

Concepts

These 9 concepts repeat throughout the curriculum at Kingsbridge Community Primary School. Different aspects are covered in different year groups throughout the school.

- Community and culture - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
- Conflict and disaster - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- Exploration and invention - (discovery, migration, navigation, progress, tools)
- Hierarchy and power (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, Protection, tyranny)
- Cause and consequence
- Change and continuity
- Similarity and difference
- Evidence and interpretation
- Significance

History Knowledge Kingsbridge Community Primary School

Children are required to study history for between 1 and 2 hours per fortnight

Ofsted 2021: The knowledge and vocabulary that children develop, particularly through the 'understanding the world' area of learning, enable them to access history content at key stage 1.

Year Group	Autumn		Spring	Summer
Foundation	<p>My Family tree (change and continuity)</p> <p>How am I different to my friends? (similarity and difference)</p>	<p>(Community and Culture)</p> <p>Know that events/celebrations take place at certain points of the year.</p> <p>Christmas in Winter, Birthdays happen annually but at different times in the year for different people.</p> <p>Know days of the week and months of the year</p>	<p>(change and continuity)</p> <p>Notice that things in nature change over time.</p> <p>Seasons and key changes.</p> <p>Know that organic things decay over time.</p> <p>Know that plants/chicks/tadpoles/caterpillars grow and change over time.</p>	<p>(Change and continuity)</p> <p>When I was a baby</p> <p>Stages of human growth from a baby to an elderly person. Live things do not stay the same over time.</p> <p>I can use comparative language Notice changes eg a new haircut. Notice and celebrate the new things they can do. Eg I can now write letters but when I first started (Similarity and difference)</p>
Vocabulary	<p>Key History Vocabulary - family, father, mother, brother, sister, grandparents, uncle, aunty, cousins, nephew, niece, older, younger, celebrate, year, month, week, day, winter, summer, spring, autumn, seasons, decay, change, yesterday, tomorrow, today, past, future, tradition</p>			

Year 1	<u>Family History</u>	<u>Explorers of the world</u>	<u>Transport and engineering</u>
Enquiry Question	What was life like when our grandparents were children?	Who were the greatest explorers?	What is transport, and how has it changed over time?
Key concepts	Community and culture (civilisation, education) Change and continuity Similarity and difference Evidence and interpretation Significance	Cause and consequence Conflict and disaster - (conquest, occupation, military, surrender) Exploration and invention (discovery, migration, navigation, progress, tools) Evidence and interpretation Significance Change and continuity Similarity and difference	Community and culture - trade, empire Exploration and invention - (discovery, migration, navigation, progress, tools) Cause and consequence Change and continuity Similarity and difference Evidence and interpretation Significance
Diversity		Ibn Battuta, Captain Cook, Francis Drake	Amelia Earhart, Harriet Quimby,
Review and links	What the children could do when they came to school and what they could do at the end of foundation.	Link to Geography Oceans and Continents Use of a timeline. (themselves and parents, grandparents)	Look at timeline built over the year, place inventions onto timeline esp in relation to explorers. Link with DT
Lives studied	Own, Parents, Grandparents	Ibn Battuta, Helen Sharman, Roald Amundsen and Robert Scott, Captain Cook (conflict) Francis Drake	George Stephenson, Amelia Earhart, Harriet Quimby, Wilbur and Orville Wright, Isambard Kingdom Brunel
	Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval) I know how to use knowledge to ask an appropriate historical question. Know that the time before now is called the past. Know that the time after now is the future.	I know what a hero is I know what an explorer is I know what a timeline is and where the explorers are on the timeline. Know what makes someone a hero. I can identify qualities of people who are considered heroes I know who Ibn Battuta is and why he is significant	Know that history is the study of the past, in particular the changes over time that have occurred within human society Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use

