



# Curriculum Design:

Including Endpoints

# History

## History Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Understanding the world</b> <b>(People, Culture &amp; Communities/Past and Present)</b>					
<b>Year 1</b>	<b>Home and Away</b> Geography of school grounds  Cold areas of the world – South Pole and North Pole	<b>My History</b> What is history? What Past/Present/Future means. My history.	<b>Why is it hot?</b>  Hot areas of the world – Equator	<b>Toys through time</b> Changes within living memory. What household toys did your Grandparents/Great Grandparents have?	<b>Significant people: Space and Polar exploration.</b>  Compare aspects of the lives of Neil Armstrong and Earnest Shackleton	
					<b>Where in the world? (link to history)</b> Use world maps, atlases and globes – begin to name world's seven continents and 5 oceans	
<b>Year 2</b>	<b>Chester: Grosvenor Bridge and Thomas Harrison</b> Significant historical events, people and places in the locality	<b>Which continents have owls on and are there any that don't?</b>  Study World's seven continents and 5 oceans and a cold place - Antarctica	<b>Where I live, a bird's Eye view</b> link to maps and globes. Four countries and capitals in the UK and surrounding seas.  Physical features: beach, cliff, coast, forest, hill, sea,	<b>Great fire of London</b> Timelines Significant events In depth study of the Great Fire of London and how it brought about national change.	<b>Chester and Burwardsley</b> Human and physical geography of local area Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm,	<b>Florence Nightingale</b> Learning about the lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different

			ocean, valley		house, office, port, harbour, shop	periods.
<b>Year 3</b>	<b>Where I live?</b> Uk geographical regions (north-west, midlands etc) Coastal regions Physical features – seas, coasts, oceans	<b>Global positioning</b> Water cycle Arctic circle Mountains	<b>Changes in Britain from stone Age to Iron Age</b>	<b>Where in the world?</b> Global geographical regions Locational Knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic	<b>Comparing the Achievements of the Earliest Civilisations:</b> Sumer, indus, Egypt, Shang Dynasty. Where and when were these civilizations and what were their achievements.	<b>Ancient Egypt:</b> In depth study
<b>Year 4</b>	<b>Where would a gorilla live?</b> Environmental regions around the world – link to the natural environments of gorillas and other apes. Study topographical features	<b>Ancient Greece</b>	<b>The Roman Empire</b>	<b>The Romans in Britain</b>	<b>Australia and the Daintree Forest</b> Locational Knowledge Climate zones and vegetation belts (rainforests) Rivers (Amazon)	<b>UK vs Italy</b> Contrast a region in the UK with Bay of Naples in Italy Human Geography – settlements, land use, trade links, natural resources, land use patterns. UK geographical regions – physical/topographical

						<p>characteristics – mountains and hills</p> <p>Volcanoes and Earthquakes</p>
<b>Year 5</b>	<p><b>North America</b> Locational and place knowledge – a region in North America (The Great Lakes and Niagara) Aerial maps Can you plan a route for Annie's tour?</p>	<p><b>Anglo Saxons and Scots</b></p>	<p><b>The Vikings and Anglo Saxons:</b> The struggle for the Kingdom of England</p>	<p><b>Lines of Longitude and Latitude</b> Earth – Longitude Latitude Equator Time zones Hemispheres Tropics of cancer/ Capricorn</p>	<p><b>Human Geography</b> region of the UK – Land use, economic activity, distribution of natural resources, energy (link to recycling), land use changes over time</p>	<p><b>Early Islamic Civilisation &amp; The House of Wisdom:</b> Early Baghdad and contrast with British history</p>
<b>Year 6</b>	<p><b>WW2:</b> Events preceding WW2 Key events in WW2</p>		<p><b>Animals around the world</b> Animal species around the world – climate zones, land use patterns, changes over time – how many animals have been affected by humans?</p>	<p><b>South America</b> Locational knowledge Southern hemisphere, Pacific Ocean, Galapagos Islands, Equator, biomes, vegetation belts</p>	<p><b>WW2 impact on Blacon in Chester and Liverpool</b> Local history study</p>	

## History Overview

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past and Present	My History - Toys through time - Significant people: Space and Polar exploration.	Chester: Grosvenor Bridge and Thomas Harrison - Great Fire of London - Florence Nightingale	From the Stone Age to Iron Age - Achievements of the earliest Civilizations - Ancient Egypt	Ancient Greece - The Roman Empire - The Romans in Britain	Anglo Saxons & Scots - Vikings and Anglo Saxons	World War II - The impact of WWII on Blacon in Chester and Liverpool

## EYFS

### Understanding the world

#### Past and Present

##### **Children at the expected level of development will:**

- Know about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Use common words and phrases relating to the passing of time: old, new, yesterday, today, tomorrow, same, different

