

CurriculumPRO

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Childhood

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6 Programmes of study, 9 skills and 14 knowledge statements

Year 1

Driver subject

History

Artefacts & sources

British history

Changes over time

Chronology

Communication

Compare and contrast

Everyday life

Report and conclude



Y1 **Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**

Skill

Core knowledge

- Identifying similarities and differences helps us to make comparisons between life now and in the past.

Broad knowledge

Identifying similarities and differences helps us to make comparisons between life now and in the past.

Skill

Core knowledge

- In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets.

Broad knowledge

Aspects of everyday life include houses, jobs, objects, transport and entertainment.

Skill

Broad knowledge

Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

Y1 **Learn about events beyond living memory that are significant nationally or globally.**

Skill

Core knowledge

- The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.

Broad knowledge

Significant historical events include those that cause great change for large numbers of people.

Hinterland

The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.

Y1 **Learn about significant historical events, people and places in their own locality.**

Skill

Core knowledge

- Stories, pictures and role play help people learn about key past events and empathise with historical figures.

Broad knowledge

Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.

Y1 **Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.**

Skill

Core knowledge

- A decade is 10 years.

Core knowledge

- Photographs can be ordered chronologically on a timeline.

Core knowledge

- A family tree is a diagram that shows the relationship between generations of people in a family.

Broad knowledge

Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

Hinterland

Photographs can be ordered chronologically on a timeline.

Hinterland

A family tree is a diagram that shows the relationship between people in several generations of a family.

Y1 **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- Words and phrases used to describe the passing of time include now, yesterday, last week and last year.

Broad knowledge

Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.

Hinterland

Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.

Y1 **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge **2**

- Historical artefacts are objects that were made and used in the past.

Broad knowledge

Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

Hinterland

Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past.

Skill

Core knowledge

- Historical sources include artefacts, written accounts, photographs and paintings.

Broad knowledge

Historical sources include artefacts, written accounts, photographs and paintings.

Bright Lights, Big City

Hide

1 Programme of study, 1 skills and 2 knowledge statements

Year 1

Driver subject

Geography

British history



Y1 **Learn about events beyond living memory that are significant nationally or globally.**

Skill

Core knowledge

- A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.

Broad knowledge

Significant historical events include those that cause great change for large numbers of people.

Hinterland

The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.

School Days

Hide

7 Programmes of study, 11 skills and 16 knowledge statements

Year 1

Driver subject

History

Artefacts & sources

Changes over time

Chronology

Communication

Compare and contrast

Everyday life

Local history

Report and conclude

Significant events

Significant people



Y1 **Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**

Skill

Core knowledge

- Identifying similarities and differences helps us to make comparisons between life now and in the past.

Broad knowledge

Identifying similarities and differences helps us to make comparisons between life now and in the past.

Skill

Core knowledge

- In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.

Core knowledge

- In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.

Broad knowledge

Aspects of everyday life include houses, jobs, objects, transport and entertainment.

Hinterland

In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime.

Skill

Core knowledge

- The Victorian era is named after Queen Victoria.
- During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.

- By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.

Broad knowledge

Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

- Y1** ✓ **Learn about events beyond living memory that are significant nationally or globally.**

Skill

Broad knowledge

Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.

- Y1** ✓ **Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.**

Skill

Core knowledge

- Samuel Wilderspoon opened schools with playgrounds during the Victorian era.

Broad knowledge

A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

- Y1** ✓ **Learn about significant historical events, people and places in their own locality.**

Skill

Core knowledge 2

- Stories, pictures and role play help people learn about key past events and empathise with historical figures.

Broad knowledge

Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.

Hinterland

In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction.

Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy.

Skill

Core knowledge

- Important events in a school's history include celebrations and anniversaries.

Broad knowledge

Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.

Hinterland

Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary.

- Y1** ✓ **Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.**

Skill

Core knowledge 2

- A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.

Broad knowledge

Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

Hinterland

A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline.

- Y1** ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Broad knowledge

Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.

- Y1** ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge

- Historical artefacts are objects that were made and used in the past.

Core knowledge

- First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.

Broad knowledge

Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

Hinterland

First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.

Skill

Core knowledge

- Historical sources include artefacts, written accounts, photographs and paintings.

Broad knowledge

Historical sources include artefacts, written accounts, photographs and paintings.

Movers and Shakers

 Hide

5 Programmes of study, 8 skills and 24 knowledge statements

Year 2

Driver subject

History

Artefacts & sources

British history

Changes over time

Chronology

Local history

Report and conclude

Significant people



Y2 ▾ Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Skill

Core knowledge

- Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.

Broad knowledge

Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

Hinterland

There were many differences between the journeys of Columbus and Armstrong, such as transport (Columbus sailed on a ship, Armstrong travelled in a rocket and lunar module) and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s).

Y2 ▾ Learn about events beyond living memory that are significant nationally or globally.

Skill

Core knowledge 2

- A timeline is a display of events, people or objects in chronological order.
- A timeline can show different periods of time, from a few years to millions of years.

Broad knowledge

A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

Hinterland

The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.

Y2 ▾ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Skill

Core knowledge

- Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.

Core knowledge

- Vasco da Gama was the first European to find an ocean trading route to India.
- Christopher Columbus was the first European to discover the Americas.
- Captain James Cook drew detailed maps of New Zealand and discovered Australia.
- Roald Amundsen led the first expedition to reach the South Pole.
- Neil Armstrong was the first man to walk on the Moon.

Core knowledge

- Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.
- Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492.
- Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.

Core knowledge

- Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.

Core knowledge

- William Wilberforce was a British activist who successfully campaigned for the abolition of the slave trade in the 19th century.
- Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.
- Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain.
- Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.
- Martin Luther King Jr was an activist who led the civil rights movement in the United States that campaigned for equal rights for black people.
- Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school.

