

HISTORY

SKILLS AND KNOWLEDGE PROGRESSION



"I believe that the more you know about the past, the better you are prepared for the future." – Theodore Roosevelt

History Curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's 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.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

EYFS

Context

History in Reception is broadly taught through 'Understanding the World' which consists of 'People, Culture and Communities', 'Past and Present' and 'The Natural World.' Children in Reception use their own experiences, what has been read to them, discussions with other children and adults and their own observations in order to prepare them for the History curriculum in future years. We learn about the lives of people around us and their roles in society, learn similarities and differences between things in the past and now and understand the past through settings, characters, and events encountered in books read in class.

Year 1

Context

In Year 1, children develop their knowledge of what is meant by 'the past' by investigating changes within living memory. They compare life today with life in the 1950's and speak to members of their own family to find out information. They are introduced to the term 'monarch', focusing on Queen Elizabeth II. Children look at the achievements of Florence Nightingale as a significant person from the past. They compare her to Mary Seacole, a nurse of the same time period but different ethnicity, in the Crimean war. In looking at Florence Nightingale, children also develop an understanding of the term 'war', specifically the 'Crimean War'. Children look at The Wright Brothers and their achievements as an event beyond living memory. Children's understanding of the past is extending and their knowledge of chronology is built upon. They compare the Wrights' achievements to that of their local community in the form of John Alcock.

Key Skills

Describe an aspect of everyday life within or beyond living memory.

Describe the role of a monarch.

Create stories, pictures, independent writing and role play about historical events, people and periods.
Use common words and phrases relating to the passing of time to communicate ideas and observations
Use a range of historical artefacts to find out about the past.
Identify similarities and differences between ways of life within or beyond living memory
Identify some key features of a significant historical event beyond living memory.
Understand the term significant and explain why a significant individual is important.
Describe a significant historical event in British history.
Order information on a timeline.

Key Knowledge

CHILDHOOD, 1B – changes within living memory

Know that the past is something that has already happened.
Know that the present is happening now.
Know that we can learn about the past by comparing the similarities and differences with what it is like today.
Know that an artefact is an object from the past.
Know that an artefact can be used to tell us about how people used to live in the past.
Know that museums are places people can visit that contain important objects and artefacts from history, science or art.
Know that everyday objects like baby bottles, clothing, toys and books can tell us about childhood in the past.
Know there are 7 stages of human life: foetus, infant, toddlerhood, childhood, adolescence, adulthood, elderly
Know that at each life stage people have different needs, responsibilities and lifestyles.
Know that a family tree is a diagram that shows someone's family.
Know that every family tree looks different because no two families are the same.
Know that significant life events include birthdays, religious festivals or family celebration.
Know that some significant life events happen every year and some happen at certain stages of human life.
Know that the 1950s were a decade.
Know that the 1950s were in the past and were different from today.
Know that there were few supermarkets in the 1950s so shoppers had to visit many different shops.
Know that most people listened to the radio as televisions were very new and there were only a few programmes.
Know that children played in the street as there were very few cars.
Know that many men worked in coal mines, factories and shipyards.

Know that some women worked but many became housewives once married.

Know that housewife is an old fashioned word for a married woman who stays at home and looks after the house and children.

Know that a coronation is a ceremony where a crown is placed on the head of a new king/queen.

Know that Queen Elizabeth 11 is the Queen of the United Kingdom.

Know that the coronation of Queen Elizabeth took place on 2nd June 1953 at Westminster Abbey, London.

Know that many people celebrated the coronation by holding street parties.

SUPERHEROES, 2A – significant individuals in the past

Know that a nurse is a person who helps us by looking after us when we are sick or injured

Know that Florence Nightingale was born in Florence, Italy in 1820.

Know that FN became a nurse in 1851

Know that the Crimean War started in 1853

Know that the Crimean War was fought between 1853 and 1856 in Russia

Know that one side was Britain, France and Turkey and the other side was Russia

Know that Florence travelled to Turkey during the war to look after the injured soldiers.

Know that injured means hurt or harmed by something or someone.

Know that soldier is a person who fights in an army.

Know that when FN arrived in the hospitals in Turkey they were very dark, dirty, untidy, unsanitary overcrowded and depressing which was preventing the soldiers from getting better.

