



History Knowledge and Progression Map

Richmond Hill Primary Academy

Below are the Key Strands that our whole curriculum is designed around. Our History curriculum primarily supports children to develop strands 1, 2 and 3. As an inclusive school, in a predominantly white British area, we believe that it is essential to provide a curriculum which represents a diverse breadth of backgrounds, race, genders, religions, cultures and social status. This is done through not only exploring Britain's rich past and the history of the local area but also by looking at world history and the lasting impact of other civilisations.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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Ofsted's Research Review Series: History (July 2023) states that pupils make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts. Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material. Abstract concepts are best learned through meaningful examples and repeated encounters in different contexts.

Pupils make progress in history by developing:

- **Substantive Knowledge:** their knowledge about the past
- **Disciplinary Knowledge:** their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts

These forms of knowledge have been planned for here, within the context of each history unit covered in the Cornerstones Curriculum.

EYFS

At Richmond Hill, we use 'Development Matters' to help us design an effective early year's curriculum. '

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.' Development Matters 2023

Within 'Understanding the World' in Nursery children begin to make sense of their own life-story and family's history. This prepares the children for their future learning in reception and year 1 where the children begin to develop their understanding of **chronology** by sequencing their own lives and create family trees. The children are also introduced to the concepts of **'similarities and difference'** and **'continuity and change'** by comparing and contrasting **significant** life events.

In Reception, children begin to comment on images of familiar situations in the past and use historical language: long ago, here, now, yesterday, last week, years ago and a long time ago) in preparation for year 1. They also continue to develop their understanding of **chronology** by sequencing things, which happened in the past to now focusing on their own timelines. They will continue to explore the concept of **'similarities and differences'** by comparing and contrasting characters from stories, including figures from the past. In the topic 'long ago' children build on their understanding of **'continuity and change'** by looking at how they have changed from babies and how life in the past was different from today and **significant** life events. The children should leave the early years knowing some **similarities and differences** between things in the past and now, drawing on their experiences and what has been read in class.

Year 1: Childhood	Year 1: School Days
<p><u>CYCLE 1</u></p> <p><u>Enquiry Question:</u> How did everyday life and family experiences in the 1950s differ from those of children today?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p> <ul style="list-style-type: none"> Children will be able to discuss the passing of time to communicate ideas and observation ((here, now, then, yesterday, last week, last year, years ago and a long time ago). Chronology – events and information can be put in time order. A decade is 10 years An artefact is an object that was made and used in the past. Some items are the same/similar to ones we use today while others are no longer used. Know about the features of maps so that they can understand the changes between 1950's Britain and now. Significant means important <p><u>How does life change over time?</u></p>	<p><u>CYCLE 2</u></p> <p><u>Enquiry Question:</u> How has our school and local area changed since Victorian times? What do these changes tell us about children's experiences at school?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p> <ul style="list-style-type: none"> Children will be able to discuss the passing of time to communicate ideas and observation ((here, now, then, yesterday, last week, last year, years ago and a long time ago) – revisit from previous unit. Chronology - A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right. Significant events include anniversaries and celebrations – relate back to significant events in someone's life from the childhood unit. Fieldwork includes observing and collecting data (information) about people, places and natural environments. MAPS - A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Roles within a school – head teacher, deputy, teachers, teaching assistants, caretaker, pupils

- **Chronology**: People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parent. This will relate to children being able to sequence their own lives as an introduction to chronology.
- **Continuity and change**: Important life events include birthdays, religious festivals or family celebrations. They can happen every year or at certain stages of life.
- **Chronology**: A family tree is a diagram that shows the relationship between generations of people in a family. Children will begin to build their knowledge of the past and chronology by exploring their own family tree

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Continuity and change** through looking at **everyday life** and childhood in 1950's (changes within living memory).
- **Similarities and differences** between everyday life in the 1950's and present day (In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were homemakers. In their leisure time, people listened to the radio, visited dance halls and began to watch television)
- **Similarities and differences** between childhood in the 1950's and present day (games, toys, school, family life, clothes and food - In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets as there were not many cars and spent their pocket money on sweets). **FUTURELEARNING – the next unit focuses on our school which was built in the 1950's – establish that the children who first came to RHPA would have experienced 1950's childhood**
- **Similarities and differences** between artefacts used today and in the 1950's – how the toys, books and other objects are similar or different from items from their childhoods

- Historical artefacts are objects that were made and used in the past.
- Historical sources include artefacts, written accounts, photographs and paintings.

Our school – 1950's

- Our school was built in the 1950's – relate learning about our school to the context of the 1950's which children have already explored in the previous unit – childhood.

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Continuity and change**: find out about the history of our school – when it was built and other important events in the schools history. Explore the building itself and grounds (fieldwork) to compare and contrast changes between the building now and when it was first built. Use artefacts and photographs from the school to explore what life may have been like for past pupils. **LOCAL HISTORY** (*Note – the school was built in the 1950's relate this back to the previous unit*)
- **Chronology** – use a timeline to put the schools history in order – **LOCAL HISTORY**
- **Significant event** – describe important events that have happened in the school's history – focus on when the school was first built. Use artefacts, photographs and fieldwork **LOCAL HISTORY**
- **Similarities and difference** - In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.
- The Victorian era is named after Queen Victoria.
- **Significant event/period of time** - During the **Industrial Revolution**, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.

- **Chronology:** Use a timeline to explain how much time has passed between now and the 1950's. Order events using the date and place the events on a timeline.
- **Significant event:** The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.
- **Cause and Effect** - *Changes over time*: Geographical features such as roads and towns can change over time – compare 1950's map to present day map – link to cause and effect of changes to land use

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Changes in land use over time** (**cause and effect**) – the way in which land changes over time is linked to the changing needs of the population (technological advances, technological advances, cultural changes, social attitudes and expectations)
- **Living standards** – The quality of life experienced by a group of people – how does this compare between now and the 1950's?
- **Monarchy** – a king or queen. A coronation is a ceremony where the crown is placed on the head of a king or queen.

Disciplinary Knowledge:

- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past

- **Similarities and differences** - By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.
- **Similarities and differences** In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.
- **Similarities and differences** between artefacts from the Victorian era and now (purpose, materials, still used?)
- **Similarities and differences** – compare and contrast a Victorian lesson to a lesson from today – (subjects, practices, discipline and punishment)
- **Significant person:** Samuel Wilderspoon opened schools with playgrounds during the Victorian era. Think about the impact Samuel Wilderspoon had on schools today.
- **Similarities and differences** – what are the similarities and differences between Victorian Doncaster- focus on Cusworth Hall – what life was like there and in the wider community and compare to today.

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Changes in land use over time** (**Cause and effect**). Our school has changed a lot over its history (built as a hospital and then adapted into a school) – this is due to the needs of the people using it (technological advances, technological advances, cultural changes, social attitudes and expectations) – relate this back to learning from the previous unit about how the 1950's map was different to the modern map.
- **Changes in land use over time** - Geographical features such as roads and towns can change over time.
- **Living standards** – The quality of life experienced by a group of people – how does this compare between now and the Victorian era?
- **Monarchy** - a king or queen. A coronation is a ceremony where the crown is placed on the head of a king or queen.

	<p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> Buildings can be used by historians to develop their understanding of what life was like in the past. Relate this to how artefacts can also be used to build this picture. Establish that some buildings (like our school) are still standing but their purpose had changed and they have been adapted. FUTURE LEARNING: However, other buildings are no longer used and so demolished. Traces of these buildings may be found later and used by archaeologists to build a picture of what life may have been like in the past. Field work is often carried out by historians to find out information about the people, places and natural environment. Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past
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Year 2: Movers and Shakers	Year 2: Magnificent Monarchs
<p><u>CYCLE 1</u></p> <p><u>Enquiry Question:</u> How have historically significant people shaped our world?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p>	<p><u>CYCLE 2</u></p> <p><u>Enquiry Question:</u> How has the British Monarchy changed since AD871?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p> <ul style="list-style-type: none"> AD – anno domini - The years after Jesus Christ was born.

- **Chronology**: A timeline can be used to put important dates and events in chronological order. The numbers are dates that tell you when an event happened. People are ordered on timelines according to their date of birth.
- A timeline can show different periods of time, from a few years to millions of years.
- **Chronology**: There are many useful words that help us talk about time. A year is 365 days. A decade is 10 years. A century is 100 years.
- Fact and Opinion -A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.
- A memorial is something made to remind people of a significant person or event.

Know some key information about the following significant people:

Significant activists

- **Significant person**: Emmeline Pankhurst
- **Significant person**: Rosa Parks
- **Significant person** - Martin Luther King Jr was an activist who led the civil rights movement in America that campaigned for equal rights for black people EXPLORED MORE IN Y6
- **Significant person** William Wilberforce – William Wilberforce was a Member of Parliament who campaigned for the slave trade to be banned and for the law to change. – EXPLORED MORE IN Y6
- **Significant person** Mahatma Gandhi - Mahatma Gandhi was an activist who campaigned to give the people of India the right to rule themselves instead of being ruled over by the British.
- **Significant person** Malala Yousafzai is an activist who fought for the rights of girls to go to school in Pakistan.