Core knowledge

- Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.

Broad knowledge

Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Hinterland

In history, the term significant individual describes a person who is great, important or worthy of attention.

Hinterland

Historians use different sets of criteria to help them make judgements about significance.

Hinterland

Significant explorers and their voyages include Vasco de Gama's voyage to India, Christopher Columbus' voyage to the Americas, Captain James Cook's voyage to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's voyage to the Moon.

Hinterland

Christopher Columbus was a significant explorer who lived centuries ago (1451-1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'.

Hinterland

Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration.

Hinterland

An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.

Hinterland

Significant activists include Martin Luther King Jr, William Wilberforce, Malala Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst.

Hinterland

Rosa Parks was arrested when she refused to give up her seat for a white passenger on a bus in Montgomery, USA in 1955. Her arrest started the Montgomery bus boycott, which lasted a year before the segregation rules on buses were changed.

Skill

Core knowledge

- Important achievements by British individuals include great discoveries and actions that have helped many people.

Broad knowledge

Important individual achievements include great discoveries and actions that have helped many people.

Y2 **Learn about significant historical events, people and places in their own locality.**

Skill

Core knowledge

- Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.

Broad knowledge

Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.

Hinterland

A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model.

Y2 **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge 2

- Historical information can be presented as a result of a sorting activity.

Core knowledge

- Diamond ranking is a way of organising information from the most to the least important.

Broad knowledge

Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.

Hinterland

Categories for sorting significant people include explorers, activists, monarchs, scientists and artists.

Hinterland

Diamond ranking is a way of organising information and data from most to least important.

Skill

Core knowledge

- A memorial is something made to remind people of a significant person or event.

Broad knowledge

Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.

Hinterland

A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money.

Skill

Core knowledge 2

- A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.

Broad knowledge

A viewpoint is a person's own opinion or way of thinking about something.

Hinterland

A fact is something that is known or true. An opinion is a thought or belief about something.

Hinterland

Emmeline Pankhurst stood up for women's rights. She started a group to fight for votes for women. Members of the group were known as the suffragettes.

Coastline

 Hide

2 Programmes of study, 3 skills and 4 knowledge statements

Year 2 Driver subject Geography Compare and contrast Everyday life Significant people



Y2  Learn about events beyond living memory that are significant nationally or globally.

Skill

Broad knowledge

Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

Y2  Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Skill

Core knowledge

- A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

Broad knowledge

A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

Skill

Core knowledge

- Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.

Broad knowledge

Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Hinterland

Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.

Magnificent Monarchs

 Hide

6 Programmes of study, 8 skills and 24 knowledge statements

Year 2 Driver subject History Artefacts & sources Changes over time Chronology Communication Hierarchy and power Report and conclude Significant events Significant people



Y2  Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Skill

Core knowledge

- In the past, some monarchs had absolute power and could make their own rules and laws.
- Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.

Broad knowledge

Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

Hinterland

The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.

Y2  Learn about events beyond living memory that are significant nationally or globally.

Skill

Core knowledge 2

- A historical period is the duration of a monarch's reign.

Core knowledge

- A timeline is a display of events, people or objects in chronological order.
- A timeline can show different periods of time, from a few years to millions of years.

Broad knowledge

A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

Hinterland

A historical period is the duration of a monarch's reign. Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor.

Hinterland

There has been over 60 monarchs since AD 871.

Hinterland

Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.

Hinterland

The Bayeux Tapestry is an embroidered cloth, nearly 70 metres long and 50 centimetres tall, which shows the events leading up to the Norman conquest of England, including the Battle of Hastings.

Hinterland

William, Duke of Normandy, thought he would be king after Edward the Confessor died. When Harold Godwinson became king instead, William invaded England and took the throne himself, earning the name William the Conqueror.

Skill

Core knowledge

- The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.

Broad knowledge

Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.

Y2 ▾ **Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.**

Skill

Core knowledge

- Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England.
- Alfred valued reading and knowledge and translated books from Latin for others to read.

Core knowledge

- Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.
- Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.

Core knowledge

- Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England.
- Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.

Broad knowledge

Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

Hinterland

Alfred the Great ruled between AD 871-899. He defeated Viking invaders and became the first king of a unified England. He also valued reading and knowledge and translated books from Latin for others to read.

Hinterland

Henry VIII is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church, divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward.

Hinterland

Some of Henry VIII's actions during his reign, such as supporting the arts and sport, had a positive impact. Some, such as breaking from the Roman Catholic Church and spending money on wars and a lavish lifestyle had a negative impact.

Hinterland

Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1588.

Hinterland

Elizabeth I's actions, such as bringing religious peace, making good relationships with other European countries and strengthening the role of parliament, had a significant impact on England.

Y2 ▾ **Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.**

Skill

Core knowledge

- Hierarchy is a way of organising people in society according to how important they are.
- The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.

Broad knowledge

Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.

Hinterland

The feudal system was a way of organising society. The king was at the top of the feudal system followed by the tenants-in-chief, knights and peasants. Peasants were either freemen or serfs. Serfs were at the bottom of the feudal system.

Y2 ▾ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.

Broad knowledge

A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.

Hinterland

Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (*anno Domini*), reign, period and century.

Y2 ✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Skill

Broad knowledge

Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.

Hinterland

As Charles III's eldest child, William, Prince of Wales, is next in line to the British throne.

Hinterland

Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom and the Commonwealth. Her work included supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Succession to the Crown Act 2013.

Skill

Core knowledge

- The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.

Core knowledge

- Artefacts provide evidence about the past.
- Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.

Broad knowledge

Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.

Hinterland

Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.

