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| **Rockmount Primary School**  **Knowledge and Skills Progression Document**  **History** | | |
|  | **Substantive Knowledge and Primary Concepts** | **Disciplinary Knowledge and Historical Skills** |
|  | **Trade**  **Monarchy**  **Settlement**  **Immigration**  **Invasion**  **Religion**  **Government** | **Chronological understanding**  **Sources and evidence**  **Questioning and historical enquiry**  **Historical interpretation, organisation and communication**  **Continuity and change**  **Cause and consequence**  **Similarities and differences** |
| |  | | --- | | **EYFS** | | **Trade** - role play areas (shops/cafe)  **Monarchy** - stories - kings and queens  **Settlement** - my home, our school  **Government** - Values, rules, Rockmount class charter - rights and responsibilities  Begin to make sense of their own life-story and family history. | **Chronological knowledge/understanding**   * use everyday language related to time - order and sequence   familiar events   * describe main story settings, events and principal characters   **Historical enquiry - using evidence/communicating ideas**   * be curious about people and show interest in stories * answer how and why questions * explain own knowledge and understanding and ask appropriate questions * know that information can be retrieved from books and computers * record, using marks they can interpret and explain |
| **Year 1** | **Trade** - shops and how they have changed over time  **Monarchy** – Kings and Queens who have ruled England  **Settlement** - homes and how they have changed  **Religion** - Churches in the local area, different faiths  **Government** - link to monarchy in Britain and Gunpowder Plot, rights and responsibilities, School council, class charter  **Unit – Kings, Queens and Castles (Introduce concept of monarchy - King/Queen/ruler - part of royal family)**  **Enquiry Question: What is a monarch’s job?**   * **Who is King Charles III?** * **Why is the monarch important in our lives today?** * **Who was Queen Elizabeth II and what changed during her reign?** * **Why are photographs and paintings so important to historians? (use sources to find out about other British monarchs)** * **Assessment** * King Charles III is the British Monarch. * King Charles III became king when his mother the Queen   died (Queen Elizabeth II).   * Lots of changes took place in the Queen’s life   (technology, houses and homes etc).   * The King is important in our lives today (stamps, coins,   post-boxes, national events).   * Buckingham Palace is the London home of King Charles III. * Other famous monarchs – Henry VIII, Elizabeth I, Charles I, II and Victoria.   **Bonfire night mini-topic** - commemorating the failure of the Gunpowder Plot of 1605. Significant person - Guy Fawkes.  **Unit - The Story of Crystal Palace (houses, homes and shops)**  **Enquiry Question: How has Crystal Palace changed over time?**   * **How has the high street changed in Crystal Palace?** * **How have homes changed in Crystal Palace?** * **Why have homes changed in the past 50 years?** * **How has technology changed the way people live?** * **Assessment** * Houses and homes and our high street have changed (around Crystal Palace) over time and look different. Focus on the last 50 years. * Homes are different around the world. * Different materials have been used to build homes. * Objects inside a home/in the street can tell us about people   and how they lived e.g. furniture, number of vehicles, shop  names, clothes.   * Shopping has changed due to refrigeration and computerisation. * Sources to include maps and photographs.   **Unit – Significant Individuals – Mary Seacole/Florence Nightingale**  **Enquiry Question; How should we best remember Mary Seacole?**   * **Why is Mary famous?** * **What were the most important moments in Mary’s life?** * **How did Mary Seacole and Florence Nightingale change nursing for the better?** * **Does Mary Seacole deserve her statue at St Thomas’ hospital? (comparison to Florence Nightingale)** * **Assessment** * Florence Nightingale and Mary Seacole were both nurses. * The challenges they faced. * What nurses do and why they are important. * Hospitals have changed due to advances in hygiene protocols. * Memorials created for significant people | **Chronological knowledge/understanding**   * Sequence events and artefacts into chronological order. * Sort artefacts into ‘then’ and ‘now’   **Questioning and historical enquiry**   * Ask and answer questions related to a range of different sources e.g. How has the high street in Crystal palace changed? What was it like to be a nurse in the Crimean war?   **Sources and evidence**   * Use a range of sources to find out about people and what they did in the past   **Historical interpretation, organisation and communication**   * Find out about the past from a range of sources of information (stories, eye-witness accounts, pictures/photographs, artefacts, historic buildings/visits to museums/galleries/sites, ICT) * Represent the past in different ways (photos, stories, ICT,   drama, timelines, drawing) and distinguish between fact and  fiction   * Compare adults talking about the past – how reliable are their memories?   **Similarities and differences**   * Compare the challenges faced by significant individuals * How have things changed over time e.g. nursing, Crystal Palace |
| **Year 2** | **Trade** - explorers, currency of exchange, seaside trades e.g. pleasure pier, souvenirs  **Monarchy** - change in Monarch, Monarch’s role during a time of crisis  **Settlement** - travel and exploration  **Invasion** - Remembrance Day  **Governmen**t - rights and responsibilities, School council, class charter  **Unit – Significant Individual – Captain Scott**  **Enquiry Question: Who on earth is Captain Scott and why is he significant?**   * **Who is Captain Scott?** * **Why did Scott risk his life going to the South Pole?** * **How do we know what happened on Scott’s last journey?** * **How should Scott be remembered today?** * **Assessment** * Explorers like Scott travel away from home to find out more about new places they visit * Scott wanted to be the first person to reach the South Pole * Scott and his team had to survive in below freezing temperatures and carry their own food and equipment * **1902 –** Discovery Expedition and the challenges Scott and his team faced * **1910** – the successes and failures of the Terra Nova Expedition * Scott’s diary tells us what the expedition was like * Sources to include diary extracts and photos   **Remembrance Day mini-topic** - commemorating soldiers who have fought in wars to keep us safe, how to observe commemoration (2 minutes silence, parades, wearing a poppy), the symbolism of the poppy, why it is important to remember  **Unit – The Great Fire of London**  **Enquiry Question: What was the Great Fire of London?**   * **How did the great fire of London start?** * **Why did the fire spread so rapidly through London?** * **How did Samuel Pepys contribute to our understanding of the great fire of London?** * **What did we learn from the great fire of London and what changed as a result?** * **Assessment** * The fire started on Sunday 2nd September 1666 in Thomas Farriner’s bakery on Pudding Lane. The ovens were not cleaned or extinguished properly. * In 1666, buildings were made wood and they were very close together so the fire spread quickly. It had also been a dry summer and strong Easterly winds were blowing. * People tried to put the fire out with leather buckets and water squirts * King Charles II ordered buildings to be pulled down to stop the flames from spreading * Thursday 6th September – the wind died down and the fire was extinguished by creating fire breaks (blowing up houses with gunpowder) * Samuel Pepys kept a diary which gives us information about what it was like * Significant change since 1666 – firefighting is more effective, houses were rebuilt with brick and stone, bakeries are now run in a safer way * Over 13000 houses were destroyed and 6 people died   **Unit – Seaside Holidays through Time**  **Enquiry Question: How have seaside holidays changed over time?**   * **What is a seaside holiday and what did the Victorians do at the seaside?** * **How do we know what seaside holidays were like in the past and when and how did they become so popular?** * **What are seaside holidays like today and how should we prepare for our seaside trip?** * **How can we stay safe at the beach?** * **Would you prefer a Victorian seaside holiday or a seaside holiday now? Why?** * **Assessment** * How seaside holidays have changed through time (100 years ago, 50 years ago and now) * People have visited the seaside for holidays for many years * UK seaside resorts are found on the coast (Scarborough, Blackpool and Brighton) * 100 years ago, people would travel to the seaside to enjoy activities, such as a puppet show, walking along the promenade or bathing in the sea * People wore bathing suits at the beach, and would often change in bathing machines * Seaside holidays were initially for the upper classes, but with the expansion of railways they became accessible for working class families too * Tourists send postcards when they have visited the seaside * Sources to include maps of the UK, photos, postcards, posters and interviews with