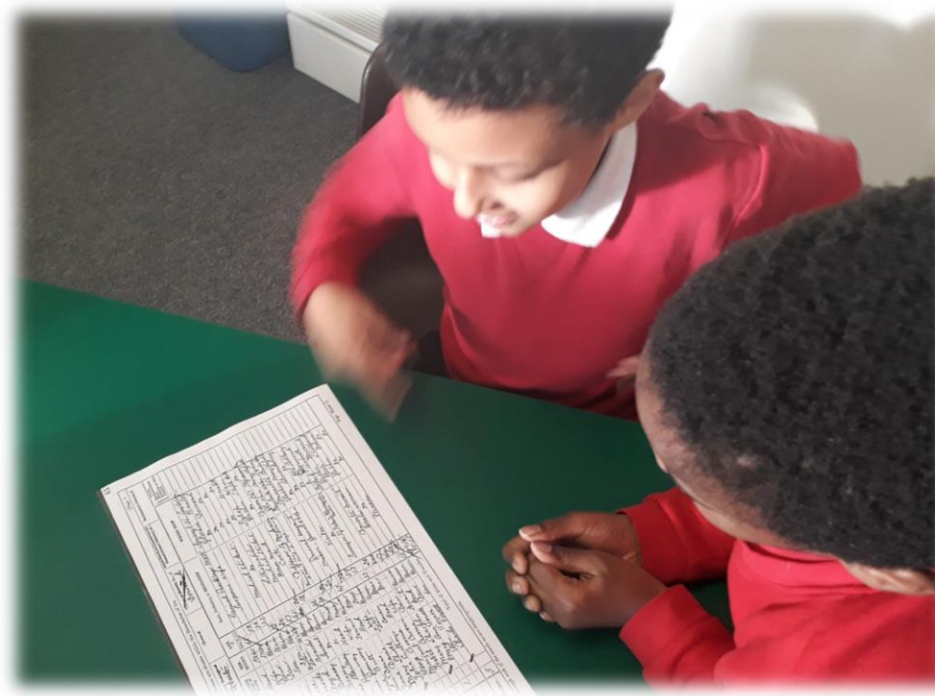




I am a historian...

I am a historian. I study the story of humankind. As a 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

	Key Concepts	Contexts		
		Year	Local & British	Global
<p>What is History? 200,000 years ago modern humans evolved. Understanding the story of humankind before writing is known as pre-history. 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>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history. civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	1	Within living memory: Changes in locality (AD 1930 – Present day)	Within living memory: Changes in information communication technology (AD 1930 – Present day)
		2	Beyond living memory era study: Changes in locality in the Victorian era (AD 1837 – AD 1901)	Changes in globally in the Victorian Empire: (AD 1837 – AD 1901) Beyond living memory period study: The Restoration (AD 1660-1714)
		3	Period study: Tudors (AD 1485 -1603) & Stuarts (AD 1603 – AD 1649)	Era study: European Explorers (AD 1400s – 1500s)
		4	Period study: Britain's settlement by Anglo-Saxons and Scots (410 AD – 1066 AD) Period study: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD 789 – AD 1066)	Era study: a non-European society that provides contrasts with British history Recommended 1 of 2: • Mayan civilization c. (250 BC - AD 900) • Golden Age of Islam: Muslim conquest of the Middle East (AD 570 to AD 1100)
		5	Period study: Roman empire its impact on Britain (43 BC – AD 410)	Era study: The Roman Empire (740 BC – AD 410) Period study: The achievements of the Ancient Egypt civilizations - The New Kingdom (1520 BC to 1075 BC)
		6	Era study: Changes in Britain from the Stone Age to the Iron Age (800 BC)	Era study: Ancient Greek life and achievements and their influence on the western world (800 BC - 146 AD) Period study: The achievements of the Ancient Egypt civilizations - The Old Kingdom (2575 BC to 2150 BC)

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

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history. civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Within living memory: Changes in locality and region (AD 1930 – Present day)</p> <p>Within living memory: Changes in information communication technology (AD 1930 – Present day)</p>	<ul style="list-style-type: none"> • People: Family members, • Events: timeline of pupil’s own life and family members; date school was built, specific local area local events: 1944 Bristol bombing during World War 2, 1963 Bristol bus boycott, 1996 Bristol becomes a county and city, 1946 Weston-super-Mare Playhouse theatre opens, 1986 Weston General Hospital opens. • Landmarks: Local buildings: schools, hospital, train station, statues or monuments, housing developments. • Religious: State religion: Christian Church of England; predominance of monotheism: Christianity. Growth in religions linked to immigration such as Islam, Hinduism, Judaism and rise in people claiming non-religious. • Cultural: music, fashion, food, pastimes of children and adults • Technological: transport changes both public and private • Social and economic: jobs by men and women, school life for children, population change – demographics (ethnicity); shops and trading • Hierarchy: Understanding of local government and national government democracy; monarchy <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: 1955 Television broadcast; 1966 England’s men’s football team win World Cup; 1971 currency decimalisation; 1979 first woman Prime Minister Margaret Thatcher, 1988 Channel tunnel construction begins • Globally: 1939 – 45 World War 2 (Nazi regime); ‘Space race’ – 1957 – Sputnik launched and 1969 first man on the moon, 1994 Nelson Mandela became president of South Africa. 	<p>Further vocabulary: order, sequence, before, after, remember, memory, first, last, beginning, real, imaginary, true, false, source, same, different, old, new, modern, artefact, replica Link to maths- passing of time - months of the year.</p> <p>Abstract terms: government, religion, Christian, services e.g. hospitals and schools, population, public and private, Prime Minister, monarchy</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> • Sequence events or objects in chronological order. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> • Sort artefacts “then” and “now”. • To ask and answer questions related to different sources and objects • Understand some ways we find out about the past. • Choose and use parts of stories and other sources to show understanding (of concepts in part 4 below). <p>3. Interpretations of history</p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented (photographs, stories, adults talking about the past, historical diaries or records). <p>4. Historical questioning and understanding</p> <p>4a) Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</p> <p>4b) Cause and consequence: Recognise why people did things, why events happened and what happened as a result.</p> <p>4c) Similarity / Difference within a period/situation (diversity): Make simple observations about different types of people, events, beliefs within a society.</p> <p>4d) Significance of events / people: Identify who or what was important e.g. in a simple historical account.</p>
		<ul style="list-style-type: none"> • People: Logie Baird, Sir Tim Berners-Lee, Bill Gates • Events: John Logie Baird (Scottish) invented TV in 1925 the first television transmission; 1927 the first long distance television transmission (438 miles); BBC established in 1922, BBC World Service launched in 1932; TV had a prominent role during WWII, uniting and informing the nation. Computers: The Turing Machine – idea that it could solve any problem that is solvable - engineered to combat encryptions by Nazis (codebreaking and Bletchley Park) Eniac – the first computer filled a room, 30 tonnes 1940 – The computer was invented. 1958 – first computer game, two players played virtual tennis. 100s of people lined up to play in New York. 1964 – the mouse. 1969 - The Arpanet – the first internet network was four computers linked up together and first email. 1971 – Intel processor intel 4004 1971 – The Floppy Disk 1975 – first home PC 1977 – Apple 1982 – The Commodore 64 rise of the home computer. 1991 – www invented 1992 – modem and dial up. 2007 – first iPhone 2010 – first tablet • Landmarks: Purdown BT Tower (1970); Bristol Telecom Tower • Religious: - • Cultural: Changes in household phones and mobile telephones - telegrams, letters, emails, phone boxes, emails, social media, computers, including household computers and consoles. • Social-economic: jobs in technologies & services • Communication: Telephone to mobile technology, postal service to email. Libraries to www/World Wide Web (1991), cable data to wi-fi <p>Meanwhile:</p> <ul style="list-style-type: none"> • Locally / Nationally: See above (Within living memory: Changes in locality and region) • Globally: World War II, lots of the technology was coming Cold War and the Space Race – USA and Soviet Union – military and space technology. First man on the moon 1969. Civil rights movement in America. 1996 – Dolly the cloned sheep 		

Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 2

Key Concepts	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history. civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Beyond living memory era study: Changes in locality in the Victorian era (AD 1837 – AD 1901)</p> <p>Changes globally in the Victorian Empire: (AD 1837 – AD 1901)</p>	<p>• People: Isambard Kingdom Brunel; Hans Price (1835-1912); George Muller</p> <p>• Events: 1837 Queen Victoria Ascends throne (dies in 1901); 1838 – Charles Dickens’s Oliver Twist published; Slavery abolished in British Empire in 1838; 1831 Bristol Riots (protesting about workers’ living conditions).</p> <p>• Landmarks: Bristol Suspension Bridge; Bristol Temple Meads; SS Great Britain, Floating Harbour; Avonmouth Docks; Tobacco Factory; Birnbeck Pier 1867; Weston Seafront; Brunel’s Great Western railway reaches Weston; 1851 Lido public swimming pool opens</p> <p>• Religious: Christianity – more freedom for other ‘non-church of England’ denominations to exist e.g. Quakers, Baptists, Methodists and Catholics), surge in church building not seen since middle ages.</p> <p>• Cultural: Bleak existence for many working-class people due to factory conditions; life expectancy low due to high infant mortality and high population density/ poor sanitation (female life expectancy doubles in 2011 compared to 1841); Charles Darwin publishes Origin of the Species – his theory of evolution. It sparks outrage – marks beginning of atheist thinking; 1840 – first postage stamp, the Penny Black, introduced in Britain</p> <p>• Technological: Industrial Revolution, which began in Britain around 1760, makes Britain the biggest power in world; Railway lines increase, Steamships become prevalent and extend distances possible without needing to resupply – no longer reliant on wind power; Factories, Telegraph Invented – 1837 by W. Cooke and C Wheatstone), 1838 –</p> <p>• Social and economic: Rise of inequality in Britain; 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, 1867 – reform act extends right to vote, 1884 – all men over 21, 1918 – women get vote); 1880 - Education for children compulsory; main industries in Bristol are tobacco and cigarette manufacture and paper and engineering;</p> <p>• Hierarchy: Monarchy, Aristocratic class had power, Newly-rich class emerge from industrial revolution, working class have no power.</p> <p>Meanwhile: Locally/National: See above Global: See below</p> <p>• People: Abraham Lincoln, Florence Nightingale, Mary Seacole,</p> <p>• Events: Rise of the British Empire due to the power of the Navy (Raj in India 1858-1947 – British have direct rule of India after the rebellion in 1857); American Civil War -1861-1865), Spread of European Empires in Africa (1880 – 1914), Crimean War (1853-56) <i>Crimean War: Links to religion, cultural, and Social:</i> Britain, France and Ottoman Empire (Turkey) fear Russia expansion. Religious struggle regarding territory of Christian religious sites. During this Nightingale and Seacole acted as battlefield nurses. Letter writing and media coverage of the increased awareness of Nightingale. Mary Seacole set up the Britain Hotel behind the front line.</p> <p>• Landmarks: Mount Rushmore, railways across the world, borders in Africa,</p> <p>• Religious: Christian denomination is America (Methodists,</p> <p>• Cultural: 1848 The Year of Revolutions. - People fought for their rights and for democracy (votes for all men) – better working conditions across Europe especially France and Germany</p> <p>• Technological: (1876) Alexander Graham Bell invented the telephone, (1879), (1879) electric railway in Germany, Thomas Edison invents the domestic the light bulb, (1895) the radio in Italy, (1895) Cinema in France. After the steam railway in Britain (1825) soon the railway spread across India (1853) and America (1869). Link this to how railways changed the world. – time, framing, industry and employment, postal, trade, military). 1886 Benz invented the motorcar</p> <p>• Social and economic: In America war between Confederates (South) and the Union (North). The Union won and all States united and slavery finally abolished. Sugar, and cotton plantations supply Europe, lead to sugar in our diet. When European Powers went into Africa to so say end the slave trade they took advantage and occupied territories - Africa was split between 7 European powers given them land if they flew their flag there.</p> <p>• Hierarchy: Scramble for Africa. France, England, Belgium, Germany, Dutch</p> <p>Meanwhile: • Locally/Nationally: See above.</p>	<p>Further vocabulary: order, sequence, before, after, remember, memory, first, last, beginning, real, imaginary, true, false, fair, unfair, source, same, different, old, new, modern, artefact, replica, evidence</p> <p>Abstract terms: Empire, throne, territories, occupation (occupied), direct rule, railway, harbour, workhouse, church, factories, industry, industrial, supply, mines, votes, engineer, education, manufacturing, revolution, rebellion, battlefield, borders, inventions, trade, slave, restoration, plague, commonwealth, monarchy, worship, reform</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> Describe and place events and artefacts in order on a timeline. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> Sort artefacts “then” and “now”. To ask and answer questions related to different sources and objects. Understand some ways we find out about the past. Choose and use parts of stories and other sources to show understanding (of concepts in part 4 below). <p>3. Interpretations of history</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, on line resources to find out about the past. Talk about the different way that the past can be represented. <p>4. Historical questioning and understanding</p> <p>4a) Continuity and change in and between periods: Identify similarities / differences between ways of life at different times.</p> <p>4b) Cause and consequence: Recognise why people did things, why events happened and what happened as a result</p> <p>4c) Similarity / Difference within a period/situation (diversity): Make simple observations about different types of people, events, beliefs within a society.</p> <p>4d) Significance of events / people: Identify who or what was important e.g. in a simple historical account.</p>

