

# All Saints Academy

## History

### Sequence of Learning Document

'If history were taught in the form of stories, it would never be forgotten'

Rudyard Kipling



**Key Concepts** within this unit:

- Significant People
- Diversity & Equality



**EYFS**

# Personal History & People who help us

Early Learning Goal: Understanding of the World

**Talk about lives of the people around them and their roles in society.**

# ELG – Talk about the lives of the people around them and their roles in society.

## Nursery Learning Point 1

### **To begin to make sense of my own life story and family's history.**

I know that family are people that are related to one another.

I know that friends are people who like spending time together.

I know that family members can include: mother/mum, father/dad, parent, sister, brother, grandmother/grandma/nannan/nana, grandfather/grandad/papa, auntie, uncle, cousin, step-mother/father/sister/brother.

**So I can** talk about people in my family, using photos and memories.

## Nursery Learning Point 2

### **To talk about life experiences that I have had.**

I know that an experience is something that happens to us in our lives.

I know some life experiences are: birthday, starting school, birth of a brother/sister, wedding, christening, achievements/successes.

I know what families do to celebrate special occasions, e.g. birthday party, weddings, christenings.

**So I can** talk about life experiences that I have had.

## Nursery Learning Point 3

### **Talk about my own life story so far, including family members and experiences I have had.**

I know that humans go through life stages: baby, toddler, child, teenager, adult, old people.

To link my own family members to human life stages (e.g. my grandma is an old person, my brother is a child etc.)

I know that my life story will also change over time, as I grow and learn new things and have more experiences.

**So I can** talk about my own life story so far, including family members and experiences I have had.

## ELG – Talk about the lives of the people around them and their roles in society.

### Nursery Learning Point 4

#### To show interest in different occupations.

I know that a job is work that people do and get paid for.

I know that some people have a job.

I know the names of some jobs that people do e.g., fire fighter, doctor, nurse, postal worker, vet, plumber, farmer, author, refuse collectors.

I know that fire fighters help us by fighting fires and teaching us about how to stay safe around fire.

I know that doctors and nurses help us by looking after us when we are poorly. They might give us medicine or bandages or things like x-rays.

I know that postal workers help us by delivering our letters and parcels.

I know that vets are like doctors for animals. They look after animals, including pets that are poorly.

I know that plumbers help us by fixing pipework in our homes, schools and other buildings, so that we can get clean water and heating.

I know that farmers work on farms. They sometimes grow crops like fruits and vegetables. Some farmers have animals on their farms, which give us food, e.g., cows and sheep for beef, lamb, and milk.

I know that an author is a person who writes books.

I know that a refuse collector is a person who helps us by emptying our bins. They might drive a lorry and wear brightly coloured, high-vis clothing.

**So I can** talk about some of the jobs that people do.

# ELG – Talk about the lives of the people around them and their roles in society.

## Reception Learning Point 1

**To talk about what life was like for my parent(s), including experiences and family members.**

I know that my parents will have a different life story to me because they will have had different experiences and family members.

I know that similarities means things that are similar or like something else.

I know that differences means things that are different or not like something else.

I know some similarities and differences between what my life is like compared to my parents'.

**So I can** talk about what life was like for my parent(s), including experiences and family members.

## Reception Learning Point 2

**To talk about what life was like for my grandparent(s), including experiences and family members.**

I know that my grandparents will have a different life story to me because they will have had different experiences and family members.

I know some similarities and differences between what my life is like compared to my grandparent'(s).

I know some similarities and differences between what my parent's life was like compared to what the life of my grandparents was like.

**So I can** talk about what life was like for my grandparent(s), including experiences and family members.

## Reception Learning Point 3

**To name, identify and discuss jobs people have in our society.**

I know that an occupation is a job. It is a person's role in society; an activity that a person does and gets paid for.

I know the names of some familiar jobs/occupations that people do are: teacher, police officer, shop assistant, plumber, electrician, postal worker, doctor, nurse (*revisit Nursery knowledge*).

I know that some people's occupation is to help us.

I know that a doctor or a nurse helps us by making us feel better when we are poorly.

I know that a police officer helps us by keeping us safe and enforcing the law (rules).

**So I can** name, identify and discuss jobs people have in our society.

## Reception Learning Point 4

**To compare jobs from my parents' era, to the jobs my grandparents did.**

I know some of the jobs that my parents and grandparents have or may have had.

I know some similarities and differences between the jobs my parents and grandparents have or may have had.

**So I can** order and compare jobs from my parents' era, to the jobs my grandparents did.

**Key Concepts** within this unit:

- Significant People



## EYFS

Toys in the Past      People who help us  
Transport

Early Learning Goal: Understanding of the World

**Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**

# ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

## Nursery Learning Point 1

### To name and recognise homes, schools and different forms of transport.

I know that a home is a building in which I live.

I know that a school is a building in which I learn and make friends.

I know that transport are vehicles which allow us to travel from one place to another.

I know examples of transport are cars, motorbikes, lorries, trains, aeroplanes, boats, ferries, barges, and bicycles.

**So I can** name and recognise homes, schools and different forms of transport.

## Reception Learning Point 1

### I know there are different types of houses.

I know that there are different types of home.

I know that a block of flats is where lots of people live.

I know that a detached house is not connected to any other house.

I know a terraced house is part of a row of houses all connected to each other.

I know that a semi-detached house is connected to one other house.

I know a bungalow is a house with no upstairs.

I can comment on images of familiar situations in the past.

**So I can** sort homes into groups: flats, detached, terraced, semi-detached, and bungalow.

## Reception Learning Point 2

### To identify homes from the past and present.

I know that as well as humans, other things can change over time too, including homes.

I know that homes built in the past, look different to homes built in the present.

I know that we can compare homes in the past and present using the words past, present, old, new.

I know that we can compare homes in the past and present using words linked to shape, size and colour.

I can comment on images of familiar situations in the past.

**So I can** sort pictures of homes into past and present and give reasons for why I think they were from the past or present.

**ELG – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**

**Reception  
Learning  
Point 3**

**I know that transport has changed over time.**

I know that as well as humans, other things can change over time too, including transport.

I know that transport in the past looks different to transport in the present.

I know that we can compare transport in the past and present using the words past, present, old and new.

I know that we can compare transport in the past and present using words linked to shape, size, and colour.

I can comment on images of familiar situations in the past.

**So I can** sort pictures of transport into past and present and give reasons for why I think they were from the past or present.



**Key Concepts** within this unit:

- Significant People
- Diversity & Equality



# EYFS

Bonfire Night

Space

Early Learning Goal: Understanding of the World

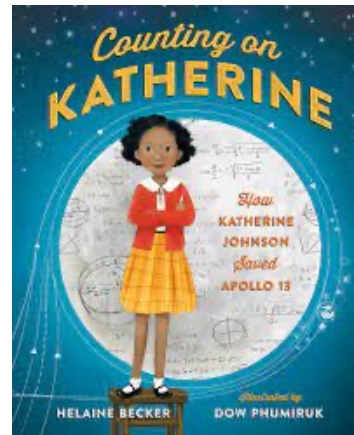
**Understand the past through settings, characters and events encountered in books read in class and storytelling.**

# ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling.

Throughout the year, children are exposed to a wide range of fiction and non-fiction texts which help them to develop their understanding of the past and present, including figures from the past.

Figures from the past that we learn about through stories, as well as songs, poems, puppets, role play are:

- Guy Fawkes
- Florence Nightingale



**Key Concepts** within this unit:

- Civilisation and Society
- Diversity and Equality



# Year 1

Conisbrough Castle

Autumn 1

I will know...		So I can...
Year 1	<p>Autumn 1</p> <p><b>Year 1 – Conisbrough Castle</b></p>	
	<p>what castle life and customs were like for men and women including the roles they played</p> <p>the differences in castle life for children, men and women</p> <p>the different roles and opportunities available within castle life</p> <p>how castle life was not always the same for everyone</p> <p>some of the ways in which castle life has influenced our lives today</p>	<p>Describe significant historical events, people and places in their own locality</p>

# Sequencing

## Year 1 – Conisbrough Castle

### Learning Point 1

#### Recap learning about past and present from EYFS

Children will have learnt about the lives of people who help us and their role in society (male and female nurses and doctors)

Children will have learnt about similarities and differences (past and now) within schools, toys and transport

Children will have learnt about settings, characters and events in the past (Gunpowder Plot)

**So I can** discuss and describe prior learning

### Learning Point 2

#### Understand the term chronology

Know that there are different types of castles from the **past** (**Mottle Bailey, Stone Keep, Concentric**)

Know that Conisbrough castle is a Stone Keep castle and the key features of this include: **keep, moat, bailey, great hall, drawbridge**

Know that some castles are older than other castles but still within the past

Know how to order pictures of castles **chronologically**

Know that Conisbrough castle is a medieval castle in my local area

Know that the medieval period took place hundreds of years ago (1066 onwards)

**So I can** create a timeline and order pictures of castles chronologically

### Learning Point 3

#### Understand castle life

Know the roles and opportunities available within castle life

Know that the apothecary dispensed remedies made from herbs plants and roots.

