

	Stone Age to Iron Age	Vikings	Local History Study
Willow Class Year A	<p><b>Concepts:</b></p> <p>Building, economy (money), farming, migration, settlement, technology, tribe.</p> <p><b>Knowledge:</b></p> <p>In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</p> <p>The major change that happened later in the Stone Age was that people started to settle in communities and farm the land.</p> <p>People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them.</p> <p>In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery.</p> <p>Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years.</p> <p>During the Iron Age, people began to make tools and weapons from iron.</p> <p>Hillforts developed during the Iron Age. Communities lived on hills for protection.</p> <p><b>Vocabulary:</b></p> <p>Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p>	<p><b>Concepts:</b></p> <p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).</p> <p><b>Knowledge:</b></p> <p>The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.</p> <p>The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.</p> <p>King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</p> <p>Anglo-Saxon kings made continuous attempts to regain land from the Vikings.</p> <p>Danegeld was a system where Anglo-Saxon kings would pay the Vikings to make sure they did not attack their kingdoms.</p> <p>In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England.</p> <p><b>Vocabulary:</b></p> <p>Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p>	<p><b>Concepts:</b></p> <p>Parish, the church, living memory, beyond living memory, memorial, plaque,</p> <p><b>Knowledge:</b></p> <p><u>War memorial</u> - stone plaques dedicated in July '22 to remember those who died fighting for our country in WW1 (1914 -1918) and WW2 (1939 -1945)</p> <p><u>Transport inc bridge</u> - There used to be a railway line which connected Stoke Prior to surrounding towns and cities. There is evidence of this in the ruins of the railway bridge.</p> <p><u>St Luke's Church</u> - Built in 17th century. The original church was demolished in the mid 19th century (1861) but the roof was saved and is now on the new church</p> <p>- There are 6 bells in the tower. One was recently installed as a memorial.</p> <p><u>School</u> - There used to be a bell tower as part of the roof. There have been parts of the school added to over time.</p> <p><u>Maps</u> - The location of Stoke Prior in relation to familiar landmarks and cities</p> <p><u>Buildings</u> - To recognise that some buildings have been added to over time.</p> <p>- The various styles of buildings are associated with the period of time in which it was built.</p>

	Romans	Anglo Saxons	Egyptians
Willow Class Year B	<p><b>Concepts:</b></p> <p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p> <p><b>Knowledge:</b></p> <p>The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</p> <p>They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</p> <p>In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</p> <p>The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</p> <p>In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <p>The Romans' legacy can be seen in many places around Britain today.</p> <p><b>Vocabulary:</b></p> <p>Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p>	<p><b>Concepts:</b></p> <p>Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p> <p><b>Knowledge:</b></p> <p>The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.</p> <p>Anglo-Saxon influence can be seen in place names in Britain today.</p> <p>Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</p> <p>The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</p> <p>At the end of this period, Christianity became the main religion in Britain.</p> <p>Many places of worship were built, including Canterbury Cathedral.</p> <p><b>Vocabulary:</b></p> <p>Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.</p>	<p><b>Concepts:</b></p> <p>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p> <p><b>Knowledge:</b></p> <p>Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms.</p> <p>Life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>The ancient Egyptians built the pyramids.</p> <p>When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions.</p> <p>The ancient Egyptians wrote in hieroglyphics on papyrus.</p> <p>The ancient Egyptians worshipped gods who were responsible for different aspects of life.</p> <p><b>Vocabulary:</b></p> <p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.</p>

**Historical Enquiry:**

Historical Interpretations. Children Can

Look at two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.

Historical Investigations Children Can

use a range of primary and secondary sources to find out about the past; construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes devise own questions to find answers about the past;

Chronology Children Can

Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Knowledge and understanding of events and people from the past children can

find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features, aspects and events of the time studied; describe connections and contrasts between aspects of history, people, events and artefacts studied.

Presenting Organising and communicating Children can

present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); start to present ideas based on their own research about a studied period.

build on prior knowledge to start to gain further understanding of substantive concepts;

understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.