		<ul style="list-style-type: none"> • Globally: Japan (Meiji Period) begin to open up and trade with the West. 1863 – World’s first underground railway built in London, 1887 - Emile Berliner invents gramophone 		
	<p>Georgian (AD 1714 – 1830) (Optional Unit. Consideration given to acknowledging this equally significant time period in British History)</p>	<p>People: King George III & IV, Dido Elizabeth Bella (1761–1804), Thomas Clarkson (1760 –1846) – Abolitionist, William Wilberforce (1759 –1833)</p> <p>Events: Scots Jacobite invasion of 1745; America lost to British Empire: Revolutionary War of 1775–83, Slave trade abolished in 1807, and slavery itself was not made illegal until 1834.</p> <p>Landmarks: Georgian architecture, including parks and gardens, British Museum (1753)</p> <p>Religious: The growth of populations in industrial areas attracted the the Methodist preacher John Wesley, whose evangelical take on Christianity had broader appeal than the established Church of England. New Room in Bristol</p> <p>Cultural: Rule Britannia (1740), Harvest,</p> <p>Technological: World’s first passenger train had run (in 1825) on the Stockton and Darlington Railway, Start of the Industrial revolution (1770)</p> <p>Social Economic: Georgian period characterised by refined manners and fashions and its classically influenced art, literature and architecture, contrasted by casual brutality, violent sports, squalor and epidemic gin drinking. Household Bread Act 1757, Britain’s affluence was underpinned by the Atlantic slave trade.</p> <p>Hierarchy: Hanoverians & Jacobites.. Property-owning elite controlled politics.</p> <p>Meanwhile: Sam Sharp, French Revolution (1793–1815) Battle of Waterloo (1815) confirmed Britain’s status as the dominant European power.</p>		
	<p>Beyond living memory period study: The Restoration (AD 1660-1714)</p>	<p>The Restoration is an era that followed the Tudors (1485-1603), the Stuarts (1603-1649), The Commonwealth (No monarchy 1649 – 1649)</p> <ul style="list-style-type: none"> • People: Samuel Pepys, Thomas Farriner (Baker), Issac Newton, Robert Hooke, Robert Boyle, Charles II, (James II), Edward Colston (Bristol merchant involved in slavery), Blackbeard. • Events: Began in 1660 when Irish, English and Scottish monarchies brought back together under Charles II, The Plague 1665, The Great Fire of London started on 2nd September 1666, Dutch and English wars at sea in a struggle for trade routes, 1685-9 James II’s short reign. Leading to the Glorious Revolution and the end of the restoration. • Landmarks: London, St Paul’s Cathedral, River Thames, Local: QEH School (built by Edward Colston), Llandoger Trow (meeting place for sailors). • Religious: King Charles II outlawed other forms of worship other than the Church of England (Christian) and established 1660 Act of Uniformity, secret worship of Catholicism (Catholic Paranoia), following Charles was his brother James II who was catholic and fiercely against Protestantism but quickly ousted. • Cultural: Scientific discoveries e.g. Issac Newton’s law of gravity in 1687; Robert Boyle who was the first modern chemist & Robert Hooke developed the microscope and he published a book of never before seen organisms. Theatres reopened after Oliver Cromwell, women allowed to perform again, poetry became an important and popular form of literature and linked to political events. • Technological: Buildings were mostly made of wood, straw and pitch (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), ship building, royal society and developing scientific understanding (see above in cultural) • Social and economic: Improvements in the rights of women as they were allowed to act on stage again, 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), Britain’s involvement in the slave trade expands leading to wealth, alms houses • Hierarchy: Monarchy restored after English civil war (1642) and supported more so by the parliament (constitutional); King Charles II (1660-1685) <p>Meanwhile:</p> <ul style="list-style-type: none"> • Locally/Nationally: Slave trade linking to the Bristol docks and Bristol based companies responsible for up to 3.4 million slaves transported • Globally: American War of Independence (1775-1783), Role of Britain and France. (Statue of Liberty), Slave trade, <i>Golden Age of Piracy</i> 		

Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 3

Key Concept	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history.</p> <p>civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Period study: Tudors (AD 1485 -1603) & Stuarts (AD 1603 – AD 1649)</p> <p>Era study: European Explorers (AD 1400s – 1500s)</p>	<ul style="list-style-type: none"> • People: Henry VIII; Elizabeth I (1558-1603); Oliver Cromwell, six wives (Catherine of Aragon, Anne-Boleyn, Jayne Seymour, Anne of Cleves, Katherine Howard, Katehrine Parr; Mary Queen of Scots); • Events: War of the Roses (1455-1485); Battle of Bosworth (1485); Creation of the church of England/ Break with Rome 1534) • Landmarks: Thornbury Castle (Henry VIII visit); monasteries & abbeys Lacock Abbey; Houses of Parliament; Westminster Abbey; Globe theatre • Religious: Head of Church of England – Henry VIII (1533), Reformation of Church of England; dissolution of the monasteries, background of Roman Catholic European religion; Religious superstitions (precious stones) • Cultural: Religious turmoil; introduction of the bible in English (1539), food: salting, pickling, smoking; harvests; entertainment – theatres, feasts, • Technological: foundation of Royal Navy (Mary Rose – 1536) • Social and economic: Shakespeare, housing rich and poor; trade, the Silk Road, trading; poor houses / Arms Houses / Poor Law 1601; disease & comparison of medicines; infant mortality; life expectancy, • Hierarchy: Monarchy, Union of the Crowns (1603), English monarchy still subjected to Laws of the Catholic Church until reformation. <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: Exploration, Guy Fawkes (1605), beginning of Royal mail (1512) & establishment of public royal mail 1635, • Globally: Pilgrim Fathers (1620) – first European settlement in America; James Town (1607) Johannes Guttenberg invented the printing press in Germany, Spanish Armada (1588); Sir Walter Ryleigh expeditions <ul style="list-style-type: none"> • People: Sir Francis Drake (1540-1596), John Cabot (1470 and 1497 Vasco de Gama, Francesco Pizarro; Hernan Cortez; Christopher Columbus (1492) · Ferdinand Magellen (first circumnavigated the world Spain 1519 – 1522) • Events: John Cabot discovery of Newfoundland ‘a new found land’ (Canada in North America) 1496 (N America) Francesco Pizarro discovers Inca Empire; Hernan Cortez discovers Aztec (Montezuma II). • Landmarks: St Matthew (Bristol), Aztec Temple in Mexico Teotihuacan) • Religious: Catholicism and beginnings Protestantism in Europe. Martin Luther anti-papal corruption. Started his own church (Lutheran Church – translated Bible into language of the people). • Cultural: Clash of Cultures. God, Glory and God motto of the conquests. European culture, religion, technology (arms and ships) versus the South American natives cultural beliefs and technology, religion. Germs and disease and epidemic. Impact on first nation people and settlers. Converting through force and missionaries to Catholicism. Conflicting English and Spanish views on Drake (Pirate or hero) • Technological: transport – sailing ships, conditions on ships including food; routes, navigational technology, mapping of the new world, • Social and economic: trading routes, discovery of tobacco, chocolate, the beginning of the Slave Trade from Africa to South America. Bristol became a monopoly port for Atlantic trade. • Hierarchy: Borderless states of Europe; reference to Ottoman Empire <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: Trade with Asia, Guzou (South West China) Spices and Silk. Silk Road, long and expensive and negotiation with different territories. Current sea route around Africa was treacherous and Cape of Good Hope. Columbus was looking for more direct route to trade with the East via the West. (the continent of America was not known of). He insisted the Asia and the people were erroneously labelled as West Indians (West Indies) • Globally: The Ottoman Empire 140 -Ottomon bring in system were Christain boys from conquered territories are forced to convert to Islam and to work for the sultan clerks, soldiers or bodyguards. Fall of Constantinople marked the end of the Eastern Roman Empire. Sultan Mehmed II conquers Constantinople (now Istanbul) and ends 1000 year Byzantine Empire. 	<p>Further vocabulary: order, sequence, before, after, 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, archaeology, empire, civilisation,</p> <p>Abstract terms: Church, reformation, dissolution; conquistador, law, Church of England, divinity, European, monasteries, abbeys, union, expeditions, printing press, parliament, Catholics and protestants, denominations, navigation, trade, native, missionaries.</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and people studied on a time line using dates. • Use dates and terms to describe events such as decade, century, BC/AD. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * (of concepts in part 4 below). • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses using historical vocabulary, including: appropriate dates, time period, era, change, chronology. • Selecting and organising relevant historical information to answer historical questions. • Presenting understanding to others using cause and effect language (e.g. because, as a result); contrasting language (e.g. but, whereas, although). <p>3. Interpretations of history</p> <ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this. • Use evidence to ask and answer questions about the past. • Suggest and use suitable sources of evidence for an historical enquiry. • begin to evaluate the usefulness of different sources use of text books and historical knowledge. • Use more than one source of evidence for an enquiry in order to understand an area studied with increasing accuracy. <p>4. Historical questioning and understanding</p> <p>4a) Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>4b) Cause and consequence: Identify and give reasons for, results of, historical events, situations, changes.</p> <p>4c) Similarity / Difference within a period/situation (diversity): Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>4d) Significance of events / people: Identify historically significant people and events in situations.</p>