<p>Know that history is the study of the past, in particular the changes over time that have occurred within human society</p> <p>I understand what a timeline shows</p> <p>Know and use the words “before”, “after”, “earlier”, “later” and “in (year)” to describe when these modes of transport were invented</p> <p>Know that the numbers used for years (after 1000 AD) can be said by dividing the number into two 2-digit chunks (e.g. 1735 can be said as “seventeen thirty five”)</p> <p>I know that I attend school in the present.</p> <p>Know that they started school in the recent past.</p> <p>Know that their grandparents went to school in the past.</p> <p>I can describe what school is like now.</p> <p>I know how to find information about Schooling, shopping and toys from the past.</p> <p>I understand what an eyewitness is.</p> <p>I can make my own personal timeline</p> <p>I can compare my school with the schooling of my grandparents.</p> <p>I know some things are similar and some things are different</p> <p>I know that change happens over time.</p> <p>I know how to use knowledge to ask an appropriate historical question.</p>	<p>I know where Ibn Battuta explored</p> <p>Know the key events in the life of Captain Cook.</p> <p>Explain why Captain Cook’s exploration was significant.</p> <p>Understand that there are differing views about Captain Cook’s achievements.</p> <p>To begin to question interpretation of sources.</p> <p>I can begin to look at evidence from a different view point.</p> <p>I know the key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott.</p> <p>I understand why Roald Amundsen reached the South Pole before Captain Scott.</p> <p>I can Compare the achievements of Amundsen and Scott.</p> <p>I can argue why I think Captain Scott is or is not a hero and give reasons why using evidence.</p> <p>I know I can gain information from sources including diaries and photographs.</p> <p>Know where Helen Sharman fits on a time line.</p> <p>Explain why Helen Sharman’s exploration was significant.</p> <p>Understand that information can be gathered from different sources.</p>	<p>I know where these inventions fit on a timeline.</p> <p>I know the importance of new inventions (transport).</p> <p>I can recognise how transport has changed and improved over time.</p> <p>I know how transport has impacted on life.</p> <p>I know how transport has impacted trade and travel. (migration)</p> <p>I know how to ask an appropriate historical question.</p> <p>Know when the invention of a first car is on a timeline</p> <p>Use sources to find out information about</p> <p>Know what an inventor is</p> <p>Know who Robert Stephenson was.</p> <p>Know that steam engines were invented in Britain; know that they burned fuel like coal or wood to create power</p> <p>Know that these engines were used to push a train along a track and that Richard Trevithick invented the first steam train in 1802</p> <p>Know that the first railway to carry people between cities was created in 1830</p> <p>Know that over time steam trains have been replaced by electric trains which are cheaper to run and create less pollution</p>
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	<p>I know what a date is</p> <p>I know that school now is not the same as school in the 1950's and 1960's</p> <p>I know that children have not always had an education</p> <p>I know that school uniform has not always been worn</p> <p>I know that some lessons were the same and some were different</p> <p>I can use sources such as film clips and photographs and recounts to inform my historical learning.</p> <p style="padding-left: 40px;">I can observe differences in photographs</p> <p style="padding-left: 40px;">I know that punishment at school was very different to today.</p>		<p>Recognise the similarities and differences between the very first steam trains (e.g. Stephenson's Rocket), later steam trains (the Flying Scotsman) and modern electric trains (see below)</p> <p>Know that some modern trains go at speeds of over 550 km/hour, which is over five times faster than cars are allowed to go on the fastest roads in the UK</p> <p>Know that the invention of trains meant that people and goods could travel further and faster than before.</p> <p>I can describe the Wright Brothers plane.</p> <p>I can explain which forms of transport were not invented in 1903.</p> <p>I can describe why the invention of the plane was important.</p> <p>To learn about transport of the past. To understand the aeroplane was invented in the past</p> <p>Know that cars that travelled on roads first looked like early trains and were powered by steam</p> <p>Know that the first car with a petrol engine was invented in 1885</p> <p>Know that Henry Ford produced the first car that lots of people could afford in</p>
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			<p>1905 called the Model T Ford, but that not many people owned a car</p> <p>Know that in the modern world many people own a car and that the way cars look has changed</p> <p>Recognise the similarities and differences between the Model T Ford and a modern car (see below)</p> <p>Know that cars produce pollution and that some cars are now powered by electricity instead of petrol to reduce the amount of pollution they produce</p> <p>Know what an inventor is</p> <p>Know what an engineer is</p> <p>Know who Brunel is</p> <p>Know what Brunel did</p> <p>Know how an inventor can make change</p> <p>I understand what it means to be famous and that people can be famous for many different reasons.</p>
Vocabulary	<p>Now, past, future, timeline, parents, grandparents, similar, oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, object/artefact, modern, old, rationing,</p>	<p>Oceans, Continents, hero, past, present, conflict, power, navigation, equipment, adventure, trade, Uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica South Pole, explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, polar, hero, equipment,</p>	<p>change, similarity, difference, invention, importance, travel, trade, empire, Victorian, Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, pilot, glider, modern, cockpit, elevators, engine, jet, impact, trade, leisure,</p>

