**1Emmanuel HISTORY KSV**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Personal/Local |  | Significant People |  | Significant Events |  | Ancient Civilisations |  | British History |

**Common aims/objectives**:

* To know about the everyday lives and achievements of people, the key events, significant individuals, beliefs relevant to the time periods studied.
* To develop an increasing understanding of Chronology from Ancient Civilisations to modern day.
* To use an increasingly wide range of evidence to find out about the past and to answer enquiry questions.
* To develop the key skills of historical enquiry, developing independence.
* To deepen their knowledge and use of a wide range of increasingly specialist historical vocabulary.
* Through the study of a range of time periods, begin to make links and connections to support their understanding of key historical concepts (Substantive and 2nd Order)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR GROUP** | **HISTORICAL TIME PERIOD OR FOCUS** | **Substantive Knowledge** | **Key Vocabulary** | **Disciplinary knowledge**  **(Also see progression document for History Disciplinary Knowledge)** | **KEY OUTCOMES**  **TRIP/VISIT** |
| **YEAR 3** | **3.1 Stone Age to Iron Age** | The Stone Age runs from about 700,000BC to 2300BC  The Stone age is divided up into 3 key times: Palaeolithic (Ancient Stone), Mesolithic (Middle Stone)and Neolithic (Nar stone)  There were some great achievements in the Stone Age period: the building of Stone Henge and the Cave Paintings.  ***Some important discoveries***: Skara Brae was first inhabited in 3200BC. This place has the most advanced Stone Age houses discovered. The houses had ovens, cupboards, storage boxes and an indoor toilet.  **Key characteristics of life in the Stone Age**: people made tools from stone, wood or bone. They survived on hunting animals or gathering wild food. They moved around to find them and lived in caves. When they began to farm they started to stay in the same place.  The Bronze Age runs from about 2500/2300BC to 800BC. *(It started at different times around the world)*  This is when people worked out how to make weapons, armour, tools and building materials, using Bronze instead of Stone. Bronze Age people lived in settlements, which was a group of round houses.  • Houses were made from wattle (sticks) and daub (mud) or dry stone.  The Iron Age runs from 800BC to AD43. During the Iron Age the Celts lived in Britain.  The Celts were tribal communities. The Iron Age ended when the Romans Invaded Britain. 54BC was the start of the Roman invasion and the beginning of written records- Julius Caesar invaded in 55BC | Prehistory Prehistoric Neanderthals Species Lithic Homosapien Archaeologist  Hoard Coastline Agriculture Hunter Gatherer Settlement Monument Stone Circle Henges Stonehenge Extinct Woolly Mammoth Shield Helmet Celtic Weapon Migration Community artefact Century CE BCE | ***To develop more independence in carrying out an enquiry including posing their own questions and organising their work.***  ***To address and begin to devise historically valid questions***  ***To understand how knowledge of the past is constructed from a range of sources***  3.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered.  3.1ii To know the importance of archaeological finds in learning about the Stone Age to Iron Age.  3.1iii To know what life was like during this period  3.1iv To know how life changed from the Stone Age to the Iron Age  TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING | Creswell Crags |
| * 1. **EGYPTIANS** | To know who the Ancient Egyptians were, were they were from and what was happening in other parts of the world at that time.  To know what life was like in Ancient Egypt and how we know about it.To know how historians use sources to work out what life was like in the past.To know about Howard Carter and the discoveries made. 1922: English Archaeologist Howard Carter uncovered the tomb of Tutankhamun when digging in the Valley of the Kings in Luxor Egypt.  To know what the beliefs of the Ancient Egyptians were. Egyptians were Polytheistic: belief in different gods, goddesses, creation. Wall paintings, gods and preparation for the afterlife. Many gods had the body of a human mixed with the head of an animal. There were over 2000!  