## Year 1

### My History

#### History

##### **Skills (Disciplinary knowledge):**

- To be able to place the stages of their lifetime onto a timeline e.g. baby, toddler, pre-school, school age.
- To be able to place themselves onto a timeline, with people who are significant to them coming before or after e.g. Mum, Grandad, Uncle, Little brother etc.
- To use sources such as photographs and pictures to identify similarities and differences between the recent past and the present e.g. their growth, that in the past, their parents and grandparents would have been younger than they are now.
- To be able to place images that represent the world before them (e.g. dinosaurs, ancient houses, old toys) and the world in their lifetime (e.g. St Theresa's school, uniform, images of Blacon, current toys) into the appropriate place on a grid.

##### **Vocabulary:**

- Yesterday, today, tomorrow, past, present, future, change, same, different.

##### **Substantive Knowledge:**

- To know that the stages before now are called the past.
- To know that the stage we are at now is called the present.
- To know that what happens next or later is called the future.
- To know that some things stay the same over time and some things change.
- To know that the world existed before they were born and to be able to separate the past from their present.

**Sticky Facts:**

- The present is what is happening right now.
- The past is what has already happened, this can be a long time ago or just a moment ago.
- The future is what is going to happen, this can be a long time from now or in just a minute.

**Toys through time**

**History**

**Skills (Disciplinary knowledge):**

- To be able to place images of toys into past and present and begin to look at a timeline of toys.
- To be able to identify similarities and differences between toys in the past and toys in the present using a variety of sources (*real toys, images of people playing with toys, photographs of toys, first-hand accounts/diary entries that refer to playing with toys*)
- To be able to justify the reasons why they think toys are from the past/present (*I think this is from the present because it is made of plastic and is electronic*)
- To be able to generate questions relating to toys in the past and toys in the present.
- To understand that toys played with vary between people and dependent on the age of the child (*e.g. rattles, teething toys, stacking blocks, large piece jigsaws, little tykes cars, bikes, scooters, etc.*)
- To be able to make predictions about who might have played with particular toys from the past 100 years based on simple observations.
- To be able to collate their own evidence relating to toys from the past (*e.g. Conduct a simple survey asking people how old they are and what their favourite toy was when they were a particular age*).

**Vocabulary:**

- past, present, future, change, same, different, **old, new, source.**

**Substantive Knowledge:**

- To know what toys are like now, using simple vocabulary to explain features (colour, shape, material, feel).
- To develop an understanding of the terms same and different and begin to use them
- To start to distinguish old and new toys.
- To know that different toys are suited to different ages.
- To know that different sources can tell us different information about toys in the past and toys in the present.
- To know some of the differences between toys their grandparents played with and toys they play with.

**Sticky Facts:**

- We can tell that some toys are from the past by the way they look or what they are made of.
- Some of the toys we play with now were not around when our grandparents were children.
- We still play with some similar toys now like cuddly toys, dolls and toy cars but they might have some differences.
- Children of different ages play with different toys.

**Significant people: Space and Polar Exploration****History****Skills (Disciplinary knowledge):**

- To infer information about significant people using photographs (Neil Armstrong and Scott of the Antarctic)
- To be able to place the First Moon Landing approximately on a timeline of the last 100 years, comparing to previous units studied (Myself and Toys in the past).
- To consider what we can find out about the moon landings from sources.
- To consider which sources are most useful and why.
- To be able to match statements to particular pieces of evidence.

- To be able to generate questions relating to the characteristics of astronauts and the significance of the space race.
- To use a variety of sources e.g. images/references/accounts/audio to infer what took place on the moon's surface
- To use the knowledge learned to consider whether we should continue to send humans to the moon.
- To be able to place Scott's exploration on a timeline using myself, toys in the past and space landings as reference points.
- To use geographical knowledge and images/maps to deduce why Antarctic exploration was dangerous
- To use a variety of images and sources to speculate why Scott's achievements were significant.
- To use a variety of sources (diary extracts and images) to infer how Scott felt and why.

### **Vocabulary:**

- past, present, future, change, same, different, old, new, source, **evidence, significant, cause, Space Race, expedition.**

### **Substantive Knowledge:**

- To know that the first moon landing happened in 1969
- To know that Neil Armstrong was an astronaut which meant that he was trained to travel in a spacecraft to explore space.
- To know about the Space Race with Russia and some of the reasons why the Space Race was important.
- To know some reasons that motivated Neil Armstrong to be part of the moon landings.
- To know some of the risks of sending astronauts into Space.
- To know some of the changes to space travel that have taken place since the moon landings.
- To know that Scott's expedition took place in 1912
- To know some of the challenges faced in the expedition to the South Pole.
- To know some of the details about Scott's early career, personality and times in which he lived
- To know some of the decisions Scott took and reasons for these and how these differed from Amundsen's.