Know that FN made lots of changes to the hospitals like separate beds, clean bedding and bandages, medicine and letters to home that helped the soldiers in their recovery.

Know that FN came back to England a heroine for the improvements she made to hospital practice and cleanliness in 1855.

Know that a heroine is brave woman who we admire.

Know that FN opened a training school for nurses in London in 1860 to train them in the changes to nursing she had made.

Know that Queen Victoria awarded FN the Royal Red Cross for her work during the Crimean War.

Know that FN died in 1910 at the age of 90.

Know that Mary Seacole was born in Jamaica in 1805.

Know that MS was Creole as her mother was black and her father was white.

Know that MS learnt her nursing skills from her mother.

Know that when the Crimean War broke out in 1853, MS read about FN who was recruiting nurses to go to the front lines.
Know that MS travelled to England on an American ship.
Know that lots of people didn't want MS to travel on the ship as she was Creole.
Know that MS was told she was not needed by FN.
Know that MS decided to travel to Crimea anyway and build her own hospital if they didn't want her in theirs.
Know that MS and her maid Sally cared for sick and injured soldiers in her hospital "The British Hotel".
Know that MS focused on making sure the soldiers were fed and warm and clean.
Know that this earned her the nickname "Mother Seacole".
Know that MS cared for both British and Russian soldiers.
Know that MS came back to England very poor as she spent all her money building the hospital.
Know that MS had nothing.
Know that everyone forgot about MS until a journalist wrote about all of MS's work caring for the soldiers.
Know that the British people then threw her a party where 80,000 people attended to celebrate her and thank her for her work.
Know that Queen Victoria wrote a letter honouring MS at the party.
Know that MS was given an Order of Merit medal after she died.

SPLENDID SKIES, 3B – Significant event beyond living memory

Know that Wilbur and Orville Wright were two brothers born in Ohio, United States in 1867 and 1871 respectively.
Know that in History they are known as The Wright Brothers.
Know that the Wright Brothers had an interest in flight from a young age after being given a toy helicopter from their father.
Know that as adults they set up a bicycle repair shop and used the money to design and make gliders.
Know that between 1902 and 1903 the Wright Brothers designed an engine that was strong enough to power a small aeroplane.
Know that on the 17th December 1903, Wilbur Wright became the first person to successfully fly a plane.
Know that the plane flew for 57 seconds.
Know that the Wright Brothers were the first people to invent, build and fly the world's first successful aeroplane.

SPLENDID SKIES, 3B – significant people in own locality

Know that John William Alcock known as Jack was born in Manchester in 1892.
Know that Alcock was awarded his pilot's certificate in 1912 and became known as Captain Jack Alcock.
Know that Captain Jack Alcock is most famous for making the world's first non-stop transatlantic flight.

Know that transatlantic means a journey crossing the Atlantic Ocean.

Know that Captain Jack flew from Canada to Ireland overnight from the 14 to the 15th June 1919.

Know that Alcock won a £10,000 prize for completing the first transatlantic flight.

Know that he was awarded the prize money by Winston Churchill who was prime minister at the time.

Know that Capt Jack Alcock was knighted by King George V for his achievements in aviation.

Know that Capt Jack was killed 6 months after the first transatlantic flight on 18 December 1919 when he crashed his plane in bad weather.

Know that he is buried in the Southern Cemetery in Manchester.

Year 2

Context

In Year 2, children develop their knowledge of monarchs (year 1) and Queen Elizabeth (Reception) by studying other significant Monarchs of Britain over the last 1000 years. They look at the Great Fire of London as a significant event outside of living memory, building on their knowledge of London studied in depth in their Geography based topic in Year 1. They will use this knowledge and apply this context to fully comprehend the role of the River Thames in the great fire of London as well as learning the significance of individuals at the time. In the topic Coastlines, children learn about the human and physical features of the United Kingdom's coastlines and take a closer look at the seaside town of Whitby and the significant person Captain James Cook. In Street Detectives, children take a look at their locality and the changes that can be seen within the last 100 years.

2

Key Skills

Describe the hierarchy of a past society.

Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.

Use the historical terms year, decade and century.

Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.

Describe, in simple terms, the importance of local events, people and places.

Describe what it was like to live in a different period.

Use historical models to make judgements about significance and describe the impact of a significant historical individual.

Describe how an aspect of life has changed over time.

