

History Curriculum Progression Map

St Thomas of Canterbury Catholic Primary School

Year group	Unit of work	Historical concept	Key knowledge	Key vocabulary*	Abstract terms (Recurring sub concepts)	Historical enquiry (Disciplinary)
Year 1	My Family History: What was life like when our grandparents were children?	<ul style="list-style-type: none"> ➤ develop an awareness of the past ➤ know where the people and events they study fit within a chronological framework ➤ identify similarities and differences between ways of life in different periods ➤ use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ➤ You can find out about the recent past by talking to your grandparents. We call this oral history. ➤ You can find out what life was like in the recent past through looking at photographs or objects. ➤ We describe time (chronology) using special words: <ul style="list-style-type: none"> • Decade is 10 years. • Century is one hundred years • A month has 4 weeks. • There are 12 months in a year. ➤ Many toys today are similar to those played with by grandparents. ➤ Toys today are usually made from different materials than in the past, for example plastic instead of wood or metal. ➤ Some grandparents didn't have the 	Oral history, same, different, compare, before, after, past, now, grandparent, object/artefact	Evidence, significance, artefact, archaeology	<ul style="list-style-type: none"> ➤ ask and answer questions, choosing parts of sources to show that they know and understand key features ➤ understand some of the ways in which we find out about the past ➤ identify different ways in which the past is represented

			<p>electronic toys you have today.</p> <ul style="list-style-type: none"> ➤ Shops today are usually much bigger than when some grandparents were children. We call them supermarkets or hypermarkets. ➤ Some grandparents mainly learned about the 3 'Rs' reading, writing and arithmetic. You learn about lots of different subjects. 			
	<p>The Greatest Explorers: Who were the greatest explorers?</p>	<ul style="list-style-type: none"> ➤ know where the people they study fit within a chronological framework ➤ develop an awareness of the past, using common words and phrases relating to the passing of time ➤ understand some of the ways in which we find out about the past ➤ identify different ways 	<ul style="list-style-type: none"> ➤ Ibn Battuta was a Moroccan explorer. He is known for the account of his journeys called the Rihla ("Voyage"). He travelled for nearly 30 years and covered most of the Islamic world. ➤ Captain Cook was a British navigator and explorer who sailed and mapped much of the South Pacific on his ship, the Endeavour. ➤ Roald Amundsen was a Norwegian explorer who focused on the poles. He led the first expedition to reach 	<p>Explorer, map, discover, equipment, adventure, trade, navigate</p>	<p>Empire (British), Significant, evidence, artefact,</p>	<ul style="list-style-type: none"> ➤ ask and answer questions, choosing and using sources to show that they know and understand the key features of events ➤ use parts of sources to show that they know and understand key features of events

		<p>in which it is represented</p> <ul style="list-style-type: none"> ➤ use common words and phrases relating to the passing of time. 	<p>the South Pole and the first that could prove it made it to the North Pole.</p> <ul style="list-style-type: none"> ➤ Captain Robert Falcon Scott succeeded in reaching the pole in 1912, only to find that Roald Amundsen had beaten him there by more than a month. Tragically, Scott and the other men of his polar team died on the return journey. ➤ Sunita Williams is an astronaut from America. She has the record of spending most of the time in space by a spacewoman ➤ Explorers can be 'great' for different reasons ➤ Some people may disagree as to whether an explorer is great 			
	<p>Great inventions: Transport: How did the first flight change the world?</p>	<ul style="list-style-type: none"> ➤ develop an awareness of the past, using common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> ➤ The people who invented, built and piloted the world's first successful controlled aeroplane were American brothers Orville and Wilbur Wright. 	<p>Inventor, flight, century, travel, journey, evidence, transport, impact, trade, leisure, locomotive</p>	<p>Significance, evidence, artefact, empire</p>	<ul style="list-style-type: none"> ➤ Ask and answer questions, choosing and using parts of stories and other sources to show that they know

