

Year 3

Changes in Britain – Stone Age, Bronze Age and Iron Age

National Curriculum	Composite	Component
<p>Changes in Britain from the Stone Age to the Iron Age Examples This could include:</p> <ul style="list-style-type: none">- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae- Bronze Age religion, technology and travel, for example, Stonehenge- Iron Age hill forts: tribal kingdoms, farming, art and culture	<p>Know how the 'Ages' are named based on materials that began to be developed during that period</p> <p>The periods lasted for a long time and change was gradual as more people learned and shared ideas</p> <p>Know how materials became stronger and sharper so tools and weapons could be more useful</p> <p>Know about how people changed the way they lived and moved from hunter gatherers to live in settlements and how these developed</p> <p>Know hoe farming became important to feed more people so settlements could get bigger</p>	<p>The Stone Age lasted a long time Tools were made from animal bones and stone They used the tools to catch and prepare food They ate animals including deer and fish Their cave paintings tell us about their way of life</p> <p>In the bronze age, they began to settle and farm the land They trained animals to help them They grew crops They started to build huts to live in A group known as the beaker people settled in Britain – they made pots from clay Bronze was made by crushing tin and then melting it in fire Then it was poured in a mold and put in water to harden it</p> <p>In the iron age, they made more tools and farmed more land Iron was stronger and sharper The better metal was used as weapons Iron also helped farm more land and feed more people Settlements began to grow as farms increased Many settlements were on hills They were known as hill forts People began to trade things with each other</p> <p><i>Chronology means time order Pre History is before things were written down BC means Before Christ – Years counted down to when Jesus was born AD means Anno Domini (The year of our Lord) – Years now count up Historians use clues to make guesses about the past Historians use artefacts to learn about the past Artefacts are manmade things that are important to a part of history They are found during excavations Excavations are archaeological digs</i></p>

Ancient Egyptians

National Curriculum	Composite	Component
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Know where Egypt is on a map and where it fits in chronologically with the things that happened in Britain at the same time.</p> <p>Know the reasons why they lived near the River Nile and what life was like.</p> <p>Understand how society was divided and the roles that different groups had during that time</p> <p>Know how we have learned about the Egyptians through the discoveries and interpretations of people like Howard Carter</p>	<p>Egypt is in Africa Egypt is a long way from Britain The Ancient Egyptians lived during the same period as the Stone, Bronze and Iron Ages. It covers a large part of history The River Nile runs through Egypt and is where most people settled Large parts of Egypt are desert They build pyramids They used hieroglyphs to write Their ruler was called a pharaoh – they were often buried in pyramids when they died. Howard Carter studied the Egyptians He discovered the tomb of Tutankhamun during an excavation Pharaoh was the most important person in society Farmers and slaves were the lowest level of society Other people in society were: Officials, Scribes, Craftsmen, Farmers Egyptian civilisation had things in common with other ancient civilisations</p> <p><i>Ancient means a very long time ago</i> <i>Old buildings can be used to help historians learn about the past</i> <i>Many civilisations developed a style of writing to record things about their way of life</i> <i>An archaeologist studies and learns about the past</i> <i>Society is how people are organised</i> <i>Some people might be seen as more important than others</i> <i>Our society is organized differently</i> <i>Civilisations have things in common</i></p>

Year 4		
<u>Ancient Greeks</u>		
National Curriculum	Composite	Component
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Know where Greece is and how the geography affected the way that people lived.</p> <p>Know how the country was divided up and what life was like.</p> <p>Know how and why they traded with other countries</p> <p>Understand some of the things they are famous for and how their legacy fits into our culture in Britain today</p>	<p>Greece is a country in Europe and is surrounded by water</p> <p>They made boats and became expert builders</p> <p>Farming was difficult because there are lots of mountains and it is very hot</p> <p>They had to trade goods with other countries</p> <p>They mainly traded things like silver, marble and lead</p> <p>The country was divided up into areas know as a Polis</p> <p>Athens and Sparta are two Poleis but they had very different ways of life</p> <p>Myths were told by the Greeks</p> <p>Democracy was created by the Greeks and translates to people power</p> <p>Not all people had equal say or power in Greek society</p> <p>There was a difference between the roles of men and women / rich and poor in Greece</p> <p>They created the Olympics</p> <p>Lots of words in English have Greek origins</p> <p>The golden era for the ancient Greeks was during the Iron Age in Britain.</p> <p><i>Legacy is the lasting impact of something</i></p> <p><i>Historians can use myths to learn about the history and beliefs of a place or civilisation</i></p> <p><i>The evidence historians use can be interpreted in different ways.</i></p>