Know that the blacksmith forged weapons, sharpened weapons and repaired armour

Know that the jester (the fool) entertained the court

Know that the castellan was the person who made the important decisions

Know that the constable supported the castellan in managing the castle

Know that knights taught weapon practise and train fighters

**So I can** recall what castle life was like

## Year 1 – Conisbrough Castle

### Learning Point 4

#### **Know what castle life was like for men and women including children**

Know that 'the lady' was the most important women in the castle

Know that 'the lady' would often be married very young

Know that 'the lady' had to be devoted to 'the lord' and take care of his affairs while he was away

Know that women had other jobs in castles such as: spinners (make clothing) laundresses (wash clothing) embroidery (only for high-ranking ladies)

Know that 'the lord' rules the castle

Know that 'the lord's' job was to control his army and go to war

Know that men had other jobs in castles such as: carpenters (make fences and buildings) **see learning point 3**

Know that children from these periods were not always treated like children and a lot depending on their wealth

Know that children who were poor or orphaned would have to work in the castle (scaring birds from the fields) picking fruit, cleaning, cooking, care for animals

Know that children's entertainment included ball games, stick games and sports as well as board games like chess and backgammon.

Know that children from wealthy families were sent away around the age of seven to be brought up by other Lords.

**So I can** recall what castle life was like for men, women and children

### Learning Point 5

#### **Opportunity to create assessment task:**

Drama based dress up activity based around prior learning

**Key Concepts** within this unit:

- Civilisation and Society
- Diversity and Equality



# Year 1

Schools in the Past

Spring 1

I will know...		So I can...
Year 1	<p>Spring 1</p> <p><b>Year 1 – Schools in the past</b></p> <p>Know that buildings have changed over time</p> <p>Know what schools (physical) were like for children in the past</p> <p>Know what schooling (teaching, learning) was like for children in the past</p> <p>Know the differences and similarities between schools past and present</p>	<p>Describe changes within living memory</p>



# Year 1 – Schools in the past

## Learning Point 1

### **Recap learning about past and present from EYFS**

Know that people around me have different jobs and roles

Know that there are similarities and differences between things in the past and now

Know some examples of events, characters and settings that have occurred in the past

**So I can** discuss, describe and make links to prior learning

## Learning Point 2

### **Know that buildings have changed over time**

Know that school buildings were built at different times (old, new, modern, recent, long ago)

Know that buildings from different times have different features (shapes, sizes, colours, materials, entrances)

Know that historical sources can be grouped in different ways

**So I can** sort and order pictures of schools chronologically

## Learning Point 3

N.B. Potential visit to Victorian Classroom (based in the centre of Barnsley)

Email [victorianclassroom@gmail.com](mailto:victorianclassroom@gmail.com) Candice Bratley

### **Know what schools (physical) were like for children in the past (Victorian Schools)**

Know that children were seated in rows and paired or placed individually at desks

Know that a blackboard was used to support teaching

Know that it was common for schools to have a map of the world showing the British Empire

Know that some school rooms were heated individually by stoves

Know that teachers sat on a tall chair (stool) on a raised platform at the front of the class

Know that class sizes sometimes reached up to 60 pupils

**So I can** explain what schools were like for children in the past

### **Know what schooling (teaching, learning) was like for children in the past (Victorian Schools)**

Know that not all children attended schools

## Year 1 – Schools in the past

### Learning Point 5

#### **Know the differences and similarities between schools past and present**

Know what comparing, different and similar means

Know the differences and similarities between an old school building and modern school building

Know the differences and similarities between resources in an old school and modern school

Know the differences and similarities between a Victorian school day and a modern school day

**So I can** recognise the differences and similarities between schools past and present

### Learning Point 6

### Learning Point 7

**Key Concepts** within this unit:

- Civilisation and Society
- Significant People



# Year 2

Great Fire of London

Autumn 2

I will know...		So I can...
Year 2	<p>Autumn 2</p> <p><b>Year 2 – Great Fire of London</b></p> <p>Know what London was like in 1666 (Prior to the Great Fire of London)</p> <p>Know who Samuel Pepys was and why he was important</p> <p>Know what happened during the Great Fire of London</p> <p>Know the impact of the Great Fire of London</p>	<p>Understand events beyond living memory that are significant nationally or globally</p>

## Year 2 – Great Fire of London

### Learning Point 1

**Recap (Geography)** London location – This is where we live (Y2 Geography)  
**Recap (History)** School buildings – Schools in the past (Y1 History)

**So I can** discuss, describe and makes links to prior learning

### Learning Point 2

**Know what London was like in 1666 (prior to the Great Fire of London)**

Know that buildings were mostly made from wood, straw and pitch and were positioned very close together

Know that pitch is a tar like substance that protects the wood from water damage but is flammable

Know that pupil used fire for cooking and for lighting as electricity had not been invented

Know that the Summer of 1665 in London had been very hot and there had been little rain (drought) this meant that the buildings would catch fire easily

[https://www.youtube-nocookie.com/embed/SPY-hr-8-M0?playlist=SPY-hr-8-M0&autoplay=1&iv\\_load\\_policy=3&loop=1&modestbranding=1&start=6](https://www.youtube-nocookie.com/embed/SPY-hr-8-M0?playlist=SPY-hr-8-M0&autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&start=6)

Google Search 'Pudding Lane Productions'

**So I can** use maps, pictures and videos to describe what London was like in 1666

### Learning Point 3

**Know who Samuel Pepys was and why he was important**

Know that Samuel Pepys was a man living in London at the time of the Fire

Know that reading or writing wasn't common because people didn't go to school, only important announcements were written down and recorded (Royal Weddings)

Know that hundreds of years ago there was no smartphones or cameras

Know that Samuel Pepys kept a private book (diary) about the things he did and who he saw.

Know that the diary of Samuel Pepys is one of the most important sources of information about the Great Fire of London.

Know that Samuel Pepys diary is a primary source of information

Know that a primary source is something that comes from the time being studied or from a person involved in the event being studied

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>

**So I can** describe who Samuel Pepys was and why he was important

## Year 2 – Great Fire of London

### Learning Point 4

#### **Understand significant events that took place beyond living memory**

Know that the Great Fire of London started on 2nd September 1666.

Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight.

Know that there was a strong wind which helped the fire to spread.

Know that the fire went on for four days.

Know that people tried to put out the fire with simple firefighting equipment including buckets of water, fire squirts and fire hooks, but the fire was too strong.

Know that they tried to stop the fire by pulling down houses (called a firebreak). Eventually they used gunpowder to blow up enough houses to make a firebreak.

Know that the River Thames stopped the fire spreading to the South.

Know that the fire destroyed many homes and St Paul's Cathedral.

Know that the fire was stopped just before it reached the King's home - The Tower of London.

**So I can** recall what happened during the Great Fire of London

### Learning Point 5

#### **Understand significant events that took place beyond living memory**

##### London after the fire

Know that, after the fire, the King wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding.

In 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again.

Know that, after the fire, London Fire Brigade was set up to stop this happening again.

Know that a monument was built to remember what happened and the people who died.

**So I can** explain the impact of the Great Fire of London

### Learning Point 6

**Key Concepts** within this unit:

- Empire and Invasion
- Significant People



# Year 2

Famous Medics

Summer 1

I will know...		So I can...
Year 2	<p>Summer 1</p> <p><b>Year 2 – Famous Medics</b></p> <p>Know what the Crimean War was</p> <p>Know who Florence Nightingale was and why she was well-known (explore the life of a significant person)</p> <p>Know who Mary Seacole was and why she was well-known (explore the life of a significant person)</p> <p>Know the impact and lasting legacy of Florence Nightingale</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p>



## Year 2 – Famous Medics

### Learning Point 1

**Recap (History)** : Victorian Times – Link period of Crimean war (Victorian) to Y1 History (Victorian Schooling)  
**Recap (Geography)**: Place Knowledge – Link area of Crimean War (Britain, France and Turkey fighting Russia in Ukraine) to Y2 Geography (Around the World in 80 Days)

**So I can** discuss, describe and makes links to prior learning

### Learning Point 2

#### **Know what the Crimean War was**

Know that in modern times hospitals and doctors' surgeries are kept very clean to prevent the spread of infection.

Know nurses and doctors wash their hands thoroughly before they meet each patient to avoid germs spreading.

I know that this was not always the case in the past.

Know that in 1854 the Crimean War began. Britain, France and Turkey were fighting Russia in a place now known as Ukraine.

Know the location of these countries on the map of the world (as well as Italy and Jamaica). This period in British History is known as the Victorian times as Queen Victoria was the monarch at the time.