grandparents/older relatives | **Chronological knowledge/understanding**   * Recall and sequence several events on a timeline, and order   artefacts, with accuracy  **Questioning and historical enquiry**   * Use and evaluate a wide range of sources and theories, and ask   and answer a range of questions   * Recognise and understand the actions of people and why events   happened, developing empathy  **Sources and evidence**   * Use a range of sources to find out about people and what they did in the past   **Historical interpretation, organisation and communication**   * Identify and start to hypothesise about different ways in which the past is represented * Compare adults talking about the past – how reliable are their memories? * Start to hypothesise about different ways in which the past is represented   **Similarities and differences**   * Compare photographs of people and past events to identify   differences in ways of life   * How have things changed over time e.g. seaside holidays, firefighting, exploration expeditions to the South Pole |
| **Year 3** | **Trade –** importance of the river Nile, **exchange of goods**  **Monarchy –** Pharaohs, hierarchical society, who led Stone Age/Iron Age people – what evidence is there?  **Settlement –** settling in areas with rich natural resources e.g. the Nile, settlement in Stone Age to Iron Age houses and settlements  **Immigration –** immigrants brought new animals, crops and technology to Britain  **Invasion –** ancient Egypt was conquered by the Romans, legacy of Alexander the Great (remembered as a great warrior)  **Religion –** Christian conversion, multiple Gods in Greek and Egyptian cultures  **Government –** founding of democracy and the link to Modern Britain, British Values  **Unit – Ancient Egypt**  **Enquiry Question: Who were the Ancient Egyptians?**   * **Who were the Ancient Egyptians and what was their life like?** * **What are the 7 steps of mummification?** * **Who was Tutenkhamun?** * **Who were the Egyptian Gods?** * **Assessment** * Ancient Egypt was an ancient North African civilization lasting from 3100 BC to 30 BC. Due to the richness offered by the River Nile, this civilization expanded and developed significantly. * The ancient Egyptians built pyramids (including the great pyramid at Giza) which were stone tombs for Egypt’s kings – the pharaohs * The Nile was used to trade items (frankincense and papyrus) * Ancient Egyptian writing was called hieroglyphs. * Society was hierarchical with pharaohs at the top and slaves at the bottom * The ancient Egyptians believed in many Gods, Ra ‘god of sun’ was the most important * The ancient Egyptian ritual of mummification ensured people could go to the Afterlife. It was an expensive and lengthy process so not everyone was mummified. * The pharaoh was the most important person in society. Most were men but some were women (Cleopatra and Nefertiti). Pharaohs controlled their image via statues, coins, artwork and sculptures. * Ancient Egyptians had many gods and goddesses. People believed the pharaohs were picked by the gods. When the Romans took over Egypt in 31 BC, people became Christian and the old gods died out. * Sources include artefacts, discovery of tombs (Tutankhamun)   **Unit – Stone Age Settlements**  **Enquiry Question: How did life change from the Stone Age to Iron Age?**   * **What were the lives of nomadic hunter gatherers (Stone Age people) like?** * **What was life like from the period from the Stone Age to the Bronze age?** * **How did early people use cave art to communicate?** * **How did life change in the Iron Age?** * **Assessment** * People have been living in Britain for a long time * There are many changes but also many continuities e.g. little change in houses, house-building or settlement size * For most of the period there is no written evidence, most of our evidence comes from archaeologists * The Stone Age to the Iron Age covers around 10,000 years * The Stone Age can be divided into three periods: Paleolothic (old stone age), Mesolithic (middle stone age) and Neolithic (new stone age) * Humans used tools made from stone, flint and wood * Stone Age people were hunter-gatherers and were spread out rather than living close together * The Bronze Age began when settlers arrived from Europe to Britain – this is when humans started using metal. They brought new animals and crops with them. * These settlers brought with them ways of making tools and weapons from Bronze. * The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. * The Iron Age lasted from 800 BC until the Roman Invasion in AD43. They made tools from Iron. * Sources include artefacts, early writing and archaeological discoveries   **Unit – Ancient Greece and their influence on the Western world**  **Enquiry Question: What legacy did the Ancient Greeks leave us?