### **Sticky Facts:**

- The first moon landing took place in 1969.
- Neil Armstrong was the first man/human/person on the moon.
- America was in a Space Race with Russia
- Scott's expedition to the South Pole took place in 1912
- The South Pole was a difficult place to explore due to the climate, temperature and terrain.

## Year 2

### Chester: Grosvenor Bridge and Thomas Harrison

#### History

##### **Skills (Disciplinary knowledge):**

- To be able to generate questions to ask of sources
- To be able to infer information about sources, significant people and make links.
- To be able to ask questions about the old Grosvenor bridge and consider its limitations.
- To be able to ask and answer questions and about the benefits of the new Grosvenor bridge.
- To be able to link sources e.g. TH portrait with the information presented at the site of the model of the bridge.
- To be able to look at the residence Thomas Harrison was gifted from the council and reason about how acclaimed he was.
- To be able to collate their own evidence and present information communicating what they have found out about TH from their investigations.

**Vocabulary:** past, present, future, change, same, different, old, new, source, evidence, significant, cause, **impact, portrait, bridge, narrow, wide, acclaimed, River Dee**

##### **Substantive Knowledge:**

- To know the limitations of the old Grosvenor bridge and the benefits of the newly built bridge in 1833
- To understand who designed the new Grosvenor bridge using models to justify knowledge
- To know that Thomas Harrison was a local significant architect responsible for designing the Grosvenor Bridge in Chester and other important buildings in the city.
- To know the old Grosvenor bridge still serves the city to this day and was the original bridge that linked one side of the city to the other over the river Dee until the Grosvenor bridge was built. It was designed by Thomas Harrison in 1824, was built between 1827-1833 and it was the largest stone-arched bridge to be built in the world at the time.
- To know and understand the reasons why Thomas Harrison was asked by Chester Council to design a wider bridge for the city and its impact.
- To know the impact Thomas Harrison had on the designs of other buildings within the city, especially his residence

- Thomas Harrison is a significant local person. He was an English architect and bridge engineer
- He designed the Grosvenor Bridge in Chester and other important buildings.
- He was born in 1744 and died 1829. He is buried in Blacon Cemetery
- The bridge was the greatest single span (at 200 feet across and 60 feet high) of any stone arch anywhere in the world for 30 years.
- Thomas Harrison died before it was completed.
- The bridge was formally opened on Wednesday 17 October 1832, by the thirteen-year-old **Princess Victoria** (5 years before she became Queen)
- The Bridge supported access to the city of Chester over the River Dee.

## Great Fire of London

### History

#### Skills:

- Ask questions relevant to the enquiry, extract information and deduce information from sources.
- To be able to enquire and work out how the fire began and who might have caused it.
- To be able to compare their theories with ideas from a museum.
- To be able to match the headings and reasons for why the fire spread.
- To be able to sequence 5 main events in chronological order and describe change over time.
- Be able to investigate sources to establish equipment used to tame the fire.
- To be able to link causes and remedies for problems faced in the fire.

**Vocabulary:** past, present, future, change, same, different, old, new, source, evidence, significant, cause, impact, portrait, bridge, narrow, wide, acclaimed, River Dee, **next, day after, a few days later, rebuilt, River Thames, diary, 17<sup>th</sup> Century, bakery, fire squirt, firefighter.**

#### Substantive Knowledge:

- To know that the Great Fire of London happened in London in 1666. Locate on the map
- To know what actually happened during the Great Fire and how we can be sure 350 years later.
- To know why the great fire burnt so many buildings.
- To know what more could have been done to stop the fire; understand that there was hesitation, citizens were more concerned about saving belongings than putting the fire out
- To know how people managed to live through the Great Fire.
- To know how London was rebuilt and the impact it had on national change.

### Sticky facts

- When was the Great Fire of London? The Great Fire of London started on Sunday 2nd September 1666 and ended on Thursday 6th September 1666.
- Where did the fire start? The fire started in a bakery on Pudding Lane.
- Why did the fire spread so quickly? In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
- What happened after the fire? After the fire, many buildings were rebuilt. King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.
- Water from the river Thames helped extinguish the fire and people escaped via the river.

## Florence Nightingale

### History

#### Skills:

- To be able to sequence at least 4 events and grasp that Florence had a long life helping soldiers and then developing nursing after the war
- To explain and justify the reasons for her decision to go to Crimea
- Talk about the influence of individuals on Florence's decision-making.
- Use a variety of sources to be able select adjectives to describe Florence
- Compare before and after pictures of hospitals and consider the problems.
- Make judgments about Florence's achievements they think are the most important
- Create a timeline showing the phases of Florence's life.
- Commemorate Florence Nightingale.

