

Curriculum Intent Statement for:

Year	Essential Knowledge Moved and adapted content	
	Knowledge	Skills
RA	<p>(Changes within living memory)/Personal Chronology: Our own date of birth We change at different points in our lives We were once babies who couldn't walk or talk We grew into toddlers who could walk and begin to talk Before we started school, we went to pre-school or nursery We will grow up to be adults</p> <p>Family Chronology/significant individuals in their own lives Our parents and grandparents were once children Our grandparents are our parents' parents The older we are the more history we have</p> <p>Key events in personal chronology Know some key events in my own personal history (sibling birth, parent marriage, new school etc.) That my personal history is different to another</p> <p>Vocabulary History, age, old, new, grow/th, change, year, date, sequence, first, next, last, after, before, yesterday, last week/year, the past,</p> <p>(Historical figures) Real people in immediate History - through reading the Queens Knickers by Nicholas Allen That the current Queen is called Elizabeth the 2<sup>nd</sup> and that there was a Queen Elizabeth the 1<sup>st</sup> That the Queens father was the King of England and that he was called King George 6<sup>th</sup> That Kings and Queens have important roles but that these have changed over time</p> <p>Vocabulary Queen, King, Monarch, ruler, kingdom, castle, palace, reign, long ago, Prince, princess, knight,</p>	<p>Chronological understanding Children can sequence events in from their personal history- Sequence photos/stages from their lives so far Children create a family tree containing their immediate family Children develop basic time language - then, now, long ago, old and new, yesterday, before, now, after, first, next, after, Children recognise the changes and decay over time Children begin to understand that some things survive from before they were born (physical objects such as toys, books, buildings etc.) Children understand that some present events commemorate events that happened before they were born</p> <p>Knowledge and interpretation Children recognise that they all have a different history with some possible similarities Children begin to recognise that some stories are not true and some are</p> <p>Historical Enquiry Children can ask and answer questions about events Children can talk about differences between old and new objects/images (Toys, photos of people and places)</p>
RA2 (2weeks)		
RSp		

<p><b>RSu</b> (2/3 weeks)</p>	<p>(Historical figures) Pirates - through reading <i>The pirates next door</i>          That pirates are both fictional in stories and that they also really existed.          That traditional pirates existed a long time ago. Before anyone we know was born          That being a pirate was a dangerous job          That pirates were people who broke the law          Some real life pirates are Blackbeard and Anne Bonnie  <u>Vocabulary</u>          Pirate, piracy, captain, ship, fearsome, sailor, boat/ship, fleet, long ago, exist,</p>	
<p><b>1A</b></p>	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ What a toy is</li> <li>✓ Use words such as old and new</li> <li>✓ What plastic, wood and metal is</li> </ul> <p><b>Toys through time</b>          Changes within living memory          Chronological study</p> <p><u>Vocabulary</u>          Victorian, 20<sup>th</sup> Century, 21<sup>st</sup> Century, wooden, paper, metal, plastic, collectables, era</p> <p>Toys are anything that is played with, from a simple piece of wood to gaming consoles          Toys have existed for thousands of years          Across all periods of history of children have always played with toys. Older toys looked a lot different from modern toys          You can often tell what era a toy came from by looking at the materials used to make it          You can often tell what era a toy came from by looking at the materials used to make it- the main materials used would be stone, wood, clay, metal or plastic          Toys were made of materials that were available. Stones and string were made into toys.          Toys were made of wood, paper and metal in the Victorian age.          Rich Victorian children played with rocking horses and clockwork toys          The first teddy bears were made in USA in 1902 and in Germany in 1903. The teddy bear was named after the American president, Teddy Roosevelt.          In the late 20<sup>th</sup> Century, plastic and metal toys became popular. In the 1950s Lego, Mr Potato Head, Skateboards, Barbie dolls and Action Man went on sale.</p> <p>(Order Toys through time box resource box)</p>	<p><u>Chronological understanding</u>          Children can sequence events in chronological order - a maximum of 5          Children can recognise that a story that has been read to them may have happened a long time ago - looking for clues</p> <p><b>Days of the week</b>  <b>Times of the day</b>          then, now, long ago, old and new          next, after, first, finally, before          When _____ was young....</p> <p><u>Knowledge and interpretation</u>          Children compare the past with the present - similarities and differences          Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts</b>          Children can recall key events and significant people from areas studied</p> <p><u>Historical Enquiry</u>          Children can ask and answer questions about old and new artefacts          Children can identify old and new objects in a picture          Children can give a plausible explanation about why an artefact was used in the past</p>