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

Key Concept	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history.</p> <p>civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Period study: Britain's settlement by Anglo-Saxons and Scots (410 AD – 1066 AD)</p> <p>Period study: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD 789 – AD 1066)</p>	<p>• People: Jutes, Angles & Saxons, see below for known leaders, Augustine, King Ethelbert, Bede, Offa, Egbert, Alfred the Great, Athelton, Aethelred the Unready, Harold Godwin, Edward the Confessor, William the Conqueror, Hrothgar (Danish King).</p> <p>• Events: After the Roman leave in 410AD, a series of Saxon tribes invaded Britain and over the course of 100 years create seven kingdoms (Kent, Sussex, Wessex, Northumbria, East Anglia, Mercia, Essex). Wessex becoming one of the most powerful Anglo Saxon Kingdoms. Following this the Vikings land and establish in East Anglia and Northumbria until. Eventually the two unite the country. Series of rulers and invasions (see below for details)</p> <p>See below for timeline of events for <u>teacher</u> information (key ones <u>underlined</u>):</p> <p>Romans leave 410 AD, Creation of the seven kingdoms (taking over 100 years):</p> <ul style="list-style-type: none"> - Saxon leaders of Hengist & Horsa landed in <u>Kent in 449 AD</u> - 477 Kingdom of <u>Sussex</u> Aelle (Saxon Warlord) - 490 Britons been pushed to the West; King Cedric founds the Kingdom of <u>Wessex</u> - 527 Saxon tribe settles East of London called <u>Essex</u> - 547 Tribes of Angles landed in North and founded <u>Northumbria</u> - 575 Tribes of Angles found <u>East Anglia</u> - 586 Tribes of Angles form the Kingdom of <u>Mercia</u> & Augustine arrives founding a Monastery in 597 AD in Kent (given land by King Ethelbert- who then converts to Christianity) - <u>Vikings (from AD 793- series of raids)- in AD 865 Heathen Danes land in East Anglia and establish Danelaw over the kingdoms of East Anglia and Northumbria</u> - <u>878 AD Alfred the Great won a decisive victory at the Battle of Edington and made an agreement with the Vikings</u> - Series of different rules in different areas (see above for names) - Alfred the Great spreads his rule from Wessex to include London and Thames Valley in SE Mercia - <u>Between 912 & 954 Anglo Saxon Wessex conquers Danelaw and the Viking kingdom of York and for the first time both the Vikings and Saxons are united as a country ruled by Athelton.</u> - Athelred the unready as a weak king who paid vast sums of Danegald to prevent invasion. - Edward (the confessor) chosen as King and in 1051 promises the kingdom to William of Normandy. - <u>1066 Harold Godwin, Earl of Wessex to be the next king as chosen by Witan (council). Battle of Hastings William defeats Harold- embroidered on the Bayeux Tapestry & leading to the House of Normandy.</u> <p>• Landmarks: Lindisfarne, Sutton Hoo, Offa's Dyke, All Saints Church Brixworth, St. Laurence's Church 700 AD, · Religious: establishment of Christianity, Sutton Hoo in AD 600,</p> <p>• Cultural: Beowulf- epic poem, Runes, Pit houses, feasts, Bede Chronicles- writing of History since Caesar, Anglo Saxon crosses, town names including etymology e.g. Weston-super-Mare (two Saxon words West and - tun or settlement, S means on or above, Mare means sea), Frome (Fast flowing river), Avon (River),</p> <p>• Technological: weaponry (sashes & shields), ploughs, cooking pots, coinage, iron age.</p> <p>• Social and economic: villages such as reconstruction at West Stow, burial grounds.</p> <p>• Hierarchy: kingdoms, rulers, monasteries.</p> <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: Vikings & Anglo Saxons • Globally: Prophet Mohammed and the rise of Islam, Byzantine Empire (after the fall of Rome), Charlemagne, Buddhism introduced to Japan from China in 594 AD (after it reached China in 100 AD and started in 560-480 BC), Peak of the Mayan civilisation 	<p>Further vocabulary: archaeology order, sequence, before, after, 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, interpretation, AD, BC, similarity, difference, change, chronology, era</p> <p>Abstract terms: Power struggle, kingdom, tribe, united, founded, conquers, rule, rulers, invasion, conquest, monasteries, culture, settlement, rituals, states, canals, irrigation, construction, calendar, collapse.</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> • Understand the concept of change over time, showing this on a timeline. • Use dates and terms to describe events such as decade, century, BC/AD. • Aware of comparisons/connections and contrasts over time. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * (of concepts in part 4 below). • Construct informed responses using historical vocabulary, including: appropriate dates, time period, era, change, chronology. • Selecting, organising and debating the validity relevant historical information to in response to historical questions. • Presenting understanding to others using cause and effect language (e.g. consequently, for this reason), due the facts; contrasting language (e.g.) even though, however, on the other hand). <p>3. Interpretations of history</p> <ul style="list-style-type: none"> • Use more than one source of evidence for an enquiry in order to understand an area studied with increasing accuracy. • Describe different accounts of an historical event, understanding and explaining why these accounts contradict each other. • Talk about causes, contrasts and consequences of main events and changes in history. <p>4. Historical questioning and understanding</p> <p>4a) Describe / make links between main events, situations and changes within and across different periods/societies.</p> <p>4b) Cause and consequence: Identify and give reasons for, results of, historical events, situations, changes.</p> <p>4c) Similarity / Difference within a period/situation (diversity): Describe social, cultural, religious and ethnic diversity in Britain & the wider world.</p> <p>4d) Significance of events / people: Identify historically significant people and events in situations.</p>
	<p>Era study: a non-European society that provides contrasts with British history</p>	<ul style="list-style-type: none"> • People: Ahau Pacal Votan ruler, Sun God, Maize God, Sky • Events: 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. 		

	<p>Recommended: Mayan civilization c. (250 BC - AD 900)</p>	<ul style="list-style-type: none"> Landmarks: 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) Religious: polytheist encompassing nature, astronomy and rituals. 165+ Gods are represented in nature i.e Sun God (K'inich Ahous) and Maize God (Yum Kaax). Mayan Creation story – they believed that people were made from mud, wood and then maize, the last one and white and yellows maize dough and the blood of the Gods. The first humans were four men and four women. The Gods were cross with the humans for not worshipping them. Cultural: Classical Period 250AD to 900AD) Every person had an animal companion that shared there soul (Way Ob). Every King had a Jaguar companion. Human sacrifice (slaves, captured enemies and children) at the temples, in particular children were sacrificed to appease the rain God during periods of drought. Sport Ulama, 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 and states and they played to the death. Technological: Maya begin to form larger settlement like Copan and Chalchuapa 1000BC. 700BC development of writing and their script from that period is the only one to be fully deciphered. 400C Mayan calendar called the 'Long Count'. 3000BC adopted idea of a monarchy. 100BC city state of Teotihuacan in the Valley of Mexico is built and the first Pyramids are built. 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). Sophisticated water management systems with canals and irrigation. Social and economic: 600 AD City at his peak. 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. Gave rise to cities like Tikal and Chichen Itza. The importance of maize. No grazing animals so forests were not cleared. · Hierarchy: Kings in most Maya cities, ruled with 'divine right.' Their power was 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. <p>Meanwhile:</p> <ul style="list-style-type: none"> Nationally: Invasion of Romans in Britain (43 BC) occupation until AD 410 Globally: Birth of Jesus, Jewish context for the Jesus's life. Life of the ordinary people. Tradesman. Crafts people wore identifiable clothing. Children played hopscotch and draughts. Bread was the main type of food, olive and cheese. Life in 'Year One'. Language was Aramaic. Religion was Judaism. Unfair society, unfair taxation. Administered by the Roman's. · Stories in the Bible first collated into the Bible in 400AD The Vulgate (old and new testament) Qin Dynasty 		
	<p>Alternative Era study: 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>	<ul style="list-style-type: none"> People: AD570-632 birth of Mohammad, Caliph, 780AD Persian 'Father of Algebra' al – Khwarizmi Events: 610 AD – Islam begins when Muhammed receives the first revelations of the Quran; 622 – Muhammad 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 <p>See below for timeline of events for <u>teacher</u> information:</p> <p>- 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.</p> <p>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"> Landmarks: Mecca , the Islamic World Centre; House of Wisdom in Baghdad 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. 	<p>vocabulary: archaeology order, sequence, before, after, 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>	