Describe and explain the importance of a significant individual's achievements on British history.

Sequence significant information in chronological order.

Key Knowledge

Street Detectives

To know the difference between the past and present

To know we can find out about the past from sources (photographs, paintings, letters, records etc) and from people

To know that buildings, monuments, newspapers and photographs can tell us about our local history

To know that life in Denton has changed over time (jobs, transport, housing)

To know that shopping in Denton has changed over time

To know that school life has changed over time

To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done

Magnificent Monarchs

To know that AD means any years after the birth Jesus Christ

To know a century is 100 years

To know that a decade is 10 years

To know that a monarch is king or queen who rules a kingdom

To know that a monarchy is a country with a monarch

To know that power means the amount of control someone/thing has

To know that a government is group of people who control a country and make laws

To know that parliament is a group of people who make laws for a country

To know William the Conqueror became king 1066AD

To know William the Conqueror invaded England and defeated King Harold at the Battle of Hastings.

To know William the Conqueror built many castles to defend England.

To know Henry VIII became king in 1509

To know Henry VIII created the church of England

To know **Henry VIII** is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church, divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward.

To know some of **Henry VIII's** actions during his reign, such as supporting the arts and sport, had a positive impact. Some, such as breaking from the Roman Catholic Church and spending money on wars and a lavish lifestyle had a negative impact.

To know Elizabeth I became queen 1558

To know Elizabeth I proved a woman could rule a kingdom.

To know she wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England.

To know Queen Victoria became queen in 1837.

To know Queen Victoria increased the size and power of the British Empire

The Great Fire of London

Know that the Great Fire of London occurred in 1666.

Know the location of London on a map of the UK.

Know that buildings were mostly made from wood, straw and pitch.

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

Know that pitch is flammable.

Know that the buildings were very close together.

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.

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

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

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

Know that he wrote a diary describing the fire.

Know that this is one of the most important sources of information about the fire.

Know that we often learn about the past from things people wrote at the time including diaries.

Know what Samuel Pepys looks like.

Know that they tried to stop the fire by pulling down houses (called a firebreak).

Know that people tried to put out the fire with simple fire fighting equipment including buckets of water but the fire was too strong.

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

Know that the fire went on for four days.

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

Know what a cathedral is and know what St Paul's Cathedral looks like now.

Know that the monarch at the time was called King Charles II.

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

Know that 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, the 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.

Know that a monument is something that is built to remember an important event.

Know the rhyme 'London's Burning' by heart

Coastlines

Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

Jobs in Whitby's past included ship building, factory working, fishing and jet working.

Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.

Important individual achievements include great discoveries and actions that have helped many people.

Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.

Year 3

Context

In Year 3, children learn about the history of Britain from Stone Age to the Roman invasion. They develop a strong chronology of the main events that happened from 750,000 BC to 383AD. They use historical sources to find out what life was like in the bronze, stone and iron age and the key achievements from each era. Children then find out about the Roman Empire and its achievements, focusing on their invasion of Britain and the impact on British life.

In studying these topics, children develop their knowledge of 'invasion', 'empire', 'monarch' (Year 1, 2) as well as key chronology terms AD and BC.

Key Skills

Describe the everyday lives of people from past historical periods.

Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.

Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.

Describe the roles of tribal communities and explain how this influenced everyday life.

Describe the hierarchy and different roles in past civilisations.

Describe the significance and impact of power struggles on Britain.

Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.

Describe ways in which human invention and ingenuity have changed how people live.

Describe the achievements and influence of the ancient Romans on the wider world.

Make choices about the best ways to present historical accounts and information.

Use historical terms to describe different periods of time.

Ask well composed historical questions about aspects of everyday life in ancient periods.

Make deductions and draw conclusions about the reliability of a historical source or artefact.

Analyse a range of historical information to explain how a national or international event has impacted the locality.

Explain the similarities and differences between two periods of history.

Explain the cause and effect of a significant historical event.

Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.

Summarise how an aspect of British or world history has changed over time.

Describe how a significant event or person in British history changed or influenced how people live today.

Explain the cause, consequence and impact of invasion and settlement in Britain.

Sequence dates and information from several historical periods on a timeline.

