



### **I am an historian...**

I am an historian. I study the story of humankind. As an historian, I understand chronology and understand that different societies of people lived in places of the world at different and whilst other societies of people lived in other places of the world. I seek to understand who lived when and know more about their lives and the impact they had on others, locally, nationally and globally. I will ask questions and investigate my own lines of enquiry. I will explore artefacts and use evidence to learn about the past. As a historian, I consider and challenge viewpoints and share my perspective.

### Key Concepts for Historians

What is History?	Disciplinary Concepts	Substantive Concepts	Contexts		
<p>200,000 years ago modern humans evolved. Understanding the story of humankind before writing is known as prehistory. Using artefacts and material evidence of humankind's impact on environments to explain the story is archaeology. Approximately 5,000 years ago (3500 B.C), ancient Sumerians of Mesopotamia invented writing. The study of the story, writing and the writings by historians since that time, is history.</p>	<p>Disciplinary concepts are often referred to as the organising concepts. They shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated.</p> <p>The following 'disciplinary concepts' are specifically named in the current National Curriculum and (individually or collectively) form the focus of specific assessment objectives at GCSE and A-level. None of them can be taught separately from the substance of history, but effective planning needs to encompass and address them all.</p> <p><b>Chronology</b> The sequencing of events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p><b>Causation</b> The analysis of why events happened, or states of affairs existed. E.g. 'Why did the Roman empire collapse?'</p> <p><b>Change and Continuity</b> Analysing changes in the past, particularly the pace, type or extent of change. E.g. 'How much Britain changed after the Romans left?'</p> <p><b>Similarity and Difference</b> Analysing how homogenous or diverse past societies, regions or groups were in terms of identity or experience. E.g. 'Was everyone affected by the Viking invasions in the same way?'</p>	<p>Substantive concepts are those concerned with the subject matter of history – the substance (or the 'stuff') about which students are learning. Some concepts are highly specific to a particular period or place, while others such as 'the Monarchy' or 'revolution' have a much wider application and are applied in many contexts other than history. Teachers need not only to ensure that students understand their meaning, they also need to plan for learning about how that meaning changes over time and in different contexts. The substantive concepts throughout the curriculum document explore more general ideas whereby learners will build and reinforce knowledge of recurring concepts over time.</p> <div style="background-color: #fff9c4; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> <p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> </div> <div style="background-color: #e1eef6; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> <p><b>Revolution</b> A sudden change in something.</p> </div> <div style="background-color: #e2efda; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> <p><b>Monarchy</b> A monarchy is a type of government where a single person is the lead. They are known as the Monarch.</p> </div> <div style="background-color: #e1eef6; padding: 5px; border: 1px solid black; margin-bottom: 5px;"> <p><b>Empire</b> A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p> </div> <div style="background-color: #ffe0b2; padding: 5px; border: 1px solid black;"> <p><b>Invasion</b> To enter by force and gain control as an enemy.</p> </div> <div style="text-align: center; margin-top: 20px;"> </div>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>Within living memory: Changes in locality (<i>AD 1930 – Present day</i>)</p> <p>Beyond living memory era study: Changes in locality in the Victorian era (<i>AD 1837 – AD 1901</i>)</p> <p>Period study: Tudors (<i>AD 1485 -1603</i>) &amp; Stuarts (<i>AD 1603 – AD 1649</i>)</p> <p>Period study: Britain's settlement by Anglo-Saxons and Scots (<i>410 AD – 1066 AD</i>)</p> <p>Period study: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (<i>AD 789 – AD 1066</i>)</p> <p>Period study: Roman empire its impact on Britain (<i>43 BC – AD 410</i>)</p> <p>Era study: Changes in Britain from the Stone Age to the Iron Age (<i>800 BC</i>)</p>	<p>Within living memory: Changes in information communication technology (<i>AD 1930 – Present day</i>)</p> <p>Changes in globally in the Victorian Empire: (<i>AD 1837 – AD 1901</i>)</p> <p>Beyond living memory period study: The Restoration (<i>AD 1660-1714</i>)</p> <p>Era study: European Explorers (<i>AD 1400s – 1500s</i>)</p> <p>Era study: a non-European society that provides contrasts with British history</p> <p>Recommended 1 of 2:  <ul style="list-style-type: none"> <li>• Mayan civilization c. (<i>250 BC - AD 900</i>)</li> <li>• Golden Age of Islam: Muslim conquest of the Middle East (<i>AD 570 to AD 1100</i>)</li> </ul> </p> <p>Era study: The Roman Empire (<i>740 BC – AD 410</i>)</p> <p>Period study: The achievements of the Ancient Egypt civilizations - The New Kingdom (<i>1520 BC to 1075 BC</i>)</p> <p>Era study: Ancient Greek life and achievements and their influence on the western world (<i>800 BC - 146 AD</i>)</p> <p>Period study: The achievements of the Ancient Egypt civilizations - The Old Kingdom (<i>2575 BC to 2150 BC</i>)</p>

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### **Local History Study**

The national curriculum makes two references to local history

KS1 - significant historical events, people and places in their own locality- e.g. Brunel, Victorians

KS2 - a local history study

#### Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above (Stone Age, Iron Age, Romans, Vikings, Anglo Saxons, Tudors). This will depend on locality and local landmarks within it.

Outside of curriculum content covered in this document:

- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

A whole academy/ year group opportunity should be created to take advantage of locality landmarks e.g. WW2 battlements, WW1 monuments and trail, local houses of significance, local people who have influenced development in the area. It could also reflect how national history is reflected in your local area.

Expectation would be that there is a local history focus or opportunity either across the school or within year groups at least once a year either through the curriculum lens or outside of it. This will be individual to academies, their locality and how they choose to enact the curriculum.

**Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 1**

Substantive Assessment	Chronology	Using Sources	Questioning and Understanding	Interpretations
Learners should be able to talk about some of the key differences between their childhood and that of their parents and grandparents.  They should begin to recognise the term civilisation as a basic way of describing how people live.	<b>Learners can:</b> sequence events in chronological order	<b>Learners can:</b> sort artefacts into then and now  I can use secondary sources to research and understand why events have happened	<b>Learners can:</b> I can ask and answer questions related to different sources  I can understand how we find out about the past	I know that the past is represented in different ways

<b>Era and Period:</b> Within living memory: Changes in locality and region AD 1930 – Present day	<b>Learner Narrative:</b> <i>“Historians learn about the past. Through this they understand what changes have happened and why. The way that people live has changed and we can learn a lot from the living memory of our parents and grandparents. The way that men and women live their lives is different today than it was when our grandparents were born. Mostly it was men who went out to work while the women stayed at home to look after the children.”</i>
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i> - Sequence events or objects in chronological order. - Use time adverbials to compare and sequence.  <b>Change and Continuity</b> <i>Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</i>	<b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.  <b>Order events in the lives of family members.</b> - Create three generational family tree. - Sequence key events of family members on a timeline. - Begin to compare family tree and timeline with that of other learners.  <b>Compare the lives of others with their own.</b> - Link with older members of the community to compare family tree and timelines. - Talk about and notice what is the same and what is different.  <b>Identify local buildings, landmarks and local road names and begin to understand their impact on the community.</b> - <b>Trip</b> - Go on local walk. Take photos, make notes and draw pictures of landmarks. - Ask and answer questions about landmarks and their chronology. - Sort and categorise local landmarks noting observations.  <b>Order photos of people and places from a range of significant dates. (now, date school was build, 2000s, 1970s, 1950s, 1930s) -</b> Use ‘new, old, older’ to compare photos – school, farm, classroom, local area, toys, transport. - Describe details that justify thinking: hair styles, black and white photos, cars, roads, clothes, technology. - Use a timeline to order photos.	order, sequence, first, before, beginning, after, last  remember, memory, real, true, false  source, artefact, replica, old, new, modern  family, community, civilisation  compare, same, different  population, government, war, religion, immigration

<b>Era and Period:</b> Changes in Information Communication Technology AD 1930 – Present day	<b>Learner Narrative:</b> - <i>“Historians learn about the past. Through this they understand what changes have happened and why. The way that people live has changed and we can learn a lot from the living memory of our parents and grandparents. There have been big changes in the way things are made by people and by using machines. This process is called manufacturing. Many things that we use today had not been invented or available when our parents and grandparents were born. These things include computers, mobile phones and the internet. These changes in technology have changed the way we live our lives, communicate, work and learn.”</i>
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<b>Chronology</b> <i>Historical records establish the dates of past events and their</i>	<b>Revolution</b> A very sharp change made to something. It means to ‘turn around’ something. Can be about turning round a government when some people are unhappy. They can also be about a rapid change in the way things were made and in advancements of technology.	public, private, home, local, national, international