**Vocabulary:** past, present, future, change, same, different, old, new, source, evidence, significant, cause, impact, ,**chronology infection, Crimean war, patient, Red Cross, injured, nurse, wound, compassion and community.**

#### Substantive Knowledge:

- Florence is a famous nurse remembered for her work helping soldiers get better in the Crimean war. She became known as the Lady of the Lamp.
- She got rid of the dirt, cleaned the sheets and made everyone wash their hands. She was very well organised and knew how to get things done
- After the war Florence really improved hospitals at home.

- Her work training nurses was really important. Nurses have to obey her rules on how to be a good nurse, even today.
- She wrote lots of books on nursing which were easy to read.
- She is remembered today and medals with her name on are given to nurses, even though she died over 100 years ago

### **Sticky Facts**

- Florence Nightingale was born in Florence, Italy on 12th May 1820 and Florence Nightingale died in 1910. Plot this on a timeline against the Great Fire of London.
- Florence Nightingale worked as a nurse during the Crimean War and helped improve the conditions of hospitals.
- Florence Nightingale is still remembered today for the difference she made to nurses and is celebrated by the profession every year.
- Hospitals during the Crimean War were very dirty and unhygienic.
- Plot Crimea on a Map

## Year 3

### Changes in Britain from Stone Age to Iron Age

#### History

##### **Skills (Disciplinary knowledge):**

- To locate the period covered from stone age to iron age on a simple timeline
- Sequence the correct order of names used by historians to describe periods during this time.
- To make deductions about stone age people using artist depictions and artefacts/images of artefacts
- To locate the move to farming on a simple timeline
- Use sources to investigate the changes that occurred
- Deduce ways of life by studying evidence of buildings left behind.
- Place Stonehenge on the timeline
- Speculate as to why Stonehenge was built.
- Make deductions from visual clues
- Identify significant aspects of bronze age culture from sources
- Critically evaluate a film using knowledge of the significant features of the Bronze Age
- Make inferences and deductions about the possible use of a range of artefacts
- Raise and answer valid historical questions
- Work out how archaeologists are able to make statements about the past when no written records exist

##### **Vocabulary:**

- **Archaeologists, Artefacts, B.C. Forge, stonehenge, hunter-gatherer, Mesolithic, Neolithic, Paleolithic, prehistoric, prey, ritual, tribe/tribal**

##### **Substantive Knowledge:**

- To know that Britain was once covered in ice.
- To know that the stone age started around 3 million years ago.
- To know that the earliest settlers were hunter-gatherers and lived in caves (during the Paleolithic Age)
- To know that farming (taming animals and growing wheat) had a big impact on lifestyle and that this started around 3500 BC.
- To know that hunter-gatherers lived alongside farmers.

- To know the key features of the stone age, bronze age and iron age.
- To know Skara Brae is a stone-built Neolithic settlement and it was uncovered by a storm in 1850. This discovery changed our view of early communities about 10000 years ago. To know where this is on the map
- To know Stonehenge was built 5000 years ago, in stages and to know where it is on the map
- Know significant features of the Bronze Age
- Recall types of evidence available to a historian studying the iron age.

### Sticky Facts:

- B.C means Before Christ. AD means Anno Domini which stands for 'in the year of our Lord'.
- Stone age- when the first humans began to live in Europe. They used stones as tools.
- Iron Age- Humans now used iron to make tools and farmed land instead of hunting. They lived in communities.
- Bronze age – In this era, metals were used to make hunting tools. Humans also began to farm the land.
- Skara Brae is an archaeological site in Orkney, Scotland. It is a Stone Age village and is famous because it has been well-preserved and has taught us a lot about life in the Stone Age
- Stonehenge is a famous monument located in Wilshire, England. It is a circle of stones standing upright. Nobody knows why it exists. Remember some speculations such as it was used for worship.

## Achievements of the Earliest Civilisations

### History

#### Skills (Disciplinary knowledge):

- Make comparisons between the early civilisations and relate them to the broader context
- Locate the first civilisations on the map and realise they are all on the same line of latitude (30 degrees north of the equator)
- Identify similarities, differences and patterns over time.
- To ask and answer historically valid questions about change, cause, similarity, difference and significance.
- Understand how our knowledge of the past is built from a range of sources
- To carry out and combine an overview and depth of study of the civilisations and explore why they were built along a river
- To investigate the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

## Vocabulary:

- Ancient, civilisation, dynasty, location, river valley, irrigation, achievements, continent, settlement.