	Why were the Rainhill Trials important?	<ul style="list-style-type: none"> ➤ know where the people and events they study fit within a chronological framework ➤ understand some of the ways in which we find out about the past ➤ identify similarities and differences between ways of life in different periods ➤ use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> ➤ The aeroplane has had a huge impact on the world because it made long-distance travel quick, cheap and easy. ➤ Prior to the development of the railway, travel was mainly by road on horseback or with a cart or carriage pulled by a horse. ➤ George Stephenson held a demonstration of an engine pulling 12 coal and 21 passenger coaches on a track between Stockton and Darlington. ➤ The Rainhill trials, held in 1829, were a race between steam trains. ➤ The winner of the competition would get £500 (about £45,000 today). Stephenson's Rocket was the only locomotive to complete the course without any problems, and won the prize. 			<p>and understand key features</p> <ul style="list-style-type: none"> ➤ Use of maps and timelines to show development of transport ➤
Year 2	Bonfire Night and the Great Fire of London:	<ul style="list-style-type: none"> ➤ develop an awareness of the past, using common 	<ul style="list-style-type: none"> ➤ Bonfire Night is celebrated every year in Britain on 5 November. 	Stuart period, treason, plot, Catholic,	Monarchy, Parliament, hierarchy,	<ul style="list-style-type: none"> ➤ choose and use parts of stories and other sources

	<p>Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse place?</p>	<p>words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> ➤ understand some of the ways in which we find out about the past ➤ use a wide vocabulary of everyday historical terms ➤ know where events they study fit within a chronological framework 	<ul style="list-style-type: none"> ➤ It is an event to remember the Gunpowder Plot in 1605. ➤ In 1605 most people in England were either Catholics or Protestants. ➤ King James I was Protestant. Catholics were treated badly under him. ➤ Guy Fawkes and some other men wanted to help Catholics. They plotted to kill King James I by blowing up the Houses of Parliament in London. ➤ The Gunpowder Plot failed. The next day (5 November) bonfires were lit to celebrate that the King had survived. ➤ Some people thought that the plotters were villains for plotting to kill the King. Others thought that the plotters were heroes. ➤ On 5 November bonfires are lit and fireworks are let off. People meet and eat traditional food like 	<p>Protestant, commemorate, consequences</p>		<p>that they know and understand key features of events</p> <ul style="list-style-type: none"> ➤ identify different ways in which the past is represented
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			<p>parkin and toffee apples.</p> <ul style="list-style-type: none"> ➤ A custom like Bonfire Night is something that many people have done for a very long time. ➤ Not everyone likes Bonfire Night. Some people think it is not safe. 			
	<p>Holidays: How have holidays changed over time?</p>	<ul style="list-style-type: none"> ➤ Learn about changes within living memory ➤ understand historical concepts such as continuity and change, similarity and difference ➤ ask historically valid questions ➤ identify similarities and differences between ways of life in different periods ➤ use a wide range of everyday historical terms ➤ suggest reasons why 	<ul style="list-style-type: none"> ➤ People go on holiday to relax, have fun, be together with family and friends, explore new places, try out new things. ➤ People usually go on holiday in the summer because of school holidays and warmer weather. ➤ We can find out about holidays in the recent past by interviewing a visitor, or by examining photos, objects and letters. ➤ By the 1950s, workers had two weeks' paid holiday, and nine out of ten took this holiday in the UK. ➤ Cheap flights led to holidays abroad, particularly in Spain. 	<p>Holiday, twentieth century, seaside resort, leisure, tourist, tourism</p>	<p>Artefact, evidence, significant, civilisation</p>	<ul style="list-style-type: none"> ➤ understand some of the ways in which we find out about the past ➤ identify different ways in which the past is represented ➤ use parts of stories and other sources to show they know and understand key features of events ➤ use sources to show they know and understand the past

		changes took place	<p>Package holidays were offered in 1950.</p> <ul style="list-style-type: none"> ➤ By the mid-1960s, holidaying abroad led to a decline in the UK seaside resorts. These resorts became neglected after the war. ➤ Skiing holidays became popular from the 1960s. ➤ Holiday camps like Butlins and Pontins were very popular in the 1960s. Billy Butlin had opened his first camp in 1936 in Skegness, and Fred Pontin in 1946. They offered families cheap half-board or self-catering accommodation in apartments. ➤ The first recorded picture postcard dates to 1894. Postcards have declined in popularity in recent years with technology ➤ Souvenirs are collected on holiday to remember the experience. 			