<p><i>order in time. This is known as chronology.</i></p> <ul style="list-style-type: none"> <li>- Sequence events or objects in chronological order.</li> <li>- Use time adverbials to compare and sequence.</li> </ul> <p><b>Change and Continuity</b>  <i>Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</i></p>	<p><b>Make observations, sort and categories a range of forms of communication tools and services.</b></p> <ul style="list-style-type: none"> <li>- TV (black and white and colour) house phone, radio, first computer, home computer, laptop, phone boxes, different mobile phones.</li> <li>- Record observations, ask and answer questions.</li> <li>- Order from oldest to newest – justify reasons.</li> <li>- Match key objects with family generations (now/them, parents generation, grandparents generation).</li> </ul> <p><b>Identify significant people who have revolutionised the way we communicate through technology. -</b>                  Logie Baird, Sir Tim Berners-Lee, Bill Gates</p> <p><b>Identify and order key events in the revolution of technology.</b></p> <ul style="list-style-type: none"> <li>- 1925 - John Logie Baird (Scottish) demonstrated first TV</li> <li>- 1940 - Eniac – First computer (filled a room)</li> <li>- 1958 - First computer game</li> <li>- 1991 - WWW Invented</li> <li>- 2010 - First tablet</li> </ul>	<p>old, new, modern</p> <p>Internet, telephone, television, communication, entertainment</p>
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Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 2

Substantive Assessment	Chronology	Sources and Evidence	Questioning and Understanding	Interpretations
Learners should be able to talk about the industrial revolution citing how it has impacted life today. They should refer to sources to support them to do this.  They should begin to recognise the term revolution as a term that means a change has happened.	<b>Learners can:</b> - describe and place events and artefacts in order on a timeline. - label timelines with words or phrases such as: past, present, older and newer, and can use dates where appropriate.	<b>Learners can:</b> - use artefacts, pictures, stories, online sources and databases to find out about the past. - identify some of the different ways the past has been represented.	Observe or handle evidence to ask questions and find answers to questions about the past.  Ask questions such as: what was it like for people? What happened? How long ago?	<b>Learners can:</b> - describe historic events. - Describe significant people from the past. - Recognise that there are reasons why people in the past acted as they did

<b>Era and Period:</b> Beyond living memory AD 1837 – AD 1901  <b>Changes in locality:</b> Victorian Bristol/UK <b>Changes globally:</b> Victorian Study	<b>Learner Narrative:</b>  “The Victorian era is an important part of history because it reveals how Britain became a world power with a <b>big empire</b> . Britain's power and wealth grew quickly through the <b>industrial revolution</b> . The industrial revolution was a <b>big change</b> that had a lasting impact. Items were no longer made in homes but in factories. New steam technology made travel quicker and extended distances. Railways led to new towns being built and people starting to go on holidays in places such as Weston-Super-Mare. Steamships helped Britain <b>expand its power world-wide</b> . There was a lot of change and things that are common features of my life were <b>invented</b> including the telephone, police force and electricity. <b>The industrial revolution shaped my local area, Britain and the wider world.</b> ”
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i>  <b>Change and Continuity</b> <i>Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</i>	<b>Revolution</b> A very sharp change made to something. It means to ‘turn around’ something. Can be about turning round a government when some people are unhappy. They can also be about a rapid change in the way things were made and in advancements of technology.  <b>Identify and sequence important landmarks in Bristol and begin to understand their impact on life in Bristol at this time. -</b> Bristol Suspension Bridge - Bristol Temple Meads - SS Great Britain, Floating Harbour/Avonmouth Docks - Tobacco Factory - Birnbeck Pier 1867 - Brunel’s Great Western railway reaches Weston - 1851 Lido public swimming pool open  <b>Trip to a significant Bristol Landmarks</b>  <b>Identify significant people who have played a key role in the industrial revolution in Bristol.</b> Isambard Kingdom Brunel; Hans Price (1835-1912)	industrial revolution, engineer, manufacturing cities, urban, countryside, rural
<b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i>  <b>Similarity and Difference</b> Make simple observations about different types of people, events and beliefs within the Victorian society when compared to ours	<b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.  <b>Identify and order key events in the Victorian era.</b> - Slavery abolished in British Empire in 1838 - 1831 Bristol Riots (protesting about workers’ living conditions)  <b>Understand some issues impacting lives of people in the Victorian era.</b> - Bleak existence for working-class due to factory conditions - Workhouses introduced in 1850 - 1842 Mines act – stopped children under 10 working in mines - 1844 Factory Act stops children under 13 working more than 6.5 hours a day - Vote in Britain: 1832 middle class gets vote, 1884 all men over 21, 1918 women get vote - 1880 Education for children compulsory - Main industries in Bristol are tobacco and cigarette manufacture	Monarch, era, ascend, throne, empire, power, population  inequality, poverty, child labour, factories, orphan/orphanage

	<p><b>Identify the reigning monarch in this time period.</b> Significant person: Queen Victoria</p>	
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<p><b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p>	<p><b>Empire</b> A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p>	<p>direct rule, evolution, expansion, rivalry, legacy, navy, rebellion</p>
<p><b>Change and Continuity</b> <i>Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</i></p>	<p><b>Demonstrate understanding of how the industrial revolution impacted life in Bristol.</b></p> <ul style="list-style-type: none"> <li>- Industrial Revolution began in Britain around 1760, makes Britain the biggest power in world</li> <li>- Railway lines increase, Steamships become prevalent and extend distances possible without needing to resupply – no longer reliant on wind power.</li> </ul> <p><b>Identify and order key events in the spread of the British Empire</b></p> <ul style="list-style-type: none"> <li>- Rise of the British Empire due to the power of the Navy, the steamship and the telegraph (a network of telegraph cables called the All Red Line).</li> <li>- Impact of British rule on India – later became commonwealth countries.</li> </ul> <p><b>Make observations and connections between key events during this period in Britain and the rest of the world -</b></p> <p>American Civil War -1861-1865</p> <ul style="list-style-type: none"> <li>- Abolition of slavery in USA 1865 / in UK 1807</li> <li>- Spread of European Empires in Africa (1880 – 1914)</li> <li>- <i>Crimean War: Links to religion, cultural, and Social:</i> Britain, France. Ottoman Empire (Turkey) fear Russia expansion. Religious struggle territory of Christian religious sites. Nightingale and Seacole acted as battlefield nurses. Mary Seacole set up the Britain Hotel behind the front line.</li> </ul> <p><b>Make links between key inventions of this period which lead to the changes in technology learned about in year 1 -</b></p> <p>Alexander Graham Bell</p> <ul style="list-style-type: none"> <li>- Telephone and Radio in Italy</li> <li>- Lightbulb (1895)</li> </ul> <p><b>Make links between significant people – Nightingale and Seacole.</b> Discuss why their legacies were remembered differently</p>	<p>discrimination, abolition, empires, commonwealth, territories</p>

<p><b>Era and Period:</b> Beyond living memory AD 1660 – 1714</p> <p><b>Period Study:</b> The Restoration</p>	<p><b>Learner Narrative:</b></p> <p><i>“ In 1666, a huge fire that started in a bakery burned down most of London – it was called The Great Fire of London . The fire lasted five days and burned down over 13000 houses. There were lots of reasons why the fire was so large, mostly to do with the way the houses were built – which was mainly from wood and very close together.”</i></p>
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<p><b>Chronology</b> <i>Historical records establish the dates of past events and their</i></p>	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p>	<p>Monarchy, Restoration, causation, cause, consequence, pitch</p>

*order in time. This is known as chronology.*


**Cause and consequence**  
 Recognise why people did things, why events happened and what happened as a result.  
 E.g. 'Why did London burn'

<p><b>Understand when the Restoration era was and identify the significant monarch.</b></p> <ul style="list-style-type: none"> <li>- Followed the Tudors (1485-1603) and the Stuarts (1603 – 1649)</li> <li>- Monarchy restored after English civil war (1642) and supported more so by the parliament (constitutional) - King Charles II (1660-1685)</li> <li>- Charles II brought back the English, Irish and Scottish monarchies.</li> <li>- King Charles II outlawed other forms of worship other than the Church of England (Christian)</li> </ul> <p><b>Identify significant people and their influence</b></p> <ul style="list-style-type: none"> <li>- Samuel Pepys</li> <li>- Charles II</li> <li>- Edward Colston - Britain's involvement in the slave trade expands leading to wealth, alms houses</li> </ul> <p><b>Describe, understand and discuss the cause and consequences of the Great Fire of London 1666 -</b>                  Buildings were mostly made of wood, straw and pitch</p> <ul style="list-style-type: none"> <li>- In 1668, rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again</li> <li>- Samuel Pepys' diary is one of the most important sources of information about the fire (the fire brigade was set up to stop fires spreading like this again)</li> </ul> <p><b>Make links to Geography:</b> Identify significant London landmarks - London, St Paul's Cathedral, River Thames</p> <p><b>Meanwhile:</b></p> <ul style="list-style-type: none"> <li>• Locally/Nationally: Slave trade linking to the Bristol docks and Bristol based companies responsible for up to 3.4 million slaves transported</li> </ul>	
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**Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 3**