Know that the Victorian times were in the past, but not as long ago as Medieval Period with castles 1066 – 1485 (Year 1 Castles)

**So I can** explain what the Crimean War was and where it took place

### Learning Point 3

#### **Know who Florence Nightingale was and why she was well-known**

Know that Florence Nightingale was born in Florence, Italy in 1820. She was named after the place she was born.

Know that Florence wanted to be a nurse from a young age and this was an unusual choice for wealthy women at the time.

Know that Florence was asked to lead a team of nurses in the Crimea.

Know that the hospitals were **unhygienic**.

Know that the word **unhygienic** means that it is dirty and likely to cause infection or disease.

Know that the hospitals were overcrowded and filthy. Men lay on the floor because of a lack of beds. Drains were blocked and there were rats and flies throughout the hospitals. Food was mouldy and the water was dirty. More soldiers were dying from the hospital conditions than from injuries.

*Use paintings as sources of evidence for these conditions (Historical Enquiry)* Build on primary from Great Fire of London

**So I can** explain who Florence Nightingale was and her importance

## Year 2 – Famous Medics

### Learning Point 4

#### Know who Mary Seacole was and why she was well-known

Know that Mary Seacole was born in 1805 in Jamaica.

Know that Mary's mother was a doctor and taught her how to make herbal remedies out of ingredients such as **ginger, lemongrass and aloe vera**.

Know that Mary travelled to Panama and while there is said to have found a **cure** for **cholera**.

Know that in 1854, Mary tried to join Florence's nurses but they said she was not allowed to go to the Crimea with them. Know that Mary herself wrote she thought this might have been because of the colour of her skin.

Know that in 1855 Mary arrived in the Crimea and opened 'The British Hotel'. Here she looked after soldiers by nursing them, making her own medicines from natural ingredients, cooking them meals and even rescuing injured soldiers from the battlefield.

Know that most of what we know about Mary comes from a book she published about her life called

*The Wonderful Adventures of Mrs Seacole in Many Lands (Historical Enquiry Source)*

Know that Mary Seacole died in 1881.

Know that Mary was treated as detailed above due to her race and how this would not be allowed today.

**So I can** explain who Mary Seacole was and her importance

### Learning Point 5

#### Know the impact and lasting legacy of Florence Nightingale

Know people at home called Florence a '**heroine**' and Queen Victoria acknowledged her hard work. She was the first woman to receive the 'Order of Merit' which is one of the UK's highest honours given by the queen.

Know that Florence Nightingale is known as the **founder** of modern nursing and opened a nursing school in London to train more nurses.

Know that modern hospitals are clean and hygienic partly due to Florence Nightingale's influence

Know what modern nursing is like today

**So I can** explain the impact and legacy of Florence Nightingale and other medics

**Key Concepts** within this unit:

- Civilisation and Society



# Year 3

Stone Age to the Iron Age

I will know...		So I can...
Year 3	<b>Year 3 – Stone Age to the Iron Age (Britain)</b>	
	Know what prehistory is and how we study it	
	Know and sequence the key periods of British prehistory	
	Know what life was like in the early Stone Age	Understand changes in Britain from the Stone Age to the Iron Age
	Know what life was like in the Mesolithic Age	
	Know how Neolithic people lived and understand how we know this.	
	Know how life changed in Bronze Age Britain	
	Know what life was like in Britain during the Iron Age	

## Year 3 – Stone Age to the Iron Age

### Learning Point 1

#### Know what prehistory is and how we study

Know the term '**prehistory**' means the time before people started writing.

Use a timeline of history to identify prehistoric times in comparison to the periods studied in KS1 and others they may have heard of.

Recap (From Y2 Great Fire of London) that a **primary source** is an original record from someone who was involved, witnessed or knew someone who was involved in the event or an object from that time.

Know that a **secondary source** is one that was created after the event.

Know that we discover prehistory by **archaeologists** digging and discovering **artefacts**.

**So I can** explain what prehistory is and how it is studied

### Learning Point 2

#### Know and sequence the key periods of British Prehistory

Know that Prehistoric Britain is split into three periods – the Stone Age, the Bronze Age and the Iron Age.

Know that because it lasted so long, the Stone Age is also usually split into three different periods: Paleolithic (including glacial periods), Mesolithic and Neolithic.

Know that the three periods stretched from roughly 950,000 years ago, to when the Romans invaded Britain nearly 2000 years ago.

Know the earliest of these periods is the Stone Age.

**So I can** create a timeline to sequence the key periods of British Prehistory

### Learning Point 3

#### Know what life was like in the early Stone Age

Know that the earliest evidence of life in Britain is a collection of stone tools, which are roughly 950,000 years old, found in Happisburgh in Norfolk.

Know that evidence of life in Paleolithic times comes from remains found by archaeologists; Boxgrove Man, Swanscombe Woman

Know at this time there were lions, rhinos, elephants and monkeys roaming around Britain.

Know that there isn't much evidence of what life was like in this period because very few remains have been found. At this time, Britain was mainly open grassland.

Know that limited evidence (sources) restricts what we know about this period.

Know that for thousands of years throughout this period, **glaciers** came and went. About 11,500 years ago, the last glaciers melted. This was the end of the Paleolithic period.

## Year 3 – Stone Age to the Iron Age

### Learning Point 4

#### Know what life was like in the Mesolithic Age

Know after the glaciers melted, the water they left created lakes, and the warmer weather meant that forests grew.

Know this meant that there were many animals such as deer, boar and wild cattle to hunt, and fish and beavers in the lakes.

Know that although people still used stone tools, they also used deer antlers as **spears** to hunt land animals or used them as **harpoons** to hunt fish in the lakes and rivers.

Know that people lived in either **caves** or small **huts**, but they moved around to follow the animals and gather different foods that grew in different seasons. These people were called **hunter-gatherers**. They ate meat from wild animals, fish, and wild vegetables.

Know that **fossils** found show that the Mesolithic people looked more like us and lived in families. They also had spiritual beliefs. They wore clothes and had possessions such as jewellery and ornaments. They would be buried with their belongings.

**So I can** explain what life was like in the Mesolithic Age

### Learning Point 5

#### Know how Neolithic people lived and understand how we know this.

Know that Britain started changing to a Neolithic way of life roughly 6500 years ago.

Know in this period of time people had begun to grow their own crops deliberately (farming) and had domesticated animals that they used to help with crops or as food.

Know that towns were being formed rather than **settlements** that were just used to rest for a short time. People were staying permanently in one place.

Neolithic people made **pottery, and woven material** (they still only had stone tools at this point).

Know that remains of eight houses from about 5200 years ago have been found at Skara Brae in Orkney. They had no windows, a **smoke hole** in the roof (made of wood and turf), a stone **dresser** and in the centre there would have been a **hearth** for fires and cooking. Houses were connected to a **sewer** system.

Know that although people continued to hunt, but also began to keep cattle and sheep.

Know that weapons and tools had improved - axes were now polished and were stronger.

**So I can** explain what life was like in the Neolithic period and why we know this

## Year 3 – Stone Age to the Iron Age

### Learning Point 6

#### **Know how life changed in Bronze Age Britain**

Know that the Bronze Age in Britain started about 4000 years ago.

The period when people started making tools and weapons from **Bronze** is called the Bronze Age. Bronze was a better material because it was stronger.

Know that this was the first time that there were rich and poor people in Britain. Those who had metal and could make objects from metal were rich. They could swap these for other things they wanted, which is called **trading**.

Know that people travelled and traded goods across Europe in the Bronze Age. People who came from abroad brought new skills and ideas to Britain – for example, different ways of working with metal.

**So I can** explain how life changed in Bronze Age Britain

### Learning Point 7

#### **Know how life changed in Bronze Age Britain (Continued)**

Know that families in the Bronze Age lived together in huts, which were built of wood plastered with mud and thatched with reeds or turfed. They owned animals and got the things they needed by making or growing them and trading with neighbours.

Know that Bronze Age people travelled on foot and by boat, and possibly had carts with wheels. They wore clothes made of woven cloth.

Know that towards the end of the Bronze Age, people started to live in tribes with others, not just with their own families. They built hillforts – walls round the tops of hills which they farmed inside. Being high up with a wall around them made them safer.

**So I can** explain how life changed in Bronze Age Britain

### Learning Point 8

#### **Know what life was like in Britain during the Iron Age**

Know that about 2700 years ago, people started making tools and weapons out of iron as well as bronze.

Know that Iron Age people are often called Celts. They were made up of a number of different tribes.

Know that in the Iron Age, people continued to live in hillforts and to travel and trade. Life was quite unsettled with lots of fighting.

Compare the following aspects of life across the different periods studied: materials used to make weapons and tools, homes and settlements, and how people got the things they needed.