	Inventions, materials, condition, design, packaging, similar, comics, classify playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.	race, recent, astronaut, space, memorial, achievement, significant, astronaut Spacecraft, space station, British, Russian, space suit, space shuttle, Experiments equipment, expedition, space, shuttle	inventor, canal, toll, source, locomotive, train, freight, significance, car, automobile, migrate, inventor, canal, toll, evidence, locomotive.
	<u>Our local high street (now, the 1950's and beyond) (Knowledge of an era)</u>		
Links and revision	Links to Geography unit on local area - ? visit to Kingsbridge Review personal timelines		
	I can use a timeline		
	I can use secondary sources to compare local shops from now and the past.		
	I know that changes happen over time.		
	I can use my knowledge to make comparisons between now and then.		
	Understand how historical evidence is used to make conclusions.		
	I can use primary and secondary sources to draw conclusions.		
Vocabulary	Past, now, future, timeline, current year, dates, years, town, shops, change, difference, money, lifetime, design, packaging, comics, supermarket, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register,		

Possible memorable experience	Visit to the Museum		Trip on a steam train
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Year 2	<u>The Gunpowder plot</u>	<u>Nursing through time (changes beyond living history)</u>	<u>How has our local area changed?</u>
Enquiry question	Should we still celebrate Guy Fawkes night?		How have fishing communities changed over time? Holidays in the past
Key Concepts	<p>Heirarchy and power (country, democracy, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice)</p> <p>Community and culture (architect, art, settlement),</p> <p>Exploration and invention -(tools)</p>	<p>Conflict and disaster - (military, peace, war)</p> <ul style="list-style-type: none"> • Exploration and invention - (discovery, progress) • Cause and consequence • Change and continuity • Similarity and difference • Evidence and interpretation • Significance 	<p>Community and culture - (economy, settlement, story, trade)</p> <p>Conflict and disaster - (war)</p> <p>Exploration and invention (progress)</p> <p>Cause and consequence</p> <p>Change and continuity</p> <p>Similarity and difference</p> <p>Evidence and interpretation</p> <p>Significance</p>
Links and Review	<p>Know that history is the study of the past.</p> <p>Timeline (with explorers and transport and themselves) - What is it? What can you remember on the timeline from Year 1?</p> <p>Link to Geography - Capital City of England (and the UK)</p>	<p>Know that history is the study of the past,</p> <p>Timelines - build on one from last term</p> <p>What is a timeline, why do we use it for history?</p>	Follows on from Geography looking at land use around the area.?
Lives studied	Guy Fawkes, James I, Robert Catesby	Mary Seacole, Florence Nightingale, Edith Cavell	Beesands,,
Knowledge	<p>I know the difference between a hero and a villain</p> <p>I know why Rhymes were sung in the past and what information we can get from them</p>		