	Our Local Heroes:	➤ use common words and	➤ See the information contained in the	Hero, local, photograph	Significant, artefact,	➤ choose parts of sources to

	Who are our local heroes?	<p>phrases relating to the passing of time</p> <ul style="list-style-type: none"> ➤ know where the people they study fit within a chronological framework ➤ study significant historical people and places in their own locality ➤ understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<p>teacher unit overview. The number of heroes selected is dependent on the size of the class and the area in which you live. If possible, each group could become an expert on one of the heroes. Enlist help from your local history group/librarian/people from the church in your locality in finding your heroes, and use any blue plaques around your local area. A letter sent out to parents earlier in the year may identify some heroes in the locality, and even ones who are members of the children's families. You could also get in touch with the local parish magazine or local paper asking for help.</p>		evidence, legacy	show that they know and understand key features of events
Year 3	The Stone Age: What was new about the New Stone Age?	<ul style="list-style-type: none"> ➤ use common words and phrases relating to the passing of time ➤ develop a chronologically secure 	<ul style="list-style-type: none"> ➤ The Stone Age is part of a time period called Prehistory. ➤ Prehistory includes the Stone Age, Bronze Age and Iron Age. ➤ The Stone Age gets its name from the stone 	Stone Age, Palaeolithic, Mesolithic, Neolithic, archaeology, forage, settlement	<p>Agriculture, civilisation, archaeology, invasion</p> <p>Artefact, evidence, significance</p>	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<p>knowledge and understanding of British history</p> <ul style="list-style-type: none"> ➤ develop the appropriate use of historical terms, and note connections and contrasts over time ➤ construct informed responses that involve the selection of relevant historical information ➤ regularly address historically valid questions about similarity and difference 	<p>(flint) used to make weapons and tools.</p> <ul style="list-style-type: none"> ➤ The Stone Age is divided into 3 time periods: Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). ➤ It is hard to give exact dates from this period as it happened so long ago. ➤ We know about the Stone Age from studying archaeological remains and artefacts. ➤ New archaeological finds often change our interpretation of what happened in the Stone Age. ➤ Changes in the Stone Age took many years to happen. ➤ Developments in the New Stone Age included agriculture, housing, settlements and trade. ➤ The period ended with the development of metalworking. ➤ Stonehenge is a Neolithic stone 			<ul style="list-style-type: none"> ➤ establish clear narratives within and across the periods they study
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			monument near Salisbury, Wiltshire.			
	The Bronze Age and the Iron Age: Which was more impressive – the Bronze Age or the Iron Age?	<ul style="list-style-type: none"> ➤ use common words and phrases relating to the passing of time ➤ develop a chronologically secure knowledge and understanding of British history ➤ address historically valid questions about change, similarity and difference ➤ develop the use of historical terms ➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information ➤ address historically valid questions 	<ul style="list-style-type: none"> ➤ 2500 BC, people began to smelt copper. ➤ 2150 BC, copper was mixed with tin to make bronze. Bronze was better because it is harder, stiffer, more durable and non-corrosive. ➤ People made everyday items - tools like axes and domestic utensils like cauldrons for cooking. and beautiful objects like the Mold Cape ➤ Horses became an important form of transport during the Bronze Age. ➤ The Isleham hoard, discovered in Cambridgeshire in 1959, contained 6,500 pieces held inside an enormous ceramic jar. ➤ The Amesbury Archer was found near Stonehenge in 2002 ➤ Salcombe Shipwreck - this Bronze Age boat was discovered in 2009 just 300 metres from the Devon coast. Nearly 300 artefacts 	Bronze, hoard, ore, status, archer, beliefs, tribe, roundhouses, hill fort	<p>Agriculture, civilisation, archaeology, invasion</p> <p>Artefact, evidence, significance</p>	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<p>about trends and significance</p>	<p>from all over Europe were discovered onboard.</p> <ul style="list-style-type: none"> ➤ The first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal. ➤ People who lived in Britain during the Iron Age are the 'Celts'. They were made up of many different tribes, but they did have similar languages and beliefs. ➤ Iron Age houses were often round with upright timbers for support, interwoven with twigs and branches. ➤ There was just one room for the whole family where they had their meals, slept and lived. ➤ People had very few personal possessions. ➤ The Lindow Man is a preserved body – there are many theories about how he died. ➤ Hill forts were good for defence as you could spot the enemy 			
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			easily from a long distance away, but it may have been difficult to live there, as they may not have been near to fresh water.			
