

History

(See Humanities Overview for terms)



O:\5. Curriculum\##New Curriculum 2023\Humanities


Pupils study specific examples of how historians have studied and analysed the past, and of how they have constructed and presented accounts of the past. Through this, pupils build schemata about how historians study the past. E.g. over time pupils build an increasingly secure and sophisticated schema about 'how historians use evidence'. Pupils are taught about the range of second-order concepts below. Teachers ensure that they represent the disciplinary traditions of history accurately and avoid misconceptions or misleading approaches. Carefully crafted enquiry questions are used to frame content, and to help pupils shape their knowledge into historical analyses.

Knowledge	Early Years	Year 1 – Term 2 'Remember Remember' <i>Events beyond living memory that are significant nationally/commemorated through festivals or anniversaries</i>	Year 2 – Term 2 'All-change for Christmas' <i>Changes within living memory that reveal aspects of change in national life</i>								
<p>Chronological knowledge</p> <p>Do pupils secure a 'mental timeline' of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?</p>	<p>Understanding the world'</p> <p>Comment on images of familiar situations in the past e.g comparing baby/younger photos and our reception photo e.g celebrations and remembrance 'then' and 'now'</p> <p>Compare and contrast characters from stories including figures from the past. recognise the difference between past and present in their own and others' lives?</p> <p>Sequence events or objects in chronological order e.g how do I get ready for our seasonal walk?</p> <p>Describe a memory of a key event in their lives from the past. (Contextual conversations and large scale practical mapping out) e.g. birth of a sibling a birthday christmas holidays</p>	<p>Create a timeline from now to Bonfire Night, linking to EYFS celebrations and remembrance 'then' and 'now'</p> <p>Which was first? Bonfire Night/Great Fire</p> <p>Identify the Historical period these came in?</p> <table border="1" data-bbox="1048 890 1630 944"> <tr> <td>2nd SEPT. 1666 Fire breaks out on Pudding Lane, London at midnight</td> <td>4th SEPT. 1666 Last fire extinguished by a team led by Samuel Pepys</td> <td>10th OCT. 1666 A day of fasting and money collections for those who lost homes</td> <td>27th OCT. 1666 Robert Hales is convicted and hanged for starting the fire</td> <td>22nd JAN. 1667 Commons Committee decide the fire started accidentally</td> <td>1668 Fire prevention regulations approved by parliament</td> <td>1677 Movement to the Great Fire of London complete</td> <td>1680 The first fire insurance company is set up</td> </tr> </table>	2nd SEPT. 1666 Fire breaks out on Pudding Lane, London at midnight	4th SEPT. 1666 Last fire extinguished by a team led by Samuel Pepys	10th OCT. 1666 A day of fasting and money collections for those who lost homes	27th OCT. 1666 Robert Hales is convicted and hanged for starting the fire	22nd JAN. 1667 Commons Committee decide the fire started accidentally	1668 Fire prevention regulations approved by parliament	1677 Movement to the Great Fire of London complete	1680 The first fire insurance company is set up	
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	<p>trip to the park/beach</p> <p>Sequence artefacts closer together in time, e.g: sequence events, sequence photo from different periods of history.</p> <p>Describe memories of key events in their lives. e.g:</p> <p>Place the time studied on a time line sequence events or artefacts. e.g:</p>		
<p>Knowledge and understanding Of events people and changes</p>		<p>The Gunpowder plot The Great Fire of London</p> <p>Guy Fawkes/Samuel Pepys/King James</p>	
<p>Historical enquiry <i>Key specific questions</i></p> <p>Questions to develop mastery What else can you tell me about...? When did? What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>	<p>What is the same/different about me, my siblings, my grown up(s)?</p> <p>How will I get to...?</p> <p>Answer 'how' and 'why' questions about their own experiences.</p> <p>Sort artefacts "then" and "now"</p> <p>To ask and answer questions related to different sources and objects</p> <p>Use a source – why, what, who, how, where to ask questions and find answers</p> <p>Sort a collection of artefacts</p>	<p><i>How are our lives affected now by events in the past?</i></p> <p><u>The Gunpowder Plot</u> How did James I treat Catholics when he came to the throne in 1603?</p> <p>How did people react to James' actions?</p> <p>What does the evidence tell us about the plotters actions and other people's perceptions of them both then and now?</p> <p><u>Great Fire of London</u> What changed London forever on 2nd September 1666?</p>	

