

Curriculum Progression- History- Year 3, 4, 5 and 6

		Year 3	
Topic Knowledge	History period of study	Changes in Britain from the Stone Age to the Iron Age	Ancient Greece
	Link to school values	Together we are problem solvers Children will examine why people in the past needed to solve problems which led them to using and introducing metal.	Together we are kind Children will look at how democracy allowed more people to have a say in the running of their country, and will see how life in Athenian society was perhaps kinder than life in Spartan society
	New Key Vocabulary	BCE/BC, CE/AD, hunter-gatherer, prehistoric, archaeology, discovery, tools, progress, settlement, chronological, era, primary source, secondary source, evidence	Ancient, civilisation, culture, legacy, democracy, government, nation, equality, social class, architecture, spirituality, decade, century Recall: archaeology, BCE, CE, primary source, secondary source, chronological, era
	End points	Through <u>investigating</u> a range of historical sources (see below) and studying artefacts children will be able to <u>interpret</u> and then <u>describe</u> some of the changes that occurred in society between the Stone Age and the Iron Age. They will be able to talk about why people acted as they did due to the introduction of metal. Specifically, children will be able to talk about the impact of metal on areas of society such as homes, farming and lifestyle	By the end of this unit of work children will be able to describe elements of Ancient Greek society (architecture, sport, language). They will do much of this learning through studying various secondary sources of evidence (photos of Greek pots, virtual tour of Parthenon). They will gain an understanding of what life was like for different groups of people living in Ancient Greece (slaves, children, men and women, Athenians and Spartans). Through studying Ancient Greece, children will know that the past has a direct influence on society today. They will recognise aspects of the Ancient Greek legacy in our modern world.
	Crucial knowledge	1. In the Stone Age, people were hunters and gatherers. They survived by hunting, fishing and collecting food from the wild. 2. The Bronze Age is a period of history that takes place before the common era (BCE), after the Stone Age but before the Iron Age. To make lives easier in the Bronze Age, people started using metal. 3. The Iron Age is a period of time after the Bronze Age but still BCE. 4. The Stone Age, Bronze Age and Iron Age periods were prehistoric. This means they were before written records. To help us understand these prehistoric periods, we have to use artefacts (objects) or archaeological sites (Skara Brae). 5. Over a long period of time, people went from hunter and gatherers to skilled farmers. Metal tools helped them become better at farming, especially with inventions like the plough. 6. People used to travel around following food, but when they got better at farming, they started to stay in one place and live in villages. People could start to build better houses and have more metal objects in their homes due to the technological advancements. 7. Life became a lot easier when metal was introduced. Objects and tools could last longer and were stronger which meant that everyday tasks take less time. This extra free time allowed people to create more inventions and leaps in progress. 8. The significance of these prehistoric periods was that metal had a big impact upon the development of settlements (small villages) because people had started to stay in the same place, as they were no longer hunters-gatherers. This change affected people’s lives for a long time.	1. Ancient Greece was a civilisation that lasted approximately between 1000BC to 332BC in Greece and the Mediterranean. 2. Ancient Greece was made up of many city states (eg Athens and Sparta), each with their own King or Queen. People’s rights and lives were very different in Athens compared to Sparta. 3. The culture and inventions of Ancient Greece have had a huge influence on the world, even to this day. This is called their legacy. 4. Democracy was developed in Ancient Greece but only adult males were allowed to vote. Women, children, slaves and people who lived in Sparta were not allowed to vote., 5. Britain is a democracy and many more people now have the right to vote. 6. Woman, children or slaves had very different lives compared to wealthy men. 7. Ancient Greek society has had a direct influence on society today. For example: <ul style="list-style-type: none">• Language: Many modern English words are rooted in Ancient Greek: octagon, heptagon, pentagon.....• Architecture: Columns were used in Ancient Greek temples and are still today in buildings like Western Park Museum.• Sport: The Ancient Olympic Games were part of an important religious festival to honour Zeus. They happened every 4 years and inspired the modern Olympic Games.
Substantive Concepts	Society A group of people who live, work and co-operate together, generally following some shared rules. Technology The inventions and tools of a society that led to progress and achievements including their legacy. Rights The amount of power and privileges different people have in a society, and the rules that can impact this. Time The past can be divided into chunks eg decades, centuries, AD and BC. Different period of history took place at different times in the past. Invasion The occupation of another place, often using military force, in order to gain power or land.	Society Pupils will learn about the Stone Age, Bronze Age and Iron Age and how society at that time existed (farming, homes and lifestyle- clothing & cooking). They will be taught about how society changed over time from the SA to the IA (see crucial knowledge) Technology pupils will learn about the innovation and technology of bronze and iron age and how this impacted life and brought about change (see crucial knowledge) Time See chronology below- children will be introduced to BCE and CE and taught that time in the past can be studied for longer and shorter periods and that some change happened over a long period and a long time ago. (see crucial knowledge)	Society Pupils will learn about Ancient Greece and how society at that time existed (myths, gods, buildings, democracy, sport). They will be taught about how society was different in Sparta to Athens. Rights Pupils will learn that the Ancient Greeks invented democracy and how this changed the rights for some people. They will learn that the rights of different groups of people in Ancient Greece were not all the same. Time See chronology below- children will be introduced to AD and BC and taught that time in the past can be studied for longer and shorter periods and that some change happened over a long period and a long time ago. (see crucial knowledge)
Disciplinary	Cause and Consequence	Children will explain how life changed for people in early Britain when metal was discovered. They will understand the impact that the introduction of metal had on the daily lives of people.	

	Change and continuity <i>How historians make judgements about the extent, nature or pace of change across time</i>	Children know that historians learnt how people’s lives changed between the Stone Age and the Iron Age –specifically with farming, homes, lifestyle- clothing & cooking. Historians know that this was a change that took a long time. The changes happened because of the introduction of metal. Children will learn about the change by focussing upon their way of life specifically difference in homes, farming & lifestyle- cooking & clothing of the stone age compared to the iron age.	
