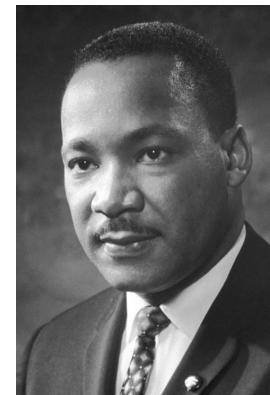


# History

Sequence of Learning Document

‘We are not makers of history.  
We are made by history.’

Martin Luther King Jr.



# Golden Threads

Our Golden Threads  
are:

- Civilisation and Society
- Empire and Invasion
- Significant people



## Links to previous learning

Any knowledge from previous years that is relevant to that learning point is highlighted in red in the sequence of learning.

# Prior Learning

## EYFS

In EYFS, children work towards reaching the Early Learning Goals by the end of Reception:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and story-telling.



Golden Threads met in this unit:

- Civilisation and Society x2



Disciplinary Knowledge strands for this unit:

- Historical Interpretations
- Sources and Evidence
- Similarity and Difference

# Year 1

## Remembrance

# Year 1 – Remembrance (Autumn 2)

## Learning Point 1

### To understand the significance of poppies and remembrance.

- Know what a poppy looks like and why people wear them.
- Know that remembrance day takes place on 11<sup>th</sup> November each year.
- Know that the closest Sunday to 11<sup>th</sup> November is called **Remembrance Sunday**.
- Children should begin to understand the event that people are remembering by wearing a **poppy**.

### Why are people wearing poppies?

## Learning Point 2

### To understand what life was like for a soldier in WWI.

- Understand what a **primary source** is and how this can help us as historians.
- Can describe some of the features of a photo of soldier from WWI – **primary source**.
- Begin to describe what the **trenches** were like – images as primary source.
- Know that in WWI, which happened more than 100 years ago, young men and some women went across the **English Channel** to France to help fight against people who wanted to take our country away from us.
- Know that the war lasted four years and that many **soldiers** were killed.
- Know that the soldiers lived for many months in trenches whilst they fought (show image as primary source). Show an image of how the trenches look today, with fields of grass and poppies covering them.
- **Sources and evidence – images of trenches**
- **Similarity and Difference - discuss how trenches changed over time.**

### Who do we remember on Remembrance Day?

# Year 1 – Remembrance (Autumn 2)

## Learning Point 3

### Understand who was affected by war.

- Know that there were many people affected by war, not just soldiers. Examples of children and families at home.
- Know that during the war, children were encouraged to remember their fathers at war and to think about how they could help their mothers at home.
- Understand who we are remembering on **remembrance day**.
- Know that children often wrote letters to their fathers while they were at war. (explore some letters as primary source)
- **Civilisation and Society**
- **Historical Interpretations** - To start to compare two versions of a past event
- **Sources and Evidence** - Letters

### Why do we have remembrance day?

## Learning Point 4

### Explore what people do to honour remembrance day in the UK.

- Begin to describe some of the features of a WWI **memorial** by finding the features from my own investigation (visit to Barnsley memorial)
- Know what a **wreath** looks like and what it symbolises.
- Know that on **Remembrance Sunday**, people go to church or to other memorial services to remember the people who have died fighting for our country.
- Understand that a moments silence is followed on remembrance day to allow time to remember those who died.
- **Civilisation and Society**
- **Sources and Evidence** - Memorial

### What happens on remembrance day?

# Year 1 – Remembrance (Autumn 2)

## Learning Point 5

### **Explain why it is important to remember the people who died in WWI**

- Understand the reasons why some people wanted to forget about the war after it had finished.
- Know why it is important to remember the war, especially now that it has been over 100 years and peoples' knowledge of the war is fading.
- Discuss the Tower of London poppy installation and what makes it a good way to remember those who died.

### **Why is it important to remember?**

## Assessment

### **Why is Remembrance Day a significant event?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing/labelling.**

Children can create a poster all about Remembrance.

Should discuss a recap of each key question before allowing children to create a poster to display their knowledge around remembrance.

## Knowledge Retrieval

Link to EYFS understanding of who is important to us in our family.

**Please use the above information for your knowledge retrieval tasks.**





Disciplinary Knowledge strands for this unit:

- Historical Interpretations
- Sources and Evidence
- Historical Significance
- Change and Continuity
- Similarity and Difference

Golden Threads met in this unit:

- Civilisation and Society x 3
- Significant people



# Year 1

Kings, Queens & Castles

# Year 1 – Kings, Queens and Castles (Summer 1)

## Learning Point 1

### Understand the role of a monarch

- Know that a **monarch** is a **king, queen** or **emperor** – a head of state - which means that they rule the country.
- Know that our monarch in the present is King Charles III.
- Know that our previous monarch was Queen Elizabeth II who died in 2022.
- The Tower of London was built by a monarch in the past called William the Conqueror.
- William the Conqueror was the first Norman king of England.
- **Civilisation and Society**
- **Significant people**

### What is a monarch?

## Learning Point 2

### Recognise the location and features of a local landmark.

- Know that Barnsley has a castle near it called Conisbrough Castle near the River Don.
- Recognise these landmarks in photos and aerial photos.
- Know that this year is \_\_\_\_\_, which is the **present**. Know that the years before \_\_\_\_\_ are in the **past**.
- Know that Conisbrough Castle was built around 1066 which is almost a thousand years ago.

### Where is Conisbrough Castle?

## Learning Point 3

### Recognise the features of a historical building

- Know that a castle is a large strong building, built by a monarch or important person to protect people from attack.
- Know that castles were also the home of the monarch and lots of people lived inside the castle.
- Know that castles were often built on top of hills or surrounded by water to make them easier to **defend**.
- Know that the Conisbrough Castle was a magnificent Royal **palace** and was used to impress guests staying there.

