History at Madginford Primary School

6

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **How did the Saxons & Vikings live together?*** Know the dates of the Saxon arrival in Britain & the arrival of the Vikings
* Know the significance of the Witan & Moot with the links to modern parliament
* Know the importance of the Thing in Viking society
* Know that Saxon Britain was divided into 7 kingdoms called a heptarchy
* Describe ‘Danelaw’ – know how it was created & name some of the key individuals involved.
* Recognise the role of Alfred the Great & Aethelflaed, Lady of Wessex in creating & maintaining peace
* Recognise the role of Aethelflaed & Athelstan in the collapse of the Danelaw.

**How has crime & punishment changed over time?*** Know the important dates for the Saxon, Medieval, Georgian & Victorian periods
* Know what was meant by ‘hue & cry’
* Know what a ‘tithing’ was & how it helped to keep the peace.
* Know & discuss some of the punishments used by the Saxons
* Describe the systems used in medieval times to keep the peace
* Identify some of the roles in the medieval legal system – make links to the roles in the modern justice system.
* Know that transportation was a punishment for crimes such as theft.
* Know that Australia was the main location for transportation between 1787 – 1868
* Describe the journey prisoners would have taken to reach Australia
* Understand & explain how transportation changed lives

**Wartime…What makes a hero?*** Know some of the causes of WW2 & key dates
* Know & use ‘allies’, ‘Nazi’, & ‘axis’
* Describe the life of Noor Inayat Khan – compare her choices to other women in the same period.
* Understand how the actions & beliefs of the Nazis impacted on life in Germany, especially for those of the Jewish religion.
* Describe the life of August Landmesser – identify some of the possible causes & consequences of his actions
* Think about & explain some reasons why people find the actions of Landmesser significant.
* Describe how the people of Denmark helped the Jewish people escape
 | * Sequence key events using dates & technical vocabulary describing the passing of time.
* Recognise the overlap of historical periods
* Make links between current learning & previous periods visited during KS2.
* Know where these events fit into the ‘big picture’ of British history (especially development of parliament)
* Analyse information from different types of sources to find out about the past.
* Analyse & combine primary & secondary sources to compare people, places & events
* Think about who & why the source was created so we know if it will be helpful to current research
* Recognise what gaps we have in our knowledge & decide what sort of evidence could help close them.
* Explain what makes the actions of a person, an event or a period of time significant
* Explain some of the causes & consequences of actions taken by people studied
 |
| Vocabulary for children to be using regularly in their learning |
| * Democracy
* Diplomacy
* Witan
* Moot
* Thing
* Heptarchy
* Danelaw
* Hue & cry
* Tithing
* Weregild (blood money)
* Shire Reeve (Sheriff)
* Trial by Jury
* Justice
* Common Law
* Convict
* Allies
* Nazi party
* Axis Powers
 | * Secondary Sources
* Primary Sources
* Significant/ significance
* C. / circa:
* CE
* BCE
* Using dates: 16th century, 1500s,
* Time: era, change, continuity
 |

History at Madginford Primary School

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **How have homes changed over time?*** Know that Iron Age roundhouses lasted well into the Roman period as it was a practical design
* Hill forts had multiple uses – market places, places of safety, places of status
* Iron Age settlements were connected by trade
* The Roman invasion saw the development of towns & cities – know how to recognise place names with a Roman origin
* Understand how Roman & Saxon settlements were different – focus on building materials & types of settlement
* Know that later Saxon settlements were often organised around a parish church. Describe other changes: building materials, types of building, land use etc
* Sequence different types of settlements on a timeline

**What happened to the Maya?*** The Maya period splits into 3 parts: pre-classic, classic & post-classic
* The Maya were a Mesoamerican culture situated in central America
* The Maya lived in powerful city-states
* While there was communication between city-states, there was often violence & war between them.
* The elite of society lived in stone houses in the city & wore elaborate clothing & headdresses.
* The Maya were expert farmers
* The Maya used hieroglyphs which are still not fully understood.
* We know about the culture from the ruins & artefacts found by archaeologists
* It is likely that over-population played a part in the abandonment of city-states around 900 C.E
* The Spanish invasion of the 1500s was likely responsible for the end of the northern Mayan cities