## Substantive Knowledge:

- Know that the four listed ancient civilisations: the Ancient Egyptian, the Ancient Sumer, the Shang Dynasty and the Ancient Indus Valley civilisations started at different times and were of different durations, but there is one period when all were building their civilisations at the same point as it was the Iron Age period in Britain around 2500BC.
- To understand the importance of where Ancient civilisations were all built (besides rivers for food, farming, fishing, trade, ceremonies and hygiene).
- To know the achievements of the different civilisations and how Britain and the wider world have been influenced:

Each of the ancient civilisations created writing and number systems.

- Ancient Sumerians invented the wheel, sailboats and the lunar calendar. They used copper to make weapons and tools. They developed monetary systems for trading and kept detailed accounts.
- Indus Valley people invented standardised weights and measures, various cooking methods (including clay ovens), and carved step-wells out of rocks. They developed and planned cities with well-structured houses which were made from water-resistant bricks and even had bathrooms which were connected to complex drainage and sanitation systems.
- The people from the Shang Dynasty invented chariots, paper, a twelve-month calendar and were the first to use silk. They had a government. They produced vast amounts of bronze and developed technologies for casting it. They used bronze for tools, weapons, jewelry, musical instruments and decorative objects

## Sticky Facts:

- Know there are four ancient civilisations: Ancient Egypt, Ancient Sumer, the Shang Dynasty and The Ancient Indus Valley
- To know the achievements of the different civilisations and how Britain and wider world has been influenced:

Each of the ancient civilisations created writing and number systems.

- Ancient Sumerians invented the wheel, sailboats and the lunar calendar. They used copper to make weapons and tools. They developed monetary systems for trading and kept detailed accounts.
- Indus Valley people invented standardised weights and measures, various cooking methods (including clay ovens), and carved step-wells out of rocks. They developed and planned cities with well-structured houses which were made from water-resistant bricks and even had bathrooms which were connected to complex drainage and sanitation systems.

## Ancient Egypt

### History

#### Skills (Disciplinary knowledge):

- Locate Ancient Egypt on a timeline and place it on a world map
- investigate Egyptian artefacts/sources and ruins and infer what they tell us about their culture and religious beliefs.
- Observe and represent information seen in artefacts to suggest what Egyptian life was like for different groups of people.
- Describe why people chose to settle in certain areas in ancient Egypt.
- Appreciate that history has to be rewritten in light of new evidence
- Sequence the stages of mummification.
- Compare what was happening in the Egyptian civilisation with what was happening in other ancient civilisations at the time.

#### Vocabulary:

- Ancient, civilisation, dynasty, location, river valley, irrigation, achievements, continent, settlement, **the Nile, fertile, pharaoh, tomb, afterlife, climate, hieroglyphics, mummification, papyrus, preserve, pyramids, settlement**

#### Substantive Knowledge:

To know the river Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems.

- Recall information about Egypt such as the influence of the Nile, the role of Pharaohs and High Priests, mummification and temples, papyrus and hieroglyphics
- Know how important the Nile is and the significance of annual floods
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.

We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.

Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.

The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.

Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.

### Sticky Facts:

- Ancient Egypt began 3000 years BC and ended 30 BC when the Roman empire invaded
- The River Nile was very important to Ancient Egypt for drinking water, farming and transport
- Farming was based around the annual flooding of the Nile which made the land very fertile. and able to produce lots of crops. They developed technology such as the shaduf and irrigation to improve farming.
- Ancient Egypt was a monarchy ruled by a pharaoh.
- Ancient Egyptians developed a type of writing known as hieroglyphics. Scribes were very important people who could read and write hieroglyphics.
- Ancient Egyptians worshipped many gods (polytheism). They believed in an afterlife. They mummified bodies to prepare them for the afterlife.

## Year 4

### Ancient Greeks

#### History

#### Skills (Disciplinary knowledge):

- make inferences from sources about the location, physical features and climate of modern Greece
- place Ancient Greece in time using a timeline
- locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance
- identify some of the similarities and differences between life in Athens and Sparta and report their findings to the rest of the class
- ask questions of sources and construct possible answers.
- make deductions and creative and informed speculation, using their contextual knowledge, when analysing images on pots and accounts
- evaluate written accounts
- to infer information from archaeological sites about what life was like in Ancient Greece
- summarise what they have learnt about the Ancient Greeks
- select appropriate sources to support their findings
- debate about life in ancient Sparta and life in ancient Athens.

### Vocabulary:

- **Acropolis** - The Acropolis was a large rocky area high above Athens containing important buildings such as the Parthenon built in the fifth century BC, following the victory against the Persians and the establishment of democracy.
- **Agora** - Busy central area, where people came together to meet and trade, like a marketplace
- **City State** - A city that became powerful and formed its own state with its own government
- **Democracy** - Rule by the people
- **Ostrakon** - Piece of broken pottery on which was written the name of a person to be sent out of the country. We use the word ostracism today to describe someone who has been rejected.