### Why were castles built?

# Year 1 – Kings, Queens and Castles (Summer 1)

## Learning Point 4

### Identify the features of a castle.

- Recognise different types of castle in photographs.
- Sort photographs/drawings into castle or not castle.
- Know that castles are made of stone but Conisbrough Castle used to be made of timber until it was improved.
- Know the following vocabulary relating to castles and use it to describe castles in pictures and photos: Moat, gatehouse, drawbridge, portcullis, crenulations, tower, curtain wall, keep, bailey, battlements, arrow slits, Great hall, dungeon, kitchen, bed chamber, solar, guardroom, chapel

### What would I find if I visited a castle?

## Learning Point 5

### Recognise the location and features of a local landmark.

- Know that a hamlet is a small **village**. In the past, Doncaster was a much smaller **town** with villages and hamlets in the countryside around it. Over time, the town of Doncaster has grown and swallowed up these smaller **settlements**.
- Know that when the Conisbrough Castle was built, although some people lived in towns and castles, nearly everyone was a farmer. They were called **peasants**, had to pay **rent** or **taxes** to a lord and often had very difficult lives.
- Know that the King and Queen or Lord and Lady owned the castle and lived there with their family some of the time (they often owned lots of castles and moved between them).
- **Civilisation and Society**

### Where is Conisbrough Castle?

# Year 1 – Kings, Queens and Castles (Summer 1)

## Learning Point 6

### Identify and understand some historical jobs.

- Know that a **knight** was a soldier who rode a horse and fought for the monarch. Knights and soldiers lived in and defended the castle.
- Know that castles were full of lots of different servants – **pages** (children of wealthy families who were learning how to be lords), **butlers**, **cooks**, **grooms**, **maids** and young boys who did jobs like turning the **spit**. There was also a **jester** whose job it was to tell jokes and stories to entertain everyone. This was because in the past there was no electricity (meaning no TV or electronic devices) and most people could not read.
- **Civilisation and Society**

**What roles did people have in a castle in the past?**

# Year 1 – Kings, Queens and Castles (Summer 1)

## Assessment

### **What would life have been like in Conisbrough castle?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing/labelling.**

Label the features of a castle on a picture

Given images of people that would have lived at the castle to describe their roles

## Knowledge Retrieval

Geography learning about farms

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Historical Interpretations
- Sources and Evidence
- Historical Significance
- Change and Continuity
- Similarity and Difference

Golden Threads met in this unit:

- Significant people
- Civilisation and Society



# Year 2

The Great Fire of London

## Year 2 – The Great Fire of London (Spring 1)

### Learning Point 1

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

- Know that the Great Fire of London occurred in 1666. The monarch at this time was Charles II.
- This period in history was later than the time of William the Conqueror.

#### London before the fire

- Know that buildings were mostly made from **wood, straw and pitch** and were very close together.
- Know that pitch is a tar like substance that protects the wood from water damage and is **flammable**.
- Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.
- Know that people used fire to cook and for light because electricity had not been invented.
- Use maps and paintings to build up a picture of what London was like in 1666.
- **Sources and Evidence** - Use a pictorial source to allow children to interpret what London was like before the fire.

#### What was London like before the Great Fire?

### Learning Point 2

#### Explore the life of a significant person.

- Know that **Samuel Pepys** was a man living in London at the time.
- Know that Samuel Pepys wrote a **diary** describing what happened during the fire.
- Know that the diary is one of the most important sources of information about it.
- Know that Pepys' diary is a **primary source**.
- **Significant people**
- **Historical Significance** – Why was Pepys' diary important?
- **Sources and Evidence** – What did Pepys' diary tell us? (Analyse part of the diary as a primary source)

#### Who was Samuel Pepys and why was he important?

# Year 2 – The Great Fire of London (Spring 1)

## Learning Point 3

### 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.
- **Sources and Evidence** - Use a pictorial source to allow children to interpret what London was like during the fire.

### What happened during the Great Fire of London?

## Learning Point 4

### 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.
- **Civilisation and Society**
- **Sources and Evidence** - Use a pictorial source to allow children to interpret what London was like after the fire.
- **Change and continuity** – Identify similarities and differences to London before and after the fire.

### What impact did the Great Fire have on the city of London?



## Year 2 – The Great Fire of London (Spring 1)

### Assessment

#### **Why did the Great Fire of London cause so much damage?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

Paragraph 1 – London Before the fire

Paragraph 2 – How did the fire start?

Paragraph 3 – What effect did the great fire have on London?

### Knowledge Retrieval

- A monarch is a king, queen or emperor (head of state)
- Our monarch is King Charles III and William the Conqueror and Queen Victoria were monarchs in the past
- The time of William the Conqueror was before the time of Queen Victoria
- First-hand accounts and paintings are both ways in which we can learn about the past
- Events and people in the past can lead to improvements that affect our lives now.

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Historical Interpretations
- Sources and Evidence
- Historical Significance
- Cause and Consequence
- Similarity and Difference

Golden Threads met in this unit:

- Empire and Invasion
- Significant people x 2



# Year 2

## Nurses from History

## Year 2 – Nurses from History (Spring 2)

### Learning Point 1

**Place a significant event on a timeline.**

Revision

Know a monarch is a king, queen, or emperor (head of state)

Know our monarch is King Charles III and William the Conqueror was a monarch in the past.

New Learning

- 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 the time of William the Conqueror.
- **Empire and Invasion**
- **Sources and Evidence – Select appropriate primary and secondary sources to explore the Crimean War. What do the sources tell us about what happened?**

**What was the Crimean War?**

## Year 2 – Nurses from History (Spring 2)

### Learning Point 2

#### Explore the life of a significant person.

- 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.*
- Know that Florence **protested** that without good food, clean beds, clean bandages and clean water the men could not get better. She worked hard to make sure all these things were resolved and the men had better care. I know that keeping the hospitals clean meant that more soldiers survived.
- Know that at night Florence walked around the wards, to make sure the men were comfortable. She wrote letters home for men who could not write. She carried a **lantern**, so the soldiers called her 'The Lady with the Lamp'.
- Know that Florence died in 1910.
- **Significant people**
- **Historical Significance** - To identify why certain people/events are significant in the wider context of history.

**Who was Florence Nightingale and why was she well-known?**

## Year 2 – Nurses from History (Spring 2)

### Learning Point 3

#### Explore the life of a significant person.

- 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'.
- Know that Mary Seacole died in 1881.
- Identify how Mary was treated due to her race and how this would not be allowed today.
- **Significant people**
- **Historical Significance** - To identify why certain people/events are significant in the wider context of history.
- **Cause and Consequence** – Why did Seacole act in the way that she did? She overcame a great amount of prejudice, why did she continue to work hard for what she wanted?

**Who was Mary Seacole and why was she well-known?**

## Year 2 – Nurses from History (Spring 2)

### Learning Point 4

#### Explore the impact of a significant person.

- Know people at home called Florence Nightingale 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.
- **Significant people**
- **Historical Significance** - To identify why certain people/events are significant in the wider context of history.
  - Why was the Crimean War a significant event in the development of nursing?
- **Similarity and Difference** - To identify similarities and differences between societies e.g. comparing nursing in the Crimean War to modern nursing.