Significant monarchs

- **Significant person**: Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.

Significant artists

- **Significant person**: Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism.

- Know the historical terms and phrases linked to monarchs: king, queen, sovereign, ruler and reign.
- Know the terms linked to the passage of time – year, decade, century
- Recap timelines and putting events in **chronological** order from previous unit and Y1
- A historical period is the duration of a monarch's reign.
- Recap the features of maps from Y1 so that they can locate Royal Residences
- Recap knowledge about the Victorians from 'school days' topic in Y1

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Chronology** – children will sequence the monarchs from the Anglo-Saxon monarchs to the modern day. Consolidate knowledge on how to create a timeline to sequence historical events
- **Continuity and change**: In the past, some monarchs had absolute power and could make their own rules and laws. Consider the impact this had.
- **Continuity and change**: Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.
- **Significant places**: Places can be significant because religious or historic events that have happened there in the past. Buckingham Palace in London and Balmoral Castle in Aberdeenshire are two significant royal residences in the UK. Establish that Royal residences were in key locations – defence. Created power and wealth.
- **Cause and effect**: Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. Compare and contrast the portraits of monarchs by looking for **similarities and differences**.
- **Chronology** – sequence 6 significant monarchs (Alfred the great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II)
- **Significant people** - Alfred the Great was an Anglo-Saxon king who defeated Viking invaders. Alfred valued reading and knowledge and translated books from Latin for others to read

- **Significant person** Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.

Significant scientists

- **Significant person:** Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.
- **Significant person:** Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.

Significant Explorers:

- **Significant person:** Vasco da Gama was the first European to find an ocean trading route to India.
- **Significant person:** Christopher Columbus
- **Significant person:** Captain James Cook drew detailed maps of New Zealand and discovered Australia.
- **Significant person:** Roald Amundsen led the first expedition to reach the South Pole
- **Significant person:** Neil Armstrong

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Significant people** can be sorted into groups by what they did
- An **activist** is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.
- An **explorer** is a person who travels to places to find out what is there.
- A **scientist** is a person who discovers or invents new things
- An **artist** is a person who creates works of art, including pieces of music, plays, poems, paintings, dances or sculptures.
- A **monarch** is a king or queen who rules a kingdom.
- **Locally Significant person:** Sir Nigel Gresley - The railway engineer who designed many famous locomotives, including the Flying Scotsman and the Mallard, and worked at the Doncaster railway works. What was the impact

- **Significant people** - William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. William I built many castles and introduced the feudal system. The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror. Discuss the reliability of the Bayeux tapestry as a historical source of information. Introduce the concept of bias.
- **Continuity and change:** The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants. This system was introduced during William the Conqueror's reign. Explore how the feudal system and hierarchy changed Britain from the Anglo Saxon period.
- **Significant people** – Introduction to Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England **REFORMATION** (cause and effect). Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars – **FUTURE LEARNING** – Y5 Tudors
- **Significant people** Introduction to Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England. Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries. Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588 – **FUTURE LEARNING** – Y5 Tudors
- **Significant people** - Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era. Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor. British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today – relate back to **prior knowledge** from Y1
- **Significant people** - Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022. Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards (within living memory).

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

of Sir Nigel Gresley on Doncaster, Great Britain and the wider world?

LOCAL HISTORY

- **Similarities and differences:** Significant people can be compared and contrasted (see above) using Dawson's model:
A person is historically significant if their actions match most of these statements:
They made big changes in their lifetime.
They made a lot of people's lives better or worse
They changed the way people think.
Their ideas are still used today.
They were a very good or very bad role model
- **Chronology**.- Sequence significant people/events in chronological order
- **Continuity and change** explore the impact of significant people and what has changed as a result of their actions. Considering changes over time in terms of technology, attitudes and society.
- **Causes and effects** of individual actions and achievements on the wider world – activists
- **Cause and effects** of individual actions and achievements on the wider world – explorers
- **Significant person:** Introduction to Christopher Columbus - Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492. Christopher Columbus brought things to Europe that had not been seen before, such as tobacco. **FUTURE LEARNING** – Y6 slave trade
- **Significant person:** introduction to Neil Armstrong: Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon – **FUTURE LEARNING** – Y5 – moon landings
- **Similarities and differences** – compare and contrast the journeys of explorers Columbus and Neil Armstrong. What are the differences between transport in the past and now? What impact has that had?
- **Significant person:** Introduction to Emmeline Pankhurst – was a British activist who successfully campaigned for women's voting rights in the 20th century. NOTE – although women did eventually get the right to vote in 1918 it was not equal with men until 1928. This was not just the achievement of one woman but she did help set up the suffragettes. Women still face discrimination today.

- **Monarchy** - A monarchy is a country that has a king or queen as head of state (the public representative of a country, such as monarch). The king or queen is known as the monarch or sovereign. Introduce concept of absolute vs constitutional monarch.
- **How do monarchs portray power and authority?** Royal portraits show a monarch in the way they wish to be seen. The pose, objects, background, clothes and facial expression show the monarch's power and personality. Royal residences can also show power and authority – large estates create wealth.
- **Power** – Complete control over someone or something especially of a monarch or government over their people. Power shifted from the monarch who had absolute power to parliament (a constitutional monarchy).
- **Parliament** - A group of people who make the laws for a country.
- **Living standards** – The quality of life experienced by a group of people- consider how life changed for the everyday person under the feudal system.
- **Society** – people living together in a community
- **Hierarchy** - The order of people or things from most important to least important.
- **Feudal System:** A hierarchy where people are put into different groups based on their class and roles. Introduced by the Normans.

Disciplinary Knowledge:

- Buildings can be used by historians to develop their understanding of what life was like in the past – royal residences created a sense of power and wealth – relate back to building significance in Y1
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past
- Some historians use Dawson's model of significant to evaluate if a person is historically significant.

- **Significant person:** Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed. NOTE – Provide some age-appropriate background information about Rosa Parks regarding segregation in the USA at the time. Establish that although her actions helped to change the law in regards to segregation, it was part of a wider movement – refer back to Martin Luther King Jr and William Wilberforce. Establish that Rosa Park's actions and other's like her *HAVE NOT* ended racism which still goes on today. EXPLORED MORE IN Y6
- Significant people and their actions are remembered by memorials such as plaques, statues, buildings or by money, stamps, parks, streets and even stained glass windows. NOTE – not all significant people have a memorial and some individuals who do are contested (this will be explored later in Y6).

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Monarchy** - A monarchy is a country that has a king or queen as head of state (The public representative of a country, such as monarch). The king or queen is known as the monarch.
- **Living standards** – The quality of life experienced by a group of people- how did the work of these significant people change living standards?
- **Trade** – exchanging goods for money or other goods.
- **Power** – Complete control over someone or something especially of a monarch or government over their people.
- **Transport** – the way in which people get around has changed over time - early explorers used sailing ships and modern explorers use rockets
- **Society** – people living together in a community
- **Segregation** – people separated on the basis of race

Disciplinary Knowledge:

Some historians use Dawson's model of significant to evaluate if a person is historically significant.

Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past

Year 3: Through the Ages

CYCLE 1

Enquiry Question: How did new tools and inventions help people change their lives from the Stone Age to the Iron Age in Britain?

Substantive Knowledge:

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

- Understand the historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). Recap AD (anno domini) from Y2.
- **Chronology**: A timeline can be used to put important dates and events in chronological order. The numbers are dates that tell you when an event happened. People are ordered on timelines according to their date of birth
- Fact and Opinion -A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something. This can be based on evidence.
- Recap the features of maps from Y1/2 so that they can locate archaeological sites of importance
- A hoard is a group of precious items that have been buried in the ground to be retrieved later.
- Artefacts are objects made by people. They can provide primary evidence about life in the past, the materials used and the craftsmanship at the time.
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Year 3: Emperors and Empires

CYCLE 2

Enquiry Question: How did the Romans change Britain, and what Roman ideas, buildings, and ways of life can we still see today?

Substantive Knowledge:

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

- Understand the historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). Recap AD (anno domini) from Y2.
- **Chronology**: A timeline can be used to put important dates and events in chronological order. The numbers are dates that tell you when an event happened. People are ordered on timelines according to their date of birth. Be clear on the way 'BC' dates are organised compared to AD dates.
- Recap prior learning – what happened in Britain prior to the Roman invasion – stone, bronze, iron ages.
- Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.
- Secondary sources are created by someone who has not participated in the event they describe.
- A secondary source interprets and analyses primary sources.
- Artefacts are objects made by people. They can provide primary evidence about life in the past, the materials used and the craftsmanship at the time.

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Chronology** – Sequence: The stone age (began c750 000 BC) and ended when metal working technology arrived. The Bronze Age started c2500 BC when the Beaker people brought metal working skills from Europe to Britain. It ended when society in Britain and Europe collapsed. The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.
- **Continuity and change**: Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Relate to advances in technology. During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented. **Cause and effect**.
- **Similarities and differences** -The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. Consider the advances made between these 3 periods – how had life changed?
- **Cause and effect**: Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time. Establish how these inventions helped to change the ways that Stone Age people lived.
- **Significant place**: Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. Explore the significance, location and use. Establish that at this time some settlements were permanent whereas others were temporary. Relate this back to farming/technological advances.
- **Significant place**: Stone Henge - Ancient human features include standing stones, henges, Cursus monuments and long barrows. Ancient human features were built as monuments, burial grounds and for religious ceremonies.
- **Significant person**: Cheddar man Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage. Consider what the discovery of the Cheddar man revealed about the history of Britain.

