

History Curriculum Intent

At Meynell, we aspire to help our children develop as historians through a range of learning experiences that are underpinned by our key intentions for learning in this subject:

1. It is our intention that all children will develop a sense of chronological understanding across British, world and **community** history as they move through school, giving them an understanding of key historical terms, dates and periods which will, in turn, allow them to notice and discuss contrasts, trends and connections.
2. It is our intention that children are will gain a wide range and depth of historical knowledge based around key events and people, including identifying inspirational people who have achieved despite adversity.
3. It is our intention that children will be able to use their understanding to reflect and know how the presence or lack of **fairness** in various forms has shaped society.
4. It is our intention that children acquire the necessary skills to investigate and interpret events using a range of sources of evidence that address questions about change, cause, similarity, difference and significance. In order for children to become historians, we will use sources of evidence to construct knowledge about the past. Children will note connections, contrasts and trends over time.
5. It is our intention that children’s **aspirations** will be raised through reflection of events that have taken place in the past and be able to discuss how they have impacted on our lives today.
6. It is our intention that children will understand how history has shaped our current society, including how historical events and discoveries have impacted upon our understanding of **health** through history and in modern times.
7. It is our intention that children develop a progressive historical vocabulary that enables them to express their ideas and opinions.
8. It is our intention that children’s historical understanding supports them to be prepared for the outside world and equipped to be successful in further education and employment.

Curriculum Drivers



EYFS	
2	Begin their life journey with photographs of when they were a baby and now
3/4	Look at the children's life stories and their families – through discussion of photographs and information from home making a timeline on which to add Have they changed since they first started nursery? What can they do now that they couldn't when they first started nursery? Look through their personal timeline

KS1

Long term History plan						
	A1	A2	S1	S2	SU1	SU2
FS2	Owl Babies (History)	Nativity story (History)	Peepo (History)	Jack and the bean stalk (History)	Celebrations (History)	Little Red Riding Hood (history)
Y1	What is shopping, and how has it changed over time? (History) Everyday materials	Where do leaves go in the winter? (Seasonal changes)	Where we live is brilliant. (Geography)	What makes a plant? (Plants)	What is transport, and how has it changed over time? (History)	What are deserts? (Geography)
Y2	What was the Great Fire of London, and what consequences did it have? (History) How can materials change?	What makes a good habitat? (Living things and their habitats)	Can you tell a Tinga Tinga tale? (Geography)	How can we stay healthy? (Animals including humans)	What is nursing, and what famous nurses have lived in Britain? (History)	Why is water important? (Geography) How do you grow a plant? Plants

KS2

	A1	A2	S1	S2	SU1	SU2
Y3	When did most people change from a nomadic way of life to settled agriculture and how did this happen? (History) How can we attract and repel? Forces and magnets	How does our body support itself? (Animals including humans)	Peak District (UK based Geography)	How do plants survive? (Plants) What stops it being dark? Light	Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation? (History)	Why is Poland popular with tourists? (Geography) Can we make a circuit? Electricity
Y4	Why is ancient Greece considered to be so influential to the modern world? (History) What was the Roman Empire, and how did it impact Britain and the wider world? (History)	What happens to the food we eat? (Animals including humans)	What makes the earth angry? (Geography) What makes a rock? Rocks	Can we classify like a scientist? (Living things and their habitats)	Who were the Anglo-Saxons and how did they change Britain? (History) How do we hear? Sound	Where does water come from? (Geography) What are the states of matter? States of matter
Y5	What can the historical kingdom of Benin tell us about the different ways of seeing history? (History)	Will we ever send another human into space? (Earth and space)	Biomes (Geography) What is a life cycle? (Living things and their habitats)	Are these changes reversible? (States of matter)	Who were the Vikings and the Normans, and how did they change Britain? (History) What is a force? (Forces and Magnets)	Why are bananas so important? (Geography) How do humans grow? Animals including humans
Y6	What were the causes and consequences of World War 2? (History)	What would a journey through your body look like? (Animals including humans)	Sheffield (Geography)	Can we make a bulb shine brighter? (Electricity) What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today? (History)	What are civil rights and human rights, and what notable figures have contributed to their advance? (History) How do we see light? (Light)	Why does migration matter? (Geography) (Living things and their habitats) + How have things changed over time? (Evolution and inheritance)

History Progression									
	2 Year old	3 Year old	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Substantive Knowledge</b> Topic knowledge	Has a sense of own immediate family and relations.  In pretend play imitates everyday actions and events from own family and cultural background.  Shows affection and concern for people who are special to them. Learns they have similarities and differences that connect them to and distinguish them from others.	Recognises and describes special times for families or friends. Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own lives.  Can retell a simple past event in correct order.  Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Recognises and describes special times for family or friends.	Children talk about past and present events in their own lives and lives of family members. Sort into old and new.  Talk about significant events in their own experience.  Ask a 'what' question  Know about similarities and differences between themselves and others, and among families, communities and tradition.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – <u>What is shopping, and how has it changed over time?</u>  Significant historical events, people and places in their own locality – <u>What is transport, and how has it changed over time?</u>	Events beyond living memory that are significant nationally or globally – <u>What was the Great Fire of London, and what consequences did it have?</u>  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. <u>What is nursing, and what famous nurses have lived in Britain?</u>	Changes in Britain from the Stone Age to the Iron Age – <u>When did most people change from a nomadic way of life to settled agriculture and how did this happen?</u>  The achievements of the earliest civilizations - <u>Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?</u>	Ancient Greece – a study of Greek life and achievements and their influence on the Western world - <u>Why is ancient Greece considered to be so influential to the modern world? (History)</u>  The Roman Empire and its impact on Britain. <u>What was the Roman Empire, and how did it impact Britain and the wider world?</u>  Britain's settlement by Anglo-Saxons and Scots. Who were the early law makers? <u>Who were the Anglo-Saxons and how did they change Britain?</u>	A non-European society that provides contrasts with British history – <u>What can the historical kingdom of Benin tell us about the different ways of seeing history?</u>  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – <u>Who were the Vikings and the Normans, and how did they change Britain?</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <u>What were the causes and consequences of World War 2?</u>  A local history study – <u>What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today?</u>  <u>What are civil rights and human rights, and what notable figures have contributed to their advance?</u>
<b>Substantive Knowledge</b> Chronological knowledge				Develop an awareness of the past  Use common words and phrases related to the passing of time	Develop an awareness of the past  Use common words and phrases related to the passing of time  Know where all people/events studied fit into a chronological framework  Identify similarities and differences between periods	Develop chronologically secure knowledge of history	Understand the sequence of key events within the time periods studied. (This should not necessarily cover all main events)  Establish clear narratives within and across periods studied  Note connections, contrasts and trends over time	Extend their chronologically secure knowledge of history within the time period studied (This should not necessarily cover all main events)  Identify some significant events within the time period studied.  Make comparisons between different times in the past.	Extend and deepen their chronologically secure knowledge of history within the time period studied. (This should not necessarily cover all main events)  Identify significant events, make connections and analyse trends over time within the time period studied.  Begin to make connections and analyse trends over longer arcs of time.  Begin to question the security of historians' understanding of time periods.
<b>Substantive Concepts</b> Historical terms				environment, leisure, migrate, modern, pollution, travel goods, online, past, services, technology, transport	privilege, profession, superstition, significance, destroyed, diary, event, historian, improvements, monument	Invention, Oral tradition, King, century, irrigation, millennium, ruler, stability, tomb, AD, BC, age, agriculture, artefact, clan, common, prehistory, tribe, weapon, fort	Descendent, exile, inhabitants, supremacy, population barter, corruption, dictator, emperor, engineering, pragmatism, republic, tax, treaty	chronicle, provocation, seafarer consumption, distribution, hostility, property, worship	apartheid, civil rights, discrimination, human rights, resistance, segregation, Cholera, tsunami, alliance, anti-Semitism, evacuation, manufacture, morale, negotiation, refugee, dictator
<b>Key Vocabulary</b>									
<b>Disciplinary Knowledge</b> Historical enquiry  (Knowledge of how historians use sources of evidence to construct knowledge about the past)				Ask and answer questions  Begin to understand some ways we find out about the past (Find answers to simple questions about the past from sources e.g. artefacts)  Choose and use parts of stories to show understanding of concepts (e.g. cause and consequence, change, similarity and difference)	Ask and answer questions  Understand some ways we find out about the past (observe and handle sources to answer questions about the past based on simple observations.)  Choose and use parts of stories and other sources to show understanding of concepts (e.g. cause and consequence, change, similarity and difference)	Ask a variety of historically valid questions  Use a range of sources to find out about a time period. Begin to use this evidence to build up a picture of a past event.	Ask a variety of historically valid questions  Choose an increasingly wide range of material (sources) to represent one aspect of life in time studied. Use this evidence to build up a picture of a past event.	Regularly address and sometimes devise historically valid questions  Understand how knowledge of the past is constructed from a range of sources  Construct informed responses  Bring knowledge gathered from several accounts together in a fluent written account	Pursue historically valid enquiries  Understand how different types of sources are used to make historical claims. (Consider the context and views of the historian's account being studied)  Construct informed responses  Construct informed responses from other historians' interpretations.  Bring knowledge gathered from several accounts together in a fluent written account
<b>Disciplinary Knowledge</b> Interpretations of history (How do historians analyse the past?)				Use stories to encourage children to distinguish between fact and fiction.	Compare 2 versions of a past event.	Begin to identify and give reasons for different ways the past is represented.	Begin to ask historically relevant questions about the sources being used.	Compare accounts of events from different sources  Compare historians' interpretation of an event	Understand how conclusions from historians were reached.  Consider ways of checking the accuracy of interpretations.

				Compare adults talking about the past – how reliable are their memories?	Compare pictures/photographs of events and/or people from the past.  Identify ways in which the past is represented.	Distinguish between different sources or historical accounts – compare different versions of the same story.  Look at varied representations of the period – museums, cartoons etc.	Understand that different versions of the past may exist, giving some reasons for this.  A common misconception developed by pupils is that bias in a source is a bad thing; teachers should focus on what bias in a source means for its analysis.	Offer reasons for different versions of events based on other historian’s accounts.	Understand that different evidence will lead to different conclusions. A common misconception is when pupils treat interpretations as fixed or given: different interpretations exist and can change in accordance with evidence and different means of analysis.  Begin to think about how and why contrasting arguments or interpretations of the past have been constructed
<b>Key Concepts</b> Continuity and Change (in and between periods)			Look closely at similarities, differences, patterns and change  Develop understanding of growth, decay and changes over time	Identify similarities and differences between ways of life at different times <b>Autumn 2 History Question</b> <b>Why do we wear poppies?</b>  Know the past can be described in different ways – old, new, today, yesterday, long ago, when I was little.	Understand a world existed before they and those around them were born but their world today is connected to the past.  Know all people in the past did not live at the same time.	Know a world existed before they and those around them were born – some things occurring many years ago before there were ways of writing about the past.	Know the past can be described in different ways – dates, period labels, divisions such as decade, century etc.  Know that change does not always mean progress. There can be bad/negative changes.	Identify and explain change and continuity within and across periods  A common misconception that pupils hold, which can be addressed through explicit teaching, is that change is a discrete series rather than a continuous process.	Know there are difference between change, progress and development.  Know that there is a difference between source and evidence. The source is the information but it is the historian who uses it as evidence to help answer a question. Historians should ask many questions about a source.
<b>Key Concepts</b> Cause and Consequence			Question why things happen and give explanations	Know that events usually happen for a reason <b>Autumn 2 History Question</b> <b>What do poppies represent?</b>	Recognise why people did things, why events happened and what happened as a result <b>Autumn 2 History Question</b> <b>How did children help during the great war?</b>	Know the past was different from today: some things have changed (slowly or quickly) but some things are the same.	Know it is not always easy to work out why things happened and why people did or thought things.	Describe how and why civilisations formed.  Know reasons and events usually lead to results (sometimes more than one) but things did not always turn out as planned.	Analyse / explain reasons for, and results of, historical events, situations and changes.
<b>Key Concepts</b> Similarity/ Difference (within a period/situation)			Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society  Know we can find out about the past from different clues from that particular time.	Know that people in the past did not always think the same things were as important in their lives as we do today.  Know we can tell different stories about the same history	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Describe social, cultural, religious and ethnic diversity in Britain & the wider world.  Know that people in the past did not know the same as we do today, but they were not less intelligent. When things happened, it was often confusing and uncertain for people and they did not know how things would turn out.	Know that we can never know everything that happened in the past so it means that we have to work out things that are likely to have happened and that means giving ideas and opinions rather than facts.	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
<b>Key Concepts</b> Significance (Of events / people)			Recognise and describe special times or events for family or friends	Talk about who was important eg in a simple historical account	Understand that we can never know everything that happened in the past  Know that not everyone in the past thought the same.  We can disagree about what was happening in the past and it does not mean that some people are wrong.	Identify historically significant people and events in situations <b>Autumn 2 History Question</b> <b>Who do we remember?</b>  Know that human time is only a small part of time  Know we find out about the past from different sorts of information/sources. Some parts of history has many sources but others have very few	Know that people in the past had feelings and emotions and had reasons for their actions. <b>Autumn 2 History Question</b> <b>All soldiers are happy to be at war</b>  Know not all history has been fair to all people and groups. Sometimes this is deliberate and at other times accidental.  Know that it is better when we find more than one piece of information/source for our topic.	Consider/explain the significance of events, people and developments in their context and in the present.  Know that not all information is equally significant or important.  Know that all sources can provide us with information, but that the reliability of the source depends on the questions that we are asking. No source is inherently reliable or unreliable.  Consider historical silence: why things haven’t been considered significant <b>Autumn 2 History Question</b> <b>Do we remember everyone who fights in the war equally?</b>	Know that we can put together a story/account about the past in different ways. It can be different if we use different information or have views about what is important. This does not mean one version is right and one is wrong. A common misconception is that pupils think some events are inherently significant rather than understanding that this status has been ascribed to them. <b>Autumn 2 History Question</b> <b>German and British soldiers hated each other during world War One. Do you agree?</b>  Know that we need to be careful when using any evidence from the past e.g. it can be inaccurate, incomplete or unfair. With care, however, we can make use of all the information – it always tells us something about the past.

Substantive Concepts

	Autumn 1	Spring 2	Summer 1
Y6	World War 2 Industry Invasion Ruler (dictator)	Dale Dyke Dam Industry Change	Civil Rights and Human Rights Civilisation
Y5	Benin Ruler (Oba) Civilisation		Vikings and Normans Ruler (Monarch) Civilisation
Y4	Ancient Greece Civilisation Invasion Change The Romans Ruler (Emperor) Civilisation Invasion		Anglo-Saxons Invasion
Y3	Stone Age – Iron Age Civilisation		Ancient Egypt Ruler (King and Queen) Civilisation Invasion
KS1	The Great Fire of London Industry Ruler (King) Change		Nursing Industry Change
	Shopping Industry Change		Transport Industry Change

Substantive Concepts	Year groups	Vocabulary within the history units
1. Industry	1,2,3,4,5,6	services, bartering, professions, engineering, agriculture, consumption, distribution, manufacturing
2. Ruler	2,3,4,5,6	King, ruler, emperor, monarchy, dictator
3. Civilisation	3,4,5,6	emigrate, clan, tribe, inhabitants, exile, property, refugee
4. Invasion	4,5,6	weapons, treaty, corruption
5. Change	1,2,4,6	past, destroyed, improvements, stability human rights, civil rights

Medium term History plan FS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lead topic question	Owl Babies How have we changed in our lives?	Nativity Story What do Christians think happened in the past?	Peepo What is the same and different in the past?	Jack and the bean stalk Would we pay in the same way now?	Celebration How have different religions celebrated over time?	Little Red Riding Hood What are our Grandparents like?
Previous Learning	Begin their life journey with photographs of when they were a baby and nowBegin their life journey with photographs of when they were a baby and now. Look at the children's life stories and their families – through discussion of photographs and information from home making a timeline on which to add		Have they changed since they first started nursery? What can they do now that they couldn't when they first started nursery? Look through their personal timeline			Look at the children's life stories and their families – through discussion of photographs and information from home making a timeline on which to add
New Vocabulary	Baby Adult	Celebration Christmas	Same Different Past Present	First Next Then Finally	Celebrate	Family Grandparent Old Young

Medium term History plan Year 1		
	Autumn 1	Summer 1
<b>Whole school drivers</b>	Equality	Fairness
Lead topic question	What is shopping, and how has it changed over time?	What is transport, and how has it changed over time?
Substantive Concepts (Historical Terms)	Industry Change	Industry Change
Previous Vocabulary	now then	goods, online, past, services, technology, transport
New Vocabulary	goods, online, past, services, technology, transport	environment, leisure, migrate, modern, pollution, travel
Substantive knowledge	Substantive knowledge at Meynell includes <b>1. Topic knowledge</b> of the period being studied. <b>2. Chronological knowledge</b> within and across time periods. <b>3. Substantive concepts</b> which occur frequently throughout the study of history	
Disciplinary knowledge	Disciplinary knowledge at Meynell includes: <b>4. Knowledge of history as a discipline</b> (how do historians analyse the past?) <b>5. Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.	
Progression coverage	Overarching enquiry question: What is shopping, and how has it changed over time?  <div style="border: 1px solid black; padding: 5px;"> <b>Learning Question 1: What is shopping?</b> <ul style="list-style-type: none"> <li>Know that people shop for things they want and need, such as food and clothes</li> <li>Know that the way that people shop now has changed a lot since the time when the class's parents/grandparents/carers were young children</li> <li style="color: green;">Know that the time before now is called the past</li> <li style="color: green;">Know that history is the study of the past, in particular the changes over time that have occurred within human society</li> <li>Know that people can buy things by going to a shop</li> <li>Know that some shops, like supermarkets, sell a wide range of different things; know that other shops, like newsagents, butchers, bakers and greengrocers, sell a narrower range of things; know that supermarkets tend to be big shops while shops that sell a narrower range of things tend to be smaller</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 2: What are goods and services?</b> <ul style="list-style-type: none"> <li>Know that people buy goods and services; know that goods are objects that people buy and that services are helpful things that people are paid to do</li> <li>Know that food, clothes and toys are examples of goods; know that hairdressing, repairing broken technology and banking are types of service</li> <li>Know that some shops sell goods, some shops sell services and some do both (e.g. post offices)</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 3: How has shopping changed over time? (Continuity and Change)</b> <ul style="list-style-type: none"> <li>Know that some shopping is done online; this means that people use their computer to buy goods and services from people without having to go their shop in person; know that shopping online means that goods are delivered to people in the post</li> <li>Know that goods (and letters) are delivered all over the world and are brought to our homes by postmen and delivery drivers</li> <li>Know that people haven't always shopped online; know that when their parents/grandparents/carers were young children, people did not shop online and did almost all of their shopping in person.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 4: How has payment changed over time?</b> <ul style="list-style-type: none"> <li>Know that how we pay for shopping has changed since their parents/grandparents/carers were young children</li> <li>Know that people used to mostly pay for things using cash, i.e. coins and notes; know that this involved sometimes giving too much cash and getting change back</li> <li>Know that people still sometimes use cash to pay for things, but that many goods and services are bought in shops using a card; sometimes this card is just put near a machine which beeps to show that the money will be taken</li> <li>Know that banks keep money safe and when people pay with a card, the money is taken from the buyer's bank account</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 5: How has the way we use shops changed over time?</b> <ul style="list-style-type: none"> <li>Know that people who work in shops are paid money in return for working there; know that people earn money so that they can buy things like clothes, food and other things they need or want</li> <li>Know that when we buy goods in some shops we can sometimes use a machine buy the good without having to interact with a person; this is called self-service</li> <li>Know what a self-service machine in a supermarket looks like</li> </ul> </div>	Overarching enquiry question: What is transport, and how has it changed over time?  <div style="border: 1px solid black; padding: 5px;"> <b>Learning Question 1: What is the meaning of the past?</b> <ul style="list-style-type: none"> <li>Know that a world existed before both the children and those around them were born.</li> <li>Know there are different ways of describing the past such as days of the week, seasons, and words like yesterday, today, long ago, new, old.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 2: What is a timeline and how does it show us something about the past?</b> <ul style="list-style-type: none"> <li>Know that - except for walking - the modes of transport that we use have been invented by people as ways to get from place to place quickly</li> <li>Know that these different modes of transport were not all invented at the same time; use the timeline to recognise the order in which certain modes of transport were invented</li> <li>Know and use the words "before", "after", "earlier", "later" and "in (year)" to describe when these modes of transport were invented</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 3: What is transport?</b> <ul style="list-style-type: none"> <li>Know that in the modern world in which we live, it is easier to get from place to place than it was in the past; know that this is because there are lots of modes of transport that we can use</li> <li>Know that we can travel on foot, on bikes, in cars, on buses, on trains, on boats and on aeroplanes; recognise these different modes of transport</li> <li>Know that we choose different modes of transport depending on how far we have to travel; know that walking, scooters and bikes are best for short journeys and that cars, buses, trains, boats and aeroplanes are best for long journeys</li> <li>Know that cars and buses travel on the road, that trains travel on tracks, that boats travel on water and that aeroplanes fly through the air</li> <li>Know that people travel for different reasons: to get to work, for leisure and to migrate (i.e. to move so to live in a different place)</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <b>Learning Question 4: What were the earliest forms of transport?</b> <ul style="list-style-type: none"> <li>Know that it costs money to use many modes of transport</li> <li>Know that modes of transport are usually very expensive when they are first invented; know that the price paid to travel places has changed over time</li> <li>Know that the first mode of transport that didn't involve walking that people used were rafts and boats to sail on the water; these were initially just hollowed out logs but they got more sophisticated over time</li> <li>Know that people first learned to ride horses as a mode of transport around 5,500 years ago (nb: children will not be familiar with numbers of this magnitude yet; use the timeline to give a sense of the amount of time</li> </ul> </div>

