

History; Knowledge, Skills and Concepts

Key Concepts

- Democracy *and rule**
- Invasion
- Exploration
- Settlement
- Monarchy *and rule**
- Civilisation
- War and Peace
- Change (times of great change and people who made change happen) *
- Slavery
- Belief Systems
- Equality*
- Legacy

**also identified as a golden thread*

Key Skills

- Using evidence and sources
- Interpreting sources, events, opinions
- Discerning fact from opinion and understanding bias
- Enquiry
- Chronology
- Use appropriate vocabulary to communicate historically i.e. *date, time period, era, century, legacy*

KS1

History Block Roman Empire (in Britain)	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Roman empire period was. • To understand that the Romans built an empire. • To know who founded Rome. • To know that the Romans had several large armies with many soldiers. • To know what life might have been like for a Roman soldier. • To know that the Romans invaded Britain and when this happened. • To know that there was resistance to the invasion of Britain by the Britain's (Boudicca). • To know that Roman's had many Gods. • To know that the Romans tried to invade Scotland (Hadrian's Wall) • To know that Romans built towns across Britain (Bath, Mildenhall etc). • To know that the Romans made changes to Britain <i>and that this represented a time of extraordinary change in engineering and</i> 	<ul style="list-style-type: none"> Invasion Settlement Change War and Peace Slavery Belief Systems Civilisation Legacy

<i>that would not be seen again until the beginning of the 1700s.</i>	
History Block Great Fires (London and Marlborough)	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Great Fire of London happened. • To know and order the key events of the Great Fire of London. • To know that Samuel Pepys recorded the key events of both fires in a diary <i>and that this is one of the major sources of information about this event.</i> • To know who the King of England was. • To know where the fire started and why. • To know there was a Great Fire in Marlborough high street <i>and that Samuel Pepys also diarised this event.</i> • To understand the reasons behind why the Great Fire of Marlborough and London spread. • To know how fire safety has changed since the fires. 	Change Monarchy Legacy
History Block Victorians	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Victorian period was and to place the Victorian period in relation to other periods. • To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II. • To know what everyday life was like for Victorian children. • To understand that life differed greatly across Victorian society. • To know that individuals can change aspects of society (e.g. Dr Barnardo). • To compare modern and Victorian schooling (Sevington School). • To know that St Katharine's was built in the Victorian times. • To understand how attitudes to children and childhood changed over time. 	Change Monarchy Equality Legacy
History Block Travellers and Adventurers: Mary Anning, Mary Seacole, Christopher Columbus and Rosa Parcs	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know who Mary Anning was and how her discoveries changed how we view our world. <i>To understand why she was unknown in many years.</i> 	Equality Change Exploration Legacy

<ul style="list-style-type: none"> • To know who Mary Seacole was and how she nursed wounded soldiers. <i>Why is she less famous than Florence Nightingale?</i> • To know who Christopher Columbus was and his discoveries. <i>To develop an understanding of discovery and asking the question can you discover a country where people are already living?</i> • To know who Rosa Parks was, why she is famous and how she was treated. 	
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Lower KS2

History Block Britain's Settlement by the Anglo-Saxon	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Anglo-Saxon period was. • To know and understand some of the reasons why the Romans left Britain <i>and that some stayed behind.</i> • To know where the Anglo Saxons came from and some of the reasons for their exploration • To understand the belief systems of the Anglo Saxons (<i>and how these were different to the people who came before them</i>) • To know about everyday life in Saxon Britain for ordinary people • To know who Alfred the Great was • To understand the significance of the discover of Sutton Hoo? • To know who invaded Britain next and how the Saxons attempt to defend themselves • To understand that the Anglo-Saxon period has left a legacy in the words that we still use today. 	<ul style="list-style-type: none"> Belief systems Exploration Invasion Settlement Change Legacy
History Block Stone Age – Iron Age	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To develop an understanding of the term pre-history and understand where the Stone Age and Iron Age sit on our timeline. • To understand what life was like for everyday Stone Age hunter gatherers (Skara Brae) • To know that stone age life was more complex than simple hunter gathering (Oxen wood visit to the spinney) • To know that the discovery of bronze gave way to the end of the Stone Age? 	<ul style="list-style-type: none"> Change Civilisation Settlement Belief systems Legacy

<ul style="list-style-type: none"> • To know that everyday life changed when people learned how to farm? • To know what life was like for everyday people living in an Iron Age hillfort (Oxenwood) 	
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History Block Earliest Civilizations: Egyptians

