



HISTORY SKILLS AND KNOWLEDGE PROGRESSION OVERVIEW 2020-2021

Kingfisher Hall Academy

Ensuring our History is a Force for Positive Change

Kingfisher Hall History Skills and Knowledge Progression Overview 2020-2021 (KS1 & KS2)

Kingfisher Hall Curriculum Overview 2020-2021 “Be a force for positive change”						
Term Theme	Autumn 1 This is me	Autumn 2 Girl Power	Spring 1 The mystery of Our History	Spring 2 Eureka!	Summer 1 Features of Creatures	Summer 2 Protectors of the Planet
Y6	Government and Politics History (Greece) Geography (Map Week)	Slavery History (Slavery) Science (Light)	WW2 History (WW2) Science (electricity)	Tame the Dragon Geography (Trade & Commerce)	Where did we come from? Science (Evolution) Geography (France)	What’s cooking? Science (Animals & living things)
Y5	Children of the world Geography (world)	Industrial Revolution History (IR & Victorians) Science (Forces)	A Street Through Time History (Local street) History (Vikings)	Heavens Above Science (Space) History (Benin)	What’s in the Woodland Walk? Science (Animals)	Hand me downs Geography (Global warming) Science (Materials)
Y4	My Family Geography (Europe)	Invasion, Invasion, Invasion! History (Romans) Geography (Italy)	Settle down History (Saxons)	How does it work? Science (Electricity) Science (Sound)	Rainforests Science (Living things) Science (Animals)	We need the trees Science (States of Matter) Geography (Water cycle)
Y3	Maybe it’s because I’m a Londoner Geography (London) History (London)	Stones and Bones History (Stone age) Science (Rocks)	Amazing Egyptians Science (Forces & Magnets) History (Egyptians)	Angry Earth Geography (natural disasters) Science (Light)	Animal Kingdom Science (Animals)	Please Help Me Mr Bee Science (plants)
Y2	Where I live; my community Geography (Enfield)	Football Crazy History (People)	Fire! Fire! History (Great Fire of London)	See how it grows Science (Plants)	Down in the Woodland Walk Science (Animals)	From street to sea Geography (Compare) Science (Materials)
Y1	Where I learn; my school Geography (Kingfisher)	Whatever the Weather Geography (Weather) Science (Seasons)	What toys did my grandparents play with? History (Toys)	Beautiful Beanstalks! Science (Plants)	Amazing Animals Science (animals)	Reduce; Reuse; Recycle Science (materials)
YR	My Family Past and Present People, Culture and Community	Winter The Natural World People, Culture and Community	Amazing people Past and Present	Growing The Natural World People, Culture and Community	Tales from around the world People, Culture and Community	Beside the Seaside The Natural World People, Culture and Community
YN	All About Me Past and Present People, Culture and Community	In the Woods The Natural World People, Culture and Community	People Who Help Us Chinese New Year Past Present People, Culture and Community	At the Farm The Natural World	In the Garden The Natural World People, Culture and Community	Journeys and Transport People, Culture and Community