	Local History: Why should we preserve our locality?	<ul style="list-style-type: none"> ➤ use common words and phrases relating to the passing of time ➤ develop a chronologically secure knowledge and understanding of British and local history ➤ develop the appropriate use of historical terms ➤ address and devise historical valid questions about change, cause, similarity, difference and significance ➤ explain whether or not a building is worth saving 	<ul style="list-style-type: none"> ➤ Listed buildings have been placed on the National Heritage List for England – usually, a building needs to be at least 30 years old to be listed. ➤ Listed buildings get protection from development. ➤ There is a diverse list of reasons as to why buildings may be listed. ➤ Beauchief Abbey grade II listed could be used throughout unit – golf course want to demolish and build over? 	Listed, architecture, names of features related to the buildings, architectural terms, migration, leisure, worship, heritage	Artefact Legacy Evidence Significant	<ul style="list-style-type: none"> ➤ construct informed responses that involve selection of relevant information ➤ understand how our knowledge of the past is constructed from a range of sources

<p>Year 4</p>	<p>The Ancient Egyptians: How much did the Ancient Egyptians achieve?</p>	<ul style="list-style-type: none"> ➤ study the achievements of the earliest civilisations ➤ develop a chronologically secure knowledge and understanding of British, local and world history ➤ note connections, contrasts and trends over time ➤ develop the use of historical terms ➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> ➤ We can find out about Ancient Egyptian civilisation by studying archaeological remains and writing. ➤ The River Nile was important because it made the land fertile, so the Egyptians could grow crops. It was also used for transport. ➤ Society was structured with the pharaoh at the top and slaves at the bottom. ➤ Most people in Ancient Egypt were farmers. ➤ Ancient Egyptians worshipped over 2000 gods and goddesses. ➤ The Ancient Egyptians believed in an afterlife. ➤ Archaeologists are able to read hieroglyphics following the discovery of the Rosetta Stone. ➤ Howard Carter discovered the tomb of Tutankhamun in November 1922. ➤ Many museums in the UK have an Ancient Egyptian collection. ➤ The Ancient Egyptians had many 	<p>Irrigation, hieroglyph, archaeologists, sarcophagus, excavation, papyrus, pharaoh, pyramid, sphinx, mummification</p>	<p>Agriculture Civilisation Archaeology Artefact Empire Hierarchy Legacy Evidence Significance</p>	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources ➤ address and devise historically valid questions about similarity, difference and significance
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			achievements in such areas as farming, building, religion, medicine, writing, mathematics and crafts.			
Roman Britain: What happened when the Romans came to Britain?	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge and understanding of British history ➤ address historically valid questions about change, cause and significance ➤ note connections, contrasts and trends over time and develop the appropriate use of historical terms ➤ address and devise historically valid questions about similarity and difference 	<ul style="list-style-type: none"> ➤ The Romans first came to Britain in 55 and 54 BC when Julius Caesar invaded. ➤ The Romans did not stay in Britain until Claudius invaded in 43 AD. ➤ After this, the Romans had control of most of England and Wales however little of the north and Scotland. ➤ The border between Roman Britain and the north was the 73-mile Hadrian's Wall. ➤ Although there were Roman governors and administrators, many local rulers were left in charge as 'client kings'. There were rebellions – the most famous being that of Boudicca in 61 AD. ➤ Only Roman citizens could serve in the legions, but there were also many auxiliaries – many of 	Conquer, emperor, centurion, forts, transport system, legions, legionaries, auxiliaries,	Civilisation Artefact Empire Hierarchy Invasion Legacy Evidence Significance	<ul style="list-style-type: none"> ➤ construct informed responses that involve the thoughtful selection and organization of historical information ➤ understand how our knowledge of the past is constructed from a range of sources 	

			<p>them not actually from Rome.</p> <ul style="list-style-type: none"> ➤ Although most people lived in the countryside, towns were established – some of them well laid out with walls, grid patterns and public buildings. ➤ Richer Romans lived in villas but this is not how many people lived at the time. ➤ Roman Britain also had a sizeable number of slaves, and the treatment of women was often poor. ➤ Roman Britain reached its height in c. 160 AD. ➤ By the early 5th century, many Romans had left, and the links with Rome were largely severed by 410 AD. ➤ The Roman army was incredibly well trained and organised. 			