Through the Ages

☒ Hide

4 Programmes of study, 11 skills and 36 knowledge statements

Year 3

Driver subject

History

Artefacts & sources

British history

Changes over time

Chronology

Civilisations

Communication

Compare and contrast

Everyday life

Hierarchy and power

Significant events



Y3 ✓ Learn about changes in Britain from the Stone Age to the Iron Age.

Skill

Core knowledge

- Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.
- Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.
- Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.

Core knowledge

- During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.

Core knowledge 2

- The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.

Core knowledge

- Iron Age hillforts were protected settlements containing roundhouses built on hilltops.

Core knowledge

- The Iron Age in Britain ended after the Roman invasion in AD 43.

Broad knowledge

Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.

Hinterland

The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.

Hinterland

The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.

Hinterland

The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.

Hinterland

Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.

Hinterland

The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.

Skill

Core knowledge

- In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich.
- An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.

Broad knowledge

Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

Hinterland

In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.

Skill

Core knowledge

- The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.

Broad knowledge

The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.

Hinterland

The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.

Y3 **Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.**

Skill

Core knowledge

- Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time.

Core knowledge

- Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased.

Core knowledge

- Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.

Broad knowledge

Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

Hinterland

Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time.

Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.

Hinterland

During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.

Hinterland

Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.

Skill

Core knowledge

- The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.
- Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.

Core knowledge

- Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.

Broad knowledge

Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the

way people should live.

Hinterland

Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.

Hinterland

Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free time for feasting, playing games and learning new skills and crafts.

Skill

Core knowledge

- The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.
- The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.
- The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.

Core knowledge

- The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.
- The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic.

Core knowledge

- The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.
- The Bronze Age ended when society in Britain and Europe collapsed.

Core knowledge

- The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them.
- The Iron Age ended after the Roman invasion in AD 43.

Broad knowledge

Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.

Hinterland

The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrive c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.

Hinterland

The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed.

Hinterland

The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.

Y3 ✓ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Skill

Core knowledge

- Throughout history, common areas of human concern include the need for food, shelter, warmth, the accumulation of power and wealth and the development of technology.

Broad knowledge

Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.

Skill

Broad knowledge

Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.

Skill

Core knowledge

- Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).

Broad knowledge

Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.

Hinterland

BC stands for 'before Christ' meaning the time before Jesus Christ was born. BCE means 'before common era', which is an alternative version of BC. AD means '*anno Domini*', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. CE means 'common era' and indicated the time after AD 1, which is an alternative version of AD.

Skill

Core knowledge

- The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC.

Core knowledge

- Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich.

Broad knowledge

The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

Hinterland

By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.

Hinterland

The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC.

Hinterland

The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.

Y3 ∨ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge

- Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.

Core knowledge

- A hoard is a group of precious items that have been buried in the ground to be retrieved later.
- The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age.

Core knowledge

- Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.

Core knowledge

- Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs.

Core knowledge

- Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage.

Broad knowledge

Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

Hinterland

Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.

Hinterland

A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken.

Hinterland

Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.

Hinterland

Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.

Hinterland

The artefacts and human remains found in the Boscombe Bowmen grave indicate that they were all from the same family. They were different ages and came from Wales. They died during the Bronze Age and their remains were buried and moved over time.

Hinterland

Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin.

Rocks, Relics and Rumbles

2 Programmes of study, 3 skills and 5 knowledge statements

Year 3

Driver subject

Geography

Artefacts & sources

Significant events

Significant people

☒ Hide


Y3 ∨ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world had developed.

Broad knowledge

Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

Hinterland

Mary Anning was a palaeontologist (scientist who studies fossils). She discovered the first complete *Ichthyosaur* fossil. This was an important discovery because it challenged the way scientists had believed the natural world had developed.

Skill

Core knowledge

- Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79.
- Pompeii is an archaeological site of great importance.

Broad knowledge

The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

Hinterland

Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.

Y3 **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Broad knowledge

Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

Emperors and Empires

☒ Hide

5 Programmes of study, 16 skills and 38 knowledge statements

Year 3 **Driver subject** **History** **Artefacts & sources** **British history** **Chronology** **Civilisations** **Communication** **Everyday life** **Hierarchy and power** **Local history**
Report and conclude **Significant events** **Significant people**



Y3 **Learn about the Roman Empire and its impact on Britain.**

Skill

Core knowledge

- Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.

Broad knowledge

Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.

Skill

Core knowledge

- The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.

Core knowledge

- The Roman Kingdom was a monarchy ruled by a king who had absolute power.
- The Roman Republic was ruled by a senate of 600 men, who were elected every year.
- The Roman Empire was ruled by an emperor who had absolute power and ruled for life.

Core knowledge

- The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.

Broad knowledge

Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.

Hinterland

Over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire.

Hinterland

The basic structure or hierarchy of a Roman army legion was complex. It included: *contubernium*, which consisted of eight men who lived and worked together; centuries, which were made up of 10 *contubernia* with a total of 80 men commanded by a centurion; cohorts, which included a group of centuries or a maximum of 800 fighting men. A Roman legion was commanded by a *legatus legionis*.

Skill

Core knowledge **2**

- Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.

Core knowledge

- The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.

Core knowledge

- Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.

Broad knowledge

After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.

Hinterland

A rebellion is an act of resistance against government or authority.

Hinterland

Boudicca was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman Empire because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family.

Hinterland

The Romans wanted to conquer Caledonia (Scotland) after conquering Britannia (England and Wales). They tried to bribe and fight the tribes in Scotland, but northern Caledonians, called Picts, refused to surrender.

Hinterland

Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border.

Skill

Core knowledge 2

- The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.

Core knowledge

- The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.

Core knowledge

- Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.

Broad knowledge

Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.

Hinterland

Many people who lived near new Roman towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.

Hinterland

Before the Romans arrived there were no towns in Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses.

Hinterland

The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.