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History		
Curriculum Principles:	❖ Enquiry Based Learning ❖ Equality of Opportunity	❖ Sustainability ❖ Force for Positive Change
Intent	To nurture children's curiosity about the past and understand how the past has influenced the present. Children will develop a love of history and an ability to think critically, ask questions and develop their own opinions and viewpoints when using sources of information. They will reflect, reason, debate and evaluate as they become young historians with an appreciation of world history. Children will study local, national and global history and be able to place historical events and significant people on a timeline, developing chronological understanding and identifying themes and making connections between different periods of time. They will understand the impact of historical events / people on today and use this to affect the change.	
Knowledge Threads	The areas of learning in history are sequenced and linked through the study of: Rulers and Governance, Beliefs, Way of life, Conflict and Invasion, Impact / positive change on Today and any area of child initiated interest.	
Rulers and Governance	Societies, civilisations, social organisation, kings, queens, government, parliament, rules, British values, organisations, decision making, institutions, structure, regulations, held to account (crime and punishment)	
Beliefs	Day to day routines and practices, belief systems, organised religions, why people acted as they did, ideologies, symbols	
Way of life	Quality of life, health, rich and poor, leisure, sports, pastimes, the arts, jobs, education, architecture, travel, clothing, life of children	
Conflict and Invasion	Power, reasons for conflict/invasions, weapons, defences, resistance, tactics, resolutions, winner/loser	
Impact on Today & FPC	Inventions, changes to quality of life, lessons learnt, how life has changed because of...	
Child Initiated	There must be enough scope in the medium term planning to allow children's interests to be explored although all knowledge threads and Historical skills are covered	
Historical Skills		The 4 Big Historical Ideas
1. Investigate and interpret the past		This big idea involves recognising that our understanding of the past comes from an interpretation of the available evidence.
2. Build an overview of history		This big idea involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
3. Communicate historically		This big idea involves using historical vocabulary and techniques to convey information about the past.
4. Understand chronology		This big idea involves understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places

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Year 1

Topic/Term	Toys Spring 1
Learning Intentions	<ul style="list-style-type: none"> ➤ To spot toys from the past and modern toys in a picture ➤ To use features to sort toys from the past and modern toys ➤ To describe the features of toys from the past and modern toys ➤ To explain who would play with the toys ➤ To explain what is the same and what is different between toys from the past and modern toys
Key concepts	<ul style="list-style-type: none"> - Early 20th Century toys (Teddy – Theodore Roosevelt, Crayons, Meccano) – comparing to modern day. Timeline. - Victorian Toys: Usually made from wood / metal / fabric. Comparisons with modern day. - Important changes: Plastic and technology from today. - Toys from the 60s and 70s and 80s. - Aspects of change in natural life
Knowledge Threads	
Rulers and Governance	<ul style="list-style-type: none"> - The first ever teddy was named after Teddy Roosevelt. A look at who he was and why they made a soft bear.
Beliefs	<ul style="list-style-type: none"> - Toys that celebrate religious beliefs: Noah's Ark, Dreidel.
Way of life	<ul style="list-style-type: none"> - In the past children played with toys outside in the street with lot of neighbours and friends - Today children play more in their houses and through online friendships- impact of technology - Children today don't play in the streets now as parents want children to be safe- change in environment - How toys have changed over time - Explore how children play with toys now and in the past

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	<ul style="list-style-type: none"> - Discuss how to identify a toy from the past and a toy from the present- use of materials
Conflict and invasion	<ul style="list-style-type: none"> - A look at toys that represented conflict; toy soldiers, toy guns; board games such as 'Risk' – How have these changed over time?
Impact on Today & FPC	<ul style="list-style-type: none"> - Compare historical toys with similar ones of today – what is different? History of Lego- impact on today: Legoland - History of the doll – how has this changed over time? What has been the impact of the historical doll to that of today? - Impact of technology - Impact of change of materials - plastic
Child Initiated	<ul style="list-style-type: none"> - What is your favourite toy? What is it made from? Is there a toy similar to this from the past?
Trips	Museum of Childhood
Links to National Curriculum	<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
Prior Learning	EYFS: Our own history, Sequencing an event
Vocabulary	<ul style="list-style-type: none"> ● Use old, new, before, after, a long time ago, first, next, past, present, then, now, older, newer, finally + topic specific vocabulary in their historical learning
Chronology	<ul style="list-style-type: none"> ● sequence events or objects in chronological order ● Timelines (3D/ sequential pictures)
Knowledge and	<ul style="list-style-type: none"> ● Appreciate that some famous people have helped our lives be better today