Some of the most important Gods: Ra, Shu, Tefnut, Geb, Nut, Set, Amun Horace, Thoth, Ma’at, Osiris, Hathor, Anubis, Sekhmet  Egyptians believed that when they died they went to another world so they needed to be equipped. This is why rich people and the Pharaohs got buried with jewellery, tools, chariots and weapons. | Ancient Civilisation  Moses Old Testament  Excavation Tomb Archaeologist  Pharaoh Pyramids  Valley of the Kings  Antechamber Sarcophagus  Reign Ammit Akhet Peret Shemu Afterlife Howard Carter Lord Carnarvon Hieroglyphics Papyrus  Embalming Mummification Canopic Jars Sphinx Dynasty Slave | 3.2i To use a range of sources to find out about the Ancient Egyptians  3.2 ii. To know what life was like for different classes of citizens within Ancient Egypt  3.2iii. To know what the Ancient Egyptians believed: Gods, goddesses and what happens when they die.  3.2iv. To understand the power of the rulers in Ancient Egypt  3.2v. To know about key events from Ancient Egypt.  3.2vi. To know about the achievements of the Ancient Egyptians  3.2vii. To know how we find out about the past and that Archaeologists use primary sources, including objects and buildings that were there at the time.  3.2viii To know that there can be different interpretations of the past and be able to give an example or reason for this.  TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING | Weston Park Museum |
| **3.3 A significant Individual: Walter Tull** | **To know that Walter Tull was mixed race and that his father was born in Barbados.**  **To know about the family members, he lived with as a child and how his life changed after he lost both parents as a young child and moved to an orphanage.**  **To know that Walter Tull was significant because he was the first black Officer in the British Army and that he was also one of the first black professional footballers.**  **To know what life was like in the trenches and how Walter died.**  **To understand the legacy of Walter Tull.** | The Great War, Armistice Remembrance, Legacy Primary Sources Secondary Sources Amateur Professional Artefact Racism Soldier War Officer Civilian Orphan Trenches Truce Century CE BCE  Legacy | 3.1i To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered.  3.3ii To know about the lives of significant individuals in the past who have contributed to national and international achievements  3.3iii To understand what it means to be famous, and that people can be famous for many different reasons  3.3ivTo recognise why people did things, why events happened and what happened as a result  TO USE AND MAKE TIMELINES USING THE SUGGESTED SCALING |  |
| **YEAR 4** | **4.1 ROMANS**  **(including Boudicca)** | To know about the culture and beliefs of Romans. Roman’s worshipped many Gods: know some important Gods- Atlas, Cupid, Neptune, Mars, Diana. Christianity was the only religion in Rome  To know what life was like on the army: soldiers’ uniforms and weapons.  To know about significant individuals or events linked to the Romans. To know what life was like in this period. 55BCE/BC Julius Caesar attempted to invade Britain- he took 10000 men with him but was defeated.  To know and understand the reasons  for Claudius’ invasion and why some resisted. 61 CE/AD Boudicca led a rebellion against Emperor Claudius. She was the queen of the Iceni Tribe.  To know about the impact that the Roman Empire had on Britain.  To know about the way of life of people in Roman Britain- clothes, food, farming etc. To know about how the Romans improved life- the legacy (inventions, forts, settlements and roads- They built aqueducts to supply towns with water from springs, lakes or rivers.) To know about art works and mosaics. | Julius Caesar Invasion  Conquest Resistance  Empire Emperor Centurion Century Roman Britain Mediterranean Latin defeat Conquer Gladiator Invade Settle Settlement Aqueduct  Rebellion | ***To develop more independence in carrying out investigations including posing their own questions and organising their work.***  ***To address and sometimes devise historically valid questions***  ***To understand how knowledge of the past is constructed from a range of sources***  4.1i To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans  4.1ii To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered.  4.1iii To know what life was like during this period  4.1iv To know about the culture and beliefs of Romans  4.1v To know about significant individuals or events linked to the Romans.  4.1vi To know about the impact that the Roman Empire had on Britain  TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE  4.2 To be able to use evidence to find out about the past in the local area.  4.2i To know about the lives of significant individuals in the past who have contributed to national and international achievements  4.2ii To know that people are seen as significant because what they did in their lives resulted in change over time.  4.2iii To know what life was like during this time  4.2iv To recognise that there can be more than one cause for events.  TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE  4.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements  4.3ii To know that people are seen as significant because what they did in their lives resulted in change over time.  4.3iii To recognise why people did things, why events happened and what happened as a result  4.3iv To recognise that there can be more than one cause for events.  TO USE AND MAKE THEIR OWN TIMES, BEGINNING TO DECIDE ON A SUITABLE SCALE |  |
| **4.2 LOCAL HISTORY**  **STEEL CITY** | The Industrial Revolution began in Great Britain and spread to the rest of the world.  The Industrial Revolution was a time in British history where the country changed hugely from a mostly rural society to an industrial one  It is called a revolution because it was such a huge change. The birth of the Industrial Revolution is the birth of the modern world that we know today. To know about significant inventions that have a lasting legacy.  To know about Sheffield’s role in the Industrial revolution. Sheffield is built upon seven hills and has the waters of five rivers running through it; including the Don, Sheaf and the Porter Brook. To know that Sheffield is famous for steel production and some of the developments in steel production during the time period studied e.g Crucible, Bessemer.  **To know what life was like in Victorian times:**   * *Living conditions* * *Life in the workhouse* * *Conditions in factories* * *Jobs undertaken by children*   **The impact of disease**: typhus, typhoid, tuberculosis and cholera all existed in the cities of England. Overcrowding, low standard housing and poor-quality water supplies all helped spread disease. Many people died. John Shaw proved Cholera spread through infected water in 1854. | Industrial revolution Population Economy Agriculture Poverty Sanitation Over-crowding Child Labour Workhouse Village Rural Urban Capitalist Labour Cholera Locomotive Invention Canal Privy Back to Back Crucible Bessemer Convertor Stainless Steel Iron Little Mesters Buffer Girls Mass Production | Kelham Island and Geography visit to Coal Mining museum (contrasting industry) |
| **4.3 A Significant Individual: Rosa Parks (Short Topic)** | **Black people were not allowed to use many of the public places as white people. This was called segregation.**  **Segregation was enforced by the law and black and white people were separated at school, on transport, in public toilets and in restaurants.**  **Rosa Parks was a black African-American woman who played an important part in the American Civil Rights movement when she refused to give up her seat to a white passenger and was arrested.**  This led to the start of a large civil rights movement. 40 000 black people in the area, and some white people refused to go on the buses at all until they were treated fairly. This was called The Bus Boycott. Over ninety per cent of them went to work some other way and the boycott last 381 days.  **Rosa Parks was born in 1913 and died in 2005 aged 92. She was born on February 4th.** | Boycott, Abolish, Activist  Segregation, Racism,  Campaign, Legacy, Inspirational  Civil rights,  Imprisoned, boycott,  peaceful Protest  Slaves Equality Inequality Jim Crow Laws |  |
| **Year 5** | **5.1 VIKINGS AND ANGLO SAXONS** | To know where the Anglo Saxons and Vikings fit into British history.  Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD/CE.  The Anglo Saxon period has been called the Dark Ages, the Middle Ages or the Early Medieval period. It was called the Dark Ages because there was very little evidence about their lives.  To know from where, why and when they invaded. To know how life changed and what remained the same after the invasions. As the Romans began to leave Britain, Britain was attacked by the Scots and Picts and German speaking Angles, Saxons, Jutes and Frisians also began to arrive.  Vikings began to arrive in Britain 789AD/CE. They started with raids.  The Vikings came from many places in the world: Denmark, Norway, Sweden, Russia, Iceland and Greenland. They were a mixture of raiders, invaders, settlers and traders. They later became Christians.  To know the key characteristics of Anglo Saxon and Viking Britain and what lasting legacy remains.  