

History Knowledge Progression

EYFS	Key Stage One	Key Stage Two
	<p>Pupils should be taught to:</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	<p>Pupils should be taught to:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Chronology

Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Beginning to have an understanding for terms	To have an understanding for terms like, yesterday,	Use simple words and phrases to describe the	Use more complex phrases eg in the past, centuries	Sequence some events objects, themes, periods	Use a full range of dates and historical terms	With support, sequence many of the significant	Sequence independently many of the significant

like, yesterday, last week and last year	last week and last year	past such as now/ then, old/new Arrange artefacts in order of their age Use a simple timeline to order recent events Label a timeline with words and phrases eg older newer	ago, nowadays, previously Independently sequence artefacts or events on a timeline Annotate timelines to include some historical language	and people from the topics covered Sort events or objects into groups Use dates and terms accurately when describing events Use some dates on a time line Use mathematical knowledge to work out how long ago an event happened	Sequence a number of the most significant events, objects themes, periods and people from topics covered Use a timeline to place events, periods and cultural movements Use mathematical skills to round up time differences into centuries and decades	events, societies and people within the topics covered. Use appropriate dates, period labels and terms.	events, societies and people within the topics covered across the Key Stage Use dates, period labels and terms confidently
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		Toys and Games The Space Race Polar Explorers Houses and Homes Great Fire of London Grace Darling	Toys and Games The Space Race Polar Explorers Homes in the Past Great Fire of London Grace Darling	Stone Age Iron Age Tudors Ancient Egypt Romans Victorians	Stone Age Iron Age Tudors Ancient Egypt Romans Victorians	Shang Dynasty World War World Social Justice Mayans Ancient Greece Anglo Saxons and Vikings	Shang Dynasty World War World Social Justice Mayans Ancient Greece Anglo Saxons and Vikings
<p>Nursery In pretend play, imitates everyday actions and events from own family and cultural background, (UTW P&C)</p> <p>Remembers and talks about significant events in their own experience (UTW P&C)</p> <p>Recognises and describes special times or events for family or friends (UTW P&C)</p> <p>Beginning to develop respect for difference</p> <p>Developing an understanding of growth, decay and changes over time (UTW The World)</p>	<p>Reception To be able to recognise different stages of human growth in a human baby, child, adult – use terms above to describe last years, four years ago, now then. When I grow up, when I was a baby (DAP)</p> <p>To understand what makes them unique and to celebrate both differences and shared experiences positively when comparing their family and others (EY inspection framework)</p> <p>To be able to describe seasonal changes throughout the year, use termly to describe such as before, last season, next (DAP)</p> <p>Looks closely at similarities, differences, patterns and change in nature (UTW)</p> <p>Talks about past and present events in their own</p>	<p><u>Toys and Games</u> I can order toys according to their age (and give reasons for my ideas)</p> <p>I can identify which time period they belong to (modern day, parents, grandparents, Victorian)</p> <p><u>The Space Race</u> To be able to recall the timeline for space travel including key events eg 1949- monkey is sent into space through to 2015 when Tim Peake became the first British astronaut to visit the International Space station.</p> <p><u>Polar Explorers</u> To recall key events in Shackleton’s life To be able to make comparisons between the equipment used by Shackleton and Aston, giving reasons for some of the differences.</p>	<p><u>Toys and Games</u> I can order toys according to their age (and give reasons for my ideas)</p> <p>I can identify which time period they belong to (modern day, parents, grandparents, Victorian)</p> <p><u>The Space Race</u> To be able to recall the timeline for space travel including key events eg 1949- monkey is sent into space through to 2015 when Tim Peake became the first British astronaut to visit the International Space station.</p> <p><u>Polar Explorers</u> To recall key events in Shackleton’s life To be able to make comparisons between the equipment used by Shackleton and Aston, giving reasons for some of the differences.</p>	<p><u>Stone Age</u> The period of pre history refers to the period in time before written records began. It starts when the earliest hunter gathers came to Britain and ends with the invasion of the Romans in AD43.</p> <p>To know that the Stone Age is spilt into 3 distinct periods Palaeolithic Period People were nomadic hunters and they found food by roaming from place to place in different seasons Mesolithic Period The middle stone age, was called the Mesolithic Period. Tools were developed to become smaller and more refined. Canoes were invented which allowed people to fish as well as hunt. Neolithic period People began to farm and grow their own crops. This</p>	<p><u>Stone Age</u> The period of pre history refers to the period in time before written records began. 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This meant that people that</p>	<p><u>Shang Dynasty</u> To recall some key dates relating to the Shang Dynasty</p> <p>1600 BCE King Tang overthrows the Xia dynasty and the Shang Dynasty begins. 1400BCE-1200BCE- The earliest examples of Chinese writing are dated to this period 1250 BCE– 1192BCE Emperor Wu Ding reigns over the Shang Dynasty General Fu Hao leads lots of successful military campaigns 1200BCE- Fu Hao dies. 1075 BCE- The last Shang King, Di Xin, begins his reign 1046 BCE- Slaves revolt and the Shang Dynasty is overthrown and replaced by the Zhou Dynasty</p> <p>To know where the Shang Dynasty is placed in relation to other ancient dynasties/ time periods.</p>	<p><u>Shang Dynasty</u> To recall some key dates relating to the Shang Dynasty</p> <p>1600 BCE King Tang overthrows the Xia dynasty and the Shang Dynasty begins. 1400BCE-1200BCE- The earliest examples of Chinese writing are dated to this period 1250 BCE– 1192BCE Emperor Wu Ding reigns over the Shang Dynasty General Fu Hao leads lots of successful military campaigns 1200BCE- Fu Hao dies. 1075 BCE- The last Shang King, Di Xin, begins his reign 1046 BCE- Slaves revolt and the Shang Dynasty is overthrown and replaced by the Zhou Dynasty</p> <p>To know where the Shang Dynasty is placed in relation to other ancient dynasties/ time periods.</p>

<p>life and in the lives of family members (UTW P&C)</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (UTW)</p> <p>Children show respect for, people, families and communities beyond their own (EY inspection framework)</p> <p>ELG UTW- People and communities - Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><u>Houses and Homes</u> To use language such as old, new, past, present, long ago, same, different, one hundred years, Victorian. To sort objects into old and new.</p> <p><u>Great Fire of London</u> To know when the great fire of London happened and to discuss what happened across the 5 days. When did the fire start? How did it travel so quickly? How was the fire put out? To identify the different equipment used in 1666 and now</p> <p><u>Grace Darling</u> To know what happened during the rescue in September 1838 To make comparisons about lighthouses/ sea rescue today and in the past, including the technology which is available today. To think about how girls and women were viewed in the past</p>	<p><u>Houses and Homes</u> To use language such as old, new, past, present, long ago, same, different, one hundred years, Victorian. To sort objects into old and new. I can identify which time period items belong to (modern day, grandparents, Victorian) and talk about how they worked.</p> <p><u>Great Fire of London</u> To know when the great fire of London happened and to discuss what happened across the 5 days. When did the fire start? How did it travel so quickly? How was the fire put out? To make comparisons about the equipment used in 1666 and now</p> <p><u>Grace Darling</u> To know what happened during the rescue in September 1838 To make comparisons about lighthouses/ sea rescue today and in the past, including the technology which is available today. To think about how girls and women were viewed in the past and make comparisons with life today.</p>	<p>meant that people that people had a more reliable supply of food which led to communities forming settlements.</p> <p><u>Iron Age</u> 2100 BCE- By 2100 Bronze is being mined in Britain and is used to make weapons and tools 1800 BCE- The first large copper mines are dug 1200 BCE -Celtic Culture arrives in Britain and tribal kingdoms develop 800 BCE- Iron begins to be used in Britain to make tools and weapons in stead of bronze 800BCE -The first hillforts are constructed AD43 - The Romans invade Britain</p> <p><u>Tudors</u> To know key dates during the Tudor period from when Henry Tudor was crowned Henry VII in 1485 through to 1603 when Queen Elizabeth died in 1603. To explore and discuss key events such as the split between Church and State during the reign of Henry VIII and the Spanish Armada.</p> <p><u>Ancient Egypt</u> To know key dates relating to Ancient Egypt such as c7500 BCE when people began to build homes and farm in the Nile Valley c3000 BCE. Hieroglyphics started to be used. c2950 BCE. Upper and Lower Egypt were united into one kingdom by King</p>	<p>people had a more reliable supply of food which led to communities forming settlements.