

History: (UOW)

2-3 years	3-4 years	In Reception
<ul style="list-style-type: none"> • Develops a sense of belonging to their family or key carer , • Develops a sense of belonging to their teacher and Nursery group, • Recognises key people in their own lives , • Can name immediate family, relations and pets , • Enjoys stories, videos or photos of how people, animals or plants change over time, • Explores how they have grown and changed over time 	<ul style="list-style-type: none"> • Uses and understands today, yesterday, 'now' and 'next'. • Shares past family experiences • Can identify similarities and differences between their family and other families • Uses and understands 'then' and 'before', • Begins to make sense of their own life-story and family's history • Some things happened a very long time ago before living memory (e.g. dinosaurs), • Can show some awareness of the time of day e.g lunchtime • Can match an animal to their young e.g. a chick and a chicken • Can identify different stages of human development e.g. baby, child, adult, • Uses terms 'old' and 'new' e.g. objects, toys and using pictures , • Beginning to understand that people are older and younger than they are • Understands they are moving into a new class and/or setting • Use visual timetables 	<ul style="list-style-type: none"> • To know about their own life-story • To have an awareness of how they have grown and changed over time • To know how old they are and begin to know how to identify when they were born • Know that people around them were born at different times and are older or younger than they are • To know that people change as they age (baby, toddler, child, teenager, adult) • Know that now refers to the current day, • Begin to know that the past refers to events that happened before a set time (or the current day) e.g. Remembrance Sunday • To begin to know about significant people and events from the past (e.g. Guy Fawkes) • To begin to know about the past through settings, characters and events encountered in books read in class and storytelling, To talk about the lives of the people around us. • To know that the emergency services exist and what they do. • To comment on familiar situations in the past • To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class(farm), • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class(pirates) • To know about the past through settings, characters and events encountered in books read in class and story telling (pirates)
<p>Children at the expected level of development will (ELG):</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
<p>Key Vocabulary:</p>		
<p>family, teacher, group name, , Mum(my), Dad(dy), family member names, pet names and type e.g. cat, dog, people, animal, plant, grow, change,</p>	<p>Family, Mummy Daddy, Brother, Sister, now, next, dinosaur, then, before, old, new</p>	<p>baby, child, adult, grow/ing, younger, older, now, Guy Fawkes, Remembrance Day, a long time ago, character/s, Now, past, Same, different, change, , history, past, present, difference</p>

History: End of Key Stage One National Curriculum Expectations

Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical Investigations	Presenting, Organising and Communicating
<p>KS1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework.</p> <p>Sequence artefacts and events that are close together in time;</p> <p>Order dates from earliest to latest on simple timelines; Sequence pictures from different periods;</p> <p>Describe memories and changes that have happened in their own lives;</p> <p>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>KS1: Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Recognise some similarities and differences between the past and the present;</p> <p>Identify similarities and differences between ways of life in different periods;</p> <p>Know and recount episodes from stories and significant events in history;</p> <p>Understand that there are reasons why people in the past acted as they did;</p> <p>Describe significant individuals from the past.</p> <p>Use significant individuals to compare aspects of life in the past.</p> <p>Describe significant historical events, people or places in their own locality.</p>	<p>KS1: Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Start to compare two versions of a past event;</p> <p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>KS1: Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p>	<p>KS1: Pupils should use a wide vocabulary of everyday historical terms.</p> <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>Talk, write and draw about things from the past;</p> <p>Use historical vocabulary to retell simple stories about the past;</p> <p>Use drama/role play to communicate their knowledge about the past.</p>

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Year 1	Year 2
<p>Chronological Understanding</p> <ul style="list-style-type: none"> ✓ Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline. ✓ Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> ✓ Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory. ✓ Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history. ✓ Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory. ✓ A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important. Describe the role of a monarch. ✓ Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory. ✓ Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory. ✓ Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history. <p>Historical interpretation</p> <ul style="list-style-type: none"> ✓ Historical sources include artefacts, written accounts, photographs and paintings. Know what a source is and what it can tell us. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> ✓ A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century. ✓ A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order. <p>Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> ✓ . Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory. ✓ Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy. Describe the hierarchy of a past society. ✓ Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places. ✓ A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period. ✓ Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Explain why an event from the past is significant. ✓ Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time and express an opinion. ✓ Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history. <p>Historical interpretation</p> <ul style="list-style-type: none"> ✓ A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.