	I can ask historical questions to someone in role. (Guy Fawkes, James I)		
Vocabulary	Stuart period, King James I, Treason, plot, Evidence, sources, traditional, rhyme, orally,, Protestant (King James I) Plotters, Catholic (Guy Fawkes Robert Catesby) Houses of Parliament, Gunpowder, Hung drawn and quartered, terrorist		
	<u>The Great Fire of London (inspire curiosity)</u> Vlad and the Great Fire – Kate Cunningham	<hr/>	<u>Holidays in the past</u> Slapton, Torquay, south Devon, Butlins
Enquiry Question	What was the Great Fire of London, and what consequences did it have?		
Key Concepts	Community and culture (architect, art, settlement), conflict & disaster (plague), hierarchy & power (country, monarchy), cause & consequence, evidence and interpretation (eye-witness, source), significance	What is war? Why do we need hospitals and nurses?	
Lives studied	Samuel Pepys , Charles II,		

Knowledge	<p>I can ask Historical questions about the Great Fire of London</p> <p>I can use a timeline and compare when events happened. (link back to year 1 explorers and transport)</p> <p>Know that eye-witness accounts and paintings are ways to learn about the past.</p> <p>I can remember key events about the Great Fire of London. (dates and starting point)</p> <p>I can recognise how the Great Fire of London has affected our lives now.</p> <p>I know the cause and effect of the Great Fire of London.</p> <p>Know that London has changed a lot since 1666</p> <p>I know why Rhymes were sung in the past and what information we can get from them</p>		
Vocabulary	<p>Destroyed, diary, event, historian, improvements, monument, formation, fire brigade, plague, architecture, eye-witness report, king, queen, monarch.</p>		<p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, fiction, fact, research, change, same, different, tourist, tourism, anachronism, interpretation.</p>
Memorable experiences	<p>Great Fire of London day</p> <p>Hands on handling and observing of objects from the era.</p>		<p>Visit to Forest and Beach – Beesands</p>

Year 3	Stone age, Bronze age, Iron age	Ancient Summer and Indus Valley and Shang Dynasty China	Pirates and smuggling
Enquiry Question	When did most people change from a nomadic way of life to settled agriculture and how did this happen?	What were the similarities and differences between the earliest civilisations?	<p>Were the smugglers and pirates of the South Devon Coast heroes or villains?</p> <p>What was the 18th Century Golden Age in Devon? Who were the smugglers and pirates of Devon? How and why was the contraband smuggled into Devon? What was smuggling and piracy life like during the Golden Age? Why was Devon a hot spot for smuggling during the Golden Age?</p>
Links and revision	<p>Know what a timeline is</p> <p>How to read an AD date (ie this year)</p>	What is the difference between a story, a Myth and Fiction? (Y2)	<p>What is a government? (Y2 Great fire of London)</p> <p>Who was Francis Drake?</p> <p>Know who Queen Victoria was.</p> <p>Have knowledge of the Victorian era (Year 1 transport topic)</p> <p>Know that a historical source can provide evidence relating to the events of the past (retrieval)</p> <p>Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person of historical interest (retrieval)</p> <p>Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)</p>
Key concepts	<ul style="list-style-type: none"> Community and culture - (architecture, civilisation, story,) Exploration and invention - (discovery, progress, tools) Cause and consequence Change and continuity 	<ul style="list-style-type: none"> Community and culture - (architecture, art, civilisation, economy, inspiration, myths, nation, religion, settlement, story, trade) Conflict and disaster - (conquest, liberation, occupation, military, 	<ul style="list-style-type: none"> Community and culture -myths, story) Heirarchy and power (country, democracy, equality, government, law, parliament, peasantry, politics, prejudice, poverty,