</p> <p><u>Iron Age</u> 2100 BCE- By 2100 Bronze is being mined in Britain and is used to make weapons and tools 1800 BCE- The first large copper mines are dug 1200 BCE -Celtic Culture arrives in Britain and tribal kingdoms develop 800 BCE- Iron begins to be used in Britain to make tools and weapons in stead of bronze 800BCE -The first hillforts are constructed AD43 - The Romans invade Britain</p> <p><u>Tudors</u> To know key dates during the Tudor period from when Henry Tudor was crowned Henry VII in 1485 through to 1603 when Queen Elizabeth died in 1603. 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Upper and Lower Egypt were united into one kingdom by King</p>	<p><u>World War World</u> To recall some key dates and facts relating to WWII eg 1st September 1939 German troops invade Poland 1st September 1939 Evacuation begins 3rd September 1939 Britain and France declare war on Germany January 1940 Rationing 10th May The Battle of France Begins 10th July The Battle of Britain begins 7th September The Blitz begins 1941 22nd June 1941 Germany invades the USSR 7th September 1941 Japan Bombs Pearl Harbour June 6th 1944 The D Day landings 1945 7th May Germany surrenders to the Allies 8th May 1945 VE Day</p> <p>To be able to describe the events that led to the Second War</p> <p><u>Social Justice</u> To be able to describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians Roman AD43– AD410 Anglo– Saxon 410-1066 Norman 1066 – 1075 Tudor 1485-1603 The Georgians 1714-1837 The Victorians 1837-1901</p> <p>To describe in detail the story of the Sinkler Brothers, their crime and</p>	<p><u>World War World</u> To recall some key dates and facts relating to WWII eg 1st September 1939 German troops invade Poland 1st September 1939 Evacuation begins 3rd September 1939 Britain and France declare war on Germany January 1940 Rationing 10th May The Battle of France Begins 10th July The Battle of Britain begins 7th September The Blitz begins 1941 22nd June 1941 Germany invades the USSR 7th September 1941 Japan Bombs Pearl Harbour June 6th 1944 The D Day landings 1945 7th May Germany surrenders to the Allies 8th May 1945 VE Day</p> <p>To be able to describe the events that led to the Second War</p> <p><u>Social Justice</u> To be able to describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians Roman AD43– AD410 Anglo– Saxon 410-1066 Norman 1066 – 1075 Tudor 1485-1603 The Georgians 1714-1837 The Victorians 1837-1901</p> <p>To describe in detail the story of the Sinkler Brothers, their crime and</p>	<p><u>World War World</u> To recall some key dates and facts relating to WWII eg 1st September 1939 German troops invade Poland 1st September 1939 Evacuation begins 3rd September 1939 Britain and France declare war on Germany January 1940 Rationing 10th May The Battle of France Begins 10th July The Battle of Britain begins 7th September The Blitz begins 1941 22nd June 1941 Germany invades the USSR 7th September 1941 Japan Bombs Pearl Harbour June 6th 1944 The D Day landings 1945 7th May Germany surrenders to the Allies 8th May 1945 VE Day</p> <p>To be able to describe the events that led to the Second War</p> <p><u>Social Justice</u> To be able to describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians Roman AD43– AD410 Anglo– Saxon 410-1066 Norman 1066 – 1075 Tudor 1485-1603 The Georgians 1714-1837 The Victorians 1837-1901</p> <p>To describe in detail the story of the Sinkler Brothers, their crime and</p>
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				<p>understanding of how life changed for the working class during Victoria's reign including the impact of industrialisation and growth of urban areas.</p>	<p>To develop an understanding of how life changed for the working class during Victoria's reign including the impact of industrialisation and growth of urban areas.</p>	<p>relating to Ancient Greece</p> <p>776 BC The first Olympic games. 650 BC The tyrant Kypselos takes over Corinth. His son Periander succeeds him 508 BC Male citizens of Athens are given a chance to vote. 500 BC The 'Classical Period' starts. 472 BC Greek theatres become popular in Athens. 460 BC Hippocrates is born in Kos. 432 BC The Parthenon is finished 336 BC Alexander the Great takes over rule of Greece 338 BC King Philip II of Macedonia takes control of Greece 146 BC Rome conquers the Corinthians at the Battle of Corinth and Greece falls under the rule of the Roman Empire</p> <p>To recall details and timeline of some of the great battles which took place eg Battle of Marathon To know where the Ancient Greece is placed in relation to other ancient dynasties/ time periods.</p> <p><u>Anglo Saxons and Vikings</u> To recall some dates and key facts relating to the Anglo Saxons eg 410AD The last Romans leave Britain 450AD Saxons from Germany land in Britain and settle in Kent BY AD 600 Seven kingdoms are created across Britain.</p>	<p>relating to Ancient Greece</p> <p>776 BC The first Olympic games. 650 BC The tyrant Kypselos takes over Corinth. His son Periander succeeds him 508 BC Male citizens of Athens are given a chance to vote. 500 BC The 'Classical Period' starts. 472 BC Greek theatres become popular in Athens. 460 BC Hippocrates is born in Kos. 432 BC The Parthenon is finished 336 BC Alexander the Great takes over rule of Greece 338 BC King Philip II of Macedonia takes control of Greece 146 BC Rome conquers the Corinthians at the Battle of Corinth and Greece falls under the rule of the Roman Empire</p> <p>To recall details and timeline of some of the great battles which took place eg Battle of Marathon To know where the Ancient Greece is placed in relation to other ancient dynasties/ time periods.</p> <p><u>Anglo Saxons and Vikings</u> To recall some dates and key facts relating to the Anglo Saxons eg 410AD The last Romans leave Britain 450AD Saxons from Germany land in Britain and settle in Kent BY AD 600 Seven kingdoms are created across Britain.</p>
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Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		<u>Toys and Games</u> Old, new, Past, present Long ago, recently Victorian Mechanical toys Street games Materials <u>The Space Race</u> Apollo 11 Astronaut Lunar Mission NASA Satellite Space Race Solar System Vostok 1	<u>Toys and Games</u> Old, new, Past, present Long ago, recently Victorian Mechanical toys Street games Materials <u>The Space Race</u> Apollo 11 Astronaut Lunar Mission NASA Satellite Space Race Solar System Vostok 1	<u>Stone Age</u> Archaeology Archaeologist Artefact Monument BCE AD Hunter Gathers Nomadic Settlement Tribe Celt Hillfort Roundhouses <u>Iron Age</u> Archaeology Archaeologist	<u>Stone Age</u> Archaeology Archaeologist Artefact Monument BCE AD Hunter Gathers Nomadic Settlement Tribe Celt Hillfort Roundhouses <u>Iron Age</u> Archaeology Archaeologist	<u>Shang Dynasty</u> Ancestor Archaeologist artefact Civilisation Cowrie shells Dynasty Emperor General Merchant Peasant Social hierarchy Tomb Jade Oracle bones <u>World War World II</u> Air Raid	<u>Shang Dynasty</u> Ancestor Archaeologist artefact Civilisation Cowrie shells Dynasty Emperor General Merchant Peasant Social hierarchy Tomb Jade Oracle bones <u>World War World II</u> Air Raid

		<u>Polar Explorers</u> Master mariner - Scurvy Ration Compass Sextant Meteorologist GPS <u>Houses and Homes</u> Dolly Dolly tub Washboard Mangle Range Flat iron Bed warmer Chamber pot <u>Great Fire of London</u> Eye witness Diary Fire break Fire hook Flammable Leather buckets London River Thames <u>Grace Darling</u> Coble boat Lighthouse Heroine Oars Paddle steamer Shipwreck Rescue RNLI Survivors	<u>Polar Explorers</u> Master mariner - Scurvy Ration Compass Sextant Meteorologist GPS <u>Houses and Homes</u> Dolly Dolly tub Washboard Mangle Range Flat iron Bed warmer Chamber pot <u>Great Fire of London</u> Eye witness Diary Fire break Fire hook Flammable Leather buckets London River Thames <u>Grace Darling</u> Coble boat Lighthouse Heroine Oars Paddle steamer Shipwreck Rescue RNLI Survivors	Artefact Monument BCE AD Settlement Tribe Celt Druids Hillfort Roundhouses Bronze Alloy <u>Tudors</u> Breeches Catholic Church Corset Church Of England Doublet Gown Heir Kirtle monarch reign Ruff Wattle and Daub <u>Ancient Egypt</u> Archaeologist Artefact Burial chamber Canopic jar Cartouche Hieroglyphics Irrigation Mummification Papyrus Pyramid Pharaoh Sarcophagus Tomb <u>Romans</u> AD Amphitheatre BCE Celts Centurion Century Conquer Emperor	Artefact Monument BCE AD Settlement Tribe Celt Druids Hillfort Roundhouses Bronze Alloy <u>Tudors</u> Breeches Catholic Church Corset Church Of England Doublet Gown Heir Kirtle monarch reign Ruff Wattle and Daub <u>Ancient Egypt</u> Archaeologist Artefact Burial chamber Canopic jar Cartouche Hieroglyphics Irrigation Mummification Papyrus Pyramid Pharaoh Sarcophagus Tomb <u>Romans</u> AD Amphitheatre BCE Celts Centurion Century Conquer Emperor	Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing <u>Social Justice</u> Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables Vagrant Victim Trial <u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice	Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing <u>Social Justice</u> Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables Vagrant Victim Trial <u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice
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Historical Study and Interpretation

Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Show curiosity about objects, events and people Use senses to explore the world around them Initiate activities Representing their experiences in play Taking on a role in their play Acting out experiences with other people <ul style="list-style-type: none"> Show a deep drive to know more 	Links to the characteristics of effective learning (CoEL) <ul style="list-style-type: none"> Show a deep drive to know more about people and their world Show high levels of involvement, energy, fascination Pay attention to details Use the language of thinking and learning: <i>think</i>, 	Use written, oral and visual sources as well as artefacts to find out about the past Ask and answer questions about what they have heard or seen. Communicate their ideas through a range of mediums including spoken and written word	Plan questions and find answers to an historical enquiry Use a range of sources including written, visual and oral sources and artefacts to answer historical questions Communicate historical knowledge through a range of mediums including spoken and written word	Use more complex sources of primary and secondary information Understand how sources can be used to answer a range of historical questions Select what is most important in an historical account Understand that events from the past are represented and interpreted in different ways and these may	Use a range of documents and printed sources Comment on a range of possible reasons for differences in a number of accounts Distinguish between reliable and unreliable sources and identify the most useful for a task Devise a range of questions and answer them with substantiated responses	Identify significant issues in the topics covered Identify different interpretations for events, developments and people Give a balanced view of interpretation of the past Draw conclusions using a range of evidence Accept or reject sources based on valid criteria when carrying out an historical enquiry	Explain why particular aspects of a historical event, development society or person are of particular significance Explain how or why it is possible to have a different interpretation of the same event or person Reach a valid and substantiated conclusion to an independently planned and investigated enquiry Comment with confidence on a range of different

<p>about people and their world</p> <ul style="list-style-type: none"> Show high levels of involvement, energy, fascination Pay attention to details Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> Thinking of ideas that are new and meaningful to the child Playing with possibilities (<i>what if? what else?</i>) Visualising and imagining options Making links and noticing patterns in their experience Making predictions Testing their ideas Develop ideas of grouping, sequences, cause and effect 	<p><i>know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i></p> <ul style="list-style-type: none"> Thinking of ideas that are new and meaningful to the child Playing with possibilities (<i>what if? what else?</i>) Visualising and imagining options Making links and noticing patterns in their experience Making predictions Testing their ideas Develop ideas of grouping, sequences, cause and effect <p>UTW – Reception - Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>UTW – Reception - Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Ask and answer questions listen and recall, compare and contrast, Talk about now and then, same and different</p>			<p>contradict each other. Give reasons why two accounts of the same event might differ Ask and answer valid questions for enquiries and answer using a range of sources</p>			<p>types of sources for enquiries</p>
<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>	<p>Key Knowledge</p>
		<p><u>Toys and Games</u> I can use objects, pictures and stories to find out about the past</p>	<p><u>Toys and Games</u> I can use objects, pictures and stories to find out about the past</p>	<p><u>Stone Age</u> I can ask and answer a range of questions about this time period.</p>	<p><u>Stone Age</u> I can ask and answer a range of questions about this time period.</p>	<p><u>Shang Dynasty</u> Identify (and explain)why particular aspects of a historical period of are</p>	<p><u>Shang Dynasty</u> Identify (and explain)why particular aspects of a historical period of are</p>

		<p>I can ask questions about the toys my parents and grandparents played with when they were children I can talk about what I have learnt and draw and write about it I know that museums can help me to understand life in the past</p> <p><u>The Space Race</u> I can use objects, pictures and stories to find out about the past including newspaper reports and video footage. I know that sources of information can be different from different times in history I can ask and answer questions about questions about the space race, Neil Armstrong and Tim Peake I can share what I have learnt through talk, drawing, writing or by using technology</p> <p><u>Polar Explorers</u> I can use objects, pictures and stories to find out about the past. I can ask and answer questions about questions about Ernest Shackleton and Felicity Aston. I can talk about what I have learnt and talk, draw and write about it.</p> <p><u>Houses and Homes</u> I can use objects, pictures and stories to find out about the past I can ask and answer questions about homes in the past and make comparisons about homes</p>	<p>I can ask questions about the toys my parents and grandparents played with when they were children I can talk about what I have learnt and draw and write about it I know that museums can help me to understand life in the past</p> <p><u>The Space Race</u> I can use objects, pictures and stories to find out about the past including newspaper reports and video footage. I know that sources of information can be different from different times in history I can ask and answer questions about questions about the space race, Neil Armstrong and Tim Peake I can share what I have learnt through talk, drawing, writing or by using technology</p> <p><u>Polar Explorers</u> I can use objects, pictures and stories to find out about the past. I can ask and answer questions about questions about Ernest Shackleton and Felicity Aston. I can talk about what I have learnt and talk, draw and write about it.</p> <p><u>Homes in the Past</u> I can use objects, pictures and stories to find out about the past I can ask and answer questions about homes in the past and make comparisons about homes</p>	<p>I can use a range of different documents and sources to answer questions including sources from the time such as cave art. I will consider how archaeologists make sense of life in the past I know that we may not have definite answers to questions eg why was Stonehenge erected? Children will use a variety of images/ replica objects to investigate and explore life in the stone Age They will take part in a workshop, asking finding answers to their questions</p> <p><u>Iron Age</u> I can identify details from local and national history to show my understanding of societies and people during this time frame. I can investigate and comment on the similarities, differences and changes which occurred during this time through investigating the sources. I can talk about the importance of causes and effects for some of the key events and developments across this time frame.</p> <p><u>Tudors</u> I can ask and answer a range of questions about this time period. I can use more a complex range of different documents and printed sources. I can use different sources to ask and answer questions about life in the</p>	<p>I can use a range of different documents and sources to answer questions including sources from the time such as cave art. I will consider how archaeologists make sense of life in the past I know that we may not have definite answers to questions eg why was Stonehenge erected? Children will use a variety of images/ replica objects to investigate and explore life in the stone Age They will take part in a workshop, asking finding answers to their questions</p> <p><u>Iron Age</u> I can identify details from local and national history to show my understanding of societies and people during this time frame. I can investigate and comment on the similarities, differences and changes which occurred during this time through investigating the sources. I can talk about the importance of causes and effects for some of the key events and developments across this time frame.</p> <p><u>Tudors</u> I can ask and answer a range of questions about this time period. I can use more a complex range of different documents and printed sources.. I can use different sources to ask and answer questions about life in the</p>	<p>particular significance eg what do archaeologist and historians tell us about the Shang dynasty and how do they know this? I can draw conclusions, using a range of evidence eg how can we find out about Shang religion? Reach a valid and substantiated conclusion to an independently planned and investigated enquiry – eg what was life like in the Shang dynasty- what sources can we use to answer the question?</p> <p><u>World War World II</u> I can Identify why particular aspects of a historical period of are particular significance I can identify different interpretations of the same event or person eg use of propaganda/ Allied/Axis viewpoint or the impact of the war on the role of women. I can draw conclusions, using a range of evidence I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg was evacuation always a negative experience for children? I can accept or reject sources based on valid criteria when carrying out an historical enquiry</p> <p><u>Social Justice</u> I can identify why particular aspects of a historical</p>	<p>particular significance eg what do archaeologist and historians tell us about the Shang dynasty and how do they know this? I can draw conclusions, using a range of evidence eg how can we find out about Shang religion? Reach a valid and substantiated conclusion to an independently planned and investigated enquiry – eg what was life like in the Shang dynasty- what sources can we use to answer the question?</p> <p><u>World War World II</u> I can Identify (and explain) why particular aspects of a historical period of are particular significance I can identify different interpretations of the same event or person eg use of propaganda/ Allied/Axis viewpoint or the impact of the war on the role of women. I can draw conclusions, using a range of evidence I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg was evacuation always a negative experience for children? I can accept or reject sources based on valid criteria when carrying out an historical enquiry and comment with confidence on a range of different types of sources for enquiries</p> <p><u>Social Justice</u> I can identify (and explain) why particular aspects of a</p>
