



SUBJECT ON A PAGE

History



Intent – We aim to... aspire to develop the next generation of historians.

Inspire pupils to appreciate the richness of their local history

Empower pupils to develop links across events in history to make more sense of the world.

Educate pupils to be able to think, talk, write and act like historians – through disciplinary skills

Enrich pupils' cultural capital through their acquisition and retention of substantive knowledge

Develop pupils' critical abilities to enable them to evaluate their own work and the work of others, including key artists



Implementation – How do we achieve our aims?

Ambition for all

The History curriculum at Berry Hill is ambitious for all pupils, including those with SEND. We have high expectations of what children can achieve and believe that the curriculum should not be diluted or unnecessarily reduced for any learner. Adaptations are made to support individual needs through careful consideration of components within the curriculum. We introduce new material in 'manageable chunks'. The size of these chunks may differ between different groups of children but are sequenced in a coherent way to enable pupils to build on prior knowledge. We know that too much information at once may be a barrier to learning and reduce the chances of pupils remembering what they have been taught.

Assessment

Children will be assessed in a variety of ways. At the beginning of lessons, there will be a retrieval task to assess the learning they have retained. This will be assessing their knowledge of their last lesson, last term and last year. Children will also be assessed on their substantive and disciplinary knowledge in lessons, which will be based on this progression document. The children will have a learning question and the teacher will mark it depending on their understanding. Furthermore, during every unit of learning there will be a low stakes quiz to embed learning into their long-term memory.



Impact – How will we know we have achieved our aims?

Pupils enjoy studying history with good levels of interest, enthusiasm and curiosity

Pupils are able to identify themes which span or feature different units of study e.g. society, invasion

Pupils have wide substantive knowledge which is secure in their long-term memory.

Pupils can explain what they have learned in relation to change, cause, consequences, similarities and differences

The school environment celebrates a rich history curriculum

At Berry Hill Primary School, we believe in providing children with quality opportunities to develop their skills as historians. We want our pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History at Berry Hill supports pupils in understanding a broad chronological knowledge, in which the knowledge of specific dates and events and broad period features are studied. The children develop an understanding of the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Children will develop respect for historical evidence and the ability to make use of it to support their explanations and judgements. Here, we want children to develop a passion for history and enthusiastically engage in learning about the past. History is key in encouraging young learners to be critical thinkers. We want children to develop integrity, determination and empathy. They are given the disciplinary and substantive knowledge to become increasingly competent as we

"The best prophet of the future is the past" Lord Byron

Golden Thread Concepts



Society and Community



Exploration and Invasion



Power



Conflict and disaster

Secondary Concepts



Continuity & Change



Cause & Consequence



Similarity & Difference



Significance



Chronological knowledge

Disciplinary Knowledge at Berry Hill



Sequencing the past



Historical Knowledge



Historical Evidence & Interpretation



Historical Enquiry

The national Curriculum

Key stage 1 pupils should be taught

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key stage 2 Pupils should be taught

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history: Mayan civilisation (c. AD 900).

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

KNOWLEDGE OF A HISTORIAN

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL KNOWLEDGE	Know that familiar events occur in a particular order. Know and understand past and present events in their own and family members' lives.	Know that a simple timeline is used to show where events occurred and when particular people were alive. Know that a specific time studied has key characteristics that help people understand what it would have been like to live then.	Know that one working timeline is used to show where all events and people studied have occurred and lived. Know that periods in time have similarities and differences to the present time and that helps people make connections between their own lives and the past.	Know that there is a definitive, chronological order for the periods studied. Know the similarities and differences between the specific periods of history studied that go beyond their own lives.	Know that the characteristics of the particular periods studied will determine their chronological place in history. Know that change is shown by the similarities and differences between specific periods in time.	Know that the chronological position of periods studied sometimes overlap or occur concurrently. Know that by comparing and contrasting the characteristics of periods in history, leads to an understanding of how the wider world has changed over time.	Know that the chronology of significant events in periods of history subsequently shaped different societies. Know that by comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.
RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	Know that people are important in their lives. Know the difference between past and present	Know that people and objects existed, and events occurred before living memory.	Know that some events and people in the past are seen as significant because they result in change.	Know that there are reasons for and results of peoples' actions in the past.	Know that events, and developments are seen as significant because they result in change and had consequences for people in that era and/or over time.	Know that great events had an impact on peoples' lives and they have shaped society over time.	Know that past great events had an impact on people's lives and shaped society, and that evidence is used to support or refute the explanation.
HISTORICAL INTERPRETATION	Know that there are ways to find out about their past.	Know some reasons why people acted differently in the past. Know that there are sources of information to find out about the past. Know that some things can be the same as the past and some things are different.	Know that evidence is facts and/or information which can be proved. Know that some things can be the same as the past and some things can be different, and give reasons for this.	Know that there are different accounts of history. Know that sources of evidence can be linked.	Know that there are different interpretations of historical accounts, which could lead to misinformation. Know how to create tables to demonstrate continuity and change, cause and consequence.	Know that a piece of evidence may be biased. Know how to analyse evidence to identify trends between sources. Know that evidence is evaluated to determine which is the most reliable source.	Know that some evidence from the past is propaganda, opinion or factually incorrect and that this affects interpretations of history. Know that there are reasons why there are different accounts of history.
HISTORICAL ENQUIRY	Know about the past and present primarily through their own experiences and storytelling.	Know some specific sources that support learning about the past.	Know how to raise historical questions as a result of using sources.	Know about primary and secondary resources and how these sources are used to effectively learn about the past.	Know that sources can vary in reliability, including an understanding about fake news.	Know which sources are generally considered most reliable for gaining an accurate understanding of historical events or periods in time, including bias within sources.	Know which source of evidence is most appropriate and evaluate its usefulness and accuracy in order to form opinions about historical events.