	Use of time lines discuss the effectiveness of sources	What happened during and immediately afterwards, in September & October 1666? What was the lasting change from the Great Fire?	
Sources and Historical interpretation Substantive concepts	Look at pictures, objects, artefacts and describe what is similar and what is different. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Compare pictures or photographs of people or events in the past able to identify different ways to represent the past	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.
Vocabulary Tier 2	Term 1 today, yesterday, first, now, next, old, new, same, different, change Term 2 before I was born, when (parents/g.parents) were little, a long time ago, similar, history, picture, photograph, the past, the present, the future	Term 1 a long time ago, before I was born, last week, when I was younger, yesterday, past, present, then, now, after Term 2 before, very old, event, object, photograph, timeline, significant, national(ly), global(ly), evidence	Term 1 after, before, past, present, century, decade, during, modern, recently, account Term 2 artefact, chronological, event, evidence, historian, museum, sequence, source, timeline, commemorate
Vocabulary Tier 3		Anonymous, barrel, Catholic, conspirators, confession, effigy, flee, government, gunpowder, monarch, Protestant, recruit, revolt, smuggle, torture, tunnel	



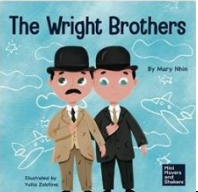
<p>Texts wide range of texts to develop knowledge of the past</p>					
<p>enhancements (Cultural capital)</p>	<p>Walking to the village Catching the bus to the library</p>		<p>Sparklers Bonfire and cooking potatoes/smores</p>		


	<p>Long term subject Overview</p>		
<p>Knowledge</p>	<p>Early Years</p>	<p>Year 1 – Term 3 ‘Powerful People’ the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Year 2 – Term 3 ‘Powerful People’ the lives of significant individuals in the past who have contributed to national and international achievements</p>
<p>Chronological knowledge Do pupils secure a ‘mental timeline’ of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?</p>			

<p>Knowledge and understanding of events people and changes</p>			
<p>Historical enquiry Questions to develop mastery What else can you tell me about...? When did? What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>			
<p>Sources and Historical interpretation Substantive concepts</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>
<p>Vocabulary Tier 2</p>			
<p>Vocabulary Tier 3</p>			
<p>texts</p>			
<p>Enhancements</p>			

	Long term subject Overview		
Knowledge	Early Years	Year 1 – Term 4 ‘Ever-changing Eastbourne’ Significant historical events, people and places in their own locality	Year 2 – Term 5 ‘Up, up and Away’ (air transport through the ages) Events beyond living memory that are significant nationally/ The lives of significant individuals in the past who have contributed to national and international achievements.
<p>Chronological knowledge Do pupils secure a ‘mental timeline’ of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?</p>		<p>What is our town like?</p> <p>Has it always been like this?</p> <p>Why/when would it have changed?</p> <p>http://www.eastbournelive.org.uk/6.html</p> <p>Late Stone Age (4000BC) – Stone age site of Combe Hill established and artefacts found there last century.</p> <p>Bronze Age (2400BC)– settlement in Shinewater established.</p> <p>43AD – Romans ruled as local farmers. Roman Baths and pavements found in 1841 when the Queens Hotel was being developed.</p> <p>AD 290 - Pevensey Castle built</p> <p>1134 England’s oldest inhabited house built – Pilgrim’s House/Lamb Inn</p> <p>1804-1810 Martello Tower(s) built as sea defence. Wish Tower is number 74!</p> <p>1828 – Belle Tout lighthouse built</p>	<p>Create a timeline from the first flight to now.</p> <p>What historical periods were these in?</p> <p>What other significant events were happening then?</p> <p>1490 – Leonardo da Vinci’s flying machine</p> <p>1783 – First balloon flight</p> <p>1896 - The Frost Airship Glider and Lilienthal’s glider</p> <p>1900 – First zeppelin flight</p> <p>17 December 1903 (Wright brothers first flight)</p> <p>29 August 1911 (Hilda Hewlett becomes first woman to gain a pilot’s licence)</p> <p>16 April 1912 (Harriet Quimby successfully flies across the channel)</p> <p>June 1921 (the Fédération Aéronautique Internationale granted Bessie Coleman an international pilot’s licence number. She was the first African American to gain a</p>