	<ul style="list-style-type: none"> • Similarity and difference • Evidence and interpretation • Significance 	<p>peace, plague, surrender, treaty, war)</p> <ul style="list-style-type: none"> • Exploration and invention - (discovery, migration, navigation, progress, tools) • Hierarchy and power (country, democracy, empire, government, law, monarchy, parliament, peasantry, politics, slavery, poverty, Protection) • Cause and consequence • Change and continuity • Similarity and difference • Evidence and interpretation • Significance <p>Farming Cities Importance of rivers (Tigris and Euphrates rivers)</p>	<ul style="list-style-type: none"> • Cause and consequence • Change and continuity • Similarity and difference • Evidence and interpretation • Significance
Knowledge	<p>I can address historically valid questions about change, similarity and difference understand how our knowledge of the past is constructed from a range of sources</p> <p>I know how to use appropriate historical terms, and note connections and contrasts over time</p> <p>I know how to ask and answer historical questions.</p>	<p>Farming and importance of the river for survival</p> <p>City life - houses and living</p> <p>The importance of a God to the Ancient Sumer. - introduction to "The Church".</p> <p>I know what slavery is</p>	<p>I can understand what a smuggling and piracy are.</p> <p>I know what the industrial revolution was.</p> <p>I know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion</p> <p>Know that artefacts from the past, including examples of writing, tend to be created and owned</p>

	<p>understand how our knowledge of the past is constructed from a range of sources no written evidence, only archaeological evidence</p> <p>Know that there is no written evidence for this period in time and why this is</p> <p>Know that these sources are how historical knowledge for these periods in time have been built</p> <p>Know what archaeologists do.</p> <ul style="list-style-type: none"> • Know that a historical source can provide evidence relating to the events of the past (retrieval) • Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval) • Know that wood, bone and flint was used during the Paleolithic for tools; flint is a stone that can be made into a sharp point the parts of it are broken off using a harder stone; this could then be used as a weapon, to cut meat to scrape or as a mallet • Know that cave paintings exist from the Paleolithic period exist, such as those at Lascaux 	<p>I know how the Ancient Sumer civilisation</p> <p>The Royal Standard of Ur</p> <p>I know that the Ancient Sumer invented the wheel and ...</p>	<p>by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people.</p> <p>I can use historical sources to enquire about Devon smugglers and pirates.</p> <p>I can talk about how reliable a source of information is</p> <p>I know the difference between fact and fiction.</p> <p>I can place the Golden Age of smuggling onto a timeline of British history.</p> <p>I can begin to explain what the 18th century golden age of smuggling is.</p> <p>I can explain who the pirates and smugglers were.</p> <p>I can take part in a debate about who the most famous smuggler was.</p> <p>I know why we may not know much about these smugglers and why some of the information is what people believe.</p> <p>I understand why all the pirates or smugglers were men</p> <p>I can suggest why might these people have been considered heroes or villains at the time</p> <p>I can explain what contraband was smuggled and identify strategies used to smuggle contraband.</p> <p>I can reason why contraband as smuggled into England via the South Devon coast</p> <p>I can talk about the life of a smuggler or pirate.</p> <p>I can investigate the punishments associated with smuggling and piracy.</p>
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	<ul style="list-style-type: none"> • Know that along with tools, these artefacts are historical sources • Know that there is no written evidence for this period in time and why this is • Know that these sources are how historical knowledge for these periods in time have been built • Know what archaeologists do. 		<p>I can use evidence to reason what life was like for the smugglers and pirates along the South Devon coast.</p> <p>I can explore the South Devon coast using historical maps.</p> <p>I can identify important locations associated with 18th century smuggling.</p> <p>I can draw on evidence to conclude why Devon was a target area for smuggling.</p>
	<ul style="list-style-type: none"> • Know that the Mesolithic era followed the paleolithic era and roughly lasted between 10,000 and 4,000 BCE • Know that during the Mesolithic era, humans acquired lots of their food by foraging for wild fruits and nuts, with some hunting too; this is known as being a hunter-gatherer • Know that the Mesolithic era involved the making and use of smaller, more sophisticated stone tools and some pottery, though this was not common • Know that historians thought for a long time that humans during the Mesolithic era never lived in permanent settlements; the discovery of settlements at places like Howick House in the North of England suggested that sometimes permanent 		

homes were made; the discovery of Howick House was not really of the house itself, but evidence of the holes in the ground in which stakes of wood were driven, along with tools; the image shown (see resource below) is of a reconstruction of the house; real houses from this era disappeared long ago.