VOCABULARY PROGRESSION OF AN HISTORIAN

	TERM 1	TERM 2	TERM 3
EYFS	DISCIPLINARY Past; Present; Now; A long time ago; Same; Different; Before; After, old, new, then, now, today SUBSTANTIVE Space; Adults are bigger than children;		
YEAR 1	Toys Through Time DISCIPLINARY Events; Timeline; Modern; Old; Technology; past, present SUBSTANTIVE Machines;	A Day in the Life DISCIPLINARY Existed; Changes; Compare, Evidence SUBSTANTIVE Household Appliances; Technology	Great Fire of London DISCIPLINARY As a result; Impact; Century SUBSTANTIVE Bakery; Cathedral
YEAR 2	Explorers DISCIPLINARY Similarities; Differences; Significant; SUBSTANTIVE Explore; Explorer; Astronaut; Europe(ans); America	Significant Nurses DISCIPLINARY Significant; Compare, decade, century SUBSTANTIVE Medical; Pioneer; Nationalities; Battlefield, Discrimination	Changes in our Town DISCIPLINARY Evidence; Sources; Periods in Time SUBSTANTIVE Market / Market Place; Routes; Medieval; Georgian, Victorian
YEAR 3	Stone Age to Iron Age DISCIPLINARY Chronological; Civilisation; artefacts; excavation, archeologist, continuity , remains, migrate , preserve, agriculture, burial, construct, domestication, significant , SUBSTANTIVE Stone Age; Bronze Age; Iron Age; Mesolithic; Neolithic; palisade, granary, ditch.	Ancient Greece DISCIPLINARY Legacy; Democracy; Empire; ; Invasion; Conquer; tyrant; oligarchy; victorious; city-state SUBSTANTIVE Olympic / Olympia	Anglo-Saxons & Scots DISCIPLINARY Settlement; heptarchy SUBSTANTIVE Tribes; Craftsmen; Angles; Saxons; Jutes
YEAR 4	Egyptians DISCIPLINARY Artefacts, SUBSTANTIVE Tutankhamun; tomb; hieroglyphs; afterlife; Pharaoh; pyramid;	Romans DISCIPLINARY Natural resources; consequences SUBSTANTIVE Boudicca; Revolt; resistance; empire, emperor	Vikings (and Anglo Saxons) DISCIPLINARY Invasion, pagan, kingdom, longship, settlement, migration, invasion, conquest, raiding SUBSTANTIVE Alfred the Great, Danelaw agreement; Scandinavia,
YEAR 5	Who were the most successful Invaders? (Romans vs Vikings) DISCIPLINARY Impact; concurrently; compare; contrast; wider world; society SUBSTANTIVE Migration, settlement, raid, conquer	Mayans DISCIPLINARY Analyse, evidence, SUBSTANTIVE Monument, temple, pyramid, astronomy, stelae, codices, hieroglyphs, sarcophagus	Mining (Century of Change) DISCIPLINARY Locality; Preserved: Communities: region, evidence SUBSTANTIVE 18th Century, Mill, Mine, Construction, Region Machinery, landscape, industries
YEAR 6	Crime and punishment DISCIPLINARY Propaganda; interpretations; SUBSTANTIVE Crime; Comparison; Punishment; Execution; Defendant; Innocent; Trial; Witness; Jury; Sentence; Ordeal; Treason; Justice; Criminal Law; Civil Law; Punishment; Parish Constables ; Era; Prejudice; persecution ; Interpretation	Century of change DISCIPLINARY Significant ,accuracy, SUBSTANTIVE Society, Conclusion , Evaluation , Achievements	Compare Civilisations DISCIPLINARY Significant ,accuracy, SUBSTANTIVE Society, Conclusion , Evaluation , Achievements

KEY STAGE 1

Progression of Knowledge

HISTORY SEQUENCING

	THEMES AND CONCEPTS STUDIED ACROSS THE YEAR
EYFS	<div>Farming</div> <div>Fairly Tales and Nursery Rhymes</div> <div><ul style="list-style-type: none">• Ring around the roses</div> <div>Real stories from the past -</div> <div><ul style="list-style-type: none">• Bonfire Night and Guy Fawkes• Remembrance</div> <div>Talk about the lives of people around them and their role in society.</div> <div><ul style="list-style-type: none">• The race for space and the moon landing</div> <div>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</div> <div><ul style="list-style-type: none">• Toys• Vehicles• Mansfield</div> <div>Understand the past through settings, characters and events encountered in books and storytelling.</div> <div>Talk about the lives of people around them and their role in society.</div> <div>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</div>

KEY STAGE 1

Progression of Knowledge

HISTORY SEQUENCING

	TERM 1	TERM 2	TERM 3
YEAR 1	<p>Toys through Time (Changes within living memory): - How are my toys different to the toys my grandparents played with?</p> <p><i>Trade, civilisation, industry</i></p> <p>How can we find out about toys in the past? <i>Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that to find out about the past we look at evidenceKnow that we can find out about toys in the past by looking at real-life examples, looking at pictures/photographs, looking at non-fiction books, searching the internet, visiting museums, watching video clips. <p>How have toys changed over time? <i>Change and Continuity, Historical Significance</i></p> <ul style="list-style-type: none">Know that modern toys are different from those our parents/grandparents played with.Know that toys in the past may have been played with differently because of the way they were made.Know that some toys in the past were unsafe because they often had sharp edges and unsafe materials.Know that today there are strict rules for the safe making of toys.Know that old toys were often made from wood.Know that modern toys are often made from plastic.Know that both old and new toys can have moving parts, but moving parts are easier to make from plastic. <p>Can I compare and contrast how older toys and new toys are similar / different using my knowledge of how they have changed over time? <i>Similarity and difference (knowledge from question above +)</i></p> <ul style="list-style-type: none">Know that old toys were often made by hand.Know that modern toys are usually made by machines. <p>How has technology changed the way we play with toys? <i>Chronology</i></p> <ul style="list-style-type: none">Know how technology has changed toys. <p>How is my favourite toy similar / different to the toys that my parents played with? <i>Similarity and difference</i></p>	<p>How has technology changed the way we have lived since in 1950s? (Changes within living memory)</p> <p><i>Trade, Industry</i></p> <p>What kind of changes have there been since the 1950s? <i>Evidence and Interpretation</i></p> <p>Know how technology has changed over the past 60 years and how this has changed the appliances we have around the home.</p> <p>Know the term ‘technology’ and understand what it means</p> <p>Know some examples of technology we use today.</p> <p>Know how to use historical enquiry to determine how examples of technology over the past 60 years were used for.</p> <p>How have household appliances changed since the 1950s? <i>Similarity and difference</i></p> <p>Know how household appliances have changed since the 1950s. Eg washing machine, television, radio, dishwasher, vacuum, microwave, fridge/freezer</p> <p>How has technology changed the way we talk? <i>Change and Continuity</i></p> <p>Know that people have always been able to communicate with each other (continuity)</p> <p>Know that technological advances mean communication may be different now to what it was 60 years ago (change).</p> <p>Know that 60 years ago most people used a rotary phone in their homes or a pay phone</p> <p>Know that for the first ever telephones, you had to be put through to an operator before you could talk to the person you were calling.</p> <p>Know that a telephone box is a public place with a pay phone inside and that there are still some around, but they are gradually being taken away</p> <p>Know that typewriters were used to produce writing before computers and tablets.</p> <p>How has technology changed the way we are entertained? <i>Historical Significance</i></p> <p>Know that 60 years ago, there were only 3 TV channels and TV did not broadcast 24 hours a day..</p> <p>Know that 60 years ago, you could not pause TV.</p> <p>Know that Television was black and white until 1967.</p> <p>Know some examples of how the way in which we listen to music has changed since the 1920s e.g. radio, record players, portable music devices such as walkmans and Ipods, the boom box.</p> <p>Know that a key change in the way we watch TV came when Sky was introduced from the 1980’s-90’s</p> <p>Who are the important inventors in the history of technology? <i>Cause and consequence</i></p> <p>Know that World Wide Web (or The Web) is part of the internet that contains websites and webpages.</p> <p>Know that Tim Berners-Lee invented the world wide web in 1989</p> <p>Know some examples of how the invention of the world wide web changed the way we live.</p>	<p>What was the Great Fire of London and what impact did it have? (Events beyond living memory)</p> <p><i>Monarchy, civilisation</i></p> <p>What was London like in 1666? <i>Evidence and Interpretation</i></p> <p>Know that 1666 was over 350 years ago in the past (timeline)</p> <p>Know what London is like in 2023 so that comparisons can be made</p> <p>Know that in 1666, People travelled around on foot, horseback, or in a carriage pulled by a horse, there weren’t any cars or buses on the road.</p> <p>Know that in 1666, the houses look like they are made of wood and houses were built close together.</p> <p>What was the cause of the Great Fire of London? <i>Cause and Consequence, Change and Continuity</i></p> <p>Know that Evidence suggests that the weather, the events in a baker’s shop, the houses and the Lord Mayor all played important parts in the causes and consequences of the Great Fire of London, like puzzle pieces in a jigsaw puzzle.</p> <p>Know that there are many reasons that contributed to the fire spreading so quickly:</p> <p>Records suggest that it was quite windy when the fire started. Some people say that this helped the fire to spread quickly.</p> <p>One way people used to stop fires from spreading in 1666 was to use a fire hook to pull down buildings to stop the fire from spreading. Fire hooks were suggested to the Lord Mayor, but he said no.</p> <p>The Lord Mayor suggested using buckets of water, water squirters and water pumps to put out the fire.</p> <p>The summer of 1666 in London was recorded as very hot and dry. There hadn’t been much rain at all</p> <p>Know that in 1666, there was no telephone and there was no fire brigade</p> <p>Know that because the houses were built close together and made of wood, this was thought to make the fire spread quickly because wood burns easily.</p> <p>Know that in 1666, there was no electricity and people cooked over fires.</p> <p>Know that Thomas Farriner was a baker who lived on Pudding Lane and this is where we think the fire started. They put all the fires out before going to sleep. He and his family managed to escape.</p> <p>Why are Samuel Pepys and his diary historically significant? <i>Historical Significance</i></p> <p>Know that Samuel Pepys was alive during the Great Fire of London and he wrote a diary of what he could see, hear and felt at the time.</p> <p>Know that his diary is significant because it is a primary source of evidence.</p> <p>What damage was caused by the Great Fire of London? <i>Cause and Consequence</i></p> <p>Know the impact of the Great Fire on London e.g. Only a small number of people died but around 13,000 houses and 87 churches were burnt down, including the original St Paul's Cathedral.</p> <p>What changes were made as a result of the Great Fire of London? <i>Chronology and Historical Significance</i></p> <p>Know some changes that were made as a result of the Great Fire of London e.g. widened streets, different laws, city rebuilt in a different way, king Charles’ 5 recommendations.</p>