	Similarity and difference <i>How historians make judgements about the extent of similarity and differences within or between groups, places or societies in the same period.</i>		Children will be able to explain that within Ancient Greek society people <u>lived different lives</u> , ie the differences between Sparta and Athens (Ancient Greece was made up of city-states, Athens and Sparta being two of the most important. Athens was a democratic and creative city-state while Sparta was focussed on obedience and war). Children will be able to explain why daily lives for children, women and slaves were different compared to wealthy men as well as giving examples of differences (e.g. rights to vote, work, hierarchy, role in society).
	Historical significance Impact <i>How historians and others ascribe significance to historical people or events</i>	Children will know how and why historians ascribe significance to the Iron Age They will know that the introduction of metal had an impact upon society because people began to stay and live in the same place because they no longer were hunters and gatherers. This led to the development of settlements (small villages). Because of this people began to live in larger communities. They will ask their own questions about the period through researching the artefacts of axe, stone, jewellery, bone, hammerstone as well as answering the question “Why was the introduction of metal so significant?”	Children will know that the Ancient Greeks had a big impact and left a legacy that can be seen today as a result of language and culture, architecture, myths and religion and that it still impacts society today. Legacy to be taught: 1. language (Modern day shapes: pentagon, octagon, hexagon, heptagon). 2. Architecture (Columns used in Greek temples and other buildings: Western Park Museum, National Gallery, British Museum). 3. Sport (The Olympics: foot races, javelin, discus, and races.)
	Sources and evidence <i>How historians use sources to make claims about the past</i>	Pupils will handle artefacts (bone, jewellery, stones, axe, hammerstone) and use photographs (Skara Brae, Stone Henge) to learn about how Stone Age people lived to include : homes, farming and lifestyle (cooking and clothing)	Pupils will handle evidence & artefacts and know the past is represented in different ways- specifically: Children will look at images of Greek pottery to learn what events took place at the Olympics in Ancient Greece. Children will take a virtual tour of the Parthenon temple to see examples of columns, a key feature of Greek architecture, and sculptures of the different gods.
	Investigating & interpreting the past Teaching children how and why historical interpretations can be different		Children will learn which Olympic sports were at both the modern and ancient Olympics by interpreting Greek pots. They will identify that our understanding of the modern Olympics is clearer due to photographs and videos. Historians rely on images on pottery and written accounts to know what the Ancient Greek Olympics were like.
	Chronology <i>a) How pupils develop a mental timeline of the past by placing periods and events in order.</i> <i>b) How pupils form a narrative of events within a period of history</i>	b) children will recount changes that have occurred in their own lives (through pictures & words on a timeline using years (dates) a) children will complete their whole school timeline adding these periods of history and the events from KS1 b) children will interpret the following events on a pre-draw timeline by using the language ‘before’ and ‘after’: <div><div>1.</div><div>Start of Stone / Bronze / Iron Ages – 2.6 million–3300 BC/ 3300–1200 BC/ 1200-600 BC</div></div> <div><div>2.</div><div>Introduction of metal – 5000 BC</div></div> <div><div>3.</div><div>First copper mines are dug – 8000-5000 BC</div></div> <div><div>4.</div><div>Introduction of metal tools – 2000 BC</div></div> <div><div>5.</div><div>Cave Paintings (Stone Age) 62000 BC</div></div> <div><div>6.</div><div>Hill forts (Iron age) – 800 – 700 BC</div></div> <div><div>7.</div><div>Farming improvements (Bronze Age) – 1500 BC</div></div>	a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods : Stone Age, Bronze Age & Iron Age b) children will place events, artefacts & dates in order on a pre-drawn time line of Ancient Greece to the present day. Include: Start of Ancient Greece – 1000 BC Present year When they were born – Current Year The first Olympics and the last Olympics – 776 BC/ Current Year Building of the Parthenon – 432 BC Building of a specific Greek Theatre – 340/520 BC First example of democracy – 507 BC

		Year 4	
Topic Knowledge	History period of study	The Romans in Britain	Anglo Saxons and Vikings
	Link to school values	Together we are kind	Together we are problem solvers
	New Key Vocabulary	Children will learn about the impact of the Roman Invasion on the Celts, who had to adapt to a more Roman way of life.	When learning about the struggle for power, children will examine the conundrums faced by the different groups of people wanting to settle in Britain.
	End points	Empire, expansion, rebellion, tribe, military, druidism, trade, resistance, conquer Recall: BCE, CE, architecture, settlement, chronological, spirituality, primary source, secondary source	Kingdom, Scandinavia, peasant, pagan, conversion, monarchy, raider, interpretation Recall: BCE, CE. Chronological, primary source, secondary source, settlement, nation, spirituality
		By the end of this unit, children will understand the impact of the Roman invasion on British society (development of roads, towns, cities, trade, introducing a new religion). They will understand how Celtic (iron age) life changed because of the invasion, focusing on changes to towns and religion. They will be able to explain why and how the Celts resisted the invasion (an army led by the tribe queen Boudicca). More generally, children will be able to explain that an empire is a group of countries ruled by an emperor and will understand why empires may want to expand and why one country may want to invade other countries.	Children will identify that between 410AD and 1066AD, Britain was invaded multiple times – first by the Angles, Saxons and Jutes, then by the Vikings. Britain was split into many kingdoms, each with their own King, then became united again as one nation ruled by Alfred the Great. Alfred the Great divided Britain into two areas: the Anglo Saxon kingdoms, which he ruled over, and the Danelaw (ruled by the Vikings). They will identify that many of the technological advancements from the Roman’s in Britain era were lost, leading many historians to call it the ‘Dark Age’.