- Know that the Neolithic era began in Britain in roughly 4,000 BCE; during this time, humans began to settle in larger villages and stay in one place; this meant that they could grow crops and raise animals; this produced more food than being a hunter-gatherer, so the population grew; this also meant that there was enough surplus food for people to begin specialising in different aspects of life (e.g. making pottery, making weapons, etc)
- Know that the methods used for growing crops are called agriculture
- Know that it was sensible for groups to live together to protect each other from wild animals and other groups of people
- Know that Skara Brae offers a valuable view of the way people lived during this time

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| | <ul style="list-style-type: none">• Know that Stonehenge is a Neolithic monument located in Salisbury. Historians disagree on what Stonehenge was used for; some suggest that it was a place of healing due to number graves found in the area and the evidence of injuries to the bodies; other historians believe it was a place to worship dead ancestors• Know that the tools used in the Neolithic era were even more sophisticated and pottery became common• I know how to use appropriate historical terms, and note connections and contrasts over time• Know how to ask and answer historical questions. <p>• Understand how our knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none">• Know that the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone• Know that during the Bronze Age settlements grew larger; pottery became more advanced and textiles began to be created commonly by weaving together natural materials like wool | | |
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- Know that the beginnings of early religions can be traced to the Bronze Age, notably the ancient Egyptians who built the pyramids during this time
- Know that round houses were common at this time
- Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.
- Know that iron was easier to manufacture and when it was combined with carbon made steel which was much stronger than bronze or iron
- Know that the Iron Age saw major advances in architecture with dwellings with multiple rooms and stables becoming more common
- Know that architecture is the methods and skills used for constructing buildings
- Know that art and religion became more sophisticated, and in some places temples were built
- Know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people live in hill forts to keep safe from attacks
- Know that Julius Caesar (an important Roman emperor who we will learn about

	<p>in Year 4) wrote about what Britain was like in 55 BC, about 100 years before the Romans invaded Britain (see resource below)</p> <ul style="list-style-type: none"> • Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire • Know that we can devise our own questions about history and begin to answer these using historical sources 		
Lives/ places studied		The river Tigris and Euphrates	<p>Tom Crocker Francis Drake George Wills Sam Black John Rattenbury Samuel Bellamy</p>
Vocabulary	<p>BC, AD Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows,</p>	<p>BC, AD, Mesopotamia, bitumen, ziggurat, free classes, civilisation, gods, slaves, Tigris and Euphrates rivers, The Royal Standard of Ur, invention, bitumen tar, citadel, loincloth, goods, seal, soapstone, Ghaggar-Hakra river</p>	<p>The Golden Age, Century, Smuggling , Smugglers, Piracy Pirates, Illegal, importation, tax, Industrial Revolution, Government, Transportation, trade, smugglers, pirates Privateer, voyage, knighted, contraband</p> <p>Source</p>

	<p>mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p> <p>smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p> <p>Iron age vocab - need to find archaeological</p>		
Resources	https://www.britannica.com/event/Stone-Age (Video how to make sharp tools)		
Memorable experiences	Trip to Kent Cavern		<p>Clive Pig (story teller)</p> <p>Visit to Burgh Island</p> <p>Author Robert Hesketh in school</p>