KEY STAGE 1

HISTORY SEQUENCING

Substantive Knowledge

	TERM 1	TERM 2	TERM 3
YEAR 2	<p>How has human exploration helped to change our view of the world? (significant Individuals)</p> <p>Migration, trade</p> <p>Why are explorers important to history? Evidence and Interpretation</p> <ul style="list-style-type: none">Know that Explorers are important because everything we know today has resulted from explorers who have gone before us discovering new things.Know that there have been many different explorers in the past, but some are significant because of their findings. <p>Who are the important explorers from the past? Historical Significance</p> <ul style="list-style-type: none">Know that Neil Armstrong was the first man on the moon in 1969 (when their grandparents were young)Know that we now know more about the moon and space travel because of the Apollo 11 mission.Know that more than half a billion people watched the moon landings on their televisions, which showed them that anything this possible.Know that the astronauts on the Apollo 11 mission brought back many samples of dust from the moon, which helped us to learn more about it. <ul style="list-style-type: none">Know that Christopher Columbus sailed and discovered new lands that Europeans didn't previously know about, called the Americas.Know that Christopher Columbus lived in the 15th century (over 500 years ago)Know that Christopher Columbus found the Americas by accident. He was actually looking for a new way to get to China and India.Know that Christopher Columbus brought back pineapples and turkeys from America. <ul style="list-style-type: none">Know that Sylvia Earle studied life deep in the world's oceans and wanted to help save itKnow that Ibn Battuta wanted to see more of the world and walked thousands of miles. <p>How has the way we explore changed over time? Chronology, Change and Continuity</p> <ul style="list-style-type: none">Know that the as technology has advanced, exploring has enabled us to travel much further (deeper and higher than ever before)Know that exploring used to take much longer 500 years ago and was dangerous because there was so much we didn't know.Know and name some key explorations and be able to say if they happened before or after other key explorations. <p>How do different explorations compare? Similarity and difference</p> <ul style="list-style-type: none">Know some ways in which experiences of explorers can be similar or different e.g. different transport, some would have met other people, some wouldn't have met anybody, the landscapes they saw would have been different, some wear special clothes, some try new foods etc. <p>Links across topics:</p> <p>To avoid misconceptions, it will also be helpful to introduce the following: Valentina Vladimirovna Tereshkova was the first female to travel into space in 1963 Mae Carol Jemison became the first African-American woman to travel into space when she served as a mission specialist aboard the Space Shuttle Endeavour in 1992.</p>	<p>How did Edith Cavell, Mary Seacole and Florence Nightingale improve hospitals? (significant individuals)</p> <p>Monarchy, civilisation</p> <p>What were hospitals and health care like in the past? Evidence and Interpretation, Change and Continuity</p> <ul style="list-style-type: none">Know that hospitals in the past didn't have technologyKnow that hospitals in the past often didn't have comfortable beds for patients, and sometimes patients would need to lie on the floor as there were not enough beds.Know that hospitals were often dark and dirty.Know that doctors and nurses used to dress differently in the past. <p>Who was Florence Nightingale and why do we remember her? Historical Significance, Cause and Consequence</p> <ul style="list-style-type: none">Know that Florence Nightingale became a nurse in 1851 (172 years ago)Know that Florence Nightingale was a pioneer within nursing and helped to formalise nursing education.Know that Florence Nightingale was famous for improving cleanliness of hospitals (She insisted that all nurses and doctors wash their hands before treating patients). <p>Who was Edith Cavell and why do we remember her? Historical Significance, Cause and Consequence</p> <ul style="list-style-type: none">Know that Edith Cavell was born in 1865 in Britain (over 150 years ago)Know that during WW1, Edith helped the wounded soldiers.Know that Edith Cavell helped soldiers from both sides and didn't discriminate.Know that Edith Cavell secretly took 200 soldiers out of Belgium. This broke the law, but she did it to try to help them.Know the significance of her story in communicating a message of acceptance, equality and caring for all. <p>Who was Mary Seacole and why do we remember her? Historical Significance, Cause and Consequence</p> <ul style="list-style-type: none">Know that Mary Seacole travelled to many different countries to nurse wounded soldiers.Know that Mary Seacole wanted to travel to the Crimean War to help British troops but the Government refusedKnow that she funded her travel to the Crimea herself and built a hotel there to support soldiers.Know that Mary had a lot of experience caring for sick British soldiers because so many of them were based in the West Indies.Know that her leadership and courage paved the way for diversity in nursing in the UK after she cared for wounded British soldiers during the Crimean War <p>Can I compare similarities and differences between famous nurses? Similarity and difference</p> <ul style="list-style-type: none">Know similarities and differences between the work of Florence Nightingale, Edith Cavell and Mary Seacole as female leaders within nursing. <p>Links across topics:</p> <p>The great fire of London was 200 years before the lifetime of Florence Nightingale.</p>	<p>How does time affect the way we live in our town? (Local Places)</p> <p>Trade, industry</p> <p>How have the Market Place and shops developed over time? Evidence and Interpretation, Chronology</p> <ul style="list-style-type: none">Know that Mansfield marketplace and the shops within it have had many different uses over time. <p>What is the importance of the Mansfield Market Place in the past and present? Historical Significance</p> <ul style="list-style-type: none">Know that the routes leading to Market Place are based on the original medieval trade routes into townKnow how Mansfield marketplace is used for today and how has it changed over time. <p>How has Mansfield developed? Change and Continuity</p> <ul style="list-style-type: none">Know that in 1839, marketplace was enlarged and many buildings were subsequently cleared to create Market Street (originally known as Spittle house Gate) and the newly-built Town Hall= became a new focal point in the centre <p>What were biggest changes in Mansfield? Cause and Consequence</p> <ul style="list-style-type: none">Know the most significant changes within Mansfield Town Centre and why they've occurred e.g. examples of how the market stock has changed, how shop use has changed, the changing use of the town hall. Know some examples of how the marketplace changes directly affect daily life in Mansfield. <p>How is Mansfield similar / different to what it was 60 years ago? Similarity and difference</p> <ul style="list-style-type: none">Know some key similarities and differences between the way we live in Mansfield now and the way their parents and grandparents would have lived.