To understand the significance of Alfred the Great. | Century Vikings Kingdoms  Earls Bretwalda  Anglo Saxons Invade Settle Settlement Settlers Thrall Runes Pagans Battle Longhouse Danegeld Werigeld Battle of Hastings Burh Danelaw Interpretation Hoard Migration Picts Raid Saga Cyning Trade | ***To address and sometimes devise historically valid questions***  ***To construct informed responses by selecting and organising relevant historical information***  ***To understand that different versions of the past may exist, giving some reasons for this***  ***To recognise that there can be more than one cause for events.***  *5.1i* To develop a chronologically secure knowledge and understanding of British History, establishing a clear narrative within the period covered.  5.1ii To know about settlements within Britain by Anglo Saxons and the Viking and Anglo Saxon struggles up to the time of Edward the Confessor.  5.1iii To note connections, contrasts and trends over time, between periods studied: Stone Age to Romans to Vikings to Anglo Saxons  **With a high level of independence:**  Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.  Recreate a world timeline from Ancient to modern times placing all historical periods studied in the  correct order. | Murton Park or Yorvik Viking Centre |
| **5.2**  **Elizabeth I**  **Elizabethan times** | To know that Elizabeth 1’s reign was 17th November 1558-24th March 1603.  To know that she was a Tudor Monarch and where she fitted in the Tudor Dynasty.  To know about gender bias of the times and the opinions/expectations of Elizabeth 1 when she came to the throne.  To know that Elizabeth was the child of Henry VIII and Anne Boleyn.  To know that Anne Boleyn was beheaded when Elizabeth was only 2 years of age.  To know a range of opinions of the monarchy at that time. | Monarch, Protestant, Catholic, Court  Tudor  Elizabethan  Execution  Armada  Maritime  Invasion  Sea-faring  Divorce  Beheading  Primary  Secondary  dynasty | 5.2i To construct informed responses that involve thoughtful selection and organisation of relevant historical information.  5.2ii To use and make increasingly detailed timelines, using a range of scales.  5.3iii To appreciate the significance of turning points associated with the reign of Elizabeth  5.4 iv To address historically valid questions about similarity and difference.  **With a high level of independence:**  Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.  Recreate a world timeline from Ancient to modern times placing all historical periods studied in the  correct order. | Hardwick Hall |
| **5.3 GREEKS** | Know that Greece is a country in Europe, but people have been living in that area for a very long time. The people who were living there thousands of years ago are called the Ancient Greeks.The Ancient Greek Empire was very large, and included the modern European countries of Turkey and Bulgaria.  To know about the key events and achievements of the Ancient Greeks. The first democracy was in 508BC in Athens. They would go to the Assembly (Pynx) and debate issues – there had to be 6000 people to hold a debate.  To know what life was like for Ancient Greeks. Greek families were often small. Boys were seen as more important than girls. This was different to the Egyptians.  To know about the significance of Myths in Ancient Greece particulary the story of the birth of democracy.(Athena vs Poseidon)  To know about the legacy and impact on the world of the Ancient Greeks. | Ancient Civilisation Acropolis Archaeologist  Architecture Citadel  Civilisation Climate  Continent Culture Deities Government Democracy Empire Human geography  Physical geography  Fertile Merchant  Mythology Philosophy  Polis Polytheists Seafaring Society Trade Urban Warfare | 5.3i To use a range of sources to find about the life and achievements of the Ancient Greeks  5.3ii To know what life was like for the people of Ancient Greece  5.3iii To know about the key events and achievements of the ancient Greeks  5.3iv To understand the legacy and impact on the world of the Ancient Greeks.  5.3v To know a selection of Greek myths and legends  **With a high level of independence:**  Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.  Recreate a world timeline from Ancient to modern times placing all historical periods studied in the  correct order. |  |