<p>Historical Investigations</p> <ul style="list-style-type: none"> ✓ Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past. ✓ ✓ <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> ✓ Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods. 	<ul style="list-style-type: none"> ✓ Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual. <p>Historical Investigations</p> <ul style="list-style-type: none"> ✓ Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. ✓ <p>Presenting, Organising and Communicating</p> <ul style="list-style-type: none"> ✓ Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.
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Leading to KS2				
Chronological Understanding	Knowledge and understanding of events, people and changes in the past	Historical interpretation	Historical Investigations	Presenting, Organising and Communicating
Comprehension of time, including the language of time; recognising how the past can be divided up into different times; understanding that there are similarities, differences and connections between eras; perceiving that trends may be identifiable over time.	Growing breadth and depth of historical knowledge and understanding of the past, including, how and why some things change and others remain the same (change and continuity), why events take place (causation), the outcomes that follow (consequences) and making judgements about the historical significance of people and events.	Awareness that the past can be seen in a variety of ways because people make inferences or deductions from sources as we cannot be certain of much that actually happened	The process of asking questions about the past, and, answering those questions by using and evaluating historical sources.	The ability to show what has been found out in a variety of different ways, including using historical vocabulary

<p>KS2:</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>KS2:</p> <p>Study connections over time</p> <p>Study contrasts over time</p> <p>Study trends over time</p> <ul style="list-style-type: none"> -changes in Britain from the Stone Age to the Iron Age -the Roman Empire and its impact on Britain -Britain's settlement by Anglo-Saxons and Scots -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -a local history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece <ul style="list-style-type: none"> – a study of Greek life and achievements and their influence on the western world -a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	<p>KS2:</p> <p>understand how our knowledge of the past is constructed from a range of sources.</p>	<p>KS2:</p> <p>Address historically valid questions about change</p> <p>Address historically valid questions about cause</p> <p>Address historically valid questions about similarity and difference</p> <p>Address historically valid questions about significance</p> <p>Devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>KS2:</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop appropriate use of historical terms</p>
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Mixed age teaching in the Junior school

Skills within Lower KS2	Related knowledge
<p>Chronological Understanding</p> <p><i>Use historical terms to describe different periods. (see vocab list)</i></p> <p><i>Sequence dates and information from several historical periods on a timeline</i></p> <p><i>Begin to work out duration</i></p> <p>Progresses to:</p> <p><i>Sequence significant dates about events within a historical time period on historical timelines.</i></p>	<ul style="list-style-type: none"> ✓ Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era). ✓ Duration is the amount of time that something occurs. ✓ Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically. They can also help us to identify cause and effect. <p>Key dates</p> <p>British history</p> <ul style="list-style-type: none"> ✓ The Stone Age in Britain began c750,000 BC . ✓ The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic. ✓ The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC. ✓ The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.

Sequence and make connections between periods of world history on a timeline
Begin to understand the concept of coexistence

Knowledge and understanding of events, people and changes in the past

Describe the everyday lives of people from past historical periods. (Stone, Bronze, Iron Age, Roman, Anglo Saxon, Ancient civilisations)

Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.

Describe how a significant event or person in British history changed or influenced how people live today
Describe the significance and impact of power struggles on Britain. (Anglo Saxon invasions)

Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.

Explain the cause, consequence and impact of invasion and settlement in Britain.

- ✓ The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.
- ✓ The Iron Age ended after the Roman invasion in AD 43.
- ✓ In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.
- ✓ The Romans left Britain in AD 410 because of invasions in other parts of the Empire.
- ✓ The western Roman Empire collapsed in AD 476.
- ✓ When the Roman army left Britannia in AD 410, during the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.
- ✓ When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy.

Ancient civilisations

- ✓ The Indus Valley civilisation ran from c2500 BC to c1700 BC.
- ✓ Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.
- ✓ Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.

Knowledge and understanding of events, people and changes in the past

Early Britain

- ✓ Stone Age life was defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.
- ✓ Bronze Age life was defined by the use of bronze to make tool and weapons, and the creation of large settlements and social hierarchy.
- ✓ The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.
- ✓ Iron Age life was defined by the use of iron to make stronger tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.
- ✓ Iron Age hillforts were protected settlements containing roundhouses built on hilltops.

Romans

- ✓ The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.
- ✓ The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.
- ✓ Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.
- ✓ Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.
- ✓ The Roman Empire was ruled by an emperor who had absolute power and ruled for life. (hierarchy)
- ✓ The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.
- ✓ The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.
- ✓ Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.
- ✓ After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.