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Interpretation of History	<ul style="list-style-type: none">● Explain how some people have helped us to have better lives● Recognise that some objects belong to the past● Begin to identify the main differences between old and new● Place up to 3/5 objects in chronological order● Identify old and new things in a picture.● Explain differences between past and present in their life and that of other children from a different time in history● use a range of sources to find out characteristic features of the past● begin to describe similarities and differences in artefacts
Historical Enquiry	<ul style="list-style-type: none">● Ask and answer questions about old and new objects● MABLE+: Explain why certain objects were different in the past● sort artefacts “then” and “now”● use as wide a range of sources as possible● speaking and listening (links to literacy)● to ask and answer questions related to different sources and objects

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Year 2

Topic/Term	Football Crazy Autumn 2	Fire! Fire! Spring 1
Learning Intentions	<ul style="list-style-type: none"> ➤ To research significant people in history ➤ To plot events on a timeline ➤ To look at primary and secondary sources ➤ To compare the lives of two individuals ➤ To understand and explain significant events ➤ To identify how the world has changed over time ➤ To make links with the world around them 	<ul style="list-style-type: none"> ➤ To research how the Great Fire started, spread across London and how it affected people. ➤ To understand how we know about the Great Fire of London. ➤ To research how firefighting has changed throughout time ➤ To describe how life in London at the time of the Great Fire was different to life in London now ➤ To research how London was rebuilt after the Great Fire.
Key Concepts	<ul style="list-style-type: none"> - Gunpowder plot: 5th November 1605 - Robert Catesby, Guy Fawkes most famous conspirators - Anonymous letter sent to Lord Montague warning him not to attend the opening of Parliament-this was sent to the King and he knew it was a planned bombing - Guy Fawkes was caught guarding 36 barrels of gunpowder in the cellar beneath the House of Lords - 1606 conspirators tried and executed (hung, drawn and quartered) - 5th of November act issued by Parliament to celebrate annually the failure of the plot - In the previous century, 1500, there was a great deal of upset as Henry 8th changed the country's religion from Catholic to Protestant with him becoming head of the Church of England (he wanted divorced). Catholics were made to go to a Protestant church and follow the Protestant faith. If they followed the Catholic religion this would have been viewed as treason and people would have been executed 	<ul style="list-style-type: none"> - London 2nd September 1666 - Fire started in Pudding Lane in the King's Bakery - Lasted for 5 days - Impact of weather on fire-wind, dryness of the materials - Evacuated London by boats on the Thames - Destroyed 13,000 houses and buildings including 87 churches (St. Paul's Cathedral) - Samuel Pepys diaries as a source of information - King Charles II ordered the city to be rebuilt with brick and stone - Sir Christopher Wren- redesign of London/ St Paul's Cathedral

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	<ul style="list-style-type: none"> - A study into two of the following famous women in history: Mary Seacole, Florence Nightingale, Female monarchy, Grace Darling, Rosa Parks. - A look at the rise of women in football. - A comparative study of Harry Kane and Walter Tull. Both played for Spurs, but treated differently. - Tull: First black officer in British army and fought in WW1. He was an orphan, his grandmother was a slave. Signed to Spurs at 21, first black player to play in South America. Received racist insults from opposing teams. Died in battle. - Kane: Arsenal rejected him for being overweight. Fastest Spurs player to reach 100 goals. Two-time golden boot winner. MBE 	
Knowledge Threads		
Rulers and Governance	<ul style="list-style-type: none"> - 1603 Queen Elizabeth dies and James 1st became King. Failed attempt to assassinate King James 1st of England 	<ul style="list-style-type: none"> - Charles II was a well-liked and popular King by the public – ‘The Merry Monarch’
Beliefs	<ul style="list-style-type: none"> - Divided Christian community due to religion – Catholic and Protestants - Protestant-Catholic conflict; Not allowed to be Catholic, Catholics were treated badly - Group of Roman Catholic conspirators who were unhappy about their treatment by the King and the Law (Catholicism was banned) plotted against the King. They planned to blow up the Houses of Parliament and kill King James 1st.– link to conflicts today around religion (Catholic persecution) 	<ul style="list-style-type: none"> - Charles II tried to introduce religious freedom for both Catholics and Protestants but Parliament forced him to withdraw his idea

