



## History 2023 to 2024 - Key Stage 2

Years 3 & 4 – Autumn 2023

Autumn 1 – I am Warrior, Autumn 2 – Emperor & Empires

Our **I am Warrior** develops the children's knowledge of the Romans and Celts. Children learn about and compare the two cultures and warfare tactics, understand chronology and study key individuals.

### **The Roman Empire and its impact on Britain**

Our **Emperor & Empires** project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.

History knowledge is gained in the following...

### **Local history**

National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.

### **Communication**

Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.

## **Everyday life**

Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.

The Romanisation of Britain included living an urban lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.

Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.

The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.

## **British history**

During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century.

In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.

## **Civilisations**

The city of Rome was founded in Italy between 750-500 BC.

The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.

People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent.

Roman inventions include roads, bridges, aqueducts, hypocaust and sewers.

The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly.

## **Hierarchy and power**

The Roman Kingdom was a monarchy ruled by a king who had absolute power.

The Roman Republic was ruled by a senate of 600 men, who were elected every year.

The Roman Empire was ruled by an emperor who had absolute power and ruled for life.

The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups.

The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.

Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.

The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in mountainous terrain.

Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.

### **Significant people**

Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.

### **Significant events**

In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.

The Romans left Britain in AD 410 because of invasions in other parts of the Empire.

The western Roman Empire collapsed in AD 476.

When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.

### **Artefacts & sources**

Primary sources include documents or artefacts created by a witness to a historical event at the time it happened.

Secondary sources are created by someone who has not participated in the event they describe.

A secondary source interprets and analyses primary sources.

The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort.

### **Chronology**

The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.

Roman rule ended in Britain in AD 410

**Years 3 & 4 – Spring 2024****Spring 1 – Rocks, Relics and Rumbles, Spring 2 – Misty Mountain Sierra**

**Rocks, Relics and Rumbles** teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

This is predominately a Geography project, History knowledge is gained in the following:

**Significant people – Mary Anning; Pompeii**

Mary Anning was a 19th century palaeontologist whose discovery of the first complete Ichthyosaur fossil challenged the way scientists believed the natural world

**Significant events**

Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79.  
Pompeii is an archaeological site of great importance.

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Our **Misty Mountain** project teaches children about the human and physical features of mountain environments, developing their knowledge of mountain formation, settlement, climate zones and the water cycle

This is an English and Geography project.

**Years 3 & 4 – Summer 2024****Summer 1 – Ancient Civilisations, Summer 2 – Heroes and Villains**

Our **Ancient Civilisations** project teaches children about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.

Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations

History knowledge is secured in the following:

**Changes over time**

The Fertile Crescent in the Middle East is known as the birthplace of farming.

Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade.

Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems.

### **Compare and contrast**

There are many aspects of life today that are linked to ancient civilisations

### **Civilisations**

Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.

Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.

Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.

### **Significant people**

A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.

King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.

King Khufu ordered the building of the Great Pyramid of Giza.

King Hatshepsut was a woman who made herself a king because kings had more power than queens.

Amenhotep IV banned the worship of all gods and goddesses apart from the Sun God, Aten. This caused Egypt to lose a lot of its wealth.

### **Hierarchy and power**

The hierarchy in ancient Sumerian city states had the lugal at the top followed by priests and priestesses, upper class professionals then lower class craftspeople, farmers and slaves.

The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.

Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.

### **Everyday life**

In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports.

Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.

Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.

### **Artefacts & sources**

Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.

The 20th century discovery of Tutankhamun's tomb by British archaeologist Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.

### **Significant events**

In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire.

Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.

After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.

After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.

After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.

### **Report and conclude**

Historical information can be presented as written texts, tables, diagrams, captions and lists.

### **Chronology**

The Indus Valley civilisation ran from c2500 BC to c1700 BC.

### **Communication**

Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.

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Our **Heroes and Villains** topic teaches children about the 'goodies and baddies' in popular culture. This project develops children's knowledge of lyrics, graphic scores and how musical characteristics help convey different moods.

This is an English project

**Years 5 & 6 – Autumn 2023**

**Autumn 1 - Revolution / Firedamp & Davy Lamps, Autumn 2 – Britain at War**

Teach children about life in Victorian times developing their knowledge about Victorian culture, including significant people and inventions of the time.

### **Victorians**

### **Chronology**

Articulate and present a clear, chronological world history narrative within and across historical periods studied.

### **British history**

Articulate the significance of a historical person, event, discovery or invention in British history.

### **Artefacts & sources**

Ask perceptive questions to evaluate an artefact or historical source.

### **Compare and contrast**

Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.