		<p>14th May 1849 – First Railway station</p> <p>1851 – Burlington Hotel built (first hotel in Eastbourne)</p> <p>1865 – Eastbourne Pier built</p> <p>1903 – First bus service. Eastbourne was one of the world’s first bus services</p> <p>1935 – New bandstand opens</p> <p>1976 – DGH opens phase one.</p> <p>1977 – Sovereign Centre opens</p> <p>1989 – DGH second phase opens</p>	<p>civilian pilot’s licence and the first African American woman to get any sort of flying licence).</p> <p>1957 – First passenger aeroplane</p> <p>1961 First flight into space</p>
<p>Knowledge and understanding of events people and changes</p>		<p>William Cavendish, 2nd Earl of Burlington, 7th Duke of Devonshire Henry Currey</p>	<p>The Wright Brothers Harriet Quimby, Hilda Hewlett and Bessie Coleman, Amelia Earhart Joseph-Michel and Jacques-Étienne Montgolfier Jules Henri Giffard</p>
<p>Historical enquiry Questions to develop mastery What else can you tell me about...? When did? What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>		<p><i>Is change good or bad?</i></p> <p>Has Eastbourne always looked the same?</p> <p>What happened to Eastbourne in 1849?</p> <p>What’s so great about the words Cavendish/Devonshire?</p> <p>Why was Henry Currey so important to Eastbourne?</p> <p>Why was the Pier so helpful to Eastbourne?</p> <p>Is Eastbourne still changing?</p>	<p><i>What impact did the invention of the aeroplane have on humans?</i></p> <p>How did people try to fly?</p> <p>Who invented the aeroplane?</p> <p>How accurate is historical ‘fact’? (The first unofficial flights)</p> <p>How do aeroplanes work?</p> <p>How have aeroplanes changed over time?</p> <p>Was plane innovation diverse and inclusive?</p>

Sources and Historical interpretation Substantive concepts	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.
Vocabulary			
Tier 2 Vocabulary			
Tier 3 texts			 
Enhancements		Seafront walk	Airbourne Organisers/Enthusiasts in to talk about the importance of Airbourne to Eastbourne and the way it's changed through its time.



	<h3 style="text-align: center;">Long term subject Overview</h3>				
<p>Knowledge</p>	<p style="text-align: center;">Year 3 The Prehistoric World <i>Changes in Britain from the Stone Age to the Iron Age</i></p>	<p style="text-align: center;">Year 4 Vikings FC vs Saxons United <i>The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p style="text-align: center;">Year 5 Ancient Egypt <i>The achievements of the earliest civilisations – an overview of when and where the first civilisations appeared and a depth study of one</i></p>	<p style="text-align: center;">Year 6 Ancient Greece <i>A study of Greek life and achievements and their influence on the western world</i></p>	
<p>Chronological knowledge Do pupils secure a 'mental timeline' of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?</p>	<p>How can something be pre-history? When was the Stone Age? When was the Iron Age? How far away from now are they?</p> <p>What was before them? What came after them?</p> <p>13,000 BC – People make cave paintings 4500-3500 BC – Farming starts to begin to spread and pottery is made.</p> <p>2300 BC – Start of the Bronze Age</p> <p>1800 BC – The first copper mines are dug</p> <p>1200-800 BC – Metal tools are made and used</p> <p>800-700 BC – Start of the Iron Age/ The first hill forts are made</p> <p>700-500 BC – Iron is more commonly used</p> <p>100 BC – Coins are made and used for the first time. The Iron Age ends with the Roman Invasion in 43AD.</p>			<p>3000 BC Minoan civilization begins on Crete.</p> <p>1200 BC The Trojan Wars</p> <p>776 BC First Olympic Games</p> <p>770 BC First Greek alphabet created.</p> <p>750 BC Greeks set sail to set up colonies.</p> <p>600 BC First Greek coins were used.</p> <p>500 BC Democracy used in Athens.</p> <p>431 BC The Peloponnesian Wars begin.</p>	