Key Knowledge

Scrumdiddlyumptious

To know that James Lind was a ship's surgeon

To know that James Lind lived 1716 – 1794

To know that he discovered the reason that sailors were getting sick was because they weren't eating Vitamin C

To know that Scurvy causes muscle ache and tooth loss

To know that Vitamin C is found in citrus fruits

To know that illness can be caused by lack of vitamins such as Scurvy

To know that James Lind saved many sailors lives

Emperors and Empires

To know where Rome is on a world map

To know that Romans believed that Rome was built by a God but that historians believe it was built by lots of little settlements coming together.

To know that the Roman army conquered countries all around the Mediterranean Sea

To know the Roman army was at its largest between AD 117 and AD 200.

To know that AD is anno domini, BC is before Christ, CE is common era and BCE is before common era

To know that Rome was ruled in 3 different ways - Rome was a kingdom (753–509 BC) led by a king, next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.

To know that an emperor is the male ruler of an empire.

To know that that there was lower class and upper class

To know the emperor was at the top of the social hierarchy

To know that all soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting.

To know that the first (unsuccessful) roman invasion was by Julius Caesar in BC 54

To know that the first successful invasion was by Claudius in AD 43

To know that Ancient Rome was home to over a million people

To know the Roman names of the UK (England and Wales – Britannia, Scotland – Caledonia, Ireland – Hibernia)

To know that Scotland and Ireland were never conquered by the Romans

To know that Hadrian's wall was built by the emperor Hadrian in AD 122

To know that Boudicca Queen of the Celts led a rebellion against the Romans in AD 60

To know that the Romans built Roman style towns in England

To know the Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.

To know that Londinium was created the capital of Roman Britain and to know that this is London today

To know that Emperor Constantine made Christianity legal in AD 313.

Through the ages

To know the start and end dates of the stone, bronze and iron ages (c750,000 – AD43)

To know the length of the Palaeolithic, Mesolithic and Neolithic years within the stone age (740,000 years, 6000 years, 1500 years)

To know that Romans ended prehistory by bringing written language to Britain

To know that each period is named after the main material used to make tools at that time.

To know that the birth of Jesus Christ separates time into two eras, BC, before Christ, and AD, after Christ was born.

To know that an era is a period of history that begins with a significant event. The birth of Jesus Christ was a significant event that started a new era.

To know that in each age, people had different tools, different beliefs, different settlements and everyday lives.

To know that each age came with different beliefs – Stone age (people built stone monuments for worship) Bronze (People were buried with objects) Iron (Priests called Druids led worship)

To know that – Stone Age people were hunter-gatherers. Beaker folk made and used pottery and metalworking. Iron tools made farming more efficient and tribes would attack each other.

To know that Romans conquered Britain in AD 43

To know that the bronze age began when The Beaker folk brought their knowledge of metalworking and pottery making to Britain

To know that Iron tools made farming more efficient and iron weapons were available to everyone.

To know that in the stone age people lived in temporary shelters or caves, in the Mesolithic People lived in permanent settlements, in roundhouses and in the Neolithic people lived in more permanent settlements in hillforts surrounded by ditches and fences to stop attacks.

To know that bronze tools were used by the wealthy

To know how each age ended – Stone age - The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

Bronze - People stopped using metal during a time called the Bronze Age collapse. Iron - The Romans invaded and conquered Britain

Rocks Relics and Rumbles

To know that fossils are millions of years old and made from once living creatures

To know that Mary Anning was a famous fossil collector and palaeontologist

To know when she lived 1799–1847

To know that Mary lived in Dorset on the Jurassic coast

To know that her father taught her about fossil hunting

To know that she made many discoveries but most significant were the Ichthyosaur fossil in 1811 and a fossilised Plesiosaur in 1823.

Year 4

Context

In Year 4, children continue to develop their knowledge of British history and its chronology by learning about what happened after the Romans in the form of the Scots, Anglo-Saxon and Viking invasions. They continue to build on their understanding of ‘invasion’ and ‘conquer’ as well as their knowledge of settlements and how these have impacted on modern life today. Children look at the characteristics of different leaders and extend their knowledge of terms including ‘emperor’ and ‘monarch’ looking at significant leaders from Anglo Saxon tribes and Vikings. Children also develop on their local history knowledge (year1, 2) by studying their school and the changes it has endured over it’s existence. Children learn about the significant person Jacques Cousteau and his achievements.

Key Skills

Describe the significance and impact of power struggles on Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society

Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.

Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.

Describe and explain the impact of a past society on a local settlement or community.

Compare and contrast two civilisations.

Explain in detail the multiple causes and effects of significant events.

Construct a profile of a significant leader using a range of historical sources.

Describe a series of significant events, linked by a common theme, that show changes over time in Britain.

Explain the cause, consequence and impact of invasion and settlement in Britain.-(Anglo Saxons and Scots)

Sequence significant dates about events within a historical time period on historical timelines.

Key Knowledge

Blue Abyss

To know Jacques Cousteau was a famous oceanographer, researcher, filmmaker and undersea explorer

To know Jacques Cousteau invented the Aqua-lung and scuba gear

To know Jacques Cousteau's underwater videos / recordings improved the world's understanding of life under the sea

To know Jacques Cousteau helped stopped underwater dumping of nuclear waste

To know dumping nuclear waste is bad as radiation can make its way into the marine food chain and onto humans

To know Jacques Cousteau helped restrict commercial whaling in 1986

To know commercial whaling is the practice of hunting and killing whales for the purpose of selling and trading their meat and other products derived from them

To know the Challenger Deep is the deepest point in the world ocean. Located in the Mariana Trench

To know the depths of the Mariana Trench were first plumbed in 1875 by the British Ship HMS Challenger as part of the first global oceanographic cruise.

To know this was done using weight rope and first recorded a depth of 5 miles

To know Challenger 2 returned to the spot in 1951 with an echo-sounder and measured a depth of nearly 7 miles

To know the first and only time humans descended into the trench was in 1960 by Jacques Piccard and Navy Lt. Don Walsh

Local history study – St Anne's Primary

To know that St Anne's opened on Monday March 5th 1888

To know seven girls arrived at the school on the first day
To know the original head teacher was called Edith Wolstenholme and the other teacher was called Alice Green
To know there was a fire in the school hall in ...
To know the school was used for shelters during the war?
To know corporal punishment was prohibited in all state-supported education in 1986
To know St Anne's church was completed on Saturday 29th July 1882
To know the church is a Grade I listed building
To know it was designed by J Medland Taylor and funded by E. Joseph Sidebotham
To know Denton was famous for felt hatting from as early as 1702 and was leading the market in the 19th century across the country – “if you want to get ahead get a hat!”
There were 4 hatting firms in 1800 but 25 manufacturers by 1825 – third largest in NW.
To know 24,000 felt hats were produced in Denton a week

Invasion – Vikings and Anglo Saxons

To know the geography of Britain affected invading groups in many ways. Physical features, such as the sea, high cliffs, marshland and mountains made invasion and travel in Britain difficult and affected which area the invaders landed in and conquered. Physical features, such as roads and bridges could have helped invading forces, but hillforts would have created barriers between the invading forces and the Britons.

To know after the Romans, the Anglo-saxons invaded Britain in 450 AD
To know the Anglo-saxons invaded Britain because they thought Britain was weak and would be easy to beat without the Romans around
To know the Anglo-Saxons were made up of The Angles, The Saxons and The Jutes
To know the Anglo-saxons raided the shores of south and east England
To know Anglo-saxons were from Northern Europe
To know many Anglo-saxons never “left”, and many people from Britain have Anglo-saxon ancestors
To know the Anglo-Saxons has seven kingdoms across England
To know the seven kingdoms of the Anglo-Saxons were Kent, Sussex, Wessex, Essex, Mercia, Northumbria and East Anglia
To know the natives of Britain (The Celts, The Picts and the Scots) lived in the “other” areas of Britain

To know the Vikings come from “Scandinavia” – modern day Denmark, Sweden and Norway
To know the Vikings first raided and invaded Britain in June 793 AD

To know the Vikings raided Britain because it was known for its rich trade and fertility of the lands
To know the Vikings didn't wear horned helmets
To know King Ethelred "the unready" became king at 7 years old and that he introduced a tax called Danegeld pay the Vikings to leave – but it never worked as they always came back for more money
To know in 856 AD The Great Heathen Army under the leadership of Halfdane and Ivar the Boneless arrived in East Anglia
To know 867 AD the city of York fell and by 871 AD Halfdane had defeated every force sent against him and Alfred the Great had no choice but to pay him extortionate amount to leave Wessex
To know Anglo-Saxon and Viking rule stopped when King Alexander the Great won the battle of Hastings in 1066