**What legacy did Florence Nightingale have?**

## Year 2 – Nurses from History (Spring 2)

### Assessment

**What were the similarities and differences between Florence Nightingale and Mary Seacole?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

Paragraph 1

- What did the nurses do and how did they help?
- What major events were they helping in?

Paragraph 2

- Where were the nurses born?
- What was different about the upbringing of the nurses?

Paragraph 3

- What impact did these famous nurses have on the profession of nursing?
- How have nurses been important over the last few years?

### Knowledge Retrieval

A **monarch** is a king, queen, or emperor (head of state)

Our monarch is King Charles III and William the Conqueror was a monarch in the past.

**Please use the above information for your knowledge retrieval tasks.**

# End of Key Stage 1 Expectations

- Place the monarchs William the Conqueror, King Charles II, Queen Victoria and King Charles III in chronological order.
- Match each monarch with the historical event that happened during their reign – William the Conqueror/Conisbrough Castle, King Charles II/Great Fire of London, Queen Victoria/Crimean War, King Charles III/current monarch.
- Use the terms 'before' and 'after' to construct sentences comparing the historical periods studied.
- Know that eyewitness accounts and paintings are important historical sources (Samuel Pepys' diary and Mary Seacole's autobiography, paintings of the Great Fire and hospitals in the Crimean War)
- Children will be able to use primary and secondary sources to find information about the past and explain why they are important.
- Children will be able to explain why particular individuals are important and what their legacy is.





Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Significance
- Change and Continuity
- Similarity and Difference

Golden Threads met in this unit:

- Civilisation and Society x 6



# Year 3

Stone Age to Iron Age

## Year 3 – Stone Age to Iron Age (Autumn 2)

### Learning Point 1

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

- 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.
- Know 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**.
- **Sources and Evidence** – Explore **artefacts** (can be images of artefacts) to explore how we can use these as sources to tell us about life in the prehistoric age.

#### What is prehistory?

### Learning Point 2

#### Create a timeline from the stone age to the present day.

- 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.

#### When were the key periods in British prehistory?

## Year 3 – Stone Age to Iron Age (Autumn 2)

### Learning Point 3

#### Explore how we 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 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.
- **Civilisation and Society**
- **Sources and Evidence** – What do the sources tell us?
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### How did early humans live?

### Learning Point 4

#### Explain 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.
- **Civilisation and Society**
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### How did life change for humans during the Mesolithic period?

## Year 3 – Stone Age to Iron Age (Autumn 2)

### Learning Point 5

#### Explain how Neolithic people lived and how we know.

- 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.
- **Civilisation and Society**
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### What does the settlement of Skara Brae tell us about life in the Neolithic period?

### Learning Point 6

#### Explain 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.
- **Civilisation and Society**
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### What impact did settlements have during the Bronze Age?

## Year 3 – Stone Age to Iron Age (Autumn 2)

### Learning Point 7

#### Explain how life changed in Bronze Age Britain

- 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.
- **Civilisation and Society**
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### How did the way of life change for people during the Bronze Age?

### Learning Point 8

#### Understand what life was like in Britain during the Iron Age.

- Understand 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.
- Know that Britain entering the Iron Age had a direct impact on the Roman invasion of Britain due to the metal deposits found in Britain
- **Civilisation and Society**
- **Historical Significance** – Why were advancements made during this time significant to the lives of the people?
- **Change and Continuity** – How does everyday life in this period compare to our lives today?

#### What was the Iron Age and what happened as a result of it?

## Year 3 – Stone Age to Iron Age (Autumn 2)

### Assessment

#### How did life change for early humans before the Romans arrived in Britain?

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

- Explain why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.
- Identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.

Use of a table to compare life in Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age broken into sections.

Sections are:

- Tools and weapons?
- Where did people live?
- What were homes made of?
- What did people wear?
- How did people get what they needed?

### Knowledge Retrieval

Know that eyewitness accounts and paintings are important historical sources (Samuel Pepys' diary and Mary Seacole's autobiography, paintings of the Great Fire and hospitals in the Crimean War)

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Significance
- Change and Continuity
- Similarity and Difference.

Golden Threads met in this unit:

- Civilisation and Society x 5
- Empire and Invasion
- Significant people



# Year 3

## Ancient Egypt

## Year 3 – Ancient Egypt (Spring 2)

### Learning Point 1

#### Understand 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.
- Know that **ancient** means belonging to the very distant past and no longer in existence.
- 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
- **Make links to prior learning about Britain in the Stone Age at this time.**
- **Civilisation and Society**
- **Empire and Invasion**
- **Sources and Evidence – Can this be identified by children from a secondary source?**

**Where would the Ancient Egyptian period fit on a timeline of history?**



## Year 3 – Ancient Egypt (Spring 2)

### Learning Point 2

#### Understand how society was organised in Ancient Egypt.

- Know that they 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
- Civilisation and Society
- Sources and Evidence
- Historical Significance – Can children discuss why this structure was significant for the Egyptian society.
- Similarity and Difference - Are there any similarities to the structures of society seen globally today?

How did ancient Egypt's societal structure enable it to last so long?

## Year 3 – Ancient Egypt (Spring 2)

### Learning Point 3

**Explain what the pyramids and tombs tell us about Ancient Egyptian society.**

- Know that **Pyramids** were built with tombs inside to protect the **Pharaoh's** body forever
- Know that when **pyramids** were built it involved a range whole towns of people surrounding the site, such as: **craftsmen** , masons, metal workers, labourers, stoneworkers, painters, weavers, potters, carpenters peasants etc.
- Know that Egyptian writing was called **hieroglyphs**.
- Know that **scribes** would carve **hieroglyphs** into stone or paint on the walls of tombs.
- **Civilisation and Society**
- **Sources and Evidence**

**How does the building of pyramids show us the power of the 'God King'?**

### Learning Point 4

**Explain how archaeological finds tell us about the past.**

- Know that Pharaohs were buried with their valuables, but many were stolen by **tomb raiders**
- Know in **1922, archaeologist Howard Carter** found the royal tomb of Tutankhamun (a pharaoh from 1336BC), complete with his treasures.
- Know that **Tutankhamun** was not a historically important pharaoh. He is historically important because his tomb was untouched when it was found.
- Know that these findings provided important evidence about what life was like in ancient Egypt.
- **Make links to archaeologists and the Stone Age.**
- **Civilisation and Society**
- **Significant people**
- **Sources and Evidence** – Explore primary sources and children investigate what these sources tell us about Tutankhamun.
- **Historical Significance** - Why was Howard Carter's discovery significant to what we know about Ancient Egypt now.