**So I can** explain what the Iron Age was and what changed because of it

**Key Concepts** within this unit:

- Civilisation and Society
- Religion
- Significant People



# Year 3

Ancient Egypt



I will know...		So I can...
Year 3	<b>Year 3 – Ancient Egypt</b>	
	Know where the Ancient Egyptian era fits on a timeline	
	Know how Ancient Egyptian society was organised	
	Know the importance of religion and worship during the Egyptian era.	
	Understand the importance of the Ancient Egyptian’s belief in the afterlife	Understand the achievements of the earliest civilisation – an overview of where and when civilisation appeared and a depth study of one.
	Understand the process of the Ancient Egyptian afterlife	
	Understand and explain what the Egyptian tombs and pyramids tell us about their society	
	Understand that Archaeological discoveries tell us about the past	

## Year 3 – Ancient Egypt

### Learning Point 1

**Recap Stone Age period** - link and contrast to prior learning. In the land of Britain it was currently the Stone Age at this time.

**Know where the Ancient Egyptian era fits on a timeline**

Know that a **civilisation** is an advanced society with agriculture, division of labour, multiple cities, organized religion, science/technology, some form of government, and a written language

Link and contrast to Stone Age – was this the case in Britain at this time?

Know that **ancient** means belonging to the very distant past and no longer in existence.

Know BCE stands for Before the Common Era – reinforce that numbers decrease rather than increase through this period and work down towards zero.

Know that after zero (Birth of Jesus Christ) the CE Common Era begins and this increases from zero e.g. Today we are in 2022 CE but we don't always say CE (2022 years since the birth of Christ)

Know that the Egyptian **era** lasted from 3100 BCE to 30BCE. Ancient Egypt was an ancient civilisation. The period was split into the following periods:

- **Pre-dynastic Egypt**

c.5500 - c.3100 BCE

- **Old Kingdom**

c.2600 -2100 BCE

- **Middle Kingdom**

c. 2000 - c. 1650 BCE

- **New Kingdom**

1539-1075 BCE

- **Late Period**

715-332 BCE

**So I can** place the Ancient Egyptian era on a timeline

## Year 3 – Ancient Egypt

### Learning Point 2

#### Know how society was organised

Know that Pharaohs were seen as '**God-Kings**' and there was no limit to their greatness.

Know that Pharaohs ruled the Egyptian **government, legal system, priests, armies** and all the land.

Know the names of some well-known Egyptian rulers (Tutankhamun, Cleopatra).

Know the term '**society**' and that in Ancient Egypt there was an order of importance:

- **Pharaoh** and his relatives
- Government officials, **viziers**, nobles and priests
- Soldiers
- Scribes
- Merchants
- Craftsmen
- Farmers and slaves

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-society-and-culture/zmgt2v4>

**So I can** explain how Egyptian society was organised

## Year 3 – Ancient Egypt

### Learning Point 3

#### Know the importance of religion and worship during Egyptian era

- Know that the Egyptian people **worshipped** multiple different Gods and this is called **Polytheism**.
- Know the following Egyptian Gods:
  - Anubis - God of the dead
  - Horus - God of the sky
  - Isis - Goddess of magic, the protective goddess.
  - Osiris - Ruler of the Underworld
  - Ra - Sun god
  - Thoth - The God of writing and knowledge
  - Set - The god of the desert and storms
- Know that Gods were worshipped in **temples**.
- Know that Ancient Egyptians believed that the pharaoh was a living god

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-gods-and-goddesses/z64n6g8>

**So I can** explain how the Ancient Egyptian's worshipped

## Year 3 – Ancient Egypt

### Learning Point 4

#### Understand the Ancient Egyptian's belief in the afterlife

<https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-the-afterlife-in-ancient-egypt/zvphf4j>

- Know that the Egyptians believed that Gods and Goddesses controlled both the physical world (Earth) and Supernatural world (Afterlife world and world of the Gods).
- Know that all Egyptians, from Pharaohs to commoners (e.g. Farmers, slaves, everyday people) believed that living a life that pleased their Gods resulted in a better afterlife.
- Know that Egyptians considered harmony and balance important and that this impacted themselves in their current life, the present world around them and their future life (after life).
- Know that Egyptians believed that life did not cease at death – even if the body did not live their spirit continued to live.
- Know that in the afterlife they would live in peace and continue life being immortal (live forever)
- Know the Egyptian phrase Ka meant soul/life force and Ba meant the person's personality (what made them unique). In order to have a successful afterlife, these elements needed to be reunited in their body. This is why the body of the deceased needed to be preserved in lifelike way.
- Know that mummification was important because if the body was destroyed, the soul or spirit may be lost.

**So I can** explain the importance of Ancient Egyptian afterlife

## Year 3 – Ancient Egypt

### Learning Point 5

#### Understand the process of the Ancient Egyptian afterlife

<https://www.bbc.co.uk/teach/class-clips-video/the-afterlife-in-ancient-egypt/zvphf4j>

- Know that to enter the afterlife Ancient Egyptians believed that they would first journey through the underworld
- Know that the burial and funeral had great importance. The deceased would have their personal belongings placed in their burial chamber. The belief was that it could be used in their next life.
- Know that a ceremony starts with the procession called 'Opening of the mouth' so the senses of the deceased were brought back to life to be used in the afterlife (see, hear, touch, taste and smell again in the afterlife).
  - Mouth opened using an adze – breath, taste and speak in the afterlife
  - Hearing was reawaken by music being played – hear once again in the afterlife
  - Dancing was used to bring back sight – see again in the afterlife
  - Perfumes and flowers presented to restore scent – smell again in the afterlife
  - Food and wine presented – restore touch and feed the soul
- Know about the process of weighing of the heart – judged by Osiris God of the Underworld
  - A heavy heart would be deemed as being full of sin (poor choices in their life before death, not pleasing the Gods).
  - Heart given to The Great Devourer and weighed
  - Light against the feather entered the afterlife. Heavy heart did not pass.
- Know that the ancient Egyptians considered the heart to be the centre of thought, memory and emotion. It was thus associated with intellect and personality and was considered the most important organ in the body.

**So I can** explain the journey through the Ancient Egyptian afterlife

## Year 3 – Ancient Egypt

### Learning Point 6

#### Understand and explain what the Egyptian tombs and pyramids tell us about their society

- Know that **pyramids** were built with tombs inside to protect the **Pharaoh's** body forever
- Know that when **pyramids** were built, a variety of different **skilled** people involved like: **craftsmen** ,masons (builders), metal workers, labourers, stoneworkers, painters, weavers, potters, carpenters, peasants
- Know that metal workers were very skilled at using gold and silver (for Pharaohs) to decorate their tombs. Gold was considered to be the flesh of the Gods while silver was thought as the bones of the Gods.
- Know that masons used limestone (from the cliffs of the Nile Valley) and sandstone – these were carved and shaped by stoneworkers.
- Know that Egyptian writing was called **hieroglyphs**.
- Know that **scribes** would carve **hieroglyphs** into stone or paint on the walls of tombs.

<https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-tombs-in-ancient-egypt/zh276v4>

**So I can** explain what Egyptian society enabled them to achieve.

## Year 3 – Ancient Egypt

### Learning Point 7

**Understand that Archaeological discoveries tell us about the past**

- <https://www.youtube.com/watch?v=wtNodW1vFg0>
- <https://www.youtube.com/watch?v=-obKX-mqjXQ>
- 3:41 to 10:46
- Know that Pharaohs were buried with their valuables, (belief that they would take these to the afterlife) but many were stolen by **tomb raiders**
- Know in **1922, archaeologist Howard Carter** found the royal tomb of **Tutankhamun** (a Pharaoh from 1333 - 1323 BCE), complete with his treasures.
- Know that **Tutankhamun** was not a historically important pharaoh (he ruled for only 10 years). He is historically important because his tomb was untouched when it was found. Nothing had been stolen and the **sarcophagus** (outside layer of the coffin) was untouched and intact – exactly how the priests had left it during his burial.
- Know that these findings provided important evidence about what life was like in Ancient Egypt. For example:
- Make links to archaeologists and the Stone Age.



**Key Concepts** within this unit:

- Civilisation and Society
- Empire and Invasion
- Significant People



# Year 4

Roman Empire and its impact on Britain

Autumn 1

I will know...		So I can...
Year 4	Autumn 1 <b>Year 4 – Roman Empire and its impact on Britain</b>	
	Understand and explore what the Roman Empire was.	
	Understand how society was organised in Ancient Rome	
	Know and compare what life was like in the Roman Empire in Britain in this period.	
	Know what happened during the first Roman invasion of Britain.	
	Explain the events of the Roman invasion of Britain in 43CE.	
	Explain what influence the Romans had on Britain.	
	Explain the key events during the Roman occupation of Britain.	The Roman Empire and its impact on Britain

## Year 4 – Roman Empire and its impact Britain

### Learning Point 1

#### Understand and explore what the Roman Empire was.

- Know that an **empire** is a group of states or countries that all have the same monarch.
- Know that an **emperor** is a type of monarch who rules an empire.
- Know that the Roman Empire was **founded** in 753 BCE and **fell** in 410 CE. Rome was an ancient civilisation, which was founded during the Late Period in Ancient Egypt (Link to Year 3 and continued until after the birth of Jesus in 0CE. The Roman Period was later than prehistoric times, but earlier than the periods of British history studied in KS1.
- Know that at its height, the Roman Empire included England, Wales, France, Spain, Portugal, Belgium, Switzerland, Austria, Italy, Hungary, Rumania, Turkey, Greece, Albania, former Yugoslavia, Israel, Lebanon, Tunisia and parts of Germany, the former Soviet Union, Morocco, Algeria, Syria and Egypt. (colour on a map).
- Know that around CE 98-117, the Roman Empire was at its greatest **prosperity** under the **reign** of Emperor Trajan.