<b>1Sp</b>		
<b>1Su 1<sup>st</sup> half</b>	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ What an aircraft is</li> <li>✓ Where Kingsway is in relation to Gloucester city</li> <li>✓ Looked at a simple map</li> </ul> <p><b>Significant place locally</b> RAF base Kingsway- LOCALITY</p>	<p><u>Chronological understanding</u> Children can sequence events in chronological order - a maximum of 5 Children can recognise that a story that has been read to them may have happened a long time ago - looking for clues</p> <p><b>Days of the week</b> <b>Times of the day</b> <b>then, now, long ago, old and new</b> <b>next, after, first, finally, before</b> <b>When _____ was young....</b></p> <p><u>Knowledge and interpretation</u> Children compare the past with the present - similarities and differences Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts</b> Children can recall key events and significant people from areas studied</p> <p><u>Historical Enquiry</u> Children can ask and answer questions about old and new artefacts Children can identify old and new objects in a picture Children can give a plausible explanation about why an artefact was used in the past</p>
<b>1Su 2<sup>nd</sup> half</b>	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ People in the community that help us such as nurses</li> <li>✓ What a hospital is</li> <li>✓ What a war is when talking about Remembrance day</li> <li>✓ What a soldier is</li> </ul> <p><b>Significant individuals</b> Nurses through time <b>Florence Nightingale</b> Florence Nightingale was born 12th May 1820 in Florence Italy Florence wanted to dedicate her life to look after others.</p>	<p><u>Chronological understanding</u> Children can sequence events in chronological order - a maximum of 5 Children can recognise that a story that has been read to them may have happened a long time ago - looking for clues</p> <p><b>Days of the week</b> <b>Times of the day</b> <b>then, now, long ago, old and new</b> <b>next, after, first, finally, before</b> <b>When _____ was young....</b></p> <p><u>Knowledge and interpretation</u></p>

	<p>The Crimean war started and there were lots of wounded soldiers. Florence travelled to Scutari to help the wounded soldiers. The hospitals had very little beds, no medicine and not enough food. Florence made hospitals better place for the wounded soldiers. She cleaned the hospitals. She made sure everyone washed their hands regularly. Florence bought fresh food and got a chef to cook meals.</p> <p><b>Mary Seacole</b></p> <ul style="list-style-type: none"> <li>-Mary Seacole was born in Kingston, Jamaica, 1805. Her Dad was a Scottish soldier and her Mum was Jamaican.</li> <li>-Her Mum ran a hotel that sometimes cared for wounded soldiers. Mary was taught how to use plants for healing.</li> <li>-Britain was involved in the Crimean War, and many soldiers died of disease.</li> <li>-Mary Seacole wasn't chosen to travel to Crimea as a nurse, but she used her own money to go there anyway.</li> <li>-Caring for soldiers cost Seacole a lot of money, and she became very poor. The soldiers loved her, and called her 'Mother Seacole'.</li> <li>-She wrote the book 'The Wonderful Adventures of Mrs Seacole in Many Lands' in order to help settle her debts.</li> <li>-After she died, many people forgot all about her.</li> </ul> <p><b>Edith Cavell</b></p> <ul style="list-style-type: none"> <li>- Edith Cavell was born in 1865 in Norfolk.</li> <li>- She first worked as a governess (childminder), but when her father became unwell she learned how to nurse him back to health.</li> <li>- She worked as a nurse to help people suffering from Typhoid in England, before travelling to Belgium in WW1.</li> <li>- She encouraged other nurses to treat all soldiers, regardless of what side they were on.</li> <li>- After she helped soldiers escape, she was arrested and eventually executed by Germany.</li> </ul> <p><b>Vocabulary</b> Florence Nightingale ,Nurse ,Crimean War, wounded, care, Mary Seacole, debt, WW1, Typhoid, Belgium, Executed, Soldiers</p>	<p>Children compare the past with the present - similarities and differences Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts</b> Children can recall key events and significant people from areas studied</p> <p><u>Historical Enquiry</u> Children can ask and answer questions about old and new artefacts Children can identify old and new objects in a picture Children can give a plausible explanation about why an artefact was used in the past</p>
2A	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ What a fire engine is and how fires are put out nowadays</li> <li>✓ That London is the capital city of England</li> <li>✓ What a bakery is through role play</li> <li>✓ What a king is</li> <li>✓ What a boat is</li> <li>✓ (Some children may have visited London with their families and travelled on a cross channel ferry)</li> </ul>	<p><u>Chronological understanding</u> Children can sequence events in chronological order and give reasons for this order Children can sequence a set of objects Children can sequence events about the life of a person</p> <p><b>Days of the week</b> <b>Times of the day</b> <b>then, now, long ago, old and new</b> <b>next, after, first, finally, before, past, present</b></p>