		<ul style="list-style-type: none"> • Technological: Ibn Sina 'encyclopaedia of medicine; astronomy for navigation; Islamic paper makers devised assembly-line methods of hand-copying manuscripts; inventions - coffee, soap bar, toothpaste, shampoo, stained glass and quartz glass, Persian carpet, and a celestial globe. • Social and economic: Highly productive agriculture: Newly adopted crops combined with an increased mechanization of agriculture led to major changes in the economy, population distribution, vegetation cover, agricultural production and income, population levels, urban growth, the distribution of the labour force, cooking and diet, clothing, and numerous other aspects of life in the Islamic world. Sea trade networks extended from the Atlantic Ocean and the Mediterranean Sea in the west to the Indian Ocean and China Sea in the east; polymaths. <p>Meanwhile: See above Mayan civilisation section.</p>		
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Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 5

Key Concept	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history. civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Period study: Roman empire its impact on Britain (43 BC – AD 410)</p> <p>Era study: The Roman Empire (740 BC – AD 410)</p> <p>Period study: The achievements of the Ancient Egypt civilizations - The New Kingdom (1520 BC to 1075 BC)</p>	<p>• People: Boudicca & Icenii tribe, Emperor Claudius, Hadrian, Antonius Pius (caesars invasion of Britain was not successful)</p> <p>• Events: AD 61 Icenii revolt, AD 43 Invasion of Claudius, Hadrian’s wall c. AD122, Antonine Wall in c. AD140.</p> <p>• Landmarks: Roman villas in Caerleon and Caerwent, Lullingstone, Chedworth, Chester, Bath</p> <p>• Religious: Combined Roman and Local Celtic gods, a process called 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 Coventina. 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.</p> <p>• Cultural: 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</p> <p>• Technological: Roman roads, bath houses (see below)</p> <p>• Social and economic: Port in London, Capital in Colchester, Vindolanda letters which encompasses lives of women and children</p> <p>• Hierarchy: Military garrisons and barracks.</p> <p>Meanwhile:</p> <p>• Nationally: Picts in North Britain.</p> <p>• Globally: See below The Roman Empire (740 BC – AD 410)</p> <p>• People: - Roman Republic: Brutus, Antony, Caesar, - Julio- Claudian Dynasty: Augustus (Tiberius, Caligula), Claudius, Nero, - Five good emperors: Vespasian, Trajan, Hadrian, Pius - Severan Dynasty/Crisis of the 3rd century (Goths, Gauls, Visigoths-create turmoil in Empire) /Tetrarchy - Christian Empire</p> <p>• Events: mythology of Romulus & Remus, Hannibal crossing the alps, Caesar’s assassination by Brutus, Augustus as the first emperor, Claudius’ invasion of Britain, 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>• Landmarks: Pantheon, Colosseum, Trajan’s Column, Hadrian’s wall, Partheon</p> <p>• Religious: Polytheistic: 12 principal deities known as Di Consentes in the Roman Pantheon: Jupiter, Juno & 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). Other gods revered from overseas e.g. Mithras. Later, shift to Christianity.</p> <p>• Cultural: (heavily influenced by Greeks), bathing, religion, sculpture, status symbols, gladiatorial games, meals & food- decadence, circus (chariot racing), music, painting/art/mosaics in homes/villas,</p> <p>• Technological: concrete, roads, aqueducts, bridges, cranes, drainage, Amphitheatre, central heating</p> <p>• Social and economic: villas, baths, traders (Ostia-piazza of corporations), river Tiber, men & women</p> <p>• Hierarchy: republic formed in c. 500 BC, Imperial era c. 27 BC, Augustus as first emperor, slaves</p> <p>Meanwhile:</p> <p>• Nationally: Celts, Boudicca in AD61 & Icenii Tribe, Invasion of Britain c. 43 AD</p> <p>• 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>Further vocabulary: 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, continuity, change, cause and consequence, similarity, difference, democracy, civilisation, empire</p> <p>Abstract terms: Military, restoration, invasion, conquer, assassination, polytheistic, monotheistic, mythology, trade, traders, aqueducts, status, republic, empire, gladiator, dynasty, imperial, emperor, resistance, pharaoh, king, worship, usurped, prosper, expedition, independence, pyramid, obelisk.</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> • Use dates and terms accurately. • Establish clear narratives within and across periods studied, placing current study on time lines in relation to other eras and periods studied. • Know and sequence key events of periods and eras alongside examples of evidence. • Aware of comparisons/connections, contrasts and trends over time. • Understand the concept of change over time, showing this on a timeline. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> • Regularly address and devise historically valid questions * (of concepts in part 4 below). • Construct informed responses using historical vocabulary, including: appropriate dates, time period, era, change, chronology, social, technological, religious, political and cultural. • Selecting, organising and debating the validity relevant historical information to in response to historical questions. • Begin to identify primary and secondary sources, selecting relevant sections of information. • Presenting understanding to others using cause and effect language (e.g consequently, for this reason), due the facts; contrasting language (e.g.) even though, however, on the other hand). <p>3. Interpretations of history</p> <ul style="list-style-type: none"> • Identify varied sources of evidence to answer an historical question, giving reasons for their choices. • Select, use and compare suitable sources of evidence to deduce and answer a historical question, including drawing upon sources of fact or fiction that offer some reasons for different versions of events. • Use varied sources of evidence to back their opinion/ follow a line of enquiry. <p>4. Historical questioning and understanding</p> <p>4a) Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>4b) Cause and consequence: Identify and give reasons for, results of, historical events, situations, changes</p> <p>4c) Similarity / Difference within a period/situation (diversity): Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p> <p>4d) Significance of events / people: Identify historically significant people and events in situations</p>