Vikings

<p><i>Describe ways in which human invention and ingenuity have changed how people live.</i></p> <p><i>Summarise how an aspect of British or world history has changed over time.</i></p> <p><i>Explain the cause and effect of a significant historical event. (Romans leaving)</i></p> <p><i>Explain the similarities and differences between two periods of history. (Stone age to Iron age, Anglo Saxon to Viking)</i></p> <p><i>Explain the cause and effect of a significant historical events.</i></p> <p><i>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs</i></p> <p><i>Explain the cause and consequence of invasion and migration by the Romans into Britain.</i></p> <p><i>Describe the hierarchy and different roles in ancient civilisations. (Roman, Sumarian, Egyptian)</i></p> <p><i>Describe the significance and impact of power struggles on Britain. (Viking attacks)</i></p> <p><i>Construct a profile of a significant leader using a range of historical sources. (Athelstan, Augustine, King Khufu etc)</i></p> <p><i>Explain in detail the multiple causes and effects of significant events. (end of Anglo-Saxon and Viking rule and the beginning of Norman Britain, end of the Ancient Sumarian civilisation etc)</i></p> <p><i>Explain the cause, consequence and impact of invasion and settlement in Britain. (The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.)</i></p> <p><i>Describe a series of significant events, linked by a common theme, that show changes over time in Britain. (Christianity</i></p>	<ul style="list-style-type: none"> ✓ The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves. ✓ The Vikings were seafaring warriors from Scandinavia, who launched their first major attack on English soil at Lindisfarne monastery in the eighth century AD. ✓ Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops. <p>Anglo Saxons</p> <ul style="list-style-type: none"> ✓ In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect. ✓ The Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity. ✓ As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. ✓ Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex. ✓ In the ninth century, King Alfred the Great's Anglo-Saxon army defeated the Vikings in battle. A peace treaty divided England into two kingdoms: Wessex and Danelaw. ✓ Anglo-Saxon words and place names still exist today. ✓ The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today. ✓ Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. ✓ Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves. ✓ In the sixth century AD, the Pope sent a monk called Augustine to Britain, where he converted an Anglo-Saxon king to Christianity and became the first Archbishop of Canterbury. ✓ Athelstan was the grandson of Alfred the Great, who was the first king to be known as 'King of all England'. ✓ There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy. ✓ Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain. <p>Ancient civilisations</p> <p>Ancient Sumer</p> <ul style="list-style-type: none"> ✓ The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves. ✓ In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire. ✓ Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade. ✓ Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems. ✓ In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports. ✓ After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions. <p>Ancient Egypt</p> <ul style="list-style-type: none"> ✓ The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.
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peaked in Roman times, declined with the Roman withdraw and Christianity spread once again in Anglo Saxon times)

- ✓ A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.
- ✓ King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.
- ✓ King Khufu ordered the building of the Great Pyramid of Giza.
- ✓ Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.
- ✓ Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.
- ✓ After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.

Ancient Indus

- ✓ Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.
- ✓ Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.
- ✓ After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.

Historical interpretation

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

- ✓ Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic.
- ✓ Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.
- ✓ Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs.
- ✓ Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage.
- ✓ The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.
- ✓ The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs

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

- ✓ In Egham, Anglo Saxon...
- ✓ In our local area the Romans...

Historical interpretation

Make deductions and draw conclusions about the reliability of a historical source or artefact.

Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.

Analyse a range of historical information to explain how a national or international event has impacted the locality.

Progresses to:

Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.

Historical Investigations

Explain how artefacts provide evidence of everyday life in the past

Compare and contrast two civilisations.

Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner

Describe and explain the impact of a past society on a local settlement or community.

Progresses to:

Ask well-composed historical questions about aspects of everyday life in ancient periods.

Historical Investigations

- ✓ Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.
- ✓ Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.

Presenting, Organising and Communicating

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

<p><i>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</i></p> <p><i>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</i></p> <p><u>Presenting, Organising and Communicating</u></p> <p><i>Make choices about the best ways to present historical accounts and information.</i></p> <p>Progresses to: <i>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</i></p> <p><i>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</i></p> <p><i>Use key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</i></p> <p><i>Use more complex historical terms to explain and present historical information.</i></p>	
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Skills within Upper KS2	Related knowledge
<p><u>Chronological Understanding</u></p> <p><i>Sequence and make connections between periods of world history on a timeline.</i></p> <p>Progresses to: <i>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</i></p>	<p><u>Chronological Understanding</u></p> <p>Ancient Greece</p> <ul style="list-style-type: none"> ✓ There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC. ✓ The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed ✓ When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals. <p>Shang</p>

- ✓ Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect.
- ✓ China is the longest lasting civilisation starting with the Xia Dynasty in c2070.
- ✓ The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.