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		<p>today I can talk about what I have learnt and draw and write about it I know that books, artefacts, photographs can help me to understand life in the past I know that I can visit museums to find out about the past (link to Ripon museum)</p> <p><u>Great Fire of London</u> I can use objects, pictures and stories to find out about the past. I know that sources of information can be different from different times in the past I can ask and answer questions about questions about the Great Fire of London I can share what I have learnt through talk, drawing, writing or by using technology I know that that people who lived a long time ago wrote and drew about events that took place in their lifetime and we can use these to find out about the past eg paintings/ diaries</p> <p>Grace Darling I can use objects, pictures and stories to find out about the past I know that sources of information can be different from different times in history I can ask and answer questions about questions about the Grace Darling I know that historical figures are remembered in</p>	<p>today I can talk about what I have learnt and draw and write about it I know that books, artefacts, photographs can help me to understand life in the past I know that I can visit museums to find out about the past (link to Ripon museum)</p> <p><u>Great Fire of London</u> I can use objects, pictures and stories to find out about the past. I know that sources of information can be different from different times in the past I can ask and answer questions about questions about the Great Fire of London I can share what I have learnt through talk, drawing, writing or by using technology I know that that people who lived a long time ago wrote and drew about events that took place on their lifetime and we can use these to find out about the past eg paintings/ diaries</p> <p>Grace Darling I can use objects, pictures and stories to find out about the past I know that sources of information can be different from different times in history I can ask and answer questions about questions about the Grace Darling I know that historical figures are remembered in</p>	<p>past and make comparison with life today ie. Medical treatments and life for children in the period through looking at the evidence and sources from the time</p> <p><u>Ancient Egypt</u> I can use more complex sources of primary and secondary information including a range of images, documents, printed sources and artefacts I understand how sources can be used to answer a range of historical eg using painted pottery to understand what life might have been like in ancient Egypt. I understand that events from the past are represented and interpreted in different ways I can devise, ask and answer valid questions for enquiries and answer with substantiated responses using a range of sources.</p> <p><u>Romans</u> I can use more complex sources of primary and secondary information including a range of documents and printed sources eg maps to show the spread of the Roman Empire. I understand how sources can be used to answer a range of historical questions Understand that events from the past are</p>	<p>past and make comparison with life today ie. Medical treatments and life for children in the period through looking at evidence and sources from the time.</p> <p><u>Ancient Egypt</u> I can use more complex sources of primary and secondary information including a range of images, documents, printed sources and artefacts I understand how sources can be used to answer a range of historical eg using painted pottery to understand what life might have been like in ancient Egypt. I understand that events from the past are represented and interpreted in different ways I can devise, ask and answer valid questions for enquiries and answer with substantiated responses using a range of sources.</p> <p><u>Romans</u> I can use more complex sources of primary and secondary information including a range of documents and printed sources eg maps to show the spread of the Roman Empire. I understand how sources can be used to answer a range of historical questions Understand that events from the past are represented and</p>	<p>period are of particular significance I can identify different interpretations of the same event or person eg portrayal of vagrants being criminals</p> <p>I can draw conclusions using a range of evidence and reach a valid and substantiated conclusion to an independently planned and investigated enquiry) eg. Sinkler trial Accept or reject sources based on valid criteria when carrying out an historical enquiry (and comment with confidence on a range of different types of sources for enquiries)</p> <p><u>Mayans</u> I can identify why particular aspects of a historical period are of significance eg oracle bones, number and writing systems</p> <p>I can draw conclusions, using a range of evidence and comment on when a lack of evidence can lead to more questions eg Fu Hoa's tomb I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg what was life like in Ancient Mayan civilisation</p> <p><u>Ancient Greece</u> I can identify (and explain) why particular aspects of a</p>	<p>historical period are of particular significance I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations eg portrayal of vagrants being criminals</p> <p>I can draw conclusions, using a range of evidence I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry) eg. Sinkler trial I can accept or reject sources based on valid criteria when carrying out an historical enquiry (and comment with confidence on a range of different types of sources for enquiries)</p> <p><u>Mayans</u> I can identify (and explain) why particular aspects of a historical period are of significance eg oracle bones, number and writing systems</p> <p>I can draw conclusions, using a range of evidence and comment on when a lack of evidence can lead to more questions eg Fu Hoa's tomb I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg what was life like in Ancient Mayan civilisation</p> <p><u>Ancient Greece</u> I can identify (and explain) why particular aspects of a</p>
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		<p>a variety of different ways I can share what I have learnt through talk, drawing, writing or by using technology</p>	<p>a variety of different ways and that there can be difference in the ways people and events are remembered I can share what I have learnt through talk, drawing, writing or by using technology</p>	<p>represented and interpreted in different ways and these may contradict each other and comment on a range of possible reasons for differences in a number of accounts eg the impact of the invasion on Britain. I can ask and answer valid questions for enquiries and answer using a range of sources.</p> <p><u>Victorians</u> I can use a range of different evidence including documents and printed sources. I can comment on a range of possible reasons for differences in a number of accounts eg different experiences of life working in a factory Distinguish between reliable and unreliable sources and identify the most useful for a task</p> <p>I can devise a range of questions and answer them with substantiated responses eg by considering experiences of different groups of people in the Victorian era when new laws came in to effect.</p>	<p>interpreted in different ways and these may contradict each other and comment on a range of possible reasons for differences in a number of accounts eg the impact of the invasion on Britain. Devise, ask and answer valid questions for enquiries and answer with substantiated responses using a range of sources.</p> <p><u>Victorians</u> I can use a range of different evidence including documents and printed sources. I can comment on a range of possible reasons for differences in a number of accounts eg different experiences of life working in a factory Distinguish between reliable and unreliable sources and identify the most useful for a task</p> <p>I can devise a range of questions and answer them with substantiated responses eg by considering experiences of different groups of people in the Victorian era when new laws came in to effect.</p>	<p>historical period are of significance eg Greek architecture/ philosophy/politics/ mathematical and scientific discovery I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was fought.</p> <p>I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry ie investigation into life as a woman in Greek civilisation</p> <p><u>Anglo Saxons and Vikings</u> I can identify why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let in AD43 I can identify different interpretations of the same event or person eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded I can draw conclusions, using a range of evidence I can accept or reject sources based on valid criteria when carrying out an historical enquiry</p>	<p>historical period are of significance eg Greek architecture/ philosophy/politics/ mathematical and scientific discovery I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was fought.</p> <p>I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry ie investigation into life as a woman in Greek civilisation</p> <p>Anglo Saxons and Vikings I can identify (and explain) why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let in AD43 I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event) eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded. I can draw conclusions, using a range of evidence and reach a valid and substantiated conclusion to an independently planned and investigated enquiry I can accept or reject</p>