**   * **Who were the Ancient Greeks and what was their life like?** * **How did Alexander the Great build his empire?** * **What contrasts are there between life in Athens and ancient Sparta?** * **Can we thank the Ancient Greeks for anything in our lives today?** * **Assessment** * Athens/Greece is where democracy is considered to have been founded * Greek styles of art, architecture, philosophy and theatre were developed – these helped shape our modern society alongside science, language and maths * Greeks were polytheists – they believed in man gods and goddesses that were in charge of different parts of their lives. Temples were built in their honour. * Recall some Gods and goddesses:   - Zeus: King of the Gods and god of the sky.  - Hades: Brother to Zeus, God of the underworld.  - Poseidon: Brother to Zeus, God of the sea and earthquakes.  - Athena: Daughter of Zeus, Goddess of war and wisdom.  - Hera: Wife of Zeus, Goddess of Marriage.  - Artemis: Daughter of Zeus, Goddess of the hunt and Moon.  - Apollo: Son of Zeus, Messenger God and God of music and the Sun.  - Ares: Son of Zeus, God of war   * Greek mythology were epic stories about Greek gods, passed down over generations * Recall some myths and legends. The Greeks had many famous myths and legends – these include:   - The Labours of Hercules  - Jason and the Argonauts  - Theseus and the Minotaur  - The Iliad (The legend of Troy)  - The Odyssey  - Pandora’s Box   * Much of Ancient Greek culture was inscribed on amphoras. This included daily life, culture, historical events, religious inscribing’s and many myths and legends. * Alexander the Great was a king of the Ancient Greek kingdom of Macedonia. He ascended to the throne in 336 BC. Alexander the Great inherited an army from his father, Philip II of Macedon, and used it to conquer Persia and Egypt. He was undefeated in battle and died at the age of 32 in Babylon. * Greek culture heavily influenced the Roman civilisation who copied much of their religion, art, food and culture * Sources include artefacts, early examples of writing | **Chronological knowledge/understanding**   * Sequence events, photos and artefacts into chronological order for different periods of time * Use dates and terms related to the study unit and passing of time * Place the time studied on a time line   **Questioning and historical enquiry**   * Ask and answer a range of questions * Find out about everyday lives of people in time studied * Identify and give reasons for different ways in which the past is represented   **Sources and evidence**   * Use and evaluate a wide range of sources and theories, and ask and answer a range of questions   **Historical interpretation, organisation and communication**   * Start to hypothesise about reasons for changes within the period studied * Begin to use the books and the internet for research   **Similarities and differences**   * Identify similarities and differences between periods of time * Identify similarities and differences of people within the same time period   **Continuity and Change**   * Compare and contrast the lives of people from the period studied to the present day |
| **Year 4** | **Trade –** use of natural materials, buying and selling goods for pleasure e.g. Anglo-Saxon culture  **Monarchy –** Role of Kings in Anglo-Saxon Britain, role of the Emperor during Roman rule  **Settlement** – Roman towns were replaced with Anglo-Saxon villages, Mayans lived in different city states  **Immigration –** settlers from Europe brought new animals, farming techniques and goods to Britain  **Invasion –** Roman invasion of Britain, Anglo-Saxon invasion of Britain, battles between city states in Maya  **Religion –** conversion to Christianity from Paganism, Christian practices still observed today, Mayan belief in many gods and their demands  **Government -** Roman democracy, link to British values  **Unit – The Marvellous Mayans**  **Enquiry Question: Why do we study the Maya in history?**   * **What was life like in Mayan society?** * **How can we know what life was life for the Mayan people 1,000 years ago?** * **How important was religion to the Maya?** * **Can we solve the riddle of the decline of the Maya?