

History – Key Stage Two

Year 3/4	Empire	Civilisation	Parliament	Methods of Historical Enquiry	Timeline of Events
<p>How did changes in technology support the development of lifestyle between the stone age and iron age?</p>	<p>Understand that throughout these ages settlements changed from shelters such as cave dwellings and stone and animals skins to later living in settlements with other families (tribal like). Understand that, later on, in the iron age, people lived in protected hill forts.</p>	<p>Understand that discovery of materials led to development of tools, which impacted on the way in which the land was used. Understand that as knowledge of raw materials and using them effectively developed, this was a key turning point for these ages. They would use them to make tools, weapons, jewellery etc. Understand that as raw materials became available, the people used them to trade.</p>	<p>Rule and laws would have been made in each settlement and were not likely to have been the same from place to place as there was no central laws etc. Understand that early dwellers of the stone age were less civilised and lived in much smaller, normally family groups. They were quite often nomadic and moved with the seasons.</p>	<p>Understand the importance of looking at artefacts to help us develop an understanding of how they lived. Understand that sources in books and on the internet may vary and time frames may differ.</p>	<p>Plot the key moments in time that happened throughout these three ages. Understand the order of the ages and why the changes happened. Understand where they sit on the timeline. Understand the difference between BCE and ACE. Understand this was an extremely long time ago.</p>
<p>What was life like for children in the Victorian times?</p>	<p>Build on understanding of Queen Victoria. Understand who preceded Queen Victoria and who succeeded her.</p>	<p>Development of schools begins to happen. Understand child labour is beginning to be phased out. Understand there was a big rich and poor divide.</p>	<p>Parliament passes the Education Act (1880) that all children had to go to school from 5-10 (although children of working classes still would have worked after being educated). Understand that despite attempts to narrow the gap between the rich and poor,</p>	<p>More reliable sources of information as this is a more recent era in history. Understand there are more ‘paper’ trails to help us, for example, statutes and laws.</p>	<p>Understand this is within great grandparents living memory. Developing further understanding of era (from Year 2).</p>

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		<p>Understand that the 'ragged schools' were born in this period, learning about Barnardo.</p> <p>Understand the attempt to improve conditions for some poorer people and began to lessen the gap between the classes.</p> <p>Understand that even though education was beginning for the poorer classes, the difference between then and our schools now.</p> <p>Understand the range of jobs young children were expected to carry out such as chimney sweep, working in the mines and mills.</p> <p>The Industrial Revolution begins.</p> <p>Understand that poor people and orphaned children had no access to any state help and were placed in the</p>	<p>there were huge discrepancies between these classes.</p> <p>Understand that if you were born poor, you stayed poor and this was passed from generation to generation.</p>	<p>Build upon prior understanding from Year 2.</p> <p>Understand that more and more people were learning to read and write.</p> <p>Understand and use information to tell us more about how the Victorians lived, such as census, photographs, architecture, for example, our school building.</p>	
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		<p>workhouse (that was the only way they were able to survive). Those who were rich had holidays by the sea to help improve their health.</p> <p>Understand that living conditions, diet, sanitation and conditions if you were poor were very bad.</p> <p>Understand that lower class children would have had jobs from as young as 5 and they would be relied upon to bring in income for the family.</p> <p>Comparisons are drawn with a poor child living in Victorian times and now.</p>			
<p>How and why was the country divided by the Anglo Saxons?</p>	<p>To understand that each 'tribe' of Scots and Anglo-Saxons were self-governed. There was not a central government or an individual group that 'oversaw' the people.</p>	<p>Understand that Scots travelled from Ireland. They invaded and settled in the northern part of Britain (now Scotland)</p> <p>Understand that the Anglo-Saxons were migrants from Northern Europe who</p>	<p>Understand that after the Anglo-Saxons had invaded and settled, there were seven distinct kingdoms that divided Britain.</p>		<p>Understand that this era came just after the Romans had left Britain.</p>