	<p>Crime and Punishment: How has Crime and Punishment changed over time?</p>	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge and understanding of British history 	<ul style="list-style-type: none"> ➤ Not everyone agrees that a certain action should be regarded as a crime. E.g., Black Act 1725 to ban poaching. ➤ In 1688, there were 50 crimes punishable by 	<p>Rules, society, crime, punishment, suffragettes, discrimination, prejudice, terrorist,</p>	<p>Democracy Hierarchy Monarchy Parliament</p>	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<ul style="list-style-type: none"> ➤ establish clear narratives over periods of study ➤ note connections, contrasts and trends over time and develop the use of historical terms ➤ address historically valid questions about continuity and change and cause ➤ address and devise historically valid questions about continuity and change, similarity and difference and significance ➤ construct informed responses that involve thoughtful selection and organisation of relevant 	<p>death. In 1765, this had risen to 160 crimes and by 1815, there were over 200 crimes carrying the death sentence.</p> <ul style="list-style-type: none"> ➤ The spread of information (n'papers) led to belief that crime was increasing, which worried many. ➤ Methods of catching criminals were ineffective, so the rich believed that the punishments needed to be so terrible that they would act as the main deterrent. ➤ The last public hanging in England was in 1868. ➤ The death penalty was permanently abolished in 1969 and the last criminal to be executed was in 1964. ➤ Highway robbery became more frequent in the 1700s as people were travelling more and the rich often carried large amounts of money. ➤ Dick Turpin is a famous highwayman 	parliament, peasantry		
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		<p>historical information</p>	<ul style="list-style-type: none"> ➤ Developments in transport, roads and banks led to a fall in highway robbery. ➤ As towns grew in size, crime became more and more of a problem. ➤ Sir Robert Peel, in 1829, created the Metropolitan police force to patrol the streets of London. ➤ By 1856, it was compulsory for all districts to have a police force. ➤ Transportation was popular until the early 1800s as a way of removing criminals from the country. ➤ The journey to Australia was a horrific ordeal, and the conditions were so poor that one in three prisoners died on the way. ➤ Transportation was ended in 1868. ➤ Most of those sent to Australia went on to live a peaceful and useful life in that country. ➤ Prisons are still a popular form of 			
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			<p>punishment because they remove a person's freedom and protect people from criminals.</p> <ul style="list-style-type: none"> ➤ Alexander Paterson, during the first half of the 20th century, believed that the aim should be on reforming the person. ➤ The campaign for women's suffrage gained momentum from the 1860s onwards. ➤ In 1897, the National Union of Women's Suffrage Societies was created, led by Millicent Fawcett. ➤ After the war, women over 30 were given the right to vote, but they still did not have equal terms with men until 1928. ➤ In 2018, a statue of Millicent Fawcett was placed in Parliament Square. She is the only woman given that honour. 			
Year 5	The Anglo-Saxons: Was the Anglo-Saxon period	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge 	<ul style="list-style-type: none"> ➤ The Roman army left Britain around 410AD. ➤ The Anglo-Saxons had started to raid Britain 	Dark Ages, pagan, archaeologist, excavation,	Invasion Agriculture Archaeology Artefact	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is

	really a Dark Age?	<p>and understanding of British and world history</p> <ul style="list-style-type: none"> ➤ develop the appropriate use of historical terms ➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information ➤ note connections, contrasts and trends over time ➤ regularly address and devise historically valid questions about significance 	<p>before the Romans left.</p> <ul style="list-style-type: none"> ➤ The Anglo-Saxons started to settle in Britain as the country was fertile. ➤ The Anglo-Saxons came from Germany, Holland and Denmark. ➤ The Anglo-Saxons were originally pagans, but they gradually converted to Christianity. ➤ The Anglo-Saxons did not call the time that they lived the 'Dark Ages'. ➤ Historians called the Anglo-Saxon period a 'Dark Age' as they thought it was very different to civilised Roman Britain. ➤ The archaeological remains at Sutton Hoo and the Staffordshire Hoard tell us a lot about the Anglo-Saxons. They have made historians change their minds about a 'Dark Age'. ➤ We can also find out about the Anglo-Saxons from the story of Beowulf. 	Hoard, monastery, preserved, site	Hierarchy Invasion Evidence Significance	constructed from a range of sources
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			➤ From 793CE the Vikings raided and then settled in Britain.			