** * **Assessment** * Between 250 and 900 CE the Maya had a very advanced way of life for the time * Mayan ruins were discovered by Spanish conquistadors in the 1500s during their expeditions in Mesoamerica * The structure of Mayan society and the different groups of people e.g. kings, nobles, slaves and farmers * Mayans lived in independent city states, each had large temples, stone pyramids, palaces and ball courts * The Maya created farmland by cutting away trees and vines of the rainforest. They grew corns, beans and squash * Mayan gods and their demands e.g. bloodletting and human sacrifice as well as the role of priests and beliefs about the afterlife * Key achievements include a complete writing and number system, and the development of calendars. Consider how Mayan writing helps historians find out about the past * Battles between city states contributed to the decline of the Mayan civilisation around 900 CE, although no one knows for certain why this happened * Mayans didn’t disappear completely and Mayan people still exist in the area today * Sources includes artefacts and archaeological discoveries   **Unit – Roman Occupation of Britain**  **Enquiry Question: What was the Roman Empire’s most significant impact in Britain?**   * **How and why did the Romans invade Britain?** * **What is the significance of Boudicca’s revolt?** * **How did the Romans influence culture in Britain?** * **What is their lasting legacy in Britain?** * **Assessment** * In AD 43, the Roman emperor Claudius launched an invasion of Britain, and over the next 45 years the Roman army gradually extended its control over much of present-day England and Wales and ventured into territory now in Scotland * The Romans wanted to make their empire as big and powerful as possible and were also seeking natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army. * The Romans attempted to invade twice before they were successful * Julius Caesar led the first 2 attempts and Emperor Claudius led the final attempt * They wanted to control the minerals and exports from the country * The Roman Army was well-trained and disciplined * Boudicca (Ancient Queen) led a revolt against the Romans * Boudica’s army launched its attack in 60 AD, when the Roman governor Suetonius Paullinus was called away. Boudica ordered her warriors to burn down Roman towns and kill as many Romans as possible. They destroyed the town of Colchester and then went on to ransack London and St. Albans. * The Romans built heavily defended forts including Hadrian’s wall. * The Romans influenced the culture including language, the calendar, laws and the census.   **Unit – Anglo-Saxon Way of Life**  **Enquiry Question: Was the Anglo-Saxon period really a Dark Age?**   * **Why did the Anglo-Saxons come to Britain?** * **What can Sutton Hoo tell us about the Anglo-Saxon way of life?** * **Was there a decline in culture during this period?** * **How did people’s lives change when Christianity came to Britain?** * **Assessment** * The Anglo-Saxons settled in Britain when the Romans left in AD 410 until 1066 AD * The Anglo-Saxons were warrior-farmers and came from North Western Europe * Anglo-Saxon villages relied on natural resources such as food, water and wood, from Britain’s forests * The biggest house in the village belonged to the chief and his warriors * Many towns and villages still carry their Anglo-Saxon names today e.g. England = Angle-land * Four main kingdoms were established: East Anglia, Mercia, Northumbria and Wessex. Each area was ruled by a king * Many of today’s Christian traditions came from the Anglo-Saxons, but they weren’t always Christians. When they first came over from Europe they were Pagans, worshipping lots of different gods who they believed looked different parts of their life, such as family, crop growing, weather and even war * In AD 597 a Roman monk called Augustine was sent to tell Anglo-Saxons about Christianity. King Ethelbert of Kent was converted. Canterbury Cathedral was founded by Augustine * In their free time, many Anglo-Saxon villages would come together and tell stories e.g. Beowulf, play music and sing together or play board games such as Merels or Tabula * Art and Culture – glass, pottery, jewellery, bones * Sources include excavations of Anglo-Saxon villages and burial sites (Sutton Hoo), artefacts and accounts e.g. the Anglo-Saxon Chronicles | **Chronological knowledge/understanding**   * Sequence events, photos and artefacts into chronological order for different periods of time * Use dates and terms related to the study unit and passing of time including complex BC/AD * Place the time studied on a time line   **Questioning and historical enquiry**   * Ask and answer a range of questions * Find out about everyday lives of people in time studied * Identify and give reasons for different ways in which the past is represented * Offer a reasonable explanation for some events * Use evidence to build up a picture of a past event   **Sources and evidence**   * Use and evaluate a wide range of sources