			<p>334 BC Alexander the great conquers.</p> <p>146 BC Greece becomes part of the Roman Empire.</p>
<p>Knowledge and understanding of events people and changes</p>	<p><u>Stone Age</u> <i>Palaeolithic to 10,000 BCE (end of the Ice Age) / Mesolithic to 4000 BCE / Neolithic to 2300 BCE</i> Early Stone Age Man was a hunter-gatherer, travelling around following food sources, setting up camps. Some lived in caves, although not many as this was dangerous. Scientists believe they had fires but used naturally occurring fire to bring to a campfire (e.g. a lightning strike) rather than making one by themselves. By the time it was the Neolithic Age, people stopped travelling and settled, becoming farmers and domesticating sheep, cattle and pigs. They learned how to soften leather to make warm, comfortable clothes and they used wool from sheep to spin, thread and weave into clothes. They built homes from wooden planks and covered it with wattle and daub. The roof was thatched using reeds. During this period, they also made clay pots for cooking, serving food and storing water. Huge tombs were made with dead remains.</p> <p><u>Bronze Age</u> <i>2300 BCE to 800 BCE</i> The mining of metals helped transform the world's use of trade, weaponry pottery and jewellery. The creation of bronze, gold and copper items around this time signalled the</p>		<p><u>Gods</u> <i>Aphrodite</i> – Goddess of love, rising from the sea, enchanting anyone who sees her. <i>Athena</i> – Daughter of Zeus. Goddess of the city and farming. Her tree is the olive and the bird is the owl. <i>Hades</i> – Brother of Zeus and god of the underworld, ruling over the dead and god of wealth. He wears a helmet which makes him invisible. <i>Hermes</i> – Son of Zeus. Messenger of the gods with winged sandals making him the fastest of the gods. Carries a staff. <i>Poseidon</i> – Brother of Zeus and the second most powerful god. God of the sea who has a three-headed spear (trident) which can shake the earth. <i>Zeus</i> – Lord of the sky and the rain god who hurls</p>

	<p>end of the Stone Age and the start of the Bronze Age. These improved tools led to developments in farming and therefore larger productions able to feed growing cities. The invention of the wheel meant that animal drawn vehicles could drive along tracks and roads. The potter's wheel and textile production meant that better pottery and clothing could be produced.</p> <p><u>Iron Age</u> <i>800 BCE to 43 CE</i> The Iron Age is a period of history when iron became the preferred metal of choice for making tools which is seen to have ended with the spread of the Roman Empire from 43 A.D. Iron was more readily available than bronze and was much easier to work with. This led to further improvements in farming and diet. During this time the Celts lived as an advanced Iron Age society. There were three main branches of Celts in Europe – Brythonic, Gaulic and Gaelic. Brythonic Celts (Britons) settled in England. Some people can still speak Celtic languages such as Welsh and Gaelic. Most Iron Age people worked and lived on small farms and their lives were governed by the changing of the seasons.</p>			<p>thunderbolts at those who displease him. The most powerful of the gods.</p> <p><u>Government</u> <u>Democracy and Slavery</u> Men were classed as the only citizens and they could democratically vote. Women and slaves were not allowed. A jury of 500 citizens acted as jury and decided if anyone was guilty of law-breaking (punishments included death). They could also vote on who they disliked and could get others banished from their city.</p> <p><u>Archimedes</u>(287-212 B.C.) Mathematician and philosopher who found a way of measuring water by placing an object in it and seeing how far it rose (hydrostatics). He jumped out of the bath and shouted 'Eureka!' meaning 'I found it!'</p> <p><u>Alexander the Great</u> (356-332 B.C.) King of Macedonia who conquered Greece, Persia, Egypt, and the</p>
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			<p>Indus Valley, extending the empire as far away as India.</p> <p><u>Hippocrates</u>(460-370 B.C.) A famous doctor known as the 'father of Western medicine'. Doctors today still take the 'Hippocratic Oath' promising to be good at their job and do their best for patients.</p> <p><u>Pericles</u> (494-429 B.C.) Athenian general who led Athens during the war with Sparta. He made sure that the poor as well as the rich citizens could take part in government and valued art and education.</p> <p><u>The Peloponnesian Wars</u> took place between the city-states of Sparta and Athens between 431-404 B.C. The Athenians stood for democracy but lost to the Spartans, leaving Athens bankrupt and destroyed.</p>
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<p>Historical enquiry Questions to develop mastery What else can you tell me about...? When did? What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>	<p>What legacy did prehistory leave behind? What does prehistory mean and how do we know about it? How did hunter-gathers survive in the Stone Age? What was Skara Brae? Why are there so many mysteries about Stonehenge? How did bronze replace stone? What was life like in an Iron Age hillfort?</p>		<p>Why do we bother with Ancient civilisations still?</p>	<p>What are the lasting contributions that the Ancient Greeks left us with? How reliable is evidence? What's the evidence of Alexander's 'greatness'? How do we know what they traded? What would I do in Ancient Greece? What was it like to go to school in Ancient Greece? How have the Greeks impacted on our lives today?</p>
<p>Sources and Historical interpretation Substantive concepts</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>
<p>Vocabulary Tier 2</p>				
<p>Vocabulary Tier 3</p>	<p>Cave paintings, jewellery, woolly mammoth, nomadic, Skara Brae, foundry, , Stonehenge, roundhouses, weapons,</p>			<p>Acropolis, amphitheatre, chiton, democracy, Olympics, Parthenon, philosophy, pyxis, Trojan Horse, vase</p>