### Substantive Knowledge:

- Know about the location, physical features and climate of modern Greece
- Know that Ancient Greece was not a country, it was made up of city-states and understand the geography of this land. Important city-states of ancient Greece included Athens, Corinth and Sparta.
- There were often battles between these city-states but sometimes they would join together to defend themselves from a common enemy.
- Know possible occupations from the time
- Children grasp the diversity of lifestyle depending on their position within society and know the influence of the large slave population
- Know that sometimes books disagree, e.g.: on whether women did the shopping and that it is often difficult to be certain so we have to use tentative language, e.g.: perhaps.
- Know the most important achievements of Alexander the Great giving reasons
- explore some comparisons between life in ancient Athens and life in ancient Sparta
- understand how democracy worked in ancient Athens.

### Sticky Facts:

- Ancient Greece was not a country. It was made up of city-states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city-states of ancient Greece included Athens, Corinth and Sparta.
- Alexander the Great -Independent city-states existed for most of the ancient Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Following his death, his son, Alexander the Great, took over the empire along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the empire.
- Much of what we see of the Spartans on television and in films is based on myth and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were not taught academic subjects and how to fight. The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.
- Ancient Athens is where democracy began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of

Athens. The legacy of democracy still exists today in many parts of the world.

- The Olympics were first held in ancient Greece in 776 BC. This is one of the legacies of ancient Greece. Events included boxing, wrestling, running and chariot racing.

## Roman Empire

### History

#### Skills (Disciplinary knowledge):

- draw conclusions from maps and timelines
- investigate and interrogate sources and provide collaborative opinions
- interpret ruins
- consider the evidence used for an artist's impression of what the Fort may have looked like.
- present and communicate their understanding to a variety of audiences.

#### Vocabulary:

- **conquer/conquest** - To take over land belonging to another country
- **Empire/Emperor** - A sovereign ruler of an empire
- **Frontier** - Area near boundary with another country
- **Gaul** - Name for area we call France
- **Govern/government** The way the country is ruled
- **Hypocaust** - Central heating system
- **Invade/invasion** - When an army or country takes over another country
- **Legion** - Very large group of soldiers
- **Rebellion** When people resist how they are being treated by using force against the rule
- **Rule/ruler** - Part of a country brought under control of a government
- **Tax/taxes** - Money people had to pay to the government each year
- **Temple** - Place of worship
- **Trade** - Buying and selling goods

- **Villa-** Large country house for the rich, lots of which have survived

### **Substantive Knowledge:**

- Children understand the meaning, size and timescale of the Roman empire
- Explain why Claudius invaded Britain when Caesar didn't stay
- Describe how Boudicca stood up to the Romans
- Explain why we have different interpretations of Boudicca today
- Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure
- Explain why the Romans were so powerful but then left Britain after nearly 400 years
- Describe the main ways in which the Romans still impact on our lives today, 2000 years later

### **Sticky Facts:**

- The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire.
- The Roman General Julius Caesar made two attempts to conquer Britain. He wanted to add the rich land to the Roman Empire and punish the Celts for helping his enemies. His legions weren't able to overcome the Celts in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the Celts could continue to live as they were
- In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to conquer the Celtic tribes. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.
- The Romans seized the land and wealth of the Iceni tribe after King Prasutagus died. Queen Boudicca objected and she led a rebellion against the Romans. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts. Many people were killed in the rebellion.
- Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, bathhouse, workshops and gardens.

## **Romans in Britain**

### **History**

### **Skills (Disciplinary knowledge):**

- Under review as we work to improve the experience for children whilst studying their local environment

**Vocabulary:**

- Under review as we work to improve the experience for children whilst studying their local environment

**Substantive Knowledge:**

- Under review as we work to improve the experience for children whilst studying their local environment

**Sticky Facts:**

- Under review as we work to improve the experience for children whilst studying their local environment

**Year 5****Anglo Saxons and Scots****History****Skills (Disciplinary knowledge):**

- To place the Anglo-Saxon and Scots settlement in Britain on a timeline
- To use sources such as art images and images of artefacts to infer what life was like in Anglo-Saxon Britain
- To critically analyse the legend of King Arthur.
- Construct informed responses that involve thoughtful selection and organisation of historical information.
- Examine a range of sources and understand that different versions of past events may exist and give reasons for this.
- Analyse and describe Anglo –Saxon artefacts and deduce what they can teach us about Anglo-Saxon culture.
- Address and devise historically valid questions about change, cause, similarity and difference and significance by learning about how the Anglo-Saxons were converted to Christianity in Britain

**Vocabulary:**

- **Angles, Saxons, Picts, Scots, Invaders, Settlers, Kingdom, Pagan, Christianity.**