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Way of life	<ul style="list-style-type: none"> - What was life like-poor quality of life, people were very religious - How was the football world different in terms of black players in the days of Tull compared to the days of Kane? 	<ul style="list-style-type: none"> - Life was difficult and London was very congested- explore housing and quality of living - Over decades houses were poorly built (Wood) and too close together in congested maze-like streets - Changes to communities through new housing and street layouts- improved standard of housing - Restrictions were lifted on business to encourage people back to the city and women were now allowed to set up their own business such as sewing shops. - Loss of life and Londoners became refugees- where did they go and how did they live? (link to refugees today)
Conflict and Invasion	<ul style="list-style-type: none"> - Conflict linked to religious beliefs - The conflict Tull faced on and off the pitch 	<ul style="list-style-type: none"> - Ongoing conflict between Catholics and Protestants (Link to Autumn 2)
Impact on today & FPC	<ul style="list-style-type: none"> - Why do we have fireworks night? - Still conflict today in the world about religion but the world is more tolerant - How has Tull become an influential figure? What has been his impact on today? How does this compare to Kane? 	<ul style="list-style-type: none"> - House construction now and then - Firefighting service was not effective or organised; compare Fire Service then and now - How did the community help out in the disaster? Links to fire disasters today, e.g. Grenfell, Australian wild fires –Tower blocks on The Ride - Birth of the insurance industry - Writing to council re tower block cladding
Trips		Fire Brigade visit
Links to National Curriculum	<ul style="list-style-type: none"> - <i>Study the lives of significant individuals in the past who have contributed to national and international achievements.</i> 	<i>Events beyond living memory that are significant nationally or globally</i>

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	- <i>A comparative study of two individuals; aspects of life and different periods in history.</i>	
Prior Learning	Link to: Y1 – Changes within living memory	Link to: YN - People Who Help Us: firefighters Year 1 - Homes (different types homes and features)
Vocabulary	<ul style="list-style-type: none"> ● Use the vocabulary: Year 1 + impact, research, evidence, experts, significant, recent, lifetime + topic specific vocabulary in their historical learning ● a long time ago, recently, years, decades, centuries, monarchy, parliament, democracy, ● gunpowder, bonfire night, fireworks night, Guy Fawkes, assassination, failed attempt, celebration, religion, Protestant, Catholic, national event, treason, government, conspirators, terrorism ● London, fire, flammable, disaster, eye witness, Samuel Pepys, Christopher Wren, architects, buildings, materials, 1666, The monument, evacuation, refugees, 	
Chronology	<ul style="list-style-type: none"> ● Sequence a set of events in chronological order and give reasons for the order 	
Knowledge and Interpretation of History	<ul style="list-style-type: none"> ● Find out things about the past by talking to an older person ● Recount some interesting facts from historical event such as where the 'Fire of London' started ● Explain why someone in the past acted in the way they did 	
Historical Enquiry	<ul style="list-style-type: none"> ● Answer questions using books and the internet ● Research the life of a famous person from the past using different sources of evidence ● MABLE+: Explain why eye-witness accounts may vary 	