**What made people leave their homes in the past?*** People often migrate as a way of improving their life: they are looking for

better homes, better jobs, and security for their families* The 18th & 19th centuries saw large-scale migration especially from the country to towns & cities.
* Improved scientific knowledge & better tools meant less people were needed to work on farms. This was the agricultural revolution.
* Improved technology led to the creation of factories & industries to support them (railways, mining etc). This was the industrial revolution.
* In the 19th century, many people left Britain altogether – they travelled to countries in the British Empire & to the United States to settle & make a new life. Understand that the rights of the people who were already living in these lands were not valued or respected.
 | * Sequence periods & events in order – recognise that periods of time in British & World history overlap
* Make links with other periods of time studied earlier in KS2 to build ‘big picture’ of world events
* Recognise & explain similarities & differences within & across different historical periods
* Recognise & explain some of the causes of events in the past, describing the resulting consequences
* Recognise & explain changes over time as well as identifying things that remain the same
* Analyse information from different sources of evidence to describe a person, event or place in the past.
* Recognise what gaps we have in our knowledge & decide what sort of evidence could help close them.
* Describe what made each period of history unique (identify key characteristics)
* Know & explain what makes the actions of person, an event or a period of time significant
 |
| Vocabulary for children to be using regularly in their learning |
| * Roundhouse
* Longhouse
* Tribe
* Hillfort
* Villa
* Urban
* Rural
* Settlement
* Mesoamerica
* Codices (codex = 1)
* City-state
* Noble
* Elite
* Priests
* Pok-A-Tok
* Invaders & settlers
* Victorian Era
* Empire
* Industrial revolution:
* Agricultural revolution
* Mining
 | * Secondary Sources
* Primary Sources
* Significant/ significance
* C. / circa:
* CE
* BCE
* Using dates: 1500s
* Time: era, decades, century
* Cause/ consequence
* Change/ continuity
 |

History at Madginford Primary School

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **How did farming change lives for people in the past?*** Climate change about 10,000 years ago made it easier to settle in 1 place & farm
* Farming lifestyle was more secure – housing, protection from weather, food & safe places to live.
* Metalworking improved farming tools making life easier
* Saxons & Vikings were mostly farmers
* Saxons & Vikings settled in Britain as farmland was more plentiful & the climate milder
* Kent is known as the Garden of England because it has a mild climate & fertile land. Landowners also were wealthy enough to support farmers developing crops.

**What was everyday life like in Ancient Greece?*** Know that the Ancient Greeks called themselves ‘Hellenes’ & their country ‘Hellas’.
* Know that Greece was composed of ‘city-states’ & what they are.
* Know what life was like for ordinary Greeks (inc. houses, food & education)
* Know that Athens & Sparta were 2 of the most powerful of the city states.
* Identify & explain some of the differences between life in Athens & Sparta
* Know some of the significant legacies left by the Ancient Greeks
* Know some of the famous figures from Ancient Greece e.g. Alexander the Great.

**What can we learn about people from the art they leave behind?*** Art has existed in all the periods of history we learn about at school (Stone-age carvings, Roman glass & mosaics, Saxon & Viking jewellery)
* Art includes paintings, carvings, statues, jewellery, instruments & decorations amongst other things.
* The materials used to create art works determines how long they last
* Much of the art that has survived has been created by those with money – art created by the poor has not survived well due to the materials it Is made from.
* Beautiful artefacts were often created to show a person’s status & power
* Artworks were created to remind people of significant events & often present a single point of view
 | * Sequence periods & events in order – recognise that periods of time in British & World history overlap
* Make links with other periods of time studied earlier in KS2 to build ‘big picture’ of world events
* Recognise & explain similarities & differences within & across different historical periods
* Recognise & explain some of the causes of events in the past, describing the resulting consequences
* Recognise & explain changes over time as well as identifying things that remain the same
* Analyse information from different sources of evidence to describe a person, event or place in the past.
* Recognise what gaps we have in our knowledge & decide what sort of evidence could help close them.
* Describe what made each period of history unique (identify key characteristics)
* Know & explain what makes the actions of person, an event or a period of time significant
 |
| Vocabulary for children to be using regularly in their learning |
| * Agriculture:
* Plough:
* Settlement:
* Pre-history
* Hunter-gatherer
* Nomadic:
* Landowner
* Villa
* Mosaic
* Grave goods
* Status
* Culture
* Monarch
 | * Empire:
* Civilisation
* City-state
* Hellas (Hellenes.)
* Conquer
* Invade
* Temple
* Democracy
 | * Secondary Sources
* Primary Sources
* Significant/ significance
* C. / circa
* about
* CE
* BCE
* Using dates: 1500s
* Time: era, decades, century
* Cause/ consequence
* Change/ continuity
* legacy
 |