Substantive Assessment	Chronology	Sources and Evidence	Questioning and Understanding	Interpretations
<p>Learners should be able to talk about some of the key differences between their childhood and that of their parents and grandparents.</p> <p>They should begin to recognise the term civilisation as a basic way of describing how people live.</p> <p>Learners begin to identify different types of invasions.</p>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- describe and place events and artefacts in order on a timeline.</li> <li>- label timelines with words or phrases such as: past, present, older and newer, and can use dates where appropriate.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>- identify some of the different ways the past has been represented.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- use evidence to ask questions and find answers to questions about the past</li> <li>- I can suggest causes and consequences of some of the main events and changes in history</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- describe changes that have happened locally</li> <li>- give a broad overview of life in Britain from modern times to Tudor times</li> <li>- compare some times studied with those of other areas around the world</li> <li>- describe beliefs, attitudes and experiences of men, women and children in the past</li> </ul>

<p><b>Era and Period:</b>  <b>Period Study - Tudors</b>                  AD 1485 – AD 1603</p>	<p><b>Learner Narrative:</b>  <i>“Before the Victorian era and the industrial revolution, Britain saw other extraordinary changes through the Tudor (1485-1603) and Stuart (1603-1714) eras. These big changes also impacted how we live today. This was a time where the <b>monarchy ruled</b> in Britain and a time that saw the Kingdoms of Wales, England and ,eventually, Scotland come together and unite. There were twelve monarchs during this time and some brought about significant changes. Before King <b>Henry VIII</b>, the main type of <b>Christianity</b> in England was <b>Roman Catholic</b> however the ruling monarchy passed many laws about religion and the biggest change was the <b>Restoration of the Church of England</b> which led to the reigning monarch being the head of the church. During this time, <b>European Explorers</b> went in search of new lands, riches and freedom, and formed new <b>colonies</b> in America. The changes during this period in history, increased the monarchy’s <b>power and wealth</b> but also led to <b>political upheaval</b> and shaped our <b>civilisation</b>.”</i></p>		
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>		<p><b>Vocabulary</b></p>
<p><b>Chronology</b>                  Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p><b>Similarity / Difference within a period/situation (diversity):</b>                  Make simple observations about different types of people, events, beliefs within a society.</p>	<p><b>Monarchy</b>                  A monarchy is a type of government where a single person is the lead. They are known as the Monarch.</p> <p><b>Identify significant people in the time of the Tudors.</b></p> <ul style="list-style-type: none"> <li>- Henry VIII (1509 – 1547)</li> <li>- Thomas Cromwell (Henry's chief adviser from 1532 onwards)</li> <li>- Six wives (Catherine of Aragon, Anne-Boleyn, Jayne Seymour, Anne of Cleves, Katherine Howard, Katherine Parr - Mary Queen of Scots (1542 – 1567)</li> <li>- Elizabeth I (1558-1603)</li> </ul> <p>Create family tree of the kings of Queens of England and Scotland at this time. Discuss significance and consequence of having no male heir.</p> <p><b>Identify and order key events from the Tudor period.</b></p> <ul style="list-style-type: none"> <li>- War of the Roses (1455-1485); Battle of Bosworth (1485); Creation of the church of England/ Break with Rome 1534</li> </ul> <p><b>Show understanding of the Reformation of the Church of England</b></p> <ul style="list-style-type: none"> <li>- Head of Church of England – Henry VIII (1533)</li> <li>- Reformation of Church of England</li> <li>- Dissolution of the monasteries – Link to Lacock Abbey</li> <li>- Union of the Crowns (1603)</li> <li>- English monarchy still subjected to Laws of the Catholic Church until reformation</li> </ul>  <p><b>Identify important landmarks and their significance</b></p> <ul style="list-style-type: none"> <li>- Thornbury Castle (Henry VIII link)</li> <li>- Monasteries &amp; abbeys - Laycock Abbey</li> <li>- Houses of Parliament – Suggested activity: Parliament week</li> <li>- Westminster Abbey</li> <li>- Globe theatre</li> <li>- Red Lodge Museum, Park Row</li> </ul>		<p>remember, memory, real, imaginary, true, false, fair, unfair, same, different</p> <p>decade, century, timeline, time period, ancient, modern</p> <p>evidence, source, remains, ruins, artefact, replica, archaeology, empire, civilisation, monarchy</p> <p>Church, reformation, dissolution, conquistador, law, Church of England, divinity, European, monasteries, abbeys, union, expeditions, printing press, parliament, Catholics and protestants, denominations, navigation, trade, native</p>

<p><b>Chronology</b> Historical records establish the dates of past events and their</p>	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p>	<p>remember, memory, real, imaginary, true, false, fair, unfair, same, different</p>
<p>order in time. This is known as chronology.</p> <p><b>Similarity / Difference within a period/situation (diversity):</b> Make simple observations about different types of people, events, beliefs within a society.</p>	<p><b>Understand culture and entertainment of the Tudor civilisation.</b></p> <ul style="list-style-type: none"> <li>- food: salting, pickling, smoking, feasts</li> <li>- harvests</li> <li>- entertainment – theatres</li> </ul> <p><b>Understand how social and economic structures affect civilisation. -</b></p> <ul style="list-style-type: none"> <li>Shakespeare</li> <li>- housing - rich and poor</li> <li>- trade</li> <li>- the Silk Road</li> <li>- trading</li> <li>- poor houses / Arms Houses / Poor Law 1601</li> <li>- disease &amp; comparison of medicines</li> <li>- infant mortality</li> <li>- life expectancy</li> </ul>	<p>decade, century, timeline, time period, ancient, modern</p> <p>evidence, source, remains, ruins, artefact, replica, archaeology, empire, civilisation, monarchy</p>

<p><b>Era and Period:</b> <b>Period Study - Stuarts</b> AD 1603 – AD 1649</p>	<p><b>Learner Narrative:</b> “Before the Victorian era and the industrial revolution, Britain saw other extraordinary changes through the Tudor (1485-1603) and Stuart (1603-1714) eras. These big changes also impacted how we live today. This was a time where the <b>monarchy ruled</b> in Britain and a time that saw the Kingdoms of Wales, England and ,eventually, Scotland come together and unite. There were twelve monarchs during this time and some brought about significant changes. Before King <b>Henry VIII</b>, the main type of <b>Christianity</b> in England was <b>Roman Catholic</b> however the ruling monarchy passed many laws about religion and the biggest change was the <b>Restoration of the Church of England</b> which led to the reigning monarch being the head of the church.”</p>
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<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>		<p><b>Vocabulary</b></p>
<p><b>Significance</b> Some events or people are or could be given special significance in history.</p>	<p><b>Monarchy</b> A monarchy is a type of government where a single person is the lead. They are known as the Monarch.</p>	<p>evidence, source, remains, ruins, artefact, replica, archaeology, empire, civilisation, monarchy</p>	
	<p><b>Discuss the significance of the Gunpowder plot (1605) -</b> What was the plot?</p> <ul style="list-style-type: none"> <li>- Who was involved?</li> <li>- What was the aim?</li> <li>- How do we know what happened?</li> <li>- How reliable is the evidence?</li> </ul> <p>What is the legacy? – Even more punitive measures of Catholics (short term) Bonfire Night and Guy Fawkes (long term).</p>	<p>Church, reformation, dissolution, conquistador, law, Church of England, divinity, European, monasteries, abbeys, union, expeditions, printing press, parliament, Catholics and protestants, denominations, navigation, trade, native</p>	
	<p><b>Discuss the significance of the English Civil War (1642 - 1649) -</b> Who was on each side?</p> <ul style="list-style-type: none"> <li>- What were they fighting about?</li> <li>- What were the causes?</li> <li>- How do we know what happened?</li> </ul> <p><b>What is the legacy?</b></p>		

<p><b>Era and Period:</b> <b>European Explorers AD</b> 1400 – AD 1500</p>	<p><b>Learner Narrative:</b> “During this time, <b>European Explorers</b> went in search of new lands, riches and freedom, and formed new <b>colonies</b> in America. The changes during this period in history, increased the monarchy’s <b>power</b> and <b>wealth</b> but also led to <b>political upheaval</b> and shaped our <b>civilisation</b>.”</p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	<p><b>Vocabulary</b></p>