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Year 3

Topic/ Term	Maybe it's because I'm a Londoner Autumn 1	Ancient Egypt Spring 1	Stone Age to Iron Age Spring 2
Learning Intentions	<ul style="list-style-type: none"> ➤ To Show a timeline of London History. ➤ To explain how have the Pearlies have changed over time. ➤ To research what daily life was like during Victorian times. ➤ To research iconic images of London ➤ To describe the changes through time 	<ul style="list-style-type: none"> ➤ To plot the key events of Ancient Egypt on a timeline ➤ To locate Ancient Egypt on the world map and understand the significance of the River Nile ➤ To research what daily life was like in Ancient Egypt (homes, clothes, food, jobs using artefacts to surmise what they could be used for) ➤ To understand the religious beliefs of the Ancient Egyptians and research some of the gods they worshipped. ➤ To describe how and why the Pyramids were built ➤ To describe how and why the process of mummification occurred. 	<ul style="list-style-type: none"> ➤ To plot the key events of the Stone, Bronze and Iron Ages on a timeline ➤ To research what daily life was like in the Stone Age (using a range of sources - homes, tools, food) ➤ To understand the importance of Stonehenge ➤ To research what daily life was like in the Bronze Age (homes, tools, food) ➤ To research what daily life was like in the Iron Age (using a range of sources - homes, tools, food) ➤ To describe how life changed for people through the Stone, Bronze and Iron Ages as their tools changed
Key concepts	<ul style="list-style-type: none"> - Henry Croft was an orphan street sweeper in Victorian times (1870), he was the first Pearly King. - Pearly Kings and Queens are an iconic image of London 	<ul style="list-style-type: none"> - Ancient Egypt was an advanced civilisation 3000BCE-30BCE - Importance of the River Nile to farming-irrigation - Ruled by a King (Pharaoh)but in the name of god 	<ul style="list-style-type: none"> - How did civilisation develop? Go back in time to explore. - Stone Age (700k BCE- 2.3k BCE) Bronze Age (2.3kBCE-700BCE) Iron Age (700BCE-43CE) - Stone, Bronze and Iron age happened across the word but at different times

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	<ul style="list-style-type: none"> - Their name comes from the mother of pearl buttons that are sewn to their clothes. - Henry Croft would wear his 'pearly' suit to attract people to raise money for the orphanages and hospitals. - <i>Pearly Mission</i> to support charitable organisations - Henry croft was inspired for the fashion movement by Costermongers - Pearly titles are hereditary - Every London borough has a Pearly family - Harvest Festival is sacred to Pearlies - A look at the change in London over time from the first Pearly to today - Show a timeline of London History; how have the Pearlie changed? What other aspects of London have changed over time? 	<ul style="list-style-type: none"> - Sophisticated writing system- papyrus and hieroglyphics - Worshipped over 2000 gods and believed in an afterlife – mummification - 1922 Howard Carter, Lord Carnarvon discovery of Tutankhamun - Women and men of a similar social status were equal - Architecture- buildings, pyramids and sphynx - Slavery- how did slaves live in comparison to rich people - Explore everyday life of Ancient Egyptians – How does this compare to other periods in history? 	<ul style="list-style-type: none"> - Early man started using stones for tools and weapons which helped them hunt build and made life easier - Know the periods of time within the Stone Age: Palaeolithic(Old) - Mesolithic (middle)- Neolithic (new) - Palaeolithic(Old) use of wood and bone and beginning to use art to express themselves - Mesolithic (middle)- beginning of farming and more refined weapons such as arrows and spears, pets-dogs - Neolithic (new)- farming developed with cows and sheep and communities and trade started - Bronze is made of copper and tin and is used to make knives and swords - Stone weapons and tools are now replaced with bronze ones - Skilled labour developed and metal traders became rich members of society (class system began) - Stonehenge dates back to the Bronze age- religion? - Iron Age is where they use iron metal which is harder than bronze to form finer and sharper weapons and tools - Tools and weapons are mass produced and revolutionised farming - Compare and contrast how people lived and communities developed due to the discovery of different materials and inventions made- buildings, art, farming, jobs, trade, community and religion
Knowledge Threads			