Roman Britain

National Curriculum	Composite	Component
<p>The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites and the impact of technology, culture and beliefs, including early Christianity 	<p>Know where the Romans came from and some of the reasons they decide to come to Britain</p> <p>Know how the invasion took place and how they were different to the Celts who were living in Britain at the time</p> <p>Consider what life was like in Roman Britain</p>	<p>Rome is the capital of Italy It had a powerful empire – (an empire is a group of countries ruled by a central power) The empire spread out over Europe and Africa The Romans invaded other countries to expand their empire Invasion is when a group takes control by force An emperor was in control of Rome The Romans tried to invade Britain 3 times and were successful the last time Britain had lots of resources and farm land which is why the Romans invaded They built towns and roads that connected the towns Towns were organised in similar ways and contained things like public baths, shops and amphitheatres Water came into the town via an aqueduct The basilica was at the centre of a town and where it was run from</p> <p><i>Legacy is the lasting impact of something</i> <i>Historians can use myths to learn about the history and beliefs of a place or civilisation</i> <i>The evidence historians use can be interpreted in different ways.</i> <i>Make comparisons between Roman and Celtic villages</i> <i>Identify the legacy of the Romans</i> <i>Consider the significant reasons of the Roman invasion</i></p>

Year 5		
<u>Anglo Saxons</u>		
National Curriculum	Composite	Component
<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of</p> <p>England to the time of Edward the Confessor</p> <p>Viking raids and invasion Resistance by Alfred the Great</p>	<p>Know about how and why the Saxons came to Britain</p> <p>Know about the push and pull factors they affected the decisions they made when coming to the country</p> <p>Know they came from different places and were not one united group</p> <p>Use historical fiction to learn about life during the Anglo Saxons</p>	<p>The Romans left Britain in 410AD</p> <p>The Anglo Saxons then invaded Britain over the course of many years</p> <p>They were not one group but from all different parts of Europe</p> <p>The main groups were the Angles, The Jutes and The Saxons</p> <p>They invaded Britain for a number of reasons</p> <ul style="list-style-type: none"> - Farmland - Flooding affected where they lived - The Romans left and they saw opportunity or they were invited to help protect the people that were left in Britain. <p>Sutton Hoo is a famous burial site of an Anglo Saxon King and tells us about their beliefs and ways of life</p> <p>They used runes to write</p> <p>England was not a united country – there were 7 main kingdoms (Northumbria, Mercia, East Anglia, Kent, Wessex</p> <p>Christianity started to spread during this time</p> <p>Beowulf was a fictional story told during this time</p> <p>The Vikings also started to invade during this time and there was a power struggle for the country for about 400 years.</p> <p><i>Invasion is when a group takes control by force</i></p> <p><i>There are push and pull reasons for invasion</i></p> <p><i>Archaeologists will carefully dig up historical sites – this is excavation</i></p> <p><i>The artefacts tell us about the past</i></p> <p><i>Historians use these to interpret what things were like</i></p> <p><i>Historical fiction can help us learn some things about how people lived in the past.</i></p>

Viking Invasions and Struggle for Power

National Curriculum	Composite	Component
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p>	<p>Know where the Vikings came from and that it was not one foxed point in history</p> <p>Know the Vikings were in Britain at the same time as the Saxons and there were a power struggle between the two groups for hundreds of years</p>	<p>The Vikings came from Denmark and Norway</p> <p>They fought against the Anglo Saxons who had settled in Britain as both groups struggled for power in Britain</p> <p>They travelled in boats known as long boats</p> <p>The boats often had similar features to each other</p> <p>They raided several monasteries, including Lindisfarne</p> <p>These attacks became known as raids because they would come and steal treasures and then leave again</p> <p>Many Monks wrote about their experience of the Viking Raids</p> <p>Monks were among the minority of people who were able to read and write</p> <p>The Viking took control over large parts of Britain</p> <p>King Alfred united some of the Anglo Saxons to fight against them</p> <p>He had some success and the Vikings were held back and the country was split into two main parts</p> <p>The area the Vikings were given was the north and east of England</p> <p>Alfred created Danelaw to help keep the peace with the Vikings</p> <p>Ordinary people did not get a say in this.</p> <p>There were positive and negative parts to Danelaw</p> <p><i>As the monks were some of the only people who recorded what happened there may be some bias involved</i></p> <p><i>Not everything in history has been interpreted accurately – they are best guesses given the information historians have.</i></p>