	Crucial knowledge	1. The Celts were a society of people who lived during the Iron Age. 2. Ancient Rome was an empire ruled by one emperor. 3. Romans invaded their neighbouring countries to gain more resources. They wanted to invade Britain to remove signs of rebellion from the Celtic 4. Emperor Claudius successfully invaded Britain. He did this with his Roman army who were known for being tough, organised and very successful. 5. Because of the Roman invasion, life changed for the Celts: <ul style="list-style-type: none">Villages on hill forts changed to towns connected by straight roads.Religion changed from druidism (many gods) to Christianity (one god).Trade routes were created with the rest of the Roman Empire 6. Many Celts resisted the changes brought by the Romans. The Celts believed they should be allowed to say how they want to live. This resistance was led by Boudicca, an Ancient Queen of the Celtic Iceni tribe. She had been badly treated by the Romans. 7. After conquering the Celts in Britain, the Romans built Hadrian’s wall which was designed to keep the Celts in Scotland. It marked the north-western boundary of the Roman Empire.	1. The Romans left Britain in 410AD, leaving Britain vulnerable to invasion from Anglo-Saxon tribes from Germany and Denmark 2. For a long time, England was not one country. Society was made up of many small kingdoms, each ruled by an Anglo Saxon king. 3. Anglo Saxon houses were rectangular huts with a thatched roof, similar to iron age houses. 4. Most Anglo Saxons were peasants and pagans. 5. The Anglo Saxons were forced to convert to Christianity. 6. The Vikings invaded Britain from Scandinavia to trade, find better land and become wealthier. They travelled in longboats. 7. Some Vikings were raiders (invaders) while others were settlers. 8. Alfred the Great was the first king of the Anglo Saxons. 9. Alfred decided which land would belong to the Vikings and which land should still belong to the Anglo Saxons. The land that was owned by the Viking was called Danelaw. 10. The Anglo-Saxon era is often referred to as the dark ages by historians. This is because many of the advancements that Britain had made during the Roman occupation had disappeared.
Substantive Concepts	Society A group of people who live, work and co-operate together, generally following some shared rules. Technology The inventions and tools of a society that led to progress and achievements including their legacy. Rights The amount of power and privileges different people have in a society, and the rules that can impact this. Time The past can be divided into chunks eg decades, centuries, AD and BC. Different period of history took place at different times in the past. Invasion The occupation of another place, often using military force, in order to gain power or land.	Society After they invaded, the Romans lived in Britain in towns. They were ruled over by the Roman Emperor. Their shared religion was Christianity. When the Romans invaded, Celtic society changed. Rights When the Romans invaded, they brought their rules with them. This impacted the rights and amount of power than the Celts had. This led to a rebellion in which some Celts fought for their rights. Invasion The Romans invaded Britain. The Roman Empire had been expanding across western Europe and Africa. The Romans wanted to invade because Britain had precious metals (iron, tin and gold) and good farms, especially cattle farms. The Romans also wanted the glory of conquering Britain.	Society Society changed a lot during the Anglo-Saxon era. People started living in smaller Kingdoms, each ruled by their own King. Each kingdom had slightly different rules until Alfred the Great became the first king of all of the Anglo Saxons. Anglo-Saxons were originally all pagans, then all became Christians. The Vikings in Britain had a separate ruler and separate rules to the Anglo-Saxons in their area of land called the Danelaw. Vikings were originally all pagans, then all became Christians. Technology Technology took a step backwards during the Anglo-Saxon era. Many Roman inventions were lost and Anglo-Saxons went back to Celtic ways of building houses. This is why many historians call the Anglo-Saxon era the ‘Dark Ages’. Vikings invented longboats which helped them in invade other countries. They also had better tools than the Anglo-Saxons. Invasion The occupation of another place, often using military force, in order to gain power or land. The Saxons in invaded Britain from Germany and Denmark because Britain was vulnerable and they saw an opportunity to invade and gain land. After invading, they farmed and built new homes. At first, the Vikings invaded Britain from Scandinavia to steal resources such as gold and iron. Later, some Vikings chose to settle in Britain as Scandinavia was becoming too crowded and

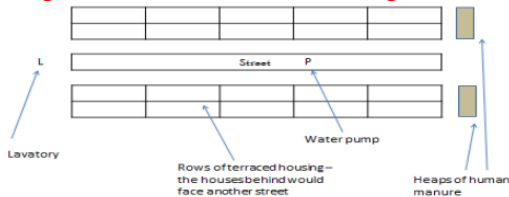
			the land was more fertile in Britain. They found that the climate in Britain was better than in Scandinavia.
Disciplinary Knowledge- communicating historically	Cause and Consequence <i>How historians make judgements about why an event occurs, or the consequences of an event</i>	Consequences: Children will identify the impact of the Roman invasion on Britain and explain how housing, religion and trade changed because of the invasion. They will also look at how the Celts rights were impacted by the Roman invasion.	The consequence of the Romans leaving Britain was that Britain was vulnerable to invasion. This caused the Angles, Saxons and Jutes to invade from Germany and Denmark, then the Vikings to invade from Scandinavia.
	Change and continuity <i>How historians make judgements about the extent, nature or pace of change across time</i>	Children look at how towns and religion changed from the Iron Age (Celts) after the Romans invaded Britain. They will understand that this was a change that happened over 45 years. Children look at how many of these changes were beneficial, yet the Celts resisted the change and felt badly treated by Romans.	Children will identify that many historians refer to the Anglo Saxon era as the Dark Ages as many technological advancements made by the Romans during their occupation of Britain were no longer evident in British society: <ul style="list-style-type: none">Anglo-Saxon housing was more like Iron Age / Celtic housing than Roman housing.Religion in Anglo-Saxon Britain reverted back to paganism.Britain became divided into smaller kingdoms, similar to Celtic tribes; there was no single ruler.
	Similarity and difference <i>How historians make judgements about the extent of similarity and differences within or between groups, places or societies in the same period.</i>	Children will be able to explain that Celtic / Iron Age daily life (at the point of invasion in 43-47 AD) was very different to life in the Roman Empire. They will explain how the Romans changed life in Britain to be more Roman. Specifically: <ul style="list-style-type: none">Settlements changed from villages on hill forts to towns connected by straight roadsReligion changed from druidism to ChristianityTrade changed from local to international (across the Roman empire)	
	Historical significance Impact <i>How historians and others ascribe significance to historical people or events</i>	Pupils will learn how the ancient Romans impacted Celtic Britain by building towns and roads, introducing trade with the Roman Empire and introducing Christianity to Britain. The introduction of international trade was significant because: <ul style="list-style-type: none">Romans introduced money for trading.They had to trade with other countries in the Roman empire to have enough resources for the Romans now living in Britain and the Roman army.	Children will understand the significance of the Anglo Saxon era as a ‘dark age’ where many technological advancements took a step backwards compared to Roman Britain. They will understand that it took British society hundreds of years to get back to the same advanced position the Romans had established by 410 AD.