LOWER KEY STAGE 2

HISTORY SEQUENCING

Progression of Knowledge

	TERM 1	TERM 2
YEAR 3	<p>How did daily life change from the Stone Age to the Iron Age? (Changes in Britain from Stone Age to Iron Age)</p> <p><i>Migration, settlement, trade, civilisation, industry</i></p> <p><i>When was the Stone Age and what was it like to live in the Stone Age? Evidence and interpretation, Continuity and Change</i></p> <p>Know that there is no written evidence for the Stone Age – this is called ‘pre-history’</p> <ul style="list-style-type: none">Know where the Stone Age appears on a timeline, with an understanding of ‘human history’ vs ‘non-human history’, non-human history is a far bigger period of history than ‘human history’ and dinosaurs and humans were not alive at the same time.Know that the Stone Age was about 2.6 million years ago, when researchers found the earliest evidence of humans using stone tools, and lasted until about 3,300 B.C. when the Bronze Age began.Know that historians have split the Stone Age into three periods of time to make it easier to study: Paleolithic, Mesolithic and Neolithic, and there were key changes from the beginning of this period to the end.Know key features of what life was like in the Paleolithic age e.g. <p>People lived in caves because the country was covered in ice and snow, People used small flint stones for cutting meat with, People were known as <i>nomadic hunter-gatherers</i> which meant that they had to move around to find animals to hunt and wild food to eat</p> <ul style="list-style-type: none">Know key features of what life was like in the Mesolithic age e.g. <p>The Mesolithic Age was about 10,000 years ago, People lived in huts made from straw, wood and mud, They hunted with spears with stone arrowheads, They started to store food for over the winter,</p> <p>Know key features of what life was like in the Neolithic age e.g.</p> <p>The Neolithic Age was about 6000 years ago, People started to live in small villages, They hunted with bows and arrows and caught fish in nets, They could plant seeds to grow crops, They kept animals contained on small farms, The Stone Age came to an end when people learnt how to use metal to make tools instead of stone.</p> <p><i>What did farming look like in the Stone Age? Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that farming began in the Neolithic period of Stone AgeKnow that Palaeolithic people ate food as they found it. They were hunter-gatherers who got their food by hunting animals such as deer and boar. They would also find food in the forests like berries, nuts or wild vegetables.Know that Mesolithic people learnt to keep some of their food (nuts and dried berries) for over the winter when little grows. They also learn how to catch fish in nets and had small canoe boats. They also learnt how to cook meat.Know that by the Neolithic period, people had learnt how to plant seeds and grow crops. They also learnt to keep animals in small enclosures like farms.Know some examples of how the development of tools had an impact on the way people were able to get food and farm. <p><i>What was the Bronze Age and how did the way people live change? Change and Continuity, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that between 4000BC and 2000BC different societies around the world entered the Bronze Age. In Britain, the Bronze Age started around 2100BC and ended around 650BC.Know that copper and tin is mined, and are used to create bronze using a furnace.Know that stone tools were gradually replaced with stone tools.Know that metal tools have a huge impact on farming, making it much easier to clear forest and grow more crops.Know the main changes in the Bronze Age linked to technology and travel. E.g. How they learnt to make carts with wheels and the first war chariots. <p><i>What was the Iron Age and how did the way people lived change? Change and Continuity, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life.Know that iron tools made farming much easier than before and settlements grew in sizeKnow that people in Iron Age Britain lived in clans that belonged to tribes led by warrior kings.Know that many people lived in hill forts to keep safe from attacks. <p><i>What was significant about the Stone age in the East Midlands? Historical Significance, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that Archaeologists believe there has been human presence in the East Midlands for close to 12,000 yearsKnow that Mam Tor is the site of one of the earliest, and largest hill forts in BritainKnow that Mam Tor is home to two burial barrowsKnow the significance of Cresswell Craggs and what this tells us about life in the East Midlands in the Stone Age <p>Links across topics:</p> <p>Know that this period ended when the Romans invaded Britain.</p> <p>Know that the Egyptian civilisation was happening at the same time in Africa.</p>	<p>How similar was life in Ancient Greece to today? (A study of Greek life and achievements and their influence on the world)</p> <p><i>Civilisation, trade, settlement, empire, monarchy</i></p> <p>When was Ancient Greece and what does historical evidence tell us about it? Evidence and interpretation</p> <ul style="list-style-type: none">Know that People have been living in Greece for over 40,000 years. The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle. This is similar to Prehistoric Britain.Know that we measure Ancient Greece from 880 BCE – 30BCEKnow some significant Greek events and achievements and place these along a timeline, using these to raise enquiry questions of what life in Ancient Greece was like. <p>How did they build a civilization in Early Greece and why did it end? Evidence and interpretation</p> <ul style="list-style-type: none">Know that the Minoans built a large civilization on the island of Crete that flourished from around 2600 BC to 1400 BCKnow that the Minoans are important to the development of Ancient Greece because they invested heavily in trading and importing materials that were unavailable on the island of Crete – the money from this built the civilisationKnow that the Minoans exported various other goods across the Mediterranean such as ceramics, timber, lamps and stone vessels.Know that in 1450, the Minoan civilisation came to an end, but nobody knows for sure why. (Explore evidence) <p>What was life like in Athens and Sparta? Similarity and difference</p> <ul style="list-style-type: none">Know that the Mycenaean civilization followed the MinoansKnow that the divide between the rich and the poor grew during the Mycenaean empireKnow that from 800BCE Greek city states began to form and they created their own lawsKnow some examples of what life in Athens was like e.g. only boys could attend school, wealthy families owned slaves, women had less status, girls were taught household choresKnow some examples of what life was like in Sparta e.g. girls and boys were educated and trained in fighting, they had an oligarcic government, it was a warrior society, the economy was based on agriculture and conquering. <p>Who was Alexander the great and what was his impact? Historical Significance</p> <ul style="list-style-type: none">Know that Alexander III of Macedon, also known as Alexander the Great, was a king of the Ancient Greek kingdom of MacedoniaKnow that by the time he was 30, Alexander the Great had created one of the largest empires in history, which stretched from Greece to northwest India. In all that time, he was undefeated in battle.Know that because Alexander the Great made such a big empire, this allowed the Hellenistic culture to stretch far beyond its original borders, and allowed for trade and travel between lands that were very far apart..Know that by spreading Greek culture across his empire, Alexander the Great laid the groundwork for the global spread of democracy that would come hundreds of years later.Know that he enabled many aspects of various cultures from across the world to mingle and interact. This exposed many people in his empire to previously-unseen cultures, inventions, foods, music and stories, all of which broadened his people culturally and spiritually.Know that Alexander the Great spread Greek ideas around the world including maths, science, language, democracy, and art.Know that Alexander the Great spread Greek ideas around the world including maths, science, language, democracy, and art. <p>What was Athenian democracy? Change and Continuity</p> <ul style="list-style-type: none">Know that It was in Greece, and particularly Athens, that democracy was first conceived and used as a primary form of government.Know that democracy in Ancient Greece was very direct. What this means is that all the citizens voted on all the laws. Rather than vote for representatives, like we do, each citizen was expected to vote for every law.Know that in order to vote, you had to be a citizen. However, not everyone who lived in Athens was a citizen. Only men who had completed their military training were counted as citizens. <p>How have the Ancient Greeks influenced the world today? Evidence and Interpretation, Change and Continuity</p> <ul style="list-style-type: none">Know some key examples of how the ancient Greeks made contributions to western civilizations and the significance of these e.g. democracy, the alphabet, the Olympics, the library, the lighthouse, trial by jury, standardised medicine, the theatre. <p>Links across topics:</p> <p>Know the period of Ancient Greece was happening at the same time as the Stone-Iron Age in Britain & the Ancient Egyptian civilisation.</p>