	The Vikings: Would the Vikings do anything for money?	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge and understanding of British history ➤ establish clear narratives within and across the periods ➤ develop the appropriate use of historical terms ➤ address historically valid questions about cause and significance ➤ construct informed responses that involve the thoughtful selection and organization of relevant historical information 	<ul style="list-style-type: none"> ➤ The term 'Viking' comes from the Old Norse word 'Vikingr', meaning a pirate or raider. ➤ Monasteries were only 'guarded' by the monks and they had great wealth that could easily be looted by the Vikings. ➤ The raid on Lindisfarne was not the earliest raid, but it is one of the best documented, and is the first dated raid. ➤ The raids were not always successful. For example, the monks at Jarrow managed to fight off the Vikings in 794 AD. ➤ In 875 AD the Vikings returned, and this time they were successful – the monastery was sacked. ➤ Many historians agree that the Vikings left due to overpopulation in their homelands. 	Raid, monk, monastery, looted, abbey, migrate, settle, invader, settler, longhouses	Invasion Monarchy Agriculture Archaeology Artefact Empire Hierarchy Evidence Significance	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<ul style="list-style-type: none"> ➤ note contrasts and connections over time ➤ Look for the following to help the children to identify Viking places names: 'by' = farm or village (Derby, Rugby, Whitby); 'kirk' = church (Ormskirk); 'toft' = house, plot of land (Lowestoft); 'ness' = headland (Sheerness); 'thwaite' = woodland clearing (Slaithwaite); 'thorp' = small settlement (Scunthorpe, Grimethorpe); 'keld' = spring (Threkeld). 	<ul style="list-style-type: none"> ➤ The ships that the Vikings used had sails and oars. ➤ They had shallow, narrow hulls that meant they could navigate rivers. ➤ They could be sailed either way around, which meant they could make a hasty turn and could avoid hazards. ➤ As the ships were light, the crew could easily haul it onto the land. ➤ Their figureheads were carved from a single piece of wood, and depicted scary beasts to protect against evil spirits. ➤ Most Vikings who settled in Britain were farmers, living in small communities in the countryside. ➤ Jorvik is unusual, as the Vikings did not like living in towns. ➤ The Viking and Anglo-Saxon periods ran parallel, and power moved from one side to the other, and then back. 			
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			<ul style="list-style-type: none"> ➤ The area known as Danelaw was the part of Britain ruled by the Vikings during Anglo-Saxon times. ➤ Alfred was the King of Wessex from 871 to 899, and is the only British monarch to have been given the title 'Great'. ➤ Alfred was regarded as the defender of Christianity against the pagan Vikings. ➤ The Vikings were not just raiders. They were also skilled craftspeople in textiles, wood and metal. ➤ Coins help to tell us something about the Vikings. ➤ The sagas were tales told around the fire rather than written down. 			
Journeys: What makes people go on a journey?	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge and understanding of British and world history ➤ establish clear narratives 	<ul style="list-style-type: none"> ➤ Walter Raleigh is known as a poet and writer as well as an explorer. ➤ Raleigh sponsored his first journey to America in 1578. ➤ Queen Elizabeth I granted him a Royal 	Migration, emigration, immigration, migrant, refugee, voyage, Tudor, indigenous, persecution, anti-Semitism, Great Depression	Invasion Civilisation Artefact Empire Invasion Legacy Evidence Significance	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources 	

		<ul style="list-style-type: none"> ➤ address and devise historically valid questions about significance and cause and change ➤ note connections, contrasts and trends over time 	<p>Charter which permitted him to explore, rule and colonise.</p> <ul style="list-style-type: none"> ➤ The Titanic, on completion, sailed from Belfast to Cobh in Ireland. ➤ The Titanic then set off on its maiden voyage across the Atlantic. ➤ 123 passengers boarded the ship at Cobh in County Cork, Ireland. ➤ The passengers from Cobh were part of the 2,200 passengers and crew on board when the ship sank on 15th April 1912 after it hit an iceberg 400 miles south of the Newfoundland coast. ➤ Only 44 of the passengers from Cobh survived the sinking of the ship four days after they got on board. ➤ The Kindertransport (German for 'children's transport') was a programme which brought almost 10,000 (mostly Jewish) children to Britain from Central Europe 			
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			<p>between December 1938 and the outbreak of the Second World War in September 1939.</p> <ul style="list-style-type: none">➤ In the 1940s, the West Indies was part of the British Empire.➤ A large number of the 492 passengers on HMT Empire Windrush had fought on behalf of Britain in the Second World War.➤ In 1948, the British Nationality Act was passed, allowing those people living in the Commonwealth full rights of entry and settlement. This act gave people from the West Indies the opportunity to settle in the UK.➤ The passengers were not welcomed by everyone in Great Britain, and promises of a new life were not fulfilled.➤ In 2009, the Home Office destroyed the passenger records from the Windrush. This made it impossible for some individuals to prove			
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			<p>they lived in the UK legally. A call for amnesty for those that had arrived between 1948 and 1971 followed.</p> <ul style="list-style-type: none"> ➤ Currently, we have the largest number of people fleeing violence and conflict trying to enter the UK since the Second World War. 			