	Sources and evidence <i>How historians use sources to make claims about the past</i>	Pupils will look at primary sources of evidence from the Roman Empire, examining how Emperor Claudius described the Celts. These sources will include: <ul style="list-style-type: none">Julius Caesar’s account of Britain from Caesar’s <i>Gallic War</i>, 54BC when learning about why the Romans invaded BritainA first-hand account of Boudicca’s rebellion by ancient historian Tacitus when looking at the Celtic rebellion.A description of Boudicca by Roman historian Dio Cassius when looking at the Celtic Rebellion.Photos of shoes and combs belonging to Roman soldiers at Hadrian’s wall when learning about Roman defence of the empire. As the Iron Age is part of pre-history, children will be reminded that there are no written accounts from the Celts.	Children will gain a deeper understanding of how historians and archaeologists work using sources such as the archaeological site and discoveries made at Sutton Hoo (e.g. Brunning could determine the owner of the sword found at Sutton Hoo was for someone left handed, the person who was buried there must have been rich due to the craftsmanship and quality of the items buried with him). They will understand that historians tend to use written sources, artwork and photographs whereas archaeologists deal with remains.
	Investigating & interpreting the past Teaching children how and why historical interpretations can be different	Children will understand that interpretations of Boudicca may be biased as the Romans could produce written records but the Celts could not. This has led to many differing opinions of Boudicca over time. Children will understand that historians use a wide range of sources (Caesar’s written accounts of invading Britain, Tacitus’ account of the invasion of Britain and the revolt of the Celts, portrayals of Boudica in artwork) to learn about historical figures and events.	Children will look at claims made by historians (Michael Wood, Mark Morris) and archaeologists (Cat Jarman and Basil Brown) about the Anglo Saxon era being the ‘Dark Ages’ and what evidence led these historians to their conclusions. Evidence for the Anglo Saxon era being the Dark Ages includes the return of pagan religion and the loss of Roman discoveries. Evidence for the Anglo Saxon era not being the Dark Ages includes the skilled craftsmanship of items found in the Sutton Hoo burial site.
	Chronology <i>a) How pupils develop a mental timeline of the past by placing periods and events in order.</i> <i>b) How pupils form a narrative of events within a period of history</i>	a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece b) children will place events in order on a pre-drawn time line of the Romans in Britain to the present day. Include: 1.End of the Ancient Greek period – 323 BC 2.Start of the Roman Empire in Europe – 753 BC 3.Roman invasions of Britain (Caesar) – 55 BC 4.Roman invasion of Britain (Claudius) – 43 AD 5.Building of Hadrian’s Wall – 122 AD 6.Boudicca’s Revolt – 60/61 AD 7. Roman withdrawal from Britain – 410 AD	a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece, the Romans in Britain b) children will place historical figures and events on a time line with dates they have drawn themselves including: <ul style="list-style-type: none">Romans leaving Britain – 410 ADcreation of Kingdoms – 829 ADAnglo-Saxons gain control of the Kingdom of Britain– 410 ADPope Gregory sent a mission to Britain for Christian conversion – 595 ADViking raids begin – 790 ADDanelaw - 886 ADEdward (the confessor) becomes King – 1042 ADBattle of Hastings, William the Conqueror -1066

		Year 5	
Topic Knowledge	History period of study	Ancient Maya	Ancient Egypt
	Link to school values	<p>Together we embrace difference</p> <p><i>Children look at the difference between European ancient civilisations and Ancient Maya.</i></p>	<p>Together we do our best</p> <p><i>Children will look at the advances made during the Ancient Egyptian era.</i></p>
	New Key Vocabulary	Mesoamerica, ritual, sacrifice, decline, achievement, inventor, drought	Pharaoh, mummification, hieroglyphs, irrigation, shaduf, tomb
	End points	<p>Recall: tribe, military, spirituality, social class, architecture</p> <p>By the end of this unit of work children will be able to describe elements of Ancient Maya society (technology, religion, culture and architecture). They will do much of this learning through studying various secondary sources of evidence (non-fiction texts, photographs of artefacts taken by Dr Diane Davies, information websites by archaeologists).</p> <p>They will compare and contrast their understanding of life in Ancient Maya with their knowledge of life in Roman Britain. They will focus on comparing and contrasting on:</p> <ul style="list-style-type: none">• military power• the importance of religion• innovations, inventions and technology• housing and architecture	<p>Recall: ancient, civilisation, spirituality, kingdom, interpretation, achievement,</p> <p>By the end of this unit of work, children will be able to understand that all early civilisations began in warmer climates and close to rivers. They will focus their studies on Ancient Egypt and be able to explain their significant achievements including:</p> <ul style="list-style-type: none">- hieroglyphs- mummification- River usage including the shaduf and irrigation- pyramids and building techniques <p>They will compare and contrast their understanding of Ancient Egyptian inventions and innovations with those of the Stone, Bronze and Iron ages. They will focus their comparisons on:</p> <ul style="list-style-type: none">• Society• Innovations, inventions and technology• Housing and daily life
	Crucial knowledge	<p>1. The Ancient Maya lived in Mesoamerica.</p> <p>2. The Maya settled in the rainforest in cities and tribes. They were expert builders, creating amazing buildings in a difficult terrain.</p> <p>3. All Maya cities had a temple and palaces for kings. Poorer people lived in huts made from natural materials.</p> <p>4. The Maya were very religious people. They had many gods who represented different things. They performed rituals and sacrifices to please their gods.</p> <p>5. The Maya were great inventors. Some of their most significant inventions included chocolate, a number system and a calendar.</p> <p>6. Similar to the Romans, the Maya were good inventors and good architects.</p> <p>7. Both the Romans and the Maya were very religious people and build temples to their gods.</p> <p>8. The Romans are known for invading other countries. Although the Maya had a strong military to defend, they were not invaders.</p> <p>9. Many historians believe that Maya society declined for a variety of reasons including disease, droughts and war.