Skill

Core knowledge

- The city of Rome was founded in Italy between 750-500 BC.
- The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.

Core knowledge

- People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent.

Broad knowledge

The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.

Hinterland

The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East.

Hinterland

Archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain.

Skill

Core knowledge

- In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.

Broad knowledge

The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.

Hinterland

The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised.

Y3 ✓ Conduct a local history study.

Skill**Core knowledge**

- National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.

Broad knowledge

National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.

Y3 ✓ **Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.**

Skill**Core knowledge**

- Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.

Core knowledge

- The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.

Broad knowledge

Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

Hinterland

Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.

Hinterland

The Romans built roads to link up Roman towns and so that the army could move around easily. They were well built from concrete, stone, broken tiles and gravel and were straight. Bridges were built when rivers needed to be crossed.

Skill**Core knowledge**

- During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.

Broad knowledge

Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

Hinterland

Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first Christian emperor and he wrote the *Edict of Milan*, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire.

Skill**Core knowledge**

- The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.
- Roman rule ended in Britain in AD 410.

Broad knowledge

Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.

Hinterland

Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.

Y3 ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill**Core knowledge**

- Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.

Broad knowledge

Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

Hinterland

Nine significant Roman emperors include: Augustus (63 BC–AD 14); Tiberius (42 BC–AD 37); Caligula (AD 12–41); Claudius (10 BC–AD 54); Nero (AD 37–68); Trajan (AD 53–117); Hadrian (AD 76–138); Commodus (AD 161–192); Constantine (cAD 280–337).

Skill**Core knowledge**

- Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.

Broad knowledge

Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.

Skill**Core knowledge** 2

- The Romans left Britain in AD 410 because of invasions in other parts of the Empire.
- The western Roman Empire collapsed in AD 476.

Core knowledge

- In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.

Core knowledge

- When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.

Broad knowledge

The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

Hinterland

Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful.

Hinterland

Cause, is a thing that gives rise to an action. Consequence is a result or effect of an action, sometimes unwelcome or unpleasant.

Hinterland

The Romans started to withdraw from Britain cAD 400 because of invasions by the barbarian Visigoths in other parts of the Empire. The Britons asked Rome for help in AD 410 but Emperor Honorius refused to send troops to defend the Britons and declared they had to 'look to their own defences'.

Hinterland

By AD 410, Roman troops withdrew from Britain to help fight wars elsewhere in the Empire. As the Romans left Britain, other invaders came to Britain including Angles, Saxons, Picts, and Scots. As a result of the withdrawal, towns and villas were abandoned, money went out of use and writing declined. The event also led to the invasion of Britain by the Anglo-Saxons because there was no army to defend the borders.

Y3 **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill**Core knowledge**

- The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.

Broad knowledge

Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

Hinterland

The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort.

Skill**Core knowledge**

- Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.
- Secondary sources are created by someone who has not participated in the event they describe.
- A secondary source interprets and analyses primary sources.

Broad knowledge

Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.

Skill**Core knowledge**

- Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.

Broad knowledge

Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.

Invasion

☒ Hide

8 Programmes of study, 12 skills and 23 knowledge statements

Year 4
Driver subject
History
Artefacts & sources
British history
Chronology
Civilisations
Compare and contrast
Everyday life
Local history
Report and conclude
Significant events
Significant people



Y4 **Learn about the Roman Empire and its impact on Britain.**

Skill**Core knowledge**

- After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.

Broad knowledge

The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.

Y4 ✓ Learn about Britain's settlement by Anglo-Saxons and Scots.

Skill

Core knowledge

- Anglo-Saxon words and place names still exist today.
- The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.

Core knowledge

- The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.

Core knowledge

- As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power.
- Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex.

Broad knowledge

Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.

Hinterland

The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways or move west to Cornwall or Wales while the Anglo-Saxons settled in England.

Hinterland

After the invasion the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually, there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex.

Y4 ✓ Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Skill

Core knowledge

- The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.

Broad knowledge

The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.

Hinterland

The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed.

Y4 ✓ Conduct a local history study.

Skill

Core knowledge

- A past event or society can impact a local settlement in several ways including the number of inhabitants and language.

Broad knowledge

A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.

Y4 ✓ Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Skill

Core knowledge

- The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity.
- As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy.

Broad knowledge

Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.

Y4 ✓ Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Skill

Core knowledge

- Different civilisations can have similar or contrasting characteristics.

Broad knowledge

Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

Skill

Core knowledge

- During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.

Core knowledge

- Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect.

Core knowledge

- When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.

Broad knowledge

Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Hinterland

During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.

Hinterland

Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect.

Hinterland

England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.

Skill

Core knowledge 2

- Historical information can be presented as written texts, tables, diagrams, captions and lists.

Broad knowledge

Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

Hinterland

There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called *Danegeld*, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east.

Y4 ✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Skill

Core knowledge

- In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury.

Core knowledge

- Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'.

Broad knowledge

A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

Hinterland

Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.

Skill

Core knowledge 2

- Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.

Broad knowledge

Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

Hinterland

Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important.

Skill

Core knowledge 2

- Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.

Broad knowledge

A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.

Hinterland

The Ruin is an Anglo-Saxon poem written by an anonymous author sometime between the 8th and 9th century, 400 years after the Roman withdrawal. It describes the fall of a Roman city in Britain, thought to be Bath.

Y4 ✓ Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Skill

Core knowledge

- In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.

Core knowledge

- There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.
- Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.

Broad knowledge

Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

Hinterland

The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.

Ancient Civilisations

Hide

5 Programmes of study, 11 skills and 26 knowledge statements

Year 4

Driver subject

History

Artefacts & sources

Changes over time

Chronology

Civilisations

Communication

Compare and contrast

Everyday life

Hierarchy and power

Report and conclude

Significant events

Significant people



Y4 ✓ Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Skill

Core knowledge

- Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.