Year 5

Context

In Year 5, children learn about early civilisations in the form of Ancient Egypt and Ancient Greece and how their lasting impact has impacted life today. They extend their knowledge of chronology back to 3000BC. They study the features of each civilisation including beliefs, society, communication systems, economy and arts and entertainment. They compare findings with early life in Britain from their knowledge of Year 3 topics; Stone age, Bronze age, Iron age and the Romans. Key terms such as 'empire', 'ruler', 'monarch', 'settlement' are revisited and applied to their new learning of ancient civilisations and how they have impacted the modern world.

Key Skills

Explain how everyday life in an ancient civilisation changed or continued during different periods.

Describe the achievements and influence of the ancient Greeks on the wider world.

Study a feature of a past civilisation or society.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

Articulate and organise important information and detailed historical accounts using topic related vocabulary.

Use a range of historical sources or artefacts to build a picture of a historical event or person.

Find evidence from different sources, identify bias and form balanced arguments.

Compare and contrast an aspect of history across two or more periods studied.

Explain why an aspect of world history is significant.

Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.

Frame historically valid questions about continuity and change and construct informed responses.

Sequence and make connections between periods of world history on a timeline.

Key Knowledge

Ancient Egypt

Know that ancient Egypt was 5000 years ago

Know that the River Nile is 6,693 km long and was used for farming

Know that Howard Carter was a British male archaeologist and Egyptologist who discovered Tutankhamun's tomb on November 4, 1922

Know that mummification was the process of preserving a body after death by deliberately drying or embalming flesh. Typically involving removing moisture from a deceased body and using chemicals or natural preservatives, such as resin, to desiccate the flesh and organs

Know that mummification took 70 days

Know that during the embalming process, the brain was removed by carefully inserting special hooked instruments up through the nostrils

Know the lungs, liver, stomach and intestines were removed via the abdomen and chest through a cut usually made on the left side of the abdomen

Know that the embalmers left the heart in the body because they believed the person's intellect and knowledge resided in the heart so it needed to remain with the body

Know that canopic jars were used during the mummification process to store and preserve the viscera of their owner for the afterlife

Know that mummies were frequently adorned with gold masks and body coverings Know that amulets and jewellery made from gold, silver and precious stones were ritually placed in linen wrappings during mummification

Know that a death mask was created so the soul would recognise its body, and return to it safely

Know that a death mask helped to guard a dead person from evil spirits in the afterlife

Know that Ancient Egyptians believed in the afterlife (part of their religion)

Know the significance of the Book of the Dead

Know that an Ancient Egyptian tomb was called a mastaba (eternal house) and used as a place where people would be buried when they died

Know that tombs of the Egyptian pharaohs contained multiple chambers and each held different treasures

Know what artefacts and objects (treasures) were put in tombs and why

Know Egyptian ceremonies included purification, anointing and the reciting of prayers and spells

Know that punishments for crime committed included penal servitude, mutilation, flogging and execution

Know the religion of Ancient Egypt lasted for more than 3,000 years and was polytheistic

Know there were two chief deities of the Egyptians namely Aman-Ra (The Sun God and the God of the Universe) and God Orisis (the God of the underworld who could possibly make a peaceful after life)

Know how the Egyptian society is structured- from gods to servants with three main social classes--upper, middle, and lower.

Know that the upper class consisted of the royal family, rich landowners, government officials, important priests and army officers, and doctors.

Know the middle class was made up chiefly of merchants, manufacturers, and artisans.

Know the lower class, the largest class by far, consisted of unskilled labourers. Most of who worked on farms.

Know that prisoners who were captured in foreign wars became slaves and formed a separate class

Know the characteristics of ancient civilisations including cities, government, language, writing (hieroglyphics), customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years

Know that pyramids were made from limestone and constructed for religious purposes

Know how medicine was used by the Egyptians including the use of honey to treat wounds

Know about powerful pharaohs including Tutankhamun- the boy pharaoh, Hatshepsut, Nefertiti, Ramesses II, Amenhotep, Thutmose III, Akhenaten, Khafra, Cleopatra VII, and Twosret