<p>texts</p>				
<p>Enhancements</p>	<p>Welcome to the Prehistory museum – cave paintings, models, food...</p>			<p>Setting up a Greek agora – and trading!</p>


	<p>Long term subject Overview</p>				
<p>Knowledge</p>	<p>Year 3 The Roman Empire & its impact on Britain</p>	<p>Year 4 1066 & the Battle of Hastings <i>A depth study linked to T2 topic</i></p>	<p>Year 5 Islamic Civilizations <i>A non-European society that provides contrast with British history</i></p>	<p>Year 6 The Maya & Me <i>A non-European society that provides contrast with British history</i></p>	
<p>Chronological knowledge Do pupils secure a 'mental timeline' of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?</p>			<p>What does Islamic Civilization mean? When was it? Where was it? What happened to it? What was happening elsewhere in the world before/during/after it?</p>		
<p>Knowledge and understanding of events</p>			<p>571 Muhammed (pbuh) born in Mecca. 610</p>		

<p>people and changes</p>			<p>Revelations of the Qu'ran – Islam begins.</p> <p>630 Mecca (Saudi Arabia) becomes the centre of Islam.</p> <p>632 Muhammed (pbuh) dies. Abu Bakr is the 1st Caliph.</p> <p>692 The Dome of the Rock completed in Jerusalem.</p> <p>762 Baghdad (The round city) built.</p> <p>810 Baghdad is centre of education, science and maths.</p> <p>900 Paper arrives from China</p> <p>950 The decline of the Abbasid Caliphate</p> <p>1258 Baghdad destroyed by Mongols</p> <p><u>Baghdad</u> 'The Round City' was built as two large semicircles</p>	
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			<p>with a mosque at the centre and housed the caliph's palace, libraries, government and military buildings. It also contained parks, gardens, squares and wide avenues.</p> <p>Between the years 900-1200, the population was somewhere between 1.2-2million people! Known as 'The Golden Age' it was filled with a range ethnic and religious communities such as Christians, Jews, Gnostics and Zoroastrians.</p> <p><u>Mathematics</u> Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. This enabled them to explore and develop new areas of mathematics such as algebra, algorithms and the tessellation of shapes.</p> <p><u>Trade</u> The bustling markets and shops around the mosque contained goods from everywhere due to Baghdad's</p>	
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			<p>position on the 'Silk Road' to the far-east. Connected to this was the presence of traders from all across the known world who flocked to Baghdad to sell their wares.</p> <p><u>Literacy</u> Literacy was highly valued with people expected to learn to read Arabic so they could understand the teachings of the Qur'an. The spread of literacy and paper making meant that new ideas could reach a wider audience. When the Mongols destroyed the city of Baghdad, they threw so many manuscripts into the Tigris that its waters were said to have run black with ink!</p> <p><u>Muhammad (pbuh) (571-632)</u> The founder of Islam. According to the Islamic doctrine, he was a prophet sent to present and confirm the teachings of preached previously by Adam, Abraham, Moses, Jesus and other prophets.</p>	
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			<p><u>Abu Bakr (573-634)</u> Companion and father-in-law (through his daughter Aisha) of the prophet Muhammad (pbuh). He became the first Muslim Caliph after the prophet's death.</p> <p><u>Haroun al-Rashid (766-809)</u> Caliph from 786-809 who defeated the Byzantines in battle (806). He made links with European Empires such as Charlemagne in France.</p> <p><u>Al-Khwarizmi (c780-850)</u> A mathematician, astronomer and scientist who provided the foundations of algebra and other concepts.</p> <p><u>Caliph Abbas (c854-902)</u> First Abbasid Caliph who moved Abbasid capital from Kufa to Baghdad.</p>	
<p>Historical enquiry Questions to develop mastery What else can you tell me about...? When did?</p>			<p>How was life in the rest of world enhanced by the existence of the Islamic civilisation</p> <p>Where's the evidence the Islamic Civilization even existed?</p>	