<p><b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p> <p><b>Significance</b> <i>Some events or people are or could be given special significance in history.</i></p>	<p><b>Empire</b> A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p>	<p>period, evidence, source, ancient, modern, remains, ruins, artefact, replica, archaeology, empire, civilisation</p> <p>European, monasteries, abbeys, union, expeditions, printing press, parliament, Catholics and protestants, denominations, navigation, trade, native</p>
	<p><b>Identify and compare significant people who have explored around the world.</b></p> <ul style="list-style-type: none"> <li>- Sir Francis Drake (1540-1596), John Cabot (1470 and 1497 Vasco de Gama, Francesco Pizarro; Hernan Cortez; Christopher Columbus (1492) · Ferdinard Magellen (first circumnavigated the world Spain 1519 – 1522)</li> </ul> <p><b>Identify significant landmarks.</b></p> <ul style="list-style-type: none"> <li>- St Matthew (Bristol), Aztec Temple in Mexico Teotihuacan)</li> </ul> <p><b>Describe how technology grew an empire.</b></p> <ul style="list-style-type: none"> <li>- Transport – sailing ships, conditions on ships including food; routes, navigational technology, mapping of the new world.</li> <li>- Social and economic: trading routes, discovery of tobacco, chocolate, the beginning of the Slave Trade from Africa to South America. Hierarchy: Borderless states of Europe; reference to Ottoman Empire</li> </ul>	
	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Understand how culture is formed in different civilisations.</b></p> <ul style="list-style-type: none"> <li>- Clash of Cultures - God, Glory and God motto of the conquests.</li> <li>- European culture, religion, technology (arms and ships) versus the South American natives cultural beliefs and technology, religion. - Germs and disease and epidemic.</li> <li>- Converting through force and missionaries to Catholicism.</li> <li>- Conflicting English and Spanish views on Drake (Pirate or hero).</li> </ul>	
	<p><b>Invasion</b> To enter by force and gain control as an enemy.</p> <p><b>Identify significant events in forming an empire.</b></p> <ul style="list-style-type: none"> <li>- John Cabot discovery of Newfoundland 1496 (N America) - Francesco Pizarro discovers Inca Empire</li> <li>- Hernan Cortez discovers Aztec (Montezuma II).</li> </ul>	

Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 4

Substantive Assessment				
	Chronology	Sources and Evidence	Questioning and understanding	Interpretations
<p>Learners are able to talk about significant invasions that have impacted life in Britain.</p> <p>They should be able to identify aspects of geography that have their roots in history and invasion.</p> <p>Learners understand that invasions can take place within a country, civil war and between countries.</p> <p>Learners build their understanding of what an advanced civilisation is and understand that there have been advanced civilisations around the world and not just in the West.</p>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- describe and place events and artefacts in order on a timeline.</li> <li>- label timelines with words or phrases such as: past, present, older and newer, and can use dates where appropriate.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- can suggest suitable sources of evidence for historical enquiries</li> <li>- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history</li> <li>- Describe different accounts of a historical event, explaining the reasons why accounts might differ</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- use evidence to ask questions about the past</li> <li>- suggest causes and consequences of some of the main events and changes in history</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- Give a broad overview of life in Britain from modern day to Tudor times.</li> <li>- Compare some of the times studied with those of other areas around the world</li> <li>- Describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>

<p><b>Era and Period:</b></p> <p><b>Britain's settlement by AngloSaxons and Scots</b> AD 410 – AD 1066</p> <p><b>Viking and Anglo-Saxon struggle for Kingdom of England</b> AD 789 – AD 1066</p>	<p><b>Learner Narrative:</b></p> <p><i>"In year 4, we have learnt about two important civilisations: The <b>Viking and Anglo-Saxon</b> struggle for the <b>Kingdom of England</b> and in Central America the <b>Mayan civilisation</b>. The developments and advancements in civilisation during this period are an important part of history because they have impacted on our lives today. The <b>Anglo-Saxons</b> formed the basis for the English <b>language</b>, the English <b>monarchy</b> and through <b>invasion and rulership</b> they established the concept of the <b>kingdom</b> and the regions and shires that still exist today. During this period, many Anglo-Saxons beliefs changed and they were <b>converted</b> from Pagan to <b>Christianity</b>, where in year 3, we learnt changed again under the rule of Henry VIII. When we compare this civilisation with the Mayan civilisation, our understanding of what an <b>advanced civilisation</b> is shows us how people have become <b>more civilised over time</b> but also that <b>advanced civilisations have existed around the world</b> and not just in the west."</i></p>
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<p><b>Chronology</b></p> <p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <ul style="list-style-type: none"> <li>- Sequence events or objects in chronological order.</li> <li>- Use time adverbials to compare and sequence.</li> </ul> <p><b>Change and Continuity</b></p> <p>Continuity and change in and between periods: make links between main events situations and changes within and across periods/ societies</p>	<p><b>Invasion</b></p> <p>To enter by force and gain control as an enemy.</p> <p><b>Create a timeline to understand how Anglo-Saxon kingdoms led to one overarching rule. -</b></p> <ul style="list-style-type: none"> <li>- 410AD Romans left Britain, leaving it unguarded &amp; open to invasion</li> <li>- Saxon tribes invaded Britain and over the course of 100 years (455 to 586) create seven kingdoms: Kent, Sussex, Wessex, Essex, Northumbria, East Anglia, Mercia.</li> <li>- Wessex became one of the most powerful Anglo Saxon Kingdoms.</li> <li>- Following this, the Vikings establish land in East Anglia and Northumbria until eventually the two unite the country.</li> <li>- 597 St. Augustine came to England and introduced people to Christianity</li> <li>- AD 793 to AD 865 Vikings raids</li> <li>- Heathen Danes, land in East Anglia and establish Danelaw over the kingdoms of East Anglia and Northumbria - 802 Egbert was the first Anglo-Saxon king of all England</li> <li>- 871-899 AD Alfred the Great ruled - made agreement with Vikings</li> <li>- 937 Vikings and Saxons united as a country, under the rule of Athelston, grandson of Alfred.</li> <li>- Edward (the confessor) chosen as King and in 1051 promises the kingdom to William of Normandy.</li> <li>- 1016-1035 Canute the Great ruled as the first Viking king</li> <li>- 1066 The Battle of Hastings - the Normans defeat the Anglo-Saxons</li> </ul> <p><b>Understand the significance of the Battle of Hastings</b></p> <ul style="list-style-type: none"> <li>- 1066 The Battle of Hastings - the Normans defeat the Anglo-Saxons</li> </ul> <p><b>Create map of Britain with Anglo-Saxon Kingdoms.</b></p> <ul style="list-style-type: none"> <li>- Kent, Sussex, Wessex, Essex, Northumbria, East Anglia, Mercia.</li> <li>- Compare and contrast past and present maps</li> <li>- Identify similarities and differences</li> </ul> <p><b>Identify significant people who held power during the Anglo-Saxon period.</b></p>	<p>archaeology, decade, century, timeline, time period, evidence, source, ancient, modern, remains, ruins, artefact, replica,</p> <p>interpretation, AD, BC, similarity, difference, change, chronology, era</p> <p>power struggle, kingdom, tribe, united, founded, conquers, rule, rulers, invasion, conquest, monasteries, culture, settlement, rituals, states, canals, irrigation, construction, calendar, collapse</p>

	<ul style="list-style-type: none"> <li>- Jutes, Angles &amp; Saxons, Augustine, King Ethelbert, Bede, Offa, Egbert, Alfred the Great, Athelstan, Aethelred the Unready, Harold Godwin, Edward the Confessor, William the Conqueror, Hrothgar (Danish King).</li> <li>- Kingdoms were ruled by a tribal king</li> </ul>	
	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Identify significant Anglo-Saxon landmarks.</b></p> <ul style="list-style-type: none"> <li>- Lindisfarne, Sutton Hoo, Offa's Dyke, All Saints Church Brixworth, St. Laurence's Church 700 AD, Staffordshire</li> </ul>	
	<p><b>Begin to understand what belief and religion meant during this time period</b></p> <ul style="list-style-type: none"> <li>- The Anglo Saxons were pagans who worshipped their own gods and goddesses. These were some of their gods and goddesses. - However, they gradually converted to Christianity.</li> <li>- Establishment of Christianity, Sutton Hoo in AD 600</li> </ul> <p><b>Identify features of Anglo-Saxon civilisation</b></p> <ul style="list-style-type: none"> <li>- Cultural: Beowulf- epic poem, Runes, Pit houses, feasts, Bede Chronicles- writing of History since Caesar, Anglo Saxon crosses, town names including etymology e.g. West Super Mare (two Saxon words West and - tun or settlement, S means on or above, Mare means sea), Frome (Fast flowing river), Avon (River) - Technological: weaponry (sashes &amp; shields), ploughs, cooking pots, coinage, iron age.</li> <li>- Social and economic: villages such as reconstruction at West Stow, burial grounds.</li> <li>- Hierarchy: kingdoms, rulers, monasteries.</li> </ul>	