**So I can** explain what the Roman Empire was and who the Romans were

## Year 4 – Roman Empire and its impact Britain

### Learning Point 2

#### Understand how society was organised in Ancient Rome

Make links to Year 1 roles in a castle and Year 3 Ancient Egyptian societal structure.

Know that the Romans had a **class system**:

- **Emperors** (worshipped in temples like Gods)
- **Senate** (assembly of **nobles** with senior government posts)
- **Patricians** (noblemen who owned vast houses , which were worked in by slaves)
- Know that a master or mistress could put a slave to their death if they wished.
- Ordinary **Citizens-** (tradesmen and women, pastry makers, perfumers, corn-merchants, silk weavers, cooks)
- Know that patricians owned slaves who were considered property under Roman law and were usually foreigners.
- Know that Rome had a **government** and a very organised army, which had conquered many different countries. In the city of Rome there were lots of grand buildings, including **temples**, **public baths**, and **amphitheatres** like the Colosseum. These were where entertainments such as horse races, wild beast shows and **gladiator** fighting took place.

**So I can** explain how society was organised in Ancient Rome

## Year 4 – Roman Empire and its impact Britain

### Learning Point 3

**Know and compare what life was like in the Roman Empire in Britain in this period.**

- [Recap Stone Age to Iron Age \(Link to Year 4\)](#)
- Know that since the start of the Iron Age, life had changed. There were fewer hillforts, and some settlements became more like towns with houses built in lines along streets. These were called '**oppida**'. As well as living there, people worked and traded, and some were centres for metalwork. People began to make metal coins like the ones the Romans had.
- Know that trading was very important at this time. Many people from different countries came to the oppida to trade at **markets**. Roman glass was imported into Britain – glass was rare and precious. People in Britain also decided they liked Roman food, such as **olive oil** and wine, which they imported and traded for.

**So I can** explain the similarities and differences between life in Rome and Britain

## Year 4 – Roman Empire and its impact Britain

### Learning Point 4

#### Know what happened during the first Roman invasion of Britain.

- Know that the Romans invaded Britain for its natural resources such as; precious metals, slaves and farmland.
- Know that in 55BCE, a **general** called Julius **Caesar** invaded Britain. Because he was born in the Mediterranean, Caesar wasn't prepared for the stormy weather. He also had to anchor his ships in deep water so his soldiers had to jump into cold water and wade to shore in their armour. Although they won some battles, when the weather got worse in autumn, he went back to Gaul, planning to return to **conquer** Britain the next year.
- Know that the next summer, 54BCE, Caesar returned and fought the Celts again. The Roman army was larger and better equipped, but Caesar went back to Gaul to sort out a problem there. After he defeated the people in Gaul, Julius Caesar went back to Rome and eventually became the Roman Emperor.

**So I can** explain why Caesar's invasions of Britain didn't lead to success

## Year 4 – Roman Empire and its impact Britain

### Learning Point 5

**Explain the events of the Roman invasion of Britain in 43CE.**

- Know that in 41 CE, Claudius became Emperor and decided to invade Britain. He had a huge army, so when he landed in Essex, he quickly captured the town of Colchester. Eleven tribes in England **surrendered**.
- Know that after being conquered, Rome took a lot of people's land and earnings, so life was very difficult for the Celts.
- Recall Year 3 Stone Age being prehistory and how prehistory in Britain ended with the arrival of the Romans.

**So I can** explain why Claudius' invasion succeeded.

## Year 4 – Roman Empire and its impact Britain

### Learning Point 6

#### Explain what influence the Romans had on Britain.

- Know that in order to conquer England, the Romans built straight roads so that they could take the shortest route. They covered them with stone slabs. These roads linked up forts and towns and some of the routes are still in use today.
- Know that when the Romans conquered towns, they made them more like Rome. The town was often planned around a **forum** – an open courtyard used as a meeting place and for markets. They also built **amphitheatres** for wild animal and gladiator fights.
- Know that the Romans build a city called **Londinium** in 50CE which grew into London as it is now. However, in Roman times Colchester was the capital of Britain.
- Know that very few people in Britain could read or write before the Romans came. Know that Romans wrote down their history, literature and their laws. Know that the Roman language was **Latin** and many of the words used today come from it.
- Before the Romans invaded, tribes in Britain worshipped many gods. [Link back to Y3 Egyptian Gods](#) The Romans also worshipped many gods. Know that the Roman Empire eventually converted to Christianity but Pagan beliefs were still popular in Britain.

**So I can** explain what the Romans gave us



## Year 4 – Roman Empire and its impact Britain

### Learning Point 7

**Explain the key events during the Roman occupation of Britain.**

- Know that there was **resistance** against the Romans from natives.
- Examples are:
- **Boudicca's revolt** of 60 CE
- Boudicca was the wife of **Prasutagus** who was king of the Iceni tribe. He had a deal with the Romans which they broke after his death. Boudicca raised an army and destroyed several major Roman settlements. The Roman army defeated Boudicca's army at the **battle of Watling Street**
- **Hadrian's Wall** 122 CE
- Know that Hadrian's wall was built to stop Scottish rebels from attacking (The Picts).
- Know key facts about Hadrian's wall.
- Know that parts of Hadrian's wall still stand today.
- Know that the Roman Empire left Britain in 410 CE due to the Empire becoming too large and not being able to sustain itself.

**So I can** explain some of the key events that occurred during the Roman occupation of Britain

**Key Concepts** within this unit:

- Civilisation and Society
- Religion



# Year 4

Ancient Greece

Spring 2

I will know...		So I can...
Year 4	<p>Spring 2</p> <p><b>Year 4 – Ancient Greece</b></p> <p>Understand where the Ancient Greek era fits on a timeline.</p> <p>Know the key city-states of Ancient Greece.</p> <p>Know that primary sources tell us about life in Ancient Greece.</p> <p>Know where the Olympic Games were founded and what they involved</p> <p>Understand Ancient Greek beliefs</p> <p>Understand what democracy was like in Ancient Greece.</p> <p>Know a key Ancient Greek historical figure.</p>	<p>A study of Greek life and characteristics</p>

## Year 4 – Ancient Greece

### Learning Point 1

#### **Understand where the Ancient Greek era fits on a timeline.**

Know that ancient civilisations existed in Europe, Africa, Asia and South America

Revisit maps and timelines to gain an understanding of the different civilisations and how they relate to each other:

Ancient Egypt (Year 3) Roman Empire (Year 4 previous term)

Place the following periods of history already learnt in chronological order:

Ancient Greece, Ancient Egypt, The Great Fire of London, the Stone Age then add new focus - Ancient Rome.

#### New Learning:

Know the period being studied is from c. 2900 BCE to c. 300 BCE.

Know that c. stands for '**circa**' which means 'about' in Latin.

**So I can** understand where the Ancient Greek Era fits within world and British history

## Year 4 – Ancient Greece

### Learning Point 2

**Know the key city-states of Ancient Greece.**

Know that ancient Greece was divided up into small '**city-states**', including **Athens, Sparta, Corinth and Olympia**.

Know the location of these on a map of Greece.

I understand the term **civilisation** as 'the society, culture, and way of life of a particular area.'

Know that the city states constantly fought between themselves, but when there was a threat from outside Greece, they all co-operated to defend the Empire.

**So I can** identify the city-states of Ancient Greece on a map

## Year 4 – Ancient Greece

### Learning Point 3

**Know that primary sources tell us about life in Ancient Greece.**

Recap sources from Great Fire of London, Ancient Egypt etc. What does a source enable? What is the difference between primary and secondary?

Remind children that a **source** is 'something that tell us about the past' and that a **primary source** is 'a source created during the time **period** being studied.'

Know that Greek pottery is a primary source of evidence that can tell us about life in Ancient Greek.

It was created (when an original) in that time period.