Year 4	Romans	Egyptians	WW2
Enquiry question			
Links and reviews	<p>Gods looked at in Y3</p> <p>Civilisation - Y3</p> <p>What does Century mean? What years are in the 18th Century? Y3</p>	<p>Writing - Y3 cuneiform culture</p>	
Key concepts	<p>Invasion/ Power</p> <p>Centuries and how they are named</p>		
Knowledge	<p>Know that the government is a system or group of people with some power over an organised community or country(year 2/3)</p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society</p> <p>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)</p> <p>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</p> <p>Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements,</p>	<p>• study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • 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 • construct informed responses that involve thoughtful selection and</p>	<p>develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>• address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms.</p>

	<p>undertaking agriculture and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art</p> <p>Know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using more complicated tools made from these metals</p> <p>Know that the earliest civilisations were ancient Egypt, ancient Sumer, the Indus Valley civilisation; these civilisations were based around fertile river floodplains and involved large groups of people living together with a shared culture and social hierarchy</p> <p>Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations</p> <p>Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others</p> <p>Know that the maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings , queens, emperors or empresses)</p>		
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Know that the government is a system or group of people with some power over an organised community or country (year 2/3)

Know that, according to one legend, Rome was founded on the banks of the river Tiber in 753 BCE by twin brothers, Romulus and Remus, who had been raised by wolves; according to legend, Romulus then killed his brother after a quarrel, and Rome takes its name from him

Know what a legend is

Know how to recognise connections, contrasts and trends over time (retrieval)

Know that a historical source can provide evidence relating to the events of the past (retrieval)

Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)

Know that we can devise our own questions about history, and begin to answer these using historical sources (retrieval)

Know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy

Know that the Roman Empire mainly existed around a body of water called the Mediterranean Sea. Know that the Romans were essentially pragmatic; they took many ideas from other cultures, especially ancient Greece, and made them work in practice; Roman architecture borrowed

many ideas from Greek architecture, adding impressive domes to make wide open spaces and making wide use of concrete; the Pantheon in Rome, a temple of all the Roman gods, had the largest dome in the world for over 1,200 years; the similarities and differences between this and the Parthenon in Athens - thinking about how they would have looked at the time - is illustrative (see resource below)

Know that a historical source can provide evidence relating to the events of the past (retrieval)

Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)

Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)

Know that the Romans developed laws that made it simpler for rulers of a territory to be in charge; they were also excellent engineers, building straight roads to carry their army and for trade, which was very important for the Roman Empire; the Roman Empire allowed the Romans to take in goods from across their empire; they also built aqueducts to carry water to where it was needed for drinking, bathing and irrigation (see resource below)

Know that the Romans believed in gods that were similar to those of the ancient Greeks because they

admired the culture of the ancient Greeks and copied lots of it; for example, they renamed Zeus as Jupiter, Athena as Minerva, Hades as Pluto and Poseidon as Neptune

Know that many Romans watched violent sports for entertainment, including fights between gladiators in the Colosseum

Know that a large fraction of the people living in ancient Rome, probably more than $\frac{1}{4}$ at points, were slaves from across the Roman Empire; these slaves were at the bottom of the social hierarchy and had no rights; much of ancient Rome's economy was built on slaves doing work so that others did not have to

Know that Romans used different symbols to show numbers compared to the ones that we use today; for example, I = 1, V = 5, X = 10, L = 50 and C = 100

Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons (see resource below)

Know that most people would have lived in basic houses constructed using wattle and daub, a method of construction in which sticks are woven together and then daubed with a sticky material,

usually a mixture of soil, sand and straw (see resource below)

Know that a clan is a relatively small band of people who believe themselves connected as if part of a large family; a tribe is similar to a clan but larger, and with a looser view of familial ties

Know that the majority of people within these clans and tribes would have been involved in farming in some way, though some would have been involved in specialised roles like making weapons or other craftwork

Know that Julius Caesar's army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time

Know that the reason for conquering Britain was partly for the metals that could be mined in Britain and used across the Empire; it was also considered an achievement to conquer Britain precisely because of how far away it was from Rome