	TERM 3
YEAR 3	<p>Who were the Anglo-Saxons and Scots?</p> <p><i>Migration, trade, monarchy, settlement</i></p> <p>Where did the Anglo Saxons and Scots come from? <i>Evidence and Interpretation, Chronology</i></p> <ul style="list-style-type: none">• Know that by around 410AD, the last of the Romans had left Britain to go and defend their home territory.• Know that the Scots who came from Ireland were descendants of the Picts who had earlier invaded Ireland, around 200AD.• Know that the Scots divided the land in Scotland into 4 separate kingdoms which were named Dal Riata, Pictland, Strathclyde and Bernicia.• Know that The British King Vortigern was left in charge after the Roman armies left but he faced great difficulty organising troops to hold back the Picts and Scots• Know that Vortigern asked for support from Jutland (Modern day Denmark) to keep the Picts and Scots out. They successful, however they then settled in Britain and over time the invaders began to settle around Britain pushing the Brits further and further out.• Know that other Germanic tribes had also been invading Britain, known to us as The Anglo-Saxons because the two biggest invading tribes were the Angles and the Saxons• Know that other invaders were the Jutes, Franks and Frisians. They came from the modern places of Germany, Holland and Denmark.• Know that the Anglo-Saxons came over to Britain in ships over the North Sea.• Know that Anglo-Saxon rule lasted from around 410BCE -1066BCE <p>Why did the Anglo-Saxons and Scots invade Britian? <i>Historical Enquiry, Cause and consequence</i></p> <ul style="list-style-type: none">• Know that some Anglo-Saxons came to find land to farm because where they were from, there were often floods which meant it was difficult to grow crops as they land was too wet.• Know that some Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land.• Know that whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.• Know that With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them and they then stayed in Britian. <p>How did the Anglo-Saxons change Britian? <i>Cause and consequence, Evidence and Interpretation</i></p> <ul style="list-style-type: none">• Know that during Anglo-Saxon rule, Great Britain was divided into kingdoms (heptarchy)• Know that the kingdoms were called Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex.• Know that they replaced the Roman stone buildings with their own wooden ones, and spoke their own language, which gave rise to the English spoken today. <p>How did Anglo-Saxons change our local area? <i>Historical Sources , Evidence and Interpretation</i></p> <ul style="list-style-type: none">• Know that the Anglo-Saxons often used place names such as -ing, -ham, -ton, - thorpe, -by (locate these on a map)• Know some of the ways the Anglo=Saxons changed the local area e.g. where borders used to be and how this would have impacted free movement , lasting legacies of the Anglo-Saxons within our area. <p>What kind of people were the Anglo Saxons and Scots? <i>Evidence and Interpretation, similarity and difference</i></p> <ul style="list-style-type: none">• Know how to infer from historical sources, including evidence from archaeological digs such as Sutton Hoo.• Know that there were different groups of people, such as nobles, warriors, men, women,• Know how to make deductions from myths and legends and discuss its reliability <p>Links across topics: As the Anglo Saxon period began, the marked the end of the Roman period and the Mayan civilisation was also just ending. Understand that there was a cross over between the Anglo-Saxons and Vikings.</p>