- Know that self-service machines are a recent invention and that when their parents/grandparents/carers were young children, there were no self-service machines in shops

**Learning Question 6: How has way we carry goods changed over time?**

- Know that the way people transport what they buy from shops has changed
- Know that people used to use lots of plastic bags to carry shopping; know that plastic bags are difficult to recycle and making them is bad for the environment as they end up on piles of rubbish
- Know that people are being encouraged to use bags that can be used many times; to encourage this, plastic bags now cost a small amount of money, though they used to be free

**Learning Question 5: How has sea travel changed over time? (long boat)**

- To know why people travel on the water now and in the past
- To know there are different types of transport
- To know that technology and materials have improved to make transport better for people

**Learning Question 6: How has rail travel changed over time?**

- Know that steam engines were invented in Britain; know that they burned fuel like coal or wood to create power
- Know that these engines were used to push a train along a track and that Richard Trevithick invented the first steam train in 1802
- Know that the first railway to carry people between cities was created in 1830
- Know that Peterborough's first railway station opened in 1845; the one that still exists now opened in 1850
- Know that over time steam trains have been replaced by electric trains which are cheaper to run and create less pollution
- Recognise the similarities and differences between the very first steam trains (e.g. Stephenson's Rocket), later steam trains (the Flying Scotsman) and modern electric trains (see below)
- Know that some modern trains go at speeds of over 550 km/hour, which is over five times faster than cars are allowed to go on the fastest roads in the UK

**Learning Question 7: How have cars changed over time?**

- Know that cars that travelled on roads first looked like early trains and were powered by steam
- Know that the first car with a petrol engine was invented in 1885
- Know that Henry Ford produced the first car that lots of people could afford in 1905 called the Model T Ford, but that not many people owned a car
- Know that in the modern world many people own a car and that the way cars look has changed
- Recognise the similarities and differences between the Model T Ford and a modern car
- Know that cars produce pollution and that some cars are now powered by electricity instead of petrol to reduce the amount of pollution they produce

**Learning Question 8: How has air travel changed over time?**

- Know that the first human flight was in a hot air balloon, invented by the Montgolfier Brothers in 1783
- Know that the first glider was invented by George Cayley in 1853
- Know that most people believe that the first engine-powered flight was taken in a plane invented by the Wright Brothers, but that some people believe that the first engine-powered flight was made by other people because of other evidence such as eye-witness accounts of earlier flights
- Recognise the similarities and differences between the Wright Brothers' aeroplane and modern aircraft
- Know that Yuri Gagarin from Russia was the first man to fly in space in 1961
- Know that Neil Armstrong was the first man to step on the moon in 1969
- Know that many people use aeroplanes to travel all over the world; know that air travel causes pollution that is bad for the environment

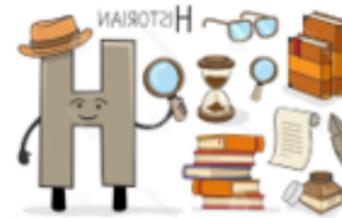
## Year 1

A great year 1 historian will...

Know what shopping is and how it has changed over time.

Know how the way we use shops has changed over time.

Know what a timeline is.



Know what transport is.

Know how rail travel has changed over time.

Know how cars have changed over time.

Know how air travel has changed over time.

### Important Vocabulary

- environment
- leisure
- migrate
- modern
- pollution
- travel
- goods
- online
- past
- services
- technology
- transport

What is shopping, and how has it changed over time?

### Background knowledge

- In the 1930s, many shops had impressive window displays. Food was often delivered home. Once a week, the customer would give a shopping list to the shopkeeper, who would deliver the goods to the customer's home.
- By the 1970s, most food services like this had died out due to the increasing use of large self-service supermarkets. At this time, late-opening corner shops also became more common.
- Since the 1990s, out-of-town retail parks, hypermarkets and internet shopping have led to a decline in traditional high-street shops such as butchers, bakers, hardware stores, fishmongers, toy shops and smaller department stores.
- Recently, supermarkets and organic food companies have revived grocery home deliveries with customers choosing their items online.

#### Key vocabulary/glossary of terms:

past	a time that has gone by
present	now
chronology/timeline	putting events in the order they happened
changes	making or becoming different
seasonal	seasonal food is available at a certain time of the year
ration	an amount of food you can have when there is not enough
shortage	not enough
similarity	being alike in some way
difference	what makes two or more things not the same
greengrocers	a shop or stall selling fresh fruit and vegetables
fishmongers	a shop which sells fish
butchers	a shop which sells meat
bakers	a shop which bakes/sells fresh bread, cakes, pastries
supermarket	a store selling food and household items
online shopping	being able to buy goods over the internet without going to the shop

#### What will children know by the end of this unit:

That some of the food they eat would not have been eaten by their parents or grandparents.

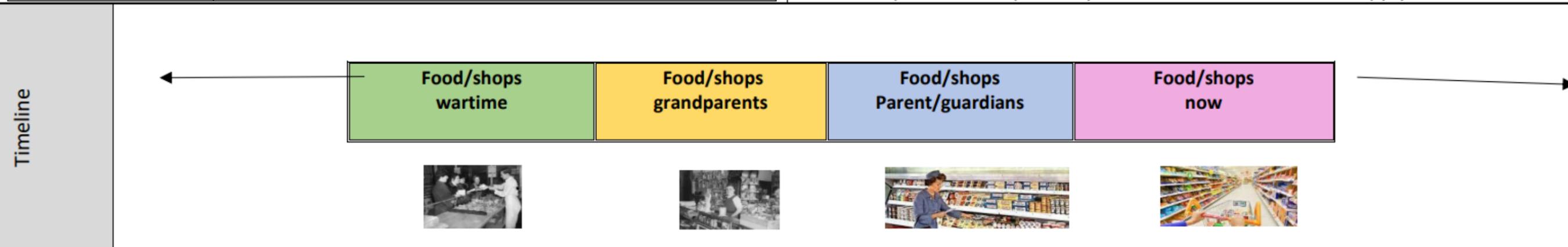
That shopping for food has changed over the past 80 years

That some food only used to be available when 'in season'

Shopping/food in the past	Shopping/food now
Often bought from different shops e.g. greengrocers, bakers etc	Often bought from large supermarkets Sometimes delivered to the home
Usually in season	Usually available out of season
Often unpacked/served	Often pre-packed/self service

Some food, like bread, has hardly changed over time

At certain points in the past 80 years food has been in short supply - rationed



What is transport, and how has it changed over time?

### History: Transport Knowledge Organiser

Key Words	
<b>astronaut</b>	someone who travels in space
<b>coal</b>	a black rock that you burn as fuel
<b>carriage</b>	a part of a train that carries passengers
<b>congestion</b>	lots of traffic
<b>engine</b>	a machine with moving parts that powers something
<b>glider</b>	an aircraft without an engine
<b>gravity</b>	the force that pulls you to the centre of the Earth
<b>invention</b>	something new
<b>jet</b>	aeroplane powered by a jet engine
<b>journey</b>	travelling from one place to another
<b>locomotive</b>	the first steam trains
<b>mode</b>	a type of (e.g. a type of transport)
<b>modern</b>	from the present
<b>omnibus</b>	the first buses, meaning 'for all'
<b>past</b>	already happened
<b>passengers</b>	people who travel on a vehicle
<b>petrol</b>	liquid fuel for cars
<b>present</b>	happening now
<b>propellers</b>	blades that spin round on boats and planes
<b>route</b>	the way from one place to another
<b>steam powered</b>	gets power from the heat of steam
<b>technology</b>	new machinery and equipment
<b>traffic</b>	vehicles together on a public road
<b>transport</b>	to take people or goods from one place to another
<b>travel</b>	make a journey
<b>underground</b>	railway below the floor
<b>vehicle</b>	a thing used for transporting people or goods
<b>wind powered</b>	gets power from the wind

### History: Ticket to Ride



### Significant People

			
<b>George Stephenson</b>	<b>The Wright Brothers</b>	<b>Yuri Gagarin</b>	<b>Neil Armstrong</b>
Invented the first passenger Locomotive in 1825.	Invented the first aeroplane in 1903.	Russian astronaut who was the first to fly in space in 1961.	American astronaut who was the first to land on the moon in 1969.

Medium term History plan Year 2		
	Autumn 1	Summer 1
<b>Whole school drivers</b>	Equality	Fairness
Lead topic question	What was the Great Fire of London, and what consequences did it have?	What is nursing, and what famous nurses have lived in Britain?
Substantive Concepts (Historical Terms)	Industry Ruler (King) Change	Industry Change
Previous Vocabulary	environment, leisure, migrate, modern, pollution, travel goods, online, past, services, technology, transport	destroyed, diary, event, historian, improvements, monument
New Vocabulary	destroyed, diary, event, historian, improvements, monument	privilege, profession, superstition, significance
Substantive knowledge	Substantive knowledge at Meynell includes <b>1. Topic knowledge</b> of the period being studied. <b>2. Chronological knowledge</b> within and across time periods. <b>3. Substantive concepts</b> which occur frequently throughout the study of history	
Disciplinary knowledge	Disciplinary knowledge at Meynell includes: <b>4. Knowledge of history as a discipline</b> (how do historians analyse the past?) <b>5. Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.	
Progression coverage	<p style="text-align: center;"><u>Overarching enquiry question: What was the Great Fire of London, and what consequences did it have?</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What was London like at the time of the Great Fire?</b></p> <ul style="list-style-type: none"> <li>Know that London is the capital city of England and of the UK</li> <li>Know that the Great Fire of London occurred in 1666 (note this on the timeline); it was a disaster for the people who lived in London at the time</li> <li>Know that at the time, a man called Charles II was King of England, Ireland and Scotland; his full name was Charles Stuart and he was part of the Stuart family</li> <li>Know that a king or a queen is a monarch and that monarchy is where a king or queen is the ruler; at the time, the king was very powerful and made lots of important decisions about how the country was run</li> <li style="color: green;">Know that eye-witness accounts and paintings are both ways in which we can learn about the past</li> <li>Know that events and people in the past can lead to changes that affect our lives now</li> <li>Know that places have the same names as in the past but look very different; recognise the differences between the pictures of London from the Stuart period and the picture from now</li> <li>Know that the painting of London before the fire is an example of a work of art</li> <li>Recognise the differences in this area of London by comparing maps</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Learning Question 2: How did the Great Fire of London start, and how did it spread? (Cause and consequence)</b></p> <ul style="list-style-type: none"> <li>Know that the Great Fire of London started on 2nd September 1666</li> <li>Know that people used fire to cook and for light, so it was quite easy for a dangerous fire to accidentally occur</li> <li>Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight</li> <li>Know that there was a strong wind which helped the fire to spread</li> <li>Know that the fire went on for four days, and there was no official fire brigade</li> <li>Know that people tried to put out the fire with simple fire-fighting equipment including buckets of water, fire squirts and fire hooks, but the fire was too strong; recognise these artefacts from this website: (see resource below)</li> <li>Know that the buildings were mostly made out of wood, straw and pitch and that pitch is a flammable, tar-like substance that protects the wood from water damage; the buildings were very close together and the summer just gone had been very hot and there had been very little rain; this means that the buildings caught fire very easily</li> <li>Know that they tried to stop the fire by pulling down houses (called a firebreak); eventually they used gunpowder to blow up enough houses to make a firebreak</li> <li>Know that the River Thames stopped the fire spreading to the South</li> <li>Know that the fire was stopped just before it reached the Tower of London</li> <li>Know that the fire lasted for 4 days and ended on 6<sup>th</sup> September 1666</li> <li>Know that many homes were destroyed; some historians say that only a few people died, but others think it may be many more than that.</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question: What is nursing, and what famous nurses have lived in Britain?</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What is nursing?</b></p> <ul style="list-style-type: none"> <li>Know that history is the study of the past, in particular the changes over time that have occurred within human society</li> <li>Know that people sometimes need medical care when they are not well or when they been injured</li> <li>Know that a key part of this medical care is performed by doctors and nurses; know that doctors tend to have a greater role in making decisions while nurses have more contact with patients, ensuring that they get better</li> <li>Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but that now modern science ensures that sensible treatments are used to help people get better</li> <li>Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people's lives</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Learning Question 2: Who was Florence Nightingale, and why is she well-known? (Significance)</b></p> <ul style="list-style-type: none"> <li>Know that Florence Nightingale is a famous person from history who had a significant impact on nursing</li> <li>Know that Nightingale was born in Florence, Italy in 1820 (hence her first name); she came from a very wealthy family and had a privileged upbringing</li> <li>Know that at the age of 16 she believed she heard the voice of God telling her to help the suffering; she decided to become a nurse; her parents were not happy as they considered nursing to not be a respectful profession and they thought hospitals were dirty places</li> <li>Know that she studied in Germany, learning the importance of hospital cleanliness; she began running her own hospital in 1853 where she improved conditions for patients and the other nurses</li> <li>Know that in 1854 Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War; by making the war hospitals clean and by taking care of the soldiers' wounds, many fewer soldiers died from disease</li> <li>Know that Nightingale cared for soldiers all through the night and was gained the nickname 'the lady of the lamp'</li> <li>Know that Nightingale pushed for changes to all war hospitals, saving many lives</li> <li>Know that after the war, the Nightingale Training School for Nurses was created that provided training for nurses and helped make nursing a respectable career</li> <li>Know that Nightingale died in 1910 and is thought of as the founder of modern nursing</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Learning Question 3: Who was Mary Seacole, and why is she well-known? (Significance)</b></p> <ul style="list-style-type: none"> <li>Know that Mary Seacole is a famous person from history who had a significant impact on nursing</li> <li>Know that Seacole was born in Jamaica in 1805 as Mary Jane Grant; she was interested in nursing from a young age as her mother ran a boarding house where many sick and injured soldiers stayed</li> <li>Know that at that time it was not common for women to travel, but Mary did it anyway, travelling to England twice, to the Bahamas, Haiti and Cuba</li> <li>Know that she married a man called Edwin Seacole who died shortly after; she dedicated herself to nursing and helping people, which was especially needed when there was an outbreak of cholera in Jamaica</li> <li>Know that when Seacole heard about the Crimean War she wanted to help, but she was turned down; instead she travelled with her friend Thomas Day with medical supplies to Turkey and set up the "British Hotel" where soldiers could buy hot food, drinks and equipment; Seacole spent the money raised to treat and care for sick and wounded soldiers</li> <li>Know that Seacole even rode onto the battlefields under fire to care for soldiers from both sides; she was very brave</li> </ul> </div>

**Learning Question 3: How does Samuel Pepys's diary help historians understand what happened during the Great Fire of London?**

- Know that Samuel Pepys' (pronounced 'Peeps') lived during the time of the Great Fire of London and that he wrote a diary
- Know that Pepys's wrote a diary about ordinary life in London and that he lived through two of the most dramatic events in London's history: The Great Plague of London in 1665 and the Great Fire of London in 1666
- Know that Pepys's diary contained his thoughts about everyday life and historians use it to understand London at the time and these great events
- Pepys's diary is a source
- Know that Pepys's diary helps historians to know where the fire started and how it affected people (see resource below)
- <http://www.fireoflondon.org.uk/browse-the-collection/painting-great-fire-london-1666/>

**Learning Question 4: How did London change after the Great Fire of London? (Change)**

- Know that after the fire the King wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding
- Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again
- Know that after the fire London Fire Brigade was set up to stop such fires spreading across London again
- Know that a monument was built to remember what happened and the people who died
- Know that a monument is an important structure or building that is put up to remember an important person or event
- Know the rhyme 'London's Burning' and that the rhyme is describing the Great Fire of London

**Learning Question 5: What important buildings were rebuilt after the Great Fire of London? (Significance)**

- Know that St Paul's Cathedral was badly damaged in the Great Fire
- Know that Christopher Wren was an architect who was hired to rebuild it, and that the new St Paul's Cathedral was officially completed in 1711; know that the architecture of a place is the design of its buildings
- Christopher Wren also designed the monument to the Great Fire 'Monument' so people could remember what happened; it is built on the spot where the fire started
- Recognise the differences between the St Paul's before the fire and the St Paul's after the fire, an example of a historical source (see paintings below)
- Know that we rely on paintings, drawings and written descriptions of the previous St Paul's Cathedral partly because cameras weren't invented until 150 years after the Great Fire of London
- [Browse artefacts - The Great Fire of London](#)

- Know that after the war, many soldiers wrote to newspapers about what Seacole had done and she received medals; she wrote a book about her adventures (a historical source), which was very popular; know that Seacole's story was forgotten for a long time before historians became interested in her story again in the 1970s
- **Know that a historical source can provide evidence relating to the events of the past**
- Know that as a woman of mixed heritage, she overcame social prejudices to travel the world, run businesses and help those in need - even in very dangerous places; she died in 1881
- Know that Mary Seacole is remembered as an inspiring role model

**Learning Question 4: Who was Edith Cavell, and why is she well-known? (Significance)**

- Know that Edith Cavell is a famous person from history, who had a significant impact on nursing
- Know that Cavell was born in Norwich in 1865 and was partly educated in Peterborough where she was a student teacher; she moved to Brussels, Belgium to be a governess (someone who looks after children and teaches them)
- Know that Cavell returned to England in 1895 as her father fell ill; she nursed him back to health and this inspired her to become a nurse; she trained in London and nursed people in England who had typhoid fever before returning to Belgium to work for a family who had a sick child
- Know that Cavell was put in charge of Belgium's first nurse training school; when the World War 1 began, she encouraged the staff at her hospital to treat injured soldiers from both sides; she also hid hundreds of British and French soldiers and helped them escape to the Netherlands using a secret tunnel beneath the hospital; eventually this was discovered by a Belgian spy and Cavell was arrested
- Know that she was executed by the German army in 1915, though she bore them no ill will and expressed forgiveness for having to do this
- Know that after the war ended, her body was returned to England to be buried in Norwich Cathedral and a monument to her was erected in Trafalgar Square, a statue

**Learning Question 5: What were the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell? (Similarity and Difference)**

- Know that the lives and actions of Florence Nightingale, Mary Seacole and Edith Cavell have similarities and differences; recognise the ways in which their lives were similar (e.g. nurses going to great lengths to help people, involved in conflicts, etc) and different (birthplace, upbringing, privilege, recognition, etc)
- Know that though nursing in the past was mainly undertaken by women, modern nursing is a career for people of all genders; know that, as an essential part of the NHS (National Health Service), the UK's nurses were celebrated for their work during the Covid-19 pandemic that began in 2019.