		<p>preserved workman's village of Deir el Medina (wealth of resources on life, gender, religions, status etc.). Tutankhamun's death (either chariot crash, assassination, illness), Ay (his uncle) takes charge, followed shortly but Horemheb, who was a military general due to lack of an heir. Battle of Qadesh against the Hittites, neither side won but Rameses makes peace with them and depicts himself as the victor. Following this is a period of almost 70 years of rule where the kingdom is prospering and building work on a grand scale. Including Rameses III defeating the Sea Peoples in 1190. This continues until Nubia and Kush regain their independence and begins the 3rd intermediate period (political unrest). - Landmarks: Hatshepsut's mortuary temple, Thutmose III obelisks, Akhenaten Art, Tutankhamun's tomb, Valley of the Kings, Deir-el-Medina, Tomb of Kha & Merit, Seti I tomb, Rameses the Great (II) tomb, temples etc.</p> <ul style="list-style-type: none"> • Religious: Polytheism: Amun, Ra, Aten, Osiris, Isis, Hathor, Horus, Set, Thoth, Taweret, Nephthys, Sobek, Seth, Ptah. Each god is the god of 'something' and is generally portrayed with symbols that represent themselves as rulers, and what they are the god of. They also have an animals head to represent this as well. Can be linked with burial and mummification process too including the book of the Dead and the judgement where the feather of Maat is weighed against the heart to assess worthiness to enter the afterlife. -(with 20 years in Akhenaten where he pushes for monotheism-Aten (the sun-disk). Pharaoh revered as the incarnation of Horus. Kingdom has many symbols and amulets of good luck/safety charms to protect pharaohs and people alike. Buried with all their possessions to use in the afterlife- e.g. Tutankhamun's tomb. • Cultural: Art in tombs heavy focus on presenting military victories and trade to far off lands, obelisks, mortuary temples, all with strong religious connotations. Shift in art during Akhenaten's reign would make a good comparison. Death mask and gold in tombs. • Technological: The technology of this period is continued from the Old Kingdom so focus in Year 6. • Social and economic: Use of Deir-el-Medina to look at artefacts of the people, women, children, life, jobs, ordinary people's tombs, stele to the gods etc. • Hierarchy: Pharaohs, military commanders, compare to workman's village <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: Later use of Stonehenge and Wessex culture in Southern Britain., early Bronze Age. • Globally: Minoans & Mycenaeans in Greece with citadels until c. 1200 BC, the Olmec Culture in Mexico in c. 1500 BC and use of hieroglyphics in writing, c.1766-1027 BC the Shang Dynasty in China 		
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Key Concepts, Knowledge, Vocabulary and Skills - Historians: Year 6

Key Concept	Contexts	Key Knowledge and Vocabulary		Skills
<p>Historical records establish the dates of past events and their order in time. This is known as chronology.</p> <p>The past is divided up into eras or periods and these are concurrent with other eras or periods.</p> <p>Historical periods have religious, cultural, technological, social and economic and hierarchical structures.</p> <p>Some events or people are or could be given special significance in history.</p> <p>Some abstract terms are prevalent throughout history. civilization, empire, invasion, rulership, inheritance, tyranny, rebellion</p> <p>People and events in history can be interpreted differently by people both at the time and later.</p>	<p>Era study: Changes in Britain from the Stone Age (2.5 million-2300BC), Bronze Age to the start of Iron Age (800 BC)</p> <p>Era study: Ancient Greek life and achievements and their influence on the western world (800 BC - 146 AD)</p>	<ul style="list-style-type: none"> • People: Neanderthals; Homo-sapiens, Palaeolithic and Mesolithic people (nomadic hunter gatherers). Cheddar Man (7150BC), • Events: The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic 8000-4500BC (middle Stone Age) and the Neolithic 4500BC – 2300BC (new Stone Age); 6000BC, Britain becomes an Island as the land bridge joining Britain to Europe flooded as the sea level rose • Landmarks: Stonehenge, Avebury, Marden henge; Long barrows (Neolithic), round barrows (Bronze age); Grimes Graves • Religious: Long and round barrows, religious ceremonies; • Cultural: • Technological: smelting metal in the Bronze Age began in the British Isles; Flint used for making stone tools and other stones, such as chert and obsidian used; Bronze is an alloy or mixture of tin and copper. Bronze alloy is harder than either of the metals from which it is made and so used to make a greater range of tools and weapons than had previously. • Social and economic: 4200BC (Neolithic) First evidence of farming (Skae Brae) Farming quickly spread all across the British Isles. Land is cleared, wheat and barley planted, and herds of domesticated sheep, cattle, and pigs raised. Bronze Age people developed early writing and other important advances included irrigation, the wheel; the potter’s wheel; textile production; Beaker culture • Hierarchy: Metal traders (wealthiest people) <p>Meanwhile:</p> <p>Nationally: In Britain, the Bronze Age started around 2100BC and ended around 650BC. Globally: Bronze Age civilisations include those of the ancient Egypt (1136-1327 Tutankhamun rules, Mesopotamia, Mycenae, the Indus Valley and the Shang Dynasty in China.</p>	<p>Further vocabulary: decade, century, timeline, time period, evidence, historical enquiry, source, primary source, secondary source ancient, modern, remains, ruins, artefact, replica, archaeology interpretation, AD, BC propaganda, opinion, continuity, change, cause and consequence, similarity, difference. local, regional, national, international history, cultural economic, military political, religious and social history</p> <p>Abstract terms: Homo-sapiens, evolution, nomadic, ancestors, migration, hunter-gatherer, domesticated, irrigation, farming, surplus, traders, wealth, establishment, hierarchy, philosophy, astronomy, astrology, classical, politics, literature, democracy, oligarchy, Hellenistic, deities, Pantheon, sanctuary, oracles, Doric, Ionic, Corinthian, columns, city-states, citizens, hierarchy, turmoil, dissolution, papyrus, language, etymology, alphabet, agrarian</p>	<p>1. Chronology</p> <ul style="list-style-type: none"> • Use dates and terms accurately and use relevant dates and terms sequencing up to ten events on a time line. • Establish clear narratives within and across periods studied, placing current study (period, era, events, people on time lines in relation to other eras and periods studied. • Use relevant dates and terms sequencing up to ten events on a time line. • Understand the concept of change and continuity over time. <p>2. Historical enquiry - Using evidence and communicating ideas</p> <ul style="list-style-type: none"> • Regularly address and devise historically valid questions * (of concepts in part 4 below). • Construct informed responses using historical vocabulary, including: appropriate dates, time period, era, change, chronology continuity, social, technological, religious, political and cultural. • Selecting, organising and debating the validity relevant historical information to in response to historical questions. • Begin to identify primary and secondary sources, selecting relevant sections of information. • Presenting understanding to others using cause and effect language (e.g consequently, for this reason), due the facts; contrasting language (e.g.) even though, however, on the other hand). • Use innovative ideas to present information. <p>3. Interpretations of history</p> <ul style="list-style-type: none"> • Identify varied sources, primary and secondary, of evidence to answer an historical question, giving reasons for their choices. • Select, use and compare suitable sources of evidence to deduce and answer a historical question. This includes: <ul style="list-style-type: none"> - linking sources and working out how conclusions were arrived - checking the accuracy of interpretations – fact or fiction and opinion -suggesting omissions - aware that different evidence will lead to different conclusions. - evidence to back their opinion <p>4. Historical questioning and understanding</p> <p>4a) Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>4b) Cause and consequence: Identify and give reasons for, results of, historical events, situations, changes</p> <p>4c) Similarity / Difference within a period/situation (diversity): Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p> <p>4d) Significance of events / people: Identify historically significant people and events in situations</p>
<ul style="list-style-type: none"> • People: Homer, Alexander the Great, Leonidas • Events: Greek poet Homer writing c. 800BC. Olympic games in Greece 776BC. Classical Greece c. 500-338BC: being the great age of city-states and included ideas of art, architecture, literature, drama, politics, philosophy, science and history. Throughout this period there were wars between Persia and Greece e.g. battle of Marathon, Plataea and also the Peloponnesian Wars. 480 BC Battle of Thermopylae, Persian empire vs. Greek city states led by Sparta. In the later part of the Classical period, Alexander the Great led the Greeks to reach their peak. He extended their rule as far as India, whilst also still battling with Persians and this was referred to as the Hellenistic Age. After his death, there was a power struggle that divided the kingdom into three which led to continued unrest and the 3 Punic wars until they finally became part of the Roman Empire in 146AD following the Battle of Carthage. • Landmarks: Acropolis of Athens, Pantheon Temple in Athens, Temple of Olympian Zeus, Sanctuary of Delphi, Epidaurus- Ancient Greek Theatre, the Temple of Artemis (the 2nd of the seven wonders of the world). • Religious: Polytheistic: 12 principal deities known as Di Consentes in the Roman Pantheon: Zeus, Hera & Athena (The Capitoline Triad); Poseidon, Aphrodite, Ares, Apollo, Artemis, Hephaestus, Hestia, Hermes, Demeter, Hades (these link to the 12 Roman Gods looked at in Year 5). Other cultural/religious tales: Icarus (flew to close to the sun), Sisyphus (condemned to rolling the boulder up the hill) • Cultural: Art was intricate, realistic and lifelike. Panhellenic games which led to the Olympic Games e.g. leading to the marathon event. Literature and plays performed in theatres, actors travelled from place to place. The library at Alexandria which had the aim to compile all works of authors. Actors also used Greek comedy masks in their performances. Philosophy developed in this period too e.g. the work of Socrates. As well as mathematics e.g. the work of Archimedes & Pythagorus. Oracles e.g. Delphi- Temple of Apollo. Use of music in ceremonies and religious festivals. • Technological: Doric, Ionic and Corinthian columns on the buildings and architecture. Engineering feats included the water mill, screws, catapults. Then in thinking included 				