**What does Howard Carter's discovery tell us about life in Ancient Egypt?**

## Year 3 – Ancient Egypt (Spring 2)

### Learning Point 5

#### Understand how Ancient Egyptian's worshipped.

- 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
- **Civilisation and Society**
- **Sources and Evidence** – Explore primary and secondary sources to allow children to find information for themselves about what Egyptians believed.

**How did religion impact on daily life in Ancient Egypt?**

## Year 3 – Ancient Egypt (Spring 2)

### Assessment

#### **Why did the Ancient Egyptian civilisation last for so long?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

#### Essay

1 Ancient Egyptian society and the role of the Pharaoh

2 Religion and the 'God King'

3 The River Nile and the Sahara – The Black and Red lands (direct link to Geography Unit)

### Knowledge Retrieval

- Know that the term 'prehistory' means the time before people started writing. Know that this time ended when the Romans arrived; it was before Jesus was born and was before the year 0CE.
- Know 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, and a **secondary source** is one that was created after the event.
- Know that we discover prehistory by archaeologists digging and discovering artefacts and remains.
- Know that eyewitness accounts, paintings, artefacts and remains are important historical sources.
- Know that a monarch is a king, queen or emperor (head of state)
- Know that our monarch is King Charles III and William the Conqueror, Charles II and Queen Victoria were monarchs in the past.
- Links to prior learning in geography – KS1 physical and human features (farms) and Year 3 rivers

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Significance
- Change and Continuity
- Cause and Consequence
- Similarity and Difference

Golden Threads met in this unit:

- Civilisation and Society x 4
- Empire and Invasion x 7
- Significant People x 3



# Year 3

## Romans

## Year 3 – Romans in Britain (Summer 2)

### Learning Point 1

#### Understand and explore what the Roman empire was in Britain.

- 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, 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.
- See geography curriculum for locational knowledge objectives.
- 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.
- **Civilisation and Society**
- **Empire and Invasion**
- **Sources and Evidence** – use maps to explore locations.

#### Who were the Romans?

## Year 3 – Romans in Britain (Summer 2)

### Learning Point 2

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

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.
- **Make links to Year 1 roles in a castle and Year 3 Ancient Egyptian societal structure.**
- **Civilisation and Society**
- **Empire and Invasion**
- **Sources and Evidence** – Use primary and secondary sources to explore society
- **Change and continuity** – compare Roman society structure to one we are familiar with today.

#### How was Roman society organised?

## Year 3 – Romans in Britain (Summer 2)

### Learning Point 3

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

- 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.
- Civilisation and Society
- Empire and Invasion
- Change and Continuity
- Similarity and Difference – How did life in Rome compare to the Roman Empire in Britain?

#### What were the similarities and differences between life in Rome and in 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.
- Empire and Invasion
- Significant people
- Cause and Consequence

#### Why were Caesar's invasions not successful?



## Year 3 – Romans in Britain (Summer 2)

### 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.
- Empire and Invasion
- Significant people
- Cause and Consequence

#### **Why did Claudius' invasion succeed?**

## Year 3 – Romans in Britain (Summer 2)

### Learning Point 6

#### Explain what influence the Romans have 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. The Romans also worshipped many gods. When the Romans invaded, they matched up their gods with the ones of the tribes.
- Know that the Roman Empire eventually converted to Christianity but Pagan beliefs were still popular in Britain.

Discuss how prehistory in Britain ended with the arrival of the Romans.

- Civilisation and Society
- Empire and Invasion
- Historical significance – Why were the actions of the Romans significant?
- Change and Continuity
- Similarity and Difference

What did the Roman's give us?

## Year 3 – Romans in Britain (Summer 2)

### Learning Point 7

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

- Know that there was **resistance** against the Romans from natives.
- Three 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.
- **Empire and Invasion**
- **Significant people**
- **Sources and Evidence** – Explore primary and secondary sources in detail to explore this objective.

**What were some of the key events in the Roman occupation of Britain?**

## Year 3 – Romans in Britain (Summer 2)

### Assessment

#### What is the legacy of the Romans in Britain?

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

1. Overview of the Roman occupation and invasions
2. Buildings and physical features
3. Religion, language, number and their lasting impact on Britain

### Knowledge Retrieval

- Know that BC means 'Before Christ' and BCE means 'Before the Common Era' and that these terms can be used interchangeably to mean before OCE, the year Jesus was born. Know that CE means 'Common Era', which is the term for the years after OCE.
- Know 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, and a secondary source is one that was created after the event.
- Know that we discover prehistory by archaeologists digging and discovering artefacts and remains.
- Know that ancient means belonging to the very distant past and no longer in existence.
- Know that ancient civilisations existed in Europe, Africa, Asia and South America – explore maps and timelines to gain an understanding of the different civilisations and how they relate to each other. Know that these periods of history were later than prehistoric times, but before the periods and monarchs studied in KS1.
- Events and people in the past can lead to improvements that affect our lives now (Famous Nurses and the Great Fire of London).

**Please use the above information for your knowledge retrieval tasks.**

# End of Year 3 Expectations

- Place the English monarchs William the Conqueror, King Charles II, Queen Victoria and King Charles III in chronological order.
- Match each monarch with the historical event that happened during their reign – William the Conqueror/Built the Tower of London, King Charles II/Great Fire of London, Queen Victoria/Crimean War, King Charles III/current monarch.
- Place the historical periods studied so far in chronological order: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Roman Empire, Tower of London built, Great Fire of London, Crimean War
- Sort the above events into groups for CE or BCE.
- Use the terms 'before' and 'after' to construct sentences comparing the historical periods studied.
- Identify which periods are 'prehistoric' and 'ancient'.
- Know that in addition to reading eyewitness accounts and looking at contemporary artwork, another source of historical information is archaeologists finding bones and artefacts that survived due to being buried or preserved in tombs
- Identify similarities and differences between everyday life in the periods studied and describe these using 'but' and 'and' sentences.



