uprising, debate, activism, class system, empire, Aristotle Socrates, Plato, BC/AD, Government, politics, philosophy, citizenship, society,	Invade, infrastructure, religion, christianity, captured, multicultural, empire, emperor, conquest	Sustainable, farming, crops, tribes, settlement, invasion,
Learning Links:	<p><b>Sustainable development</b></p> <p>Can you remember when you learned about...</p> <ul style="list-style-type: none"> <li>- The suffragettes and womens' rights to vote in the UK.</li> <li>- The Iron Age which is in the same period of history as the Ancient Greece empire and think critically about the differences in society between the two periods of time.</li> <li>-</li> </ul> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- the Romans, following the demise of the Greek empire and comparing the 2 empires.</li> <li>- In UKS2 the children will learn about the formation of states and apply their knowledge of the self-governing city-states of Ancient Greece.</li> </ul>	<p><b>Global Theme: Identity &amp; Diversity</b></p> <p>Can you remember when you learned about...</p> <p>-the Greek and Egyptian civilisation and how they ruled.</p> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- about the Ancient Islamic civilisation and will therefore have a broader understanding of the great empires of the world.</li> </ul>	<p><b>Globalisation and Interdependence</b></p> <p>Can you remember when you learned about...</p> <p>Later you will be learning about...</p>

Subject: Knowledge Progression Map - UKS2			
Phase	Autumn - Global Theme: Sustainable development. Power & Governance Focus: sustainable communities	Spring Global Theme: Peace & Conflict and Social Justice, Equity and Human Rights Focus: Seeking Asylum	Summer Global Theme: Social Justice & Equity; Power & Governance Focus: The Role of Political Protests to Influence Policy
Year A	<p><b>Why was Britain so desirable to the Anglo-Saxons &amp; Vikings?</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>-The last Roman soldiers left Britain in 410.</li> <li>-The period of time after the Romans left Britain is sometimes known as the Dark Ages.</li> <li>-The Anglo-Saxons invaded Britain.</li> <li>-They came in ships across the <b>North Sea</b> -The Anglo-Saxon age in Britain was from around AD410 to 1066.</li> <li>- They were a mix of tribes from <b>Germany, Denmark and the Netherlands</b>. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.</li> <li>-Danish Vikings chose to uproot and migrate to England between the 9th and 10th. They were driven by the same factors that drive migration to Europe today: the chance of a better life.</li> <li>-The Vikings left their homeland because they were looking for better places to farm.</li> <li>-They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050.</li> <li>-They travelled over the sea in longships, which are long, narrow wooden boats that could be sailed in both deep and shallow water.</li> </ul>	<p><b>Free movement across the globe?</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>-learn about history borders &amp; states and their purpose in the UK and beyond</li> <li>-use their prior learning of movement across the globe to understand the impact borders have on immigration</li> <li>-about UN Declaration of Human Rights</li> <li>-learn about the plight of the Rohingya minority living in Myanmar and the refugees journey</li> <li>--will learn about inequality through the study of the Black Lives Movement in 2013 by three black females</li> <li>-will learn about the events of the civil rights movement with the introduction of the 13th amendment in America in 1865</li> </ul>	<p><b>Geography &amp; History: In depth study:</b>What's the story of the Windrush Generation? What is the legacy of human movement and migration to East Anglia?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>- about the formation of the British Empire at the end of WW2</li> <li>-After WWII, the British government passed the British Nationality Act of 1948, creating the status of 'Citizen of the United Kingdom and Colonies', which granted citizenship to all British subjects.</li> <li>-about the Windrush migration in 1948 and the reasons behind the migration and its significance</li> <li>-how the Windrush generation contributed to the evolution of London modern Britain</li> <li>-Many worked for state-run services like the newly-formed National Health Service and London Transport.</li> <li>-In April 2018 Home Secretary Amber Rudd apologised for the "appalling" treatment of the Windrush generation, to resolve the immigration status of those affected.</li> <li>- learn about and critically analyse major events that have</li> </ul>