### **Hierarchy and power**

Describe and explain the significance of a leader or monarch.

### **Changes over time**

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

### **Significant people**

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

### **Report and conclude**

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

### **Communication**

Use abstract terms to express historical ideas and information.

How did it feel to work in a coal mine? How has the coal mining industry changed over the years and does it have a future? Explore these questions and more in this special project about the coal industry and its impact on the UK.

In this project, children will explore:

- the history of coal mining
- mining strikes and their effects on the miners, their families and communities
- the legacy and future of coal mining

### **Timelines; The Industrial Revolution; Mining disasters; Mining strikes**

#### **British history**

Create an in-depth study of an aspect of British history beyond 1066.

#### **Changes over time**

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

#### **Britain at War**



This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.



**First and Second World wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain**

### **Chronology**

Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).

The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.

The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.

The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.

People in Britain celebrated VE day on 8th May 1945.

The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.

### **British history**

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

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

### **Artefacts & sources**

Different types of bias include political, cultural or racial.

### **Hierarchy and power**

Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times of conflict.

Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

### **Civilisations**

New weaponry technology developed at a rapid rate during the First World War.

The Second World War was the most technologically advanced conflict in history.

### **Changes over time**

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

Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.

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

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

Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.

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

Key causes of the First World War include alliances, imperialism, militarism and nationalism.

### **Everyday life**

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

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

Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.

Anne Frank wrote a diary, which her father published after her death.

### **Significant events**

The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities.

On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation.

The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945.

### **Local history**

Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.

### **Report and conclude**

Historical sources can contain bias due to their historical context or the creator's background.

A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.

### **Years 5 & 6 – Spring 2024**

### **Spring 1 - Sow, Grow & Farm, Spring 2 – Dynamic Dynasties**

Our **Sow, grow & Farm** project teaches children about the features and characteristics of land use in agricultural regions across the world, including a detailed exploration of significant environmental areas.

This is an English and Geography topic with a small focus on History

### **Dig for Victory**

### **Communication**

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

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**Dynamic Dynasties!** This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.

**Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy**

### **Compare and contrast**

Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.

### **Civilisations**

People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits.

The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.

During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly

Silk and jade objects have been produced in China for thousands of years.

Silk was a luxurious status symbol in ancient China and jade was believed to have special powers.

The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations.

Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.

Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.

### **Hierarchy and power**

Misuse of power and poor leadership has caused civilisations to decline.

The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.

### **Everyday life**

During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.

During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.

During the Shang Dynasty, people worshipped their ancestors at home altars.

### **Significant events**

The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing.

### **Significant people**

Fu Hao was a queen in the Shang Dynasty and one of the most important military leaders of her time. She demonstrated that women could be key members of society in a civilisation that did not value them.

Confucius was a philosopher who lived during the Zhou Dynasty. He believed that treating others as you would like to be treated leads to a peaceful and happy life.

### **Report and conclude**

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

### **Chronology**

China is the longest lasting civilisation starting with the Xia Dynasty in c2070.

The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.

### **Artefacts & sources**

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

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

Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.

### **Years 5 & 6 – Summer 2024**

### **Summer 1 - Hola Mexico!, Summer 2 – Ground breaking Greeks!**

Teach children about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.

**Hola Mexico!** is an English project

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Our **Groundbreaking Greeks** project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.

**Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy**

### **Compare and contrast**

Contrasts can be made between the Greek civilisation's decline in the Dark Age and its development in the Archaic period.

The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.

### **Civilisations**

Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.

Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today.

The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.

Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.

The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.

Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens.

### **Hierarchy and power**

Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves.

In ancient Athenian hierarchy women took on the hierarchical status of the men in their families.

### **Everyday life**

The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.

Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.

Democracy is still evident in many countries around the world.

### **Significant events**

After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.

### **Significant people**

Hippocrates was a doctor in ancient Greece who realised that disease and symptoms had a logical cause.

Hippocrates taught others how to care for patients and his Hippocratic Oath is still followed by some doctors today.

Cleisthenes was the 'father of Athenian democracy'.

Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.

Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.

Plato was an Athenian philosopher who founded Athens's first university.

Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.

### **Report and conclude**

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

### **Artefacts & sources**

Bias is the act of supporting or opposing a person or thing in an unfair way.

A balanced argument is a response to a question or statement where you consider multiple viewpoints.  
Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions.  
Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations.  
Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

### **Changes over time**

It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.  
During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth.  
The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games.

### **Local history**

Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts.  
Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture.  
Neoclassical buildings and art can be found in most towns and cities in the UK.

### **Chronology**

There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.

The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.

The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began.

When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.  
Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect.