Core knowledge

- The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.

Core knowledge

- The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.

Broad knowledge

Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

Hinterland

The king or *lugal* was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.

Hinterland

The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles.

Skill

Core knowledge

- Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.

Core knowledge

- Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.

Broad knowledge

The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.

Hinterland

Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. People started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. As the populations grew, city states, trade and writing developed.

Y4 ✓ **Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.**

Skill

Core knowledge

- Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.

Broad knowledge

Historical terms include abstract nouns, such as invasion and monarchy.

Hinterland

Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.

Y4 ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- There are many aspects of life today that are linked to ancient civilisations.

Broad knowledge

Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

Hinterland

Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources.

Hinterland

There are many aspects of life today that are linked to ancient civilisations. We use their inventions, including the wheel, clocks, irrigation systems and farming tools. Many people also live in large towns and cities, carry out specialised jobs and rely on trade to provide goods and build wealth. However, advances in technology, including the invention of the engine, computer and battery, mean that we now use a wide range of inventions and technologies that were not available in ancient times.

Skill

Core knowledge

- The Fertile Crescent in the Middle East is known as the birthplace of farming.

Core knowledge

- Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.
- Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems.

Broad knowledge

Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

Hinterland

Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed specialised workers. Food was also traded with other city states.

Hinterland

Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.

Skill

Core knowledge

- The Indus Valley civilisation ran from c2500 BC to c1700 BC.

Broad knowledge

Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Skill

Core knowledge 2

- Historical information can be presented as written texts, tables, diagrams, captions and lists.

Broad knowledge

Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

Hinterland

Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices.

Hinterland

Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs.

Hinterland

Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with garden and pools. Poorer people lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. Arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games.

Y4 ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge

- A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.
- King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.
- King Khufu ordered the building of the Great Pyramid of Giza.
- King Hatshepsut was a woman who made herself a king because kings had more power than queens.
- Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.

Broad knowledge

A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

Hinterland

A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as *maat*, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the *uraeus*, or cobra, false beard, crook and flail to show their power.

Skill

Core knowledge

- Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.

Broad knowledge

Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

Skill

Broad knowledge

The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.

Hinterland

Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict.

Y4 ✓ **Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Skill

Core knowledge

- In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.

Core knowledge

- Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.
- After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.
- After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.
- After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.

Broad knowledge

Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

Hinterland

Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time, the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished.

Hinterland

Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. These factors destroy cities, water supplies, jobs, food production, infrastructure and trade. Arts, crafts, culture and writing can be lost and social hierarchy can change. The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities.

Dynamic Dynasties

☒ Hide

6 Programmes of study, 11 skills and 23 knowledge statements

Year 5

Driver subject

History

Artefacts & sources

Chronology

Civilisations

Communication

Compare and contrast

Everyday life

Hierarchy and power

Report and conclude

Significant events

Significant people



Y5 **Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.**

Skill

Core knowledge

- Misuse of power and poor leadership has caused civilisations to decline.

Core knowledge

- The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.

Broad knowledge

Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.

Hinterland

The king was at the top of the hierarchy. He had absolute power, fought enemy clans and communicated with the gods and ancestors. Aristocrats were the king's relatives and other nobles. They worked as priests, advisors or government officials. The military included foot soldiers, archers and chariot warriors. They were very well respected. Craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. Peasants farmed the land. They were respected, but paid heavy taxes and were often without a home or food. Slaves were criminals or prisoners of war, and were at the bottom of the social hierarchy.

Skill

Core knowledge

- During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly.

Core knowledge

- People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.

Core knowledge

- The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.

Broad knowledge

The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.

Hinterland

The people of the Shang Dynasty had five important religious beliefs. These were:

- three realms: heaven, earth and the underworld
- ancestors were very important
- the human body had two souls
- sacrifices were very important
- special people could communicate with spirits.

They believed in a supreme god, called Shangdi, and other gods, who controlled different aspects of nature. They gave sacrifices to the gods and ancestors and had to bury the dead correctly. Gods and ancestors helped the people of the Shang Dynasty to predict the future using oracle bones.

Hinterland

Bronze was significant in the Shang Dynasty because it was difficult to produce, a huge number of people were involved and the casting technique was technologically advanced. Craftspeople made high quality objects, including ritual bronzes for sacrifices and burials.

YS ✓ **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.**

Skill

Core knowledge

- The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations.
- Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.
- Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.

Core knowledge

- Silk and jade objects have been produced in China for thousands of years.
- Silk was a luxurious status symbol in ancient China and jade was believed to have special powers.

Broad knowledge

The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

Hinterland

Silk and jade objects have been produced in China for thousands of years, since prehistoric times. Jade is a hard, rare stone that is difficult to carve and highly valued. People believe that jade has special powers and virtues. Silk is a delicate fabric made by unwinding a fine thread from a silkworm cocoon before it is woven. Silk was a luxurious status symbol in ancient China and silk making was a closely guarded secret.

Skill

Core knowledge

- The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing.

Broad knowledge

Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

Hinterland

The legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions, writing, family structure and food and drink.

YS ✓ **Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.**

Skill

Broad knowledge

Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

Hinterland

Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes. The army was well organised and consisted of foot soldiers, archers and chariot drivers. Soldiers were trained in martial arts and had bronze weapons and armour, which gave them an advantage over their enemies.

Hinterland

Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxi. They were inscribed with questions and burned with hot rods until they cracked. Diviners, priests or the king interpreted the cracks to find answers to the questions and make decisions. The inscriptions on the oracle bones have provided information about life in the Shang Dynasty.

YS ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge 2

- Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.