<p><b>Era and Period:</b>  <b>Mayan Civilization c. (contrast with European society and British history)</b>                  250 BC – AD 900</p>	<p><b>Learner Narrative:</b>  <i>“In year 4, we have learnt about two important civilisations: The <b>Viking and Anglo-Saxon</b> struggle for the <b>Kingdom of England</b> and in Central America the <b>Mayan civilisation</b>. The developments and advancements in civilisation during this period are an important part of history because they have impacted on our lives today. The <b>Anglo-Saxons</b> formed the basis for the English <b>language</b>, the English <b>monarchy</b> and through <b>invasion and rulership</b> they established the concept of the <b>kingdom</b> and the regions and shires that still exist today. During this period, many Anglo-Saxons beliefs changed and they were <b>converted</b> from Pagan to <b>Christianity</b>, where in year 3, we learnt changed again under the rule of Henry VIII. When we compare this civilisation with the Mayan civilisation, our understanding of what an <b>advanced civilisation</b> is shows us how people have become <b>more civilised over time</b> but also that <b>advanced civilisations have existed around the world</b> and not just in the west.”</i></p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	
<p><b>Chronology</b>  <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p> <p><b>Similarity / Difference within a period/situation (diversity):</b>  <i>Describe the social, cultural, religious and ethnic diversity in Britain and the wider world</i></p>	<p><b>Civilisation</b>                  A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Identify significant people in the Mayan civilisation.</b></p> <ul style="list-style-type: none"> <li>- Ahau Pacal Votan ruler, Sun God, Maize God, Sky</li> </ul> <p><b>Identify significant changes and events in the Mayan civilisation over time.</b></p> <ul style="list-style-type: none"> <li>- 900AD end of Classical Period, collapse of some Mayan cities. Cause unclear potentially war, social strife, environmental change. Mayan culture continued elsewhere and new city states emerged.</li> </ul> <p><b>Identify significant landmarks in the Mayan civilisation.</b></p> <ul style="list-style-type: none"> <li>- The Great Pyramid built at city of Venta, El Castillo Pyramid, Kukulcan in Chichen Itza (at which during the spring and autumn equinox a shadow is cast resembling a snake).</li> <li>- 100BC city state of Teotihuacan in the Valley of Mexico is built and the first Pyramids are built.</li> </ul> <p><b>Identify features of Mayan civilisation</b></p> <ul style="list-style-type: none"> <li>- Religious: polytheist encompassing nature, astronomy and rituals. 165+ Gods are represented in nature i.e Sun God (Kinih Ahaus) and Maize God (Yum Kaax). Mayan Creation story – they believed that people were made from mud, wood and then maize and the blood of the Gods.</li> <li>- Every person had an animal companion that shared there soul. Every King had a Jaguar companion.</li> <li>- Human sacrifice (slaves, captured enemies and children) at the temples. Children were sacrificed to appease the rain God during periods of drought.</li> <li>- Sport - ball games from 1400BC, rubber ball game a bit like basketball using any bit of the body except hands and feet. They had championships between rival kingdoms &amp; states and they played to the death.</li> <li>- Maya begin to form larger settlement (Copan + Chalchuapa 1000BC. 700BC), development of writing.</li> <li>- 400C Mayan calendar called the ‘Long Count’. Astronomers (measured the exact length of the solar year and the lunar month) and developed advance mathematical skills (had the concept of 0 before Europe).</li> <li>- 3000BC adopted idea of a monarchy.</li> <li>- Sophisticated water management systems with canals and irrigation.</li> <li>- Social and economic: Cities planned on a Grid system, wealth from agriculture and trades. Several cities blossom, connected by roads (Sacbeob) cut through the jungle in limestone beds.</li> <li>- The importance of maize. No grazing animals so forests were not cleared.</li> <li>- Hierarchy: Kings in most Maya cities, ruled with ‘divine right.’ Power asserted by the Gods. Nobles were 10-15% of the population. Vast majority of people were farmers and workers, artisans who sometimes had to conduct unpaid work.</li> </ul>	
	<p><b>Vocabulary</b></p> <p>archaeology, decade, century, timeline, time period, evidence, source, ancient, modern, remains, ruins, artefact, replica,</p> <p>interpretation, AD, BC, similarity, difference, change, chronology, era</p> <p>power struggle, kingdom, tribe, united, founded, conquers, rule, rulers, invasion, conquest, monasteries, culture, settlement, rituals, states, canals, irrigation, construction, calendar, collapse</p>	

<p><b>Alternative Era Study:</b> A non-European society that provides contrasts with British history: Golden Age of Islam: Muslim conquest of the Middle East (AD 570 to AD 1100)</p>	<p><b>Learner Narrative:</b> “.....”</p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	
	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p>	
	<ul style="list-style-type: none"> <li>• People: AD570-632 birth of Mohammad, Caliph, 780AD Persian ‘Father of Algebra’ al – Khwarizmi</li> <li>• Events: 610 AD – Islam begins when Muhammed receives the first revelations of the Quran; 622 – Muhmmad and followers move to Medina ‘ The Hijrah’ this is the beginning of the Islamic calendar; 630 AD – Mohammed gains control of Mecca and this becomes the Islamic World Centre; 634 – empire expands and include Iraq, Egypt, Syria, part of North Africa</li> </ul> <p>See below for timeline of events for <b>teacher</b> information: - 711AD Muslims invade Spain and gain control of the area; 732 AD Invade France but are defeated at the Battle of Tours; 750AD Revolution creates Abbasid Empire – builds capital Baghdad in 762; Enters the Golden Age. 1099AD – Christian Armies re-capture Jerusalem (The first Crusade); Muslim Arab expansion in the first centuries after Prophet Muhammad's death. Established dynasties in North Africa, West Africa, to the Middle East, and south to Somalia. Formers empire, the Byzantine and Sasanian Empires, not much changed in practice. The objective of the conquests was mostly of a practical nature, as fertile land and water were scarce in the Arabian Peninsula. A real Islamization therefore only came about in the subsequent centuries. Umayyad Dynasty gained the reins of power. Based in Damascus, Syria, the Umayyad Caliphate faced internal pressures and resistance, partly because they displayed an obvious preference for Arab Muslims, excluding non-Arab Muslims like Persians. Taking advantage of this weakness, Sunni Arab Abu al-Abbas mounted a revolution in 750 CE. With support from his followers, he destroyed the Umayyad troops in a massive battle and formed the Abbasid Dynasty in its place.</p> <ul style="list-style-type: none"> <li>• Landmarks: Mecca , the Islamic World Centre; House of Wisdom in Baghdad</li> <li>• Cultural: The Abbasid era. The Golden Age of Islam 790 – 1258). The Abbasid Caliphate was a major dynasty that ruled over the Islamic Empire during its peak. The leader was Caliph. Male line of succession. Peace and prosperity. Great advances in science and mathematics and medicine. Schools of higher education and libraries built throughout the empire. Culture flourished as Arabic art and architecture excelled. House of Wisdom in Baghdad. Music – lute instrument.</li> </ul>	<p>remember, memory, first, last, beginning, Real, imaginary, true, false. Fair, unfair, same, different., decade, century, timeline, time period, evidence, source, ancient, modern, remains, ruins, artefact, replica, evidence interpretation, AD, similarity, difference change, chronology, era caliph, Religion, Islam, Muslim, mosque, capital, crusade, dynasties Power struggle, kingdom, tribe, united, founded, conquers, rule, rulers, invasion, conquest, culture, expansion, re-capture, settlement, rituals, states, canals, irrigation, construction, calendar, collapse. Golden age</p>

Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 5

Substantive Assessment	Chronology	Sources and Evidence	Questioning and understanding	Interpretations
<p>Learners are able to talk about significant invasions that have impacted life in Britain.</p> <p>They should be able to identify aspects of geography that have their roots in history and invasion.</p> <p>Learners understand that invasions can take place within a country, civil war and between countries.</p> <p>Learners build their understanding of what an advanced civilisation is and understand that there have been advanced civilisations around the world and not just in the West.</p>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>- use dates and terms accurately in describing events</li> <li>- give a broad overview of life in Britain through history references.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- use sources of evidence to deduce information about the past.</li> <li>- select suitable sources of evidence, giving reasons for choices.</li> <li>- Use sources of information to form testable hypotheses about the past</li> <li>- understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- select suitable sources of evidence to answer questions, giving reasons for choices</li> <li>- seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>- show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- identify continuity and change in the history of the locality of school</li> <li>- give a broad overview of life in Britain through history references</li> <li>- compare some of the times studied with those of other areas of interest around the world</li> <li>- describe characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>