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Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Chronology** – Julius Caesar invaded Britain twice but it does not become part of the Roman Empire (55-54 BC). The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia. Roman rule ended in Britain in AD 410.
- **Similarities and differences**: Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.
- **Similarities and differences**: Everyday life – homes, family, school, leisure, clothes, food, jobs and people.
- **Similarities and differences**: compare and contrast ideas about the founding of Rome.
- **Similarities and differences**: Compare the different ways in which Rome was ruled – emperor vs senate
- **Continuity and change** – the way in which the Roman empire was governed - The Roman Kingdom was a monarchy ruled by a king who had absolute power. The Roman Republic was ruled by a senate of 600 men, who were elected every year. The Roman Empire was ruled by an emperor who had absolute power and ruled for life.
- **Chronology** – founding of Rome to expansion of the empire. The city of Rome was founded in Italy between 750-500 BC. The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.
- **Significant people**: An emperor is a male ruler of an empire. Emperors are often higher in ranking than kings and have more power. Use Dawson's model to learn about the significance of famed Roman emperors: Augustus, Claudius, Trajan, Hadrian and Constantine.
- **Similarities and differences**: The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.

- **Cause and effect**: The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC. Consider why the stone age ended – advances in technology.
- **Continuity and change**: Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy. Relate to advances in technology. **Cause and effect**.
- **Significant people**: The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain
- **Continuity and change**: The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed (**cause and effect**).
- **Cause and effect**: Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased
- **Cause and effect**: In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich. An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.
- **Significant people**: Amesbury archer: was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery. Provides information about lives, beliefs and rituals of bronze age people.
- **Chronology/cause and effect**: Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich
- **Continuity and change**: Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Relate to advances in technology.
- **Cause and effect**: The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes. Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.
- **Cause and effect**: Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.
- **Continuity and change**: Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking

- **Cause and effect**: The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers. The hierarchy and structure of the Roman army made it the most formidable fighting force in the ancient world.
- **Cause and effect**: Explore the causes and effects of the first Roman invasion of Britain by Julius Caesar – expanding empire, revenge for supporting the Celts in Gaul and withdrawal to fight in Gaul
- **Cause and effects** of the second invasion by Rome in AD43 by Claudius.
- **Chronology** sequence the second invasion of Britain
- **Similarities and differences** – compare and contrast the first and second invasion of Britain.
- **Significant people**: Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction
- **Similarities and differences**: Compare and contrast the invasion of England and Wales with the invasion of Scotland and Ireland. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans. The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.
- **Significant place**: Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.
- **Cause and effect**: Consider the impact of the Roman invasion on everyday life in Britain: the Romanisation of Britain included living an urban lifestyle, engineering, culture, worshipping Roman gods and then moving to Christianity under Constantine, trading across the Roman Empire and using written communication.
- **Cause and effect** -- how did Roman inventions and technology impact the way people lived? The Romans brought their knowledge of engineering to Britannia, which made life safer, cleaner and more comfortable. Roman towns had running water, which was piped into public drinking fountains, bath houses and toilets. Some buildings had an underfloor heating system called a hypocaust. Walls and bridges were made from concrete and clay bricks, and roads linked towns and cities together.
- **Cause and effect** – consider the impact of road building. The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.

and weaving and the creation of poetry, games and music. The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age.

- **Continuity and change** Iron Age hillforts were protected settlements containing roundhouses built on hilltops. Relate back to wealth and need for protection.
- **Significant people**: Celts: people who lived in Britain during the iron age. Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening. **FUTURE LEARNING - ROMANS**
- **Similarities and differences**: Explore the similarities and differences between the stone age and bronze age. Consider everyday life, settlements, beliefs, tools and weaponry

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Living standards/everyday life** – The quality of life experienced by a group of people – consider how this changed over time
- **Society** – people living together in a community
- **Technology (tools and weapons)** – Technology advanced from stone tools and weapons to metal tools and weapons during the bronze age. Metal working continued to advance in the iron age. Consider the impact these technological advances had on society.
- **Farming** – During the stone age there was a transition from a hunter-gatherer type lifestyle. This then progressed to larger settlements and social hierarchy in the bronze age. During the iron age, farming became more efficient. Consider the impact this had on society.
- **Change in land use** – move from Nomadic lifestyle to farming
- **Hierarchy** - The order of people or things from most important to least important. Explore the concept that social hierarchy became more prevalent in the bronze and iron ages. Relate this back to prior learning from Y2
- **Religion/Beliefs** – a set of beliefs concerning the cause, nature, and purpose of the universe. There is evidence that these changed over time. Explore these changes through the stone, bronze and iron ages.

- **Cause and effect** Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.
- **Continuity and change** During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century. Lasting impact on Britain today.
- **LOCAL HISTORY** - Explore Doncaster as a Roman city - Danum. Discuss evidence of a Roman Fort found near St. George's minster. Research impact of Roman invasion on the local area. Consider why Doncaster may have been an ideal site (close to York - link road to London). What have the Romans left behind?
- **Chronology** - The Romans left Britain in AD 410 because of invasions in other parts of the Empire. The western Roman Empire collapsed in AD 476. Consider why the Romans left Britain – cause and effect.
- **Chronology** When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots. **FUTURE LEARNING – INVASION Y4**
- **Cause and effect** – what was the lasting impact of the Roman invasion on Britain? **FUTURE LEARNING**

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Living standards/everyday life** – The quality of life experienced by a group of people – consider how this changed over time
- **Society** – people living together in a community
- **Empire** – a group of countries ruled over by a monarch or **state**
- **Hierarchy** - The order of people or things from most important to least important. Continue to explore the hierarchy in the Roman empire – emperors who had absolute power to a senate (relate to parliament) and then back to an emperor – relate this to prior learning from Y2 (Norman invasion) and Y3 Bronze age . Explore hierarchy in the Roman army and how this led to successful invasions of other counties
- **Religion/Beliefs** – a set of beliefs concerning the cause, nature, and purpose of the universe. Explore the impact the Roman invasion had on beliefs in Britain – move to Christianity

- **Settlements** – settlements are places where people live and work. Consider how settlements have changed from the stone to the iron age.
- **Power** - Complete control over someone or something
- **Wealth** – access to lots of money/possessions – wealth increased during the bronze age which led to the need for protected settlements

Disciplinary Knowledge:

- Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – places like Skara Brae and stone henge provide historians with opportunities to understand what life was like in the past. Better preserved sites provide more information. Relate back to prior learning in Y1 and 2.
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past
- Historians can have different theories/assumptions about historical places/artefacts. All are valid. These opinions can change over time as more discoveries are made.
- Historians can use science to build up a picture of the past – this includes radio carbon dating which can help date an item/skeleton and facial reconstructions to help see what a person looked like.
- Field work is often carried out by historians to find out information about the people, places and natural environment.
- Historians use multiple sources to build up a picture of the past. Some of these sources are more reliable than others. Recap notion of bias from y2.

- **Settlements** – settlements are places where people live and work – life in a Roman Fort
- **Power** - Complete control over someone or something. Compare and contrast systems of power – emperor vs senate
- **Trade** – exchanging goods for money or other goods – refer back to Y2 learning
- **Wealth** – access to lots of money/possessions – wealth increased during The Romans used gold, silver and bronze coins as payment and they weighed and measured goods carefully to make sure that everybody was paid a fair price.
- **Taxation** - A system for taking money from people to pay to the government, based on their earnings or on the goods that they have bought.
- **Technology** - Roman inventions include roads, bridges, aqueducts, hypocaust and sewers
- **Invasion** – invading another country with an army. Relate the Roman empires successful invasion with the hierarchy of the army
- **Colonisation** - The act of sending people to live in, govern and control another country and its indigenous people, forming a colony
- **Rebellion** an act of armed resistance to an established government or leader

Disciplinary Knowledge:

- Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – Vindolanda tablets – refer back to learning from previous units
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past
- Historians can have different theories/assumptions about historical places/artefacts. All are valid. These opinions can change over time as more discoveries are made.
- Historians use multiple sources to build up a picture of the past. Some of these sources are more reliable than others. Recap notion of bias from y2. Introduce concepts of 'primary' and secondary sources
- Field work is often carried out by historians to find out information about the people, places and natural environment.

- Some historians use Dawson's model of significance to evaluate if a person is historically significant.

Year 4: Invasion

CYCLE 1

Enquiry Question: What was life like in Britain after the Romans left?

Substantive Knowledge:

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

- Recap the Roman invasion from year 3. What impact did the invasion have on Britain? Establish that the effect of the invasion on Britain would have continued after the Roman army left to defend other parts of the empire. Change would not have happened over night but slowly over time.
- Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.
- An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.
- Recap introduction of Christianity by the Romans
- Monasteries were significant in Anglo-Saxon England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects.
- Historical information can be presented as written texts, tables, diagrams, captions and lists.
- Artefacts are objects made by people. They can provide primary evidence about life in the past, the materials used and the craftsmanship at the time.
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Year 4: Ancient Civilisations

CYCLE 2

Enquiry Question: How did people live in our world's first ancient civilisations?