<p><b>Significant events</b></p> <p>Fire and Ice</p> <p>Great Fire of London</p> <ul style="list-style-type: none"> <li>-The fire started on Sunday 2nd September 1666 in Thomas -Farriner's bakery on Pudding Lane</li> <li>-The fires used for baking were not put out properly.</li> <li>-In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</li> <li>-People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</li> <li>- By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.</li> <li>- Sunday 2nd September 1666 The fire starts at 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his diary</li> <li>- Monday 3rd September 1666 The fire gets very close to the Tower of London</li> <li>-Tuesday 4th September 1666 St Paul's Cathedral is destroyed by the fire.</li> <li>-Wednesday 5th September 1666 The wind dies down and the fire spreads more slowly.</li> <li>-Thursday 6th September 1666 The fire is finally put out. Thousands of people are left homeless.</li> </ul> <p>Vocabulary</p> <p>Bakery, St Paul's Cathedral, Diary, Firebreak, Samuel Pepys, Thomas Farriner, King Charles II, Sir Christopher Wren, Leather Water Bucket, Fire Hook, Water Squirt, Tower of London, Axe</p>	<p>When _____ was young....</p> <p>Before I was born</p> <p>Knowledge and interpretation</p> <p>Children compare the past with the present and begin to explain the reason for these similarities and differences</p> <p>Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters</b></p> <p>Children can recall key events with some interesting facts</p> <p>Children can talk about significant people from areas studied</p> <p>Historical Enquiry</p> <p>Children can ask and answer questions about old and new artefacts giving reasons for their answers</p> <p>Children can give a plausible explanation about why an artefact was used in the past</p> <p>Children can explain why eye-witness accounts may vary</p>
<p><b>COVID 19 ADAPTATIONS: RECOMMEND REMOVE 'ICE' FROM FIRE AND ICE THEME, SUGGEST YR2 READ TEXTS AROUND TITANIC IN OTHER AREAS OF CURRICULUM DURING WCR WITH READING COMPREHENSION APPROACH, THREADING IN SEQUENCING SKILLS.</b></p> <p><b>MEETING WITH LP 15/07/20</b></p> <p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ What a fire is /disaster</li> <li>✓ What a boat is</li> <li>✓ That Belfast is the capital city of Northern Ireland</li> <li>✓ What ice is</li> </ul> <p>Titanic</p> <ul style="list-style-type: none"> <li>-Work began on White Star Liner's newest steam ship, Titanic. It was the largest</li> </ul>	<p>Chronological understanding</p> <p>Children can sequence events in chronological order and give reasons for this order</p> <p>Children can sequence a set of objects</p> <p>Children can sequence events about the life of a person</p> <p>Days of the week</p> <p>Times of the day</p> <p>then, now, long ago, old and new</p> <p>next, after, first, finally, before, past, present</p> <p>When _____ was young....</p> <p>Before I was born</p> <p>Knowledge and interpretation</p> <p>Children compare the past with the present and begin to explain the reason for</p>

	<p>steam ship ever made, and was built in Belfast, Ireland.          -April 10th 1912 Passengers arrived in Southampton excited to board the ship. The Titanic set off on her maiden voyage at midday.          -HMS Titanic had 2200 passengers from all parts of society          14.4.12 The boat steered but hit an iceberg          -The Titanic filled with water from the front end of the boat.          -There was only room for half the passengers on the lifeboats-women and children, 1<sup>st</sup> class first.          -Another boat, The Carpathia, picked up the distress call about 58 miles away and sailed as quickly as possible to help HMS Titanic          -Over 1,500 people remain stranded on the ship. Titanic's deck became steeper and the rear of the ship broke off. Passenger left in icy waters.          -The Carpathia travelled away from any remaining wreckage and made its way to New York.</p> <p>Vocabulary          HMS Titanic, 1<sup>st</sup> Class, 2<sup>nd</sup> Class, 3<sup>rd</sup> Class, iceberg, sink, propeller, Captain Edward .J. Smith , collision, disaster, lifeboat, life jacket, passengers, White star line , survivors</p>	<p>these similarities and differences          Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters</b>          Children can recall key events with some interesting facts          Children can talk about significant people from areas studied</p> <p><u>Historical Enquiry</u>          Children can ask and answer questions about old and new artefacts giving reasons for their answers          Children can give a plausible explanation about why an artefact was used in the past          Children can explain why eye-witness accounts may vary</p>
2Sp		
2Su	<p><b>Significant individuals</b> - Inventors impact on present day  <b>What the Children Will Already Have Learnt:</b>          ✓ What a telephone, light bulb and computer is (modern day)</p> <p>-To know that <b>Alexander Graham Bell</b> was born in Scotland ,lived to 1922 and made <b>crucial inventions</b>.          -To know that he made invented a <b>machine</b> that produced <b>electronic speech</b> at the age of 12.          -At 16 AGB taught Music and speech in England.          -When he was 16 AGB moved to USA to teach at a deaf school.          -To know that AGB and Thomas Watson's legacy is the <b>long distance phonecall, metal detector and audiometer</b> (testing hearing)          -To know that the American <b>Thomas Edison</b> developed the <b>Phonograph</b> (play and replay sound -record player)          -To know that the legacy of Thomas Edison is the <b>electric light bulb</b> (stayed lit for 13 and half hours)          -To know that <b>Ava Lovelace</b> was a writer and mathematician who invented a <b>computer program</b>          -To know that Worldwide Ava Lovelace's work is celebrated on <b>Ava Lovelace day</b> to celebrate <b>STEM women</b> in scientific, technological, engineering and maths inventions</p>	<p><u>Chronological understanding</u>          Children can sequence events in chronological order and give reasons for this order          Children can sequence a set of objects          Children can sequence events about the life of a person</p> <p><b>Days of the week</b>  <b>Times of the day</b>  <b>then, now, long ago, old and new</b>  <b>next, after, first, finally, before, past, present</b>  <b>When _____ was young....</b>  <b>Before I was born</b></p> <p><u>Knowledge and interpretation</u>          Children compare the past with the present and begin to explain the reason for these similarities and differences          Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters</b>          Children can recall key events with some interesting facts          Children can talk about significant people from areas studied</p> <p><u>Historical Enquiry</u>          Children can ask and answer questions about old and new artefacts giving reasons for</p>