<p><b>Era and Period:</b>  <b>Roman Empire its impact on Britain</b>                  43 BC – AD 410</p>	<p><b>Learner Narrative:</b>  <i>“The ancient Roman civilisation ruled in Europe for nearly 1000 years and this historical era is important because of the impact it had that we still see in modern life today. Rome was <b>powerful</b> and as they won battles, their territories grew, forming a huge <b>empire</b>. During the period of Roman rule, their Roman culture and way of life spread across the lands they <b>occupied</b>; such as Britain. In Britain today, there are many examples of how this has <b>impacted our modern life</b>. These include aspects of modern government, engineering, architecture, language and literature. The ancient Romans were an advanced civilisation however it was not just in the west that advanced civilisations existed, they were across the world. In year 4, we learnt about the advanced civilisation of the Mayan’s, in central America, and how they have influenced modern life. In year 5, we have learnt that advanced civilisations have existed at different times in history and in different places around the world. Another example is the ancient Egyptian civilisation, whose history has equally contributed to the world we know today. By looking at these advanced civilisations, we can understand how our world has progressed, the people who have lived and shaped it and how we fit into that, giving us a sense of self and place.”</i></p>
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Disciplinary Concept	Substantive Concept and Knowledge	Vocabulary
<p><b>Chronology</b>                  Continue to develop chronologically secure knowledge of history. Establish clear narratives within the period studied and note connections, contrasts and trends</p> <p><b>Significance</b>                  Identify historically significant people and events in situations</p>	<p><b>Empire</b>                  A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p> <p><b>Identify what was significant about the Roman Empire.</b></p> <ul style="list-style-type: none"> <li>- Zenith of Roman Empire (map work and number of continents, cultures in its sphere of influence) - Creation of Roman Republic: Brutus, Antony, Caesar.</li> <li>- Significance of Caesar.</li> <li>- Mythology of Romulus &amp; Remus</li> <li>- Christianisation of Roman Empire – First Christian Emperor, spread of Christianity.</li> <li>- Hannibal crossing the alps, Caesar’s assassination by Brutus, Augustus as the first emperor, Claudius’ invasion of Britain,</li> </ul> <p><b>Create a timeline showing significant events and landmarks in the building of an Empire.</b>                  Significant leaders, Christianity, Republic, Great fire of Rome in Nero’s reign, Year of the four emperors AD. 69, Vespasian’s restoration of peace building Colosseum, Hadrian building wall in Britain</p>	<p>decade, century, timeline, time period, evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, propaganda, opinion, democracy, civilisation, empire military, restoration, invasion, conquer, assassination, polytheistic, monotheistic, mythology, trade, traders, aqueducts, status, republic, empire, gladiator</p>



<p><b>Chronology</b> Continue to develop chronologically secure knowledge of history. Establish clear narratives within the period studied and note connections, contrasts and trends</p>	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Explore and compare belief during the Roman Empire</b></p> <ul style="list-style-type: none"> <li>- Religious: Polytheistic: 12 principal deities known as Di Consentes in the Roman Pantheon: Jupiter, Juno &amp; Minerva (The Capitoline Triad); Neptune, Venus, Mars, Apollo, Diana, Vulcan, Vesta, Mercury, Ceres (these link to the 12 Greek Gods looked at in Year 6).</li> <li>- Other gods revered from overseas e.g. Mithras. Later, shift to Christianity.</li> <li>- Everyday life in Ancient Rome. Role of women, slaves, education, law</li> <li>- Building and technology – roads, heating, writing.</li> </ul> <p><b>Identify features of Roman life that has influenced life today</b></p> <p><b>Contrast three Roman cities:</b> Rome, Carthage and somewhere in the Middle East.</p> <p><b>Meanwhile - Other significant global events</b> Globally: Qin Dynasty in 21B, Great Wall of China, Terracotta army, Nazca people in Peru, Rule of Herod in Judea and birth of Jesus in the Middle East, Mayan Civilisation, Civilisation of Axum in Ethiopia begins in AD 100.</p>	

	<p><b>Identify significant landmarks on a map created in establishing an empire</b></p> <ul style="list-style-type: none"> <li>- Landmarks: Roman villas in Caerleon and Caerwent, Lullingstone, Chedworth, Chester, Bath</li> </ul> <p><b>Identify significant people and events in the invasion of Britain.</b></p> <ul style="list-style-type: none"> <li>- AD 61 Iceni revolt, AD 43 Invasion of Claudius, Hadrian's wall c. AD122, Antonine Wall in c. AD140.</li> <li>- Caesar's unsuccessful invasion of Britain – why?</li> <li>- People: Boudicca &amp; Iceni tribe, Emperor Claudius, Hadrian, Antonius Pius</li> <li>- Significant Person Study: Boudicca. Her life, success and death. How did the Roman's portray her, why is she a feminist icon, how did the British view her.</li> <li>- What was life like in Roman Britain for the British tribes. Case study of a Roman city: Bath, Londinium, Cochester etc. - Hadrian's Wall.</li> <li>- When and why did Roman settlement in Britain end.</li> <li>- Roman legacy in Britain – roads, viaducts, buildings, language, religion.</li> </ul>	
	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Identify how the beliefs of people came together.</b></p> <ul style="list-style-type: none"> <li>- Combined Roman and Local Celtic gods, (Syncretism) e.g. At Bath, Minerva with the local god Sul, or at Hadrian's Wall, Mars (the war god) with local war gods to make Mars Cocidius and Mars Belatucadrus or oventina.</li> <li>- Local deities have a big focus on mothers in groups of three, or three hooded deities (the genii cucullate). Mithras an Eastern God from overseas, due to the large army/military presence.</li> </ul> <p><b>Identify and describe the legacy left by the Roman civilisation in Britain</b></p> <ul style="list-style-type: none"> <li>- Roman Villas, Baths, Amphitheatres – artefacts from this period in Britain are more crude than those found in the rest of the Empire due to lack of skills and wealth.</li> <li>- Technological: Roman roads, bath houses</li> <li>- Social and economic: Port in London, Capital in Colchester, Vindolanda letters which encompasses lives of women and children - Hierarchy: Military garrisons and barracks.</li> <li>- Cultural: (heavily influenced by Greeks), bathing, religion, sculpture, status symbols, gladiatorial games, meals &amp; food- decadence, circus (chariot racing), music, painting, art, mosaics in homes and villas</li> <li>- Technological: concrete, roads, aqueducts, bridges, cranes, drainage, Amphitheatre, central heating - Social and economic: villas, baths, traders, river Tiber, men &amp; women</li> </ul>	

<p><b>Era and Period:</b> <b>The achievements of the Ancient Egypt civilizations - The New Kingdom</b> 1520 BC – 1075 BC</p>	<p><b>Learner Narrative:</b> <i>"About 5000 years ago, the civilisation of ancient Egypt began in the Nile River valley of northeastern Africa. Ancient Egypt was one of the world's first civilisations. It is also one of the most famous civilisations in history. The ancient Egyptians built pyramids, temples, palaces and tombs. Egypt's dry climate has helped preserve many of the things the Egyptians made. Archaeologists first started to uncover the remains in the late 1700's. Through those remains historians have been able to learn about them."</i></p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	
<p><b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p>	<p><b>Monarchy</b> A monarchy is a type of government where a single person is the lead. They are known as the Monarch.</p>	<p><b>Vocabulary</b> evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica,</p>

**Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 6**

<b>Substantive Assessment</b>				
	<b>Chronology</b>	<b>Sources and Evidence</b>	<b>Questioning and understanding</b>	<b>Interpretations</b>
<p>Learners are able to pinpoint key periods in British history where advancements were made in our civilisation. For example:</p> <ul style="list-style-type: none"> <li>- Advancements in technology through the stone and iron ages</li> <li>- Through the invasion and settlement by other cultures and Empires</li> <li>- Through advancements in travel and by exploring other countries</li> </ul> <p>Through the development of factories and industries such as the internet</p> <p>Learners can talk about some of the key influences that other cultures have had on life in modern Britain.</p> <p>Learners can talk about legacy and how this related to advanced civilisations.</p>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>- Identify periods of rapid change in history and contrast them with times of relatively little change</li> <li>- use dates and terms accurately in describing events</li> <li>- give a broad overview of life in Britain through history references.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- use sources of evidence to deduce information about the past.</li> <li>- select suitable sources of evidence, giving reasons for choices.</li> <li>- use sources of information to form testable hypotheses about the past</li> <li>- understand that no single source of evidence gives the full answer to questions about the past.</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- select sources of evidence to answer questions giving reasons for choices</li> <li>- seek out and analyse a wide range of evidence in order to justify claims about the past</li> <li>- show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>- adapt and refine lines of enquiry as appropriate</li> </ul>	<p><b>Learners can:</b></p> <ul style="list-style-type: none"> <li>- identify continuity and change in the history of the locality of the school.</li> <li>- Give a broad overview of life in Britain through history references</li> <li>- Compare some of the times studied with those of the other areas of interest around the world.</li> <li>- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>