		<p>philosophy, mathematics, astronomy, astrology, movement of the planets, surveying and map making.</p> <ul style="list-style-type: none"> • Social and economic: Women, children and slaves were not considered as citizens so not entitled to vote. Duty for men to take part otherwise they would receive a fine. Used one of the earliest forms of coins called the Drachma (starting in 600BC-before that it was battering) and Greek workers had a daily wage which was three times the amount of an Egyptian worker. Boys went to school and a heavy focus on sports and warfare. Girls stayed at home with their mothers and families. • Hierarchy: change in the classical period in Athens from an Oligarchy to what we know now as a democracy where the citizens assembly would meet (Ecclesia). <p>Meanwhile: Nationally: Iron Age Globally: Persian Empire from 600BC including Cyrus the Great in 550BC, Romans (See Year 5), Olmecs in South America,</p>		
	<p>Period study: The achievements of the Ancient Egypt civilizations - The Old Kingdom (2575 BC to 2150 BC)</p>	<ul style="list-style-type: none"> • People: Menes, Narmer, Djoser as the first king, Snefru, Khufu and Khafra. (only termed pharaohs in the New Kingdom) • Events: c. 5000BC farming begins and c. 3300 the country was organized into Upper and Lower Egypt and the Egyptians formed their hieroglyphics. In c. 3100 BC these were united by Menes. The building of the Pyramids and the connections with Nubia. • Landmarks: Also known as the 'Age of the Pyramids' included the Step pyramid of Djoser, Bent Pyramid of Sneferu, Red Pyramid, as well as the Great Pyramid, Sphinx of Khufu and Khafra. • Culture: art holds more of a functional role in uniting civilisation, asserting rule and speaking to the gods. Include discussion of the Rosetta Stone, through using Greek in order to read the Demotic Script of the Egyptians. • Technology: Use of the Nile (links to Geography)- papyrus, farming, irrigation, crops, fish, transport and boats, use of the Shaduf (moving water out of the Nile). Feats of engineering to build the Pyramids including the use of ropes, levers and ramps. Starting the use of metals to build suitable ships for trading. Creating a surplus that therefore civilisation can occur. • Social and Economic: People as farmers and the workforce, economy is a system of bartering goods from the land (agrarian society) · Hierarchy: king's rule, slaves, military <p>Meanwhile:</p> <ul style="list-style-type: none"> • Nationally: Stonehenge • Globally: Mesopotamia (in what is now Iraq) Development of an alphabet c.3200BC, 		

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 key concepts outlined will be revisited in every historical context year on year. It is more helpful to children to build layers of meaning through a holistic view of historical contexts; this means when we explore a period or era in time, we can also explore the lives of people, including those of consider of special significance; at the same time we explore the religious, cultural, technological, social and economic and hierarchical structures and at the same time, we revisit abstract terms are prevalent throughout history, such as civilization, empire, invasion, rulership, tyranny, rebellion.

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'.

Research sources:

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