<p>What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>			<p>How big was the Islamic Civilisation?</p> <p>Why was the Silk Road so important?</p> <p>Was living in Baghdad the same as living in the Stone Age?</p> <p>What was the art, culture and learning like?</p> <p>Why did Early Islamic Civilisation end in Baghdad?</p>	
<p>Sources and Historical interpretation Substantive concepts</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>	<p>sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.</p>
<p>Vocabulary Tier 2</p>				
<p>Vocabulary Tier 3</p>			<p>Caliph, Golden Age, House of Wisdom, mosque, Qu'ran, rebab, Shiite, Sunni, watermill, zamr</p>	
<p>texts</p>				

Enhancements			Islamic art exhibition Food tasting Building a model of Baghdad	
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2023-2024

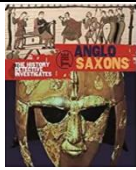


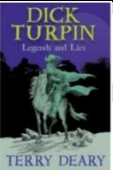
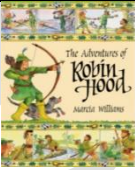
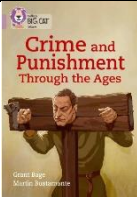
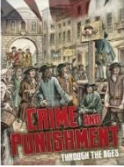

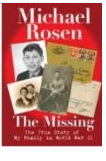


				
Long term subject Overview				
Knowledge	Year 3 – Term 6	Year 4 -Term 6	Year 5 - Term 4	Year 6 Term 6
	Britain’s settlement by the Anglo-Saxons & Scots	Crime & Punishment through the ages <i>Changes in an aspect of social history from Anglo-Saxons to the present</i>	Leisure & Entertainment <i>Changes in an aspect of social history from the 20th century.</i>	The Battle for Britain and beyond <i>(World War II)</i> <i>Significant turning points in British history</i>
Chronological knowledge Do pupils secure a ‘mental timeline’ of the past and coherent narratives across time? How effectively does the department secure knowledge of key chronological markers and of historical periods?	Create a timeline from now to the Anglo-Saxons. What other historical events happened from now to then? 410 – Romans left Britain, leaving it unguarded. 497 – The Kingdom of Wessex is formed 575 – The Kingdom of East Anglia is formed 586 – The kingdom of Mercia is formed 597 St. Augustine introduces Christianity 757 – Offa, King of Mercia, declares himself King of England 793 – Vikings attack Lindisfarne 871 – Alfred the Great rules	Create a timeline – what do we mean by ‘ages’ – what ones do you know? What is their chronology? 43-410 Roman Britain 480-1066 Anglo-Saxon era 1066-1485 Middle Ages 1485-1603 Tudor Era 1603-1837 Stuart and Georgian Era 1837-1901 Victorians 1901- now Modern Era	1922 – BBC transmits concerts and news from 6pm – 10pm 1927 – Films with sound first produced. Invention of ‘talkies’ saved America from economic ruin. 1936 – Billy Butlin opens his first holiday camps built BBC1 first broadcast 1940 – Ealing Studios in Britain started producing comedies (note the year!) Songs released during the war years reflected the pain of the Second World War while also trying to remain upbeat and looking towards a positive future full of possibilities. 1950s – jet airliners opened commercial flying routes. Rock n Roll arrives!	Create a timeline from now to the beginning of World War II What countries were involved? Where did the war happen? Has there been a World War since? Is anyone still alive who remembers WWII? 1 st September 1939 – Germany invades Poland 3 rd September 1939 – Britain declares war on Germany 10 th May 1940 –Winston Churchill replaces Neville Chamberlain as Prime Minister