and theories, and ask and answer a range of questions * Begin to evaluate the usefulness of different sources   **Historical interpretation, organisation and communication**   * Start to hypothesise about reasons for changes within the period   Studied   * Begin to use the library and internet for research * Use evidence to reconstruct life in time studied * Identify key events and features of the period   **Similarities and differences**   * Identify similarities and differences between periods of time * Identify similarities and differences of people within the same time period   **Continuity and Change**   * Compare and contrast the lives of people from the period   studied to the present day   * Look for links and effects in time studied |
| **Year 5** | **Trade –** role of women for the home front  **Monarchy –** Viking and Anglo-Saxon kings reaching an agreement, power of the monarchy during the Tudor period, role of the monarchy during war  **Settlement** – reasons for Viking raids and settlements, Tudor architecture still visible in London today, the Blitz and its lasting impact on the London landscape  **Immigration –** Vikings were skilled at farming, fishing, craft work and hunting, evacuation of children during WW2  **Invasion –** Nazi Germany’s aggressive invasions of Europe made war impossible to avoid, Viking raids  **Religion –** Viking raids on monasteries (Lindisfarne) because they had many rich objects and were easy targets, Henry VIII break from Rome created the Church of England  **Government –** Chamberlain’s policy of appeasement was unsuccessful, government propaganda to boost morale during the war  **Unit – The World Wars/World War Two. Enquiry Question: Why did war feel like the only option for Britain in 1939?**   * **How did WW1 change the world?** * **Why did Britain have to go to war again in 1939?** * **How was Britain able to defend itself from the German threat?** * **What was VE Day really like?** * **What was the lasting impact of WW2 on the countries who took part?** * **Assessment** * WW1 lasted from 19-14-1918. The assassination of Austrian Archduke Franz Ferdinand on 28 June 1914 set off a chain of events that led to war in early August 1914. * Most of the fighting took place in trenches on the Western Front. * As more soldiers went to war, women entered the workforce and food was rationed. * Germany surrendered on 11th November 1918- Remembrance Day. * World War Two was the conflict between the Allies (led by Britain, the US and the USSR) and the Axis powers (Nazi Germany, Fascist Italy and Imperial Japan). * Driven by tensions following WW1, Hitler and the Nazi party were able to take over the German state and expand aggressively across Europe. * Especially after WW1, people in Britain were reluctant for more fighting. However, the aggressive Nazi invasions, as well as their persecution of Jewish people, made war impossible. * PM Neville Chamberlain initially tried a policy of ‘appeasement’ but that was unsuccessful. * Children were evacuated from large cities. Numbers of children being evacuated fluctuated. The government portrayal was very positive but children had varying experiences. * The government prepared civilians to withstand the blitz, resist German invasion and keep up morale (propaganda, air-raid shelters, gas masks, rationing) * Whilst the war was a European-centred battle, it had a global impact e.g. Japan’s view of its position after WW1 and consequences of European colonisation in Africa and Asia. * After six years of fighting, Nazi Germany was finally defeated on 7 May 1945. 8 May 1945 became VE day.   **Unit – The Tudors (Local Area Study)**  **Enquiry Question: How did the Tudors change life in England?**   * **How did the Tudors come to power?** * **Who was Henry VIII and what are the key events of his reign?** * **What was life like in Tudor England?** * **What signs of the Tudor period can be found in London today?** * **Assessment** * The Tudor period is the period between 1485 and 1603. This was when the Tudors were the ruling family in England. * The first Tudor monarch was King Henry VII who claimed the throne when his forces defeated Richard III at the Battle of Bosworth Field in 1485. He ruled until his death in 1509. * The Tudor rose was created when Henry VII brought an end to the Wars of the Roses. He joined the White Rose of York with the Red Rose of Lancaster, creating the Union Rose (or Tudor Rose), which is still used as the floral emblem of England today. * Tudor houses are very distinctive and many can still be seen today. The houses had a wooden frame with walls made from “wattle and daub”. * Henry VIII was King of England from 1509 – 1547. He