Know that the Roman generals - as they often did as part of conquering a new territory - made treaties with leaders to make it easier to govern the parts of Britain that they had conquered

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| | <ul style="list-style-type: none">• Know that a historical source can provide evidence relating to the events of the past (retrieval)• Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)• Know that we can devise our own questions about history and begin to answer these using historical sources (retrieval)• Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion (retrieval)• Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better (retrieval) | | |
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| | <ul style="list-style-type: none">• Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people (retrieval)• Know that the Romans changed the way of life in much of what we now called Britain; they built large towns with stone houses containing heating; they also built sewage systems and long, straight roads connecting these towns, evidence of which can still be found today (e.g. Fosse Way and Watling Street); the Romans also built temples to their gods across Britain• Know that most people in Britain continued to live in wattle and daub houses with only around 10% of Britons living in towns• Know that there was no written language in Britain before the Romans conquered it; important people in Britain began to speak and write in Latin, the language used by the Romans; the Romans also made using coins to buy things popular throughout Roman Britain, replacing bartering that was still used widely before then• Know that many people in Britain felt that the conquest by Rome had robbed them of | | |
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their freedom and way of living; many had their land taken away from them and they had to pay taxes to the Romans; the queen of a tribe called the Iceni from East Anglia called Boudicca was particularly aggrieved when a treaty that had been made with her husband did not continue after he had died and her land was taken away; when she protested this, she and her daughters were treated terribly by the Romans

- Know that Boudicca led a rebellion against the occupying Roman army in 61 CE, in which the Roman towns of Colchester, London and St Albans; her army slaughtered every Roman in the first of these, around 70,000 people, and burned all three cities to the ground
- Know that a Roman fort existed at Longthorpe in Peterborough that historians believe was home to part of the Spanish ninth legion that was ambushed and slaughtered by Boudicca's army during the rebellion (retrieval)
- Know that, despite being outnumbered, the Roman army defeated Boudicca's army; Boudicca is thought to have killed herself rather than be captured by the Roman army

	<ul style="list-style-type: none"> Know that Boudicca is considered by some as a heroic symbol representing the independence of Britain (see resource below) Know that the Roman's built Hadrian's wall (named after Emperor Hadrian) to protect the part of Britain that they had under their control from the people north of the wall that the Romans considered to be dangerous 		
Lives/ places studied	Vindolanda Tablets Hadrian's Wall		
Vocabulary	AD, artefact, attack, BC, BCE, CE, century, chariot, clan, destroyed, emperor, empress, fort, goods, hero, historian, influence, irrigation, modern, monument, organisation, population, province, rebellion, republic, ruler, tax, territory, tribe, weapon, worship, representation, interpretation, Christianity, New vocab: absolute, authority, barter, corruption, dictator, engineering, ethnicity, pragmatism, republic, sacking, symbolism, treaty, client kings, Polytheists, conquer,	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.

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Year 5	Saxons	Vikings	
Enquiry question			
Links and revision	Taking power Kingdom Invasion 5 th Century		
Key concepts			
Knowledge			
Lives studied			
Vocabulary	<p>AD, ancestor, artefact, attack, authority, BC, BCE, cathedral, CE, century, epic, event, fought, hero, historian, journey, language, legend, migrate, monastery, monument, nobility, oral tradition, organisation, past, period, population, possession, precious, primogeniture, ruler, sacking, seafarer, successor, tax, tomb, tragedy, treaty, tribe, weapon, worship, Beowulf, hierarchy, slave, peasants, slaves</p> <p>New vocab: chronicle, descendent, exile, inhabitants, provocation, supremacy, synecdoche, Picts and Scots, Dark Ages, nobles,</p>		

Memorable experience		Clive Pig story teller	

Year 6	Greeks	Mayans	Slavery
Enquiry question			
Key concepts			
Knowledge			
Lives studied			
Vocabulary			
Memorable experience			