**Substantive Knowledge:**

- To know when the settlement by Anglo-Saxons and Scots happened and what was happening at the same time.
- To know where the Anglo-Saxons and Scots came from.
- To understand how and why the Anglo-Saxons and Scots invaded Britain
- To know how the Anglo-Saxons changed Britain, including their impact on place names and village life
- Describe a typical Anglo – Saxon settlement and village life.
- Explain the religious beliefs and practices of the early Anglo-Saxon people and describe some of the gods they worshipped.
- Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and know about some of the important Christian buildings that they founded

**Sticky Facts:**

- **Romans leave Britain - By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon kingdoms. The Picts and Scots were a constant threat without Roman support.**
- **Living in Anglo-Saxon Britain - The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages. Anglo-Saxon influence can be seen in place names in Britain today. Wessex was a place named after the West Saxons who settled there. Sussex was named after the South Saxons.**
- **The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Festivals and sacrifices were made to the gods and goddesses.**
- **At the end of this period, Christianity became the main religion in Britain. In AD 597, a Roman monk called Augustine was sent to tell the Anglo-Saxons about Christianity.**
- **Many Christian places of worship were built at this time. Canterbury Cathedral was founded by Augustine. It was rebuilt in AD 1070 after a fire. A monastery was built on the island of Lindisfarne. This Holy Island was very influential and the monks here were successful at spreading Christianity across the north of England.**

**Vikings and Anglo Saxons****History****Skills (Disciplinary knowledge):**

- To place the Anglo-Saxon and Viking settlement in Britain on a timeline
- Pick out stereotypical features from media coverage of the Viking perception

- Compare two very contrasting accounts written by different people.
  - Identify at least one period when the Vikings were successful and another when they were not.
  - Identify and analyse 2 or 3 turning points in Viking fortunes
  - Explore archaeological evidence and its significance
  - Identify which source historians used when making statements, e.g. about trade routes and jewelry so that they can see that Vikings were more than simple raiders; they also traded
  - look at a source and explain what a historian can infer from it
  - locate places with different Viking endings on modern maps.
  - Detect patterns of occupation
  - They can select appropriate evidence from given list to support judgement.
  - argue whether history has been fair to the Vikings showing how opinion has changed and why
  - To use recorded known facts and research British kings.
  - analyses historical evidence and artefacts to make claims about Anglo-Saxon life and culture.
  - Use sources art images and images of artefacts to infer what vikings' houses were like, what clothes they wore and what they liked to eat.
  - Compare and contrast the Anglo – Saxon and Viking justice systems with the modern British justice system.
- Investigate historical artefacts and distinguish between historically accurate and inaccurate events.

### **Vocabulary:**

- Angles, Saxons, Picts, scots, Invaders, Settlers, Kingdom, Pagan, Christianity **Danegeld, exile, longship, outlawed, pillaged, raid, wergild.**

### **Substantive Knowledge:**

- Explain where the Vikings came from using prior knowledge and identify on a map.
- Understand how and why the Vikings invaded Britain and they were a real threat from the sea.
- Understand how Vikings gained their reputation and understand that it was exaggerated by accounts written by monks,
- Understand that until recently monks' records were the main source of evidence.
- Distinguish between a Saxon and Viking account of the same event.
- Understand that history can be abused in the interest of a good story/headline/stereotype.
- Know that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors
- Understand the importance of the Danelaw as an area of Viking settlement.
- Explain 2 or 3 turning points in Viking fortunes
- Understand the importance of finds at Jorvik-York in shaping our revised view of the Vikings

- Understand Vikings simply changed Saxon town/village names by adding a suffix.
- Pupils realise that people differ in their view of the Vikings not just at the time but in later times. Pupils are aware of both arguments; they see that raiders describe an early part of their contact with Britain, whereas traders later.
- Know about the date and impact of early sagas and monks' accounts e.g. the fact that we like to caricature larger-than-life figures and that archaeological discoveries have forced us to change our views more recently.
- To understand how British Kings felt about Viking invaders and how they dealt with Viking invaders.
- To understand how the vikings changed Britain and how they lived and worked.
- To understand crime and punishment in Anglo-Saxon and Viking Britain and its effect on Britain

### Sticky Facts:

- Early Vikings - The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials.
- The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.
- The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best-known Anglo-Saxon king and the first to defeat the Vikings in battle.
- Anglo-Saxon law and punishments - The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild), or receiving reparations in the form of hot or cold water ordeals
- Viking laws and punishment - Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed, fighting to the death, or revenge on someone who has killed a family member.