LOWER KEY STAGE 2

HISTORY SEQUENCING

Substantive Knowledge

YEAR 4

	TERM 1	TERM 2	TERM 3
	<p>What were the greatest achievements of Ancient Egypt? (The achievements of the earliest civilisations)</p> <p><i>Civilisation, trade, settlement, empire, monarchy</i></p> <p>Why do we know so much about the Ancient Egyptians? <i>Evidence and Interpretation, Chronology</i></p> <ul style="list-style-type: none">Know the significance of historical evidence that we have about Ancient Egypt and what this tells us about their pastKnow that the Ancient Egyptian era was 5,000 years ago and lasted for around 3,000 years (began approximately 3000 BC and ended in 30BC). <p>How did Ancient Egyptians record their history? <i>Evidence and Interpretation, Historical Significance</i></p> <ul style="list-style-type: none">Know that the ancient Egyptians invented one of the earliest known writing systems used from around 3000 BC.Know that the Rosetta stone was discovered in 1799 AD. It is a three-foot high stone containing hieroglyphs, everyday ancient Egyptian language and a Greek translation. Since Greek was understood, the hieroglyphs could then be translated into modern European languages, so the Rosetta stone was the key to the hieroglyphic code.Know that hieroglyphs were key to understanding the Ancient Egyptian era, and were significant in the recording of history, in contrast to societies that had no written record, such as the people who built Stonehenge between 3000-2000 BC, the exact same time as ancient Egypt.Know that the people who wrote hieroglyphs were called scribes.Know that hieroglyphics are found on seals, plaques, tombs, pottery and walls on ancient Egyptian remains which tell us about beliefs, gods, clothing, everyday life and culture. <p>Why was farming so important to the Ancient Egyptians? <i>Historical Significance, cause and consequence</i></p> <ul style="list-style-type: none">Know that the Ancient Egyptians were pioneers of irrigation and understand the impact of this on farmingKnow the importance of the River Nile to farmingKnow that the technology used by the Ancient Egyptians would have been quite advanced for the time.Know how they Ancient Egyptians used the seasons to support their farming.Understand the significance of how the trading of goods from farming enabled the Ancient Egyptians to make a living. <p>Who was Tutankhamun and why was he significant? <i>Historical Significance</i></p> <ul style="list-style-type: none">Know the importance of the discovery of Tutankhamun’s tomb.Know the importance of mummification and the preserving of the dead.Know the importance of the pyramids and their significance in preserving history.Know that Tutankhamun was a significant King of Egypt because of Howard Carter’s discovery in 1922.Know that the Ancient Egyptian’s belief in the afterlife influenced the way they buried their dead, and had a significant impact on the preservation of their history. <p>How were the pyramids built? <i>Historical Significance, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know that archaeologists used to think that slaves built the Great Pyramid of Giza, but more recent theories suggest that artisans were given the job of building it.Know that there are a range of theories for how the pyramids were built.Know that the wheel had not been invented so large pieces of stone would have had to have been dragged by hand up the side of the pyramid. <p>What were the greatest achievements of the Ancient Egyptians? <i>Historical Significance, Evidence and Interpretation</i> (Children to draw on their learning to decide which was their greatest achievement and give justified reasons grounded in evidence).</p> <p>Links across topics: Know the Stone-Iron age was happening at the same time in Britain. Know that Ancient Greece was happening during the same time period.</p>	<p>Who were the Romans and what was their impact on Britain? (The Roman Empire and its impact on Britain)</p> <p><i>Civilisation, trade, settlement, empire, monarchy</i></p> <p>Why did the Romans invade Britain? <i>Evidence and Interpretation,</i></p> <ul style="list-style-type: none">Know that the Romans came to Britain for the natural riches eg: raw materials such as corn, iron and also as a result of Claudius’ personal motivation.Know the meaning, size and timescale of the Roman empire (by drawing conclusions from maps and timelines) <p>Why did Boudica stand up to the Romans and what image do we have of her today? <i>Evidence and interpretation. cause and consequence</i></p> <ul style="list-style-type: none">Know reasons why the Celts would have been apprehensive about taking on the Roman army.Know that Boudicca had her own personal motivation and link this to actions taken by Romans.Know that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. <p>How were the Romans able to keep control over such a vast empire? <i>Evidence and interpretation. cause and consequence</i></p> <ul style="list-style-type: none">Know some of the ways why the Roman army were so powerful e.g. organisation, conditions, pay, sheer size of the army, effective road networks, tactics, effective armour <p>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? <i>Similarity and difference, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know significant changes between the Roman way of life and the Celtic way of life e.g.emergence of towns and villas in countryside.Know that Roman life for the rich was sophisticated e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns).Know that the Romans had a range of entertainments in society e.g. amphitheatres, baths and forum.Know that society was diverse and that poor lived very differently. <p>How did the Romans impact Britain? <i>Evidence and Interpretation, cause and consequence</i></p> <ul style="list-style-type: none">Know some examples of the legacy of the Romans in Britain such as roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.Know that the Romans must have been ahead of their time for ideas to have lasted 2,000 years <p>Links across topics: Know the Roman invasion ended the Iron age period of History in Britain.</p>	<p>How did the Vikings and Anglo-Saxons struggle for the Kingdom of England? (Britain’s settlement by Anglo-Saxons and Vikings) <i>Migration, trade, monarchy, settlement</i></p> <p>Who were the Vikings? <i>Evidence and Interpretation, Chronology</i></p> <ul style="list-style-type: none">Know who the Vikings were and that they came from came from Scandinavia.Know that the Viking age was from about AD700 to 1100.Know that many Vikings left their homes in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.Know that the people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark.Know that the Vikings arrived during the time of the Anglo-Saxons, and these periods overlap. <p>Why and when did the Vikings invade Britain? <i>Evidence and Interpretation, Chronology, Cause and Consequence</i></p> <ul style="list-style-type: none">Know that the Vikings attacked Britain because they had traded goods with the Anglo- Saxons for many years, and knew of their wealth.Know that the first recorded invasion on Britian was in AD793, when the Vikings famously attacked a monastery at Lindisfarne in Northumbria, north-east EnglandKnow reasons why the Vikings invaded Lindisfarne e.g. was not protected, lots of richesKnow that around 50 years after the attack on Lindisfarne, a huge army of around 3000 Vikings arrived and wanted to conquer the whole of England.Know that over several years, the Viking army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia. By AD 874, almost all the kingdoms had fallen to the Vikings.Know that some of the Vikings that arrived came to farm, kept animals and grew crops and they came peacefully. <p>How did the Vikings and Anglo Saxons struggle for Britian? <i>Cause and Consequence, Evidence and Interpretation,</i></p> <ul style="list-style-type: none">Know that the Vikings often made surprise attacks, which meant that Britain were not prepared to fight.Know that the Vikings raided villages and monasteries near the coast, and then sailed back with stolen gold and silver, cattle and even slaves. Later, they sailed up rivers and attacked further inland, and they sometimes stayed for long periods of time and built camps.Know that Vikings had efficient warships, intimidating war tactics and skilful hand-to-hand combatKnow that due to their religion (Pagan) the Vikings were fearless in battle.Know that until 871AD, the Vikings were successful in taking many kingdoms in Britian, but they were defeated by the Saxons in the Battle of Ashdown. <p>Who was Alfred the Great and what was Danelaw? <i>Cause and Consequence,</i></p> <ul style="list-style-type: none">Know that Alfred the Great stopped the Viking invasion in 878AD but could not drive them out.Know that because Alfred the Great could not drive the Vikings out, this resulted in the Danelaw agreement. Know the three main areas of Danelaw: Northumbria, East Anglia and the five boroughs. Know the legacy of the Danelaw. <p>What were the highs and lows of Viking England? <i>Historical Significance, Cause and Consequence,</i></p> <ul style="list-style-type: none">Know some examples of where the Vikings had power of Britian and where the Anglo Saxons had more power, and be able to explain the significance of these events.Know in 954AD the Anglo-Saxons drove out the last Viking King. After his death, the Vikings agreed to be ruled by England’s king.Know that the last Viking attempt to conquer was beaten off at the battle of Stamford Bridge in 1066. <p>Links across topics: The Viking and Anglo Saxon periods overlap and the Mayan civilisation was also over this time period. Look at when the Viking invasion came compared to the Roman invasion.</p>