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Ancient Egyptian period was and to know who the Ancient Egyptians were. • To understand the importance of the River Nile to society in Ancient Egypt. • To understand that Ancient Egyptian kings were called Pharaohs. • To understand the belief systems of the Ancient Egyptians. • To know that royal and important Ancient Egyptians built pyramids for the afterlife. • To know why the Ancient Egyptians mummified people. • To know what was discovered inside Tutankhamun’s tomb and how this helps us to know more about the Ancient Egyptians. • To know about the discovery of the Rosetta stone and how this helped to unlock the information held within hieroglyphics. • To know who Cleopatra was and how this links to the Roman Empire. 	Slavery Belief Systems Civilisation Monarchy <i>and rule</i> Change Legacy

History Block Tudors

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Tudor period was and why it was named (<i>battle of Bosworth and Henry VII</i>). • To know who Henry VIII was and that he had 6 wives (<i>local knowledge – Wolf Hall</i>) • To know that this was a period of religious change leading to the formation of the Church of England. • To know the story of the Mary Rose and the theories about why it sank (visit to Portsmouth). • To know what the artefacts of the Mary Rose tell us about everyday life on board the ship. • To know who succeeded Henry VIII (<i>Edward, Mary and Elizabeth</i>) and that this eventually heralded the beginning of the Elizabethan period. 	Monarchy <i>and rule</i> Equality Belief Systems (persecution) War and Peace Change Legacy

Upper KS2

History Block Britain at War	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> To know when the Second World War took place and some of the causes. To know key figures from the period including: Neville Chamberlin, Winston Churchill, Adolf Hitler, Franklin Roosevelt & Joseph Stalin and why they are significant. To know what the 'Phoney War' was. To know that the bombing of cities was known as 'The Blitz' and that children were evacuated because of this To know that Britain and the allies bombed German cities To know the 'Battle of Britain' was fought in the air and the significance of this to the outcome of the war. To know that food was rationed in the UK and the reasons why. To know that women played a key part in the war and this led to the calls for change after the war. To know in broad terms what the Holocaust was and that Jews were persecuted across occupied Europe. To know why Anne Frank is a significant figure. To understand that propaganda played a key part on both sides. 	War and Peace Invasion Democracy <i>and rule</i> Change Equality Civilisation Belief Systems (<i>persecution</i>) Legacy
History Block Ancient Greece	
Knowledge/Skills	Concepts
<ul style="list-style-type: none"> To know when the Ancient Greek Period was. To know there were five periods in Ancient Greece: To know that Ancient Greece was the first democracy To know the stories of key Greek Myths and Gods including Zeus, Athena, Heracles & Troy & Trojan Horse To know who Alexander the Great was and that he had the largest empire in the ancient world. To know that slavery was a common everyday part of the Ancient Greek World. To know that the first Olympic Games took place in Ancient Greece. 	Slavery Democracy <i>and rule</i> Civilisation Belief Systems Legacy

History Block How have events since 1945 shaped the world we live in today

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know that 1945 (and was the end of WWII) is within living memory and that the world has changed rapidly in this time. • To know that the Civil Rights movement took place the United States and lead to protests in other countries including the UK. • To know key figures from the Civil Rights movement including: Martin Luther King Jr and Rosa Parks. • To know that discrimination took place based on gender, race and religion. • To know that the Bristol Bus Strike was a consequence of a policy of racial discrimination and led to change. • To know who Nelson Mandela was and why he is a significant figure. • To know that music was a catalyst for change between 1945 and the present day. • To know that the space race was a period of rapid technological development. 	Equality Change War and Peace Democracy <i>and rule</i> Exploration Legacy

History Block Vikings

Knowledge/Skills	Concepts
<ul style="list-style-type: none"> • To know when the Viking period took place in Britain. • To know that the Viking and Saxon period of history was intertwined and included periods of war and peace. • To know where the Vikings came from and why they came to Britain. • To know that the Vikings used Long Ships and were accomplished sea farers. • To know that the stereotype of a Viking warrior with a horned helmet is a myth. • To know that Vikings were farmers and traders as well as warriors. • To know some Norse Myths and Gods including Thor, Odin and their legacy in today's world. • To know what everyday life was like in a Viking village. • To know how the Viking / Saxon period ended with the Battle of Hastings 	Invasion Exploration Settlement Ware and Peace Slavery Belief Systems Change Legacy