Broad knowledge

Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Hinterland

The Shang Dynasty was similar to other Bronze Age societies because they had a hierarchy, believed in spirits and the afterlife and had skilled craftspeople. The Shang Dynasty was different because the Chinese Bronze Age started later, bronze was used primarily for elaborate ritual vessels and the skills of the Shang Dynasty craftspeople were far superior to any other civilisation.

Skill**Core knowledge**

- During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.
- During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.
- During the Shang Dynasty, people worshipped their ancestors at home altars.

Broad knowledge

Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.

Hinterland

People lived in cities, towns and villages in the Yellow River Valley. Cities were surrounded by defensive walls and divided into separate sections. Three generations of a family usually lived together, with the oldest man as the head of the family. People worshipped their ancestors and had altars at home. Jobs depended on a person's social class and family profession. Life was different for rich and poor. The wealthy lived in large rectangular houses, wore silk clothes and enjoyed leisure time. The poor lived in homes dug from the earth, wore clothes made from hemp and worked long hours.

Skill**Core knowledge**

- China is the longest lasting civilisation starting with the Xia Dynasty in c2070.
- The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.

Broad knowledge

Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

Hinterland

China is the longest lasting civilisation. The first five Chinese Dynasties were the Xia Dynasty (c2070–c1600 BC), Shang Dynasty (c1600–c1046 BC), Zhou Dynasty, which was split into the Western Zhou Dynasty (c1046–c771 BC) and Eastern Zhou Dynasty (c771–c256 BC), Qin Dynasty (c221–c207 BC) and Han Dynasty (c206 BC–cAD 220).

YS ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill**Core knowledge**

- Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.

Broad knowledge

Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

Hinterland

The Yellow Emperor of the Xia Dynasty might not have existed. Legends tell of the reign of the Yellow Emperor and the first dynasty, which created the system of hereditary rule that lasted for thousands of years. There may be truth in the stories, but certain aspects, like the Yellow Emperor's four faces and journey to heaven on a dragon, make people question the validity of the stories as evidence.

Skill**Core knowledge**

- Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

Core knowledge

- The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed.

Broad knowledge

Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

Hinterland

Wang Yirong discovered ancient Chinese writing on bones given as medicine in 1899. He traced the bones to the modern city of Anyang and discovered the last capital of the Shang Dynasty, Yin. Over 100,000 oracle bones, the ruins of buildings, bronze and jade artefacts and warrior queen Fu Hao's tomb were found during a dig at Yinxu in 1928. This was the first evidence that the Shang Dynasty had existed.

YS ✓ **Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Skill**Broad knowledge**

Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.

Sow, Grow and Farm

Hide

1 Programme of study, 1 skills and 2 knowledge statements

Year 5 Driver subject Geography Communication



Y5 **Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.**

Skill

Broad knowledge

Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

Hinterland

The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.

Groundbreaking Greeks

Hide

8 Programmes of study, 14 skills and 34 knowledge statements

Year 5 Driver subject History Artefacts & sources Changes over time Chronology Civilisations Communication Compare and contrast Everyday life Hierarchy and power Local history Report and conclude Significant events Significant people



Y5 **Conduct a local history study.**

Skill

Core knowledge

- Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts.
- Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture.
- Neoclassical buildings and art can be found in most towns and cities in the UK.

Broad knowledge

Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).

Hinterland

Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. Discoveries at Pompeii in Italy and grand tours of Europe inspired architects and artists to base their designs on the classical world. Neoclassical buildings and art can be found in most towns and cities in the UK.

Y5 **Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.**

Skill

Core knowledge

- Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.
- In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.

Broad knowledge

Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.

Hinterland

Male citizens were at the top of the social hierarchy in Athens. Citizens included *aristoi* who owned property and the best farmland, *periokoi* who lived in smaller settlements outside the city and businessmen who made money from trade. *Metics*, skilled workers who did not come from Athens, were next in the hierarchy. Slaves were at the bottom. Women took on the status of the men in their families.

Y5 **Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.**

Skill

Core knowledge **2**

- The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.

Core knowledge

- Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.

Core knowledge

- Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today.

Core knowledge

- The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.

Core knowledge

- Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.

Broad knowledge

The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.

Hinterland

The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. Socrates was a Greek philosopher who said that happiness came from leading a moral life. He also invented the Socratic method. Plato explored the meaning of justice. Aristotle's most famous idea was 'everything in moderation'. Leucippus and Democritus believed that the world was made of tiny particles. Thousands of years later, scientists discovered atoms and proved that their thinking was right.

Hinterland

Ancient Greek mathematicians made many discoveries, especially about geometry. Many, including Thales, Pythagoras and Archimedes, created theorems that are still studied and used today.

Hinterland

The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.

Hinterland

The artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.

Hinterland

Four significant figures in ancient Athens were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens.

YS **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.**

Skill

Broad knowledge

The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

Hinterland

A city state, or *polis*, included a city and the surrounding farmland and villages. City states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were governed differently, had their own cultures and were often at war with each other. Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.

Skill

Core knowledge

- After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.

Broad knowledge

Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

Hinterland

After Alexander the Great's death, his empire was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and using the Greek orders of architecture. This meant that Greek ideas spread throughout the Roman Empire instead of fading away.

YS **Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.**

Skill

Broad knowledge

Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

Hinterland

The word *acropolis* means a stronghold built on a hill. The statesman, Pericles, started a massive building project on the Acropolis in Athens to create a temple called the Parthenon, to honour the goddess Athena. It was made from marble, covered in carvings and housed a huge gold and ivory statue of the goddess, Athena. Other buildings, including the Propylaea, an entrance way, and smaller temples, were also created. As well as honouring the gods, the buildings glorified Athens.

YS **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions**

and create their own structured accounts, including written narratives and analyses.