History at Madginford Primary School

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **What was life like in the Stone Age? How do we know?*** The stone age lasted for a very, very long time
* It was called the stone age because stone was used to make tools & weapons
* The stone age ended when our ancestors learnt to use metal to make tools & weapons.
* Stonehenge is a significant stone age site in Britain
* The Lascaux Cave Paintings were a significant stone age discovery in France.
* Life was hard in the stone age – people spent much of their time finding food & searching for safe places to live.

**What was everyday life like in Ancient Egypt?*** Recognise that the Ancient Egyptian empire started to grow about 3100BCE (the same time that construction was beginning at Stonehenge)
* Know that the Ancient Egyptian Empire came to an end when the Romans invaded (Iron Age in Britain)
* Know what the Rosetta stone was & why it is significant
* Know that Ancient Egypt was ruled by a Pharaoh.
* Know & explain the importance of the Inundation of the River Nile
* Know & explain about the life of an ordinary worker of the time.

**How did everyday life change when the Romans arrived in Britain?*** Know when the Roman Empire started to develop.
* Know the Romans tried to invade Britain twice – the 2nd time was successful.
* Know that the Romans landed at Richborough in Kent & that the remains of the fortress still exist. It was also the place many of the soldiers left from in 410CE.
* Know that Iron Age Britons were known as ‘Celts’ & they lived in tribes ruled by chiefs or kings & queens.
* Explain the significance of the Roman Army
* Describe some of the ways the Roman Army changed life in Britain
 | * Use a range of sources of information to find out about the period: pictures of artefacts, non-fiction texts, stone age sites (Stonehenge, Lascaux Caves), illustrations, tomb paintings etc. Talk about similarities & differences
* Describe what has been learnt from the source.
* Describe how a source helps us – decide how helpful it is. What else would we like to find out?
* Notice what sources have in common & how they are different – decide which one would be most helpful in finding out about what is going on.
* Know where the periods studied fit into the ‘big picture’ of British history (make links with previous learning)
* Use information from sources to explain what makes the Stone Age special
* Use historical vocabulary including dates (CE, BCE, around, about, C.)
* Order events on a time line – recognise overlap between periods. Talk about length of period & investigate what was happening in Britain at the time (especially links to Stone Age)
 |
| Vocabulary for children to be using regularly in their learning |
| * Pre-history
* Hunter-gatherers
* Nomadic
* Empire
* Pharaoh
* Pyramid
* Tomb painting
* River Nile
* Inundation
* Scribe
* Tutankhamun
* Rosetta Stone
* Hieroglyphics
 | * Empire
* Emperor
* Celts
* Invasion
* Rebellion
* Legions
* Tribe
* Boudicca
 | * Archaeologists
* Introduce & use Palaeolithic (old), Mesolithic (middle) & Neolithic (new stone age)
* Primary Sources
* C. (circa)
* Ancestor
* Civilisation
* Class
* Culture
* Significance
* Cause
* Consequence
 |

History at Madginford Primary School

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **What made them significant? Florence Nightingale, Mary Seacole & Grace Darling*** Know who Florence Nightingale was & explain why she was significant.
* Find the Crimea on maps of Europe
* Know who Mary Seacole was & explain why she was significant.
* Know why we still remember them – look at the links to nursing (early photos, images of Nightingale in the Crimea, statue of Mary Seacole outside St Thomas’ hospital in London.
* Know who Grace Darling was – know the link between Grace & the modern RNLI
* Look for similarities & differences between the ladies

**Who helped Neil Armstrong walk on the moon?*** 1968: 1st manned flight into space by Americans
* 1969: Apollo 11 astronauts were the 1st men to land on the moon.
* Neil Armstrong was the 1st astronaut to walk on the moon
* Neil Armstrong, Buzz Aldrin & Michael Collins were the Apollo 11 astronauts
* Margaret Hamilton wrote the computer code that helped Apollo 11 reach the moon
* Eleanor Forakar helped to design the safe spacesuit the astronauts needed
* John F Kennedy was the American president who was determined that astronauts would walk on the moon