Year 6	The Maya Civilisation: Why should we remember the Maya?	<ul style="list-style-type: none"> ➤ establish clear narratives within and across periods they study ➤ regularly address historically valid questions about similarity and difference and significance ➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> ➤ The Maya lived in Meso-America (Central America) in the area called Mexico and Guatemala. ➤ The Maya was a Stone Age culture as they didn't have metal. ➤ The Maya formed a society of city-states. ➤ The Maya made many technological advances and established a huge trading empire. ➤ The Maya developed a writing system based on symbols called hieroglyphs. ➤ The Maya built pyramids to worship their gods and offer sacrifices. 	Religious, social, economic, cultural, political, creation, sacrifice, astronomy, calendar, trade	Civilisation Archaeology Artefact Hierarchy Legacy Evidence Significance	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<ul style="list-style-type: none"> ➤ note connections, contrasts and trends over time ➤ develop the appropriate use of historical terms ➤ address and devise historically valid questions about change, cause and significance 	<ul style="list-style-type: none"> ➤ The Maya worshipped up to 300 gods, each one doing a different job. ➤ There are many theories why the population of Maya cities disappeared around 900AD. ➤ We know about the Maya from archaeological remains and the people living in the area today. ➤ We use the term Maya not Mayan. Mayan is only used to describe the language. 			
	The Ancient Greeks: What did the Greeks do for us?	<ul style="list-style-type: none"> ➤ develop the use of historical terms ➤ address and devise historically valid questions ➤ construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> ➤ The first important Greek civilisation was the Minoan period from 2200–1450 BC. ➤ The Greeks flourished during the Classical period from 490–350 BC. During this time, the city-states, particularly Athens and Sparta, were very powerful. ➤ Greeks thought of themselves as members of their city-states first and of their country second. However, they did 	Classical, Hellenistic, city-state, democracy, architecture, Olympics, legacy	Civilisation Archaeology Artefact Democracy Empire Hierarchy Invasion Legacy Evidence Significance	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<ul style="list-style-type: none"> ➤ continue to develop a chronologically secure knowledge and understanding of world history ➤ consistently answer and ask historically valid questions about similarity and difference 	<p>share a national culture and language.</p> <ul style="list-style-type: none"> ➤ Athens became the largest, most powerful and wealthy city-state by the 5th century BC. ➤ Sparta was also very wealthy, and built up its power by having a huge emphasis on warfare. ➤ Athens developed a new form of government where the people (citizens) ruled the country - democracy. ➤ The Olympics were the largest and most famous games held in ancient Greece – began in 776 BC. ➤ The Olympics were incredibly brutal. ➤ We have large amounts of decorated pottery from Ancient Greece which help us to piece together information about the people and times. ➤ The 12 most important gods in Ancient Greece lived on Mount Olympus. ➤ Myths are stories usually focusing on 			
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			<p>gods, goddesses and heroes.</p> <ul style="list-style-type: none">➤ The Greek city-states were often engaged in warfare, either between themselves or against a common enemy like Persia.➤ Other areas include drama/theatre, mathematics, science, language, architecture, literature, philosophy and medicine:➤ Drama: The Greeks had three types of theatre: satire, tragedy and comedy. They are still performed today, and include works by Euripides, Sophocles, Aeschylus and Aristophanes. The audience sat on tiered seats so they could all see. Only men could be actors. They used a group of performers called a chorus to comment on the action. Actors wore masks to help the audience see expressions and moods. The action took place in front of a			
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			<p>building called a skene. This was sometimes painted to fit in with the play, and has led to the use of the word 'scenery'.</p> <ul style="list-style-type: none">➤ Mathematics: Pythagoras had a geometrical theorem stating that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. It is still used today in areas such as building when calculating dimensions of roofs, or making sure the angles of windows and doors are as they should be.➤ Science: Archimedes discovered the relationship between buoyancy and water displacement while having a bath. His findings are still relevant when designing sea craft today. Ships are designed to displace the maximum amount of water so that they can float.			