		<p>their answers</p> <p>Children can give a plausible explanation about why an artefact was used in the past</p> <p>Children can explain why eye-witness accounts may vary</p>
<p><b>3A</b></p>	<p>Changes in Britain from the Stone Age to the Iron age - Neolithic study</p> <p>LOCALITY-Coaley Peak</p> <p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ What Britain is</li> <li>✓ Where Britain is located</li> <li>✓ What stone is</li> <li>✓ What metal is</li> </ul> <p>-the Stone Age, Bronze Age and Iron Age make up around 98% of human history</p> <p>-most people in Pre-historic Britain were hunter-gatherers.</p> <p>-During the Ice Age, people hunted woolly mammoth, reindeer and wild horses. When the climate warmed, people were able to hunt other animals such as red deer, aurochs and wild pigs.</p> <p>-Humans also foraged for fruit, nuts, berries, leafy greens and mushrooms.</p> <p>-People were extremely mobile, and led nomadic lifestyles: moving around in order to find food.</p> <p>-Eventually, farming and agriculture was introduced, although people still moved around, taking their livestock with them</p> <p>-Communities came together regularly to feast, exchange gifts (and some believe even get married)</p> <p>-Britain began metalwork, adding tin to copper in order to make bronze.</p> <p>-During the Bronze Age, people began to settle, farming crops and creating permanent settlements.</p> <p>-When ironworking was introduced, it took centuries to overtake bronze work, as it took a lot of skill to produce.</p> <p>-The discovery of Iron led to the new age (Iron Age)</p> <p>-Iron is far stronger than bronze and can be made in larger quantities. It was particularly useful for forging weapons and sturdy farm tools.</p> <p><b>Vocabulary</b></p> <p>Iron, bronze, barrow, hill fort, hunter-gatherers, Ice Age, woolly mammoth, forage, nomadic, agriculture, livestock, metalwork, stone circles, communities, weapons, permanent, ironworking, metalwork, tin, copper, Neolithic</p>	<p><u>Chronological understanding</u></p> <p>Children can sequence events in chronological order and give reasons for this order</p> <p>Children can sequence a set of objects</p> <p>Children can sequence events about the life of a person</p> <p>Children can use a timeline within a specific period of history to order events that may have happened</p> <p><b>next, after, first, finally, before, past, present</b></p> <p><b>CE (common era), ACE (after common era), decade, ancient, century</b></p> <p><u>Knowledge and interpretation</u></p> <p>Children explain similarities and differences between periods in history</p> <p>Children become aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary</b></p> <p>Children can recall key events and significant people with specific characteristics/details from that period in time</p> <p>Children empathise with life from a given period in time</p> <p><u>Historical Enquiry</u></p> <p>Children can use a range of sources to answer questions about the past</p> <p>Children can use more than one source of information in order to make a conclusion about an historical event</p>
<p><b>3Sp</b></p>		

3Su

The achievements of the earliest civilizations Ancient Egypt -Cleopatra- Queen

**What the Children Will Already Have Learnt:**

- ✓ Egypt is located on the continent of Africa.
- ✓ A pyramid is a 3D shape made of triangular sides that reach a point at the top

-The ancient Egyptian **civilisation** existed from 3500BCE

-The **River Nile** was key to the **settlements** of the earliest civilisations, as it aided **agriculture (irrigation), architecture (mud for bricks) and transport.**

-Like other similar civilizations, **slaves** existed in Ancient Egypt. There was a clearly-defined class system, indicated by the jobs that people had and clothes that they wore.

-Slaves were used to build Pyramids- giant **tombs** in order to protect the body of dead Pharaohs. Many of these were built in **Giza**.

-Ancient Egyptians believed in many different **Gods** and **Goddesses**, who were all in charge of different aspects of life or the world. Examples include Ra (the Sun God, ruler of all Gods), Osiris (God of Death, ruler of the underworld), Isis (wife of Osiris, goddess of motherhood) and Anubis (god/goddess of **embalming** and protector of the dead).

-Ancient Egyptians believed that the soul of a person lived on after death, and travelled to the **Afterlife**, where they could live forever. It was also believed that the soul could travel back into the body, and so it was important that the body was looked after even after death.

-In order to further protect the bodies of those deemed important (mainly pharaohs), the Egyptians practised **mummification**, where the body was carefully prepared for the Afterlife. It was a very expensive process, so not all could afford it.

-Mummification took 70 days! Firstly, the body was cleaned. Next, Egyptians took out many of the organs from the body and dried them in **canopic jars**. The brain wasn't thought to be important, and it was removed via the nose! The body was then wrapped carefully with strips of linen.

-The majority of Ancient Egyptians were **farmers**, but other professional jobs included **doctors** and **engineers**. The upper classes of **scribes** and **officials** could be identified by their **white kilts**.

-Ancient Egypt was ruled by a **pharaoh**- a **king** that was also thought to be a **god**. Women in Ancient Egypt had more rights than in many civilizations of similar times (right to own **land** and **property**, **trade** and make **contracts**) Possible for women to become **pharaohs** of the kingdom

**Cleopatra** was one of the most infamous female pharaohs of Ancient Egypt

-Cleopatra was the last pharaoh of Egypt. When she died, Egypt became part of

Chronological understanding

Children can sequence events in chronological order and give reasons for this order

Children can sequence a set of objects

Children can sequence events about the life of a person

Children can use a timeline within a specific period of history to order events that may have happened

**next, after, first, finally, before, past, present**

**CE (common era), ACE (after common era), decade, ancient, century**

Knowledge and interpretation

Children explain similarities and differences between periods in history

Children become aware that different sources of evidence survive from the past - **photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary**

Children can recall key events and significant people with specific characteristics/details from that period in time

Children empathise with life from a given period in time

Historical Enquiry

Children can use a range of sources to answer questions about the past

Children can use more than one source of information in order to make a conclusion about an historical event