Substantive Knowledge:

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

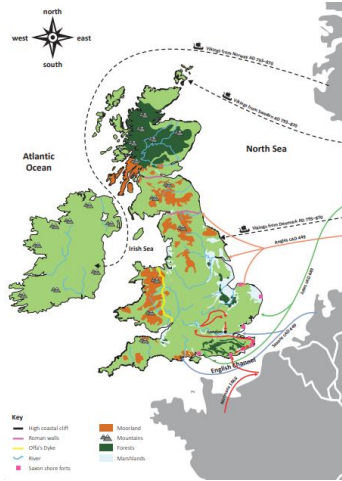
- A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion
- Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.
- An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.
- Historical information can be presented as written texts, tables, diagrams, captions and lists.
- Artefacts are objects made by people. They can provide primary evidence about life in the past, the materials used and the craftsmanship at the time.

Comparisons between civilisations:

- **Chronology** – Compare and contrast the timelines of different ancient civilisations. Consider which civilisation began first and which ones were at the same time. Think about links between the civilisations i.e. ancient Egypt and Ancient Greece traded goods etc. Each had an impact on the others culture.

Invasion geography:

- Show children the invasion map. Explain the human and physical features of Britain which would have made invasion difficult. Consider where invasions would have taken place and how invaders travelled.



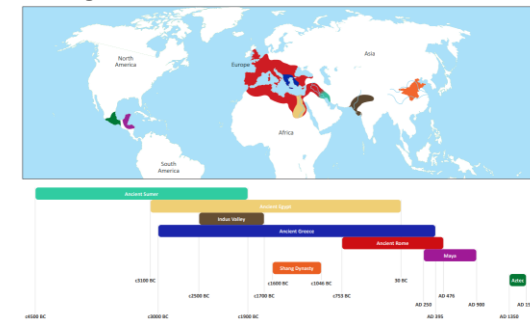
Interesting to note: There were some language similarities between the Vikings and Anglo-Saxons due to both being Germanic based. Some historians believe that they may have been able to understand each other to some extent because of this. The Normans also had an impact on the language spoken and introduced many French words to the English language.

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Cause and effect:** After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records. After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack.
- **Cause and effect:** In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.

Geography

- **Cause and effect** - Ancient civilisations first appeared over 6000 years ago in, or near, a semicircular area of land in the Middle East known as the Fertile Crescent. The climate, availability of water and variety of plants in the Fertile Crescent meant that nomadic hunter-gatherers could settle in one place and begin to farm for the first time.
- **British History:** Establish that during the time of ancient Sumer, at the start, Britain was still in the stone age (relate to Y3 learning), later moving into the bronze age towards the end of ancient Sumer.



Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

Sumer

- **Cause and effect** -Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.
- **Cause and effect:** The Fertile Crescent in the Middle East is known as the birthplace of farming. Think about how farming changed ancient Sumer over time and the impact of farming on other aspects of life, such as arts, crafts, building and population size. Relate this prior knowledge on invasion.

- **Chronology**: During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.
- **Chronology**: Sequence key events of the middle ages to understand the concept of moving from a heptarchy to one country ruled by Athelstan. To understand that rule changed several times from the Anglo-Saxons to Vikings and back up until the invasion by the Normans. **Continuity and change**
- **Cause and effect**: The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.
- **Significant place**: Sutton Hoo – tells us about Anglo-Saxon power, belief and custom. Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.
- **Continuity and change**: In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury. The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity. As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.
- **Cause and effect**: Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make. Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves.
- **Cause and effect**: Anglo-Saxon words and place names still exist today. The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.
- **Continuity and change**: The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.
- **Significant place**: Lindisfarne - In AD 793, the Vikings arrived on Lindisfarne and destroyed the monastery buildings, stole precious objects, killed and injured the monks and took some as slaves. The Christian world was

- **Continuity and change** - As their civilisation grew and developed, the Sumerians developed new inventions and technology to make life more comfortable and work more efficient. Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade. Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems. Consider the wider impact these inventions had on the world and technology today.
- **Continuity and change** - The first cities in the world developed from small settlements, in the southern part of Mesopotamia. In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.
- **Similarities and differences** - The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.
- **Significant person** – Sargon the Great. In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire. Realte back to children's knowledge about empires from Romans topic in Y3.
- **Cause and effect** - After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.

Egypt

- **Cause and effect**: Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains. Relate back to why ancient Sumerian civilisation arose – **similarities and differences**.
- **Similarities and differences** - Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.
- **Similarities and differences** – compare and contrast the hierarchical systems of ancient Egypt and Ancient Sumer (above). The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.

shocked by this raid on a remote monastery and monks wrote about the attack.

- **Cause and effect**: Over the next 60 years, the Vikings continued to raid England in the spring and summer, before returning to Scandinavia in the winter. To try to stop the raids, some Anglo-Saxon kings paid the Vikings money, called Danegeld, to leave. However, the Vikings returned, and **Danegeld** became another way for them to make money.
- **Cause and effect**: After 60 years of summer raids, a huge army of 3000 Vikings arrived on the south coast to invade England in AD 865. They conquered every kingdom other than Wessex and took control of Jorvik (York). **Significant person**: Alfred the Great was the King of Wessex from AD 871–899. He defeated the Viking leader, Guthrum, at the Battle of Edington in AD 876. He made peace with Guthrum and insisted that he was baptised as a Christian. Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex.



- **Similarities and differences**: compare Viking and Saxon everyday life. The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids. Men and boys trained in boat building, weapon making, crafts and combat. They lived in longhouses, with a central fire and thatched roof. When the Vikings first invaded, they were pagans and worshipped many gods. Over time, they converted to Christianity.
- **Significant person**: Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.
- **Chronology**: sequence the monarchs after Athelstan establish that When Edward the Confessor died in 1066 without an heir, it led to battles

- **Significant people** – focus on the role of the pharaoh in Ancient Egypt. A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole. King Khufu ordered the building of the Great Pyramid of Giza. King Hatshepsut was a woman who made herself a king because kings had more power than queens. Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.
- **Significant event** – discovery of Tutankhamun's tomb - The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.
- **Cause and effect** - After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.

Indus Valley

- **Cause and effect**: The Indus Valley civilisation developed next to the Indus River in modern Pakistan and north-west India. The river provided the water needed for crops, drinking and transport.
- **Cause and effect**: Historians know much less about the Indus Valley civilisation than those of ancient Sumer and ancient Egypt due to a lack of evidence. The civilisation began c2500 BC and lasted around 800 years.
- **Similarities and differences** - The two largest cities that we know about are Harappa and Mohenjo-daro. Excavations have shown that both cities were well planned. Each city had a citadel, marketplace, granary, workshops and a sophisticated sewerage and drainage system. The houses were built from mud bricks and often had toilets and baths inside. Large buildings have been excavated, such as the Great Bath in Mohenjo-daro.
- **Significant people** - Historians do not know how the Indus Valley civilisation was ruled. It is possible that there were kings or priests, or perhaps each city had a ruling council. During the excavations, archaeologists did not uncover any palaces or royal tombs.
- **Continuity and change**: The people of the Indus Valley made many new inventions. Their impressive sanitation system included flushing toilets and wastewater pipes. They were the first to use a standardised system of weights and measures. They also invented dice so that they could play games.

between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.

- **Cause and effect:** There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.
- **LOCAL HISTORY:** Study Saxon and Norman Doncaster – Conisbrough Castle is one of the best-preserved Norman keeps in Europe. Doncaster was in the kingdom of Northumbria. Relate back to Roman history of Doncaster – Danum from Y3.

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Monarchy** - A monarchy is a country that has a king or queen as head of state (The public representative of a country, such as monarch).
- **Living standards/everyday life** – The quality of life experienced by a group of people – consider how this changed over time
- **Society** – people living together in a community – how did this change in respect of the invasions by the angles, Saxons, jutes, Vikings and Normans?
- **Invasion** – invading another country with an army – compare to Viking raids
- **Transport** – the way in which people get around has changed over time – how would have early invaders travelled? Relate back to Y2 topic on early explorers
- **Settlements** – settlements are places where people live and work. The Vikings lived in a similar way to the Anglo-Saxons. Most Vikings were farmers or craftspeople, but they were also warriors who carried out frequent raids.
- **Farming** – angles, Saxons and Jutes realised Britain was good for farming. Relate back to why farming developed during the bronze and iron ages.
- **Religion** – Christianity was introduced to Britain by the Romans and although did not completely fade, Britain largely reverted back to

- **Cause and effect:** After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.

Explore **similarities and differences** between ancient Sumer, Ancient Greece and Ancient Egypt.

Similarities and differences – compare and contrast ancient Sumer and Ancient Egypt - consider location, proximity to each other, trade, the needs of the people, the natural resources available and the fact that both civilisations coexisted.