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		<p>invaded and settled through the rest of Britain.</p> <p>Understand that Britons were unprepared for fighting after the departure of the Romans which made them extremely vulnerable to attack.</p>			
<p>Why was the Roman army so powerful?</p>	<p>Were controlled by an emperor based in Rome.</p> <p>Roman leaders were elected and called senators (often based in countries they had invaded). These were not born into these roles, they earned them, although money and power had a big influence on who was to be elected senator.</p> <p>All citizens of the Roman Empire followed the same rules that were set by the emperor in Rome.</p>	<p>Romans wanted more and more power and as a result invaded lots of countries.</p> <p>Romans took over the cities they invaded and used their Roman 'model' to establish rules and hierarchy.</p> <p>Understand how Romans lived and some of the technology they invented and used to make them successful in battle, for example, roads, chariots etc.</p>	<p>Understand that some emperors had a big impact on Britain and that some were important and remembered in British history, for example, Hadrian's Wall.</p> <p>Understand that Romans had specific rules and laws and were considered a civilised society for the time.</p>	<p>Understand that there are a range of sources that can be used to determine how the Romans lived, for example, examine artefacts and photographs of buildings and artefacts.</p> <p>An understanding that there are a range of Roman remains that can be used today to give us more detail on how they lived.</p>	<p>Understand that this is a period in time that comes after the Iron Age (prehistoric age) and that Roman history was recorded by learned individuals.</p> <p>Understand that Roman rule lasted approximately 420 years and straddled BCE and ACE.</p> <p>Understand this is not within any relatives living memory.</p>

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Year 5/6	Empire	Civilisation	Parliament	Methods of Historical Enquiry	Timeline of Events
<p>Why was Ancient Egypt so successful?</p>	<p>Understand that the ancient Egyptians were ruled by one King/Pharaoh. Understand that Pharaohs and their succession and hierarchy were based on family line and sons inherited thrones from fathers. Understand that not all people in the ancient society of Egypt were treated equally and that there was a clear hierarchical order with the King/Pharaoh at the top and the slaves at the bottom.</p>	<p>Understand that most cities, towns and villages were placed along the edges of the River Nile. Understand that the River Nile provided these people with everything they needed to live and survive, including food, trade, water, travel etc. Understand that the Ancient Egyptians believed in an afterlife and that this had a huge effect on how they would live their life and how they planned for the afterlife. Understand that people of wealth and power would take elaborate steps to ensure they were successful at gaining entry into the afterlife by a range of means such as the process of</p>	<p>Understand that rules and laws were made and enforced by the pharaoh. The pharaoh had a range of advisers around them that assisted them in running the country. Understand that although the pharaoh oversees the running of the country including laws etc, the nobles would rule different regions of Egypt on behalf of the Pharaoh. Understand that slaves were those who had been captured when battles happened and they belonged to Egypt, they would be used to help construct buildings such as the pyramids.</p>	<p>Understand that a range of different sources can be used to find out about ancient life, for example, canopic jars, sarcophagi, papyrus finds etc. Artefacts can be used to help determine how people lived, what they ate, what tools they used and how advanced their society was. Artefacts including written documents (if available) can be used to find out more about ancient societies. However, they must also understand that as translation of ancient languages often have to be used, this information may not be entirely accurate. Understand that when researching ancient civilisations,</p>	<p>Understand that this civilisation began around over 5000 years ago. Understand the difference between BCE and ACE and know how to calculate these.</p>