## Year 2

A great year 2 historian will...

Know what London was like in 1666.

Know how the Great Fire of London started.

Know how the diary of Samuel Pepys helps historians understand what happened in London during the time of the Great Fire of London.

Know what nursing is.

Know the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell.



### Important Vocabulary

- privilege
- profession
- superstition
- significance
- destroyed
- diary
- event
- historian
- improvements
- monument

What was the Great Fire of London, and what consequences did it have?

**Timeline of Events**

<p><b>Monday 3rd September 1666</b> The fire gets very close to the Tower of London.</p>	<p><b>Tuesday 4th September 1666</b> <b>St Paul's Cathedral</b> is destroyed by the fire.</p>
<p><b>Sunday 2nd September 1666</b> The fire starts at 1 a.m. Mid-morning: Samuel Pepys starts to write about the fire in his <b>diary</b>.</p>	<p><b>Wednesday 5th September 1666</b> The wind dies down and the fire spreads more slowly.</p>
<p><b>Thursday 6th September 1666</b> The fire is finally put out. Thousands of people are left homeless.</p>	



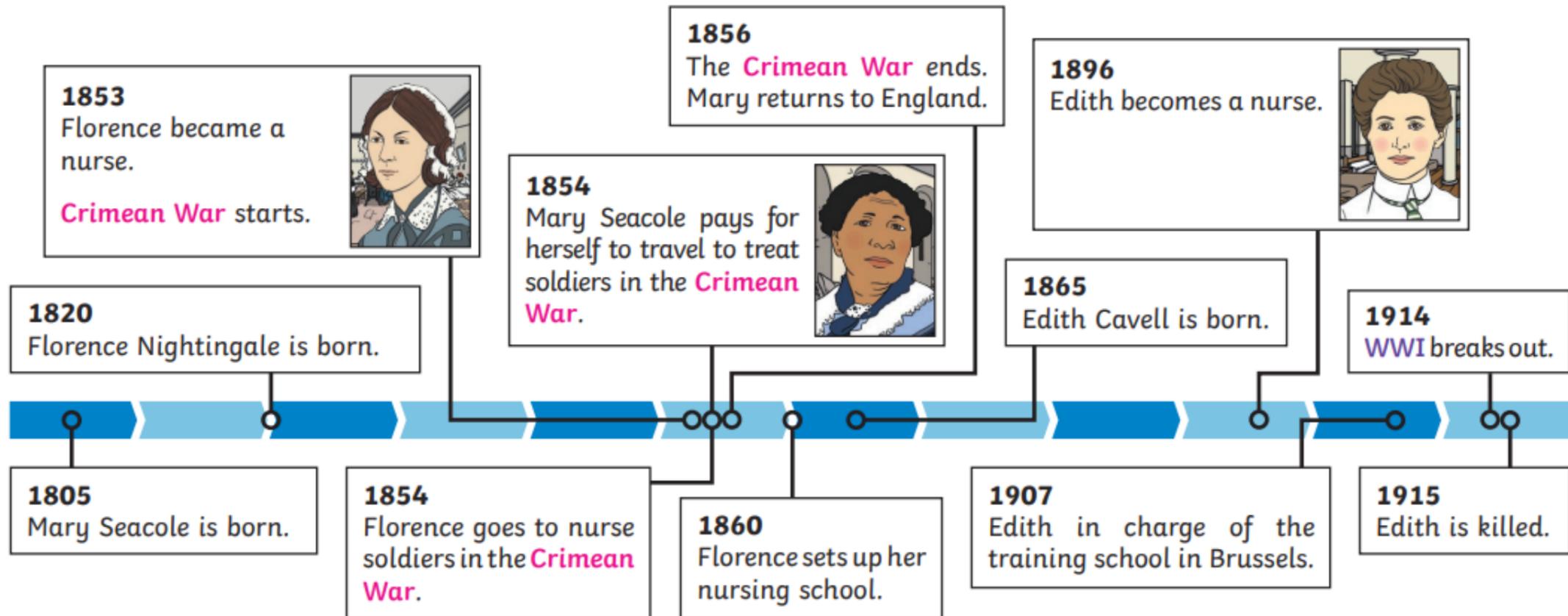
Vocabulary		
1	Bakery	A place where bread or cakes are made and sold
2	Baker	A person whose job it is to make and bake bread and cakes
3	Eye-witness	A person who has seen something and can give you a description of it
4	Embers	Small pieces of glowing coal or wood seen in a dying fire
5	Flammable	When something burns easily
6	Escape	Get free from
7	River	A large flow of water along a channel

Key Events and Facts	
<b>When and where did the fire start?</b>	The fire started on Sunday 2nd September 1666 in Thomas Farriner's <b>bakery</b> on Pudding Lane.
<b>Why did the fire start?</b>	The fires used for baking were not put out properly.
<b>Why did the fire spread so quickly?</b>	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
<b>How did people try to put the fire out?</b>	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
<b>How and when was the fire put out?</b>	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

What is nursing, and what famous nurses have lived in Britain?

Key Facts	
Who was Mary Seacole?	Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She died in Britain in 1881.
What is Mary Seacole remembered for?	Mary Seacole wanted to join the nurses treating the soldiers injured in the <b>Crimean War</b> , but the British Government refused. So she paid for herself to go. She set up the 'British Hotel' hospital two miles from the fighting for soldiers to receive food, drink and treatment. She would also travel to the front line, taking supplies and treating soldiers from both sides.
Who was Florence Nightingale?	Florence Nightingale was a British nurse born 12 <sup>th</sup> May 1820 in Florence, Italy. She was the daughter of an upper-class couple. She longed to be a nurse, but her father wouldn't allow it as it was not a job that a lady would have. Eventually, she became a nurse in 1853.
What is Florence Nightingale remembered for?	Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the <b>Crimean War</b> ; here she became known as 'The Lady with the Lamp'.
Who was Edith Cavell?	Edith Cavell was born 4 <sup>th</sup> December 1865 in Norfolk, England. She trained as a nurse in 1896. In 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium.
What is Edith Cavell remembered for?	During <b>WWI</b> , Edith nursed and saved soldiers from both sides of the war. She also hid over 200 <b>allied</b> soldiers from the Germans. She was arrested for <b>treason</b> and sentenced to death. She was killed by a German firing squad on 12 <sup>th</sup> October 1915.

Important Vocabulary	
nurse	A person who cares for the sick or ill in hospital
patient	A person that is ill in hospital
injured	Somone who is hurt
infection	An illness caused by the spreading of germs
hospital	A place where ill or sick people can go to get better
privilege	Having special treatment or advantages
profession	A job or work that is done for payment (money)
superstition	A belief that is not based on science or fact e.g. magic or lucky numbers
significance	Having great value or special meaning



Medium term History plan Year 3		
	Autumn 1	Summer 1
<b>Whole school drivers</b>	<b>Equality</b> We intend to investigate the role of the family in stone age, bronze age and iron age Britain.	<b>Fairness</b> We intend to find out whether Egyptian society was a fair place to live.
Lead topic question	When did most people change from a nomadic way of life to settled agriculture and how did this happen?	Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?
Substantive Concepts (Historical Terms)	Civilisation	Ruler (King and Queen) Civilisation Invasion
Previous Vocabulary	event, historian, improvements, privilege, significance	event, historian, improvements, privilege, significance AD, BC, age, agriculture, artefact, clan, common, prehistory, tribe, weapon.
New Vocabulary	AD, BC, age, agriculture, artefact, clan, common, prehistory, tribe, weapon, fort	King, century, irrigation, millennium, ruler, stability, tomb
Substantive knowledge	Substantive knowledge at Meynell includes 1. <b>Topic knowledge</b> of the period being studied. 2. <b>Chronological knowledge</b> within and across time periods. 3. <b>Substantive concepts</b> which occur frequently throughout the study of history	
Disciplinary knowledge	Disciplinary knowledge at Meynell includes: 4. <b>Knowledge of history as a discipline</b> (how do historians analyse the past?) 5. <b>Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.	
Progression coverage	<p style="text-align: center;"><u>Overarching enquiry question:</u> When did most people change from a nomadic way of life to settled agriculture and how did this happen?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What is prehistory, and in what way is it commonly discussed? (Continuity and Change)</b></p> <ul style="list-style-type: none"> <li>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) (retrieval)</li> <li>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</li> <li>Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called <i>prehistory</i>.</li> <li>Know that these ages are named after the different materials that humans used for tools; the periods are different in different parts of the world so it is difficult for historians to know exactly when these periods begin or end, and they do not fit well to all parts of the world. (Brief overview- covered again later)</li> <li>To know the names of the human and the skills they used (<i>Australopithecus, Homo Erectus, Homo Habilis, Neanderthals, homo sapiens</i>)</li> <li><i>Interpretation- Look at sources about new discoveries with early humans.</i></li> <li><a href="#">image 3224 2e-Homo-naledi.jpg (1920x1070) (sci-news.com)</a></li> <li><a href="#">The complex evolution of homo sapiens - 1,000,000 to 30,000 years ago – YouTube</a> (info for teachers)</li> </ul> <p>• <a href="#">Homo naledi: New Species of Human Ancestor Discovered   Anthropology   Sci-News.com</a></p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 2: What was life like during the Stone Age? (Significance)</b></p> <ul style="list-style-type: none"> <li>Know that the Paleolithic was by far the longest part of human prehistory; during this time humans hunted large animals and they did not settle and live in one place; they were hunter-gatherers, who slept in caves and temporary shelters.</li> <li>Know that it was sensible for groups to live together to protect each other from wild animals and other groups of people</li> <li>Know that the Stone Age is divided into three parts: the Paleolithic, the Mesolithic and the Neolithic; relate these to their Greek etymology (paleo - ancient; meso - middle; neo - new; lithos - stone)</li> <li>Know that wood, bone and flint was used during the Paleolithic for tools; flint is a stone that can be made into a sharp point the parts of it are broken off using a harder stone; this could then be used as a weapon, to cut meat to scrape or as a mallet</li> <li>Know that <b>Skara Brae</b> offers a valuable view of the way people lived during this time</li> <li>Now that Stonehenge is a Neolithic monument located in Salisbury. Historians disagree on what Stonehenge was used for; some suggest that it was a place of healing due to number graves found in the area and the evidence of injuries to the bodies; other historians believe it was a place to worship dead ancestors.</li> <li><a href="#">Teaching History with 100 Objects - Carved stone ball from Skara Brae (teachinghistory100.org)</a></li> <li><a href="#">Teaching History with 100 Objects - Earliest handaxe in Britain (teachinghistory100.org)</a></li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 3: What was life like in the Bronze Age?</b></p> <ul style="list-style-type: none"> <li>Know that the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone</li> <li>Know that during the Bronze Age settlements grew larger; pottery became more advanced and textiles began to be created commonly by weaving together natural materials like wool</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question:</u> Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: When did Egypt first become a civilisation?</b></p> <ul style="list-style-type: none"> <li>Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval)</li> <li>Know that ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile</li> <li>Know that ancient Egypt is considered to be a predominantly Bronze Age Civilisation</li> <li>Know that the word civilisation comes from the Latin word "civitas" meaning city</li> <li>Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations.</li> <li>Know that settled living (as opposed to nomadic living) allowed for a surplus of food to be created which allowed for specialising in jobs; this is a key step in the development of the modern world</li> <li>Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others</li> <li>Know that people began to settle near the River Nile in North Africa during the Stone Age.</li> <li>Know that two separate kingdoms were established in around 3400 BCE and that these were unified in around 3100 BCE by King Menes as the bronze age began in Egypt</li> <li>Know that in the first 500 years of ancient Egypt, the idea of kingship developed, in which the king was considered as a god-like figure by the population; know that sometimes the ruler of ancient Egypt was a queen</li> <li>Know that a king or a queen is a monarch and that monarchy is where a king or queen is the ruler</li> </ul> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 2: In what environments did ancient civilisations such as ancient Egypt arise?</b></p> <ul style="list-style-type: none"> <li>Know that the earliest civilisations, including ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops; when rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept</li> <li>Know that the River Nile is the longest river in the world and locate it on a map; know that during the time of ancient Egypt, the Nile flooded every year</li> <li>Know that the River Nile was also used as a means of transporting people and goods; it was also the source for the water used in irrigation in ancient Egyptian agriculture</li> <li>Know that irrigation is the control of water supplies by using technology; it is very important for agriculture</li> <li>Know that trade was important to all of the ancient civilisations</li> </ul> </div>

- Know that the beginnings of early religions can be traced to the Bronze Age, notably the ancient Egyptians who built the pyramids during this time
- Know that a Bronze Age boat was discovered in the River Don and is now on display at Weston Park Museum.
- Know that round houses were common at this time
- Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.
- Know that iron was easier to manufacture and when it was combined with carbon made steel which was much stronger than bronze or iron
- Know that the Iron Age saw major advances in architecture with dwellings with multiple rooms and stables becoming more common
- Know that architecture is the methods and skills used for constructing buildings

**Learning Question 4: What was life like in the Iron Age?**

- Know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people live in hill forts to keep safe from attacks
- Know that Julius Caesar (an important Roman emperor who we will learn about in Year 4) wrote about what Britain was like in 55 BC, about 100 years before the Romans invaded Britain
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire.
- Know that Wincobank hillfort in Sheffield is an Iron Age site overlooking the corridor that carries the modern motorway and railway north from Meadowhall.
- [Bronze Age | Wincobank Living History](#)

**Learning Question 3: Were people treated fairly in ancient Egypt? (Similarity and Difference)**

- Know that ancient Egypt had a strict social hierarchy; this means that people had more or less control over their lives depending on their role and this did not change; the pharaoh was at the top of the hierarchy; his advisers, high priests and nobles were next; officials and scribes who worked for the government were next; craftsman who made things were next; below them were peasants, and enslaved people were at the bottom of the hierarchy.
- Know that the government is a system or group of people with some power over an organised community or country
- Know that the nobility is a class of people ranked directly below the monarch in a social hierarchy
- Know that a peasant is an agricultural worker or farmer of low position in a social hierarchy
- Know that an enslaved person is a person who is owned like property and has almost no control over their life; slavery is morally wrong, but despite this it has existed throughout human history
- Know that some of our knowledge comes from historical texts like the Bible, which is a historical source relating to ancient Egypt
- Know that a historical source can provide evidence relating to the events of the past
- Know that some historians believe that the reason for ancient Egypt's longevity was down to its willingness to keep things the same over long periods of time, including their strict social hierarchy; the stability of the ancient Egyptian civilisation was actually interrupted by periods known as intermediate periods between the three kingdoms - while the ancient Egyptian civilisation spanned a very long time it experienced changes and upheavals in that time.

**Learning Question 4: Who received mummification and what does it tell us about their beliefs around death? (Similarity and Difference)**

- Know that after their death, some people in ancient Egypt were mummified; this was an expensive process so not many people could afford it; pharaohs were mummified along with some other more powerful people; bodies were mummified due to the ancient Egyptians belief that they would need their bodies in the afterlife
- Know that mummification involved the removal of the internal organs of the body, except for the heart, drying the body and then wrapping the body up in linen
- Know that a historical source can provide evidence relating to the events of the past
- Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person of historical interest
- Know that we can devise our own questions about history and begin to answer these using historical sources
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion
- Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people

## Year 3

A great year 3 historian will...

Know what life was like during the stone age, the bronze age and the iron age.

Know that Stonehenge is an important monument in England.

Know how Egyptian society was structured.

Know why mummification was important to Egyptians.

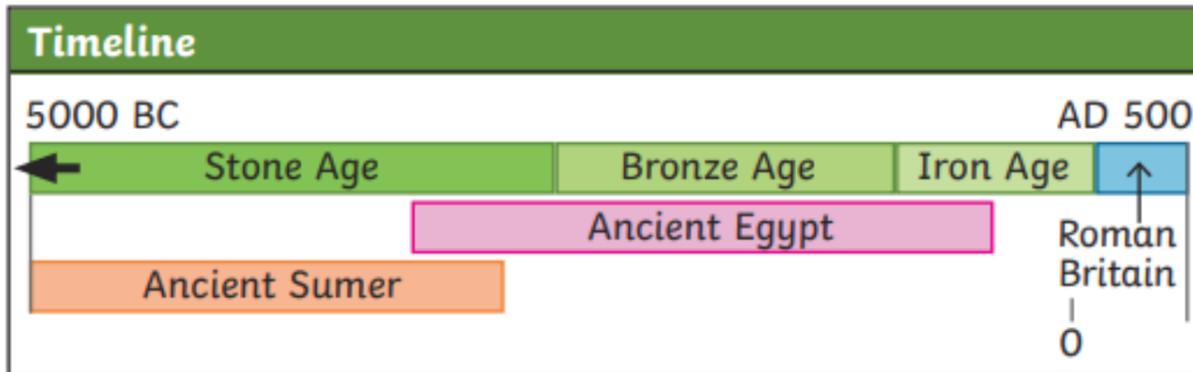


### Important Vocabulary

- invention
- oral tradition
- king
- century
- irrigation
- millennium
- ruler
- stability
- tomb
- AD
- BC
- age
- agriculture
- artefact
- clan
- common
- prehistory
- tribe
- weapon
- fort

When did most people change from a nomadic way of life to settled agriculture and how did this happen?

Key Changes and Events	
3000 BC	The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place.
	Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.
2100 BC	<b>Bronze</b> begins to be used in Britain to make weapons and tools.
1800 BC	The first large copper mines are dug.
1200 BC	' <b>Celtic</b> ' culture begins to arrive in Britain and <b>tribal</b> kingdoms develop.
800 BC	<b>Iron</b> begins to be used in Britain to make tools and weapons, instead of <b>bronze</b> .
	The first hillforts are constructed.
AD 43	The Romans invade Britain.



### Stone Age Life

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, **bone marrow** and skins. The bones were also useful for making tools, such as needles to sew skins together.

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

### Skara Brae

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.

### Stonehenge

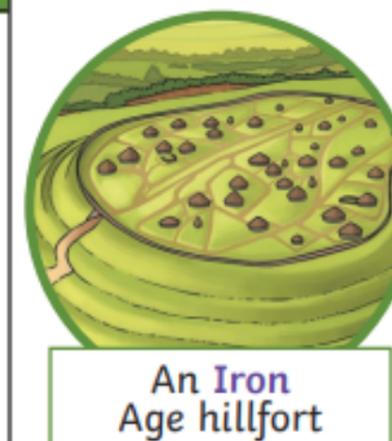
Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the **Bronze** Age. Originally, it was just an **earthwork** and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.