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							sources based on valid criteria when carrying out an historical enquiry and comment on a range of different types of sources for enquiries.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		<u>Toys and Games</u> Mechanical toys Street games Materials Museum Exhibit <u>The Space Race</u> Apollo 11 Astronaut Lunar Mission NASA Satellite Space Race Solar System Vostok 1 Russia <u>Polar Explorers</u> Master mariner - Scurvy Ration Compass Sextant Meteorologist GPS <u>Houses and Homes</u> Dolly Dolly tub Washboard Mangle Range Flat iron Bed warmer Chamber pot <u>Great Fire of London</u> Eye witness Diary Fire break Fire hook Flammable	<u>Toys and Games</u> Mechanical toys Street games Materials Museum Exhibit <u>The Space Race</u> Apollo 11 Astronaut Lunar Mission NASA Satellite Space Race Solar System Vostok 1 Russia <u>Polar Explorers</u> Master mariner - Scurvy Ration Compass Sextant Meteorologist GPS <u>Houses and Homes</u> Dolly Dolly tub Washboard Mangle Range Flat iron Bed warmer Chamber pot <u>Great Fire of London</u> Eye witness Diary Fire break Fire hook Flammable	BCE/AD BCEE/CE Primary/ secondary source Opinion Evidence Substantiated <u>Stone Age</u> Archaeology Archaeologist Artefact Monument BCE AD Hunter Gathers Nomadic Settlement Tribe Celt Hillfort Roundhouses <u>Iron Age</u> Archaeology Archaeologist Artefact Monument BCE AD Settlement Tribe Celt Druids Hillfort Roundhouses Bronze Alloy <u>Tudors</u> Breeches Catholic Church Corset Church Of England Doublet Gown Heir	BCE/AD BCEE/CE Primary/ secondary source Opinion Evidence Substantiated <u>Stone Age</u> Archaeology Archaeologist Artefact Monument BCE AD Hunter Gathers Nomadic Settlement Tribe Celt Hillfort Roundhouses <u>Iron Age</u> Archaeology Archaeologist Artefact Monument BCE AD Settlement Tribe Celt Druids Hillfort Roundhouses Bronze Alloy <u>Tudors</u> Breeches Catholic Church Corset Church Of England Doublet Gown Heir	<u>Shang Dynasty</u> Ancestor Archaeologist artefact Civilisation Cowrie shells Dynasty Emperor General Merchant Peasant Social hierarchy Tomb Jade Oracle bones <u>World War World II</u> Air Raid Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing <u>Social Justice</u> Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables	<u>Shang Dynasty</u> Ancestor Archaeologist artefact Civilisation Cowrie shells Dynasty Emperor General Merchant Peasant Social hierarchy Tomb Jade Oracle bones <u>World War World II</u> Air Raid Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing <u>Social Justice</u> Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables

		<p>Leather buckets London River Thames</p> <p><u>Grace Darling</u> Coble boat Lighthouse Heroine Oars Paddle steamer Shipwreck Rescue RNLI Survivors</p>	<p>Leather buckets London River Thames</p> <p><u>Grace Darling</u> Coble boat Lighthouse Heroine Oars Paddle steamer Shipwreck Rescue RNLI Survivors</p>	<p>Kirtle monarch reign Ruff Wattle and Daub</p> <p><u>Ancient Egypt</u> Archaeologist Artefact Burial chamber Canopic jar Cartouche Hieroglyphics Irrigation Mummification Papyrus Pyramid Pharaoh Sarcophagus Tomb</p> <p><u>Romans</u> AD Amphitheatre BCE Celts Centurion Century Conquer Emperor Invade Legion legionnaire Mosaic Senate Settlers</p> <p><u>Victorians</u> British Empire Domestic service Mill Mines Industrial Revolution Migrate Paupers Public health Ragged schools Rural Slum Trap Urban</p>	<p>Kirtle monarch reign Ruff Wattle and Daub</p> <p><u>Ancient Egypt</u> Archaeologist Artefact Burial chamber Canopic jar Cartouche Hieroglyphics Irrigation Mummification Papyrus Pyramid Pharaoh Sarcophagus Tomb</p> <p><u>Romans</u> AD Amphitheatre BCE Celts Centurion Century Conquer Emperor Invade Legion legionnaire Mosaic Senate Settlers</p> <p><u>Victorians</u> British Empire Domestic service Mill Mines Industrial Revolution Migrate Paupers Public health Ragged schools Rural Slum Trap Urban</p>	<p>Vagrant Victim Trial</p> <p><u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice</p> <p><u>Ancient Greece</u> Ancient Acropolis Amphitheatre Assembly Artefact Civilization City states Democracy Legacies Olympics Parthenon Philosophy</p> <p><u>Anglo Saxons and Vikings</u> Anglo Saxons Conquer Danegeld Danelaw exile Kingdom Longship Monastery Pagan outlawed</p>	<p>Vagrant Victim Trial</p> <p><u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice</p> <p><u>Ancient Greece</u> Ancient Acropolis Amphitheatre Assembly Artefact Civilization City states Democracy Legacies Olympics Parthenon Philosophy</p> <p><u>Anglo Saxons and Vikings</u> Anglo Saxons Conquer Danegeld Danelaw exile Kingdom Longship Monastery Pagan outlawed</p>
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<u>Historical Knowledge and Awareness</u>							
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
<p>Nursery</p> <p>To begin to identify their own sense of time and place</p> <p>ie when I was 2, I played with...</p> <p>When I was younger I lived in</p>	<p>Reception</p> <p>To develop their own sense of time and place</p> <p>ie when I was 2, I played with..., now I am 5 I like...</p> <p>When I was younger I lived in</p> <p>To be able to recall key events which are significant to them or family members or friends.</p> <p>To talk about their personal history and recall significant points ie when we moved to the airfield, recall details about their previous home/school</p> <p>To talk about older/younger siblings and similarities / differences ie favourite TV shows may have changed.</p>	<p>Identify relevant features of particular historical themes, events and people from family, local, national and global history</p> <p>Identify a few similarities, differences and changes between past and present</p> <p>Identify at least one cause for, and effect of, several events covered</p> <p>Consider why an event or a person might be significant</p>	<p>Describe features of particular historical themes, events and people from family, local, national and global history eg retell a story</p> <p>Identify a range of similarities and differences and changes over a period of time</p> <p>Identify a few relevant causes and effects for some of the main events covered</p> <p>Identify a range of significant aspects of a theme, society, period or person</p>	<p>Identify details from several themes, societies, events and significant people covered in local national and global history</p> <p>Describe some similarities, differences and changes which occurred in the topic covered</p> <p>Describe relevant causes for, and effects on, some of the key events and developments covered</p> <p>Begin to understand why people acted as they did and give reasons</p>	<p>Identify details from local, national and global history to demonstrate overall awareness of themes, societies, events and people</p> <p>Make valid statements about the main similarities, differences and changes which occurred in the topic covered (eg different lived experiences of rich and poor)</p> <p>Comment on the importance of causes and effects for some of the key events and developments within topics</p>	<p>Understand some features associated with themes , individuals, society and events covered</p> <p>Explain why some changes and developments were important</p> <p>Describe some of the significant issues in the time frame being studied</p> <p>Place several valid causes and effects in order of importance relating to events and developments</p>	<p>Understand and be able to give an overview of the most significant features of different themes , individuals, society and events covered</p> <p>Compare similarities, differences and changes within and across some topics</p> <p>Explain reasons why particular aspects of a historical event, development society or person were of particular significance</p> <p>Explain the role and significance of different causes and effects of a range of events and developments.</p>