is best known for the story of his six wives however he achieved a great deal more during his reign. * He oversaw the union of England and Wales in the Laws in Wales Act of 1535. * He oversaw the English Reformation. * In 1533 Henry broke with the papacy in Rome to allow him to marry Anne Boleyn. He established the Church of England instead. * Henry had three legitimate children – Mary, Elizabeth and Edward. His male heir Edward VI died in 1553 at the age of 15. * Henry’s desire for a male heir dominated his reign and the decisions he took. * Elizabeth 1, Henry’s daughter, was one of England’s most successful monarchs. * Comparison between the lives of Tudor peasants and nobility e.g. entertainment, jobs, crime and punishment * Diversity in Tudor England: Marry Fillis and Cattalena of Almondsbury. * Links to the local area: Eltham Palace, Greenwich palace and Hampton Court Palace were key buildings associated with Henry VIII’s reign.   **Unit – Viking Invasion and Settlement**  **Enquiry Question: How did Viking invasion and settlement change Britain?**   * **Who were the Vikings and why did they come to Britain?** * **How well did the Anglo-Saxons and Vikings get on with each other?** * **What was life really like in Viking Britain?** * **What did the Vikings leave behind?** * **Assessment**   ● The Vikings had left Scandinavia to set out on an expedition to raid  and settle in Britain.  ● The Vikings were great traders and skilled seafarers. They were  skilled at farming, fishing, craft work and hunting.  ● Vikings raided and invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended. (Example - Lindisfarne).  ● The attack on Lindisfarne (where Bede had once lived) in 793 CE was the first major Viking raid on the British Isles. The Vikings raided monasteries because they were easy targets on the coast and they had many valuable objects they could steal.  ●The Vikings attacked using longboats crewed by about 30 warriors who could land, attack, and leave quickly.  ● In 865 CE, the biggest Viking army ever to have come to Britain arrived in East Anglia: The Great Heathen Army.  ● By 869, the Vikings had won key battles against Northumbria and East Anglia while Mercia had bribed them not to attack. Only Wessex, which controlled most of southern Britain, remained in resistance to the Vikings.  ● King Alfred of Wessex (case study), also known as Alfred the  Great, initially fought the Vikings, also known as the Danes, but  then peace was agreed and the country was divided. Wessex and  Danelaw were created to eventually be united into a united English  kingdom.  ● As a result of the conflict between the Anglo-Saxons and Vikings,  two new kingdoms grew and Scotland and England became firmly  established.  ● England was ruled by Anglo-Saxon kings as well as Danish kings.  ● The Viking and Anglo-Saxon rule came to an end in 1066, during  the Battle of Hastings. | **Chronological knowledge/understanding**   * Sequence events, photos and artefacts into chronological order for different periods of time * Use dates and terms related to the study unit and passing of time including complex BC/AD * Place the time studied on a time line, making comparisons between different times   **Questioning and historical enquiry**   * Ask and answer a range of questions * Find out about everyday lives of people in time studied * Identify and give reasons for different ways in which the past is represented * Offer a reasonable explanation for some events * Use evidence to build up a picture of a past event   **Sources and evidence**   * Use and evaluate a wide range of sources and theories, and ask and answer a range of questions * Begin to identify primary and secondary sources * Begin to evaluate the usefulness of different sources * Select relevant sections of information   **Historical interpretation, organisation and communication**   * Start to hypothesise about reasons for changes within the period   studied   * Begin to use the library and internet for research * Use evidence to reconstruct life in time studied * Identify key events and features of the period   **Similarities and differences**   * Identify similarities and differences between periods of time * Identify similarities and differences of people within the same time period e.g. men and women * Compare an aspect of life with the same period in another period   **Continuity and Change**   * Compare and contrast the lives of people from the period   studied to the present day   * Look for links and effects in time studied |