</p>	<p>1. Ancient Egypt was one of the earliest civilisations.</p> <p>All of these civilisations were in places with a warm climate and near a river.</p> <p>2. The Kingdom of Ancient Egyptians was in North East Africa by the banks of the River Nile.</p> <p>3. They called their leaders ‘Pharaoh’ which is similar to a king or queen.</p> <p>4. The River Nile was extremely important to Egyptian civilisation for many reasons including farming, food and water.</p> <p>5. The Egyptians were religious people who believed in an afterlife. Rich Egyptians were mummified.</p> <p>6. One of these rich Egyptians was the Pharaoh Tutankhamun, who was buried with many precious items.</p> <p>7. Historians struggle to agree how Tutankhamun died – they believe it was either murder, malaria, a broken leg or a chariot crash.</p> <p>8. The Egyptians are well known for their achievements including hieroglyphs, the Rosetta stone, pyramids, building innovations and their religion.</p> <p>9. The Ancient Egyptian period overlapped with the Stone Age, Bronze Age and Iron Age in Britain.</p>
Substantive Concepts	<p>Society</p> <p>A group of people who live, work and co-operate together, generally following some shared rules.</p> <p>Technology</p> <p>The inventions and tools of a society that led to progress and achievements including their legacy.</p> <p>Rights</p> <p>The amount of power and privileges different people have in a society, and the rules that can impact this.</p> <p>Time</p> <p>The past can be divided into chunks eg decades, centuries, AD and BC. Different period of history took place at different times in the past.</p> <p>Invasion</p> <p>The occupation of another place, often using military force, in order to gain power or land.</p>	<p>Society</p> <p>The Ancient Maya lived in Mesoamerica. Each city was ruled over by a king or queen. The Maya people had a shared religion with many gods.</p> <p>In this unit, children will compare Maya society with the Romans in Britain.</p> <p>Technology</p> <p>The Maya were expert inventors with many achievements including their architecture (temples), food (chocolate) and mathematical advancements (calendar, number system).</p> <p>In this unit, children will compare the legacy of the Ancient Maya with the Romans in Britain. They will conclude that both societies were expert inventors.</p> <p>Time</p> <p>Children will compare the Ancient Maya era with the Romans in Britain. They will notice that the Ancient Maya era is much longer, however both periods of time did overlap. This will help to build an understanding of global history.</p> <p>Invasion</p> <p>Children will learn that one reason for the decline of Ancient Maya was the Spanish invasion. The Spanish invaded Mesoamerica to gain their land.</p>	<p>Society</p> <p>The Egyptians were an early civilisation living in north east Africa. They were ruled by a pharaoh (similar to a king or queen) who dictated the rules. They also had a shared religion which gave them some rules.</p> <p>Other early civilisations include Ancient Sumer, the Ancient Indus Valley and the Shang Dynasty. All of these civilisations were in places with a warm climate and near a River.</p> <p>Technology</p> <p>The Ancient Egyptians were expert builders. They build pyramids using a range of building techniques such as levers and ramps. They invented the shaduf and irrigation to help with farming. They also used hieroglyphs, an early form of writing. These all form part of their legacy.</p> <p>Rights</p> <p>The pharaoh had the most power in Egyptian society. Rich Egyptians would own slaves, who did not have rights. Middle class Egyptians would be traders, merchants, artisans or soldiers. Poor Egyptians would be peasants.</p> <p>Time</p> <p>The Ancient Egyptian era was extremely long spanning many centuries. Children will compare Ancient Egypt with the Stone Age, Iron Age and Bronze Age as these eras overlapped. This will help children to understand how advanced Egyptian civilisation was.</p>
Disciplinary	Cause and Consequence	Children will look at the reasons for the decline of the Ancient Maya society. These reasons include disease, drought and war.	Children will examine different historians’ opinions of what led to Tutankhamun’s death.

	<i>How historians make judgements about why an event occurs, or the consequences of an event</i>	Dr Diane on the decline of the Maya: https://www.mayaarchaeologist.co.uk/public-resources/papers-on-the-maya/late-preclassic-abandonment-maya-area-scale-causality/	
	Change and continuity <i>How historians make judgements about the extent, nature or pace of change across time</i>		
	Similarity and difference <i>How historians make judgements about the extent of similarity and differences within or between groups, places or societies in the same period.</i>	Children will compare Maya society with the Romans in Britain as they existed in the same time period but in different locations. Similarities: <ul style="list-style-type: none">Both societies were skilled inventors and buildersBoth are well known for having many gods and building temples to their gods. They both made sacrifices to gods, although only the Maya are known to have made human sacrificesThey both have an incredible legacy Differences: <ul style="list-style-type: none">The Roman’s are well known for the strength of their army. This is not part of Ancient Maya’s legacy.The Roman’s were ruled by an emperor, the Maya had a king or a queenThe Romans were invaders, the Maya were settlersThe Ancient Maya lived in mud huts whereas the Romans in Britain usually lived in villas	Children will compare Ancient Egyptian society with the Stone Age, Bronze Age and Iron Age as they existed in the same time period but in different locations. Similarities: <ul style="list-style-type: none">Both societies were expert farmers and invented farming tools (plough, shaduf)Both societies communicated using some form of drawing (the Egyptians used hieroglyphs whereas the Stone Age used cave paintings, which were not a language).Both societies used the resources around them to create tools to make life easier (papyrus, metal, stone)Both societies are known and remembered for their inventions Differences: <ul style="list-style-type: none">The Ancient Egyptians had to adapt their farming for a warmer, dryer climateSlavery was not common in the Stone / Bronze / Iron ageAncient Egypt was a kingdom rules by one pharaoh. During the stone / bronze / iron age, people lived in smaller communities or tribes, each with their own leader.During the bronze and iron ages, metal was used for tools. The Ancient Egyptians did not use metal for their tools.The SA, BA and IA were prehistoric – there were no written recordsIn the SA, people were hunter-gatherers whereas the Egyptians were settlers.