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		<p><u>Toys and Games</u></p> <p>Toys have existed for thousands of years. They were made out of the material available at the time including, stone, bone and string</p> <p>In Victorian times, toys were made mainly from wood, paper and metal</p> <p>Rich Victorian children played with rocking horse, dolls, tea sets and clockwork trains</p> <p>Poor Victorian children</p>	<p><u>Toys and Games</u></p> <p>Toys have existed for thousands of years. They were made out of the material available at the time including, stone, bone and string</p> <p>In Victorian times, toys were made mainly from wood, paper and metal</p> <p>Rich Victorian children played with rocking horse, dolls, tea sets and clockwork trains</p> <p>Poor Victorian children</p>	<p><u>Stone Age</u></p> <p>The Stone Age is split into three distinct periods</p> <p>Palaeolithic Period</p> <p>People were nomadic hunters and they found food by roaming from place to place in different seasons</p> <p>Mesolithic Period</p> <p>Tools were developed to become smaller and more refined. Canoes were invented which allowed people to fish as well as</p>	<p><u>Stone Age</u></p> <p>The Stone Age is split into three distinct periods</p> <p>Palaeolithic Period</p> <p>People were nomadic hunters and they found food by roaming from place to place in different seasons</p> <p>Mesolithic Period</p> <p>Tools were developed to become smaller and more refined. Canoes were invented which allowed people to fish as well as</p>	<p>Shang Dynasty</p> <p>The Shang Dynasty is the first well-documented dynasty. It was based around the Yellow River in central China and is sometimes called the cradle of Chinese civilisation. It was a Bronze Age culture, they didn't yet have knowledge of iron working. Writing was first developed in China in this period and many written texts were incised onto bones found in</p>	

		<p>played with peg dolls, wooden toys and rags filled with sawdust to make balls or toy animals • Modern toys are often made of plastic or are electrical Many modern toys use electricity to work Computers were invented in the 20th Century</p> <p><u>The Space Race</u> The Space Race was between Russia and the USA- they both wanted to be the first to land on the moon. Russian cosmonaut, Yuri Gagarin was the first man in space in 1961. Before the Apollo 11 flight mission no one been to the moon. On July 16th 1969, Saturn 5, was launched. There were three American astronauts on board; Neil Armstrong, Buzz Aldrin and Michael Collins. It took four days to reach the moon. Neil Armstrong was the first man on the moon. Buzz Aldrin joined him 19 minutes later. They gathered moon dirt and rocks to bring back to Earth. They also took photographs to show what the moon was like. The moon landing was important because it told us that people could travel there and back safely. It also allows us to find out more about space and the moon.</p> <p><u>Polar Explorers</u> Ernest Shackleton was a polar explorer who led British expeditions to the Antarctic. At 16, he joined</p>	<p>played with peg dolls, wooden toys and rags filled with sawdust to make balls or toy animals • Modern toys are often made of plastic or are electrical Many modern toys use electricity to work Computers were invented in the 20th Century</p> <p><u>The Space Race</u> The Space Race was between Russia and the USA- they both wanted to be the first to land on the moon. Russian cosmonaut, Yuri Gagarin was the first man in space in 1961. Before the Apollo 11 flight mission no one been to the moon. On July 16th 1969, Saturn 5, was launched. There were three American astronauts on board; Neil Armstrong, Buzz Aldrin and Michael Collins. It took four days to reach the moon. Neil Armstrong was the first man on the moon. Buzz Aldrin joined him 19 minutes later. They gathered moon dirt and rocks to bring back to Earth. They also took photographs to show what the moon was like. The moon landing was important because it told us that people could travel there and back safely. It also allows us to find out more about</p> <p><u>Polar Explorers</u> Ernest Shackleton was a polar explorer who led British expeditions to the Antarctic. At 16, he joined the merchant navy and</p>	<p>hunt. Neolithic period People began to farm and grow their own crops. People had a more reliable supply of food which led to communities forming settlements.</p> <p><u>Bronze Age</u> People produced a greater range of tools and weapons than had previously been possible as well as household and luxury goods and fine jewellery. Trade in metals and goods began to take place over longer distances. One form of housing, called Roundhouses were built in the Bronze Age</p> <p>Study of Skara Brae is an archaeological site in Orkney, Scotland and Stonehenge</p> <p><u>Iron Age</u> Changes and comparison about life from Stone Age to the Iron Age What changes happened and why did these changes happen?.</p> <p>‘Bell Beaker People’. It was thought that the Bell Beaker people brought bronze to Britain and they introduced different types of weapons and jewellery into Britain. They were named this after the distinctive bell-shaped pottery that was decorated with impressions made from a comb or cord. The pots were used for drinking from or to smelt copper, store food or to use</p>	<p>hunt. Neolithic period People began to farm and grow their own crops. 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The pots were used for drinking from or to smelt copper, store food or to use</p>	<p>archaeological excavations. The culture was ruled over by a king and his relatives were the government. Archaeological excavations have revealed towns with palaces, tombs and craft working areas The majority of the people who lived under the Shang Dynasty were farmers There were also craftsmen who worked in workshops just outside the city walls. Remains of jade, bone, pottery, and bronze-working have been found by archaeologists in these areas.</p> <p>Family was very important to the Shang people and they worshipped their ancestors after they had died. Their supreme god was called Shang Di, whom they believed communicated only with the king through his royal ancestors. Priests, or the king himself, would write questions for the ancestors on oracle bones, which were then heated until they cracked. The king would interpret the cracks to work out the answers.</p> <p>Fu Hao was not only the first known military leader but also the most influential military leader of the time, responsible for leading 13,000 soldiers into battle. She was also a high priestess which was very unusual for a woman at that time.</p> <p><u>World War World II</u></p>	
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		<p>the merchant navy and became a sailor. By 18, he had become first mate. At age 24, he was a certified master mariner. He wanted to be the first person to reach the South Pole. He went on his first expedition in 1901. On his second trip in 1907 he made it to within 97 miles of the South Pole but dreadful conditions meant he had to turn back. On his 3rd expedition in 1914, Shackleton's ship, Endurance, was trapped in the ice for almost a year. The team escaped by sailing across 1,300 km of ocean in a small boat to the tiny uninhabited South Georgia island. Amazingly, all of Shackleton's crew survived the journey. Felicity Aston was the first woman to ski across the Antarctic in 2012</p> <p><u>Houses and Homes</u> I can identify, describe and similarities between homes now and in the past I know what homes were like in the Victorian period and I can describe how people washed, cooked and cleaned. I can talk about how technology has changed the way we do things I am beginning to understand that rich and poor Victorians had very different lives</p> <p><u>Great Fire of London</u> The Great Fire of London</p>	<p>became a sailor. By 18, he had become first mate. At age 24, he was a certified master mariner. He wanted to be the first person to reach the South Pole. He went on his first expedition in 1901. On his second trip in 1907 he made it to within 97 miles of the South Pole but dreadful conditions meant he had to turn back. On his 3rd expedition in 1914, Shackleton's ship, Endurance, was trapped in the ice for almost a year. The team escaped by sailing across 1,300 km of ocean in a small boat to the tiny uninhabited South Georgia island. Amazingly, all of Shackleton's crew survived the journey. Felicity Aston was the first woman to ski across the Antarctic in 2012</p> <p><u>Houses and Homes</u> I can identify, describe and compare the similarities between homes now and in the past I know what homes were like in the Victorian period and I can describe how people washed, cooked and cleaned. I can talk about how technology has changed the way we do things and what impact this had on people's lives I am beginning to understand that rich and poor Victorians had very different lives</p> <p><u>Great Fire of London</u> The Great Fire of London</p>	<p>as urns. Intricate pottery would show someone's wealth and status. Iron was tougher than bronze and could be shaped into finer and sharper objects. It required smithing (heating and hammering) to make into tools and implements. farming became more productive the population began to rise. Most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons. There were many wars and battles between different tribes and clans during the Iron Age and because of all of this, Iron Age people began to protect themselves by settling in hillforts. These were groups of round houses and farming land protected by stone walls. Sometimes people from the Iron Age are called 'Celts'. This period of history ended when the Romans invaded Britain in AD 43.</p> <p><u>Tudors</u> Tudor England is famous for its beautiful and ornate clothing, particularly during the reign of Queen Elizabeth I. Clothes were a means of displaying how wealthy a person was. Food was another sign of wealth. Water was not used as a drink as it was thought to be unsafe. Over the Tudor period the types of food available changed as explorers were</p>	<p>as urns. Intricate pottery would show someone's wealth and status. Iron was tougher than bronze and could be shaped into finer and sharper objects. 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Over the Tudor period the types of food available changed as explorers were</p>	<p>The Second World War started on September 3rd 1939</p> <p>Over 3.5 million children were evacuated from large towns and cities to the countryside where it was believed they would be safe from bombings. The name for this was Operation Pied Pipe .All evacuees took their ration books and gas masks with them. When they reached their destination a billeting officer would arrange a host family for them.</p> <p>Nazi Germany tried to cut off supplies of foods and other goods by attacking the supply ships that were bringing food to Britain. To combat this, rationing was introduced. This meant that every person was only allowed a fixed amount of food. People were encouraged to "Dig for Victory" and grow as much of their own food as possible. Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to "make do and mend". Before the war many women stayed at home and did not go out to work. A married woman was expected to be a homemaker. However, when war broke out and men were called up for active duty, women were needed to do the traditionally "male" jobs such as working in</p>	