Key Vocabulary	
bronze	A metal <b>alloy</b> made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone.
alloy	A metal made by combining two or more metals to improve its properties.
bone marrow	The substance inside bones, which is high in fat and a good energy source.
earthwork	A large bank or mound of soil that has been made on purpose.
Celt	A modern term for the people living in Europe during the <b>Iron</b> Age. The 'Celts' were made up of many different <b>tribes</b> . The word 'Celt' comes from a Greek word.
sacrifice	To give something up, break it or kill it as an offering to a god or gods.
tribe	A group of people, often related through family, culture and language, usually with one leader.
iron	A metal that is stronger and harder than <b>bronze</b> .

### Roundhouses

- a. thick thatch
- b. door
- c. wattle
- d. daud
- e. timber frame
- f. upright loom
- g. hearth (fire)
- h. beds
- i. logs for sitting on



### Hillforts

People in the **Bronze** Age and **Iron** Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the **Iron** Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'.

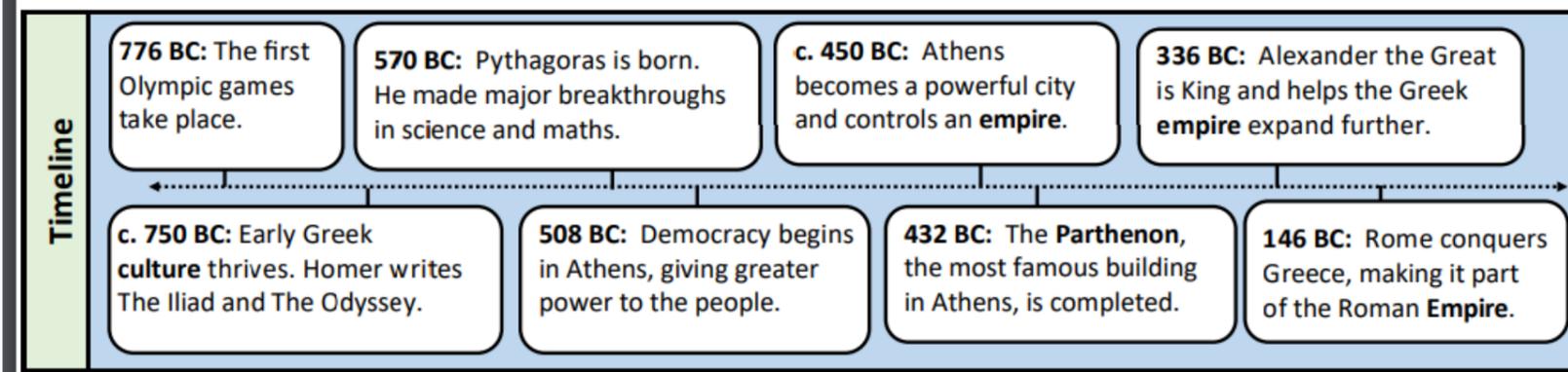
Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.

### Druids

Druids were the priests of the **tribes** we call 'Celts'. Their job was to communicate with the more than 400 gods that the people of the **tribes** believed in. They believed the gods lived in nature. The main festivals were based around important times in the farming year. The Druids **sacrificed** food, precious objects and even humans to keep the gods happy.

Druids were also like doctors and lawyers. They found cures in plants and resolved disagreements. Their opinions were more important than those of the king. It took at least 20 years to train to be a Druid. However, we only know about them from what the Romans wrote down.

Why is ancient Greece considered to be so influential to the modern world?



Vocabulary	
acropolis	the <b>citadel</b> of an ancient Greek city
archaeologist	someone who studies the past by exploring old remains
architecture	the art of planning, designing and constructing buildings
chronology	the order of events in time
circa	Latin meaning 'around'. c. 800 BC means around 800 BC.
citadel	a strong building in or near a city, where people could shelter for safety
civilisation	a human <b>society</b> with its own social organisation and <b>culture</b> .
climate	the general weather conditions that are typical of a place
continent	a very large area of land that consists of many <b>countries</b> . Europe is a <b>continent</b> .
culture	activities such as the arts and philosophy, which are considered to be important for the development of <b>civilisation</b>
deity	a god or goddess
democracy	a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country.
empire	a number of individual nations that are all controlled by the government or ruler of one particular country
fertile	rich in nutrients to support the growth of many plants
invasion	to try and take over a place by force
merchant	a person who buys or sells goods in large quantities
military	relating to or belonging to the army
mythology	a group of myths, especially all the myths from a particular country, religion, or <b>culture</b> .
philosophy	the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live
polis	an ancient Greek city-state
polytheists	the worship of or belief in more than one god
seafaring	working as a sailor or travelling regularly on the sea
society	people in general, thought of as a large organized group
trade	the activity of buying, selling, or exchanging goods or services
urban	belonging to, or relating to, a town or city
warfare	the activity of fighting a war

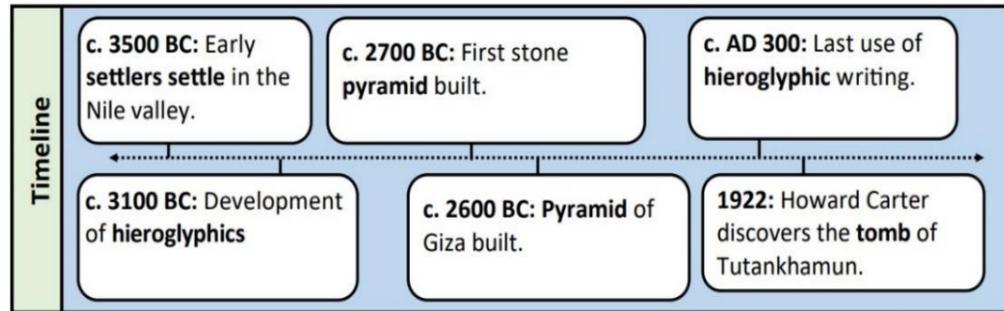
### Diagrams

- Greece is made up of the mainland and many islands.
- Its position by the sea meant that the Greeks were a **seafaring** people.
- City-states (**polis**) were created and **trade** happened between each of the cities.
- Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures liveable and created **fertile** farming conditions.

### Greek Society

- Greece was divided into city-states (**polis**) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta.
- In Athens, Greek styles of art, **architecture**, **philosophy** and theatre were developed - these helped shaped our modern society along with science, language and maths.
- Athens had a **democratic** government – this means that the people who lived there made decisions by voting, like we do in Britain.
- In Sparta, life was very different; all that was important was being able to defend Sparta in battle.
- The first Olympic games were held in 776 in the city-state Olympia.
- Religion was very important in ancient Greece. They were **polytheists** - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek **mythology**.
- A **polis** consisted of an **urban** centre, often fortified and with a sacred centre built on a natural **acropolis (citadel)** or harbour.

Who were the ancient Egyptians, and why is ancient Egypt considered to be an early civilisation?

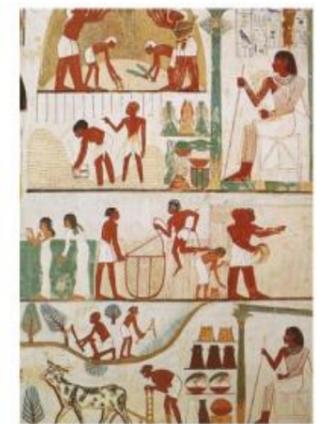
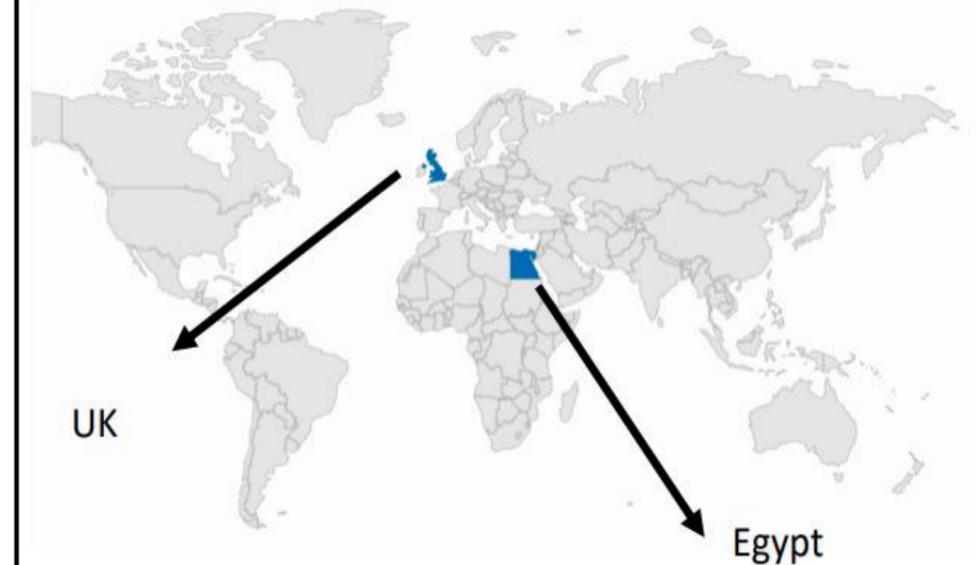


Vocabulary	
afterlife	a life that some people believe begins when you die, for example a life in heaven or as another person or animal
ancient	belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410)
archaeologist	someone who studies the past by exploring old remains
architecture	the art of planning, designing and constructing buildings
artefacts	an object from the past that shows evidence of what life was like
chronology	the order of events in time
circa	Latin meaning 'around'. c. 800 BC means around 800 BC.
civilisation	a human <b>society</b> with its own social organisation and <b>culture</b> .
climate	the general weather conditions that are typical of a place
continent	a very large area of land that consists of many <b>countries</b> . Europe is a <b>continent</b> .
culture	activities such as the arts and philosophy, which are considered to be important for the development of civilisation
deities	a god or goddess
fertile	rich in nutrients to support the growth of many plants
hierarchy	a system of organising people into different ranks or levels of importance, for example in <b>society</b>
hieroglyphics	symbols in the form of pictures which are used in some writing systems, for example those of ancient Egypt.
irrigation	supply land with water in order to help crops grow
mummification	If a dead body is <b>mummified</b> , it is <b>preserved</b> , for example by rubbing it with special oils and wrapping it in cloth
papyrus	a tall water plant that grows in Africa
pharaoh	a king of <b>ancient Egypt</b>
polytheists	the worship of or belief in more than one god
preserve	making sure that something remains as it is, and does not change or end
pyramids	ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.
sarcophagus	a large decorative container in which a dead body was placed in <b>ancient</b> times
settler/settlement	people who migrate to a new place. When people start a community, this is a settlement
society	people in general, thought of as a large organized group
tomb	a large grave that is above ground
trade	the activity of buying, selling, or exchanging goods or services

### Important Facts

- The Nile was important because it provided water for crops but also **fertile** soil - this means that people **settled** near the banks of the Nile as it was considered a prime location. They were among the first **civilisations** to use **irrigation** systems.
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.
- We know about **ancient** Egyptian life because of evidence such as the pyramids, the **artefacts** that were found there and methods of communications such as the use of **hieroglyphics** and **papyrus** rolls.
- Egyptian **society** was very **hierarchical** - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian **society**.
- **Mummification** was the process of **preserving** a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the **afterlife**.
- The bodies of important people, such as **pharaohs**, were placed in these **pyramids**, which were built as **tombs**.
- Religion was very important in Ancient Egypt. They were **polytheists** - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called **deities**.

### Diagrams



Medium term History plan Year 4			
	Autumn 1	Autumn 1	Summer 1
Whole school <b>drivers</b>	Equality We intend to find out how Athens and Sparta had different ideas of equality.	Equality We intend to learn about equality within Roman society focusing on links to slavery and gender equality.	Fairness
Lead topic question	Why is ancient Greece considered to be so influential to the modern world?	What was the Roman Empire, and how did it impact Britain and the wider world?	Who were the Anglo-Saxons and how did they change Britain?
Substantive Concepts (Historical Terms)	Civilisation Invasion Change	Ruler (Emperor) Civilisation Invasion	Invasion
Previous Vocabulary	historian AD, BC, age century, ruler, stability	King, event, historian, improvements, AD, BC, artefact, tribe, weapon. century, irrigation, ruler, fort	King, AD, BC, artefact, tribe, weapon. century, ruler, fort barter, corruption, treaty
New Vocabulary	Invention, Oral tradition	barter, corruption, dictator, emperor, engineering, pragmatism, republic, tax, treaty	Descendent, exile, inhabitants, supremacy, population
Substantive knowledge	Substantive knowledge at Meynell includes <b>1. Topic knowledge</b> of the period being studied. <b>2. Chronological knowledge</b> within and across time periods. <b>3. Substantive concepts</b> which occur frequently throughout the study of history  Disciplinary knowledge at Meynell includes: <b>4. Knowledge of history as a discipline</b> (how do historians analyse the past?) <b>5. Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.		
Disciplinary knowledge			
Progression coverage	<p style="text-align: center;"><u>Overarching enquiry question: Why is ancient Greece considered to be so influential to the modern world?</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What were the crucial periods in ancient Greece and how did this period begin?</b></p> <ul style="list-style-type: none"> <li>Know that some historians argue that ancient Greece was the most influential period in European history in terms of the ideas that were created there</li> <li>Know that the Bronze Period in Greece spanned from 2000 BCE to 1100 BCE</li> <li>Know that many Greek myths and stories describe events and heroes that are inspired by this period, including the Iliad, the Odyssey and Theseus and the Minotaur</li> <li>Know that the Archaic Period began in 850 BCE when ancient Greece began to trade more with the wider world; this period lasted until around 600 BCE</li> <li>Know that during the Archaic Period, the ancient Greeks invented the alphabet that is used to write many languages to this day, including English; the word alphabet comes from the words "alpha" and "beta", which are the first two letters of the Greek alphabet</li> <li>Know that Homer created the epic poems the Iliad and the Odyssey during this period; these poems, part of an oral tradition, tell the story of a war with Troy (the Trojan War) and the journey home from this war made by a soldier called Odysseus; in these stories lots of fantastical creatures appear, such as the Cyclops and the Sirens; in these legends the Greek gods play a key role in the story deciding the fates of the characters</li> <li>Know that oral tradition is the passing down of what has been said from generation to generation; in particular it relates to aspects of culture that were not written down originally</li> <li>Know that the ancient Greeks believed in many gods, including Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea)</li> <li>Know that belief in many gods is called polytheism</li> <li>Know that the first Olympic games took place in this period; this eventually inspired the modern Olympics, but the original games were a much shorter affair with just a few events; the Olympics were named after Mount Olympus, the highest mountain in Greece, the summit of which was said to be where the Greek Gods lived</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question: What was the Roman Empire, and how did it impact Britain and the wider world?</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What have we learned about history so far?</b></p> <ul style="list-style-type: none"> <li>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)</li> <li>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</li> <li>Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements, undertaking agriculture and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art</li> <li>Know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using using more complicated tools made from these metals</li> <li>Know that the earliest civilisations were ancient Egypt, ancient Sumer, the Indus Valley civilisation and Shang Dynasty China (which began somewhat later); these civilisations were based around fertile river floodplains and involved large groups of people living together with a shared culture and social hierarchy</li> <li>Know that some historians argue that ancient Greece was the most influential period in European history in terms of the ideas that were created there (e.g. democracy, drama, their gods) and the advances made (e.g. in philosophy, in mathematics, in astronomy, in literature, in architecture), especially in Athens during the Classical Golden Age</li> <li><u>Timeline (ongoing built through unit)</u></li> <li>Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations</li> <li>Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others</li> <li>Know that the maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings, queens, emperors or empresses)</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question: Who were the Anglo-Saxons and how did they change Britain?</u></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What have we learned about history so far?</b></p> <ul style="list-style-type: none"> <li>Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements, undertaking agriculture and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art</li> <li>Know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using using more complicated tools made from these metals</li> <li>Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons (retrieval)</li> <li>Know that the Roman Empire successfully invaded and occupied Britain from 43 CE to 410 CE, after which Britain was left to defend itself; Romans left their mark all over Britain, including towns, plants, animals and a way of reading and counting; the name Britain even comes from the Roman name, Britannia</li> </ul> </div>

**Learning Question 2: What were the differences between Athens and Sparta, and how much information can we gather from a single artefact?**

- Know that throughout most of its history, ancient Greece was a collection of independent city-states that shared a language and aspects of culture; Athens and Sparta were two of these city-states, though there were others.
- Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area
- Know that Athens and Sparta had different laws, money and rulers; the two cities were rivals
- Know that democracy is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions
- Know that Athens was a city-state that for periods implemented the first example of a democracy (*demos* - people; *cracy* - rule); however, Athens's democracy was very limited as only adult men; this means that women, children and enslaved people were not permitted to vote
- Know that a large fraction, probably more than ¼ at points, of the people in ancient Greece were enslaved; these enslaved people were at the bottom of the social hierarchy and had no rights; much of ancient Greece's economy as built on enslaved people doing work so that others did not have to
- Know that Athenians valued art and architecture; there were magnificent buildings in Athens such as the Parthenon which was part of the Acropolis, a group of buildings at the highest point in Athens. Athenians appreciated leisure and enjoyed luxuries like beautiful vases and going to plays.
- Know that the beautiful architecture of ancient Greece inspired many beautiful buildings elsewhere even into modern times
- Know that Athens had a powerful navy; a navy is the military of a country that operates at sea, mainly using ships
- Know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions
- Know that Spartans valued military strength on land; it wanted its population to be hardened ready for war at all times; boys were taken from their mothers at age 7 to learn the skills of fighting and discipline
- Know that Spartans valued strength and encouraged people to reject luxuries for a life of discipline
- Study the example of Athenian pottery from the British Museum
- Know that a historical source can provide evidence relating to the events of the past
- Know how our knowledge of the past is constructed from a range of sources
- Know that we can devise our own questions about history and begin to answer these using historical sources
- Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better

**Learning Question 2: How did ancient Rome become an empire? (Cause and Consequence)**

- Know that ancient Rome was ruled by kings for around 200 years until the last king was deposed and replaced with different groups of people who shared power; this has been called the Roman republic; the republic ensured that no one person had too much power; it was a very limited form of democracy, but more people were able to gather together and have a voice through this form of government than in the previous kingdom; this was called the Roman Republic
- Know that the Roman Republic was threatened in 43 BCE when a popular military leader called Julius Caesar made himself dictator for life before being assassinated in the same year
- Know that a dictator is a person with absolute authority over a territory (i.e they have complete control and they answer to nobody in how they use their power)
- Know that following a power struggle, Augustus took power; by 27 BCE he had all the power of a dictator, but called himself "Princeps Civitatis", meaning "First Citizen"; in reality, he was a dictator with unconstrained power and he ruled the Roman Empire; he used this power to expand the Roman Empire into much of what is now called Europe and other areas; Augustus was the first emperor of ancient Rome
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire

**Learning Question 3: What was the place we now call Britain like before the Roman invasion? (Similarity and Difference)**

- Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons
- Know that most people would have lived in basic houses constructed using wattle and daub, a method of construction in which sticks are woven together and then daubed with a sticky material, usually a mixture of soil, sand and straw (see resource below)
- Know that a clan is a relatively small band of people who believe themselves connected as if part of a large family; a tribe is similar to a clan but larger, and with a looser view of familial ties
- Know that the majority of people within these clans and tribes would have been involved in farming in some way, though some would have been involved in specialised roles like making weapons or other craftwork

**Learning Question 4: Why did the Romans invade? (Cause and Consequence)**

- Know that Julius Caesar's army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time
- Know that the reason for conquering Britain was partly for the metals that could be mined in Britain and used across the Empire; it was also considered an achievement to conquer Britain precisely because of how far away it was from Rome
- Know that the Roman generals - as they often did as part of conquering a new territory - made treaties with leaders to make it easier to govern the parts of Britain that they had conquered.