Know that sources written by historians about Greek pottery outlines what this tells us about life at the time but this is a secondary source

**So I can** explain what Greek pottery tells us about Ancient Greek life

## Year 4 – Ancient Greece

### Learning Point 4

#### Know where the Olympic Games were founded and what they involved

- Know that the Ancient Greeks founded the **Olympic Games**
- Link forward to present day – an achievement that influenced the world and still lasts today
- Know that they took place every four years in **Olympia**. They were also a religious festival.
- Olympiad, meaning every 4 years, became a unit of time in historical chronologies
- Winners received a wreath of leaves.
- There was a **truce** in place during the games which dates back to 776BC.
- The term **Ekekheiria** reflects the spirit of **truce** and the **cessation of hostilities** between the city-states
- Know the following events were part of the games - **running, discus, javelin, long jump, wrestling, boxing, chariot racing, pentathlon.**

**So I can** explain what the Olympic games looked like during the Ancient Greek era

## Year 4 – Ancient Greece

### Learning Point 5

#### Understand Ancient Greek beliefs

- [Link to Roman and Egyptian beliefs about many Gods in Year 3 and Viking beliefs in Year 4.](#)
- Know the names of the following gods - **Zeus, Hades, Aphrodite, Hera, Athena, Poseidon**
- Know the function of **Greek Temples** including the **Parthenon**.
- Know that Greek temples were thought to be the home of the God or Goddess who watched over their city.
- Know that Ancient Greeks believed the Gods and Goddesses controlled things like the weather, the sea, health and keeping them happy was an important part of their life and religion. [Link to Egyptian's value of living a pure life to gain entry into the afterlife.](#)
- Know that Greek Myths (Mythology) are series of stories about Gods and magical beings of Greece
- Know the myth of Theseus and the Minotaur

**So I can** explain the beliefs of the Ancient Greeks



## Year 4 – Ancient Greece

### Learning Point 6

#### Understand what democracy was like in Ancient Greece.

- Know that **democracy** means 'rule by the people' and that this happens through a system of voting **representatives**.
- Know that only free men could vote and that slaves, women and foreigners could not – **diversity and equality link**
- Know the terms **council** and **assembly** in this context.
  - Council – the group of people who make and / or change laws
  - Assembly – a gathering of those people who make and/ or change laws
- Know that most of our knowledge about democracy comes from **Athens** as there are more sources of evidence for this **city-state**.
- Know that the UK uses a similar system of **democracy** – **legacy and impact**

**So I can** explain how democracy functioned during the Ancient Greek period

## Year 4 – Ancient Greece

### Learning Point 7

#### Know a key Ancient Greek historical figure.

- Know that there were many Greek **scholars** who made significant contributions to maths, science and **philosophy**.
- Know that **Aristotle** was an ancient Greek **philosopher** and scientist. He was born in 384BCE, and at age 18 went to Athens to learn from Plato, another famous Greek philosopher.
- Know that **Aristotle** was famous for being the tutor of **Alexander the Great**, as well as two other future kings.
- Know that he was a **geocentrist** who believed that the Earth was the centre of the universe.
- Know that two of his most significant contributions were that he was the founder of formal **logic**, and that he distinguished about 500 species of bird, mammal and fish.

**So I can** explain the legacy of Aristotle

**Key Concepts** within this unit:

- Civilisation and Society
- Empire and Invasion
- Significant People



# Year 5

Viking Britain

Autumn 2

I will know...		So I can...
Year 5	<p>Autumn 2</p> <p><b>Year 5 – Viking Britain</b></p> <p>Understand who the Vikings were</p> <p>Understand why the Vikings raided</p> <p>Explain why Britain was desirable to the Vikings.</p> <p>Explore a key historical figure within the era</p> <p>Know the impact of the Viking language on Britain.</p> <p>Understand Viking beliefs and culture</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>

## Year 5 – Vikings

### Learning Point 1

Add the following to the timeline from previous unit.

- Know that the Viking Age in Britain began in the 9th Century CE and lasted for just over 200 years.
- They began raiding Britain from about CE 790 - CE 850 to take treasure and slaves.

**Understand who the Vikings were.**

New Learning

- Know the term 'Viking' is a verb – **vikingr** - the act of raiding and adventuring by sea.
- Know the Vikings came from Norway, Sweden and Denmark and were known as 'Norsemen' meaning 'Men of the North'.
- Know that the Anglo-Saxon kingdoms all fought amongst themselves and because of this they were not organised enough to drive the Vikings away. Therefore, over time the Vikings drove the Anglo-Saxons out of part of the country and took it for themselves.
- Know that fame and wealth was very important to the Vikings. They were famous for raiding other lands, which they explored by sea in ships called longships. Wealthy farmers would own a ship and would raid after spring before harvest. This way they could leave their wives and families to look after the crops. They would then raid again after the harvest was in. The crew of a Viking ship would usually be younger men.

**So I can** explain who the Vikings were

## Year 5 – Vikings

### Learning Point 2

#### Understand why the Vikings raided.

- Know that the Vikings travelled to England, Scotland, Ireland, Northern and Central Europe and Russia. There is some evidence of Vikings travelling to other countries too such as Canada.
- Know that they buried some of their **hoards** including gold, coins and precious metals. These are still being found today.
- Know that Vikings used the sun to **navigate**. Know that there were two main types of ship: **knarr** (sturdy and strong used for cargo and animals) and **longship** (fast and light , used for raiding)
- Know that Vikings **traded** products such as amber, ivory, animal furs and also slaves that they had captured on their raids.
- Know that the first Viking raid in England was in 793AD on the island of Lindisfarne in Scotland, which was a small community of monks. They stole goods and killed some of the monks. They also took some as slaves.
- **Make links to the similarities to Roman reasons for invasion (Year 3).**

**So I can** explain why the Vikings raided

## Year 5 – Vikings

### Learning Point 3

#### Explain why Britain was desirable to the Vikings.

- Know that Norsemen settled on **Orkney** as it was only a day or two's sail away from Norway. Know that the land was free and it was a good base to then use while they raided the rest of Britain. They raided areas in Scotland for about thirty years, then began to raid areas on the English Coast. The Vikings did not tend to venture too far **inland** from **coastal** places.
- Know that over the years the Vikings defeated several Anglo-Saxon kingdoms, and the fighting continued for many years.
- Know that the Vikings lived in long rectangular houses made of wood and wattle. They were usually one room homes, with a hearth in the middle and a smoke hole above. Animals and people lived in the same space; animals in a byre at one end, and people at the other.
- Make links to the similarities to Roman reasons for invasion (Year 3).

**So I can** describe the reasons behind why the Vikings invaded Britain

## Year 5 – Vikings

### Learning Point 4

#### Explore a key historical figure within the era

- Know in CE 871 Alfred became King of Wessex. He spent several years dealing with Viking invasions.
- Know Alfred the Great built longships to battle the Vikings. He also began to give people an education.
- Know he changed **battle methods** to help fight the Vikings better.
- Know Alfred beat the Vikings several times, but they continued to fight. Eventually, he agreed a treaty that allowed them to settle in an area of eastern England called the Danelaw.
- Label the Danelaw on a map.
- Know that the first king of all England was Athelstan, Alfred the Great's grandson.

**So I can** explain the importance of King Alfred the Great's reign



## Year 5 – Vikings

### Learning Point 5

#### **Know the impact of the Viking language on Britain.**

- Know that some of the names of places in Britain are made up of Viking words:
- Place names ending in –by eg. Derby, Rugby, Whitby, Selby, Grimsby
- –by meant farm or homestead (village). These places mark the earliest Viking settlements.
- Derby - A village where deer are found
  
- Place names ending in –thorpe (or -thorp, -throp or –trop) eg. Scunthorpe and Grimethorpe
- -thorpe meant farms.
  
- Place names ending in –toft or-tofts.
- A -toft referred to the site of a house or a plot of land.
  
- (Research task to find words we widely use today that have Viking origin)

**So I can** describe the influence of Vikings had on our language

## Year 5 – Vikings

### Learning Point 6

#### Understand Viking beliefs and culture

- Know that runestones are standing stones engraved with **runes** (Viking alphabet) They would sometimes have pictures, tributes and tales of voyages written on them.
- Know that Vikings valued bravery and a 'good death' in battle. How brave you were in battle decided where you would go in the 'afterlife'.
- Know that The Vikings believed the world was actually made of nine worlds: Midgard, Asgard, Vanaheim, Jotunheim, Niflheim, Muspelheim, Alfheim, Svartalfheim and Helheim.
- Know that if a Viking died bravely they believed they would go to Valhalla (a hall in Asgard). It was believed they would be heroes in the afterlife and every day they would feast and drink mead (an alcoholic drink made with honey).
- Know that Norsemen that didn't die bravely would go to Helheim. In one part of Helmein evil and dishonest people were punished. There were also areas for the good people that were not warriors.
- [Link to Year 3 - Roman and Egyptian beliefs about many Gods.](#)

**So I can** describe what the Vikings believed

**Key Concepts** within this unit:

- Civilisation and Society
- Significant People



# Year 5

Early Islamic Civilisation

Summer 2

I will know...		So I can...
Year 5	<p>Summer 2</p> <p><b>Year 5 – Early Islamic Civilisation</b></p> <p>Explore the importance of a key historical figure.</p> <p>Understand the importance of a historical location.</p> <p>Explore key historical locations.</p> <p>Explore a key historical figures (multiple examples of impact)</p>	<p>A non-European society that provides contrasts with British history</p>

## Year 5 – Early Islamic Civilisation

### Learning Point 1

#### Explore the importance of a key historical figure.

- Know that as well as Islam being one of the major world religions, historically there has also been an Islamic civilisation and empire. Know that the Islamic empire spanned the period from 630CE to 1924, when the caliphate was abolished. However, the Golden Age of Islam took place between 750CE and 1258CE. At the start of this time, Anglo-Saxons and Vikings were settling in Britain, and it continued until after the Battle of Hastings (1066).
- Know that **Muhammad** was born in 570CE in Mecca.
- Know he **founded** the religion of Islam in 610CE when he received the first **revelations** of the Quran.
- Know that in 622CE he and his followers **migrated** to Medina in order to escape **persecution**. They returned to Mecca in 630CE and it became the centre of the Islamic world.
- Know that Muhammad died in 632CE, and this was the start of the rule of the **caliphs**, Muhammad's successors.
- Know that a caliph was the ruler of a **caliphate** (an Islamic state which historically developed into an empire) and was the leader of the entire Muslim **community**.