<p><b>Era and Period:</b>  <b>Changes in Britain from the Stone Age</b> 2.5 million - 2300 BC   <b>Bronze Age to the start of Iron Age</b> 800 BC</p>	<p><b>Learner Narrative:</b>  <i>Pre-history means before written history. Archaeology is providing the majority of prehistorical evidence, in the form of fossils (such as human remains) and artefacts (such as human-made items eg cave paintings, tools and structures). Britain has been inhabited by early humans since approximately 800,000BC. We can learn about these early inhabitants of Britain by analysing primary sources and seeking patterns. The Stone Age is divided into three distinct periods: Palaeolithic, Mesolithic, Neolithic. It refers to a time period when stone was used to make tools People in this period made many changes they went from living as huntergatherers to early agriculture, from living in caves to living in mud and reed huts. The Bronze Age began approximately 3,500 BCE, it is so called because humans started to make weapons and tools from bronze. The Iron Age (1200BC to 600BC) is so called because people started to use iron and steel. In Britain, early humans settled in communities such as Skae Brae and built structures such a Stone Henge and Avebury.</i></p>
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<b>Disciplinary Concept</b>	<b>Substantive Concept and Knowledge</b>	<b>Vocabulary</b>
<p><b>Chronology</b>  <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p> <p><b>Similarity / Difference within a period/situation (diversity):</b>  <i>Describe social, religious, cultural and ethnic diversity in Britain and the wider world</i></p>	<p><b>Civilisation</b>                      A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>Create a timeline of stone age to iron age with division of three time periods (paleo, meso, neo)</b></p> <ul style="list-style-type: none"> <li>- Discuss how BC timelines work</li> <li>- Include technological developments (smelting metal in the Bronze Age, Flint used for making stone tools, Bronze alloy – mixture of tin and copper, Bronze Alloy used as a harder metal and so used to make stronger tools and weapons)</li> <li>- First evidence of farming (Skae Brae) which quickly spread across the British Isles. Land is cleared, wheat and barley planted and herds of domestic sheep, cattle and piugs raised.</li> <li>- Bronze Age people developed early writing and other important advances included irrigation, the wheel, the potter’s wheel, textile production, Beaker culture.</li> </ul> <p><b>Analysis artefacts and make inferences about life from sources and evidence. -</b>                      Tools and weapons</p> <ul style="list-style-type: none"> <li>- Ask historically valid questions – who, what, where, when, how, why</li> </ul> <p><b>Identify significant Landmarks</b></p> <ul style="list-style-type: none"> <li>- Stonehenge, Avebury, Marden henge; Long barrows (Neolithic), round barrows (Bronze age); Grimes Graves flooded as the sea level rose - Explore significance of Cheddar Man (7150 BC)</li> <li>- Discuss and debate why these landmarks are significant</li> </ul>	<p>Homo-sapiens, evolution, nomadic, ancestors, migration, hunter-gatherer, domesticated, irrigation, farming, surplus, traders, wealth</p>

<p><b>Era and Period:</b> Ancient Greek life and achievements and their influence on the western world  800 BC - 146 AD</p>	<p><b>Learner Narrative:</b> "Ancient Greece was an early European civilisation that thrived in the BC period, it influenced societies which came afterward such as Ancient Rome. Ancient Greece was divided in city-states, such as Athens and Sparta, which had distinct cultures and identities. Sometimes these city-states fought each other and sometimes they worked together to defeat common enemies such as Ancient Persia. In 300BC, Alexander the Great, the most famous Greek leader, united the Greek world. He was a brilliant military leader and set about invading neighbouring civilisations, he created an empire which stretched from Europe to Egypt and South-West Asia. Ancient Greece is famous for inventing many things we still use today, including, democracy, theatre, the Olympic Games and architectural styles. The Greek Gods were also the basis of the original Roman Gods. Ancient Greece has had a lasting cultural impact through its philosophy, writing and democracy."</p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	<p><b>Vocabulary</b></p>

<p><b>Chronology</b> Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p><b>Significance</b> Identify historically significant people and events in situations.</p>	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>In year 6, we learn about:</b> <b>Democracy</b> The word democracy describes a form of government. The word comes from two Greek words that mean "rule by the people." In a democracy the people have a say in how the government is run.</p> <p><b>Place this time period on a timeline alongside other history learnt about.</b></p> <p><b>Understand the meaning of the word democracy in relation to Greek culture.</b></p> <ul style="list-style-type: none"> <li>- Explore structure of ancient Greek culture (city states) compared to modern Greece. - Explore democracy then and now.</li> <li>- Women, children and slaves were not considered as citizens so not entitled to vote. Boys went to school and a heavy focus on sports and warfare. Girls stayed at home with their mothers and families.</li> <li>- The history of ancient democracy in Athens. How does it compare to other forms of government at the time? How is democracy now different to Athenian democracy?</li> </ul> <p><b>Understand and make comparisons between religion Greek religion and other organised religions (ancient and modern).</b></p> <ul style="list-style-type: none"> <li>- Who were the gods and what was the Ancient Greek system of belief?</li> <li>- How does this compare and contrast to other forms of organised religion that we now (ancient and modern).</li> </ul> <p><b>Identify and discuss the impact of significant people in ancient Greek civilisation</b></p> <ul style="list-style-type: none"> <li>- Homer, Alexander the Great, Leonidas</li> <li>- Explore the Greek poet Homer and writing.</li> <li>- Explore the achievements of Alexander the Great. Compare these achievements from the perspective of 'then' and 'now'.</li> <li>- Consider why he was called 'great' and whether this name was justified.</li> </ul> <p><b>Understand the history and legacy of the first Olympic games held in Greece 776 BC.</b></p> <ul style="list-style-type: none"> <li>- Panhellenic games which led to the Olympic Games e.g. leading to the marathon event.</li> <li>- Why was it significant? What do the Olympics mean today? How would the world be different if this event had not happened?</li> </ul> <p><b>Understand the significance and place of mathematics in ancient Greek culture.</b> Explore the work of Archimedes and Pythagoras.</p>	<p>evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, civilisation, empire, dynasty, imperial, emperor, resistance, pharaoh, king, worship, usurped, prosper, expedition, pyramid, obelisk.</p>
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<p><b>Era and Period:</b> Ancient Egypt – Old Kingdom 2575 BC to 2150 BC</p>	<p><b>Learner Narrative:</b> "The Ancient Egyptian Empire is the longest empire that ever existed. Throughout its existence it had many different ruling dynasties and they had distinct cultural and architectural legacies. The Old Kingdom is the only period in which the iconic Egyptian pyramids were built. King Djoser was the first builder of the pyramid. During, this period Egypt was probably the most advanced civilisation on Earth. The Nile was central to the creation of Ancient Egypt and the fertile Nile delta allowed Egypt to become strong and wealthy. The Egyptians invented papyrus, irrigation techniques and amazing engineering projects. Ancient Egypt was an advance civilisation based on farming, trade and military and slavery. It shares many of the features of modern empires."</p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	<p><b>Vocabulary</b></p>
<p><b>Chronology</b> Historical records establish the dates of past events and their</p>	<p><b>Empire</b> A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p>	