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Significance
- Historical Interpretations
- Cause and Consequence
- Change and Continuity
- Similarity and Difference

Golden Threads met in this unit:

- Empire and Invasion
- Civilisation and Society x 4
- Significant People



# Year 4

## Anglo Saxons

## Year 4 – Anglo-Saxons (Spring 2)

### Learning Point 1

#### Know the key facts about the Anglo-Saxons

- Know that towards the end of the Roman Empire (350CE onwards), the Anglo-Saxons started to try to invade Britain. The Anglo-Saxon period stretched over 600 years, from 410 – 1066CE when the Normans conquered Britain.
- Know that the Anglo-Saxon period was later than prehistoric times, Ancient Egyptian and Ancient Roman times, but earlier than the other periods of British history studied in KS1.
- Know that the Anglo-Saxons was the name used for three tribes of warrior-farmers from north-western Europe (Denmark, West Germany and the Netherlands) – the Jutes, the Angles and the Saxons. They all shared the same language, but were ruled by different strong warriors.
- Empire and Invasion
- Sources and Evidence
- Similarity and Difference – Describe connections between other aspects of history, people and artefacts.

#### Who were the Anglo-Saxons and when did they live?

## Year 4 – Anglo-Saxons (Spring 2)

### Learning Point 2

#### Explore how Anglo-Saxons lived.

- Know that the Anglo-Saxons **settled** in Britain after the fall of the Roman Empire, which left Britain's shores unprotected. They left their country and settled in Britain because of the warmer weather, and better land for farming. They took control of most of England between 449 – 550CE, although they never conquered Cornwall.
- Know that at this time, most of the land was covered in forests. They found places near to rivers or the sea, and chopped down the trees to create farmland.
- Know that the Anglo-Saxons built their own **settlements** and avoided using Roman towns. These were usually built near rivers or streams. Anglo-Saxon settlements were small communities where people worked together. Each village had a chief who protected the villagers.
- Know that Saxon houses were built from wood, with thatched roofs and the walls were plastered with mud, animal dung, and hair and chopped up straw.
- Know that many Anglo-Saxons were skilled **craftsmen** and used materials such as wood, leather, metal and ivory to make things.
- **Civilisation and Society**
- **Empire and Invasion**
- **Sources and Evidence**
- **Similarity and Difference – Describe connections between other aspects of history, people and artefacts.**

**What would life have been like in Anglo-Saxon times?**



## Year 4 – Anglo-Saxons (Spring 2)

### Learning Point 3

#### Understand the impact Anglo-Saxons had on Britain.

- Know that the names of many places in England today have names that relate to names of Anglo-Saxon tribes or Gods, or the Anglo-Saxon words for physical features.
- Know that in 556CE Anglo-Saxon Britain was split into **kingdoms**, each with its own king. The five main kingdoms were Northumbria, Mercia, Wessex, Kent and Anglia. Look at what this meant for Barnsley and South Yorkshire (Mercia)
- Compare a map of Anglo-Saxon England with a map of England's **counties** today.
- Unlike the Romans, the Anglo-Saxons never 'went home'; many people living in Britain today have Anglo Saxon ancestors. The name England even comes from the Saxon word 'Angle-Land'.
- Sources and Evidence
- Similarity and Difference – Describe connections between other aspects of history, people and artefacts.
- Change and Continuity – How do we think this has influenced us today?

#### What did the Anglo-Saxons give us?

### Learning Point 4

#### Understand Anglo-Saxon religion.

- Know that most Anglo Saxons living in Britain were **Pagans**.
- Know that a monk called Augustine led **missionaries** from Rome to convert Anglo-Saxons to Christianity in 597CE. Augustine converted King Aethelbert to Christianity and Christianity then became a big part of life because when kings became Christian it was expected that their followers would **convert** too.
- Know that kings and **noblemen** set up **minsters** and expected **nuns** and **monks** to pray for them - especially during times of trouble and war.
- Discuss that pre-Roman Britain was pagan.
- Civilisation and Society
- Sources and Evidence
- Similarity and Difference – Explore the religious beliefs of Anglo-Saxons compared to the native Britons.

#### How did religion change under the Anglo-Saxons?

## Year 4 – Anglo-Saxons (Spring 2)

### Learning Point 5

#### Explore primary sources.

- Know that Sutton Hoo is the site of two 6th and early 7th century cemeteries. One cemetery contained an undisturbed ship **burial** which was **excavated** in 1939. This was one of the most magnificent and significant archaeological finds in England as it was so large and the goods in the grave were found complete. These goods gave archaeologists lots of information about life in Anglo-Saxon times.
- Examine images of some of the artefacts, including the Sutton Hoo helmet.
- **Civilisation and Society**
- **Sources and Evidence**
- **Historical Interpretation**

#### What does Sutton Hoo tell us about Anglo-Saxon life?

### Learning Point 6

#### Understand how the Anglo-Saxon period in Britain ended.

- Know that Edward the Confessor died in January 1066.
- Know that he was **succeeded** by Harold Godwinson.
- Know that not everyone wanted Harold to be King.
- Know that other contenders for the throne were; Harold Hardrada (who was helped by Harold Godwinson's brother Tostig and William of Normandy).
- Know that the Anglo-Saxon era ended in Britain with the victory of William the Conqueror at the Battle of Hastings.
- William the Conqueror was crowned king on Christmas Day 1066.
- **Make links to Year 1 William the Conqueror.**
- **Significant people**
- **Cause and Consequence – What caused the Battle of Hastings?**
- **Historical Significance**

#### What opposition did the Anglo-Saxons face?

## Year 4 – Anglo-Saxons (Spring 2)

### Assessment

#### How did Britain change during Anglo-Saxon times?

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

1. Who were the Anglo-Saxons?
2. How did they live?
3. Language
4. Religion

### Knowledge Retrieval

Our monarch is King Charles III and William the Conqueror, Charles II and Queen Victoria were monarchs in the past. Know that BC means 'Before Christ' and BCE means 'Before the Common Era' and that these terms can be used interchangeably to mean before OCE, the year Jesus was born. Know that CE means 'Common Era', which is the term for the years after OCE.

Know that a century is 100 years. Begin to describe events using the century they were in as well as their dates, and understand how dates and centuries CE or BCE link to each other eg. 150 CE is in the second century CE.

Prehistory is the time before people started writing. Know this time ended when the Romans arrived in Britain; it was before Jesus was born and was before the year OCE.

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

Know that in addition to reading eyewitness accounts and looking at contemporary artwork, another source of historical information is archaeologists finding bones and artefacts that survived due to being buried or preserved in tombs.