**What makes Dover Castle so special?*** Historians know that they need to use multiple sources: they use written sources, paintings, photographs & artefacts to help them find the answers to their questions
* There has been a castle at Dover for nearly a thousand years
* William the Conqueror built the castle when he invaded Britain to keep his soldiers & his ships safe.
* Dover Castle helps to protect the port of Dover.
* Many people are needed to keep the castle running; there were skilled workers like blacksmiths and unskilled labourers who kept the grounds tidy
* Peasants were the poorest people at the time of William the Conqueror. They had little power or money – their life was hard.
* Dover Castle played an important part in defending the south coast during WW2. There is even a hospital in the tunnels under the castle.
 | * Use a range of sources of information including stories, illustrations, photos, paintings & information books.
* Use information collected from different sources of evidence to describe people, events or places from the past
* Using pictures, photos, paintings & artefacts, discuss how something has changed over time.
* Understand that some things happened or were created a long time ago that were so important we still remember them today.
* Understand that some people did something that changed the lives of people in the past (significance)
* Know & use ‘significant’ when talking about people, places & events in the past.
* Describe similarities & differences between ‘then’ & ‘now’
* Use pictures, photos & paintings to describe similarities & differences between people, places & events in the past (e.g. Florence Nightingale & Mary Seacole).
 |
| Vocabulary for children to be using regularly in their learning |
| * Victorian times
* Empire
* Army
* Conflict
* Hospital
* Scutari (Crimea)
* Lighthouse
 | * Astronaut:
* Seamstress:
* N.A.S.A
* President
* Castle:
* Invader
* Conqueror
* Monarch
* Nobility
* Peasant
* Labourer
* Blacksmith.
* Carpenter
* Stonemason
* Gong Farmer
 | * historians
* significant
* Ancient
* modern
* Time within living memory
* Time beyond living memory
* Now
* Sources of evidence
* Change
* artefact
 |

History at Madginford Primary School

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| What children need to know & experience by the end of the year | By the end of the year, children are confident in using & applying these skills: |
| **What was everyday life like in the past?*** Know & describe what a school looked like in the past.
* Identify similarities & differences between schools then and now.
* Know & describe some of the different type of shops from the past.
* Describe what has stayed the same and what is different.
* Look at different types of houses – identify & sequence houses in order, giving reasons for choices.

**What was life like in Britain in the past?*** Know that Queen Victoria was queen of England.
* Know & use ‘monarch’
* Sequence images & photos of the queen to show changes over time
* Explore sources of information to find out what it was like to go to the seaside
* Compare visits to the seaside ‘then’ & ‘now’. Identify the similarities & differences.
* Learn that illustrations & story books can help us find out about the past (Queen Victoria’s bathing machine)
* Know what it might have been like to live in London a long time ago.
* Look at maps of old London to find out what it might have been like.
* Learn about the Great Fire of London
* Know who Samuel Pepys was & why he is important.

**What’s it like to live in the wider world?*** Find out about the lives of David Attenborough, Rosa Parks, Neil Armstrong and other significant figures (some choice built in for interests of children)
* Retell the stories of these people – focus on the significant events in the life of these significant figures
* Know why the actions of these people were important e.g. the importance of the moon landing; the response to Rosa Park’s bus boycott
* Recognise that people can change their own & other people’s lives through the choices the make
 | * Using pictures, photos & paintings, discuss how something has changed over time.
* With support, understand that some things happened or were created a long time ago that were so important we still remember them today.
* With support, understand that some people did something that changed the lives of people in the past (significance)
* Describe similarities & differences between ‘then’ & ‘now’
* Use pictures, photos & paintings to describe similarities & differences between people, places & events in the past (e.g. Queen Victoria & Queen Elizabeth II).
* Know & use ‘significant’ when talking about people, places & events in the past.
* With support, know that historians use sources of information to find clues about the past.
* With support, ask questions about something that happened in the past or about someone from the past.
* Use clues from different types of information to find the answer to a question or challenge set by a grown-up
* Use historical vocabulary when explaining what has been learnt about the past.
 |
| * Monarch
* Greengrocer
* Butcher
* Grocer
* Victorian
* Explorer
* famous
 | * Artefact
* Painting
* illustration
* Bathing machine
* Great Fire of London
* Pudding Lane
* 1066
* Samuel Pepys
 | * historians
* now
* then
* today
* yesterday
* last week/month/year
* a long time ago
* old, older, oldest
* new, newer, newest
* similar
* different
 |