**Learning Question 5: How did the Roman invasion change Britain? (Comparing and Contrasting)**

- Know that the Romans changed the way of life in much of what we now called Britain; they built large towns with stone houses containing heating; they also built sewage systems and long, straight roads connecting these towns, evidence of which can still be found today (e.g. Fosse Way and Watling Street); the Romans also built temples to their gods across Britain
- Know that most people in Britain continued to live in wattle and daub houses with only around 10% of Britons living in towns
- Know that there was no written language in Britain before the Romans conquered it; important people in Britain began to speak and write in Latin, the language used by the Romans; the Romans

**Learning Question 2: Who were the Anglo-Saxons, where did they come from and why did they come? (Cause and Consequence)**

- Know that after the withdrawal of the Roman army at the beginning of the 5th century, tribes from the north called Picts and Scots intensified their raids on Britain
- Know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time; collectively historians refer to these settlers as Anglo-Saxons; **historians debate the reasons as to why the Anglo-Saxons came to Britain; it is likely they came for various reasons, including the good farmland in Britain, the lack of protection following the departure of the Romans and because some were invited to help defeat the invaders from the north**
- Know that it is hard to be sure about this period of time as less was written about it than other periods; for this reason, the period during which the Anglo-Saxons controlled Britain is sometimes known as the Dark Ages.
- Source Lesson
- Know that a history book called the Anglo-Saxon Chronicle tells of a king in Britain called Vortigern who asked two Anglo-Saxons called Hengist and Horsa to come to Britain with their armies to fight against the Picts; according to the Anglo-Saxon Chronicle, they did this but then turned on Vortigern and took his kingdom; the Anglo-Saxon Chronicle is a historical source written three centuries after the events, so it is very hard to know whether this is true, but it does suggest at least that there were raids from the north and that some Anglo-Saxons were invited to Britain
- Know that a historian and monk called Bede writing centuries later described the arrival of the Anglo-Saxons as a sudden arrival that drove the other British inhabitants into exile; however, modern historians question this account and suggest that the arrival took place over centuries and may not have involved as many people as stated by Bede
- Bede
- Gildas
- Anglo Saxon Chronical
- William of Malmesbury
- Geoffroy of Monmouth

**Learning Question 3: What can we learn from Anglo – Saxon oral tradition? (Comparing and Contrasting)**

- Know that the arrival of the Anglo-Saxons changed Britain's culture; in particular the British and Latin spoken language was gradually replaced by a Germanic language we call Old English, the direct ancestor of modern English
- Know that because the Anglo-Saxons took control of much of Britain, we tend to describe the people in Britain at this time as Anglo-Saxons
- Know that the Anglo-Saxons were storytellers and that the most famous story from the oral tradition of Anglo-Saxon Britain is an epic poem called Beowulf; in this poem we learn about a warrior called Beowulf who comes to the rescue of a king, slaying a beast called Grendel and its mother; Beowulf becomes king and later must slay a dragon to protect his people; with the help of one of his men, Beowulf slays the dragon but is mortally wounded in the process; he is then celebrated as a hero after his death
- Know that an epic is a long set of connected stories of superhuman deeds, usually containing a hero
- Know that oral tradition is the passing down of what has been said from generation to generation; in particular it relates to aspects of culture that were not written down originally

also made using coins to buy things popular throughout Roman Britain, replacing bartering that was still used widely before then

**Learning Question 6: How did the inhabitants of Britain react to the Roman invasion? (Cause and Consequence)**

Equality Lesson

- Know that many people in Britain felt that the conquest by Rome had robbed them of their freedom and way of living; many had their land taken away from them and they had to pay taxes to the Romans; the queen of a tribe called the Iceni from East Anglia called Boudicca was particularly aggrieved when a treaty that had been made with her husband did not continue after he had died and her land was taken away; when she protested this, she and her daughters were treated terribly by the Romans
- Know that Boudicca led a rebellion against the occupying Roman army in 61 CE, in which the Roman towns of Colchester, London and St Albans; her army slaughtered every Roman in the first of these, around 70,000 people, and burned all three cities to the ground
- Know that a Roman fort existed at Longthorpe in Peterborough that historians believe was home to part of the Spanish ninth legion that was ambushed and slaughtered by Boudicca's army during the rebellion (retrieval)
- Know that, despite being outnumbered, the Roman army defeated Boudicca's army; Boudicca is thought to have killed herself rather than be captured by the Roman army
- Know that Boudicca is considered by some as a heroic symbol representing the independence of Britain (see resource below)
- Know that a large fraction of the people living in ancient Rome, probably more than ¼ at points, were enslaved people from across the Roman Empire; these enslaved people were at the bottom of the social hierarchy and had no rights; much of ancient Rome's economy as built on enslaved people doing work so that others did not have to
- [Tacitus Tacitus on Boudicca's Revolt - World History Encyclopedia](#)
- [Cassius Dio The Revolt of Boudicca according to Cassius Dio \(warwick.ac.uk\)](#)
- Salway [The Romans and Queen Boudica - History Learning Site](#)
- Know that the Roman's built Hadrian's wall (named after Emperor Hadrian) to protect the part of Britain that they had under their control from the people north of the wall that the Romans considered to be dangerous (Source)
  - [Vindolanda letters Vindolanda tablets - Wikipedia](#)
  - [Writing tablets](#)
  - [Shoe The Curator's Favourite Shoes | The Vindolanda Trust](#)
  - [Destroyed mile castle](#)
  - [Hadrian's Wall The story of how Hadrian's Wall destroyed life for the locals - Chronicle Live](#)
  - [Historia Augusta](#)

**Learning Question 7: How and why did Roman rule in Britain end? (Cause and Consequence)**

- Know that the Roman Empire became difficult to control because of invaders from outside, corruption from rulers in Rome and the large size of the empire; the Roman Empire was split in two; the Eastern Roman Empire was eventually renamed Byzantium and remained for another millennium (see resource below)
- Know that towards the end of the 4th century BCE, Roman soldiers were recalled to Rome to defend the rest of the empire; in 410, Emperor Honorius wrote to those left in charge of Britain to "look to their own defences" and refused to send soldiers to defend Britain from other intruders; historians consider this to be the end of Roman Britain

**Learning Question 4: What was life like in Anglo-Saxon Britain? (Comparing and Contrasting)**

- Know that the Anglo-Saxons settled mostly along rivers and chose to not inhabit previous Roman buildings, preferring to build their own homes, except when Roman buildings were useful as forts
- Know that Anglo-Saxon settlements mostly consisted of one-room houses made of wood, mud, animal dung and straw; settlements often had a single great hall for a local chief to live in and to use for entertainment (see resource below)
- Many cities and towns that still exist trace their names back to Anglo-Saxon words: *bury* - fortified place; *ford* - shallow river crossing; *ham* - village; *stead* - place; *wick/wich* - farm
- Know that people in Anglo-Saxon Britain lived mostly as farmers, and that this was hard work; some people were also very skilled craftsmen, making tools and beautiful jewellery from metal and toys and games from wood
- Know that life was difficult for children in Anglo-Saxon Britain; they were treated as adults from around the age of 10 and expected to work in the same way; boys learned the skills of their fathers and girls, like their mothers, were expected to work mostly in the home.
- Use of the (History van) resource

**Learning Question 5: Who ruled Anglo-Saxon Britain and how was the country divided? (Comparing and Contrasting)**

- Know that by 586, the part of Britain that we now know as England (from land of the Angles) was divided into seven kingdoms, called the heptarchy: Northumbria, Mercia, Wessex, Sussex, Essex, Kent and East Anglia (see resource below); each kingdom was ruled by a king, but the number of kingdoms and sub-kingdoms fluctuated as kings competed for supremacy
- Know that the kings of the different kingdoms of the heptarchy
- Know that Anglo-Saxon society existed in a hierarchy; at the top was the king and the royal family; below that were various nobles, people who owned large amounts of land; below that were peasants, who made the vast majority of all people in Anglo-Saxon England, some of whom were serfs who had to work on a given bit of land and give most of what they made to the local noblemen; at the bottom of the hierarchy were enslaved people who made up around 1/10 of the population and could be bought and sold like property.

**Learning Question 6: How did Anglo-Saxon England become a Christian country? (Continuity and Change)**

- Know that belief in many gods is called polytheism
- Know that Anglo-Saxon gods are the root of many of our days of the week: Tiw (god of war) is the root of Tuesday; Woden (king of the gods) is the root of Wednesday; Thunor (god of thunder) is the root of Thursday; Frige (goddess of love) is the root of Friday
- Know that in 597, the Pope (the head of the Catholic Church in Rome) sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity; monasteries were places where people could live lives of quiet prayer; some of these monasteries became renowned centres of Christianity and learning, including Lindisfarne and Iona
- Know that monasteries like Lindisfarne were home to precious treasures, including incredible works of art like the Lindisfarne Gospels that were created by monks

**Learning Question 7: What is the significance of the Sutton – Hoo find? (Significance)**

Source Lesson

- Know that an Anglo-Saxon burial site, including a ship and treasure, were discovered in Sutton Hoo in Suffolk in 1939; know that the objects found show us about the skills of the craftsman, the luxuries associated with being king and the beliefs in the afterlife of the Anglo Saxons
- Identify sources from Sutton Hoo

		<ul style="list-style-type: none"><li>• Know that the Romans left their mark all over Britain, including towns, plants, animals and a way of reading and counting; the name Britain even comes from the Roman name, Britannia</li><li>• Know that Rome was sacked by an invading tribe from the north called the Visigoths in 410 BCE; the last Roman Emperor, Romulus Augustulus, was forced to give up his crown in; many historians consider this to be the end of the Roman Empire</li></ul> <p><b>Learning Question 8: What was the legacy of Roman rule in Britain? (Essay Question)</b> Paragraph 1: What did the Romans leave in Britain? Paragraph 2: How are some of these important to us today? Paragraph 3: Was Britain improved by the Romans?</p>	<p><b>Learning Question 8: Who were the Anglo-Saxons and how did they change Britain? (Essay Question)</b> Paragraph 1: Where did the Anglo Saxons come from? Paragraph 2: What interesting things did the Anglo-Saxons bring with them? Paragraph 3: In what ways was Britain changed forever?</p>
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## Year 4

A great year 4 historian will...

Know the difference between Athens and Sparta.

Know why ancient Greece is considered to be influential to the modern world.

Know why the Romans invaded Britain.

Know what the impact of Roman rule was on Britain.

Know who the Anglo-Saxons were and where they came from.

Know what life was like in Anglo-Saxon Britain.

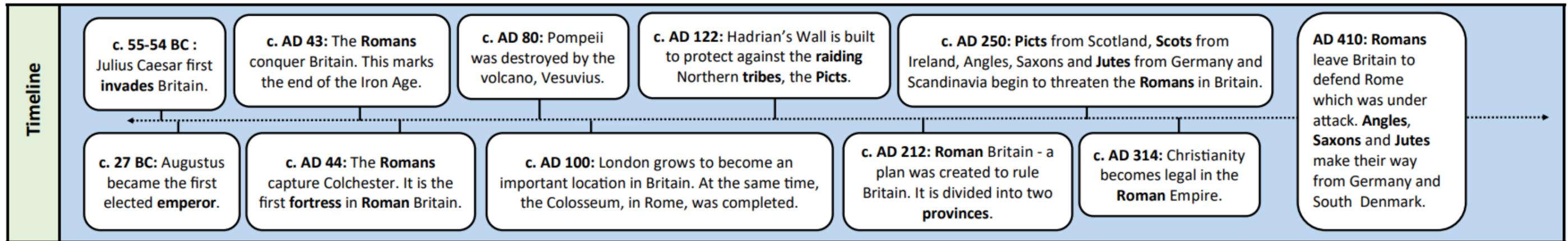
Know the significance of the Sutton Hoo find.



### Important Vocabulary

- descendent
- exile
- inhabitants
- supremacy
- population
- barter
- corruption
- dictator
- emperor
- engineering
- pragmatism
- republic
- tax
- treaty

What was the Roman Empire, and how did it impact Britain and the wider world?



### Where did the Romans come from?

The Romans lived in Rome, a city in the centre of the country of Italy. Rome started to grow from a small town into a larger and larger city around the year 753 B.C. They were one of the most powerful, clever and successful ancient civilizations ever.

They ruled over nearly all of Europe and most of north Africa, including Egypt. It is thought that one of the reasons the Romans invaded Britain was to conquer land, gain more slaves and collect the many precious resources in Britain including metals such as lead, tin, gold and silver.



### Diagrams

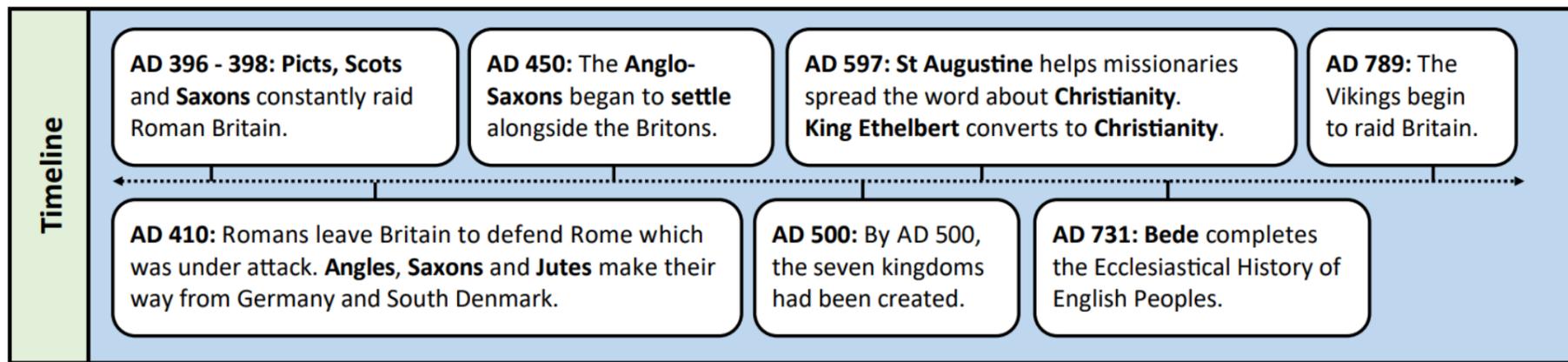
#### Roman Empire in AD54:



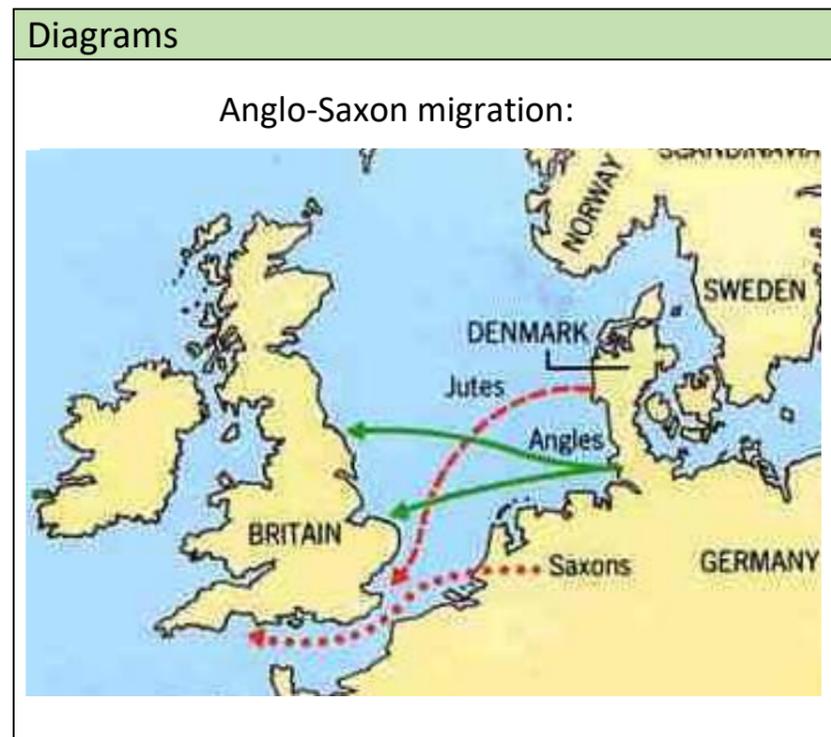
### Important Facts:

- In AD 44, The **Romans** capture Colchester. It is the first **fortress** in **Roman** Britain and made the capital city in AD 49.
- In AD 61, **Queen Boudica** led a **rebellion** against the **Romans**.
- The **Romans** established themselves in Britain and developed:
  - paved straight roads
  - **infrastructure** (e.g. sewage)
- They also **influenced** the:
  - written and spoken language
  - measurement system
  - way of life
  - cities
  - buildings (built out of bricks and stone)
  - **technology**
  - religion (e.g. Christianity)
- **Roman** Britain was a **nation** rather than a number of **tribes**.

Who were the Anglo-Saxons and how did they change Britain?



People	
Bede	A monk who wrote about life in Anglo-Saxon Britain.
Gildas	A monk who wrote about the leaders of Britain offering land and food in exchange for protection against the Picts and Scots.
Hengist and Horsa	The Jute leaders who were invited to Britain by Vortigen to help defend them from the Picts and Scots in exchange for land.
King Alfred the Great	The King of Wessex who eventually became the first king of England.
King Ethelbert	The King of Kent who converted to Christianity.
St Augustine	A monk who helped spread the word about Christianity.
Vortigen	A king in Britain who offered Hengist and Horsa land and food in exchange for protection.



Key People	
<b>King Alfred</b>	King of Wessex (a Saxon kingdom in south-western England). He prevented England from falling to the Danes and promoted learning and literacy.
<b>William the Conqueror</b>	He was the first Norman King of England, reigning from 1066 until 1087. He was Duke of Normandy from 1035 onward. His hold was secure on Normandy by 1060, following a long struggle to establish his throne, and he launched the Norman conquest of England six years later.
<b>Edward the Confessor</b>	The last but one of the Anglo-Saxon kings of England, Edward was known for his religious faith.
<b>Athelstan</b>	Alfred the Great's grandson. He reigned between 925 AD and 939 AD and was the very first 'King of all England'.
<b>King Cnut</b>	(Also known as King Canute) A fierce Danish warrior king who ruled over England between 1016 and 1035.