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		mummification, being buried in a tomb with their most precious belongings etc.		dates and information may differ as these societies were around thousands of years ago.	
Who were the Ancient Greeks and how did they influence modern day society?	<p>Understand that the Greeks developed government and organised their citizens according to constitution and laws.</p> <p>They raised armies and collected taxes. Hereditary kings were mainly overthrown and each Greek state was run by a small number of wealthy aristocrats. These people monopolised political power and as a result had all the best land and controlled everything. The poor had no political rights and were powerless against these rich individuals.</p>	<p>Understand that the Greeks have had a huge impact on our language as well as our civilisation through inventions and setting rules and laws through ‘government’.</p> <p>Greek economy was based on agriculture not trade, therefore land was a most important asset.</p>	<p>Understand that there were four common systems of Greek government – democracy, monarchy, oligarchy and tyranny.</p> <p>Understand that different places in Ancient Greek times had different rules depending upon the type of government that ruled them.</p>	<p>Understand that a range of artefacts may be used to learn about ancient peoples.</p> <p>Understand that many important modern-day achievements from the Ancient Greeks, for example, the Olympics.</p>	<p>Understand that Ancient Greek civilisation began almost 3000 years ago.</p> <p>Understand how this compares to other historical societies, such as the Ancient Egyptians.</p>

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<p>Why were the Mayans so advanced compared with Britain?</p>	<p>Understand that the Mayans lived in Central America as well as parts of Mexico.</p>	<p>Understand that the Mayans lived in organised cities with lots of amenities. They built impressive temples/pyramids, palaces, monuments and cities. They developed a thriving, complex civilisation. Understand they valued intelligence and learning as well as studying the stars and planets. Understand the food the Mayans ate and why some foods were so important to them, for example maize and chocolate.</p>	<p>Understand that the Mayans established a complex political system. Understand the Mayans developed complex counting systems as well as a writing system and also invented calendars to keep track of time.</p>	<p>Understand that our knowledge of the past is constructed from a range of sources and different versions may exist. Understand that evidence may exist documenting ideas and observations from those who have visited areas and civilisations.</p>	<p>Understand the ancient Mayans began around 2000BC and was at its peak around 300BC.</p>
<p>How did the Anglo Saxons and Vikings change Britain?</p>	<p>Understand what Britain was like before the Vikings invasions. Recap that the UK was split into different kingdoms under the rule of the Anglo Saxons. Understand that once the Vikings invaded,</p>	<p>Understand how Viking settlement of Britain affected the Anglo Saxons.</p>	<p>Understand why King Alfred was known as The Great. Understand how England became a unified country. Understand the end of the Anglo Saxon and Viking era.</p>	<p>Discuss Viking and Anglo-Saxon artefacts and how these might help explain life in these times.</p>	<p>Understand that the Anglo-Saxons had seven separate kingdoms in England by the year AD 600.</p>

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	<p>claim was made on the different kingdoms to be ruled by the Vikings. They invaded and took over various regions of the UK. Understand that once the Vikings had established their hold in the UK, they would demand bribes (Danegald) in exchange for no attacks.</p>				
<p>How did World War Two start?</p>	<p>Understand that Britain has a Queen or King as head of state, however, political decisions are made by the political party who is in power and the Prime Minister runs the country.</p>	<p>Understand when the Second World War took place and what events led up to it, Understand the difference between Axis and Allies. Know which countries were Axis and which were Allies. Understand what The Blitz was, why certain areas of the UK were targeted and how it affected the British people at the time. Know who the Royal Airforce and Luftwaffe</p>	<p>Understand what the Treaty of Versailles was and how it affected the people of Germany following the First World War. Understand how this assisted Hitler’s successful rise to power. Understand what measures the British Government put in place to protect the people of Britain. Understand what rationing was, why it was put into place and what it meant for the people of Britain.</p>	<p>Discuss different artefacts from this period and how they were necessary to protect people and ensure society continued to run.</p>	<p>Understand that World War Two occurred relatively recently and some members of children’s families may remember their own mothers/fathers or grandparents’ stories of wartime Britain.</p>

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		were and how the Battle of Britain was fought and won. Learn that Hitler targeted certain people and placed them in concentration camps. Learn about how the war affected the everyday lives of the people of Britain.	Understand what propaganda was and how it affected peoples' opinion of the war.		