<p><i>order in time. This is known as chronology.</i></p> <p><b>Significance</b> <i>Some events or people are or could be given special significance in history.</i></p>	<p><b>Place this time period on a timeline alongside other history learnt about.</b></p> <ul style="list-style-type: none"> <li>- Order and place significant landmarks through the 'Age of the Pyramids' - Step pyramid of Djoser, Bent Pyramid of Sneferu, Red Pyramid, as well as the Great Pyramid, Sphinx of Khufu and Khafra.</li> </ul> <p><b>Identify and discuss the impact of King Djoser</b></p> <ul style="list-style-type: none"> <li>- King Djoser: first king, built first step pyramid</li> </ul> <p><b>Identify and discuss the impact of the development of the writing system</b></p> <ul style="list-style-type: none"> <li>- Translation using Rosetta Stone - Why was this event so significant?</li> </ul> <p><b>Identify technology and structures that were significant in creating a prosperous civilisation.</b></p> <ul style="list-style-type: none"> <li>- Use of the Nile (links to Geography)</li> <li>- papyrus, farming, irrigation, crops, fish, transport and boats, use of the Shaduf (moving water out of the Nile).</li> <li>- Feats of engineering to build the Pyramids including the use of ropes, levers and ramps.</li> <li>- Starting the use of metals to build suitable ships for trading.</li> <li>- People as farmers and the workforce, economy is a system of bartering goods from the land (agrarian society).</li> <li>- King's rule, slaves, military</li> </ul> <p><b>Meanwhile:</b></p> <ul style="list-style-type: none"> <li>- Nationally: Stonehenge</li> </ul>	
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<p><b>Chronology</b> <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p>	<p><b>Civilisation</b> A civilisation is a group of people with their own languages and way of life. Civilised people live in organised groups like towns.</p> <p><b>In year 6, we learn about:</b> <b>Democracy</b> The word democracy describes a form of government. The word comes from two Greek words that mean “rule by the people.” In a democracy the people have a say in how the government is run.</p>	<p>evidence, historical enquiry, evidence, source, primary source, secondary source, ancient, modern, remains, ruins, artefact, replica, archaeology, interpretation, AD, BC, civilisation, empire, dynasty, imperial, emperor, resistance, pharaoh, king, worship, usurped, prosper, expedition, pyramid, obelisk.</p>
<p><b>Significance</b> <i>Identify historically significant people and events in situations.</i></p>	<p><b>Place this time period on a timeline alongside other history learnt about.</b></p> <p><b>Understand the meaning of the word democracy in relation to Greek culture.</b></p> <ul style="list-style-type: none"> <li>- Explore structure of ancient Greek culture (city states) compared to modern Greece. - Explore democracy then and now.</li> <li>- Women, children and slaves were not considered as citizens so not entitled to vote. Boys went to school and a heavy focus on sports and warfare. Girls stayed at home with their mothers and families.</li> <li>- The history of ancient democracy in Athens. How does it compare to other forms of government at the time? How is democracy now different to Athenian democracy?</li> </ul> <p><b>Understand and make comparisons between religion Greek religion and other organised religions (ancient and modern).</b></p> <ul style="list-style-type: none"> <li>- Who were the gods and what was the Ancient Greek system of belief?</li> <li>- How does this compare and contrast to other forms of organised religion that we now (ancient and modern).</li> </ul> <p><b>Identify and discuss the impact of significant people in ancient Greek civilisation</b></p> <ul style="list-style-type: none"> <li>- Homer, Alexander the Great, Leonidas</li> <li>- Explore the Greek poet Homer and writing.</li> <li>- Explore the achievements of Alexander the Great. Compare these achievements from the perspective of ‘then’ and ‘now’.</li> <li>- Consider why he was called ‘great’ and whether this name was justified.</li> </ul> <p><b>Understand the history and legacy of the first Olympic games held in Greece 776 BC.</b></p> <ul style="list-style-type: none"> <li>- Panhellenic games which led to the Olympic Games e.g. leading to the marathon event.</li> <li>- Why was it significant? What do the Olympics mean today? How would the world be different if this event had not happened?</li> </ul> <p><b>Understand the significance and place of mathematics in ancient Greek culture.</b> Explore the work of Archimedes and Pythagoras.</p>	
<p><b>Era and Period:</b> <b>Ancient Egypt – Old Kingdom</b> 2575 BC to 2150 BC</p>	<p><b>Learner Narrative:</b> <i>“The Ancient Egyptian Empire is the longest empire that ever existed. Throughout its existence it had many different ruling dynasties and they had distinct cultural and architectural legacies. The Old Kingdom is the only period in which the iconic Egyptian pyramids were built. King Djoser was the first builder of the pyramid. During, this period Egypt was probably the most advanced civilisation on Earth. The Nile was central to the creation of Ancient Egypt and the fertile Nile delta allowed Egypt to become strong and wealthy. The Egyptians invented papyrus, irrigation techniques and amazing engineering projects. Ancient Egypt was an advance civilisation based on farming, trade and military and slavery. It shares many of the features of modern empires.</i></p>	
<p><b>Disciplinary Concept</b></p>	<p><b>Substantive Concept and Knowledge</b></p>	
<p><b>Chronology</b> <i>Historical records establish the dates of past events and their</i></p>	<p><b>Empire</b> A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p>	

<p><i>order in time. This is known as chronology.</i></p> <p><b>Significance</b> <i>Some events or people are or could be given special significance in history.</i></p>	<p><b>Place this time period on a timeline alongside other history learnt about.</b></p> <ul style="list-style-type: none"> <li>- Order and place significant landmarks through the 'Age of the Pyramids' - Step pyramid of Djoser, Bent Pyramid of Sneferu, Red Pyramid, as well as the Great Pyramid, Sphinx of Khufu and Khafra.</li> </ul> <p><b>Identify and discuss the impact of King Djoser</b></p> <ul style="list-style-type: none"> <li>- King Djoser: first king, built first step pyramid</li> </ul> <p><b>Identify and discuss the impact of the development of the writing system</b></p> <ul style="list-style-type: none"> <li>- Translation using Rosetta Stone - Why was this event so significant?</li> </ul> <p><b>Identify technology and structures that were significant in creating a prosperous civilisation.</b></p> <ul style="list-style-type: none"> <li>- Use of the Nile (links to Geography)</li> <li>- papyrus, farming, irrigation, crops, fish, transport and boats, use of the Shaduf (moving water out of the Nile).</li> <li>- Feats of engineering to build the Pyramids including the use of ropes, levers and ramps.</li> <li>- Starting the use of metals to build suitable ships for trading.</li> <li>- People as farmers and the workforce, economy is a system of bartering goods from the land (agrarian society).</li> <li>- King's rule, slaves, military</li> </ul> <p><b>Meanwhile:</b></p> <ul style="list-style-type: none"> <li>- Nationally: Stonehenge</li> </ul>	
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	<ul style="list-style-type: none"> <li>- Globally: Mesopotamia (in what is now Iraq) Development of an alphabet c.3200BC</li> </ul>	
<p><b>Chronology</b>  <i>Historical records establish the dates of past events and their order in time. This is known as chronology.</i></p> <p><b>Significance</b>              Identify historically significant people and events in situations</p>	<p><b>Empire</b>              A name for a group of countries ruled by a powerful leader who imposes its rule on people. Empires are a sign of power and wealth.</p> <p><b>Identify significant landmarks in the ancient Egyptian empire</b></p> <ul style="list-style-type: none"> <li>- Hatshepsut’s mortuary temple, Thutmose III obelisks, Akhenaten Art, Tutankhamun’s tomb, Valley of the Kings, Deir-el-Medina, Tomb of Kha &amp; Merit, Seti I tomb, Rameses the Great (II) tomb, temples.</li> </ul> <p><b>Meanwhile Nationally:</b></p> <ul style="list-style-type: none"> <li>- Stonehenge and Wessex culture in Southern Britain - Early Bronze Age.</li> </ul> <p><b>Globally:</b></p> <ul style="list-style-type: none"> <li>- Minoans &amp; Mycenaeans in Greece with citadels until c. 1200 BC</li> <li>- Olmec Culture in Mexico in c. 1500 BC and use of hieroglyphics in writing</li> <li>- c.1766-1027 BC the Shang Dynasty in China and Lord Carnarvon</li> <li>- Tombs move to the Valley of the Kings</li> </ul>	



**Appendix 1: Curriculum Rationale**

***Why have particular contexts been chosen? Why is it organised in this way? Why will it help children?*** The answers to these questions are rooted in the rationale in the design of the curriculum.

This curriculum is coherent, which means it has been carefully considered and each context follows a deliberate order. That order starts with the viewpoint and mind-set of our youngest children, who view the world from their experience and their own and the lifespan of others who are presently alive. As our children grow up, the curriculum will take them further back in time. The further back in time we study, the less concrete evidence exists and more abstract it becomes. Our children will be able to, as historians, appreciate the fragmented and limited evidence that remains the older the time period or era they learn about. It makes sense for children learn their timeline and then investigate further back in time to learn the history of where humankind has come from, as children's ability to imagine the past and understand more abstract concepts aligns to what we know about children's conceptual understanding.

The substantive and disciplinary concepts outlined will be revisited in at appropriate points throughout their journey from year 1 to year 6. It is more helpful to children to build layers of meaning through the Big Ideas of the curriculum and use the substantive concepts as the holding baskets for the most important knowledge. This means then when we explore a period or era in time, we can build an understanding of concepts over time and also explore the lives of people, including those of consider of special significance.

Contexts have been organised to allow pupils year on year to learn in through a local and British history context, as well as a broader global context. This will enable children, year on year to zoom in and zoom out as historians; They will zoom in to what was going on locally and nationally and then zoom out to see what was going at the same time (concurrently) elsewhere in the world. Contexts in History have been aligned to other curriculum areas, such as Science and Geography as these too have been deliberately constructed.

Within each year group, there are numerous references and 'facts' (dates, events, people etc) within the key knowledge and vocabulary. It is crucially important in the sequence of teaching and learning, that children learn the key concepts in history as historians over the recall of numerous references and 'facts'. Key knowledge and vocabulary will provide the stories and contexts to help children connect and learn the 'big ideas and concepts'.

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- <https://www.owps.org.uk/attachments/download.asp?file=62&type=pdf>