**So I can** explain who Muhammad was and what he founded

## Year 5 – Early Islamic Civilisation

### Learning Point 2

#### Understand the importance of a historical location.

- Chronologically set the scene - this is the Anglo-Saxon period in Britain prior to the Viking period
- Know that in 750CE the Abbasid Caliphate began. At this time, the empire consisted of areas in the Middle East, North Africa and Southern Europe, with coasts on the Mediterranean Sea.
- Know that in 762CE, Caliph Al-Mansur founded the city of Baghdad, which became the capital of the Islamic world. Its location was chosen because it was in the centre of **Mesopotamia**, on the Tigris River. It was known as the 'Round City' due to its distinctive appearance – it consisted of two giant semi-circles with a mosque at the centre. The caliph's palace, government and military buildings were inside, but common people lived outside the city walls.
- Know that by 900CE/CE, **Baghdad** had become a hugely significant city and people came from all over the world to visit it. It was known as the 'City of Peace'.
- Know that it is estimated that between c.900-1200, the **population** reached between 1.2 and 2 million people (the largest city in the world at the time).
- Know that Baghdad was a world centre of learning, including the 'House of Wisdom', which attracted many scholars from all around the world. At this time, Islamic law and Arabic grammar were **standardised**.

**So I can** explain why Baghdad became a significant city

## Year 5 – Early Islamic Civilisation

### Learning Point 3

#### Explore key historical locations.

##### House of Wisdom

- The House of Wisdom was a large library and **intellectual** centre throughout the Abbasid period during the Islamic Golden Age. It housed rare books and was a leading location for **translating** old Greek texts into Arabic.
- Scholars from all over the world moved to Baghdad to study in the House of Wisdom.

##### The Golden Gate Palace

- At the centre of the city stood the two finest buildings, the Golden Gate Palace and The Great Mosque. Surrounding the palace was a **promenade**, where only the caliph was allowed, riding on horseback. In the central part of the building was a dome 39 metres high.

**So I can** describe the significant locations in the city of Baghdad

## Year 5 – Early Islamic Civilisation

### Learning Point 4

#### Explore a key historical figure.

Ibn al-Haytham – c.965-c.1040 CE

- Hasan Ibn al-Haytham was an Arab mathematician, astronomer, and scientist of the Islamic Golden Age.
- He is sometimes referred to as the 'Father of Modern Optics' due to his contributions to the understanding of how humans and animals see.
- He was the first to identify that light bounces off an object and then travels to the eye.
- He was also the first to point out that vision occurs in the brain, not the eyes.

**So I can** explain an individuals impact on the early Islamic Civilisation



## Year 5 – Early Islamic Civilisation

### Learning Point 5

#### Explore a key historical figure.

Al-Tabari – 839-923 CE

- Muhammad ibn Jarir al-Tabari was a scholar and historian, who composed all of his works in Arabic.
- He is best known for his knowledge of world history and understanding of the Qur'an, however he also wrote about subjects as diverse as poetry, grammar and mathematics.
- He was exceptionally gifted – he memorized the Qur'an at the age of 7 and was a prayer leader by 8!

**So I can** explain an individual's impact on the early Islamic Civilisation

## Year 5 – Early Islamic Civilisation

### Learning Point 6

#### Explore a key historical figure.

Al-Farabi – c.872-950/951 CE

- Al-Farabi (known throughout the west as Alpharabius) was a well-known **philosopher**, who added a great deal of knowledge to the fields of politics, ethics, and logic.
- He was also a well-respected scientist, mathematician, and cosmologist. He is credited with preserving a number of original Greek texts through the middle ages.

**So I can** explain an individuals impact on the early Islamic Civilisation

**Key Concepts** within this unit:

- Civilisation and Society
- Significant People



# Year 6

Mining Local History Study

Spring 2

I will know...		So I can...
Year 6	Spring 2 <b>Year 6 – Mining Local History Study</b>	
	N.B. Local area expert: Sheila McMillan	
	Understand the impact coal mining had on the era of Industrial Revolution	
	Understand the conditions found in mines in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries.	
	Understand the impact coal mining has on the environment	A local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
	Understand key facts about mining in our local area	
	Understand the cause and impact of a historical event	
	Explore a key historical event related to mining	

## Year 6 – Mining Local History Study

### Learning Point 1

#### Understand the impact coal mining had on the era of Industrial Revolution

- Know that **small-scale mining** of surface deposits dates back thousands of years including the **Roman Britain** era.
- Know that the **Romans** had already discovered most of the **major coalfields** and were **extracting** from them.
- Know that the **industrial Revolution** started in Britain in the 18th century as factories and manufacturing products became highly sought after.
- Know that coal was **essential** for this change as it was required to fuel the **steam** engines and steamships which allowed for the transportation of people and goods (trade)
- Discuss that Mining occurred in Roman era (Year 3).

**So I can** explain the importance of coal mines during the Industrial Revolution

## Year 6 – Mining Local History Study

### Learning Point 2

**Understand the conditions found in mines in the 19<sup>th</sup> and 20<sup>th</sup> centuries.**

- Know that coalmine in this period were cramped, poorly **ventilated** and very dangerous
- Health and safety in coalmines at this time was not that important and many people were injured or killed by explosions, roof falls, or being run over by carts (a lot of these young children).
- Know that children played an important role of the tasks underground such as **door keepers, drammers, and colliers' helpers.**

**So I can** describe the experience of coal mining in the 19<sup>th</sup> and 20<sup>th</sup> centuries

## Year 6 – Mining Local History Study

### Learning Point 3

#### Understand the environmental impact of coal mining

- Know that surface mining of coal completely eliminates existing **vegetation**, destroys the ground, displace or destroys wildlife and **habitats, degrades air quality** and can permanently change the general **topography** of the area.
- Mine dumps can produce acid drainage which can seep into waterways.
- Know that when underground tunnels collapse, they cause **subsidence** of the ground above. This can damage buildings, and disrupt the flow of streams and rivers.
- Know that coal production is a major contributor to **global warming**, as burning the coal generates large quantities of carbon dioxide and can release high levels of methane (greenhouse gas) into the **atmosphere**.

**So I can** justify and explain the negative impact of coal mining

## Year 6 – Mining Local History Study

### Learning Point 4

#### Understand key facts about mining in our local area

- Know that at its peak, Barnsley has **10 coalmines** and that Barnsley was a rich area of production for coal up until the 20th century.
- Know that for the Borough of Barnsley, coalmining created many jobs and helped the **economy** of the local area
- Know that Barnsley still has close links with the mining world due to the mini museum and the headquarters of the **National Union of Mineworkers**.
- Know the names of (some of) the Barnsley coalmines as: **Barnsley Main**, Cortonwood, Darfield, Dearne Valley, Dodworth, Goldthorpe, Grimethorpe, Hickleton Main, Houghton Main, North Gawber, and **Royston**
- Know that when these coalmines closed down, the small villages and towns often had nothing else and provided no other jobs
- Know that many areas in Barnsley and across the UK are still struggling today due to lack of **job opportunities** since the mines closed.
- Know that people across Barnsley and other mining communities in the UK believed they had no support from the **government** and were left to suffer on their own, often leaving communities in high levels of **poverty**.