Ancient Greece

Know that Greek people had a love of art and culture

Know that the Ancient Greeks developed the world's first democracy

Know the Ancient Greeks created magnificent buildings and sculptures

Know the Ancient Greeks had an influence on the western world

Know the Ancient Greeks existed from 800BC

Know there are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC)

Know the Minoan civilization was a Bronze Age Aegean civilization on the island of Crete and other Aegean Islands, whose earliest beginnings were from c. 3500 BC

Know the Mycenaean civilization was the last phase of the Bronze Age in Ancient Greece, spanning the period from approximately 1750 to 1050 BC

Know the Mycenaeans ruled a large area of Greece from c1600 BC and expanded their territory to include the Minoan island of Crete

Know similarities between the Minoan and Mycenaean civilizations including: bull and snake goddess worship, pottery and craft work and the use of hieroglyphs

Know differences between the Minoan and Mycenaean civilizations including a greater interest in military power and different roles for women in society

Know the Dark Age and Archaic periods were different from periods of time before then

Know about the expansion and dissolution of empires

Know city states were independent and isolated from each other by mountains and the sea, but shared a common language and religion

Know city states were governed differently, had different religions and were often at war with one another

Know that Athens was the most powerful state with power over more than 300 cities

Know Athens had democracy, judicial system, place of arts and education and a powerful navy

Know that Athens was surrounded by mountains which formed a natural defence against attackers

Know there was little usable farmland in Athens, however, having a coastal was built in a coastal location, there was easy access to the sea for fishing and transport

Know the Ancient Greeks had to defend themselves from the Persians

Know cities ruled by Athens had to pay tribute in the form of money, ships or goods

Know that jobs were done by the men of Athens which depended on their social class

Know the wealthiest Athenians, owned large estates

Know the middle class citizens worked as farmers on smallholdings and sold their produce to the city dwellers in the agora, or market.

Know the lowest ranked Athenian citizens, known as thetes usually worked in workshops, as artisans and craftsmen, or became fishermen

Know men who lived in Athens but who were born outside the city state were known as metics who worked as skilled artists, architects, sculptors, scholars and traders. They were not citizens of Athens and so could not vote or hold public office

Know there were a huge number of slaves in Athens who worked as domestic servants, tutors, mineworkers and ships' crew members

Know Athenian women were only allowed to work in the home and were responsible for looking after their children, instructing the servants and making clothes

Know the patron of Athens was the goddess Athena: the goddess of wisdom and warfare

Know that gods were worshipped in temples

Know Athenians left gifts and offerings, such as incense, flowers and food and made animal sacrifices in honour

Know in Greek mythology, there were a number of Greek gods which included: Poseidon, Zeus, Hera, Aphrodite etc

Know that military commanders were chosen to protect the city

Know that Athens was once ruled by a single leader (tyrant) known as an official, or a group of wealthy leaders known as oligarchs

Know Alexander the Great (king of Macedonia) is depicted as an intelligent and masterful leader from 336 B.C. to 323 B.C

Know the first democratic system was created in the 5th century BC

Know a council of 500 citizens were randomly chosen to amend laws and oversee the political process

Know Athenian male citizens over the age of 20 had a say in how Athens was run but women and slaves did not

Know the four significant figures in ancient Athens: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens

Know the Olympic Games first took place in Ancient Greece

Know the Olympic Games began in 776 BC

Know the Acropolis of Athens is an ancient citadel located in Athens which is home to the Parthenon temple where Athena was worshipped

Know that Hippocrates was a doctor born in Kos in c460 BC

Know Hippocrates taught others how to care for patients and his oath is still followed by some doctors today

Know Ancient Greek mathematicians made many discoveries, especially about geometry

Know the Greeks created a writing system

Year 6

Context

In Year 6, children learn about the non-European early civilisation of the Ancient Mayan. They contrast their findings of this civilisation with that they know about the Ancient Egyptians and Ancient Greeks. They compare the common features of civilisations including beliefs, social structure, leaders and communication systems. They pay attention to the key features and achievements of Ancient Mayan people.

Year 6 revisit British history to find out more about key events after 1066. They look at Britain at war, focusing on World War II and the Battle of Britain. They study the local area and how this was affected during the war, building upon the local history study carried out in Year 4. Children use their knowledge of key concepts already learnt through KS2 to extend and develop these further. They study the causes and consequences of war and the lasting impact these events have on modern life.

Key Skills

Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.