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		<p>started in a bakery in Pudding Lane on 2nd September 1666. The fire spread easily because it hadn't rained for months. In 1666, lots of people had houses made from wood and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade. They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks. As the wind died down and changed direction the fire became under control and was finally put out. After the fire, King Charles ordered that houses be made from stone and they should be built further apart. An organised fire brigade was established, water engines were designed that gave a continuous stream of water when pumped.</p> <p>Samuel Pepys kept a diary during this time period, so we have a first-hand account of what happened.</p> <p><u>Grace Darling</u></p> <p>Grace Darling was one of the Victorian era's most celebrated heroines. On 7 September 1838, she risked her life to rescue the stranded survivors of the wrecked steamship Forfarshire, a feat of bravery which changed her</p>	<p>started in a bakery in Pudding Lane on 2nd September 1666. The fire spread easily because it hadn't rained for months. In 1666, lots of people had houses made from wood and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade. They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks. As the wind died down and changed direction the fire became under control and was finally put out. After the fire, King Charles ordered that houses be made from stone and they should be built further apart. An organised fire brigade was established, water engines were designed that gave a continuous stream of water when pumped.</p> <p>Samuel Pepys kept a diary during this time period, so we have a first-hand account of what happened.</p> <p><u>Grace Darling</u></p> <p>Grace Darling was one of the Victorian era's most celebrated heroines. On 7 September 1838, she risked her life to rescue the stranded survivors of the wrecked steamship Forfarshire, a feat of bravery which changed her</p>	<p>finding new lands and bringing new and exciting food back with them.</p> <p>England was a Catholic country at the beginning of the Tudor reign. Henry VIII decided that he would divorce Catherine OF Aragon against the Church's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of England</p> <p><u>Ancient Egypt</u> Mummification The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife. Unless their body was preserved, it would be no good in the afterlife.</p> <p>Religion was very important in Egyptians were polytheists with more than 2000 gods. They believed that the gods would guide them through life and the afterlife.</p> <p>Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken. The Rosetta Stone, discovered in 1799, was written in hieroglyphs It took 20 years to translate all the text into modern language.</p> <p>Tutankhamun was probably</p>	<p>finding new lands and bringing new and exciting food back with them.</p> <p>England was a Catholic country at the beginning of the Tudor reign. Henry VIII decided that he would divorce Catherine OF Aragon against the Church's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of England</p> <p><u>Ancient Egypt</u> Mummification The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife. Unless their body was preserved, it would be no good in the afterlife.</p> <p>Religion was very important in Egyptians were polytheists with more than 2000 gods. They believed that the gods would guide them through life and the afterlife.</p> <p>Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken. The Rosetta Stone, discovered in 1799, was written in hieroglyphs It took 20 years to translate all the text into modern language.</p> <p>Tutankhamun was probably</p>	<p>factories, making weapons driving buses, or working in engineering. Some joined the Women Land Army or Women Royal Nava Service. After the war, many women lost their jobs and they were expected to return to the home. Their experiences led them to campaign for equal working rights.</p> <p><u>Social Justice</u></p> <p>Roman Laws Roman Laws were called the twelve tables. They were written around 450 BC and set out basic right for all Roman people. People who were accused of a crime were taken to court to be judged "guilty" or not "guilty". Roman systems of a court, a judge, a jury and a lawyer are still used today. Punishment in Roman times were severe</p> <p>Anglo Saxon Each village was made up of tithings of ten men. If one person in the tithing committed a crime the other men in the tithing would be responsible for bringing the criminal to courts. Different Anglo-Saxon kings and kingdoms had their own laws and punishments. Wergild was a payment system to settle disputes.</p> <p>Norman William the Conqueror kept the court and system in place that the Anglo Saxons had introduced. William I</p>	
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		<p>life dramatically.</p> <p>The story hit the front pages of all the newspapers. And the brave rescuers were celebrated all around the world. It was Grace who got the attention, as an unlikely hero in most people's eyes. A woman demonstrating strength and bravery was headline news. She became a celebrity, awarded medals from Queen Victoria for her bravery and celebrated as far away as Australia</p>	<p>life dramatically.</p> <p>The story hit the front pages of all the newspapers. And the brave rescuers were celebrated all around the world. It was Grace who got the attention, as an unlikely hero in most people's eyes. A woman demonstrating strength and bravery was headline news. She became a celebrity, awarded medals from Queen Victoria for her bravery and celebrated as far away as Australia</p>	<p>born at Akhetaten which was the capital city of Egypt in about the year 1346 BCE. He became Pharaoh at the age of around 9 or 10 after his father died. He reigned for about 10 years until he died aged just 18. His tomb was discovered by a team of British archaeologists in 1922, nearly 3000 years after his death.</p> <p><u>Romans</u> Before the Romans invaded, Britain was occupied by the Celts. Julius Caesar had visited Britain in 55 BCE with two legions but he realised the Roman army was not powerful enough to invade fully. He returned a year later with five legions and 2000 cavalrymen but Caesar had other issues to deal with in the Empire and he didn't think that Britain was worth a long war. The British tribes agreed to pay tributes to Rome and were left in peace.</p> <p>In AD43, Claudius' army attacked Celtic tribes in the south-east of Britain and quickly took control of the lands. Many Celtic tribes realised how strong this Roman army was and made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return they were allowed to keep their kingdoms.</p> <p>After Claudius left Britain, he left a governor in charge. In AD 60, the Romans experienced uprisings from native tribes such as the</p>	<p>born at Akhetaten which was the capital city of Egypt in about the year 1346 BCE. He became Pharaoh at the age of around 9 or 10 after his father died. He reigned for about 10 years until he died aged just 18. His tomb was discovered by a team of British archaeologists in 1922, nearly 3000 years after his death.</p> <p><u>Romans</u> Before the Romans invaded, Britain was occupied by the Celts. Julius Caesar had visited Britain in 55 BCE with two legions but he realised the Roman army was not powerful enough to invade fully. He returned a year later with five legions and 2000 cavalrymen but Caesar had other issues to deal with in the Empire and he didn't think that Britain was worth a long war. The British tribes agreed to pay tributes to Rome and were left in peace.</p> <p>In AD43, Claudius' army attacked Celtic tribes in the south-east of Britain and quickly took control of the lands. Many Celtic tribes realised how strong this Roman army was and made deals to keep the peace. They agreed to obey Roman laws and pay taxes. In return they were allowed to keep their kingdoms.</p> <p>After Claudius left Britain, he left a governor in charge. In AD 60, the Romans experienced uprisings from native tribes such as the</p>	<p>made the rule that Wergild would be paid to him rather than the victims of the criminal. The Normans introduced a new trial by ordeal. The two parties at odds would fight with wooden swords or real weapons. The winner was declared to be the honest party as he must have had God on his side.</p> <p>Tudors Crime – mainly stealing – was widespread, as many poor people could not afford to pay for things. Punishments were harsh to act as a deterrent. Vagrancy was a crime and punished by being whipped, or even hanged. Executions were popular with many people waiting hours to watch.</p> <p>Georgians The Georgians used capital punishment, the death penalty, for many offences including minor crimes like stealing. Children were not treated any differently to adults and punished in exactly the same ways. There was a new threat during the Georgian and Stuart period—the highwayman. Highwayman would lie in wait in forests and threaten people to hand over their possession. Members of the community were responsible for maintaining the peace. It was a very risky job.</p> <p>Victorians The police force was first introduced in London in 1829. Sir Robert Peel introduced them as part of</p>	