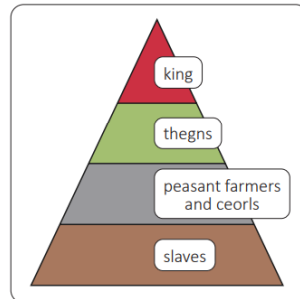
Similarities and differences – compare and contrast why ancient Sumer, ancient Indus and Ancient Egypt civilisations collapsed. Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Civilisation:** A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion
- **Living standards/everyday life** – The quality of life experienced by a group of people – people lived in city states in ancient Sumer – **FUTURE LEARNING** – Ancient Greece in Y5
- **Settlement** – city states – compare contrast to heptarchy in Britain
- **Society** – people living together in a community
- **Hierarchy** - The order of people or things from most important to least important. Relate back to prior learning of hierarchical structures in Roman, Anglo-Saxon, Viking and Norman societies.
- **Empire** – a group of countries ruled over by a monarch or state – Sargon the Great/ pharaohs of Egypt
- **Power** - Complete control over someone or something.
- **Farming** – The Fertile Crescent in the Middle East is known as the birthplace of farming. Relate this back to why the angles, jutes, Saxons and Vikings invaded the UK.

paganism. Christianity was largely established by AD600. Relate learning back to Y3 Roman topic.

- **Hierarchy** - The order of people or things from most important to least important. Compare to Roman hierarchy in Y3
- **Feudal system** - A hierarchy where people are put into different groups based on their class and roles. Introduced by the Normans. Refer back to Y2



Anglo-Saxon kingdom hierarchy

- **Power** - Complete control over someone or something.
- **Trade** – exchanging goods for money or other goods – refer back to Y2/Y3 learning
- **Raiding** – taking goods, people and wealth from a place often using violent means – Vikings
- **Wealth** – access to lots of money/possessions – Monasteries were very wealthy. They owned a great deal of land, money and precious items, and they made money from trade, taxes and donations. **FUTURE LEARNING** – The Reformation in Y5
- **Taxation** - A system for taking money from people to pay to the government, based on their earnings or on the goods that they have bought..
- **Punishment** – Anglo-Saxon's kept law and order themselves – **FUTURE LEARNING** – compare to Tudor crime and punishment
- **Colonisation** - The act of sending people to live in, govern and control another country and its indigenous people, forming a colony
- **Rebellion** an act of armed resistance to an established government or leader

- **Technology** – as technology advanced life became more comfortable, work became more efficient which led to the expansion of the civilisation, improved trade and advanced wealth. Relate back to Y3 learning of stone, to bronze to iron age.
- **Trade** – exchanging goods for money or other goods
- **Wealth** – access to lots of money/possessions
- **Religion** – Consider how belief systems were similar/different in ancient civilisations. Relate this back to how religious beliefs changed over time in the UK.
- **Invasion** – invading another country with an army

Disciplinary Knowledge:

- Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – discovery of Tutankhamun's tomb.
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past. Design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Historians can have different theories/assumptions about historical places/artefacts. All are valid. These opinions can change over time as more discoveries are made.
- Historians can use science to build up a picture of the past – this includes radio carbon dating which can help date an item/skeleton and facial reconstructions to help see what a person looked like.
- Historians use multiple sources to build up a picture of the past.
- Field work is often carried out by historians to find out information about the people, places and natural environment.
- Some of these sources are more reliable than others. Recap notion of bias from y2/previous unit. Recap concepts of 'primary' and secondary sources establishing that primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the

<p><u>Disciplinary Knowledge:</u></p> <ul style="list-style-type: none"> • Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – places like Sutton Hoo tell us about Anglo-Saxon power, belief and custom – relate back to Y3 learning about Stone Henge and Skara Brae. • Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past. Design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. • Historians can have different theories/assumptions about historical places/artefacts. All are valid. These opinions can change over time as more discoveries are made. • Historians can use science to build up a picture of the past – this includes radio carbon dating which can help date an item/skeleton and facial reconstructions to help see what a person looked like. • Historians use multiple sources to build up a picture of the past. • Field work is often carried out by historians to find out information about the people, places and natural environment. • Some of these sources are more reliable than others. Recap notion of bias from y2. Recap concepts of 'primary' and secondary sources establishing that primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. 	<p>information included and the way that people and events have been depicted.</p>
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Year 5: Off with her head!	Year 5: Groundbreaking Greeks
<p><u>CYCLE 1</u></p> <p><u>Enquiry Question:</u> How has the Tudor dynasty changed Britain? What are the lasting impacts?</p> <p><u>Substantive Knowledge:</u></p>	<p><u>CYCLE 2</u></p> <p><u>Enquiry Question:</u> How did ancient Greece change over time and why do we still talk about it today?</p> <p><u>Substantive Knowledge:</u></p>

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

- Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect
- Monasteries were significant in England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects. Important for later on – the reformation
- Historical information can be presented as written texts, tables, diagrams, captions and lists.
- a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person
- Primary sources of evidence were made in the time period being studied, or written and created by people who were living at that time. Primary sources include artefacts, written evidence, buildings and art (recap)
- Secondary sources of evidence were created after the time and have been made using information gathered from primary sources to give a picture of the period. These include information books, historians' reports, artists impressions and reconstructions.
- Several authors are usually involved in writing information books, which reduces the effect of individual opinion and bias. Information books can present information in different ways, often with photographs and illustrations.
- Historians are trained to study the past and can provide an expert view. They can give context and meaning to the information.
- A reconstruction might be a model, artists impression or a computer-generated walkthrough of a historic building. Reconstructions might involve acting out scenes or battles that might have taken place. Reconstructions are used so that people can see the size and scale of historic buildings and events.
- What is Christianity? In particular, Roman Catholicism.

Broader Knowledge (What do the children need to know to understand/access the core knowledge?):

- A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion
- Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.
- a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person
- People use map symbols, six-figure grid references and compass directions to analyse and compare places and features on Ordnance Survey and other maps.
- A balanced argument is a response to a question or statement where you consider multiple viewpoints.
- Primary sources of evidence were made in the time period being studied, or written and created by people who were living at that time. Primary sources include artefacts, written evidence, buildings and art (recap)
- Artefacts are objects made by people. They can provide primary evidence about life in the past, the materials used and the craftsmanship at the time.
- Written primary evidence come from several sources in ancient Greece, including speeches, plays, poems, letters, stories and histories. Some of this evidence is based on fact.
- Art can provide information on the skills and materials available at the time and show what was important
- Secondary sources of evidence were created after the time and have been made using information gathered from primary sources to give a picture of the period. These include information books, historians' reports, artists impressions and reconstructions.
- Several authors are usually involved in writing information books, which reduces the effect of individual opinion and bias. Information books can present information in different ways, often with photographs and illustrations.
- Historians are trained to study the past and can provide an expert view. They can give context and meaning to the information.

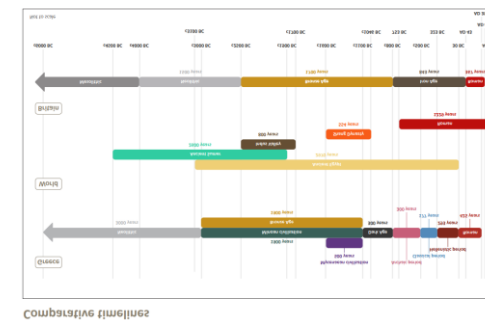
Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Continuity and change:** Pre-Tudor history – war of the roses. Focus on the end of the war of the roses – Henry VI, Edward IV and Richard III.
- **Similarities and differences** – compare and contrast Richard III using a range of sources to create a balanced argument. Focus on the fact that he made his nieces and nephews illegitimate in order to be crowned king.
- **Chronology/Significant event** – sequence the events leading up to and the Battle of Bosworth.
- **Significant person** – Henry VII life– first Tudor monarch – focus on the fact that he did not have a strong claim to the throne (through his mother Margaret who was a descendant of John O’Gaunt and his mistress Katheryn Swinford). He had to legitimise his rule – one way he did this was to marry Edward IV’s daughter. Review Henry VII’s children – focus on the death of Arthur (**FUTURE LEARNING** – his marriage to Catherine of Aragon was grounds for Henry breaking with the church). Also on Margaret Tudor (**FUTURE LEARNING** – Mary Queen of Scots was her granddaughter which gave her a claim to the English throne).
- **Significant person** – Henry VIII – **chronology** of life and significant events.
- **Significant people** – Henry VIII’s 6 wives – focus on cause and effect – lack of male heir.
- **Significant event/cause and effect/continuity and change**– The reformation – Explore why Henry VIII broke with the Catholic church and the consequences of this – church of England.
- **Significant place** – The Tower of London – chronology – sequence the significant events in the history of the Tower of London. Focus on the time Anne Boleyn spent there in the lead up to her execution
- **Significant people** – Edward VI and Mary I – Edward became king aged 9 and was a protestant. He died aged 15 but was fearful of his half-sister Mary taking the throne and reverting the country back to Catholicism so tried to make his cousin Lady Jane Grey queen. She was known as ‘the 9 day queen’ as Mary seized the throne. Mary was married to Phillip II of Spain but ruled in her own right. She was known as ‘bloody Mary’ due to her persecution of protestants (although was this fair?). She died without an heir leaving Elizabeth as the next monarch.