Describe and explain the significance of a leader or monarch.

Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.

Describe and explain the common traits and motives of leaders and monarchs from different historical periods.

Describe some of the significant achievements of mankind and explain why they are important.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

Use abstract terms to express historical ideas and information.

Ask perceptive questions to evaluate an artefact or historical source.

Present an in-depth study of a local town or city, suggesting how to source the required information.

Present a detailed historical narrative about a significant global event.

Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.

Describe the causes and consequences of a significant event in history.

Articulate the significance of a historical person, event, discovery or invention in British history.

Articulate and present a clear, chronological world history narrative within and across historical periods studied.

Key Knowledge

Britain at War

Know WWII started in September 1939 and ended in November 1945

Know that the war started when Germany invaded Poland

Know that England, France and later, USA were allies in the war

Know that Adolf Hitler was the leader of the Nazi Party and how he came to power

Know Great Britain had two Prime Ministers during the war: Neville Chamberlain and Winston Churchill.

Know King George VI was monarch at the time

Know that the Blitz was the name for the period where Britain was heavily bombed

Know that children were sent to live in homes in the countryside and this was known as being an evacuee

Know that evacuation began on 1st September 1939

Know that the events of the D-Day landings on 6th June 1944

Know the events that led to the end of the war

Know that food rationing began in January 1940

Know that groups of people, including the Jews, were persecuted by the Nazis

Know who the Windrush generation were and their impact on Britain

Know that after the war ended, there were labour shortages in the UK

Know that workers were brought in from Commonwealth countries (Jamaica, Trinidad and Tobago) to fill the job gaps

Know the ship MV Empire Windrush docked in Tilbury on 22 June 1948

Know that Many of the arrivals became manual workers, cleaners, drivers and nurses - and some broke new ground in representing black Britons in society.

Know Jamaican-British campaigner Sam Beaver King was the first black Mayor of Southwark in London.

Know that in In 2010, the government destroyed landing cards belonging to Windrush migrants

Know that In April 2018, then-prime minister Theresa May apologised for their treatment. An inquiry was announced and a compensation scheme established.

Know that Events are held annually on 22nd June to commemorate the Windrush's arrival, and the subsequent wave of immigration from Caribbean countries.

Know that Air raid shelters were also built and schools across the towns of Tameside were not allowed to open unless they had one installed.

Know that Even young children were issued with their own gas masks while school children had masks with Mickey Mouse ears.

Know that few Tameside children were evacuated, but Mossley and Longdendale were designated reception areas, with evacuees from London being placed in private houses.

Despite being an industrial centre the Tameside towns suffered little damage, mostly as a result of stray bombs rather than a planned raid, although some families in Mount Pleasant Street, Denton, were bombed out in 1941

Know The Commonwealth dates back to the first half of the 20th century with the decolonisation of the British Empire through increased self-governance of its territories.

Know Queen Elizabeth II is the head of the Commonwealth, a title that is by law a part of Elizabeth's royal titles in each of the Commonwealth realms,^[43] the 15 members of the Commonwealth that recognise her as their monarch.

Hola Mexico

Know the early Mayan period began around 2000 BC and ended around 1500AD

Know the Maya lived in a place called Mesoamerica which was made of Mexico and parts of Central America.

Know the Maya invented their own calendars, farming methods, writing systems, sports and religion

Know the Maya developed an advanced system of writing called hieroglyphics using symbols to represent words, sounds and objects.

Know the Maya built many periods, the most famous being El Castillo

Know the Maya civilization consisted of a large number of city-states, each led by its own government and each had a king.

Know the Maya believed in a large number of nature gods and Itzamna was the most important.

Know that the Mayans religious beliefs influenced how they behaved in society

Frozen Kingdom

Know that the Titanic left Belfast on 10th April 1912 to travel to New York and sank on 15th April 1912

Know how first and third class people's experiences differed – food, bedrooms, activities

Know that people were treated differently on the Titanic dependent on their wealth

Know that 3rd class passengers were often on board in such of a better life in America

Know how society influenced life on the Titanic

Know the events that led to the crash of the Titanic

Know that the ship hit an iceberg near Newfoundland, Canada and the ship took 2 hours to sink

Know that the Titanic was believed to be the 'unsinkable ship'

Know life on the Titanic reflected life in Britain at the time