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				<p>Iceni. The Iceni, commanded by Queen Boudicca, were angry that the Romans had seized their lands and how they were being treated. Boudicca led the Iceni to many victories against the Romans. Boudicca was eventually defeated in AD 61.</p> <p><u>Victorians</u></p> <p>The period of time between 1837 to 1901 when Queen Victoria reigned. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.</p> <p>Poor children had to work to help support their families and there were no laws to protect working children. Children were given a number of different jobs including: chimney sweep, factory worker, farm hand and working in a coal mine.</p> <p>At the start of the Victorian period, very few children, apart from the wealthy, went to school. In 1880, a law was passed that made school compulsory for all children between the ages of five and ten. Rules in Victorian schools were strict and punishments were very harsh. Learning was done by chanting or</p>	<p>Iceni. The Iceni, commanded by Queen Boudicca, were angry that the Romans had seized their lands and how they were being treated. Boudicca led the Iceni to many victories against the Romans. Boudicca was eventually defeated in AD 61.</p> <p><u>Victorians</u></p> <p>The period of time between 1837 to 1901 when Queen Victoria reigned. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.</p> <p>Poor children had to work to help support their families and there were no laws to protect working children. Children were given a number of different jobs including: chimney sweep, factory worker, farm hand and working in a coal mine.</p> <p>At the start of the Victorian period, very few children, apart from the wealthy, went to school. In 1880, a law was passed that made school compulsory for all children between the ages of five and ten. Rules in Victorian schools were strict and punishments were very harsh. Learning was done by chanting or</p>	<p>a campaign to improve public law. These policemen were called 'Bobbies' or 'Peelers'. During this period, prison became the main form of punishment. Prisoners were forced to undertake "hard labour". Transportation (being shipped to Australia) was also used as a punishment.</p> <p>Local history In Ripon The Hornblower sounded the horn at the four corners of the obelisk in the Market Place at the centre of Ripon at dusk after which the citizens of Ripon had to stay in their homes until four or five o'clock in the morning. Ripon's first policeman was Samuel Winn, a shopkeeper, who was appointed in 1830. The case of the Sinkler Brothers was a famous case. The brothers Elijah and John were caught poaching and when they were challenged by a game keeper they assaulted him. The brothers were eventually brought to justice and their sentence was commuted to transportation.</p> <p><u>Mayans</u> The Ancient Maya were people who made their homes in an area known as Mesoamerica. They lived for thousands of years – from around 1000BC to 1700AD. They shared a common culture and religion but they lived in different city-states. Each</p>	
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				<p>copying out facts many times until they had been remembered.</p> <p>Key individuals who pushed for social reform included Charles Booth, Dr Barnardo and Lord Shaftesbury</p>	<p>copying out facts many times until they had been remembered.</p> <p>Key individuals who pushed for social reform included Charles Booth, Dr Barnardo and Lord Shaftesbury</p>	<p>city-state had its own ruler and they often fought with each other.</p> <p>They developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. These structures were all built without metal tools.</p> <p>Chichen Itza is a well-preserved example of a Mayan city, located in what would have been Mesoamerica. It is a popular tourist destination as it shows a series of Mayan sculptures, pyramids and natural water sources through sinkholes. Archaeologists can tell a great deal about the ancient Maya from their wonderful pottery and clay figures. The art they created honoured their leaders, gods, and their daily life. They were skilled weavers, creating beautiful fabrics and designing musical instruments like horns, drums, and castanets. They also carved huge statues. Mayans were also skilled farmers- they build large underground reservoirs to store the rainwater. They also cleared routes through jungles and swamps to create trade routes to sell their goods.</p> <p>The Maya developed a complex number and counting system. They were</p>	
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					<p>one of only two cultures in the world to develop the concept of zero. The Maya used a base 20 number system.</p> <p>The Mayan writing system was made up of 800 glyphs. Some of the glyphs were pictures and others represented sounds. The Mayans wrote hundreds of books which contained information on history, medicine, astronomy, and their religion. The Spanish missionaries burned all but four of these books.</p> <p>The Maya believed in and worshipped a number of different gods. Priests were very important in Maya society as it was believed that they could communicate directly with the gods. Ordinary Maya people believed that, after they died, their souls would travel through a series of caves and tunnels to Xibalba. Rulers and noblemen believed that they had a chance of getting to the Upperworld.</p> <p><u>Ancient Greece</u></p> <p>Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the</p>	
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						<p>scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece.</p> <p>Most women did not have the freedoms we take for granted but their rights and freedoms depended on their social status as well as where they lived. Married women had to stay at home. Rich women were only allowed to leave the house if they were accompanied by a slave or a male companion. Only poor women went out alone.</p> <p>Most girls in Ancient Greece did not attend schools and were taught at home. Spartan women had more freedom and power than their counterparts throughout ancient Greece. As adults, Spartan women were allowed to own and manage property.</p> <p>Sparta was well known for being feared and respected in ancient Greek times for its strong army. Sparta focused on physical education and general preparation for being strong fighters. They were beaten so they learnt to cope with pain and were not given much food so that they learnt how to survive.</p> <p>The ancient Greeks believed in many different gods and goddesses and each represented a certain</p>	
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						<p>aspect of humanity and each was responsible for certain parts of life too and festivals were held to celebrate them. It is believed that the 12 most powerful gods lived on Mount Olympus Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.</p> <p>The Greeks were famous for their clay pots and the images give us clues about daily life in Ancient Greece.</p> <p><u>Anglo Saxons and Vikings</u></p> <p>After the Romans left Britain, it was more open to invasion as there was no longer a strong army to defend the land. Anglo Saxon began to come over the sea from around 410AD. They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in became known as Angle—land or England</p> <p>The kings of Anglo— Saxon Britain each ruled their own kingdom and the people in it .Kings were constantly battling to take control of other kingdoms and defend their own lands. When the Anglo Saxons first began to settle in Britain there were seven kingdoms. By 878AD there was only one Kingdom, Wessex, which was not under Viking Control.</p>	
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						<p>The Vikings came from the modern day Scandinavian, travelling in boats called longships and first arriving in Britain in AD787. Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.</p> <p>By AD874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, ruled by Alfred the Great. He beat the Viking army in battle but wasn't able to drive the Vikings out of Britain. After years of fighting the Vikings and Alfred made a peace agreement.</p> <p>The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully. Their longships brought families who settled in villages. There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters around the fire. The most important city in the Danelaw was the city of York, or 'Jorvik' as the Vikings knew it. Over</p>	
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						<p>10,000 people lived there and it was an important place to trade goods.</p> <p>The Norse people had their own laws and government. The community would gather together at a meeting called a Thing. Here they would settle problems and make decisions. People could vote on what should happen.. All this was overseen by a chieftain or a judge known as a law-speaker. Viking laws were not written down, so laws were passed from person to person by word of mouth. People who broke the law became outlaws. They were forced to live in the wilderness.</p>	
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