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			<ul style="list-style-type: none">➤ Language: Many words in our language are derived from ancient Greek. For example, prefixes auto- (self) and micro- (small), the suffix -logy (study) and the word sphere (ball).➤ Architecture: Their magnificent buildings had huge columns in various styles called Doric, Ionic and Corinthian.➤ Literature: Homer wrote the epic poems the Iliad (about the Trojan War) and the Odyssey (about Odysseus' journey home). Lyric poems were poems accompanied by music played on a lyre.➤ Philosophy: Meaning 'love of wisdom'. Famous Greek thinkers included Plato, Aristotle and Socrates. Plato wrote about an ideal world. They considered the big questions such as 'What is the meaning of life?'. Socrates was not popular, and was			
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			<p>forced to kill himself by drinking poison.</p> <ul style="list-style-type: none"> ➤ Medicine: Hippocrates is known as the ‘father of modern medicine’. He believed in close observation of patients, and treating the body as a whole. He wrote a guide for how doctors should behave, and this led to the ‘Hippocratic oath’ which is still used today. 			
	<p>The Impact of War: Did WWI or WWII have the biggest impact on our locality?</p>	<ul style="list-style-type: none"> ➤ develop a chronologically secure knowledge and understanding of British, local and world history ➤ address and devise historically valid questions about change, cause and significance ➤ note connections, contrasts and trends construct informed responses that 	<ul style="list-style-type: none"> ➤ Traditional war memorials include crosses, plaques, statues and sculptures. ➤ The ‘thankful villages’ are the ones where all the men sent to fight in the war returned home safely. ➤ There are also ‘doubly thankful villages’. These are villages where men from both world wars returned home safely. ➤ Influenza (Spanish flu) infected 500 million people worldwide after the First World War. It killed between 	<p>Memorial, casualty, conscription, Blitz, evacuee, refugee, rationing, propaganda, commemorate,</p>	<p>Artefact Democracy Empire Invasion Legacy Parliament Evidence Significance</p>	<ul style="list-style-type: none"> ➤ understand how our knowledge of the past is constructed from a range of sources

		<p>involve thoughtful selection and organisation of historical information</p> <ul style="list-style-type: none"> ➤ develop the use of appropriate historical terms 	<p>20 and 50 million worldwide.</p> <ul style="list-style-type: none"> ➤ In 1916, conscription was introduced in Britain, as there were no longer enough volunteers wishing to enlist. All fit men between the ages of 19 and 41 were conscripted. In April 1918, the age was raised to 51. ➤ The school curriculum in both wars reflected patriotism ➤ In September 1939, around 3 million children between the ages of 5 and 14 were evacuated. ➤ There were food shortages and rationing in both world wars. ➤ Rationing was introduced in both wars. ➤ During the Wars, women found work in such areas as making munitions. By the end of the war, 2.9 million women were employed in the industry. ➤ In the First World War, coastal towns were 			
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			<p>very vulnerable to attacks by enemy shells fired from offshore.</p> <ul style="list-style-type: none"> ➤ Attacks from the air were much more of a threat in the Second World War, and cities like London, Coventry and Liverpool were very badly damaged and many people were killed. ➤ Air raid precaution wardens served in the Second World War and would check that blackouts were in place. There may be evidence of old Anderson (outdoor) shelters in your locality. 			
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***Key vocab to be used/modelled consistently throughout unit by adults.**