Medium term History plan Year 5		
	Autumn 1	Summer 1
<b>Whole school drivers</b>	<b>Equality</b> We intend to learn about equality through Benin culture and compare this to today particularly looking at gender and social status.	<b>Fairness</b> We intend to look at social fairness within Viking society.
Lead topic question	What can the historical kingdom of Benin tell us about the different ways of seeing history?	Who were the Vikings and the Normans, and how did they change Britain?
Substantive Concepts (Historical Terms)	Ruler (Oba) Civilisation	Ruler (Monarch) Civilisation
Previous Vocabulary	AD, BC, artefact, tribe, weapon. century, ruler, barter, corruption, treaty Descendent, exile, inhabitants, supremacy, population	AD, BC, artefact, tribe, weapon. century, ruler, barter, corruption, treaty Descendent, exile, inhabitants, supremacy, population consumption, distribution, hostility, property, worship
New Vocabulary	consumption, distribution, hostility, property, worship	chronicle, provocation, seafarer
Substantive knowledge	Substantive knowledge at Meynell includes <b>1. Topic knowledge</b> of the period being studied. <b>2. Chronological knowledge</b> within and across time periods. <b>3. Substantive concepts</b> which occur frequently throughout the study of history	
Disciplinary knowledge	Disciplinary knowledge at Meynell includes: <b>4. Knowledge of history as a discipline</b> (how do historians analyse the past?) <b>5. Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.	
Progression coverage	Knowledge A non-European society that provides contrasts with British history – Benin  <p style="text-align: center;"><u>Overarching enquiry question:</u> What can the historical kingdom of Benin tell us about the different ways of seeing history?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What have we learned about history so far?</b></p> <ul style="list-style-type: none"> <li>Know that history is the study of the past, in particular the changes over time that have occurred within human society (retrieval)</li> <li>Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)</li> <li>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</li> <li>Know that the Stone Age lasted for a very long time, most of which was spent as hunter-gatherers without settled homes; towards the very end of this period, humans began living in settlements, undertaking agriculture and raising animals; this created a surplus of food and allowed people to specialise in particular jobs, leading to new technology, architecture and art</li> <li>Know that the Bronze Age and Iron Age followed the Stone Age, during which time people started using more complicated tools made from these metals</li> <li>Know that the earliest civilisations were ancient Egypt, (which began somewhat later); these civilisations were based around fertile river floodplains and involved large groups of people living together with a shared culture and social hierarchy</li> <li>Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations</li> <li>Know that historians don't always agree on what makes a civilisation; saying that a society was uncivilised is often considered as an insult and a way for people in certain places to feel superior to others</li> <li>Know that the maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings, queens, emperors or empresses)</li> </ul> </div>	Knowledge The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <p style="text-align: center;"><u>Overarching enquiry question:</u> Who were the Vikings and the Normans, and how did they change Britain?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: Who were the Vikings and why did they invade?</b></p> <ul style="list-style-type: none"> <li>Know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia (see resource below); the word "Viking" comes from the Norse word "vikingr" meaning pirate</li> <li>Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary</li> <li>Know that the Viking gods were similar to those of the Anglo-Saxons, with slight differences in names (e.g. Odin, Frigg, Thor)</li> <li>Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended</li> <li>Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the Anglo-Saxon Chronicle, a historical source written over a century later</li> <li>Know that a historical source can provide evidence relating to the events of the past</li> <li>Know that we can devise our own questions about history and begin to answer these using historical sources</li> <li>Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion</li> <li>Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better</li> <li>Know that the success of the Viking raids encouraged further raids</li> <li>Know that the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld</li> </ul> </div>

**Learning Question 2: How and when was the Kingdom of Benin formed, and what role does oral tradition play in our understanding of Benin? (Cause)**

- Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past (retrieval)
- Know how our knowledge of the past is constructed from a range of sources
- Know that oral tradition is the passing down of what has been said from generation to generation; in particular it relates to aspects of culture that were not written down originally
- Know that some historians are sceptical about the reliability of oral traditions for understanding history; others recognise that other sources are also imperfect and that systematic collection of oral histories can shed light on parts of history that might otherwise be entirely unknown
- Know that oral history suggests that the ancestors of the rulers of Benin moved to what became the Kingdom of Benin from Egypt
- Know that in a forested area of Western Africa circa 900 CE the Edo people cleared parts of the forest and built villages in which to live; by around the 11th century, these consolidated into a kingdom; the rulers of this kingdom became known as Obas, and they held a similar role to monarchs in European countries
- Know that the Kingdom of Benin was located within the country that is now called Nigeria; there is a modern country called Benin, but this is not directly related to the Kingdom of Benin

**Learning Question 3: Who were the Obas, and how was society organised in Benin? (Continuity and Change)**

- Know that the Obas were part of dynasties, with the kingdom passed down from father to son; the first Oba was called Eweka I; the line of Obas has continued up until the present day
- Know that a dynasty is a line of rulers of a country who are part of the same family (retrieval)
- Know that women were not considered as potential Obas, but the Oba's mother was a key advisor to the Oba and ranked with the highest chiefs; women in the Kingdom of Benin had many important roles, including doing much of the farming, house-building and undertaking some crafts (e.g. pottery)
- Know that a line of Obas ruled the Kingdom of Benin until circa 1440 when Oba Ewuare became the Oba and began the kingdom's expansion into an empire
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire
- Know that the people of the Kingdom of Benin worshipped many gods, including Osanobua who created the world; his son, Olokun who was the god of the sea and of wealth; Osanobua's daughter, Obiemen, who was in charge of farming; and Osanobua's youngest son, Ogiuwu, who became the king of death
- Know how our knowledge of the past is constructed from a range of sources.
- Know how to recognise connections, contrasts and trends over time.

**Learning Question 4: Who was Oba Ewuare, and how has his reign been interpreted by different people? (Interpretation of historians' accounts)**

- Know that some historians believe that before he became the Oba, Ewuare fled from Benin after his eldest brother became the Oba; when his elder brothers died, Ewuare did not at first become the Oba as his position was taken by his younger brother; after hiding and organising support, Ewuare defeated and killed his younger brother, burning the city in Benin to the ground
- Know that the version of events described above is disputed and that there is no written evidence from the time, only oral tradition, on which to rely
- Know that the Bini people gave Ewuare a title that means 'Ewuare the Great' because of his conquest of other lands and his reorganisation of government; (during the time of Ewuare, it is estimated that 200 towns and villages were conquered); in contrast, the neighbouring Ishan people gave him the title 'Ewuare the Selfish' because of the way in which he took more power for himself and because of his persecution of some of his subjects
- Know that before Ewuare, a group of chiefs of powerful families called 'uzama' had the job of deciding the next Oba, something which gave them power; Ewuare removed this power by establishing the idea of primogeniture in his kingdom
- Know that primogeniture is a custom in which the eldest son inherits the property and wealth when his father dies
- Know that the city of Benin - at the time called Edo - was redesigned during Ewuare's reign, including the extending of huge lengths of walls that had begun centuries before in and around the city and out to into the countryside; these are no longer visible, but archaeological evidence suggests that over time these walls became one of the largest human-created constructions of Earth at over 1000 km long in total
- Know that the Kingdom of Benin was a key trading centre in west Africa, and the Portuguese explorers were keen to trade with the Kingdom of Benin; the Portuguese soon began trading brass and copper for other goods like pepper and ivory, and also for enslaved people; these enslaved people were people captured from neighbouring territories, often as the result of conflict
- Know that trade is a key aspect of the development of large settlements as it means that goods that are not available can be acquired in exchange for goods that a settlement produces in excess
- Know that Ewuare encouraged the arts, in particular the carving of wood and ivory
- Know that Ewuare is likely to have begun the tradition of bronze heads being part of shrines to deceased Obas
- Know that slavery existed across the ancient world and throughout human history, including its reintroduction into England during the reign of Edward VI (EQUALITY DRIVER)

**Learning Question 5: How did the Kingdom of Benin come to an end? (Change)**

- Know that an uncertain line of succession led to a period of civil war in around 1700 CE; in the 17th and 18th century, the power of the Kingdom of Benin began to decline due to repeated internal conflicts around who should be the next Oba; these conflicts diverted resources away from key aspects of the Benin economy and the maintenance of an organised military
- Know that in the late 19th century, some European countries, including Britain, were undertaking large-scale colonisation of territories around the world

**Learning Question 2: What were the consequences of the Viking invasion? (Continuity and Change)**

- Know that in 829, Egbert, the king of Wessex, conquered Mercia and forced Northumbria to submit as well, laying the eventual foundations for a united England for the first time under the Anglo-Saxons
- Know the first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too – all very tempting to a Viking raider.
- Know that in 865, the Great Viking Army from Denmark invaded England and captured York (which they called Jorvik) and made it their kingdom; the Vikings then conquered Mercia before being defeated by Egbert's grandson Alfred in battle; the two sides made terms that split England in half, with Alfred in control of the East and the Danish Vikings in control of the west, called Danelaw; the existence of the Danelaw saw the intermingling of lots of aspects of Viking and Anglo-Saxon culture
- Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia. By AD 874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.
- Know that Alfred was given the title Alfred the Great as he was considered a fair and learned ruler who protected much of England from the Vikings against the odds; he was seen as the ruler of all of the Anglo-Saxons
- Know that the Anglo-Saxon kings assembled powerful people to discuss important issues affecting their lands; this laid the groundwork for what would later be called parliament
- Know that "throne" and "crown" are examples of synecdoche, in which the part is made to represent the whole (or vice versa); in this case both mean the monarchy
- [VIKINGS - III: Invasion of England | Norman Conquest of England - YouTube](#)
- Know that a historical source can provide evidence relating to the events of the past
- Know that sources don't have to be written records; they can be artefacts of any sort, something made by a person that suggests something about the past
- Know that we can devise our own questions about history and begin to answer these using historical sources

**Learning Question 3: What was the Norman Conquest, and what were its consequences? (Cause and Consequence)**

- [VIKINGS - III: Invasion of England | Norman Conquest of England - YouTube](#)
- Know that there were competing claims to the throne of England after the death of Edward the Confessor in 1066: Harold Godwinson, Harald Hardrada (King of Norway) and William (the Duke of Normandy); Harold Godwinson took the crown, angering the other two who believed they should have the throne and provoking invasion from both of them; William claimed that Harold had sworn an oath to defend William's right to the throne
- Know that Harold Godwinson's army defeated an army of Harald Hardrada in the north of England; almost immediately after, his army had to march to the south of England to face the army of William
- Know that William's and his army were from Normandy, named after the Norse Vikings (meaning from the North) that lived in the north of France
- Know that William's army defeated Harold's army at the Battle of Hastings, in which Harold was fatally wounded
- Know that the events of this period are portrayed on the Bayeux Tapestry, a 70-metre-long piece of embroidered cloth made in the 1070s in England considered to be one of the finest monuments of the times
- Know that William became known as William the Conqueror and was made King William I of England; this ended the reign of the Anglo-Saxons, and began of the reign of the Norman kings
- Know that the Norman Conquest meant that landowning Anglo-Saxon elites were almost entirely replaced by Normans; the history of France and England became intertwined; know that lots of the French language became part of English as the elites and the government spoke in French
- Know that the Norman Conquest changed the architecture of England, with motte-and-bailey castles being built and monasteries and churches being built, including the building which was to become Peterborough Cathedral
- Know that the Normans established the custom of primogeniture, in which the eldest son inherited the property and wealth when their father died
- Know that we can never be sure about the conclusions we draw from historical sources and that we have to let the evidence we have guide us towards the most likely conclusion
- Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better
- Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; for example, precious objects from the past tend to have been the possessions of wealthy people

- Know that colonialism was the practice of taking control of foreign territories by force (or threats of force), occupying it with settlers from the 'home' country and exploiting the colony economically, often by extracting natural resources; through this, territories from around the world became part of a country's empire; know that some of the most notorious atrocities in modern history were committed as part of this practice
- Know that towards the end of the 19th century, the Kingdom of Benin had - despite its decline - maintained its independence from European states, though its rich resources of palm oil, rubber and ivory were coveted by European empires; the British Empire was one such empire, and while it claimed to have benevolent aims (including the cessation of human sacrifices), letters from the time strongly suggest that the British interest was entirely economic
- Know that in 1892, under pressure to do so, the Oba reluctantly signed a treaty with the British Empire allowing them greater control in the area; as per tradition, the Oba maintained that customs duties be paid (a price for doing trade in the region), and the British considered this a hostile act; the Oba ceased trade with the British
- Know that in late 1896 a small British force asked leaders in Britain for permission to invade Benin City; without waiting for a reply, a small force of British troops, accompanied by around 250 soldiers of African origin, went to meet the Oba, claiming to want to meet to discuss trade; at this time, the Oba was taking part in rituals that meant he could not, according to tradition, see outsiders; despite the Oba not commanding it, soldiers from Benin attacked the British force to prevent the interruption of the rituals, killing almost all of them; this act was reported as a "massacre in Benin" in British newspapers
- Know that the British Empire sent an army of around 1,200 men to invade Benin City; this army murdered many civilians, burned Benin City to the ground, looted the treasures from the Obas palace and sent the Oba into exile; many of the works of art studied in this topic were looted at this time before being sold off or placed in museums in Europe
- Know that the Kingdom of Benin became part of the British Empire and remained that way until 1960 when the territory became part of Nigeria
- Know that many of the Benin bronzes that have been studied throughout this topic are still held in museums across Europe, including the British museum, and that some people believe that they should be returned to Nigeria; the Humboldt Forum - a museum in Berlin, Germany - has committed to returning the bronzes from Benin that it had on display until recently

**Learning Question 6: Why do historians disagree about the Kingdom of Benin? (Essay Question)**

**Paragraph 1: Explain that oral tradition makes it difficult for historians to agree on what happened in Benin**

**Paragraph 2: What evidence can historians use to understand Benin? (City walls, masks, stories)**

**Paragraph 3: Summarise your thoughts – why do you think it is hard for historians to agree?**

**Learning Question 4: How was Britain invaded and what changed? (Essay Question)**

**Paragraph 1: Who invaded Britain first and why did they come here?**

**Paragraph 2: How was Britain divided and who ruled?**

**Paragraph 3: How did William the Conqueror come to be King?**

**Paragraph 4: How did Britain change?**

## Year 5

A great year 5 historian will...

Know how and when the Kingdom of Benin formed.

Know how historians have interpreted Oba Ewuare's reign.

Know how society was organised in Benin

Know who the Vikings were and why they invaded.

Know about the Norman conquest and understand the impact of it on England's buildings and language.

Know that artefacts from the past, including examples of writing, tend to be owned by people of privilege.



### Important Vocabulary

- consumption
- distribution
- hostility
- property
- worship

What can the historical kingdom of Benin tell us about the different ways of seeing history?

The Kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa.

By the 1400s they had created a wealthy kingdom with a powerful ruler called an Oba.

They also started trading with merchants from Europe.

**The People of Benin**

Most sources tell us about the rich and powerful people from the Kingdom of Benin. Little is known about the ordinary men, women and children.

Historians believe that most people:  
 -were farmers, growing crops like yams and plantains or clearing huge areas of land,  
 -had two or three different jobs  
 -may have been part of guilds of craftsmen producing goods for trade.

They believe others may have been:  
 -warriors,  
 -entertainers,  
 -builders.



Women were responsible for:  
 -looking after their families,  
 -making domestic objects such as cooking pots.

Children:  
 -did not go to school but learnt everyday from storytellers.

**Trade**

Ivory, palm oil and pepper were popular commodities traded with Portugal, Denmark and Britain.

Britain wanted control of Benin to steal their wealth.

**Daily life in Benin**

Many people lived in small towns and villages.

The army was made up of warriors who served the Oba.

They made their houses out of mud, woods and palm leaves.

The people made impressive sculptures carved out of bronze.

The British people were shocked that this nation could create such intricate pieces.

This changed their view of Benin and they wanted its wealth for themselves.



Benin is a country in its own right today. However the Kingdom of Benin was located on the South Coast of West Africa in what is known today as Nigeria.

**Artefacts**

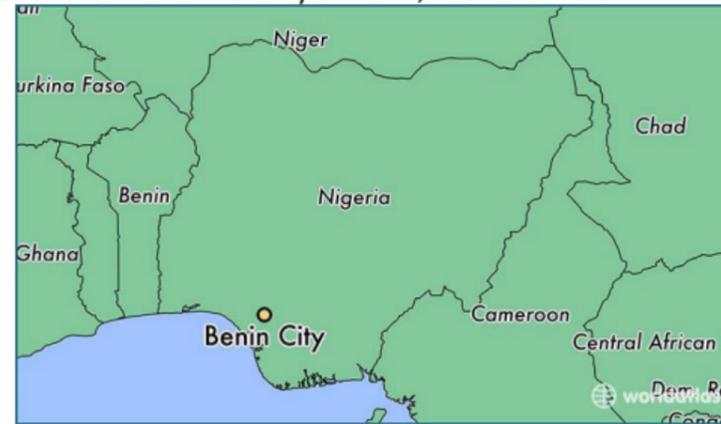


Art work made out of ivory and bronze.



**LOCATION**

Benin city is the location of the ancient Kingdom of Benin. It is located in Nigeria, which is in the west of Africa. The Ancient Kingdom of Benin is NOT located in the modern country of Benin, this is a different country in Africa.



**IMPORTANT PEOPLE**

**Ogiso Igodo** – the first king or Ogiso of Benin

**Ogiso Owodo** – the last of the Igiso kings. He was exiled.

**Oba Eweke** – the first of a new dynasty of kings called the Obas

**Oba Oguole** – built the Benin City Wall

**Oba Ewuare** – expanded the Kingdom greatly and set up the trading links with Portugal

**Oba Ovanramwen** – the last king of Benin, exiled by British troops after their invasion

**THE ANCIENT KINGDOM OF BENIN: AD 900-1900**

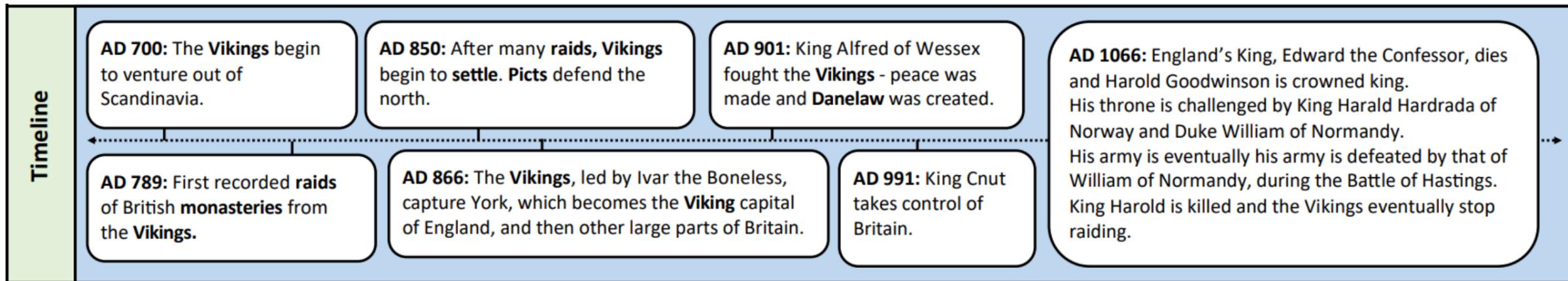
The Kingdom of Benin rose to become a powerful empire in the 16<sup>th</sup> Century but was destroyed when it was invaded by British forces.

It began as a small group of villages that joined together to improve trading and security. The people worked hard as farmers and craftsmen so that the Kingdom had high quality goods to trade with foreigners.

The Obas were very powerful and were treated like gods, during their rule the Benin Kingdom expanded its boundaries.

Over time there were arguments about who would be the next Oba and this led to civil wars. British troops invaded and gained control. In the 1960s it became part of independent Nigeria.