	Historical significance Impact <i>How historians and others ascribe significance to historical people or events</i>	It is generally agreed upon among historians and archaeologists that King Pakal should be remembered as Pakal the Great. He was remembered for: <ul style="list-style-type: none">Making palaces biggerBuilding temples and monumentsBeing the fifth longest monarch in world history (68 years)He put the city of Palenque in a strong position against its rivals	
	Sources and evidence <i>How historians use sources to make claims about the past</i>	<ul style="list-style-type: none">Children will have hands-on experience with primary sources during Dr Diane’s visit. She will explain what she has learnt from studying Maya remains (largely the rubbish they left behind!) and what artefacts tell her about the Maya Civilisation.Children will examine a range of primary and secondary sources from Dr Diane’s website and non-fiction information books. They will identify what each source can teach us about the Ancient Maya.Children will use more than one source of evidence (photographs, videos, etc) for historical enquiry in order to gain a more accurate understanding of what life was like in the Ancient Maya city of Tikal	Children will watch an interview with Egyptologist Kelly Acetta Crowe (British Museum) to help then understand what happened to different people and groups of people in Ancient Egypt when they died. https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/history-hotline-ancient-egypt Children will use photos collected by history.com and the National Geographic of objects found in Tutankhamun’s tomb. In the article, journalists explain the claims made by different historians about the objects and what they can tell us about Tutankhamun. https://www.history.com/news/king-tut-tomb-artifacts Children will also look at extracts of historian Bob Brier’s article in the Ancient Egypt magazine (issue 134) about the items found in Tutankhamun’s tomb. https://the-past.com/feature/warrior-tutankhamun-fragile-pharaoh-no-more/ Children will examine historians’ accounts of the cause of Tutankhamun’s death and the evidence that underpins these claims. Children will gain an understanding of how historians sift through their evidence to form conclusions, but sometimes they cannot agree.
	Investigating & interpreting the past Teaching children how and why historical interpretations can be different	Children will gain and understanding of how archaeologists work to interpret artefacts through their workshop with Dr Diane Davies. She will explain why she believes the Ancient Maya were such a great civilisation based on all of the discoveries archaeologists have made such as Stelae (monuments with sculpture and inscription), their number and writing systems and their invention of hot chocolate. Children will understand why the leader Pakal is referred to as ‘the great’ by many historians by seeing his many accomplishments.	Through studying historical explanations of the causes of Tutankhamun’s death, children will gain an understanding of how historians sift through their evidence to form conclusions, but sometimes they cannot agree. Children will read an accessible version of historian Nathan Hewitt’s account of each possible cause of death and the counterevidence for each cause. https://www.thecollector.com/how-did-king-tut-die/

		Children will then examine different historical interpretations of why Maya civilisation declined. They will understand that historians generally agree it was for a range of reasons as the evidence for one single reason isn't strong enough.	
	<p>Chronology</p> <p><i>a) How pupils develop a mental timeline of the past by placing periods and events in order.</i></p> <p><i>b) How pupils form a narrative of events within a period of history</i></p>	<p>a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece, the Romans in Britain, Anglo Saxons and Vikings</p> <p>b) Children will produce their own scaled timeline of dates (2000BC – 900AD) and place the following events in chronological order on their timeline. The timeline will include 2 periods of history (Ancient Maya and the Romans in Britain):</p> <ul style="list-style-type: none">- Start of the Maya Civilisation 200BC- Farming and trade is first established – 2000BC- First pyramids are built – 100BC- Mayan writing is developed – 700BC- Tikal becomes the first great Mayan city - 500AD- Construction ceases in Tikal beginning its decline – 869AD- Tikal is abandoned – 899AD- Spanish conquer the Mayans 1517AD- Roman invasion of Britain (Claudius) – 43AD- Building of Hadrian's Wall – 122 AD- Boudicca's Revolt – 60-61 AD- Roman withdrawal from Britain 410AD	<p>a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece, the Romans in Britain, Anglo Saxons and Vikings, Ancient Maya</p> <p>b) Children will produce their own scaled timeline of dates (3200BC – 600BC) and place the following events in chronological order on their timeline. The timeline will include 2 periods of history (Ancient Egypt and the Stone Age):</p> <ul style="list-style-type: none">- Start of the Egyptian civilisation – 3150BC- First pyramids built – 2780BC- Sphinx built – 2500 BC- Earliest pictorial representation of irrigation – 3100 BC- Shaduf invented – 3000BC- First use of hieroglyphs – 3100BC- Reign of Tutankhamun – 1332BC- Alexander the Great's death (end of Ancient Egypt) – 323BC- Start of Stone / Bronze / Iron Ages – 2.6 million–3300 BC/ 3300–1200 BC/ 1200-600 BC- Introduction of metal – 5000 BC- First copper mines are dug – 8000-5000 BC- Introduction of metal tools – 2000 BC- Cave Paintings (Stone Age) 62000 BC- Hill forts (Iron age) – 800 – 700 BC- Farming improvements (Bronze Age) – 1500 BC

		Year 6	
Topic Knowledge	History period of study	Battle of Britain	Local History
	Link to school values	Together we are safe <i>Children will get an understanding of what WWII life was like for children and how war impacted life in Britain.</i>	Together we do our best <i>Children will see the role of our community in the industrial revolution and how this changed life in Sheffield.</i>
	New Key Vocabulary	War, peace, treaty, alliance, communication, tactics Recall: nation, government, military, resistance, achievement	Industrialisation, Industrial Revolution, urbanisation, engine, transportation, steam, steel, coal mining, manufacturing, invention / innovation
	End points	By the end of this unit of work, children will be able to explain why World War II began and why Germany wanted to invade Britain. They will understand how the Blitz fits in to the Battle of Britain. Children will learn about key innovations including: <ul style="list-style-type: none">- Radar- The Dowding System- The WAAF Children will explain how these inventions led Britain to victory in the Battle of Britain. They will also examine the significance of the Battle of Britain as a turning point in World War II for the allies, as it was Germany's first major defeat.	By the end of this unit, children will have an understanding of what the industrial revolution was and how it changed the way that items are produced and that this happened over a very short period of time (compared to e.g. the Iron Age). Children will learn why Sheffield was a key city during the industrial revolution and will understand the impact that the industrial revolution had on Sheffield including: <ul style="list-style-type: none">- Innovations in the production of steel- Population growth- Expansion of the city Children will be able to explain the legacy of the industrial revolution in Sheffield and how we gained our name 'The Steel City'.