- A reconstruction might be a model, artists impression or a computer-generated walkthrough of a historic building. Reconstructions might involve acting out scenes or battles that might have taken place. Reconstructions are used so that people can see the size and scale of historic buildings and events.

Comparisons between civilisations:

Chronology – Compare and contrast the timelines of different ancient civilisations. Consider which civilisation begun first and which ones were at the same time. Think about links between the civilisations i.e. ancient Egypt and Ancient Greece traded goods etc. Each had an impact on the others culture.



Geography of ancient Greece:

Similarities and differences: Compare ancient Greece to modern day Greece. **Cause and effect:** Discuss how the geography of Greece (mountains, islands etc) led to the development of city states. Discuss how geography impacted farming practices and led to trade and reliance on the sea. Relate how this led to transport and technological developments. Also had an impact on religion – mount Olympus.

- **Significant people** – Elizabeth I – **chronology** of life and significant events (FUTURE LEARNING – the slave trade began in Britain under the reign of Elizabeth I when she lent 2 royal ships to John Hawkins who was the first English trader of slaves from Africa to the Americas).
- **Significant Event** – The Spanish Armada – how did Elizabeth use the defeat of the Spanish Armada to project an image of power? Introduce Francis Drake – explorer
- **Significant person** – Mary, Queen of Scots – **chronology** of life and significant events – became queen of Scotland aged 6 days old, married king of France, returned to Scotland, married Lord Darnley, had James, Darnley was murdered, abdicated and one year old son became king, kept under house arrest in England and then executed. Consider whether executing Mary was an easy or difficult decision for Elizabeth to make.
- **Similarities and differences** – compare and contrast everyday life for poor and richer Tudor families. Explore social hierarchy.
- **Similarities and differences** – crime and punishment – compare and contrast the crimes and punishments of Tudor times. Establish that there was no police force in Tudor times. Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed Parish Constables who would be responsible for keeping the peace and catching criminals. The laws were strict and most crimes were punished severely.
- **Continuity and change** – Explore what happened after the death of Elizabeth I – Until the early 17th century England and Scotland were two entirely independent kingdoms. This changed dramatically in 1603 on the death of Elizabeth I of England. Because the Queen had died unmarried and childless, the English crown passed to the next available heir, her cousin James VI, King of Scotland. England and Scotland now shared the same monarch under what was known as a union of the crowns. James I created the Union Jack (shortened from Jacobus which is the Latin form of James).
- **Chronology** - sequence the events of the Tudor dynasty

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):



Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Chronology:** There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.
- **Continuity and change:** The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.
- **Chronology** - During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth. The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games. The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began. **Cause and effect**
- **Similarities and differences** - Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period.
- **Continuity and change:** city states – what was everyday life like in Athens?
- **Cause and effect:** Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in

- **Living standards/everyday life** – The quality of life experienced by a group of people – Tudor times.
- **Society** – people living together in a community
- **Hierarchy** - The order of people or things from most important to least important. Relate to social hierarchy but also to religious hierarchy whereby Henry placed himself as head of the church.
- **Power** - Complete control over someone or something. How did the monarchs in the Tudor dynasty legitimise power?
- **Monarchy** A monarchy is a country that has a king or queen as head of state (The public representative of a country, such as monarch).
- **Religion/beliefs** – Compare and contrast the impact religious beliefs had on the Tudor dynasty.
- **Wealth** – access to lots of money/possessions – revisit the fact that monasteries were wealthy – discuss what happened to this wealth after the dissolution.

Disciplinary Knowledge:

- Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – the tower of London
- Field work is often carried out by historians to find out information about the people, places and natural environment.
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past. Design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Evidence is a piece of information that provides knowledge, proves a point or answers a question. Historians use and interpret a wide range of different sources of evidence (primary and secondary) to build up a picture of the past. Some pieces of evidence are more reliable than others because of what they show or say, who created them and when they were created. Historians can have different theories/assumptions about historical places/artefacts/stories. All are valid. These opinions can change over time as more discoveries are made.

political discussion and vote. Democracy is still evident in many countries around the world.

- **Similarities and differences**- compare and contrast gender roles in ancient Athens
- **Similarities and differences** – compare and contrast social hierarchy in ancient Athens - Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.
- **Significant person:** Pythagoras (c580–c500 BC) was a philosopher and mathematician. He developed a method to help people to calculate the longest side of a right-angled triangle. Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today
- **Significant person** Cleisthenes (c570–c508 BC) was a political leader in Athens. He developed the first democratic system.
- **Significant person** Pericles (c495–429 BC) was a political leader in Athens. He ordered the construction of the Acropolis and Parthenon.
- **Significant person** Socrates (c470–c399 BC) was a great philosopher. He used questions to help people to examine their knowledge and beliefs. Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.
- **Significant person** Hippocrates (c460–c375 BC) was a doctor. He carried out medical research and became known as the 'father of medicine'. Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.
- **Significant person** Plato (c427–c347 BC) was a philosopher and student of Socrates. He founded the first university in Athens.
- **Significant person** Alexander the Great (356–323 BC) was a military leader. He expanded Greece's territory to create the ancient world's largest empire. Establish that although this spread ancient Greek culture it also led to other cultures influencing Greece. Relate this back to how the Romans invaded other countries.
- **Significant place:** Many of the ancient Greek city-states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens. Explore the history and significance of the acropolis in Athens.
- **Significant event:** The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.

- Reconstructions are also a way in which historians can build a picture of the past. A reconstruction might be a model or a computer-generated walkthrough of a historic building. Reconstructions might involve acting out scenes or battles that might have taken place. Reconstructions are used so that people can see the size and scale of historic buildings and events. Reconstructions rely on the interpretation of the creator and so may not reliably show what objects and events were like in the past.

- **Cause and effect:** Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.
- **Cause and effect** – When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals. Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect. After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away (**continuity and change**). Establish that there were no new mathematical theorems during this time. .
- **Cause and effect** – Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. Neoclassical buildings and art can be found in most towns and cities in the UK. Relate to local area – can we find any examples of this influence in Doncaster

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Civilisation:** A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion
- **Living standards/everyday life** – The quality of life experienced by a group of people – people lived in city states in ancient Greece – compare to ancient Sumer in Y4
- **Use of land** – geography of Greece led to city states, trade and reliance on the sea
- **Settlement** – city states – compare to ancient Sumer
- **Society** – people living together in a community
- **Hierarchy** - The order of people or things from most important to least important. Greeks invented democracy – but still very different to today.
- **Empire** – a group of countries ruled over by a monarch or state – Alexander the Great

- **Power** - Complete control over someone or something.
- **Farming** – Only around 20% of the ancient Greek mainland could be farmed, due to the amount of land that was taken up by mountains. The climate also limited the types of crops that could be grown. Farmers grew olives, grapes, wheat and barley. They also reared animals, including sheep, goats and chickens. Compare this to other ancient civilisations.
- **Technology** – Ancients Greeks made many technological advances which impacted everyday life and the modern day – compare to other civilisations. Establish that some discoveries were forgotten and then rediscovered i.e. heliocentric solar system etc.
- **Trade** – exchanging goods for money or other goods
- **Wealth** – access to lots of money/possessions
- **Religion** – Consider how belief systems were similar/different in ancient civilisations. Relate this back to how religious beliefs changed over time in the UK.
- **Invasion** – invading another country with an army – Alexander the Great

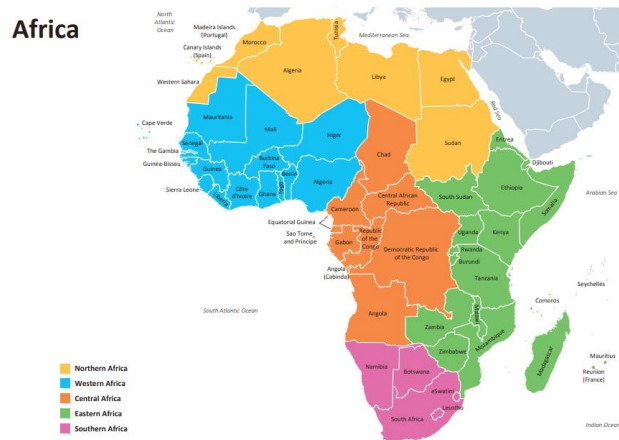
Disciplinary Knowledge:

- Archaeological evidence (buildings/remains of buildings) can be used by historians to develop their understanding of what life was like in the past – the ancient Greeks left many temples, buildings behind that are well-preserved.
- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past. Design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Historians can use science to build up a picture of the past – this includes radio carbon dating which can help date an item/skeleton and facial reconstructions to help see what a person looked like.
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	<p>of the past. Some pieces of evidence are more reliable than others because of what they show or say, who created them and when they were created. Historians can have different theories/assumptions about historical places/artefacts/stories. All are valid. These opinions can change over time as more discoveries are made.</p> <ul style="list-style-type: none"> Reconstructions are also a way in which historians can build a picture of the past. A reconstruction might be a model or a computer-generated walkthrough of a historic building. Reconstructions might involve acting out scenes or battles that might have taken place. Reconstructions are used so that people can see the size and scale of historic buildings and events. Reconstructions rely on the interpretation of the creator and so may not reliably show what objects and events were like in the past.
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Year 6: Maafa	Year 6: Britain at War
<p><u>CYCLE 1</u></p> <p><u>Enquiry Question:</u> What was Britain's role in the transatlantic slave trade?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p> <ul style="list-style-type: none"> Understand abstract historical terms: colonisation, empire, enslavement, rebellion and resistance Maafa is a term meaning the history and effects of the transatlantic slave trade. <p>Geography of Africa:</p>	<p><u>CYCLE 2</u></p> <p><u>Enquiry Question:</u> How did the First and Second World Wars change people's lives and what inventions came from these important times in history?</p> <p><u>Substantive Knowledge:</u></p> <p><u>Broader Knowledge</u> (What do the children need to know to understand/access the core knowledge?):</p> <ul style="list-style-type: none"> War is a period of intentional actions, including armed fighting, between two or more countries or groups to force the enemy to adhere to their will. Chronology – sequence British conflicts from the Norman conquest to WWII. Similarities and differences – dates, countries involved, causes,

Africa is the world's second largest continent, and is made up of 54 different countries. Today, more than one billion people live in Africa, including over 3000 different indigenous groups. As well as a diverse range of people, languages and cultures, the continent has a vast range of landscapes and habitats. Sprawling metropolises, rural villages and shanty towns can all be found here, along with grasslands, deserts, swamps and rainforests, which together support thousands of plant and animal species.



Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

- **Continuity and change:** A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess (**cause and effect**).
- **Cause and effect:** The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897 **chronology**. The Kingdom of Benin gained wealth and power by trading natural resources, such as gold and ivory, with other African civilisations and European traders. The guild of brass casters created impressive bronze plaques for the oba, or king, called the 'Benin Bronzes', which can be seen in museums around the world today.
- **Cause and effect:** From 1441 onwards, enslaved African people were transported to Portugal and were bought, sold and treated like cattle. This

weapons, tactics, key battles and turning points, end, short and long term consequences.

- What was going on in Germany at the time of WWII – the holocaust – address when covering Anne Frank to provide context

Core Knowledge (What is the key information that needs to be secured in long-term memory from the topic?):

WW1

- **Cause and effects** - Causes of WW1- There were several long-term causes of the First World War.
 - Countries had previously made alliances because war seemed likely. Britain had signed a treaty to protect Belgium and was allied with France and Russia. Germany, Austria-Hungary and Italy were allies.
 - Germany had an imperialist desire to conquer other countries.
 - Countries including Germany, France, Russia and Britain practised militarism, growing their armies and developing weaponry.
 - Nationalism was widespread in Europe, and the leading powers each believed their country was superior.
 - **Significant event:** The short-term trigger was the assassination of Archduke Franz Ferdinand by a Serbian Nationalist on 28th June 1914. This resulted in Austria-Hungary declaring war on Serbia.
- **Cause and effect** - Britain needed millions of men to join the army. The government launched a recruitment campaign that enlisted over 2.7 million men during the war. Britain's colonies also sent 2.5 million men to fight. Men joined the army for various reasons, such as wanting to defend their country or succumbing to peer pressure.
- **Cause and effect** In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches. This Western Front stretched from the English Channel to Switzerland. The German military also fought Russian forces on the Eastern Front, dividing their troops. With a stalemate in

form of enslavement became known as chattel slavery. African tribes sold enslaved people from central Africa to Europe in exchange for luxury goods and guns. **Chronology**

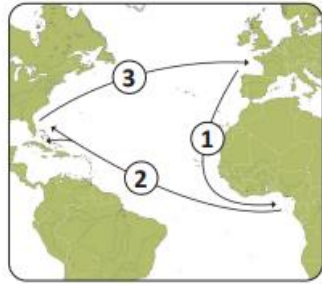
- **Cause and effect:** In 1492, Christopher Columbus (link back to Y2 work on significant explorers) discovered Hispaniola, a Caribbean island, which he claimed for Spain. On a later voyage, he took sugar cane to the Caribbean to create sugar plantations. The indigenous people of Hispaniola suffered greatly when they were enslaved to work on the sugar plantations. A Spanish priest believed that African people would be more suited to work on the plantations, because of their darker skin. African people were then targeted for enslavement. **Chronology**
- **Cause and effect:** Britain first began transporting enslaved African people in 1562, when Elizabeth I (revisit from Tudors in Y5) gave John Hawkins, an English naval commander, the permission to do so. By 1650, Britain had seized several West Indies islands from Spain, and was transporting several thousand enslaved African people across the Atlantic Ocean each year. By the early 1800s, this number had increased to 120,000 each year. In total, Britain transported more enslaved African people than any other European country. **Chronology**
- **Cause and effect:** The triangular slave trade was a very profitable system of enslavement, developed to provide labour for plantations in the Americas. It involved three journeys (**similarities and differences**):
 - The first journey Goods, including metal and guns, were transported to the west coast of Africa.
 - The second journey Enslaved African people were transported to the Caribbean and the Americas. This journey was also known as the middle passage.
 - The third journey Goods produced on the plantations were transported back to Europe.

Europe, the Allies attacked the Ottoman Empire at Gallipoli in April 1915 to try to take the capital, Constantinople. The Allies were defeated and suffered heavy casualties.

- **Similarities and differences:** At the start of the war, the warring nations divided into two opposing groups. The Central Powers (Germany, Austria-Hungary and the Ottoman Empire) were on one side. The Allied Powers (Great Britain, France and Russia) were on the other. The Central Powers were geographically surrounded by the Allied Powers and had to fight on several fronts.



- **Cause and effect** : On the battlefield, soldiers faced firepower from machine guns and artillery. Both sides dug networks of trenches to escape shells and bullets. Trenches were cold and muddy and often infested with rats. Diseases spread quickly, and food was poor. Trench warfare took a considerable toll on soldiers' physical and mental health.
- **Continuity and change:** Weaponry. During the First World War, new weapons and technology were developed.
 - Machine guns and heavy artillery bombarded the enemy.
 - Armoured tanks countered the firepower of the front line.
 - Poisonous gas was used to kill and injure enemy soldiers.
 - Planes were mounted with machine guns and used for bombing.
 - Warships fought at sea, and radio communication was used.
- **Chronology/significant events** - Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917). The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.



- **Cause and effect** - African people were forcibly taken from their villages and marched to coastal trading forts on the west coast of Africa. They were locked up in cells before being transported to the Americas. Conditions on board the ships were appalling, and many people died from sickness or disease. Once they arrived in the Americas, they were sold at auction and transported to work on plantations or as domestic servants. Enslaved workers who tried to escape or rebel were severely punished, but acts of resistance were common, as they despised the situation that they had been forced into.
- **Cause and effect:** Enslaved people had poor living conditions and food supplies when working long hours on the plantations. Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other.
- **Cause and effect:** Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.
- Cause and effect- Describe the growth of the British economy and the ways in which its growth impacted on British life - Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies. Many country houses, museums and libraries that are still used today were built with the profits from slavery. Many British people used goods produced by enslaved people, such as cotton, linen and tobacco. (relate this back to **LOCAL HISTORY** – Brodsworth hall)
- **Cause and consequence** - Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards. The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether. In 1948, article four of the Universal Declaration of

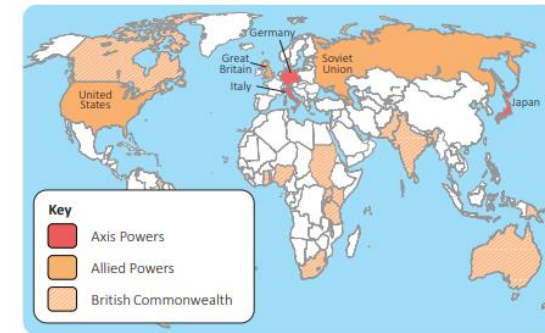
- **Continuity and change:** Life changed for people in Britain. Food was scarce. Rationing was introduced towards the end of the war, leading to long queues at shops, hoarding, protests and strikes. People were worried about their safety as Zeppelins, and later German Gotha planes, carried out air raids over cities. Women took on roles traditionally done by men, such as working in factories or on the land.
- **Chronology/Cause and effects:** The First World War ended on 11th November 1918, when Germany surrendered. Several factors brought about the Allied Powers' victory, including the United States declaring war on Germany after German submarines sank American ships. In 1919, the Treaty of Versailles held Germany responsible for the war and ordered Germany to pay vast amounts in reparations. The devastation this caused to Germany played a part in the outbreak of the Second World War.

WWII

- **Cause and effects:** The Treaty of Versailles had devastated Germany. By the 1930s, unemployment and poverty in Germany were widespread. Adolf Hitler became Germany's leader in 1934 and claimed his Nazi Party would restore German pride and save the economy. He then invaded the surrounding countries. Britain and France tried appeasement rather than challenging this expansion. On 1st September 1939, German forces invaded Poland. Britain and France declared war on Germany.
- **Cause and effects:** The major nations involved in the Second World War were the Axis Powers (Germany, Italy and Japan) and the Allied Powers (Great Britain, the Soviet Union and the United States). Germany was led by the fascist dictator Adolf Hitler, who wanted to expand German territory and create a pure German race. At the start of the war, Britain's prime minister was Neville Chamberlain. Winston Churchill replaced him in May 1940. Many more countries joined the war including some of those from the commonwealth. Some were forced to join whereas others chose to join.

Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.

- **Chronology** – sequence the abolition of slavery
- **Cause and effect** After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property. Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora (**continuity and change**).
- **Cause and effect**: The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages. Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this (**continuity and change**).
- **Cause and effect** - During the 20th century, Britain recruited thousands of soldiers and workers from the West Indies to help Britain fight in both World Wars and to rebuild the economy afterwards. However, mass arrivals of black people between the 1950s and 1970s caused a rise in racial tensions and prejudice, and black people were treated badly.
- **Cause and effect** - The Race Relations Act was passed in 1965, to combat prejudices that black and ethnic minority communities faced. It has since been replaced with the Equality Act 2010. This act covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion (**Continuity and change**).
- **Similarities and differences** – consider what it is like for a black person living in Britain today. How does black culture enrich Britain today?
- **Significant people**: Many black Britons have achieved amazing things, instigating change and empowering others, while overcoming racial and social barriers in the process.
 - John Blanke was one of the earliest recorded black people in England after the Roman period, and was a trumpeter in the Tudor court in the 1500s.
 - Ignatius Sancho was an abolitionist and one of the first black writers to have a wide British readership in the 1700s.
 - Olaudah Equiano was an abolitionist who wrote a bestselling autobiography in the 1700s.



- **Similarities and differences / Cause and effect**: Britain had learned lessons from the First World War. Barrage balloons were placed over London to stop low-flying bombers. Gas masks were issued to the civilian population, and bomb shelters were built. Blackouts were compulsory, and children were evacuated from cities. Conscription was introduced to increase numbers in the army. Food rationing began, and ration cards were issued.
- **Chronology**: The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.
- **Continuity and change**: The Second World War was the most technologically advanced war in history, with many new weapons and technological innovations.
 - Radar used radio waves to detect enemy positions.
 - Codebreakers developed machines to intercept and decode enemy messages.
 - The bouncing bomb was used to destroy German dams.
 - German engineers made rocket missiles that damaged British cities.
 - A new lightweight fighter plane, the Supermarine Spitfire, was developed.
 - The United States used the atomic bomb on Japan.
- **Significant event**: The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. The superior British planes and their organised air-defence system overcame the German Luftwaffe. This was a turning point in the war as Adolf Hitler could not continue with his land invasion plan.

- William Cuffay was a leading figure in the fight for the rights for the working class during the 1800s.
- Mary Seacole was a nurse in the 1800s who set up the 'British Hotel' in the Crimea, where she cared for soldiers injured in the Crimean War.
- Claudia Jones was a political activist in the 1900s, who is described as the 'mother of the Notting Hill Carnival'.
- Olive Morris was a community leader and key organiser of the Black Women's movement in the mid 1900s.
- Lenford Kwesi Garrison was an educationalist and activist, who set up the Black Cultural Archives to track the history of black British identity.

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Civilisation:** A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion – ancient Benin
- **Living standards/everyday life** – The quality of life experienced by a group of people – slaves
- **Settlement** – The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. Link back to why the Vikings, Saxons, Jutes and angles invaded Britain. The city of Benin grew from access to natural resources – link back to how other ancient civilisations developed from y4/5.
- **Use of land** – for sugar/cotton plantations
- **Monarchy/leadership** - Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.
- **Enslavement** To have one's freedom taken away and to be forced to work for no money. Chattal slavery - A form of enslavement, where people are kept as another person's property and are treated very badly.
- **Segregation** – people separated on the basis of race
- **Society** – people living together in a community

- **Continuity and change:** Civilians in Britain had to cope with frightening air raids and bombings in cities. Finding their way during the blackout was difficult and dangerous. Children were separated from their families in the evacuation, and many women joined the Women's Land Army or worked in factories. Rationing became normal, and people found ingenious ways to make food and clothing last longer.
- **Significant person:** Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism. Anne Frank wrote a diary, which her father published after her death.
- **Similarities and differences** – the war was taking place around the world and leaders from different nations were making decisions that affected the direction of the conflict and outcomes. Compare and contrast leadership, decisions and outcomes of allied, and axis powers.
- **Cause and effect:** The Second World War ended on 2nd September 1945, when Japan formally surrendered. Many factors brought about the end of the war. The Allied Powers' D-Day invasion on 6th June 1944 resulted in Allied troops liberating Paris and Brussels. The Battle of the Bulge failed to break the Allied line. Adolf Hitler realised Germany had lost the war and committed suicide on 30th April 1945. The war against Japan ended after the United States dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki.
- **Cause and effect:** After the Second World War, the Allied Powers split Germany into West and East Germany. International agreements were signed to ban chemical weapons, torture and genocide. The Universal Declaration of Human Rights was approved, which still forms the basis of international human rights law. The welfare state and National Health Service were created in Britain. Many of the war's technological innovations were redeveloped for civilians.
- **Cause and effect/significant event:** Remembrance is the act of remembering and honouring the people who died as a result of the conflict. The poppy is a symbol of remembrance after poppies grew in the Western Front battlefields. Memorials, monuments and war cemeteries all serve to remind us of the sacrifice made by millions of people.

Key terms, concepts and phenomena (What are the events, developments or aspects, which are shared in other topics?):

- **Society** – people living together in a community

- **Empire** – a group of countries ruled over by a monarch or state – British empire – link to knowledge about other empires (Roman and Greek)
- **Hierarchy** - The order of people or things from most important to least important. Benin hierarchy.
- **Trade** – exchanging goods for money or other goods – slave trade
- **Wealth** – access to lots of money/possessions – link to Benin and ancient civilisations and to slave trade
- **Power** - Complete control over someone or something.
- **Farming** – plantations
- **Religion** – Consider the role religion had in the slave trade
- **Transport** – slave ships and triangular slave trade
- **Colonisation** - The act of sending people to live in, govern and control another country and its indigenous people, forming a colony
- **Rebellion** an act of armed resistance to an established government or leader
- **Emancipation** To be set free from legal, social or political restrictions, such as slavery.

Disciplinary Knowledge:

- Historical artefacts are objects that were made and used in the past and can be used by historians to build a picture of what life may have been like in the past. Design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.
- Field work is often carried out by historians to find out information about the people, places and natural environment.
- Historians can use science to build up a picture of the past – this includes radio carbon dating which can help date an item/skeleton and facial reconstructions to help see what a person looked like.
- Evidence is a piece of information that provides knowledge, proves a point or answers a question. Historians use and interpret a wide range of different sources of evidence (primary and secondary) to build up a picture of the past. Some pieces of evidence are more reliable than others because of what they show or say, who created them and when they were created. Different types of bias include political, cultural or racial.

- **Empire** – a group of countries ruled over by a monarch or state – Ottoman empire. British Empire – commonwealth
- **Hierarchy** - The order of people or things from most important to least important.
- **Monarchy/leadership** - Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.
- **Power** - Complete control over someone or something.
- **Imperialism** - The desire to conquer and colonise other countries.
- **Militarism** – The belief that it is necessary to build up and use strong armed forces to gain power, money and land.
- **Technology** – advances in technology in WW1/WW2 changed warfare
- **Nationalism** . a strong attachment to a particular country, or nation
- **Everyday life/Living standards** – life in the trenches WWI and on the home front – everyday life in WWII
- **Segregation** – people separated on the basis of race
- **Appeasement:** Giving the opposing side something they have demanded to prevent further disagreement.
- **Conscription** Forcing people by law to join the armed services
- **Genocide** The deliberate killing of large numbers of people from a particular nation or ethnic group, with the aim of destroying that nation or group.
- **Reparation:** Payment made by a defeated country after a war to pay for damages it caused to another country.
- **Stalemate:** A situation in which neither side can get an advantage, and no action can be taken.

Disciplinary Knowledge:

- Evidence is a piece of information that provides knowledge, proves a point or answers a question. Historians use and interpret a wide range of different sources of evidence (primary and secondary) to build up a picture of the past. Some pieces of evidence are more reliable than others because of what they show or say, who created them and when they were created. Different types of bias include political, cultural or racial. Historical sources can contain bias due to their historical context or the creator's background
- Field work is often carried out by historians to find out information about the people, places and natural environment.

- Historians can have different theories/assumptions about historical places/artefacts/stories. All are valid. These opinions can change over time as more discoveries are made.
- Reconstructions are also a way in which historians can build a picture of the past. A reconstruction might be a model or a computer-generated walkthrough of a historic building. Reconstructions might involve acting out scenes or battles that might have taken place. Reconstructions are used so that people can see the size and scale of historic buildings and events. Reconstructions rely on the interpretation of the creator and so may not reliably show what objects and events were like in the past.

- A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.
- Historians can have different theories/assumptions about historical places/artefacts/stories. All are valid. These opinions can change over time as more discoveries are made.
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