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

Know that an archaeologist's job is to dig up the earth and find artefacts to learn about what it was like in past.

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Significance
- Cause and Consequence
- Similarity and Difference

Golden Threads met in this unit:

- Civilisation and Society x 2
- Empire and Invasion x 3
- Significant People x 1



# Year 4

## Vikings

## Year 4 – Vikings (Summer 1)

### 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.
- Civilisation and Society
- Empire and Invasion
- Sources and Evidence

**Who were the Vikings and where did they come from?**

## Year 4 – Vikings (Summer 1)

### 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 Northern England, 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).**
- **Empire and Invasion**
- **Sources and Evidence**

#### Why did Vikings go viking?

## Year 4 – Vikings (Summer 1)

### 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).**
- **Empire and Invasion**
- **Sources and Evidence**
- **Cause and Consequence – Why did the Vikings Settle here?**

#### Why did the Vikings settle in Britain?

## Year 4 – Vikings (Summer 1)

### Learning Point 4

#### Explore a key historical figure.

- 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.
- **Make link to Anglo-Saxons – Edward the Confessor was the great-great-great grandson of Alfred.**
- Significant people
- Sources and Evidence
- Historical Significance

#### Why is Alfred 'great'?

### 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)
- Historical Significance - significance of the Vikings on influencing English language and vocabulary used today—focus on place names.

#### What influence did the Vikings have on our language?



## Year 4 – Vikings (Summer 1)

### Learning Point 6

#### Understand Viking 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 Helheim 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.**
- **Civilisation and Society**
- **Sources and Evidence** – Explore different beliefs using primary and secondary sources.
- **Similarity and Difference** – Link to beliefs already studied eg, Romans or Egyptians.

#### What did the Vikings believe?

## Year 4 – Vikings (Summer 1)

### Assessment

#### **Why did the Vikings invade and what influence did they have on our country?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

1. Who were the Vikings and where did they come from?
2. Reasons for raiding and settlings
3. Alfred and the Danelaw
4. Cultural impacts

### Knowledge Retrieval

- Know that BC means 'Before Christ' and BCE means 'Before the Common Era' and that these terms can be used interchangeably to mean before OCE, the year Jesus was born. Know that CE means 'Common Era', which is the term for the years after OCE.
- I know that a century is 100 years. Begin to describe events using the century they were in as well as their dates, and understand how dates and centuries CE or BCE link to each other eg. 150 CE is in the second century CE.
- The Anglo-Saxon period was later than prehistoric times, Ancient Egyptian and Ancient Roman times, but earlier than the other periods of British history studied in KS1.
- Know that Edward the Confessor died in January 1066.
- Know that he was **succeeded** by Harold Godwinson.
- Know that not everyone wanted Harold to be King.
- Know that other contenders for the throne were; Harold Hardrada (who was helped by Harold Godwinson's brother Tostig and William of Normandy).
- Know that the Anglo-Saxon era ended in Britain with the victory of William the Conqueror at the Battle of Hastings.
- William the Conqueror was crowned king on Christmas Day 1066.

**Please use the above information for your knowledge retrieval tasks.**

# End of Year 4 Expectations

- Place the historical periods studied so far in chronological order: Stone Age, Bronze Age, Iron Age, Ancient Egypt, Roman Empire, Anglo Saxons, Vikings, Tower of London built, Great Fire of London, Crimean War
- Sort the above events into groups for CE or BCE.
- Use the terms 'before' and 'after' to construct sentences comparing the historical periods studied.
- Identify which periods are 'prehistoric' and 'ancient'.
- Identify which of these groups of people settled in Britain, and which did not
- Compare settlements in the different periods of British history studied and understand how Britain changed throughout these periods
- Identify aspects of life in modern Britain that relate to the different groups of people who have settled here
- Identify similarities and differences between everyday life in the periods studied and describe these using 'but' and 'and' sentences.



Golden Threads met in this unit:

- Civilisation and Society x 7
- Empire and Invasion x 2



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Interpretations
- Change and Continuity
- Historical Significance
- Cause and Consequence
- Similarity and Difference

# Year 5

## Ancient Greece

## Year 5 – Ancient Greece (Autumn 2)

### 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 (already studied Ancient Egypt and Ancient Rome).
- Place the following periods of history already learnt in chronological order: Ancient Greece, Ancient Egypt, the Vikings, The Great Fire of London, the Stone Age, 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.
- **Civilisation and Society**

#### Where would the Ancient Greek period fit on a timeline of history?

### 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.
- **Civilisation and Society**
- **Empire and Invasion**

#### Are you able to locate the city-states of Ancient Greece on a map?

## Year 5 – Ancient Greece (Autumn 2)

### Learning Point 3

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

- Know 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.
- (use of secondary sources written by historians about Greek pottery and outline what this tells us about life at the time.)
- **Civilisation and Society**
- **Sources and Evidence**
- **Historical Interpretations**
- **Cause and Consequence** – What does the pottery tell us about everyday people? (discuss culture, religion, social, economic etc).
- **Change and Continuity** – describe contrasts and connections between this and previous periods studied.

#### What does pottery tell us about life in Ancient Greece?

### Learning Point 4

#### Know where the Olympic Games were founded.

- Know that the Ancient Greeks founded the **Olympic Games**.
- Know that they took place every four years in **Olympia**. They were also a religious festival. Winners received a wreath of leaves. There was a **truce** in place during the games.
- Know the following events were part of the games - **running, discus, javelin, long jump, wrestling, boxing, chariot racing, pentathlon**.
- **Sources and Evidence**
- **Historical Interpretations**
- **Similarity and Difference** – Compare modern and ancient Olympics
- **Historical Significance** – What significance did the original games have?