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<p>Rulers and Governance</p>	<ul style="list-style-type: none"> - Links to similarities with the monarchy: Pearly Kings and Queens is a hereditary title. - Queen Victoria was on the throne. - <i>Children would be raised in their family's Pearly traditions and eventually be 'crowned' with their parents' title</i> 	<ul style="list-style-type: none"> - One of the most stable civilisations in human history- lasting over 3000 years - Ruled by the pharaohs- powerful Kings and Queens who were worshipped as gods on earth. They were rich and powerful with many responsibilities. They led the army, were thought to control the flooding of the River Nile which was responsible for growing the kingdom's food. - If disaster or famine struck, the pharaoh had to beg the other gods for assistance and he might be blamed by the people if there was not an improvement - They wore a cobra symbol on their crown which was believed to spit fire at their enemies - Tutankhamun was a boy king- (1332-1323BCE) his burial tomb in the Valley of the Kings- Tutankhamun became pharaoh after the death of his father Akhenaten. Akhenaten was a very controversial ruler. Tutankhamun inherited the throne at the age of 9 or 10. Because he was so young, he had powerful advisers around him to help him rule Egypt. They included General Horemheb and Grand Vizier Ay. - Tutankhamun reversed many of his father's decisions. People were allowed to worship the old gods again 	<ul style="list-style-type: none"> - Stone Age - Palaeolithic: Nomads (no known information on rulers and Governance) - Explore who you would want to be your leader based on their qualities: strongest hunter, bravest, wisest etc. - Neolithic - More organised although no evidence - Bronze Age - more organised which can be seen through the creation of Stonehenge - metal workers were able to become rich which led to a more unequal society - the rich seized power and became tribe leaders - they would fight for control over land and resources - Iron age - Warrior Kings led tribes and would fight with rivals - Men and boys trained as warriors so they were ready to fight at any time - Rich landowning warriors were the most important people - There were also bards (poets), merchants, artists, skilled craftsman (blacksmith) and priests called Druids who held an important place within society
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		<p>and damaged temples were repaired. He moved the Egyptian capital back to Thebes.</p> <ul style="list-style-type: none">- Hatshepsut (1478 - 1458BC) was the longest reigning female pharaoh of Ancient Egypt. She is considered one of the most successful pharaohs. She commissioned hundreds of grand buildings and established important trade routes.- Amenhotep III (1391 BCE - 1353BCE) built many of Ancient Egypt's famous monuments, including the Luxor Temple and the Colossus of Memnon.- Ramesses II (1279 - 1213BCE) was one of the most powerful pharaohs. He led many military expeditions against the Hittites, Syrians and Libyans. He was a great war leader, founded cities and had huge statues of himself built.- Cleopatra VII (51 - 30BCE) was Ancient Egypt's last pharaoh, after her reign Egypt became a part of the Roman Empire. Her family was actually Greek but had ruled Egypt for over 300 years.- The Great Pyramid was built for Pharaoh Khufu in 2560 BCE and took nearly 20 years to build (it is 147m tall and made from 2.3 million stones)	
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		<ul style="list-style-type: none"> - The civilisation continued until the death of Cleopatra VII in 30BCE when Egypt fell to the Roman Empire 	
Beliefs	<ul style="list-style-type: none"> - <i>Christian beliefs. Each Pearly family is tied to a church in that borough.</i> - <i>Strong beliefs in community and helping others</i> 	<ul style="list-style-type: none"> - Worshipped over 2000 different gods and goddesses who are often shown as humans with animal features (link to early civilisations). It was believed they controlled everything from the movement of the sun, the flooding of the Nile and the afterlife. Each city and village had a guardian (god or goddess). The gods did change across the centuries (Isis- motherhood and family, Sekhmet- healing but could also cause destruction, Amun-Ra- leader of the gods, Sobek- River Nile, Horus- sky Osiris- underworld) - Believed in immortality and developed complex burial rituals including mummification – Tutankhamun’s tomb was untouched until it was opened by archaeologist Howard Carter. He found paintings, Canopic jars and a sarcophagus for the mummy- the burial mask was still in place - The pyramids were built as tombs for their dead kings (pharaohs) – they were designed to be a comfortable place to enjoy the afterlife, and also 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> - In the earliest civilisations there was no organised religion or belief system - They started to develop beliefs to explain the world around them - Hunters tried to make contact with the spirits of the animals they hunted - They became aware of the different seasons and made up stories about why the sun rose in the morning or why there were thunderstorms and started worshiping forces of nature - To keep gods happy, they made offerings - Religious practices concerning the dead, afterlife and influence on living - Stonehenge created Stone/Bronze- possible sacred place or used as ceremonial gathering - No one really knows why- Windmill Hill, Beaker and Wessex people built it <p><u>Bronze age</u></p> <ul style="list-style-type: none"> - sun worshipers called the Beaker people- changed burial mounds (they were more rounded than the longer, communal stone age mounds)