UPPER KEY STAGE 2

HISTORY SEQUENCING

Substantive Knowledge

	TERM 1	TERM 2	TERM 3
YEAR 5	<p>Who were the most successful invaders? Romans or Vikings? (A topic building on and consolidating prior knowledge form year 4)</p> <p><i>Civilisation, settlement, empire</i></p> <p>When did the Romans and Vikings invade and how did it impact their invasion? <i>Cause and consequence</i></p> <p>Know how the way in which the Romans and Vikings invaded had an impact on their success e.g. Romans started down the south and Vikings from North East.</p> <ul style="list-style-type: none">Know how long the Romans ruled for and when they left and why. Know when the Viking age was and when the agreed to be ruled by an English King. <p>Was the Roman invasion successful? <i>Cause and consequence, Historical Significance</i></p> <ul style="list-style-type: none">Revisit the Roman invasion led by Claudius. Know that they had some resistance from Boudicca.Revisit the legacy of Romans in Britain: Roads, town names and religion. <p>Was the Viking invasion successful? <i>Cause and consequence, Historical Significance</i></p> <ul style="list-style-type: none">Revisit resistance from Alfred the Great.Revisit Danelaw.Know some of the impacts The Vikings had on Britain (They brought their own distinct laws, place names, customs, measurements, skilled crafts and farming techniques to the Danelaw) <p>Can I compare the Viking and Roman Invasion? <i>Similarity and difference</i></p> <ul style="list-style-type: none">Compare the invasions from the Romans and Vikings and draw conclusions of which ‘army’ they feel had the most power, giving reasons for their ideas.Children pull on their prior knowledge and apply disciplinary knowledge to analyse and evaluate two successful invaders and draw conclusions based on their positive and negative impacts for both their time and the subsequent times that followed. <p>Links across topics: Romans were in Britain from 43 –420 AD and Vikings were in Britain from 793- 1066AD</p>	<p>What similarities and differences are there between the Maya civilisation and England from the 8th – 10th Century? (a non-European study that provides contrast with British history)</p> <p><i>Civilisation, trade, settlement, empire, monarchy</i></p> <p>Who were the Mayans? <i>Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know the Mayans lived in Mexico and parts of central America (Mexico, Guatemala, Belize, El Salvador, Honduras) from 200BC to 1600AD.Know that people have lived in the Mayan region for over 12,000 years and when they first settled, they were hunter gatherers.Know that the power and might of the Maya reached their height in the 10th Century. (Saxon and Viking Britian)Know that at the same time in Britain, it would have been the time of the Romans, Saxons and the Vikings, Normans and Tudors. <p>What does evidence tell us about how were the Maya able to grow so strong? <i>Evidence and Interpretation</i>, Know some reasons for the growth of the Mayans e.g. Mayans knew how to grow crops like maize (slash and burn technique), how to irrigate fields and how to hunt e.g. for deer, and to trade</p> <ul style="list-style-type: none">Know they built temples, palaces, causeways, schools and marketplaces.Know some of the reasons that their farming and building are thought to be so successful.Know that the first Maya pyramids were built in 100BCEKnow the Mayans were successful farmers because they studied the stars and weather to create calendars. <p>What does the evidence left behind tell us about Mayan life? <i>Evidence and Interpretation, Cause and Consequence, similarities and differences</i></p> <ul style="list-style-type: none">Know some of their inventions and innovations including: roads, calendars and tools.Know that Maya writing has been found on monumental sculpture, public buildings, murals, pottery, portable objects (made of shell, obsidian, bone, wood, jade and other stones) and screenfold books, called codices. The inscriptions deal mainly with calendrical and astronomical information, and historical events such as alliances, wars, lineages and marriages.Know that we have been able to decipher their glyphs only since the 1960s and there is still much we don’t know.Know that Pupils much of the Mayan’s history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices. Only 4 codices survived.Know similarities and differences between the Maya civilisation in the 10th Civilisation and the Saxons and Vikings in Britian. <p>What kind of society did the Mayans build? <i>Evidence and Interpretation, similarities and differences</i></p> <ul style="list-style-type: none">Know that Maya society was very complex and was built of hundreds of cities.Know that society was built of different classes, including: commoners, a middle class, nobles and the king and his royal court.Know that the Maya built impressive cities like Tikal (which they called <i>Yax Mutal</i>) and Palenque.Know that Maya people lived in different cities and they were ruled by different kings and queens. However, they shared a lot of the same beliefs and traditions.Know that going to war and buying and selling things were important parts of Maya society. Art and architecture were important too.Know how to compare the society built by the Myans to Anglo-Saxon and Viking society. <p>Who was Pakal the Great? <i>Evidence and Interpretation, Historical Significance</i></p> <ul style="list-style-type: none">Know that K’inich Janaab Pakal (now known as Pakal the Great) was one of the most famous rulers of the Maya. He was king of Palenque, or Lakamha (in modern Mexico).Know that Pakal ruled for 68 years from 615-683 AD (the fifth longest of any monarch in history)Know that during his reign he made palaces bigger and built temples and monuments.Know that Pakal was buried in a large sarcophagus (stone coffin) in the largest of Palenque’s pyramids, known as the Temple of the Inscriptions.Know that the secret opening of the tomb was not discovered until 1948 by Mexican archaeologist Alberto Ruz Lhuillier and even then, it took four years to uncover. It finally opened in 1952. <p>Links across topics: Know the Mayan civilisation happened in the same time period as the Stone Age -End of Viking Rule in Britain. Know some Comparisons with farming in Stone -Iron Age Britain.</p>	<p>Why is mining significant to Mansfield’s history? (Local History Study)</p> <p><i>Trade, settlement,</i></p> <p>What is mining and why was it important in Mansfield? <i>Historical evidence, Evidence and interpretation</i></p> <ul style="list-style-type: none">Know what mining is, and why it was an important industry in Mansfield.Know that much of the town of Mansfield was developed as a result of the opening of coal mines with houses, infrastructure and amenities needing to be built to attract and accommodate the coal miners.Know that the opening of the coal mines resulted in more people settling within Mansfield and surrounding areas.Know the locations of mines in and around the Mansfield area and know the impact of these. <p>How did mining in Mansfield change over time? <i>Historical Significance, Chronology, Evidence and Interpretation</i></p> <ul style="list-style-type: none">Know the different methods of mining that were employed in the mines in and around Mansfield.Know how mining developed and changed over the period of time that the mines were open in and around Mansfield e.g. the change from wooden headstocks to metal framed headstocks. <p>What was the economic impact of mining on Mansfield? <i>Continuity and change, Historical Significance</i></p> <ul style="list-style-type: none">Know the different industries that developed alongside mining, and the ways in which the wealth generated by mining was distributed throughout the town.Know some of the positive affects of mining on the local area e.g. Employment and Income, Revenue for the local area through taxation, Infrastructure Development, <p>What were the roles and conditions for men, women and children during mining and what are the similarities and difference to life today? <i>Evidence and Interpretation, Similarity and Difference</i></p> <ul style="list-style-type: none">Know the dangers and challenges of working in the mines and how these have changed over time.Know how the physical conditions affected the lives of miners and their families.Know how the experiences of men, women and children compared ad how these compare to life today. <p>What was the cause and consequence of the closure of Mansfield’s mines? <i>Cause and Consequence</i></p> <ul style="list-style-type: none">Know the most of the mines in and around Mansfield closed due to a depletion of coal.Know the impact that the closure had on the local community, and the ways in which the town has changed since the end of the mining industry e.g. job losses, economic decline, social disruption, environmental concerns, outmigration, regeneration effects.