#### What impact do the original Olympic Games have on the games that take place today?

## Year 5 – Ancient Greece (Autumn 2)

### Learning Point 5

#### Understand Ancient Greek beliefs

- Know the names of the following gods - **Zeus, Hades, Aphrodite, Hera, Athena, Poseidon**
- Know the function of **Greek Temples** including the **Parthenon**.
- Know the stories of the following **Greek Heroes** - **Heracles** and **Perseus** (including the story of **Medusa**).
- Know the myth of Charon and the River Styx. Look at depictions of Charon in primary and secondary sources including pottery and Michelangelo's Last Judgement fresco.
- **Link to Roman and Egyptian beliefs about many Gods in year 3 and Viking beliefs in year 4.**
- **Civilisation and Society**

Cause and Consequence

Change and Continuity

Sources and Evidence

Historical Interpretations

**How do the Ancient Greeks' religious beliefs compare to those of the Ancient Egyptians and Romans?**

## Year 5 – Ancient Greece (Autumn 2)

### 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.
- Know the terms **council** and **assembly** in this context.
- Understand that we know most about democracy in Athens as there are more sources of evidence for this **city-state**.
- Know that the UK uses a similar system of democracy.
- **Civilisation and Society**
- **Sources and Evidence**

#### What are the origins of democracy?

### Learning Point 7

#### Know what language was like in Ancient Greece.

- Know the first five letters of the Greek alphabet - **Alpha, Beta, Gamma, Delta, Epsilon**
- Know the meaning of the following words and phrases and their roots in the Greek language -
- **Achilles' Heel, Midas Touch, Nemesis, Phobia, Atlas, Cereal, Chronology, Hypnosis.**
- Know that some of the language used in Ancient Greece is reflected in the modern English language.
- **Discuss influence of Anglo-Saxon and Viking language (Year 4).**

**Civilisation and Society**

**Historical Significance**

#### How does the Greek language influence our vocabulary?



## Year 5 – Ancient Greece (Autumn 2)

### Learning Point 8

#### Explore a key 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.
- He was a geocentrist who believed that the earth was the centre of the universe (revision from Earth and Space topic in science).
- 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.
- **Civilisation and Society**
- **Significant people**
- **Historical Significance**

**What is the legacy of the Ancient Greek society?**

## Year 5 – Ancient Greece (Autumn 2)

### Assessment

**What would our lives be like if there had been no Ancient Greek empire?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

#### Plan

1. Olympics
2. Gods and religious beliefs
3. Democracy
4. Language
5. Philosophy
6. Conclusions

### Knowledge Retrieval

Know that the term 'prehistory' means the time before people started writing. Know that this time ended when the Romans arrived; it was before Jesus was born and was before the year 0AD. Know that AD stands for Anno Domini, which means 'In the year of our Lord', and that the current year is 2019AD.

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

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

Know that eyewitness accounts, paintings, artefacts and remains are important historical sources

A monarch is a king, queen or emperor (head of state)

Our monarch is King Charles III and William the Conqueror, Charles II and Queen Victoria were monarchs in the past

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Interpretations
- Historical Significance
- Cause and Consequence
- Change and Continuity

Golden Threads met in this unit:

- Civilisation and Society x 2
- Significant people



# Year 5

Local History Study

Mining

# Year 5 – Local History Study of Mining (Summer 1)

## Learning Point 1

### Understand the impact coal mining had on a key historical period

- 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 feed the **steam** engines and steamships.
- **Discuss that Mining occurred in Roman era (Year 3).**

Historical Significance

### Why were coal mines vital during the Industrial Revolution?

## 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.**

Sources and Evidence – Use primary sources such as photographs and videos to explore what mines were like during this period (use resources from coal mining museum and NUM office trip).

### What would I experience if I worked in a coal mine in the 19<sup>th</sup> and 20<sup>th</sup> centuries?

## Year 5 – Local History Study of Mining (Summer 1)

### Learning Point 3

#### Understand the impact coal mining has on the environment

- 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**.

Cause and Consequence – Explore the consequences of mining on the environment.

**Should coal mining still be allowed?**

## Year 5 – Local History Study of Mining (Summer 1)

### 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**.
- **Civilisation and Society**

Sources and Evidence – Explore sources focusing on mining in Barnsley.

Change and Continuity – Explore contrasts between Barnsley during mining periods to Barnsley now, what does the change look like in our community?

**Why was mining so significant in Barnsley?**

# Year 5 – Local History Study of Mining (Summer 1)

## 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**
- **Civilisation and Society**
- **Significant people**
- **Cause and Consequence – What were the causes of the miners strike and what happened as a result of this?**

### Why did Miners' Strike in the 1980s?

# Year 5 – Local History Study of Mining (Summer 1)

## Learning Point 6

### Explore a key historical event related to mining

- Happened at **Oaks Colliery** at Hoyle Mill
- Occurred on the 12<sup>th</sup> December 1866
- A series of **explosions** ripped through the **underground workings**
- The cause of the explosions has not been fully discovered but workers had complained about a **build up of gases** had been reported by workers weeks before
- 361(possibly 383) men and boys died
- Know the key facts that happened after the initial explosion related to the rescue attempts
- Know that the mine shafts were finally sealed on the 15<sup>th</sup> December to extinguish the fires
- The colliery reopened December 1870
- The **disaster** was, at the time, the largest mining disaster ever in Britain and is still the worst in England
- Know that the disaster and other similar ones did not result in major changes being made to safety in mines with other major explosions happening at other coal mines in subsequent years

Sources and Evidence – Explore a range of sources about the disaster.

Historical Interpretations - To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

**What happened during the Oaks Disaster of 1866?**



# Year 5 – Local History Study of Mining (Summer 1)

## Assessment

### **Should coal mines in Britain have closed?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

### **Plan**

1. What is coal mining?
2. Mining and the Industrial Revolution
3. Impact on the Environment
4. Local mining – impact on communities
5. Miners' Strike
6. Disasters – Oaks Colliery

## Knowledge Retrieval

- Know that coal is a black rock that formed from decayed plants that were trapped underground millions of years ago
- Know that coal is a fossil fuel, a material that is made up of dead plants or animals from a long time ago that can be turned into energy
- Know that we don't have much coal left because we have used most of this resource
- The coal we have in the ground today started forming even before dinosaurs were on Earth.
- Scientists know that coal used to be a living plant because it contains a lot of carbon, which is found in all living things

**Please use the above information for your knowledge retrieval tasks.**

# End of Year 5 Expectations

- Place the historical periods studied so far in chronological order: Stone Age, Ancient Egypt, Ancient Greece, Roman Empire, Anglo Saxons, Vikings, Tower of London built, Great Fire of London, Crimean War,
- Sort the above events into groups for CE or BCE.
- Use the terms 'before' and 'after' to construct sentences comparing the historical periods studied.
- Identify which periods are 'prehistoric' and 'ancient'.
- Identify which of these groups of people settled in Britain, and which did not
- Compare settlements in the different periods of British history studied and understand how Britain changed throughout these periods
- Identify aspects of life in modern Britain that relate to the different groups of people who have settled here
- Identify similarities and differences between everyday life in the periods studied and describe these using 'but' and 'and' sentences.