**So I can** justify the significance of mining in Barnsley



## Year 6 – Mining Local History Study

### Learning Point 5

#### Understand the cause and impact of a historical event

- Know that over time, the UK coal industry has become **uncompetitive on a global scale**. Higher wages and cost of production made coal cheaper to **import**.
- Know that new **sources of energy** were discovered from the 1960's, such as gas and oil.
- Know that the UK also started to use **nuclear power** and with these different types of energy sources, we didn't need coal as much
- Know that in the **1950's** an act called **the Clean Air Act** came into force in the UK, which made the government and local councils have to look for better ways of using energy
- Know that the UK was becoming more aware of their duty to slow down the rate of **Global Warming** and their needed to **reduce CO2 emissions**. Coal was extremely bad for the environment and because the government were trying to find greener sources of power.
- Know that because of cleaner energy sources, there was a decline in demand for coal. Steam powered trains were being replaced by diesel and electric. Households used to use coal for their heating but switched to more modern forms.
- Know that the coal industry was highly regarded job in the UK and had powerful people in charge called **unions**. At the time, the unions and the **conservative government** didn't see eye to eye.
- Know important figures related to the strike such as **Arthur Scargill, Ian McGregor** and **Margaret Thatcher**
- Know what the **NUM (National Union of Miners and NCB (National Coal Board)** are.
- Know what a **picket line** is.
- Know that the miners went on **strike** focusing on the strike of **1984**, where the strikes brought the country to a **standstill**.
- Know what **impact** the strike had on workers and their families.
- Know that **Kellingley Colliery** in North Yorkshire was the last deep coal mine in the UK and was **closed in 2016**

**So I can** describe and explain the miners strike of 1980

## Year 6 – Mining Local History Study

### Learning Point 6

#### Explore a key historical event related to mining

- **N.B. Local area expert – Sheila McMillan 07842090449**
- Happened at **Lundhill Colliery** at Wombwell (Close to Cortonwood)
- Occurred on Thursday 19<sup>th</sup> February 1857
- 189 men and boys (aged between 10 and 59 died)
- One of the biggest industrial disasters in the country's history. First disaster to appear on the front page of London Illustrated News
- Caused by a firedamp explosion
- Wombwell was mainly a farming area with a small population prior to the opening of Lundhill Colliery. The pits however boosted the economy and population of the area and became the hub of local life.
- About the colliery:
  - had three shafts.
  - The first shaft went down 230 feet (70 m) into the mine and was used to pump out water and for downcast.
  - The second shaft went down 650 feet (198 m) and was used for downcast and coal-drawing.
  - The last shaft went down 640 feet (195 m) and was also used for downcast, but it was also used as a furnace shaft

**So I can** describe what happened during the Lundhill Colliery 1857 disaster

**Key Concepts** within this unit:

- Empire and Invasion
- Significant People
- Civilisation and Society



# Year 6

World War II

Autumn 2

I will know...		So I can...
Year 6	Autumn 2 <b>Year 6 – World War II</b>	
	Understand the causes of the Second World War.	
	Understand which major countries were involved in the Second World War.	
	Explore some of the key events of a significant event in history.	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history
	Know about significant people in history	
	Understand the impact of a historical event	
	Know the reasons behind a key event in history	

## Year 6 – WWII

### Learning Point 1

#### Understand the causes of the Second World War.

- Know that 20 years before world War Two, the Germans had lost the Great War (now called World War One).
- Know that America, Britain and France had made Germany pay lots of money (**reparation**) for the damage caused by World War One, which made many German people very angry.
- Know that in 1929 there was a world-wide financial crisis: The Great Depression. As a result of both of these, Germany had very little money. People did not have enough money to buy food or pay their rent.
- Know that Adolf Hitler - who called himself the 'Führer' - was the leader of the 'Nationalist Socialist German Workers Party' (Nazis for short) – people who shared Hitler's evil ideas.
- Know that Hitler wanted to 'make Germany great again.' He blamed the Jews for losing the war and for making Germany weak (which was of course nonsense).
- Know that Hitler's plan was first of all to get rid of any people he thought were 'weakening' Germany – not only Jews but also anyone else who was 'different', like gypsies or people with disabilities or gay people.
- Then he wanted to show how great Germany was by invading neighbouring countries and founding an Empire.
- Know that in 1933 he was **elected** leader of Germany.
- Germany stopped being a **democracy** and instead became a **totalitarian** state lead by a **dictator**
- In 1938 he started invading the neighbouring countries; first Austria then Czechoslovakia
- Britain and France were really angry about this and Churchill warned Hitler that if he invaded Poland, that would mean war.
- Germany invaded Poland on 1st September 1939
- The German empire was called 'The Third Reich' (Reich means empire in German – there had been two previous empires in Germany).
- [Links to previous Year – Year 5 study – Vikings and concept of invasion](#)

**So I can** explain why the world went to war in 1939

## Year 6 – WWII

### Learning Point 2

#### Understand which major countries were involved in the Second World War.

- Know that the group of countries that fought against Germany were called the **Allies** and included Britain, France, Poland and USA.
- Know the group of countries that sided with Germany were called the **Axis** powers (Germany, Italy and Japan).
- Know that at the start of the war, Russia sided with Germany, but changed to become one of the Allies in 1941 because Germany invaded to get hold Russian oil fields.
- Know that the USA was **neutral** until Pearl Harbour was attacked by Japan in 1941, when it joined the Allies.

**So I can** explain which countries were involved in WWII

## Year 6 – WWII

### Learning Point 3

**Explore some of the key events of a significant event in history.**

- Know that battles were fought at sea, in the air and on land. The Battle of Britain was fought by the RAF in the air.
- Know that the D-Day Normandy invasion of France by the Allies was the key turning point that eventually led to the defeat of Germany and the end of the war.
- Know that the war ended in Europe in May 7th 1945 when Germany **surrendered** to the Allies.

**So I can** explain some of the key events of WWII

## Year 6 – WWII

### Learning Point 4

#### Know about significant people in history

- Know that **Neville Chamberlain** was the **Prime Minister** at the start of the war.
- Know that Winston Churchill replaced him and was Britain's Prime Minister for most of World War II. He was famous for his **speeches**, and for his refusal to give in.
- Know the meaning of the following speech given by Winston Churchill in 1940 to the House of Commons. This is known as the 'we shall fight them on the beaches speech'. Listen to a recording of the speech.

**So I can** explain who Britain was led by during WWII



## Year 6 – WWII

### Learning Point 5

#### Understand the impact of a historical event

##### Preparing for War/ Home Front and Propaganda

- Know that the government issued **gas masks** to everyone in Britain (including babies). Everyone was issued with an **identity card**.
- Know that children taught **drills** on how to get out and get to safety in case of an **air raid**.
- Know that **air raid shelters** called **Andersen Shelters** were built in gardens. Know that a shelter under stairs or in a house was called a Morrison Shelter.
- Know that the British put **mines** on beaches and used **barrage balloon** protection.
- Know that **propaganda** posters were used to encourage citizens. Know the following slogans: Make do and Mend, Loose Lips Sink Ships, Careless Talk Costs Lives, Dig for Victory, Let us go forward together.
- Dig for Victory – vegetables were grown in **allotments**, parks, football pitches, even the gardens at Buckingham Palace.
- There were **blackouts** and **ARP Wardens** came round to check.

**So I can** explain how the war affected everyday life for people in Britain

## Year 6 – WWII

### Learning Point 6

#### Understand the impact of a historical event

##### Rationing

- Know that German **U Boats** / **Submarines** began to sink ships bringing food and weapons to Britain.
- Know how a **ration book** was used and how they worked using **coupons**.
- Know food and goods began to be rationed as ships were attacked coming into the country.
- Know that butter, sugar, meat, tea and clothes were all rationed.

**So I can** explain how the war affected everyday life for people in Britain

## Year 6 – WWII

### Learning Point 7

#### Understand the impact of a historical event

##### The Blitz

- Know that the German word '**Blitzkrieg**' means Lightning War. **The Blitz** lasted from September 1940 to May 1941.
- Know that bomber planes attacked at night.
- Know that **Air Raid Sirens** were used to warn people of the raids.
- Know that the planes aimed for **cities, ports and factories**. Know which cities were hit badly.
- Know that thousands of people were killed.
- Know that after an **air raid**, fire-fighters, ambulance workers and air raid wardens rushed to rescue people.
- Know that the **V1 and V2 Bombers** were very quiet so people did not hear them coming.
- Know that Britain also attacked Germany and German children were evacuated too.

**So I can** explain how the war affected everyday life for people in Britain

## Year 6 – WWII

### Learning Point 8

#### Understand the impact of a historical event

##### Children at War

- Know that cities would be targeted by bombing raids.
- Know that mothers, children, and in some cases teachers were **evacuated** to the countryside.
- Know that in September 1939 **evacuation** began.
- Know that children met the **billeting officer** at the stations whose job it was to place children with local families.
- Know that children were known as **evacuees**.

**So I can** explain how the war affected everyday life for people in Britain

## Year 6 – WWII

### Learning Point 9

#### **Know the reasons behind a key event in history**

- Know that Germany surrendered on 8th May 1945. This is known as VE (Victory in Europe) Day. Know that Japan surrendered on 15th August 1945. This is known as VJ (Victory in Japan) Day.
- Know that in Britain there were street parties with flags, banners and bunting to celebrate the end of the war.
- Know that soldiers/surviving **prisoners of war** returned.
- Know that rationing lasted in Britain until 1954

**So I can** explain how WWII ended