

Opening Worlds KS2 History Curriculum

The full Opening Worlds History Curriculum for KS2 is shown below. However, as the school fully embeds the Opening Worlds curriculum in history, it is important to ensure full coherence and sequencing in each year group from the themes studied so far. From January 2023 the following year groups will therefore study the following themes for the remainder of the year:

Year 4	Spring 1	The Roman Republic
	Spring 2	The Roman Empire
	Summer 1	Roman Britain
	Summer 2	Christianity in Three Empires (300-600CE)
Year 5	Spring 1	Christianity in Three Empires (300-600CE)
	Spring 2	Islamic Civilisations (1) Arabia and Early Islam
	Summer 1	Islamic Civilisations (2) The Rise of Islam
	Summer 2	Islamic Civilisations (3)
Year 6	Spring 1	Norse Culture
	Spring 2	The Tudors
	Summer 1	World War 2
	Summer 2	World War 2

Year	Term	History Theme and Content
3	Autumn 1	Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <i>Disciplinary focus: change/continuity</i> <i>How much did Ancient Egypt change over time?</i>
3	Autumn 2	Cradles of Civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geographical knowledge so far) and via art of ancient civilisations. Ziggurats

		Disciplinary focus: similarity and difference <i>How similar and how different were Ancient Egypt and Ancient Sumer?</i>
3	Spring 1	Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion Disciplinary focus: evidential thinking <i>How do we know about the Indus Valley civilisation?</i>
3	Spring 2	Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses Disciplinary focus: similarity and difference <i>What did Greek city-states have in common?</i>
3	Summer 1	Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc. Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle. Disciplinary focus: evidential thinking <i>What can historians learn from the sources from Ancient Greece?</i>
3	Summer 2	Alexander the Great Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)

		Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall? <i>Disciplinary focus: causation</i> <i>How did Alexander the Great conquer so much land?</i>
4	Autumn 1	The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic <i>Disciplinary focus: causation</i> <i>How did Rome become so powerful?</i>
4	Autumn 2	The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war. Persecutions of Christians in Rome Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography) <i>Disciplinary focus: evidential thinking</i> <i>What can sources reveal about Roman ways of life?</i>
4	Spring 1	Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain <i>Disciplinary focus: change/continuity</i> <i>What changed in Roman Britain?</i>
4	Spring 2	Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:

		1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine and founding of Constantinople. 3. Fall of Rome in 5th century. 4. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 5. The Port of Adulis on the Red Sea. Kingdom of Aksum. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. 6. Ethiopian Christianity - its practices, cultural artefacts and ongoing importance in world Christianity. <i>Disciplinary focus: similarity/difference</i> <i>How did rulers change Christianity?</i>
4	Summer 1	Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam. <i>Disciplinary focus: causation</i> <i>Why did Islam spread so far and so fast?</i>
4	Summer 2	Islamic Civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions. <i>Disciplinary focus: similarity and difference</i> <i>How did worlds come together in Cordoba?</i>
5	Autumn 1	Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek

		The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance. Disciplinary focus: <i>How was Baghdad connected with the rest of the world?</i>
5	Autumn 2	Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo Disciplinary focus: change <i>How did Angles, Saxons and Jutes change Britain?</i>
5	Spring 1	Vikings in Britain (1) Different 'English' kingdoms King Alfred of the Kingdom of Wessex – forerunners of English identity Viking navigation Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures. Disciplinary focus: change/continuity <i>How did the Vikings change England?</i>
5	Spring 2	Norse Culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history) Disciplinary focus: similarities <i>What connections* and similarities did the Norse peoples have with other peoples?</i> <i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i>

5	Summer 1	Vikings in Britain (2) Vikings and Christianity Guthrith Second Viking Age <i>Disciplinary focus: change/continuity</i> <i>How did Christianity change as it travelled?</i>
5	Summer 2	Early Civilisations in the Americas Depth 1: Ancient tribes in the Amazon basin. At end of topic, link with geo: how do these ancient human disturbances still affect the forests today, altering patterns of growth and the mix of tree species? That in turn can make it difficult for climate scientists to judge how much carbon from greenhouse emissions can be absorbed by the Amazon rainforest every year. Depth 2: Ancient civilisations in central America: the Maya. For both: use geography learned so far: how land and climate shape cultures; how cultures shape the land) <i>Disciplinary focus: evidential thinking</i> <i>How do we know about the ancient civilisations of central America?</i>
6	Autumn 1	Theme: London and migration through time 1. Medieval London (Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of London already being sewn. Languages spoken in London. Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered. <i>Disciplinary focus: change/continuity</i> <i>How much did London change between the Saxons and the fifteenth century?</i>
6	Autumn 2	Theme: London and migration through time 2. Tudor London: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. Miranda Kauffman's work on Black Tudors. <i>Disciplinary focus: similarity/difference</i> <i>Who were the Tudor Londoners?</i>
6	Spring 1	The Kingdom of Benin Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness of the Oba

		Oral and visual culture. Thriving city-state in 15th century. European contact 19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians. <i>Disciplinary focus: evidential thinking</i> <i>How do historians continue to build knowledge about Benin?</i> <i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i>
6	Spring 2	Theme: London and migration through time 3. Seventeenth century London a. Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out? b. How was London connected with Africa and Asia in the 17th century? c. Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this? <i>Disciplinary focus: change/continuity</i> <i>How did London change during the 17th century?</i>
6	Summer 1	Theme: London and migration through time 4. Eighteenth and nineteenth century London & the world: How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool. <i>Disciplinary focus: similarities</i> <i>What connected London with the rest of the world in the 18th and 19th centuries?</i>
6	Summer 2	Theme: Migration through time: two cities - Liverpool and London 5) Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations. Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The kindertransport – links with Spring 2 Judaism – in London. Judith Kerr, <i>When Hitler stole Pink Rabbit</i>. <i>Disciplinary focus: similarity/difference</i> <i>How did migration change Liverpool</i>