	Crucial knowledge	1. Britain went to war in 1939 because Germany broke the terms of the Treaty of Versailles. 2. Germany wanted to invade Britain to gain territory, dominate western Europe and weaken the Allies. 3. The Battle of Britain was an early battle during WW2. 4. It was a battle fought in the air between the RAF and the Luftwaffe. 5. Radar, the Dowding System and WAAF were different systems used by the RAF during the battle. 6. The bombings of England during the Battle of Britain are referred to as 'the Blitz'. Many buildings were destroyed. 7. Britain won the Battle of Britain due to their excellent communication systems and new inventions such as radar. 8. The Battle of Britain was a significant turning point in WW2 as it was Germany's first major defeat. This gave Britain the courage and strength to push back.	1. The industrial revolution was the rapid development of industry between ~1750 and the early 1900s. This happened due to the introduction of machinery. It began in Great Britain then spread to the rest of the world. 2. This was during the Georgian and Victorian eras. 3. Sheffield was important to the industrial revolution because we were leaders in the steel industry 4. Sheffield is known across the UK as 'The Steel City' due to its contribution to the manufacturing of steel 5. Many changes occurred in Sheffield during the industrial revolution <ul style="list-style-type: none">• Before the industrial revolution, it was a small town where most people worked on farms or made tools by hand• During the industrial revolution, the city grew quickly as factories opened. Machines were used and many people moved there for work, increasing in the population. Land use changed as more modern houses were being built for workers.• After the industrial revolution, Sheffield became famous for its steel and cutlery and kept growing into a busy, modern city. 6. The Industrial Revolution started the use of machines in factories, which led to the way we make things in large numbers today, like toys, clothes, and phones. 7. The industrial revolution also helped create busy cities and new jobs, just like the ones people have now in places like offices, shops, and technology companies.
Substantive Concepts	Society A group of people who live, work and co-operate together, generally following some shared rules. Technology The inventions and tools of a society that led to progress and achievements including their legacy. Rights The amount of power and privileges different people have in a society, and the rules that can impact this. Time The past can be divided into chunks eg decades, centuries, AD and BC. Different periods of history took place at different times in the past. Invasion The occupation of another place, often using military force, in order to gain power or land.	Technology The British invented radar and the Dowding system, which both helped lead them to victory in the Battle of Britain. Rights The German air force (Luftwaffe) had more pilots and therefore more power on paper. For this reason, the Germans thought they would win the battle and be able to take over Britain. Time During this unit, children will look at a key event that spanned just under a year. This is different to previous historical eras the children have studied. Invasion The Germans wanted to occupy Britain using military force in order to gain land, power and influence over the allies.	Society The population of Sheffield grew rapidly during the industrial revolution leading to big societal changes. The working class became much larger, therefore there were more voices fighting for workers' rights and changes to societal laws. Technology Sheffield is known for its inventions and innovations in the Steel Industry during the industrial revolution. They invented Sheffield Old Plate, crucible steel, stainless steel and the Bessemer process. All of these inventions led to the more efficient production of steel. Sheffield is known across the UK as The Steel City, referring to its pivotal role in the steel industry. Time The industrial revolution spanned the 18 th , 19 th and early 20 th centuries. The most rapid development and industrial growth in Sheffield can be seen in the 19 th century.
Disciplinary Knowledge-	Cause and Consequence	Children will examine how each event of the Battle of Britain caused the next and how both the Germans and British retaliated.	Children will explain how progress made during the industrial revolution impacted on people's lives, e.g.: <ul style="list-style-type: none">- Due to the industrialisation of the city of Sheffield, a large number of people moved from villages to the city as there were jobs in the steel industry.- Due to the invention of stainless steel, steel items would last much longer and would not rust

	<div><div>Change and continuity</div><div>How historians make judgements about the extent, nature or pace of change across time</div></div>	<div>Children will examine how the position of the British and the allies changed over the course of the battle of Britain. The British went from underdogs to victors.</div>	<div>The Industrial Revolution in Sheffield was a time of rapid growth and expansion. The pace of the change impacted society in a huge way.</div> <div>The main changes that occurred in Sheffield during the industrial revolution were:<ul style="list-style-type: none">- Sheffield became industry leaders in the production of steel, with many innovative new methods for producing it- Sheffield canal opened, creating transport links for industry- the wider distribution of wealth between social classes- the population growth and expansion of the city- workers learnt new skills- land use changed with more (modern) houses built for workers (although living conditions were poor, leading to cholera outbreaks). People moved from towns and villages where they were farmers to bigger cities where they worked in factories and mills.- the levels of pollution increased in Sheffield</div> <div>Children will examine how historians struggle to agree on the exact start date of the industrial revolution. Leigh Shaw-Taylor believes industrialisation began in the 17th Century. Eric Hobsbawm argues it began in Britain in the 1780s but progress was not fully felt until the 1830s or 40s.</div> <div>Children will compare the changes and growth during the industrial revolution to the changes and growth during the Stone Age to Iron Age. They will look at how slow progress vs. rapid progress had different impacts on society.</div>																
	<div><div>Similarity and difference</div><div>How historians make judgements about the extent of similarity and differences within or between groups, places or societies in the same period.</div></div>		<div>Although children will not make a direct comparison to other societies at the time, they will learn that the industrial revolution was a global event, largely taking place in the UK, across Europe and in the USA. Many different economies were looking at how to make manufacturing processes more efficient – it wasn’t just local to Sheffield.</div>																