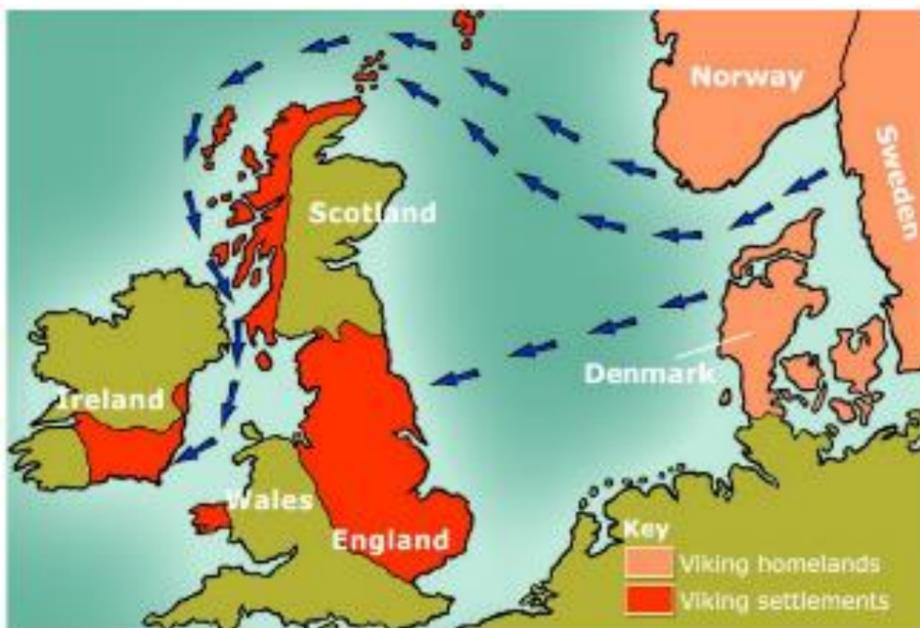
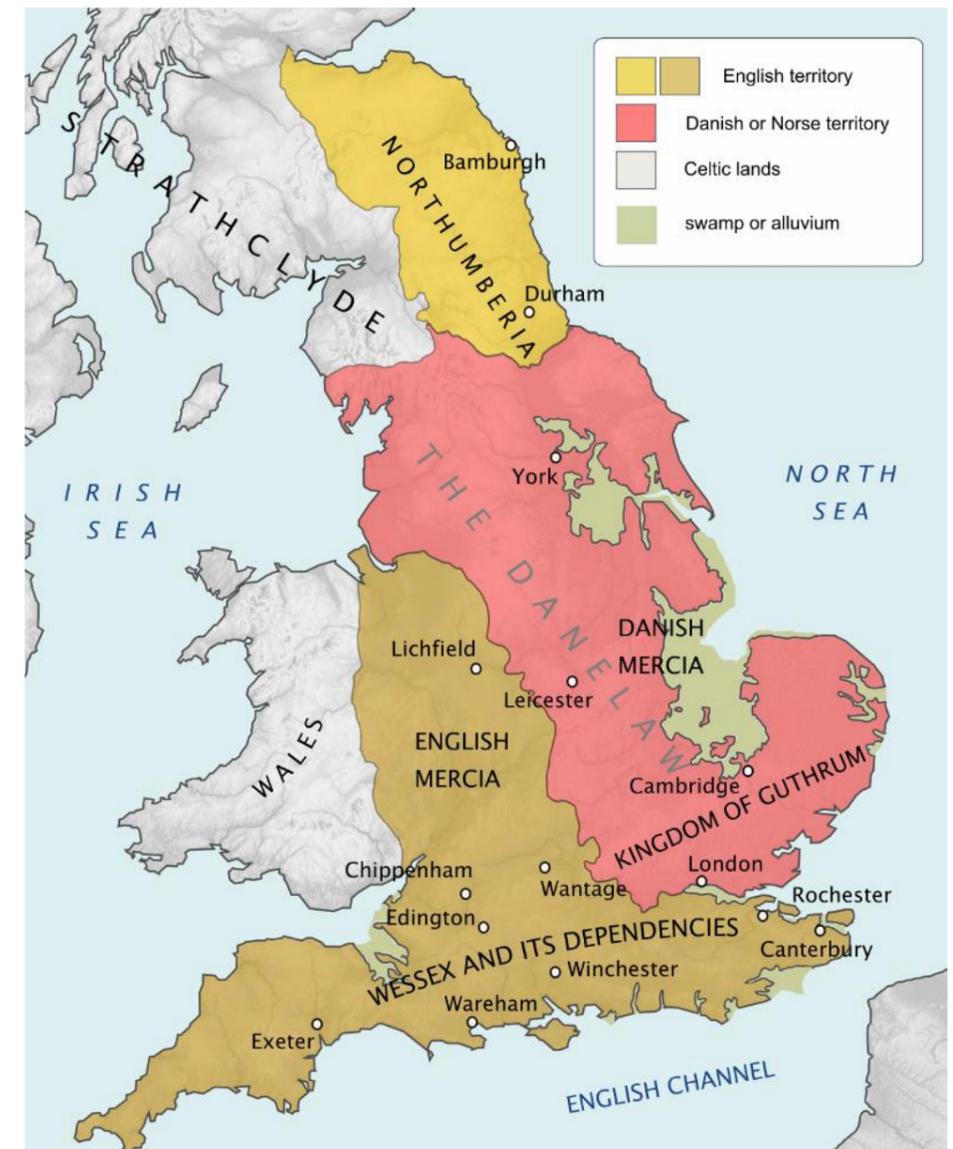
Who were the Vikings and the Normans, and how did they change Britain?



**Important Information**

- The Vikings had left Scandinavia to set out on expedition to raid and settle in Britain.
- The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting.
- The Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended.
- King Alfred of Wessex, also known as Alfred the Great, initially fought the Vikings, also known as the Danes, but then peace was agreed and the country was divided. Wessex and Danelaw were created to eventually be united into a united English kingdom.
- As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.
- England was ruled by Anglo-Saxon kings as well as Danish kings.
- The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Map of Britain in AD 879



Medium term History plan Year 6			
	Autumn 1	Spring 2	Summer 1
Whole school drivers	Equality We intend to look at the impact of persecution both during the war and now. We will also look at how the war contributed to the equality for women movement.	Health	Fairness
Lead topic question	What were the causes and consequences of World War 2?	What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today?	What are civil rights and human rights, and what notable figures have contributed to their advance?
Substantive Concepts (Historical Terms)	Industry Invasion Ruler (dictator)	Industry Change	Civilisation
Previous Vocabulary	Weapon, ruler, treaty, population consumption, distribution, hostility, property,	Population, consumption, distribution, property, evacuation, manufacture, morale, refugee,	Population, consumption, distribution, property, evacuation, manufacture, morale, refugee
New Vocabulary	alliance, anti-Semitism, evacuation, manufacture, morale, negotiation, refugee, dictator	cholera, tsunami	apartheid, civil rights, discrimination, human rights, resistance, segregation
Substantive knowledge	Substantive knowledge at Meynell includes <b>1. Topic knowledge</b> of the period being studied. <b>2. Chronological knowledge</b> within and across time periods. <b>3. Substantive concepts</b> which occur frequently throughout the study of history		
Disciplinary knowledge	Disciplinary knowledge at Meynell includes: <b>4. Knowledge of history as a discipline</b> (how do historians analyse the past?) <b>5. Knowledge of how historians use sources of evidence</b> to construct knowledge about the past.		
Progression coverage	<p style="text-align: center;"><u>Overarching enquiry question:</u> What were the causes and consequences of World War 2?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: What happened in the early 20th century in Europe that paved the way for World War 2?</b></p> <ul style="list-style-type: none"> <li>Recognise some of the conflicts that have been discussed earlier in the history curriculum, including the wars between Athens and Sparta; Alexander the Great's wars of conquest; the wars of conquest of the Roman Empire; the conflict between the Anglo-Saxons and the Vikings; the battles of the Norman Conquest; the naval battle between the British fleet and the Spanish Armada; and the conflicts related to Britain's expansion of its Empire across the world</li> <li>Chronological lesson (similarities across time. Knowing where our focus fits in. Identifying and understanding the specific period of time we will be delving deeper into.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Learning Question 2: What were the direct issues that paved the way for World War 2? (Cause)</b></p> <ul style="list-style-type: none"> <li>Know that World War 1 - known at the time as the Great War - was the first war in which countries from across the globe were dragged into one wide-reaching conflict; this was due to the empires that the European countries relied upon for resources and troops; however, many countries remained neutral and were not directly involved in World War 1</li> <li>Know that for the first time countries had the technology and resources to maintain a continuous war over a long period of time; while conflicts before World War 1 had lasted for very long periods of time, these were mostly made up of occasional battles at specific sites; World War 1 was the first sustained conflict between technologically advanced nations and the death toll was vastly higher than previous European conflicts; the ability to produce weaponry and machinery of war had been transformed by the Industrial Revolution</li> <li>Know that Germany, exhausted from the war effort and lacking the resources of an extensive global empire to sustain its economy, surrendered in 1918; at Versailles, Germany</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question:</u> What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: Why did Sheffield need a dam in the 19th Century? (Significance)</b></p> <ul style="list-style-type: none"> <li>Know that cholera was killing thousands of people in the 1800's.</li> <li>Know that the Victorians started the sewerage works that is still in place now under our feet.</li> <li>Know that the Victorian years were the years of the 'Industrial Revolution', when huge new factories and mills were being built in the towns and cities of Britain.</li> <li>They were needed for the new steam-powered machines which could produce goods in large quantities, including products for export to distant countries of the British Empire and beyond.</li> <li>New factories needed lots of workers, and these workers and their families needed places to live close to the factories</li> <li>The very rapid expansion of cities with cheaply-built housing resulted in terribly crowded and unhealthy living conditions for many of the workers in the new factories.</li> <li>This meant that the slum districts of industrial centres grew larger, and diseases and epidemics spread very easily among the densely packed population.</li> <li>A major cause of the epidemics was the lack of enough clean water to supply the needs of a much larger population so councils decided to build reservoirs and dams.</li> <li>Know that the Sheffield Water Company decided to build a dam at Dale Dyke to provide clean water.</li> <li>Know that primary sources such as photos, letters and witness statements could provide useful information if we ask the right questions</li> <li>Know that secondary sources are analysis, interpretations or evaluations of primary sources. This provides useful information but is often not written at the time of the event.</li> </ul> </div>	<p style="text-align: center;"><u>Overarching enquiry question:</u> What are civil rights and human rights, and what notable figures have contributed to their advance?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Learning Question 1: How has the idea of equality been viewed through history?</b></p> <ul style="list-style-type: none"> <li>Know that history is the study of the past, in particular the changes over time that have occurred within human society</li> <li>Know that many of the most important thinkers in history have been people who disagreed with social hierarchies, believing that all people were equal in worth; this idea is known as equality</li> <li>Know that important issues, including those relating to equality, are often overlooked, and that a careful study of history can show us whose history has been prioritised and whose has been ignored; for example, this history curriculum inevitably makes choices about what is to be focused upon; it is important to recognise that any study of history will contain implicit biases and omissions that should be considered and questioned</li> <li><b>Know that historians will interpret things in different ways, and will prioritise different ways of looking at history; for example, some will focus on the circumstances that led to events while others will focus on the decisions made by important people; some will focus on military history (the history of battles and wars) while others will focus on the economy (production and trade); it is often sensible to consider different perspectives on history to understand it better</b></li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Learning Question 2: What are civil rights and human rights? (Continuity and Change)</b></p> <ul style="list-style-type: none"> <li>Know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person's race, religion, gender or any other characteristics; civil rights are an essential component of a democracy</li> <li>Know that the word civilisation comes from the Latin word "civitas" meaning city</li> <li>Know that democracy (demos - relating to people; cracy - relating to power) is a system in which the population of a territory has some power in the way in which the territory is run; this can involve voting for a representative to make decisions on their behalf, known as representative democracy, as exists currently in the UK and many parts of the world</li> </ul> </div>

was forced to sign a treaty that forced it to pay reparations to France and other countries, to give up some of its territory and to refrain from having an army in future

- Know that the borders of countries and the names of countries sometimes change; these changes often come about due to conflicts, social movements or political decisions (retrieval)
- Know that economic problems known as the Great Depression saw mass unemployment across Europe; Germany - already struggling with its reparations payments - was especially hard hit; riots and civil unrest erupted across Germany, and their people became more open to radical solutions to solve the problems of the country

**Learning Question 3: What is totalitarianism and how did totalitarian leaders push the world to war in the 1930s? (Cause)**

Equality Lesson

- Know that following World War 1 (known at the time as the Great War) people in many countries sought national unity and what they perceived as strong leadership; in Italy, Benito Mussolini took power as a dictator, in total control of the country
- Know that Mussolini was a totalitarian ruler; tyranny is cruel or oppressive rule, and totalitarianism is a form of tyranny that seeks to control every aspect of people's lives
- Know that Adolf Hitler, partly inspired by Mussolini's dominance of Italy, took power in Germany, leading a party called the National Socialists or Nazis; Hitler had been voted into power, but he quickly moved to dissolve democracy in Germany
- Know that Hitler began breaking the rules that had been placed on Germany by the Treaty of Versailles, for example by building up Germany's military; the other countries of Europe did not intervene as they hoped that Hitler could be reasoned with and after the horrors of the Great War, people were reluctant to be part of more conflict
- Know that Hitler was an anti-Semite who spread conspiracy theories about the Jewish people of Europe; an anti-Semite is a person who is hostile towards Jews; the Nazi party used various means of propaganda to influence the people of Germany into support for Hitler's aims, including persecution of Jews
- **Know that propaganda is information, often of a biased nature, that is used to promote a particular political cause or point of view**
- Know that politics is the activities that are associated with the use of power, particularly those undertaken by governments
- Know that Jews had been persecuted throughout Europe for centuries; Jewish people were always a minority group in countries in Europe and a target for leaders looking to unfairly blame a group of people that they could label as outsiders; Hitler took advantage of negative stereotypes about Jews and began systematically persecuting them across Germany; other groups were also persecuted, including Roma and Sinti gypsies, Jehovah's Witnesses, homosexuals, political opponents and people with mental or physical disabilities; eventually this persecution led to these people being sent to concentration camps, in which millions were murdered, including around 6 million Jews
- Know that Hitler's German army annexed the Rhineland (land that had been taken from Germany following the Treaty of Versailles) and Austria; in response to this expansion, the British prime minister met with Hitler and signed the Munich agreement, which attempted to avoid war by allowing Germany to occupy the Sudetenland, the German-speaking part of Czechoslovakia; this policy was given the name appeasement, and it was popular in Britain at the time, but this policy misread Hitler's intentions; he had no intention of sticking to the agreement (see resource below)
- Know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany; Germany joined forces with other countries, notably Italy and Japan, and these countries were known as the Axis powers; these were opposed by the Allies, notably Britain, France and other countries, including those that joined the war later such as the USA
- Know that Hitler's German army, using a method known as 'blitzkrieg' (translated as 'lightning war') defeated France and various other European countries, leaving Britain and the countries of the British Empire with fewer allies (see resource below)
- Know that in 1940 Winston Churchill took over from Neville Chamberlain as Prime Minister of Britain; Churchill became renowned for his rousing speeches that were intended to lift the morale of the country

**Learning Question 4: Why were children across Britain evacuated from major towns and cities and what was evacuation like? (Cause and Consequence)**

- Know that due to the fear of bombs being dropped on major towns and cities in Britain, 1.5 million children across the country were evacuated from towns and cities to live in the countryside, mostly with complete strangers who volunteered to take them in
- Know that evacuation involved exceptional emotional distress for many children and their parents; while evacuation was voluntary, the closure of schools in urban areas and the fear of aerial bombardment encouraged many to send their children away (see resource below)
- Know that many children had never seen the countryside before and saw evacuation as an adventure; for some children, the years spent evacuated were the happiest of their childhood; for others, evacuation was a miserable experience, sometimes due to mistreatment by their foster families
- Know that the evacuation of children to other homes brought people from different areas and with different backgrounds together; many people for the first time recognised the extreme poverty and ill health suffered by some children across the country
- Know that as part of the war effort, women across Britain undertook many jobs that had become to be regarded as "men's jobs" including the making of weaponry, working in

**Learning Question 2: How did the Dale Dyke Dam burst?**

- Know that the evening of Friday 11th March 1864 was stormy and there had been gale warnings that morning. Concerns were raised when a worker found a long, thin crack in the embankment.
- Know that as Gunson was examining the dam, it burst and the contents rushed towards the surrounding villages. It burst before John Gunson realised how serious it was so no warning was sent out down the valley. The water gushed in a 30-foot-high wave down the Loxley Valley like a giant waterfall flowing over Sheffield - 650 million gallons of water.
- Know that on Wednesday the 23rd March an inquest was held in Sheffield Town Hall. We know what happened because reporters made notes and these had been preserved in the Sheffield Archives.

**Learning Question 3: What was the consequence of the flood on the people of Sheffield? (Cause and Consequence)**

- Know that many people were affected by the flood and it was a national disaster - event the Queen donated money to the relief fund.
- Know that the damage to buildings and people was profound.
- Know that many different parts of Sheffield were affected (Loxley, Wicker, Hillsborough and Malin Bridge)
- Know that eye-witness accounts record a wide range of damage. Analyse these interpretations carefully.
- Know that in 2007 a large flood occurred in Sheffield again and compare some of the similarities and differences of both floods.

- Know that through history, democracy has often been used to describe a situation where only a limited group of people actually have the right to vote; this right is called suffrage, something that different groups have fought for in different ways throughout history
- Know that following World War 2, an international organisation called the United Nations (UN) was established with the aim of maintaining international peace and security; in 1948 the UN adopted its Universal Declaration of Human Rights, which is described as "a common standard of achievement for all peoples and nations"
- Know that human rights are the guarantees of equal protections and social opportunities that are deemed to be a person's birth right regardless of the place in which they live; while the idea of human rights was made explicit by the UN, the concept has existed for centuries in the work of philosophers and religious thinkers

**Learning Question 3: Who were Millicent Garrett Fawcett and Emmeline Pankhurst and what impact did they have on the world?**

- Know that women faced discrimination during the Victorian era, continuing a pattern that extended throughout human history; they were not allowed to vote, to independently use the law to seek justice or to own property once they were married; towards the end of the Victorian era, feminist ideas spread and a movement seeking women's suffrage (the right to vote) began in the late 19th century
- Know that feminism is a movement that seeks equality for women
- Know that Millicent Garrett Fawcett was a tireless campaigner who contributed to the women's suffrage movement in Britain through patient, moderate means, seeking to gradually and incrementally earn women the right to vote
- Know that Fawcett was born in 1847 into a wealthy family, which by the standards of the time was surprisingly free of the idea of male superiority
- Know that Fawcett was committed to the idea of suffrage for women in Britain from as early as she could remember, though at the age of 17 hearing philosopher John Stewart Mill speak on the subject dramatically increased her interest in the subject
- Know that she attended the first meeting of the National Society for Women's Suffrage (NSWS) and became an executive member; she also was a speaker at the first meeting of the NSWS; those that campaigned for women's suffrage were known as suffragists
- Know that Fawcett argued that since women were allowed to hold positions of responsibility (though many were systematically denied to them) and because they were required to pay tax, that they should be entitled to vote; she also argued that since parliament decided on the laws that men and women had to obey, both men and women should have equal rights in deciding who represented them in parliament; she sought to achieve her aims through peaceful protest and through gradually persuading the establishment through legal means
- Know that Emmeline Pankhurst was a radical campaigner who contributed to the women's suffrage movement in Britain through courageous activism that sought to raise the profile of the cause through daring, and often illegal, acts
- Know that Pankhurst was born in 1858 into a family who involved themselves in politics
- Know that Pankhurst became involved in the women's suffrage movement at the age of 14; after years of disappointment at the perceived lack of progress, she formed the Women's Social and Political Union (WSPU), a women-only group that was committed to achieving women's suffrage through "deeds not words"
- Know that members of the WSPU undertook illegal acts in hopes of forcing Britain to recognise the urgency of the movement, including smashing windows, assaulting policemen and setting fire to empty buildings; Pankhurst and fellow members were frequently imprisoned and undertook hunger strikes (a refusal to eat) to protest on behalf of their cause; Pankhurst suffered greatly in prison, not least through the force feeding that resulted from her hunger strikes

chemical plants, working on farms and working with the army (though they were not permitted to fight); **propaganda posters were used to encourage women to take on this work; by 1943 around 9 out of 10 women were directly involved in the war effort.**