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		<p>acted as a display of power and wealth. They were not built by slaves as many people believe, but were built by farmers in return for food, oil and cloth. It usually took place when farmland was flooded</p> <ul style="list-style-type: none"> - When a person of wealth or importance died, their body was embalmed to prevent it from decaying. Their brain and internal organs were removed and placed in Canopic jars, the body was treated with natron and wrapped in layers of bandage made from linen. A funeral mask was then placed over the face. This process could take up to 70 days - Obelisks were also built to worship the gods or to commemorate achievements of Kings and Queens – the god Ra (the sun god) in particular would be offered dedications in the hope that the kingdom would be given magical protection - Wealthy people could afford to be buried in mastabas (an underground tomb with a flat-roof structure made of mud bricks) - The poorest Egyptians were buried in the sand with items to take with them on their journey to the afterlife. Their bodies were wrapped in cotton to preserve them- without this 	<ul style="list-style-type: none"> - communal graves were no longer used as farming needed more space - cremation began to be used in large open cemeteries - only one important person was buried in a Bronze Age barrow along with objects like pottery, jewellery and precious metals <p><u>Iron Age</u></p> <ul style="list-style-type: none"> - Believed in over 400 gods and goddesses who lived in the natural world around them – each was in charge of a particular aspect of life - They would make sacrifices and offerings in the hope that they would be rewarded - Priests were religious leaders- they were professional members of society known as Druids - The druids acted as advisors to the people and would punish those who didn't follow the rules - Religious festivals were closely linked to the farming calendar
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		<p>preparation it was believed that they would be unable to stay in the afterlife</p> <ul style="list-style-type: none"> - They believed that living a life full of good deeds was essential to gain entry to the afterlife (this would give you a light heart- the god Anubis would weigh the heart to measure how good they had been) – they also believed that their name had to be written somewhere otherwise their soul would be lost - The soul of the dead were ferried across a river into the afterlife which they called the Land of Two Fields - It was believed that those who lived a bad life would be devoured by a fearsome demon goddess named Ammit- she had the head of a crocodile, chest of a lion and body of a hippopotamus - The Valley of the Kings- later Egyptian rulers were buried beneath the mountains in tombs, carved out to house dead pharaohs and their treasures. The rooms were decorated with carvings and paintings and filled with valuable objects. Near the city of Thebes, more than 60 tombs have been discovered and the nearby Valley of Queens contains more than 70 tombs of queens and princesses 	
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<p>Way of Life</p>	<ul style="list-style-type: none"> - <i>Being a pearly is not just about wearing the costume, it is about a lifelong commitment to work tirelessly to raise money for charity.</i> - <i>They would also support fellow costers in distress by holding raffles where the proceeds would be given to the one in need.</i> - <i>What was life like as a child in Victorian London?</i> - <i>A strong sense of community</i> - <i>Attending events and sewing buttons onto clothes was a regular pastime for many pearly children.</i> - <i>Each button pattern had a meaning (Cards = life is a gamble, Circle = Circle of life, doves = peace, heart = love and charity)</i> 	<ul style="list-style-type: none"> - Built magnificent buildings, temples and tombs - There are more than 100 pyramids in Egypt- the most famous is at Giza near Cairo and is called the Great Pyramid (seven wonders of the Ancient World) - Settled in permanent homes near the River Nile because of the fertile land to grow crops - They settled in the Nile Valley as this was close to the River Nile which was surrounded by fertile land. They were skilled farmers and invented tools and technology to allow them to produce the food they would need- they invented methods of irrigation (shaduf- a hand-operated way of lifting water from the irrigation canals to water the fields for farming), using large canals to supply fresh water to their crops. They also used hand ploughs and larger ploughs pulled by oxen - Tomb paintings show children played with balls of leather and