## Early Islamic Civilisation & the House of Wisdom

### History

#### Skills (Disciplinary knowledge):

- Identify when an event in history occurred relative to other events studied previously

- Organise and explain significant events and changes on a timeline
- Identify what was happening in different parts of the world at the same time as the event being studied.
- Compare and contrast sources of information
- Devise historically valid questions about change, cause, similarity and difference, and significance
- Respond to historically valid questions about change, cause, similarity and difference, and significance
- To use a range of sources to compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries.

### **Vocabulary:**

- **Baghdad, Islamic Empire, Muslim, civilisation, mosque, House of Wisdom, Scholar, Europe, Dark Ages, London, algebra, engineer, democracy, government, astronomical observatory, siege, legacy, trade, economy, silk road, multi-faith**

### **Substantive Knowledge:**

- Baghdad was formed in 762AD and it became the capital of the Muslim world and a key trade centre on the silk road.
- Baghdad was the centre of culture and learning with the period being known as the 'Golden Age' of Islam
- To know some similarities and differences between life in Baghdad and London in AD 900.
- To know why Baghdad was such an important city in the Islamic Empire.
- To know what the House of Wisdom was, and what happened there.
- To understand how early Islamic and European medicine in the Middle Ages was different.
- To know how the work of early Islamic doctors has influenced modern medicine.
- To know about some of the great early Islamic inventions or discoveries.
- To understand how Muhammad founded Islam.
- To identify and explain where different forms of Islamic art were used.

### **Sticky Facts:**

- The Early Islamic Civilisation originated in Baghdad in Asia.
- Baghdad was formed in 762AD.
- The Early Islamic civilisation was known for its trade, astrology, science and medicine
- The fall of Baghdad was in 1258 and that the Mongols played a key part in this.
- The House of Wisdom was a library which became the home of ancient and modern wisdom during the Islamic Golden Age
- The House of Wisdom encouraged learning across genders and faiths.
- The Silk Road was a trade route that went from China to Eastern Europe.

## Year 6

### WW2

#### History

##### **Skills (Disciplinary knowledge):**

- Sequence events
- summarise three key reasons for and against appeasement
- engage critically with sources and construct opinions and ideas collaboratively.
- Consider bias in sources and interrogate
- Address and devise questions
- Interpret and understand that evidence from the period must be treated with caution as all is not always what it seems
- identify key features of resistance to the German invasion
- construct historical explanations and accounts of the past

##### **Vocabulary:**

- **Allies, Evacuee, Blackout, Rationing, Air raid shelter, Trenches, Axis, Nazi, Propaganda, Home front**

##### **Substantive Knowledge:**

- Children will be able to explain the leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany
- During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas masks, ration books and identity card. When they reached their destination, a billeting officer would arrange a host family for them. The evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.

- The children learn that the Dunkirk evacuation, the battle of Britain, The Blitz, rationing, women in factories, evacuation, firefighting service, air-raid shelters, gas masks and the Home Guard – Dad’s Army all contributed to helping Britain stand firm against the German threat.
- Explain how Britain coped with the effect of the War on home front focusing on one or two aspects.
- Children will be able to explain why it is difficult to be sure what life was like on the Home front.

**Sticky Facts:**

- The war began 1<sup>st</sup> September 1939. Ended 2<sup>nd</sup> September 1945 and lasted for 6 years and one day.
- The war began when Germany invaded Poland
- Germany was led by Adolf Hitler – the leader of the Nazi party.
- Great Britain was bombed heavily during the blitz
- Both sides (the war had two sides: The Allies and the Axis powers) used poison gas in battles.
- Most women stayed at home and took men’s jobs in factories when they went to fight.

**WW2 and the Impact on Blacon in Chester and Liverpool**

**History**

**Skills (Disciplinary knowledge):**

- To use timelines and maps to locate the time and place of air raids.
- To use a variety of historical sources to assess the reasons for and impacts of air raids in the local area.
- To make comparisons about the impact of raids between Liverpool and London.
- To ask and answer historically valid questions.

**Vocabulary:**

- This section is under review

**Substantive Knowledge:**

- To know that local areas were targeted in night raids by the Luftwaffe (Ellesmere Port Jul 1940, Chester Aug 1940, Blacon Nov 1940)
- Chester was targeted due to its proximity to the ports of Liverpool and Birkenhead

- Chester became home to refugees fleeing raids on London.
- Blacon machine gun training centre was important to the war effort.
- To know that a number of cities across the UK were targeted in air raids, with Liverpool and London being heavily impacted.
- To know reasons why particular places were targeted more heavily including Liverpool as a port to disrupt incoming provisions including food goods.
- To know the role of Liverpool's secret underground war bunker and the Royal Navy in defending Britain from invasion.
- To know how the war impacted the people, businesses and buildings of Liverpool

**Sticky Facts:**

- This section is under review