	<div><div>Historical significance</div><div>Impact</div><div>How historians and others ascribe significance to historical people or events</div></div>	<div>Children will examine the significance of the Germans breaking the terms of the Treaty of Versailles and how this led to WW2.</div> <div>Children will understand the Battle of Britain is a significant turning point in WW2 as it was the German’s first major defeat of the war. It boosted the morale of the Allies and ultimately led them to victory in WW2.</div>	<div>Children will explain that the steel industry forms a huge part of Sheffield’s historical legacy, gaining the city’s nickname ‘The Steel City’. Children will link this to key inventions from the time period.</div> <div>Children will understand the historical significance of the industrial revolution e.g. Douglass North (economist and historian) describes the Industrial Revolution as a major turning point in history, comparable only to humanity’s adoption of agriculture.</div> <div>Children will learn that there were many significant individuals in Sheffield during the industrial revolution, such as Thomas Boulsover, Henry Bessemer and Harry Brearley</div>																
	<div><div>Sources and evidence</div><div>How historians use sources to make claims about the past</div></div>	<div>Children will examine a range of primary sources and determine whether the source shows the Battle of Britain is going well or going badly.<ul style="list-style-type: none">- Photographs of the damage to Westminster Bridge 8th September 1940- Photos of red cross workers after a blitz air raid- Radio broadcast transcriptions (from Winston Churchill and the Nazis)- Diary extracts from an air warden, January 1941- Examples of propaganda posters.</div> <div>Children will understand that some sources give us more information than others e.g. a picture of a red cross nurse smiling doesn’t tell us much compared to the words from a radio broadcast.</div> <div>Children will examine the use of propaganda. Children will understand why it is made. Children will make inferences about the morale of people and their daily lives during the Battle of Britain based on propaganda images.</div>	<div>Children will examine a range of primary and secondary sources to give clues as what life was like in Sheffield 1750 – 1900.</div> <div>Secondary sources:</div> <div><ul style="list-style-type: none">- Archaeologist Malica Rajic discusses the importance of crucible furnaces in the Industrial Revolution: https://www.bbc.co.uk/news/uk-england-south-yorkshire-40669159- Expertise of museum workers at Abbeydale Industrial Hamlet- Diagram of a Yorkshire street during the industrial revolution:</div> <div><p>The diagram illustrates a cross-section of a street during the industrial revolution. It shows rows of terraced housing on both sides of the street. A water pump is located on the right side of the street. A lavatory is indicated on the left side. Heaps of human manure are shown on the right side of the street. The diagram is labeled with 'L' for Lavatory, 'P' for Pump, and 'Rows of terraced housing - the houses behind would face another street'.</p></div> <div><ul style="list-style-type: none">- Statistics about population growth in Sheffield</div> <div><table><tr><th>Town</th><th>Population in 1750</th><th>Population in 1801</th><th>Population 1851</th></tr><tr><td>Liverpool</td><td>35,000</td><td>82,000</td><td>376,000</td></tr><tr><td>Leeds</td><td>14,000</td><td>59,000</td><td>172,000</td></tr><tr><td>Sheffield</td><td>12,000</td><td>45,000</td><td>150,000</td></tr></table></div> <div>Primary sources:</div> <div><ul style="list-style-type: none">- Government report for the poor laws commission: https://www.bbc.co.uk/history/british/victorians/source_bsurface_01.shtml</div>	Town	Population in 1750	Population in 1801	Population 1851	Liverpool	35,000	82,000	376,000	Leeds	14,000	59,000	172,000	Sheffield	12,000	45,000	150,000
Town	Population in 1750	Population in 1801	Population 1851																
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			<div>- Transcription of ‘A day in the life of a young Sheffield steel worker in Victorian times’, 1865: https://www.mylearning.org/resources/a-day-in-the-life-of-a-young-sheffield-steel-worker-in-victorian-times</div> <div>‘In one group of 26 streets...the ground was covered with sewage which leaked into the cellars. A pool, over a metre deep, was found in one cellar under the bed where the family slept.’</div> <div>- 1845 newspaper report: - Children will explore Abbeydale Industrial Hamlet. They will see the last complete, surviving crucible furnace in the UK, along with the grinding hull, tilt forge and steam engine. They will also imagine what it was like to live and work onsite in the Manager’s House, Worker’s Cottage and Counting House.</div>
	<div>Investigating & interpreting the past</div> <div>Teaching children how and why historical interpretations can be different</div>	Children will briefly examine the idea that ‘history books are written by the victors’. When looking at the difference between Nazi and British radio broadcasts, children will examine the role of bias and propaganda and question the reliability of different sources. Children will understand that this is how historians examine and sift through evidence.	
	<div>Chronology</div> <div>a) How pupils develop a mental timeline of the past by placing periods and events in order.</div> <div>b) How pupils form a narrative of events within a period of history</div>	<div>a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece, the Romans in Britain, Anglo Saxons and Vikings, Ancient Maya, Ancient Egypt</div> <div>b) Children will create their own timeline for the events below. They will understand that this timeline is different to the ones created in Y5 as it is for an historical event (the Battle of Britian) rather than an era – they will need to split it up into months rather than years.</div> <div>- 1st September 1939 - Start of WW2 - Beginning July 1940 – Hitler announces ‘Operation Sea Lion’ – his plan to invade Britain - 10th July 1940 – Luftwaffe first attacks Britain - 13th August 1940 – main offensive launched, start of the Battle of Britain - 31st August 1940 – British Fighter Command suffers heaviest losses of the Battle of Britain - September 7th 1940 – Hitler orders the Luftwaffe to attack London, marking the start of the Blitz - 15th September 1940 - Luftwaffe’s largest bombing attack on London - October 12th – Hitler announces his plan to invade England is off for Winter. By spring, his plans were discarded. - May 1941 – end of the Blitz and end of the Battle of Britain. - 2nd September 1945 - End of WW2.</div> <div>Children will then identify how historical events cause and effect later events and represent this along their timeline.</div>	<div>a) children will complete their whole school timeline adding this period of history, the events from KS1 and the following periods: Stone Age, Bronze Age, Iron Age, Ancient Greece, the Romans in Britain, Anglo Saxons and Vikings, Ancient Maya, Ancient Egypt, the Battle of Britain</div> <div>b) Children will create their own timeline for the events below.<div>- 1692 - 1st steel and cutlery factory opens in Sheffield - 1700s – Water power boosts industry - 1714 – Georgian era begins - 1740 – Crucible Steel in invented - 1742 - Thomas Boulsover invents Old Sheffield Plate - 1780s – The Growth of Cutlery Making - 1819 - Sheffield Canal opened - 1825 - 1st railroad in England - 1830s – Sheffield’s population boom - 1832 - Sheffield cholera outbreak - 1837 – Victoria becomes queen of the United Kingdom – the Georgian era ends and the Victorian era begins - 1856 – Bessemer process changes steel making - 1870s – Railways Built with Sheffield Steel - 1901 – Queen Victoria dies (the end of the Victorian era) - 1904 – River Don Engine invented - 1913 Harry Brearley invented rustless (stainless) steel</div></div>