| **YEAR 6** | **6.1 WW2 Remembrance**  **World War**  **Key events, significant people and dates**  **The Blitz, A diverse army** | To know the significant periods in British History(WW2)  To understand why the British Army was so diverse. (Whose war was it?) Understanding what the British Empire was and the roles of soldiers from all over the British Empire.  To know the significance of remembrance day and the ways people show they remember.  To know who is remembered and why?  To understand the importance of celebrating a diverse army. | Conflict Allies colonies Remembrance Day Dictator Veterans, British Empire  The Great War Armistice Remembrance Legacy Memorial Cenotaph Civilians Officer Trenches Century BCE BCE  Primary Sources  Secondary Sources | ***To address and sometimes devise historically valid questions***  ***To construct informed responses by selecting and organising relevant historical information***  ***To understand that different versions of the past may exist, giving some reasons for this***  ***To recognise that there can be more than one cause for events.***  6.1i To know that significant events have contributed to many ideas that impact on us still.  6.1ii To know about key events in the history of Britain from the start of WW2  **With a high level of independence:**  Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.  Recreate a world timeline from Ancient to modern times placing all historical periods studied in the  correct order.  6.2ii To investigate issues and solve valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.  6.2ii To understanding contemporary discussions of immigration in a historical context  **With a high level of independence:**  Create increasingly detailed timelines, deciding on the most appropriate scales and using these accurately.  Recreate a world timeline from Ancient to modern times placing all historical periods studied in the  correct order.  6.3i To know about the lives of significant individuals in the past who have contributed to national and international achievements  6.3ii To know that people are seen as significant because what they did in their lives resulted in change over time and had consequences for many people at and over time.  6.3iii To be able to explain how the story of Emmeline Pankhurst teaches us about attitudes towards women’s rights at the time.  6.3iv To recognise why people did things, why events happened and what happened as a result; giving more than one reason for the events. |  |
| **6.2 Ancient Maya Civilisation** | To know when and where the Ancient Maya lived and where the Meso America region is.  To understand the difficulties of sustaining a civilization in a rainforest environment and know the agricultural methods used by the Mayans.  To understand the importance to the Maya of measuring time (related to agriculture) and to compare our present way of measuring time with other ways they have encountered.  To become familiar with the Maya and their culture and to know how they spent their leisure time and the significance of the game ‘Pitz’  Understand the importance of pyramids, temples, and palaces in the Maya community.  What were the significant Mayan achievements? | Maya  Mayan  K'inich Janaab Pakal  Ancient civilisation,  Meso America region  slash and burn, sustainable, crop, fertile,  calendar, astronomer, solar system, long count system, Pokatok,  Archaeologist, artefact, evidence, legacy, ceremonies, pyramids, temples, palaces, community, sacred, sacrifice |  |
| **6.3 Campaigner for Change: Suffragettes (Short Study) Emmeline Pankhurst** | To know he word ‘**suffrage**’ means having the right to vote in political elections. The Suffragettes campaigned for women to have this right.  To know who the suffragettes were and their significance in British History  To know the key events in the suffragette movement. Women deliberately broke the law to gain publicity. They disrupted meetings, chained themselves to the railings of Buckingham Palace, smashed windows and set post boxes alight. The motto of the Suffragettes was 'Deeds not words’  To know about the involvement and significance of Emmeline Pankhurst. Emmeline Goulden was born on 14 July 1858 in Manchester into a family with a tradition of ‘radical politics’.  At the young age of 14, she was introduced to the women’s suffrage movement which supported the right of women to vote.  In 1889, Emmeline founded the Women's Franchise League, which fought to allow married women to vote in local elections  Emmeline died on 14 June 1928, shortly after women were granted equal voting rights with men (at 21)  What was the legacy of Emmeline Pankhurst? | **Suffrage** Suffragette Suffragists  Controversial Revolution  Activist Campaign Campaigner  Equality Inequality Lobbying  Remembrance Legacy  Imprisoned Protest  Deeds Vote Act Election |  |