The Ancient Maya

National Curriculum	Composite	Component
<p>A non-European society that provides contrasts with British history –Mayan civilization c. AD 900;</p>	<p>Know where the Maya were and how they were around at the same time as the Saxons</p> <p>Know about some of their ways of life and the technology they used</p> <p>Make comparisons between the Saxons and Maya</p>	<p>There have been lots of civilisations throughout history and studied in school – Romans, Egyptians, Greeks, Saxons, Vikings</p> <p>The Maya were in North America – Modern day Mexico and Guatemala</p> <p>The areas they lived in made it harder to sustain life</p> <p>They lived in rainforests or the lowlands</p> <p>They built cities that include vast temples – usually made out of stone</p> <p>Chichen Itza is one of the most famous temples for the serpent god Kukulcan</p> <p>They cleared the forests to grow maize and one technique of farming was known as the Milpah system</p> <p>Cenotes were large pools of water underground which they relied upon</p> <p>They hunted various animals for food</p> <p>They had their own systems of writing and numbers</p> <p>Jade was a very important and precious stone</p> <p>They were around at the same time as the Anglo Saxons</p> <p><i>Draw comparisons between the Saxons and the Maya</i></p> <p><i>We know about the Maya from artefacts, building remains, glyphs and oral traditions</i></p>

Year 6		
<u>Thematic Study Beyond 1066 – Crime and Punishment</u>		
National Curriculum	Composite	Component
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p>	<p>Know how British history is divided into different periods</p> <p>Know that approaches to crime have change over the years and the people who make the decisions have also changed</p> <p>Recognize how certain social issues impact the types of crime people commit and who might commit it</p> <p>Understand how things have developed and what the significant events might be</p>	<p>History is divided up into different periods</p> <p>These periods are named after important things the time – what happened or who was in power</p> <p>Crime is an action that can be punished by law</p> <p>Punishment is the penalty as a consequence of someone's crime</p> <p>There are different types of crime and these has developed over the years due to technology or where wealth is</p> <p>Outlaws were people who were running away from punishment as it was normally death</p> <p>Medieval laws were written by rich and powerful people and the laws protected them more than anyone else.</p> <p>Trial by combat was a form of punishment – people believed God would judge</p> <p>Prisons were only created in the 19th century</p> <p>Under the Bloody Code, most crimes were punishable by death</p> <p>There was no police force until the 1900s</p> <p>Car crime, hooliganism, race and hate crimes, cybercrime have all become more widespread in the 20th and 21st centuries</p> <p><i>Identify the significant events in different periods</i></p> <p><i>Use sources to interpret evidence</i></p>

Local History Study – Southampton in WW2		
National Curriculum	Composite	Component
<p>A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>Know some of the things that led to the beginning of WW2</p> <p>Know how the approach of Britain towards Nazi Germany changed and they became at war</p> <p>Know why Southampton was a key target during the war and some of the impact it had on the people who lived there at the time</p>	<p>WW2 was shortly after WW1 After WW1 the treaty of Versailles was signed by the allies to decide what should happen to Germany In the 1930s, Hitler came to power and began to break some of the terms of the treaty This included invaded other countries Nazi Germany used Blitzkrieg as a method of attack – it involved lots of bombing before troops then went in on foot Britain had a policy of appeasement initially which meant they allowed them to break some of the terms and not do anything There were lots of reasons for and against the policy When the war started, Southampton became a focused target for German bombing because of the docks and warehouses. The docks were important for the war effort and supplying people still in Britain with food. Spitfires were also made in Southampton and were the biggest threat to the German Luftwaffe Southampton had good transport links to the rest of the country Food and material like coal and refrigerated food were stored in Southampton Many children in Southampton were evacuated to other places The children did not know where they were going or how long they would be going for</p> <p><i>Form an opinion about the policy of appeasement Determine what the more significant reasons were for attacking Southampton</i></p>