	<p>1016 – Canute the great rules as the first Viking</p> <p>1066 – Battle of Hastings, Normans defeat Saxons (do not cover in detail!)</p>		<p>1953 – The Queen’s Coronation revolutionised people’s attitude to television watching.</p> <p>1964 – Home radio was possible to listen to music.</p> <p>1965 – ITV starts, previously only BBC1 and BBC2!</p> <p>1967 – Radio 1 starts</p> <p>1977 – First personal computer</p> <p>1980 – Films could first be watched at home on a VCR</p> <p>1989 – First laptops built with LCD displays</p> <p>Late 1990s – first computer-animated feature film.</p> <p>Remote controls invented</p>	<p>12th May 1940 – German forces enter France</p> <p>10 July-31 October 1940. Battle of Britain</p> <p>7th December 1941 – USA declares war on Italy & Germany</p> <p>1942 – British troops win back North Africa</p> <p>1943 – Italy surrenders to the Allies</p> <p>6th June 1944 D-Day landings on Normandy beaches</p> <p>1945 Hitler dies</p> <p>6th August 1945 Atomic bomb dropped on Hiroshima</p> <p>2nd September 1945 Japan surrenders – the ends of the war is declared</p>
<p>Knowledge and understanding of events people and changes</p>	<p><u>Where did the Anglo-Saxons come from?</u> The Romans left Britain in 410 due to fierce tribes attacking Italy and every soldier was needed back at home to defend the country. Without an army of its own, it left the country vulnerable</p>	<p>In Roman times how you were punished depended on how important you were. Roman law influences modern law practice as there system of judge/trial/innocent until proven guilty still operates today.</p>	<p>The period 1900-2000 saw the introduction of an extensive range of leisure, recreational and entertainment facilities for the benefit of local people, and for people outside the</p>	<p>Neville Chamberlain – British PM 1937-1940. Attempted appeasement with Germany</p> <p>Winston Churchill –</p>