	<p>-While Vikings were masters at raiding villages and plundering rations, they were equally skilled at establishing trade and forming strong economies.</p> <p>-The Vikings were able to create an extensive trade network that extended to all parts of the known world due to advances in ship building and navigation with their signature longboats</p> <p>-Their expertise at navigating the rivers of Europe and Asia opened trade in Eastern lands as far east as India and China.</p>		<p>happened more recently such as Brexit and the Grenfell Tower incident</p> <p>-The Grenfell Tower fire and the Sustainable Development Strategy 2016-20 - Sustainable Development Strategy London Fire Brigad</p> <p>-about the legacy of migration in their local area (Norfolk and Suffolk)</p>
Key Vocabulary	<p>Invasion, settlements, farming, Christianity, Pagan, Kent, Mercia, Northumbria, trade, economy, global trade</p> <p>East Anglia, Essex, Sussex, Wessex, immigration, migration, farming, land</p>	<p>Declaration of Human Rights, borders, immigration, migration, discrimination, movement, territories, settlements, empire, discrimination, segregation, marginalised, refugees, civil rights, flee</p>	<p>Immigration, human rights, legacy, Windrush generation, social justice, equality, migration, multi-cultural, empire, colony</p>
Learning Links:	<p>Can you remember when you learned about...          'The origins of farming' where they will have explored large scale farming and the role of the Anglo Saxons within this.          Later you will be learning about...</p>	<p>Can you remember when you learned about...</p> <ul style="list-style-type: none"> <li>- the Ancient Greeks and the uprising of social classes.</li> <li>- Inequality for women in KS1</li> <li>-</li> </ul> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>- The civil rights movement</li> <li>- The rights of the Windrush Generation as migrants</li> </ul>	<p>Can you remember when you learned about...</p> <ul style="list-style-type: none"> <li>-Multi-cultural Roman Britain</li> <li>-Nottinghill Carnival</li> </ul> <p>Later you will be learning about...</p> <ul style="list-style-type: none"> <li>-WW2 with a focus on the contributions and impact of the British empire on the war effort.</li> </ul>
Phase	<p>Autumn -          Global Theme: Sustainable development and Identity and Diversity/Social Justice, Equity and Human Rights          Focus: Deforestation</p>	<p>Spring          Global Theme: Peace &amp; Conflict; Power &amp; Governance          Focus: International Relations</p>	<p>Summer          Global Theme: Peace &amp; Conflict; Power &amp; Governance          Focus: Eastern influence on the world</p>
Year B	<p><b>What is the effect of the Slave Trade on present day Brazil?</b>          Children will learn:          -Brazil was the last American nation to abolish slavery, on 13 May 1888.          -At the time Rio represented the largest urban concentration of slaves since the end of the Roman empire, more than 40% of the population.          -The Trans-Atlantic slave trade transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century.          -Civil rights Movement in America was in full swing with the famous march and Martin Luther King Jnr Speech in August 1963 and the Civil Rights Act of 1964 was signed          -about the creation of favelas and why they still exist today          -the diversity of Brazilian culture today and the Rio Carnival          - the importance of Harriett Tubman</p>	<p><b>What was the role of the British Empire during WW2?</b>          Children will learn:          -In 1940 the British Empire contained a quarter of the world's population and a fifth of its landmass          -The British Empire was ruled by the Royal Family.          -the strength of Britain's Global trade links          -Britain maintained colonies all over the world, which provided valuable raw materials, manpower and strategic bases          -about how the Nazi Party was formed, and what it believed.          The role of propaganda during WW2          -Britain had soldiers from colonies from five different continents: Europe, North America, Australasia, Asia and Africa.          -India sent the most soldiers. At that time, India included both Pakistan and Bangladesh.          - Prior to World War II, most Black people worked as low-wage farmers, factory workers, domestics or servants.          - In 1941, during the Second World War, British Prime Minister Winston Churchill signed the <b>Atlantic Charter</b> in which Britain accepted that nations should be free from being oppressed by other empires.          - the beginning of the demise of the British Empire          -In 1947 India, became independent.          - World War Two had been extraordinarily costly for Britain and her empire          The new <b>United Nations</b> that was set up in 1945 after the war represented ideas of equality and human rights for all people.</p>	<p><b>What was the Golden Age of Islamic Civilisation?</b>          Children will learn:          -Baghdad and its position in the world as the centre of knowledge          -learn what society was like in Baghdad 790 CE to 1258 CE          -explore the differences in society between the rich and the poor          -The Islamic Golden Age was a period when science, culture, technology, education, and the arts flourished throughout the Islamic Empire.          -The Early Islamic World was a period of rapid expansion for both the Islamic Empire and the religion of Islam          -During the Middle Ages, the Islamic Empire had a booming trade economy. As a result, people worked a variety of jobs including farmers, merchants, craftsmen, teachers, herders, and soldiers.          -the Islamic government was called the "Caliphate" and was ruled by a "Caliph." -The first four Caliphs were all taught Islam by Muhammad and were called the "Rightly Guided" Caliphs.          - to compare the Roman, Greek, British and Islamic Empires and learn the stories of great thinkers from the East.          -There was a fundamental transformation in agriculture. Engineers adopted the watermill technology, which was used by the Greeks and develop excellent methods of irrigation techniques.</p>
Key Vocabulary	<p>Slavery, Immigration, Race, poverty, mulit-cultural, diversity, diverse, civil-rights, racial tension, equality, prejudice, abolition</p>	<p>Empire, colonies, allies, conflict, power, dictator, atrocities, government, prime minister, royal family, King George V, Adolf Hitler, Winston Churchill, United Nations, global trade, economy, parliament</p>	<p>Social equality, empire, economy, trade, Islam, religion, pioneers,</p>

Learning Links:	<b>Sustainable development and Identity and Diversity/Social Justice, Equity and Human Rights</b> Can you remember when you learned about... -Civil Rights movements such as Black Lives Matter and the impact it has had across the world relating to Social justice and equity.  Later you will be learning about...	<b>Peace &amp; Conflict; Power &amp; Governance:</b> Can you remember when you learned about... Later you will be learning about...	<b>Power &amp; Governance:</b> Can you remember when you learned about... -political systems during other historical periods & empires e.g. Greeks, Romans. British Later you will be learning about...
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