	<p>the Roman Empire.</p> <p><b>Vocabulary</b>          Civilisation, River Nile, Settlements, Agriculture, Irrigation, Architecture, Transport, Slaves, Farmers, Doctors, Engineers, Scribes, Officials, White Kilts, Pharaoh, King, Gods, Goddesses, Cleopatra, Pyramids, tombs, Giza, mummification, canopic jars, Afterlife, Ra, Osiris, Isis, Anubis</p>	
<p><b>4A</b></p>	<p><b>The Roman empire impact on Britain</b>- ranks in army -Glevum</p> <p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ The Stone Age was when early humans used tools from stone. This lasted until the Bronze Age.</li> <li>✓ The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze).</li> <li>✓ The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron</li> <li>✓ Rome is located in modern-day central Italy.</li> <li>✓ Ancient Egypt became part of the Roman Empire when Cleopatra died</li> </ul> <p>In AD 44, The <b>Romans</b> capture Colchester. It is the first <b>fortress</b> in Roman Britain and made the capital city in AD 49.</p> <p>In AD 61, <b>Queen Boudicca</b> led a <b>rebellion</b> against the <b>Romans</b>.</p> <p>The <b>Romans</b> established themselves in Britain and developed: paved straight roads , <b>infrastructure</b> (e.g. sewage) <b>influenced</b> the: written and spoken language, measurement system ,way of life ,cities buildings (built out of bricks and stone) technology , religion (e.g. Christianity) <b>Roman</b> Britain was a <b>nation</b> rather than a number of cities.</p> <p>The Roman <b>army</b> came to Gloucester the original <b>fort</b> was built (about 40AD) at Kingsholm. This fort was probably built at a river crossing because Gloucester was historically the lowest point of the river that it was possible to ford.</p> <p>The soldiers in the Roman army were there as a full time job. Unlike other soldiers of the same time, they were not sent home after battles, and they were highly trained.</p>	<p><u>Chronological understanding</u>          Children can plot periods of history on a timeline using key dates          Children can recall key events from a period in history, plotting them on a timeline  <b>next, after, first, finally, before, past, present</b>  <b>CE (common era), ACE (after common era), decade, ancient, century</b></p> <p><u>Knowledge and interpretation</u>          Children explain how events from the past have helped to shape our lives (legacy)          Children are aware that different sources of evidence survive from the past -  <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary</b>          Children can explain events from the past and understand their significance (invasion/settlement/conquer)          Children understand differences in ways of life within a period of time (eg wealthy v slaves)</p> <p><u>Historical Enquiry</u>          Children can use a range of sources to answer questions about the past          Children can research two versions of an event and communicate their findings          Children can give more than one reason to support an historical argument</p>

	<p>The army was divided into larger groups called <b>legions</b>. Soldiers in a legion had to be a Roman citizen, and in the army for 20 years.</p> <p>Non-Romans in the army were called <b>auxiliaries</b>, and were trained to develop skills such as horseriding and archery. After the auxiliaries retired, they gained Roman citizenship.</p> <p><b>Glevum</b> was established around 48CE</p> <p>Kingsholm fort was the centre for the Romans to advance their <b>military</b> power into Wales</p> <p>68CE the fortress was relocated and built on slightly higher ground nearby, centred on present-day Gloucester Cross, and a civilian settlement grew around it.</p> <p>Gloucester became Roman Colonia to denote the highest standard of a Roman city.</p> <p><b>Nerva</b> was Roman <b>Emperor</b> from 96CE to 98CE</p> <p>The Roman retired soldiers came to Gloucester. They were given farmland in the surrounding district, and could be called upon as a Roman auxiliary armed force.</p> <p>The best examples of Roman <b>villas</b> in Britain, including Chedworth villa and Woodchester villa, both famous for their Roman <b>mosaics</b>, are not far from Glevum.</p> <p>Northgate, Southgate, Eastgate and Westgate Streets all follow the line of their original Roman counterparts, although Westgate Street has moved slightly north and Southgate Street now extends through the site of the Roman Basilica.</p> <p>Vocabulary: rebellion, Boudicca empire, fortress, infrastructure, rank, rebellion, influence, nation, aqueduct, legacy, settlement, tribe, raid, army, fort, Glevum, military, villa, mosaics, Basilica, Chedworth, civilian, Nerva, Emperor, legions, auxiliaries</p>	
4Sp		
4Su	<p><b>Anglo Saxons and Scots</b></p> <p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ The Stone Age was when early humans used tools from stone. This</li> </ul>	<p><u>Chronological understanding</u></p> <p>Children can plot periods of history on a timeline using key dates</p> <p>Children can recall key events from a period in history, plotting them on a timeline</p>