- Know that due to the narrow strip of sea between occupied Europe and Britain, invasion of Britain was a much more challenging prospect for Hitler's Germany than the invasion of countries in continental Europe; in order to force Britain to seek a negotiated peace treaty on terms decided by Hitler, the German air force (the Luftwaffe) sought to defeat the British equivalent, the Royal Air Force
- Know that between July and October 1940, the two air forces fought in the skies over the south and east of England; a technology known as radar was further developed in Britain that used radio waves to detect German planes from far away; despite being driven to the limits of their capacity, the Royal Air Force and its pilots prevailed; almost a quarter of the pilots who participated in the Battle of Britain were from other countries including Poland, New Zealand, Australia, Czechoslovakia, Canada, Belgium, France, the United States and South Africa (see resource below)
- Know that during the Battle of Britain, some German aeroplanes began dropping bombs on many British cities, especially London; this became known as the Blitz, from the German word blitzkrieg; the Blitz continued into 1941; the purpose of the bombing was to undermine British manufacturing of arms and to demoralise the British and force them out of the war
- Know that Henry Moore, a British artist most famous for his sculptures, created moving sketches depicting people sheltering from the Blitz in London Underground stations (see resource below)
- Know that around 40,000 people died during the Blitz, almost half of them in London; 2 million homes were destroyed
- Know that the Blitz ended in May 1941 as Hitler shifted his forces to the east for the battle with Russia

**Learning Question 5: What contribution did people from across the British Empire make to Britain's war effort?**

- Know that during World War 2, the British Empire was in control of a number of territories across the globe including Britain's Indian empire - which included the countries now called India, Pakistan, Bangladesh and Myanmar - and colonies in Africa; the British Empire also maintained ties to four independent dominions: Australia, Canada, South Africa and New Zealand; all of these together were called the British Commonwealth
- Know that within days of entering the war, the four independent dominions entered the war on Britain's side; during the course of the war, they were joined by soldiers from across the Empire, including 2.5 million volunteers from Britain's Indian empire, the largest volunteer army in history
- Know that soldiers from across the empire fought on several fronts - including in Europe, Africa and Asia - often receiving the highest honour bestowed upon a person by the British military, the Victoria Cross

**Learning Question 6: What brought World War 2 to an end? (Significance)**

- Know that during World War 2 Russia was ruled by a totalitarian regime led by Joseph Stalin; Russia is the largest country in the world with parts that become exceptionally cold in the winter
- Know that, after breaking a non-aggression pact with Russia, the German army invaded Russia; the death toll on what was called the Eastern front was far larger than in any other war before or since; after years of brutal fighting the Germans were forced into a retreat; given the lives and resources expended, victory in Europe became impossible for Nazi Germany after this defeat
- Know that the American people were initially reluctant to become involved in the war, but they joined the war on the side of the Allies after Pearl Harbour in the US state of Hawaii was attacked by Japanese fighter planes; the American military fought the Japanese in the Pacific Ocean and islands within it
- Know that a group of mostly British, American and Canadian soldiers (supported by soldiers from other countries) invaded Nazi-occupied France at Normandy, sailing across from Britain in an operation called Overlord which came to be known as the D-Day landings; this invasion was successful, and from here, Allied troops began to push the German army back; the German army was attacked from both sides with mostly British, American and Canadian forces attacking from the west and Russian forces attacking from the East
- Know that once defeat was inevitable, Hitler took his own life and Nazi Germany surrendered to the Allies; the date of this surrender is called VE day (i.e. victory in Europe)
- Know that Japan was exceptionally reluctant to surrender and the Allies feared great loss of life in any land invasion of Japan; the USA, with consent from the British leaders, decided to use a new powerful form of weaponry called atomic bombs (also known as nuclear weapons); one of these was dropped on Hiroshima and another of which was dropped on Nagasaki, two cities in Japan; estimates suggest that well over 100,000 civilians died, and Japan surrendered as a result; the date of this surrender is called VJ day (i.e. victory in Japan)

**Learning Question 7: What were the causes and consequences of World War 2? (Essay Question)**

**Paragraph 1: What were the causes of World War 2?**

**Paragraph 2: What were the consequences of World War 2?**

- Know that, after being given the name suffragettes as a means of belittling the movement, Pankhurst adopted the label suffragettes as a way of differentiating her movement which was willing to use illegal means to achieve its aims
- Know that Fawcett and other suffragists initially saw the suffragettes as allies and spoke out against the harsh treatment of them by authorities; over time however, as the suffragettes' activities became more extreme, Fawcett began to view the suffragettes as a threat to what they sought to achieve
- Know that before 1919, around 60% of all men were eligible to vote; after World War 1, the vote was extended to all men over the age of 21, and due to the movements for women's suffrage the vote was extended to women over the age of 30; in 1929, this was extended to all women over the age of 21
- Know that a statue of Millicent Garrett Fawcett that recognises her contribution to the cause of women's suffrage was erected in Parliament Square in London in 2018; a statue to Emmeline Pankhurst was erected in Manchester in 2018

**Learning Question 4: Who was Martin Luther King Jr and what impact did he have on the world?**

- Know that Martin Luther King Jr was an American civil rights icon who led the campaign for equality in America during the 1950s and 1960s, advocating peaceful protest and proclaiming the shared value and dignity of all people
- Know that King was born in 1929 in Atlanta, Georgia in the USA; he was originally named Michael King Jr
- Know that after a visit to Berlin as a Baptist minister, King's father changed his own name to Martin Luther King and began referring to his son as Martin Luther King Jr; King's family were devoted Christians; King witnessed his father repeatedly stand up to the segregation and mistreatment of African Americans, and his father led hundreds in a protest march protesting voting rights discrimination
- Know that like all African Americans, King faced constant discrimination and prejudice during his formative years; at the age of 18, King decided to train to become a Baptist minister in response to "an inner urge to serve humanity"
- Know that after Rosa Parks was arrested for refusing to follow the discriminatory laws that insisted she give up her seat on a bus for a white person, King led the Montgomery bus boycott in which African Americans refused to use this form of public transport; this lasted for over a year and led to a change in the law; this campaign made King famous as the most prominent civil rights leader in the country
- Know that King was an advocate of non-violent protest; in this, he was inspired by the Indian civil rights icon Mahatma Gandhi, saying later that "while the Montgomery boycott was going on, India's Gandhi was the guiding light of our technique of nonviolent social change."
- Know that King was frequently imprisoned for his actions after breaking laws relating to racial segregation
- Know that in 1963, alongside other civil rights leaders, King was instrumental in the organisation of a march on Washington to protest the continuing discrimination against African Americans and to make specific demands such as an end to segregation in public schools and an end to racial discrimination in the workplace; at the culmination of this March, King delivered one of the most famous speeches in American history, which has become to be known as his "I have a dream" speech; in this he displayed the imagery and delivery that would define King as one of history's great orators
- Know that the campaigning of King and other civil rights activists was influential in the passing of the 1964 civil rights act in the USA which outlawed discrimination on the basis of race, colour, religion, sex and national origin; however, the struggle against racism continued as many did not accept the underlying concept of equality represented by the civil rights act
- Know that King was awarded the Nobel Peace Prize in 1964 for his nonviolent resistance to racial discrimination and prejudice
- Know that King campaigned against poverty, contrasting the money spent by America on wars abroad to the money spent supporting its poorest citizens

			<ul style="list-style-type: none"><li>• Know that King was assassinated in 1968 by James Earl Ray; after King's death, his wife - Coretta Scott King, who had been a partner in King's civil rights work - continued to advance the cause of civil rights</li><li>• Know that in 1986 Martin Luther King Jr Day was announced as a national holiday across the USA in honour of his contribution to civil rights</li></ul>	
			<p><b><u>Learning Question 5: How do the methods used by Martin Luther King to gain civil rights compare to those of the women's suffrage movement in the UK? (Essay Question)</u></b></p> <p><b>Paragraph 1: What did MLK and the Suffrage movement both want to achieve?</b></p> <p><b>Paragraph 2: What are the similarities between the two movements?</b></p> <p><b>Paragraph 3: What are the differences between the two movements?</b></p> <p><b>Paragraph 4: Which method of protest was the most effective?</b></p>	

## Year 6

### A great year 6 historian will...

Know the causes and consequences of World War Two.

Know why Britain evacuated vulnerable people during World War Two

Know the causes of the Dale Dyke Dam flood in Sheffield, 1864.

Know the consequences of the Dale Dyke flood on the people of Sheffield.

Know that civil rights and human rights are guarantees of human protections.

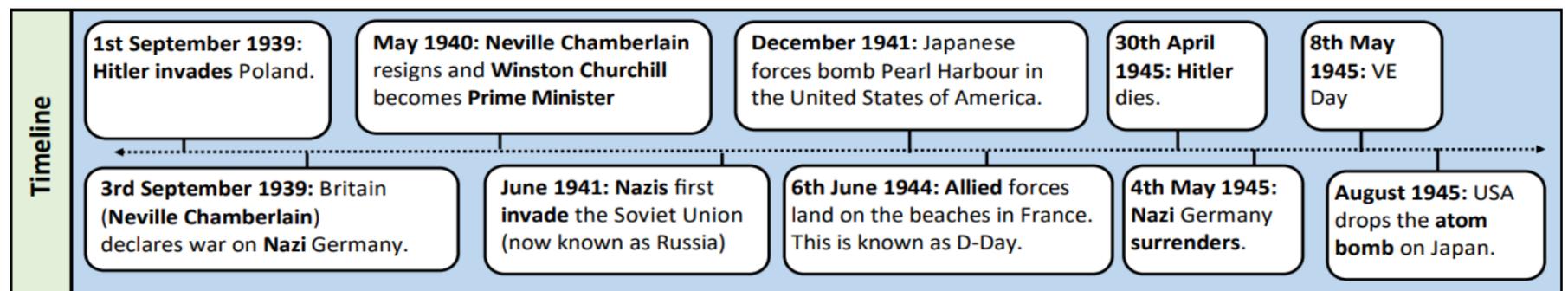
Know some key figures who faced discrimination in their lives and understand the impact these people have had on society.



#### Important Vocabulary

- apartheid
- civil rights
- discrimination
- human rights
- resistance
- segregation
- cholera
- tsunami
- alliance
- anti-Semitism
- evacuation
- manufacture
- morale
- negotiation
- refugee
- dictator

What happened in the early 20th century in Europe that paved the way for World War 2?



**Allies, Axis and Key Events**

- The major **Axis** powers were **Nazi Germany**, Italy and Japan.
- The major **Allied** powers were Britain, France, Russia, and the United States of America.
- The **Axis** had invaded many European countries including Austria, Czechoslovakia, Belgium, Poland and France.
- The United States had hoped to remain **neutral** during World War II, however, in 1941, the Japanese attacked Pearl Harbour in Hawaii, USA which then meant that the USA turned against the **Axis** and joined the **Allies**.
- In 1942, **Nazi** forces attempted to invade Russia - however, by doing so, lost an **ally**. The **Nazis** were also not prepared for the cold and they suffered heavy defeats.
- In 1944, the British landed on the French beaches of Normandy after a long planning operation to **liberate German-occupied** France. This was known as D-Day.
- The British were successful in **liberating** France. This alongside the disastrous battles in Russia, began the downfall of the **Nazis**.

**Key Leaders and Places**

Leader	Country	Continent	Power
Chamberlain (Neville)	United Kingdom	Europe	<b>Allies</b>
Churchill (Winston)	United Kingdom	Europe	<b>Allies</b>
Hitler (Adolf)	Germany	Europe	<b>Axis</b>
Mussolini (Benito)	Italy	Europe	<b>Axis</b>
Roosevelt (Franklin)	United States of America	North America	<b>Allies</b>
Stalin (Joseph)	Russia (then known as the USSR or Soviet Union along with other countries)	Europe / Asia	<b>Axis / Allies</b>

**What was the impact of WW2 and the Blitz on Britain?**

**Evacuation:**

- Many children living in **urban** areas were moved temporarily from their homes to places considered safer, usually out in **rural** areas of Britain
- The British **evacuation** began on Friday 1 September 1939. It was called 'Operation Pied Piper'.
- When the war was over, Government began to make travel arrangements to return the **evacuees** to their homes



**Rationing:**

- As part of their **campaign**, **Nazi** Germans tried to cut off supplies of food and other goods coming to Britain by attacking many of the ships that brought food to Britain.
- This meant that there was less food for the people - whatever food was grown, produced or managed to enter Britain was **rationed** - people used the Ration Book during this time.



**Jobs:**

- Many men fought in the war and so women were tasked to carry out much of the war work. However, some jobs were protected - men who held these jobs were not called up to join the army (e.g. doctors, miners)
- Jobs undertaken by women during the war included mechanics, ambulance drivers and **air raid wardens**.



What were the consequences of the Dale Dyke Flood in 1864 and how has that impacted Sheffield today?

Chronology: What happened on these dates in Sheffield?	
<b>c1740</b>	Benjamin Huntsman invented the crucible method of making steel, and by the end of the century Sheffield was supplying the world with engineering and tool steel.
<b>1740s</b>	Thomas Boulsover invented Old Sheffield Plate through the fusion of silver and copper. Fashionable tableware and ornaments were now produced for an expanding English middle class.
<b>1819</b>	Sheffield Canal opened. This allowed canal boats to transport greater quantities of steel to ports on the coast via the canal network.
<b>1820</b>	The first integrated steel and cutlery factory, Greaves' Sheaf Works in Effingham Street, was opened. This led to a revival in trade.
<b>1832</b>	Sheffield Cholera outbreak led to the deaths of 402 people.
<b>1856</b>	Henry Bessemer's converter was invented which made steel. This allowed industry in Sheffield to boom and created lots of jobs.



Who were these people?	
 <p><b>Edwin Chadwick</b> Wrote 'Report on the Sanitary conditions of the Labouring Population of Great Britain' in 1842 which persuaded the government to create the first Public Health Act.</p>	 <p><b>John Snow</b> Doctor who discovered that cholera was a water-borne disease in 1853. He used the method of mapping to look at where cholera sufferers were and located the source to a water pump on Broad Street.</p>

Between 1750 and 1850, Britain changed dramatically from being an agricultural to an industrial country. Factories mass produced goods using steam-driven machines. This was the period when Sheffield industrialised and grew to become one of the largest cities in the UK but this came at a cost to health and the environment.

<b>Topic 1:</b> What was the Industrial Revolution?	The Industrial Revolution was the rapid development of industry that occurred in Britain in the 18th and 19th centuries, brought about by the introduction of machinery. It was characterized by the use of steam power, the growth of factories, and the mass production of manufactured goods.
<b>Topic 2:</b> Why was Sheffield and South Yorkshire important to the Industrial Revolution?	Sheffield and South Yorkshire were important to the Industrial Revolution as they provided many of the materials that made mass production and mechanisation possible including coal, iron and steel.
<b>Topic 3:</b> How hard was children's work?	Children were employed to work in cotton mills, factories and coal mines. Many were orphans or abandoned children and worked in poor conditions. Children were used to work because they were cheap labour, easy to control, and small and nimble to work in small spaces.
<b>Topic 4:</b> What made Sheffield stink?	Sheffield's successful steel industry led to rapid industrialisation and urbanisation as people moved to work in the factories. This led to overcrowding, back to back houses, poor sanitation and disease.

What are civil rights and human rights, and what notable figures have contributed to their advance?

AMERICAN TIMELINE



BRITISH TIMELINE



Martin Luther King Jr.



- Civil rights leader and minister
- 1<sup>st</sup> experienced segregation when he was 6 – not allowed to play with best friend.
- Helped to lead the Montgomery Boycott.
- Inspired by Gandhi – peaceful protests.
- 1963 – Made “I Have a Dream” speech at the March on Washington to 250,000 people.
- 1964 – Awarded Nobel Peace Prize
- 1968 – Assassinated the day after giving a speech, by James Earl Ray.
- 3<sup>rd</sup> Monday in January – Martin Luther King Jr. day. (American holiday)

Key Vocabulary

<b>Racism</b>	the belief that people of different races or ethnic groups have different value in society and using this against them.
<b>Segregation</b>	the action or state of setting someone apart from others.
<b>Integration</b>	the action of bringing together and uniting of things.
<b>Desegregation</b>	a legal process of ending the separation and isolation of <b>different</b> racial and ethnic groups.
<b>Civil rights</b>	the rights of citizens to equality.
<b>Prejudice</b>	a preconceived opinion that is not based on reason or actual experience.
<b>Discrimination</b>	the unjust or prejudicial treatment of different categories of people.
<b>Activism</b>	a type of campaign which uses actions and resources to bring about change.
<b>Political movement</b>	a collective attempt by a group of people to change government policy or society

The Windrush Scandal



- Many people from Caribbean and West Africa came to England in 1940's after the war to help fulfil jobs.
- 22<sup>nd</sup> June 1948 Empire Windrush brought the 1st boatful.
- Many discriminated against and couldn't get well paid jobs.
- 1971 – told they could stay permanently but no official record kept by government of who was in UK.
- 2012 – Official documents needed to stay in the UK. Many sent to an immigration detention centre.
- 2018 – Windrush Review and the Prime Minister then apologised for how they were treated.

Key people



Emmeline Pankhurst  
WSPU



Christabel Pankhurst  
WSPU



Emily Wilding Davison  
WSPU



Millicent Fawcett  
NUWSS

Led the WSPU from October 1903. Took more militant action such as window smashing, arson and hunger strikes. Arrested numerous times, went on hunger strike and was force fed. Died in 1928.

Became a speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. Arrested with her mother. Fled England in 1912 for fear of being arrested again. Unsuccessfully ran for Parliament in 1918.

Joined WSPU in 1906. 3 years later, left job as a teacher and became a suffragette full time. Frequently arrested for a number of crimes including setting fire to a post box. By 1911, become increasingly militant.

Leading suffragist and led NUWSS from 1897-1919. Played a key role in getting women the vote. Dedicated to using constitutional means, and argued that militancy was counter-productive.

Key events

1897	NUWSS formed. Millicent Fawcett is leader
1903	WSPU is formed by Emmeline Pankhurst and daughters.
1905	Militant campaign begins - Christabel Pankhurst and Annie Kenney arrested.
1908	Mass rally in London - 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them.
1909	Hunger strike and force feeding starts. Marian Wallace Dunlop becomes the first hunger striker.
1913	Militant bomb and arson campaigns and increasing arrests which results in the passing of the 'Cat and Mouse Act' under which hunger strikers are temporarily released then rearrested to prevent them dying in police custody.
1913	Emily Wilding Davison attempts to pin a Suffragette scarf onto the King's Horse at the Derby. She is struck by the horse and dies four days later.
1914	World War One starts. Suffragette leaders urge women to join the war effort. NUWSS continues to campaign for recognition for their work.
1918	The Representation of the People Act is passed, allowing men over 21 and women over 30 to vote.



Statue of Emmeline Pankhurst in St Peter's Square in Manchester

Timeline of key events	
Emmeline (Goulden) Pankhurst	
14 July 1858	Emmeline Goulden born in Manchester into a political family.
18 December 1879	Marries Richard Pankhurst, a lawyer who believes that women should have the right to vote.
1889	Emmeline founded the Women's Franchise League – which fought to allow married women to vote.
October 1903	Emmeline joined the Women's Social and Political Union (WSPU) – it's members were given the term 'Suffragettes'.
8 June 1913	WSPU member Emily Davison was killed when she threw herself in front of the King's horse to protest for womens' right to vote.
1913	On her 7 <sup>th</sup> arrest for protesting, she was released from prison early because she had been on hunger strike and became very weak.
19 June 1917	Representation of the People Act gave women over 30 the right to vote.
21 November 1918	All women over 21 were given the same voting rights as men.
14 June 1928	Emmeline Pankhurst died.

# Meynell Primary School – Curriculum Glossary

## Progression Document

Ambitious learning covering all of the National Curriculum.

## Learning Sequence

Series of coherent *learning objectives* or *learning questions* that allow children to learn knowledge and skills.

## End Points

The learning we expect children to leave their year group knowing. Teachers make assessments based on these statements.

## Knowledge Organiser

The knowledge that children can use to help them with their learning.

## Sticky Knowledge

The small chunks of knowledge and facts that support children's working memory. Teachers give regular opportunity to learn these throughout the unit.