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Interpretations
- Historical Significance
- Cause and Consequence
- Change and Continuity
- Similarity and Difference

Golden Threads met in this unit:

- Empire and Invasion x 5
- Significant People x 2
- Civilisation and Society x 1



# Year 6

WWII

# Year 6 – WWII (Autumn 1)

## 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 Chamberlain 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 invasion in year 4.**
- **Empire and Invasion**
- **Significant people**

Sources and Evidence.

Cause and Consequence – Explore the causes of the war using different sources of evidence.

**Why did the world go to war in 1939?**

## Year 6 – WWII (Autumn 1)

### 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.

• **Empire and Invasion**

Sources and Evidence

#### Who participated in the Second World War?

### 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.

• **Empire and Invasion**

Sources and Evidence

#### What were some of the key events during World War 2?

# Year 6 – WWII (Autumn 1)

## 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.

• **Significant people**

Sources and Evidence

Historical Significance – Why was Churchill Significant?

### Who led Britain during the war?

## 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.
- **Civilisation and Society**
- Sources and Evidence
- Historical Interpretations
- Historical Significance
- Cause and Consequence – How did the aspect explored in this lesson affect everyday people?

### How did the war affect everyday life for people in Britain?

## Year 6 – WWII (Autumn 1)

### 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 a weekly food ration for one person.
- Know that butter, sugar, meat, tea and clothes were all rationed.
- **Empire and Invasion**
- **Sources and Evidence**
- **Historical Interpretations**
- **Historical Significance**
- **Cause and Consequence** – How did the aspect explored in this lesson affect everyday people?

#### How did the war affect everyday life for people in Britain?

### 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.
- **Sources and Evidence**
- **Historical Interpretations**
- **Historical Significance**
- **Cause and Consequence** – How did the aspect explored in this lesson affect everyday people?
- **Similarity and Difference** - To examine and explain diverse experiences of men, women, children.

#### How did the war affect everyday life for people in Britain?

## Year 6 – WWII (Autumn 1)

### 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**.
- Sources and Evidence
- Historical Interpretations
- Historical Significance
- Cause and Consequence – How did the aspect explored in this lesson affect everyday people?
- Similarity and Difference - To examine and explain diverse experiences and ideas of children during WWII.

#### How did the war affect everyday life for people in Britain?

### 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
- Empire and Invasion
- Cause and Consequence – Evaluate the reasons behind the war ending.

#### How did the war end?



## Year 6 – WWII (Autumn 1)

### Assessment

#### How were the people of Britain impacted by the Second World War?

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

1. Why did the world go to war?
2. Homefront and propaganda
3. Rationing
4. The Blitz
5. Impact on children

### Knowledge Retrieval

- Know about the different empires during the Roman period
- Know how people came to reign over countries
- Know what democracy is and what this looks like
- Understand how a dictator rules a country

**Please use the above information for your knowledge retrieval tasks.**



Disciplinary Knowledge strands for this unit:

- Sources and Evidence
- Historical Interpretations
- Change and Continuity

Golden Threads met in this unit:

- Significant People x 4
- Civilisation and Society x 3



# Year 6

Early Islamic Civilisation

# Year 6 – Early Islamic Civilisation (Summer 1)

## Learning Point 1

**Empty timeline to be stuck in after knowledge organiser to be filled in as the unit progresses above the line (other world events to be added below).**

**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**.
- **Significant people**
- **Civilisation and Society**
- **Sources and Evidence**

**Who was Muhammad and what did he found?**

## Year 6 – Early Islamic Civilisation (Summer 1)

### Learning Point 2

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

- 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**.
- **Know that this is the Anglo-Saxon period in Britain.**
- **Civilisation and Society**
- **Sources and Evidence**
- **Change and Continuity - Use appropriate historical terms such as culture, religious, social, economic and political when describing the past**

#### Why did Baghdad become a significant city?

## Year 6 – Early Islamic Civilisation (Summer 1)

### 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.
- **Civilisation and Society**
- **Sources and Evidence**

**What were some of the significant locations in the city of Baghdad?**

### 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.
- **Significant people**
- **Sources and Evidence**
- **Historical Interpretations**

**What impact did certain individuals have on early Islamic civilisation?**

## Year 6 – Early Islamic Civilisation (Summer 1)

### 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!
- Significant people
- Sources and Evidence
- Historical Interpretations

**What impact did certain individuals have on 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 Alfarabius) 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.
- Significant people
- Sources and Evidence
- Historical Interpretations

**What impact did certain individuals have on early Islamic civilisation?**

## Year 6 – Early Islamic Civilisation (Summer 1)

### Assessment

#### **Why was Baghdad such an important city?**

Discuss how children can use disciplinary knowledge gained over the unit to inform planning and writing of assessment task.

**You may choose to provide children with pictorial and written sources used throughout the course of the unit to be referred to when planning and writing.**

1. Founding of Baghdad
2. Important people
3. Important location
4. Wider impact

### Knowledge Retrieval

- Know that BC means 'Before Christ' and BCE means 'Before the Common Era' and that these terms can be used interchangeably to mean before OCE, the year Jesus was born. Know that CE means 'Common Era', which is the term for the years after OCE.
- Know that a century is 100 years. Begin to describe events using the century they were in as well as their dates, and understand how dates and centuries CE or BCE link to each other eg. 150 CE is in the second century CE.
- The Anglo-Saxon and Viking periods were later than prehistoric times, Ancient Egyptian and Ancient Roman times, but earlier than the other periods of British history studied in KS1.
- 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 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.

**Please use the above information for your knowledge retrieval tasks.**

# End of Year 6 Expectations

- Place the historical periods studied so far in chronological order: Stone Age, Ancient Egypt, Ancient Greece, Roman Empire, Anglo Saxons, Vikings, the founding of Baghdad, Tower of London built, the fall of Baghdad, Great Fire of London, Crimean War, WWII
- Sort the above events into groups for CE or BCE.
- Use the terms 'before' and 'after' to construct sentences comparing the historical periods studied.
- Identify which periods are 'prehistoric' and 'ancient'.
- Identify which of these groups of people settled in Britain, and which did not
- Compare settlements in the different periods of British history studied and understand how Britain changed throughout these periods
- Identify aspects of life in modern Britain that relate to the different groups of people who have settled here
- Identify similarities and differences between everyday life in the periods studied and describe these using 'but' and 'and' sentences.



# Revised Assessment Questions

- Year 6 WWII – Which change to everyday life was felt most by British people during WWII?