Benin

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

Maafa timeline

- ✓ 1441 Portugal starts transporting enslaved African people.
- ✓ The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.
- ✓ 1562 Britain begins transporting enslaved African people across the Atlantic Ocean.
- ✓ Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.
- ✓ The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether
- ✓ The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages.
- ✓ People were invited to Britain from the Caribbean to fill job positions after the Second World War. The first people arrived on a ship called HMT Empire Windrush. All of the people arriving in this way become known as the 'Windrush generation'.
- ✓ 1965 The Race Relations Act is passed.

World Wars

- ✓ The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.
- ✓ The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day
- ✓ Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).
- ✓ The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.
- ✓ The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945.
- ✓ People in Britain celebrated VE day on 8th May 1945.
- ✓ On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation.
- ✓ The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.

Knowledge and understanding of events, people and changes in the past

Ancient Greece

- ✓ The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.
- ✓ The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.

Knowledge and understanding of events, people and changes in the past

Explain how everyday life in an ancient civilisation changed or continued during different periods.

Describe the significance, impact and legacy of power in ancient civilisations.

Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

Study a feature of a past civilisation or society.

- ✓ It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.
- ✓ During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.
- ✓ The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.
- ✓ Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.
- ✓ Democracy is still evident in many countries around the world.

Hierarchy

- ✓ Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.
- ✓ In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.
- ✓ Misuse of power and poor leadership has caused civilisations to decline.
- ✓ The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.

Shang Dynasty

- ✓ People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.
- ✓ The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.
- ✓ During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly
- ✓ Silk and jade objects have been produced in China for thousands of years.
- ✓ Silk was a luxurious status symbol in ancient China and jade was believed to have special powers.
- ✓ The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations.
- ✓ Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.
- ✓ Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.
- ✓ The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing
- ✓ During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.

African kingdoms

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

Maafa

*Explain why an aspect of world history is significant.
Explore and explain how the religious, political, scientific
or personal beliefs of a significant individual caused them
to behave in a particular way.*

*Evaluate the human impact of war, oppression, conflict
and rebellion on the everyday life of a past or ancient
society.*

Enslaved people had poor living conditions and food supplies when working long hours on the plantations. Enslaved people were subjected to racism and punished by their owners, who tried to turn them against each other. The triangular slave trade caused people to suffer because they were permanently separated from their families, punished and made to work hard labour. Many enslaved people died in the coastal forts and on the slave ships. The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a profit. Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. Britain played a key role in the *maafa*, which is a term meaning the history and effects of the transatlantic slave trade. Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this. Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century. After slavery was abolished, formerly enslaved people were made to work as apprentices and the enslavers were compensated for the loss of their property. Emancipated people settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora. Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.

Elizabeth I gave John Hawkins permission to become the first British slave trader.

Britain transported over three million enslaved people across the Atlantic, more than any other country.

The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.

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

World Wars

WW1 and WW2 in Englefield Green

Sources of information include primary sources, such as buildings, and secondary sources, such as commemorative plaques. Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice

Describe and explain the significance of a leader or monarch.

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

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

When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.

Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.

The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.

Key causes of the First World War include alliances, imperialism, militarism and nationalism.
Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.

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

The Battle of Britain was a major air campaign fought over southern Britain in 1940.

Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.

Historical interpretation

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

- ✓ Bias is the act of supporting or opposing a person or thing in an unfair way.
- ✓ A balanced argument is a response to a question or statement where you consider multiple viewpoints.
- ✓ Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.
- ✓ Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.
- ✓ Historical sources can contain bias due to their historical context or the creator's background.
- ✓ A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.

Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality

Describe some of the significant achievements of mankind and explain why they are important.

Describe the causes and consequences of a significant event in history.

Historical Investigations

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

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

Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty.

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

Historical interpretation

Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

Find evidence from different sources, identify bias and form balanced arguments.

Progresses to:

Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance..

Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.

Historical Investigations

Use a range of historical sources or artefacts to build a picture of a historical event or person.

Compare and contrast an aspect of history across two or more periods studied.

Frame historically valid questions about continuity and change and construct informed responses.

Progresses to:

Present an in-depth study of a local town or city, suggesting how to source the required information.

Ask perceptive questions to evaluate an artefact or historical source.

Identify different types of bias in historical sources and explain the impact of that bias.

Presenting, Organising and Communicating

Articulate and organise important information and detailed historical accounts using topic related vocabulary.

Progresses to:

Understand abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.

Use abstract terms to express historical ideas and information

Present a detailed historical accounts about a significant global even