	<p>lasted until the Bronze Age.</p> <p>✓ The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze).</p> <p>✓ The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron</p>	<p>next, after, first, finally, before, past, present</p> <p>CE (common era), ACE (after common era), decade, ancient, century</p>
		<p><u>Knowledge and interpretation</u></p> <p>Children explain how events from the past have helped to shape our lives (legacy)</p> <p>Children are aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary</b></p>
	<p>-the <b>Anglo-Saxons</b> arrived in Britain after the Romans left in 410CE</p> <p>-the <b>Picts</b> and <b>Scots</b> were invading England from the North, so Britons invited Anglo-Saxons to help defend them. The Saxons did not leave.</p> <p>-the Anglo-Saxons were made up from people from modern day Germany, Denmark and the Netherlands.</p> <p>-the Anglo-Saxons settled in '<b>Angle-land</b>', which is now known as England</p> <p>-there were particular jobs and roles for Anglo-Saxon people. There were <b>hunters, farmers</b> and <b>weavers</b> among others.</p> <p>-Farmers started to <b>plough</b> fields, plant crops and raise livestock.</p> <p>-Hunters sometimes trained hawks to catch birds to eat</p> <p>-Women in the household were often weavers, using wool from sheep and goats to create clothing</p> <p>-Children were seen as adults from the age of 10.</p> <p>-Girls and boys had very distinct roles in society. Girls learned to housekeep, weave cloth, cook, create cheese and brew ale. Boys learned the craft of their father, which was likely hunting or farming. They also learned to use a spear in battle.</p> <p>-Anglo-Saxon Britain was not united, or ruled by one person. The Saxons belonged to different <b>tribes</b>, each ruling a different section of Britain. Each tribe had a leader or war chief. If a leader was particularly strong, they were considered "King". Each King ruled a <b>Kingdom</b>, and controlled a small army.</p> <p>-The five most important Anglo-Saxon Kingdoms were <b>Northumbria, Mercia, East Anglia, Wessex</b> and <b>Kent</b>.</p> <p>-King Offa was one of the most famous Saxon Kings- ruler of Mercia 757-796CE</p> <p>-Unlike the Romans, when a battle was over, soldiers went back to their villages and to their original jobs.</p> <p>-When another group of people (<b>The Vikings</b>) invaded, there were many wars between the two invading peoples.</p> <p>-<b>Edward the Confessor</b> was the penultimate Anglo-Saxon ruler, who became King in 1042.</p> <p>-He was an extremely religious man, and people believed that he could cure the sick just by touching them ("<b>The King's Touch</b>").</p> <p>-He failed to leave an heir when he died, and so his death led to the invasion of England by another great power: The Normans (1066).</p> <p><b>Vocabulary</b></p>	<p>Children can explain events from the past and understand their significance (invasion/settlement/conquer)</p> <p>Children understand differences in ways of life within a period of time (eg wealthy v slaves)</p> <p><u>Historical Enquiry</u></p> <p>Children can use a range of sources to answer questions about the past</p> <p>Children can research two versions of an event and communicate their findings</p> <p>Children can give more than one reason to support an historical argument</p>

Edward the Confessor, Anglo-Saxon, "The King's Touch", invasion, Normans, Northumbria, Mercia, East Anglia, Wessex, Kent, Offa, invader, tribe, war chief, kingdom, weaver, Angle-land, Picts, Scots, plough, hunt, farming, Britons, the Vikings

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**What the Children Will Already Have Learnt:**

- ✓ The Stone Age was when early humans used tools from stone. This lasted until the Bronze Age.
- ✓ The Bronze Age began when settlers arrived from Europe to Britain. These settlers brought with them ways of making tools from metal (bronze).
- ✓ The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron

**UPDATE DUE TO CHANGE OF Autumn coverage brought to Summer term**

Viking raids and invasion and resistance by Alfred the Great and Athelstan, first king of England

- the **Vikings** first began to take place in the 8<sup>th</sup> century CE.
- the Vikings came from **Scandinavia** (Norway, Denmark, Sweden) in Europe on their **longboats**.
- When they arrived, Vikings fought local people, stole from churches and burning buildings to the ground
- many people think the **Viking invasion** began with the **invasion of Lindisfarne** in 793 CE.
- it is not known for certain why the Vikings invaded and raided England, but many chose to **settle** in England and farm.
- Many Vikings were skilled craftsmen, with metalwork and wooden carvings
- Some Vikings used their travels trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery
- in 865 CE a larger Viking army was sent to **conquer** England, known by the Saxons as **The Great Heathen Army**. The Vikings conquered **York**, which became their **stronghold**.
- in the following 10 years after 865, the Vikings and Saxons battled continuously until **King Alfred (The Great)** eventually **defeated** the Vikings towards the end of the 9<sup>th</sup> century.
- as a result, the **Treaty of Guthrum** was signed, separating England into parts ruled by Saxons and Vikings.
- in 954, the Viking King **Eric Bloodaxe** was killed (possibly part of an internal