	<p>to attackers. The Anglo-Saxons came from Denmark, Netherlands and northern Germany across the North Sea in wooden boats. The conquered England but failed to conquer Scotland, Wales and Cornwall (an area of south-west England).</p> <p><u>The Vikings</u> The Anglo-Saxons were under constant attack from Vikings who travelled from Scandinavia and invaded towns and villages in Wales, Scotland, England and the Isle of Man, finally conquering York (Jorvik) in 866. They finally defeated the Anglo-Saxons as the Normans (Norsemen) from Normandy (France) invaded and won the Battle of Hastings in 1066. The Normans in France were originally Vikings from Scandinavia!</p> <p>St Augustine (c.530-604) Augustine of Canterbury was a Christian missionary sent from Rome to convert people from Anglo-Saxon paganism to Christianity. He was considered to be responsible for the widespread adoption of the Christian faith throughout England.</p> <p>King Aethelbert (c.550-616) King of Kent who created the first Germanic law code in the early 7th Century and became the first English king to convert to Christianity due to Augustine's mission to convert people from paganism.</p>	<p>Anglo-Saxons had not been ruled by the Romans so most crimes were punishable by compensation (weregild). The amount of weregild you received depended on how important you were.</p> <p>Trial by ordeal was common in Saxon times if no one could prove guilt another way.</p> <p>With no monasteries to protect the poor in Tudor times, there was a big increase in poverty related crimes being committed.</p> <p>Smuggling and highwaymen became prominent because the government raised taxes significantly.</p> <p>162,000 convicts were sent to Australia – 80% for theft, and some as young as 9.</p> <p>In the Victorian era, there was a big rise in politically motivated crimes.</p> <p>Theft has always been the most common crime.</p> <p>Death Penalty in the UK only abolished in 1965.</p>	<p>local area. A gradual reduction in working hours and a higher level of disposable income for many people throughout the twentieth century created the demand for places and facilities where people could relax, enjoy each other's company and actively pursue mutual hobbies and interests. The days when leisure and entertainment could only be found in pubs and church halls were long since gone. Variety was the keynote of the leisure revolution.</p> <p>Leisure became an increasingly important component in people's lives and there were growing expectations that basic leisure and recreational facilities should be provided by local employers and the local council. There was a demand for the recreational use of parks, allotments and open spaces; the construction of sports pitches and swimming pools; the opening of libraries and museums, and the provision of community halls, community centres,</p>	<p>British PM 1940-1945/1951-1955. Famous for speeches that inspired people to keep on fighting</p> <p>Adolf Hitler – German leader & dictator during and before World War II.</p> <p>Benito Mussolini – Italian dictator</p> <p>Franklin D. Roosevelt – US President during most of WWII</p> <p>Jospeh Stalin – Leader of the Soviet Union during WWII</p> <p>Hideki Tojo – Japanese leader and military general</p> <p><u>Who and Why?</u> Allies: Great Britain, France, Soviet Union, China and USA Axis Powers: Germany, Italy and Japan 70 million people lost their lives (24 million from the Soviet Union). France and England declared war on Germany after they invaded Poland and the USA joined the war effort after the Japanese bombed the American fleet in Pearl</p>
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<p>Historical enquiry Questions to develop mastery What else can you tell me about...? When did? What could have happened if...? What would you do if...? Why might? When did...? How did....?</p>	<p>Where do English people come from?</p> <p>Who was attacking and invading after the Romans?</p> <p>How did the Anglo-Saxons decide where to settle?</p> <p>How did the Anglo-Saxons keep law and order?</p> <p>How were the Anglo-Saxon settlements similar/different to our life today?</p> <p>How did religion change in Anglo-Saxon times?</p>	<p>How have attitudes to crimes and punishment stayed the same/ changed over time?</p> <p>How did the Romans detect crime and what did they do about it?</p> <p>Did the punishment fit the crime in Anglo-Saxon times?</p> <p>How was the Tudor approach to crime changing?</p> <p>Why did modern age criminals (smuggling and highwaymen) become so successful?</p> <p>How did criminals and crimes change in Victorian times?</p>	<p>How have people changed the way they use their free time in the 20th century?</p> <p>Are we the same as the Edwardians?</p> <p>How did World War II affect people's free time?</p> <p>How did entertainment help Britain rebuild after the War?</p> <p>How have music trends and technology changed over time?</p>	<p>War – what is it good for?</p> <p>How does War begin?</p> <p>Was Dunkirk a victory or a defeat for the Allies?</p> <p>Why was the Battle of Britain so important?</p> <p>What was life at home like during the War? (esp in Eastbourne)</p> <p>Why does Anne Frank remain so important today?</p>

	What have the Saxons ever done for us? (locally as well)	How has the modern era changed the way crime and punishment is dealt with?	How does film and television influence us? How have holidays changed over time? (esp rise of Eastbourne)	What does it take for a War to end?
Sources and Historical interpretation Substantive concepts	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.	sources, evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability.
Vocabulary Tier 2				
Vocabulary Tier 3	Bayeux Tapestry, Beowulf, Lindisfarne, lyre, mead, Offa's Dyke, runes, Sutton Hoo, thatch, wattle-and-daub	deterrence, gallows, highwaymen, justice, prevention, retribution, stocks, sin, trials, courts, hurry, judge, trial, lawyer, magistrate, transportation pillory	Technology, century, decade, entertainment, leisure, holiday, camp, broadcast, coronation, software	Anderson and Morrison shelters, blackout, Blitz, evacuee, gas mask, Kristallnacht, Nazis, rations, star of David, swastika
texts	   	   		   
Enhancements	Weald and Downland Museum?	Police officer talk – Daniel Russell (link PCSO) Trip to Smugglers Adventure (Hastings)	Trip to Devonshire Park – history of it Trip to the cinema Trip to the theatre (if possible)	World War II Day & VE Day street party 'St. John's Church in wartime' exhibition visit