Skill

Core knowledge

- Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period.

Core knowledge

- The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.

Broad knowledge

Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

Hinterland

The Dark Age started c1100 BC. Civilisations collapsed and the population declined. Language disappeared, trade stopped and people lived in small farming settlements, growing enough food to survive. In contrast, the Archaic period saw the population increase again. A new Greek language developed, arts and culture revived, and trade links were reformed. Isolated city states emerged and famous events, such as the Olympic Games, were founded.

Hinterland

The Mycenaeans ruled a large area of Greece from c1600 BC. They expanded their territory to include the Minoan island of Crete. The Minoans influenced the Mycenaeans, so there were similarities between the two civilisations, including bull and snake goddess worship, pottery and craft work and the use of hieroglyphs. However, there were also differences, including a greater interest in military power and different roles for women in society.

Skill

Core knowledge

- The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.

Broad knowledge

Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.

Skill

Core knowledge

- During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.
- The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.

Core knowledge

- It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.

Broad knowledge

Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

Hinterland

The Minoan civilization formed c3000 BC, on the island of Crete. The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. However, it is believed that changes due to natural disasters in c1700 BC, and again in c1450 BC, weakened the civilisation and made it vulnerable to invasion.

Hinterland

Historically valid questions about continuity and change could include, 'Did the Minoans live a settled life for a long period of time, or was life constantly changing?' or 'How did natural disasters change life for the Minoans?'

Skill

Core knowledge

- The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.

Core knowledge

- There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.

Broad knowledge

Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

Hinterland

There are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC).

Y5 ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge 2

- Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.

Broad knowledge

Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

Hinterland

Athenian Male citizens over the age of 20 had a say in how Athens was run. 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. A council of 500 citizens were randomly chosen to amend laws and oversee the political process and the *stratego*i were military commanders who were chosen to protect the city.

Skill

Core knowledge 3

- Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

Broad knowledge

Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

Hinterland

Artefacts from different periods of history tell historians about the technology and skills used, the materials available, aspects of culture and everyday life, and changes over time.

Hinterland

Historical sources and artefacts generally paint Alexander the Great as an intelligent and masterful leader who conquered many lands to create one of the largest empires in the ancient world. He is depicted in primary and secondary sources as a strong, fearless leader who fought with his men in battle.

Skill

Core knowledge

- Bias is the act of supporting or opposing a person or thing in an unfair way.
- A balanced argument is a response to a question or statement where you consider multiple viewpoints.
- Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.
- Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.

Broad knowledge

Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

Hinterland

Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created.

Y5 **Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Skill

Core knowledge

- Cleisthenes was the 'father of Athenian democracy'.
- Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.
- Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.
- Plato was an Athenian philosopher who founded Athens's first university.

Core knowledge

- Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause.
- Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.

Broad knowledge

Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.

Hinterland

Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses. He realised that disease and symptoms had a logical cause and taught others how to care for patients. His Hippocratic Oath is still followed by some doctors today.

Maafa

 Hide

7 Programmes of study, 14 skills and 30 knowledge statements

Year 6 Driver subject History Artefacts & sources British history Changes over time Chronology Civilisations Communication Everyday life Hierarchy and power Report and conclude Significant events Significant people



Y6 **Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.**

Skill

Core knowledge

- Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade.

- Elizabeth I gave John Hawkins permission to become the first British slave trader.
- British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers.
- Britain transported over three million enslaved people across the Atlantic, more than any other country.
- The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.

Core knowledge

- The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.

Broad knowledge

Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

Hinterland

Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.

Hinterland

The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.

Y6 ✓ **Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**

Skill**Core knowledge**

- A variety of kingdoms developed in Africa over the last 6000 years.
- Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.

Broad knowledge

The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.

Hinterland

A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.

Hinterland

The ancient Kingdom of Benin, ruled by an oba, existed on the coast of West Africa from AD 900-1897. Archaeologists and historians have learned about Benin's history through artefacts, traditional stories passed down by word of mouth and written accounts from European traders who travelled to Benin. The kingdom was well-known for its strong trade links with other countries, such as Portugal, which gained the kingdom great wealth and power, and for its guild system of craftspeople. In 1897, an invasion by British soldiers ended the Kingdom of Benin.

Y6 ✓ **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.**

Skill**Core knowledge**

- The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour.
- Many enslaved people died in the coastal forts and on the slave ships.

Core knowledge

- Enslaved people had poor living conditions and food supplies when working long hours on the plantations.
- Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other.

Core knowledge

- After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property.
- Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.

Broad knowledge

War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

Hinterland

The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.

Hinterland

Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To prevent rebellion, enslavers used a technique called divide and rule.

Hinterland

Life was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. Enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.

Skill

Core knowledge

- The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.

Broad knowledge

Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

Y6 ✓ **Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.**

Skill

Core knowledge

- Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.

Broad knowledge

Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

Hinterland

Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, *maafa*, rebellion, resistance and slavery.

Y6 ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.

Broad knowledge

The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

Hinterland

There were many different actions and events, over a period of around 100 years, that led to the eventual abolition of slavery. These include rebellions in Jamaica and Haiti, campaigns by different religious groups and abolitionists, public meetings and protests, publishing autobiographies and pamphlets, presenting petitions in parliament and highlighting the plight of enslaved people to the general public.

Skill

Core knowledge

- The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.
- The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.
- In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.

Core knowledge

- The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit.

Core knowledge

- The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages.
- Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this.

Broad knowledge

Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

Hinterland

The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. During the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at plantations in the Caribbean and the Americas. During the third journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit.

Hinterland

In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn't know what they meant, so European countries had to fight wars in Africa to claim ownership of the land.

Skill

Core knowledge

- Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.
- Many country houses, museums and libraries that are still used today were built with the profits from slavery.
- Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.