	<p>Viking <b>feud</b>), and the <b>Saxon King Eadred</b> took control of the kingdom.          -the Saxons and Vikings continued to fight until the <b>Battle of Hastings</b> (1066), when <b>William the Conqueror</b> took the throne and the <b>Normans</b> took over.</p> <p><b>Vocabulary</b>          Vikings, Invasion, Lindisfarne, Settle, Conquer, The Great Heathen Army, Stronghold, King Alfred The Great, Treaty of Guthrum, King Eric Bloodaxe, Feud, King Eadred, Saxons, longboat, Battle of Hastings, Normans, William the Conqueror</p>	
5A		
5Sp	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ Where America is located in the world</li> <li>✓ That pyramids were also a structure built by the Ancient Egyptians (studied in Year 3)</li> </ul> <p>A non-European society that provides contrasts with British history          Mayan civilization - <b>DIVERSE CULTURE BELIEFS</b></p> <ul style="list-style-type: none"> <li>- The Maya were a <b>civilisation</b> who lived in Mesoamerica (now Central America) between approximately 2000BCE and 900CE.</li> <li>- The term <b>Mesoamerica</b> is derived from Greek and means "Middle America"</li> <li>- <b>Mesoamerica</b> is a historical region and cultural area in North America. It extends from approximately <b>central Mexico</b> through <b>Belize, Guatemala, El Salvador, Honduras, Nicaragua</b> and norther <b>Costa Rica</b>.</li> </ul> <p>They built spectacular <b>monuments</b> and <b>stepped pyramids</b> eg <b>Chichen Itza</b>          Key achievements: <b>calendar</b>, writing, <b>numerical system</b>, chocolate</p> <ul style="list-style-type: none"> <li>-Mayan settlements appear to not have been planned, but a general centre point was the <b>temple</b>.</li> <li>-Around 900CE, Maya cities became abandoned. No-one knows for sure why this happened.</li> </ul> <p>The Mayans predicted that the world would end in 2012</p> <ul style="list-style-type: none"> <li>-Flat foreheads were fashionable so they would put their baby's head in a press to squash them</li> <li>-<b>Noblewomen</b> would file their teeth into sharp points</li> <li>-Mayans <b>sacrificed</b> humans for religious and medical reasons, It was an honour to be sacrificed.</li> <li>-The Spanish conquest in the early 16<sup>th</sup> century resulted in cruelty towards Maya people, resulting in their population decline. The conquest ended in 1697.</li> </ul>	<p><u>Chronological understanding</u>          Children can plot periods of history, key events and significant people on a timeline using key dates (based on all areas studied so far)  <b>next, after, first, finally, before, past, present</b>  <b>CE (common era), ACE (after common era), decade, ancient, century, society, periods, civilisations</b></p> <p><u>Knowledge and interpretation</u>          Children explain how events from the past have helped to shape our lives and understand their significance (legacy)          Children are aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary</b></p> <p><u>Historical Enquiry</u>          Children can use a range of sources to answer questions about the past          Children can research two versions of an event and communicate their findings          Children can give more than one reason to support an historical argument</p>

	<p>Vocabulary  Civilisation, Mesoamerica, Central America, Central Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Monuments, Stepped Pyramids, Chichen Itza, Calendar, Numerical System, Temple, Sacrifice, Noblewomen</p>	
5Su	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ Where Greece is located in the world</li> <li>✓ The Romans had an army and invaded many lands (studied in Year 4)</li> <li>✓ That the Olympics is an international sporting event</li> </ul> <p>A study of Greek life and achievements and their influence on the western world - Ancient Greece - <b>DEMOCRACY</b></p> <ul style="list-style-type: none"> <li>- To know that the <b>Ancient Greek civilisation</b> existed about 3000 years ago.</li> <li>- The <b>Greek Empire</b> existed until approximately 146BCE when the <b>Romans</b> invaded.</li> <li>- Ancient Greece was divided into many <b>city states (Polis)</b>. Two of the most well-known city states are <b>Athens</b> and <b>Sparta</b>. Each had their own laws and way of life but they all spoke the same language.</li> <li>- A <b>polis</b> consisted of an <b>urban centre</b>, often <b>fortified</b> and with a <b>sacred centre</b> built on a <b>natural acropolis (citadel)</b> or <b>harbour</b>.</li> <li>- <b>Democracy</b> comes from the two Greek words "<b>demos</b>" which means people and "<b>kratos</b>" which means rule.</li> <li>- The Ancient Greeks first created a democracy in Athens around the <b>fifth century BCE (c.500 BCE)</b></li> <li>- <b>Athens</b> had a <b>democratic government</b> which means that the people who lived there made decisions by <b>voting</b>, like we do in Britain.</li> <li>- Men were seen as the <b>citizens</b> and women, slaves, foreigners and children were not considered citizens and therefore could not vote.</li> <li>- The city states used to <b>battle</b> and the <b>Olympic Games</b> were used as a way of reaching a peaceful agreement.</li> <li>- The first <b>Olympic Games</b> took place in <b>776BCE</b>.</li>   <li>- In Athens, Greek styles of <b>art, architecture, philosophy</b> and <b>theatre</b> were developed - these helped shaped our modern society along with <b>science, language</b> and <b>maths</b>.</li> <li>- The <b>oath</b> taken by all medical staff is called the <b>Hippocratic oath</b> (Hippocrates was a <b>pioneer</b> in Greek <b>medicine</b> and lived on the island of</li> </ul>	<p><u>Chronological understanding</u>  Children can plot periods of history, key events and significant people on a timeline using key dates (based on all areas studied so far)  <b>next, after, first, finally, before, past, present</b>  <b>CE (common era), ACE (after common era), decade, ancient, century, society, periods, civilisations</b></p> <p><u>Knowledge and interpretation</u>  Children explain how events from the past have helped to shape our lives and understand their significance (legacy)  Children are aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary</b></p> <p><u>Historical Enquiry</u>  Children can use a range of sources to answer questions about the past  Children can research two versions of an event and communicate their findings  Children can give more than one reason to support an historical argument</p>