UPPER KEY STAGE 2

Substantive Knowledge

HISTORY SEQUENCING

	TERM 1
YEAR 6	<p>How has crime and punishment changed since 1066? <i>Empire, monarchy, civilisation, industry</i></p> <p>How fair was the Victorian system of punishment? <i>Evidence and interpretation</i></p> <ul style="list-style-type: none">• Know there was a great divide between the rich and poor.• Know the fear of crime was made worse by cheap books called <i>penny dreadfuls</i>. These stories set out to shock readers with details of horrible crimes.• Know that if a child committed a crime they received the same punishment as an adult.• Know that in 1829, a politician called Sir Robert Peel introduced the first English police force in order to improve public order in London.• Know that for the first time in history, prisons became the main form of punishment in this period. They were awful places.• Know that hard labour was a common punishment.• Know that in 1854, special youth prisons were introduced to deal with child offenders.• Other forms of punishment included fines, hanging or being sent to join the army. <p>How fair was the Tudor system of punishment? <i>Evidence and interpretation</i></p> <ul style="list-style-type: none">• Know that There was no police force in Tudor times.• Know that in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed Parish Constables who would be responsible for keeping the peace and catching criminals.• Know that the laws were strict and most crimes were punished severely e.g. Whipping was used often. Vagrants (homeless people), thieves who stole goods worth less than a shilling and those who refused to go to church could all be whipped. Being branded (burned) with a hot iron was also used a lot.• Know that criminals were also locked in <i>stocks</i>. Stocks were placed in the centre of the village so everyone could make fun of you.`• Know the worst punishments were for the most serious crimes. Executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king). <p>Was the Tudor or Victorian system of punishment fairer? <i>Similarity and difference, Cause and Consequence</i></p> <p>How fair was punishment during World World II? <i>Evidence and interpretation</i></p> <ul style="list-style-type: none">• Know that the war resulted in a rise of crime.• Know that towns and cities, had no lights at night and so crime increased.• Know that in many cities, lots of houses and shops were bombed. Stealing and robbery happened more.• Know that the Police had new wartime duties. They had to make sure people obeyed the wartime blackout rules, help the rescue services during and after bombing raids and search for soldiers who had deserted (run away) from the army.• Know that looting was a big problem. The number of bombed properties meant stealing increased. Many were given fines or short prison sentences.• Know about the black market: Selling items on the black market, with no ration card, could mean a fine and imprisonment.• Know that Murder rates increased dramatically during the war. Murder carried the death penalty. <p>What is crime and punishment like in Modern Britain? <i>Evidence and interpretation, Similarity and Difference, Change and Continuity</i></p> <ul style="list-style-type: none">• Know that from 1900 to 1950 crime decreased from its peak in the mid-1800s, assisted by improvements in detection techniques like police forensics.• Know that we continue to have a police force and youth centres for young offenders• Know that serious crimes are met with longer prison sentences• Know that we no longer punish criminals as an act of revenge and do not inflict torturous punishments designed to humiliate and inflict pain <p>Links across topics: Share each of the time periods above on world history timeline so that the children are able to make clear links of time and the effect this had on crime and punishment.</p>

UPPER KEY STAGE 2

HISTORY SEQUENCING

Substantive Knowledge

	TERM 2	TERM 3
YEAR 6	<p>Century of Change</p> <p>(local history study) Why were there so many mills in the Sherwood Forest area? <i>Evidence and Interpretation</i></p> <ul style="list-style-type: none"> Know what a mill is. Know why there were so many around Sherwood forest. Know what it was like to work in a mill. Know what impact mills have on the environment <p>Why is mining so important to Mansfield's history? (Recap Yr 5) <i>Evidence and Interpretation, Historical Significance</i></p> <ul style="list-style-type: none"> Know why there so many mines in the Sherwood Forest area Know how coal mining has affected life in Mansfield including working conditions and model villages. Know what they do and what were working conditions like. Know the impact of mining on the environment <p>Why were Sherwood Forest and local natural areas important to the local people? <i>Evidence and Interpretation</i></p> <ul style="list-style-type: none"> Know how Sherwood forest has changed over time and why. Know what it was like to live or work in the Sherwood forest area through the century of change. Know how changes within the local area have affected the natural environment. <p>How did the First and Second World Wars impact the Sherwood Forest area? <i>Change and Continuity</i></p> <ul style="list-style-type: none"> Know examples of the impact of the war in and around Sherwood Forest. Know how the war changed the communities in and around Sherwood Forest. <p>What can we learn from the past that will influence the way we build future communities? <i>Change and Continuity</i></p> <ul style="list-style-type: none"> Know what a model village is and why there were so many in and around Sherwood forest. Know what is was like to live in a model village. Know how communities adapted from previous learning. Know how to predict what future communities will develop based on learning in Century of Change. <p>Links across topics: Clipstone Colliery was open from 1922 –2003 – when their great grandparents and grandparents would have been young to when their parents would have been young.</p>	<p>Which civilisation built the best society? (Disciplinary Application and revisit of core knowledge)</p> <p><i>Civilisation, monarchy, industry, empire</i></p> <p>Can I compare when the key civilisations were in time? <i>Chronology</i> Revisit learning of Mayans, Egyptians, Romans and Ancient Greeks on a timeline.</p> <p>Which civilisation left the greatest legacy? <i>Evidence and Interpretation, Similarity and difference</i> Which civilisation wielded the greatest power? <i>Evidence and Interpretation, Similarity and difference</i> Which civilisation put down the most effective roots? <i>Evidence and Interpretation, Similarity and difference</i> In which Ancient Civilisation would I have rather lived? <i>Evidence and Interpretation,</i></p> <p>Children to draw on prior knowledge taught in Year 5 Mayans, Year 4 Egyptians, Year 4 Romans and Year 3 Ancient Greeks Children to apply disciplinary knowledge to evaluate societies built. Children draw their own conclusions built on their evaluations.</p> <p>Links across topics: Ensure to revisit core knowledge from topic areas listed above.</p>