| **Year 6** | **Crime and Punishment**  **Enquiry Question: Has the punishment ever fit the crime?**   * **How do we know what punishment was like 800 years ago?** * **How did crime and punishments change between 1500 and 1750?** * **Why did punishments become so bloody in the 18th Century?** * **Why did so much change happen in crime and punishment in the 19th century?** * **Has the way we catch and punish criminals improved much in the last 100 years?** * **Assessment** * The Anglo-Saxons did not have a police force, keeping law and order was the responsibility of everyone in the village (is this the same today?) * Tithings and weregild – how successful were they? * There were no prisons so most people were punished with fines or in serious cases, the death penalty * 1500-1750s: As trade and travel increased, so did opportunities for crime. For example, highway robbery became more common as people travelled more and became wealthier. Smuggling also became a problem in coastal areas, with people smuggling goods like tobacco, tea, brandy, and silk to avoid paying import duties. * In 1542, the first law making witchcraft a crime was passed, and by 1563, people found guilty of using witchcraft to kill could be hanged. Hundreds of people, mainly women, were executed for witchcraft during this period. * In 1500, punishments were often physical and humiliating, such as whipping, branding, and using stocks, the pillory, or the ducking stool. By 1750, capital punishment was more common, with people found guilty of treason being sentenced to hanging, drawing, and quartering. * 18th Century ‘Bloody Code’: the death penalty was imposed on a huge number of crimes, even minor or trivial offences. The number of crimes carrying the death penalty in 1688 was 50. By 1815 it was 215. * Why: Attitudes of wealthy men who made the laws were unsympathetic and they wanted to protect their interests. Acts that threatened their wealth and property were punishable by death. Public executions were also meant as a deterrent. * Prisons were used but mainly to hold criminals awaiting trial. * 19th Century: By the 1830s most offenses were made non-capital and by 1861 the death penalty was abolished for all crimes except murder, high treason and piracy with violence. * Crime increased in England between 1815 until 1850 due to urbanisation, industrialisation and population growth. * Increase in crime led to introduction of the first professional police force in Britian and the use of prisons as the main form of punishment. * Last 100 years: 20th century shift in punishment trends, greater focus on rehabilitation and restitution. Punishments are now less public and more private. Main types of punishment today are fines, community service and loss of liberty. The govt may also support convicted criminals with education, mental health treatments and community projects.   **Victorians (Local Study)** | **Chronological knowledge/understanding**   * Sequence events, photos and artefacts into chronological order for different periods of time * Use dates and terms related to the study unit and passing of time including complex BC/AD * Place the time studied on a time line, making comparisons between different times   **Questioning and historical enquiry**   * Ask and answer a range of questions * Find out about everyday lives of people in time studied * Identify and give reasons for different ways in which the past is represented * Offer a reasonable explanation for some events * Use evidence to build up a picture of a past event   **Sources and evidence**   * Use and evaluate a wide range of sources and theories, and ask and answer a range of questions * Identify and use primary and secondary sources * Begin to evaluate the usefulness of different sources * Select relevant sections of information * Bring knowledge gathered from several sources together in a fluent account * Develop an awareness that different evidence will lead to different conclusions   **Historical interpretation, organisation and communication**   * Start to hypothesise about reasons for changes within the period   studied   * Confidently use the library and internet for research * Use evidence to reconstruct life in time studied * Identify key events and features of the period * Consider ways of checking the accuracy of interpretations – fact or fiction/opinion   **Similarities and differences**   * Identify similarities and differences between periods of time * Identify similarities and differences of people within the same time period e.g. men and women * Compare an aspect of life with the same period in another period * Compare believed and behaviour with another time studied   **Continuity and Change**   * Compare and contrast the lives of people from the period   studied to the present day   * Look for links and effects in time studied |