	<p>Kos)</p> <p>Link back to Ancient Egypt Sum Y3 They worshipped same gods as Ancient Egyptians</p> <p>Vocabulary Hellas/Hellenes, Polis, BCE, Golden Age, Pythagoras, Socrates, Plato, Aristotle, Alexander the Great, Agora, Athens, Crete, Macedonia, Mount Olympus, Olympia, Sparta, Zeus, Poseidon, Athena, Ares, Apollo and Artemis, Prometheus, Heracles, Democracy, Monarchy, Oligarchy, Tyranny, Parthenon, Temple, Goddess, Civilization, Olympic Games, Architecture, Alphabet, Theatre, Citizens</p>	
6A	<p><b>What the Children Will Already Have Learnt:</b></p> <ul style="list-style-type: none"> <li>✓ That the Anglo-Saxons arrived in Britain after the Romans left in 410CE</li> <li>✓ Children will have explored laws through PSHCE lessons</li> <li>✓ The Tower of London was used to imprison people (Year 2 The Great Fire of London)</li> </ul> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-<b>CHRONOLOGY</b> Crime and Punishment</p> <p><b>Anglo Saxon to 1066- Modern Britain</b> To know that justice relied heavily on the <b>community</b>: it was up to the members of the community to bring them to <b>court</b> to face punishment</p> <p>To know examples of <b>punishment</b> such as <b>stoning from the time</b></p> <p><b>Most punishments</b> were carried out in public to <b>deter</b> others There would be a <b>hue and cry</b> when people would call upon everyone else in the <b>community</b> to find somebody who had committed a crime.</p> <p><b>Most punishments</b> were carried out in public so as to deter others. <b>Payment systems</b> were also set up so that criminals would pay money to their <b>victims</b></p> <p><b>Medieval and Tudor Britain 1066-1603</b> To know that common law for the whole country was created and judges and juries were introduced</p>	<p><u>Chronological understanding</u> Children know where a period of history fits in on a timeline Children can plot a specific event on a timeline by decade Children can create timelines that outline the development of specific features (eg crime and punishments) <b>next, after, first, finally, before, past, present</b> <b>CE (common era), ACE (after common era), decade, ancient, century, society, periods, civilisation</b></p> <p><u>Knowledge and interpretation</u> Children explain how events from the past have helped to shape our lives and understand their significance (legacy) Children have a good understanding of an element of life has changed through periods of time Children are aware that different sources of evidence survive from the past - <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary, recount, diary entry</b></p> <p><u>Historical Enquiry</u> Children can use a range of sources to answer questions about the past Children can research two versions of an event and communicate their findings, understanding the bias that may be presented Children can give more than one reason to support an historical argument</p>

To know that the Peasants' revolt occurred, and Simon of Sudbury was beheaded.  
To know that serious crimes were heard by the King's court. The accused had to face trial by ordeal to decide whether they were guilty or not guilty.  
To know that castles and forts were used as early prisons-they held people accused of crimes while they waited for their trial.  
To know **vagrancy** was a common crime-poor people in wealthy areas were often accused of vagrancy.  
**Heresy** became a crime and was punishable by being burned to death.  
To know that the Tudor monarchs became increasingly worried about treason  
To know that witchcraft was also considered a crime and was **punishable** by death  
To know that public executions became popular.

### **Stuart and Georgian Britain (1603-1837)**

To know that King Charles I was beheaded for **treason**.  
To know that **highwaymen** became greater threats during this period in History- this was because trade was increasing and wealthy people increasingly travelled the roads  
The number of crimes punishable by death was over 200- this became known as the Bloody Code.  
The Metropolitan Police Force was formed in 1829

### **Victorian Britain (1837-1901)**

The Victorians grew increasingly angry at public executions often for what would be considered minor crimes. **Prisons** began a punishment rather than a holding place.

Hard labour was form of **punishment** -physically demanding tasks.  
Public **executions** ceased in 1868.

### **Modern Britain**

The last execution in the UK was by hanging in 1964, this was abolished in 1969.  
crime prevention strategies are used more prevalently

### **Vocabulary**

Monarch, Parliament, Succession, Reign, Catholic, Protestant, Divorce, Annulment, William the Conqueror  
Community service, court, crime, death penalty, deter, execution, hard labour, heresy, hue and cry, judge, jury, justice, law, offence, prison,



	punishment, revolt, treason, trial	
6Sp		
6Su	<p><b>NON-STATUTORY</b>  1914-1939 Could this tie into the musical?  Cause and connections between the two eras-  Autumn 2 depth study Battle of Britain- Blitz, evacuation <b>LOCALITY STUDY-</b>  aviation, cathedral stone evacuated from Westminster.</p> <p>To be discussed re focus - build on learning in KS1 about local RAF base and it's significance in WWII</p>	<p><u>Chronological understanding</u>  Children know where a period of history fits in on a timeline  Children can plot a specific event on a timeline by decade  Children can create timelines that outline the development of specific features (eg crime and punishments)  <b>next, after, first, finally, before, past, present</b>  <b>CE (common era), ACE (after common era), decade, ancient, century, society, periods, civilisation</b></p> <p><u>Knowledge and interpretation</u>  Children explain how events from the past have helped to shape our lives and understand their significance (legacy)  Children have a good understanding of an element of life has changed through periods of time  Children are aware that different sources of evidence survive from the past -  <b>photographs, paintings, newspapers, letters, artefacts, posters, primary, secondary, recount, diary entry</b></p> <p><u>Historical Enquiry</u>  Children can use a range of sources to answer questions about the past  Children can research two versions of an event and communicate their findings, understanding the bias that may be presented  Children can give more than one reason to support an historical argument</p>