Core knowledge

- Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.

Broad knowledge

The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.

Hinterland

Britain benefitted from the enslavement of African people in many ways. The Royal Navy became more powerful, banks and insurance companies developed, cities grew, money made from enslavement funded the Industrial Revolution and made individuals rich. Country houses, museums and libraries that are still used today were built with the profits from slavery. People from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people.

Hinterland

Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.

Skill

Core knowledge

- Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.

Broad knowledge

The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.

Hinterland

Resistance took many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery.

YE **✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge

- Historical sources can contain bias due to their historical context or the creator's background.
- A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.

Broad knowledge

Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Skill

Core knowledge

- The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources.

Broad knowledge

Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

Hinterland

The Benin Bronzes are a group of more than 3000 sculptures made from bronze and brass. They were made in the Kingdom of Benin from the 16th century onwards by the guild of metalworkers. They show the people of Benin, especially the obas, and they help us to learn about aspects of society, including roles, status, clothing, traditions, trade partners and important events.

Skill

Core knowledge

- Different types of bias include political, cultural or racial.

Broad knowledge

Different types of bias include political, cultural or racial.

Y6 ✓ **Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Skill

Broad knowledge

Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.

Skill

Core knowledge

- Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status.
- These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.

Broad knowledge

Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

Hinterland

Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.

Frozen Kingdoms

☒ Hide

4 Programmes of study, 4 skills and 8 knowledge statements

Year 6

Driver subject

Geography

Civilisations

Report and conclude

Significant events

Significant people



Y6 ✓ **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.**

Skill

Core knowledge

- Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.

Broad knowledge

An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

Hinterland

Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.

Y6 ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Core knowledge

- In 1912, the 'unsinkable' RMS Titanic sank after hitting an iceberg in the Atlantic Ocean on its maiden voyage, killing approximately 1500 people.

Broad knowledge

Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

Hinterland

The 'unsinkable' RMS *Titanic* set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the *Titanic* hit an iceberg and sank three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS *Carpathia*.

Y6 ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Broad knowledge

Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Hinterland

Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition' sailing on *Endurance*. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica.

Y6 ✓ **Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

Skill

Core knowledge

- Robert Falcon Scott's final attempt to reach the South Pole failed due to his refusal to use dogs to pull sledges and taking inadequate food supplies.

Broad knowledge

Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.

Hinterland

The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges, taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure.

Britain at War

☐ Hide

6 Programmes of study, 13 skills and 32 knowledge statements

Year 6

Driver subject

History

Artefacts & sources

British history

Changes over time

Chronology

Civilisations

Communication

Compare and contrast

Everyday life

Hierarchy and power

Local history

Report and conclude

Significant events



Y6 ✓ **Conduct a local history study.**

Skill

Core knowledge

- Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.

Broad knowledge

Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.

Y6 ✓ **Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.**

Skill

Core knowledge

- The Battle of Britain was a major air campaign fought over southern Britain in 1940.
- Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

Broad knowledge

Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

Hinterland

The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.

Y6 ✓ **Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.**

Skill

Core knowledge

- During the First World War, there were food shortages, women had to take on roles traditionally done by men and bombing raids caused damage and loss of life.

Core knowledge

- Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign.

Core knowledge

- Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.

- Anne Frank wrote a diary, which her father published after her death.

Broad knowledge

War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

Hinterland

War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.

Hinterland

Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared. Preparations included increasing and improving weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing rationing and the Dig for Victory campaign and encouraging women to take up war work.

Hinterland

Anne Frank was born in Germany in 1929. Her family were Jewish. As antisemitism and Nazi ideology gained a hold in Germany, the family decided to emigrate to Amsterdam in the Netherlands. Anne and her sister grew up happily in the Netherlands until Germany invaded in 1940. In 1942, the Frank family hid in a secret annex. Anne wrote a diary about their time in hiding, describing the difficulties, friends that helped and her hopes for the future. Anne and her family were discovered in 1944. Anne died along with her sister and mother, but her father survived and published Anne's diary.

Skill

Core knowledge

- New weaponry technology developed at a rapid rate during the First World War.

Core knowledge

- The Second World War was the most technologically advanced conflict in history.

Broad knowledge

An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.

Hinterland

New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.

Hinterland

The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War.

Skill

Core knowledge

- The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.

Core knowledge

- Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).
- The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.

Core knowledge

- The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.

Broad knowledge

Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

Hinterland

Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914), German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915), Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918).

Hinterland

Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).

- Y6** ✓ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Skill

Broad knowledge

Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

Hinterland

Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.

Y6 ✓ **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.**

Skill

Broad knowledge

Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

Skill

Core knowledge

- When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.
- Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.

Core knowledge

- Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.
- The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.

Core knowledge

- Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.

Core knowledge

- Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence.

Core knowledge

- Key causes of the First World War include alliances, imperialism, militarism and nationalism.

Broad knowledge

The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

Hinterland 2

Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history.

Hinterland

Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more resistance than expected at the Eastern Front, so Germany had to fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men.

Hinterland

There were many events that lead to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war.

Hinterland

There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.

Hinterland

There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.

Hinterland

The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.

Hinterland

Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.

Skill

Core knowledge

- The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities.

Broad knowledge

Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

Skill

Core knowledge

- Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times on conflict.
- Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

Broad knowledge

The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.

Hinterland

Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times on conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

Y6 ✓ **Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.**

Skill

Core knowledge

- Historical sources can contain bias due to their historical context or the creator's background.
- A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.

Broad knowledge

Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

Hinterland

Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer matched the number of men being killed in battle.

Hinterland

There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.

Skill

Broad knowledge

Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

Skill

Core knowledge

- Different types of bias include political, cultural or racial.

Broad knowledge

Different types of bias include political, cultural or racial.