stuffed with grain - Cats were thought to be very special - There was a large variety of jobs in Ancient Egypt. There were bakers, scribes, farmers, priests, doctors, craftsmen, merchants and many more. Jobs were usually inherited 	<p><u>Stone Age</u></p> <ul style="list-style-type: none"> - Stone age hunter gatherers had to catch and find everything they ate. Early Stone age people hunted with sharpened sticks. People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons. They used animal skins to make clothes and shelter. - Palaeolithic(Old) use of wood and bone and beginning to use art to express themselves - Mesolithic (middle)- beginning of farming and more refined weapons such as arrows and spears, pets-dogs - Neolithic (new)- farming developed with cows and sheep and communities and trade started - Necklaces and bracelets from tusks bones and shells - Patterns on their bodies from red clay - Cave paintings – religious meanings and animals related to <p><u>Bronze Age</u></p> <ul style="list-style-type: none"> - As the bronze age continued people began to develop settlements - Lived in small round houses - Bronze age people began to travel great distances to trade with other settlements
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		<p>from your parents – if your father was a farmer, it would be very likely that you would become a farmer too.</p> <ul style="list-style-type: none"> - There were no schools in Ancient Egypt, meaning even children had jobs - Houses would have been built of mud-bricks with floors made from earth. There would be living rooms for chatting and socialising, kitchens for preparing food, and bedrooms for sleeping. - Many of the large objects that we can move around (like seats and ovens) were built into the house. There was no gas or electricity, meaning that food was cooked in stone ovens, using a fire for heat. To keep food and drinks cool, pits were dug and food was stored below ground level - Cleanliness was very important – they would bathe in the Nile - Clothes- as it was so hot, people needed lighter materials and most would wear sheets of linen made into dresses or loin cloths. If you were wealthy, you would add more accessories to show this off 	<ul style="list-style-type: none"> - Creation of the wheel which lead to horse and cart - Concept class system begins to appear – rich and powerful people wore the finest bronze objects to show status <p><u>Iron Age</u></p> <ul style="list-style-type: none"> - Successful farming led to a population increase and communities grew into tribes now known as Celts - Many lived together in or under hillforts for security- they lived in tribes (could be as large as small towns) - People lived in round houses made of wattle and daub (mud, straw, wood and animal dung) with thatched roofs - Bronze is made of copper and tin and is used to make knives and swords - Blacksmith was a very significant person because they made iron tools, weapons, cooking equipment and artwork - Coins were used for the first time in 100 BC - Stone Age Art - Houses, Caves- Round houses- Hill forts and round houses(settlements/village)
Impact on	<ul style="list-style-type: none"> - <i>They've inspired fashion designers, costume makers, and been featured in everything from films to the London Olympics opening ceremony.</i> 	<ul style="list-style-type: none"> - Rosetta Stone – found in 1799- significant in helping historians decipher ancient, lost languages as the same text was written on it in three 	<ul style="list-style-type: none"> - Irrigation invented to advance farming - Invention of the wheel - Some burial traditions/ cremation still used today

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<p>Today & FPC</p>	<ul style="list-style-type: none"> - <i>There are only a few Pearly families left in London, they still carry out charity work</i> - <i>Remains an iconic image of the history of London</i> - <i>Cockney Rhyming slang – some terminology still used today</i> 	<p>different languages allowing historians to decipher hieroglyphics and understand Egyptian diaries and accounts</p> <ul style="list-style-type: none"> - Pyramids – seven wonders of the ancient world - Developed systems for writing (hieroglyphics), used paper (papyrus) and wrote texts on religion, astronomy and medicine - Evented a solar calendar: Akhet- flooding season (June- Sept), Peret- growing season (Oct-Feb), Shemu- harvest season (March-May) 	
<p>Conflict and Invasion</p>	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Began as two smaller kingdoms, Upper and Lower Egypt before it was unified in 3150BCE. It is unclear how this happened but there are some artefacts to suggest that a king called Narmer defeated the Lower Egyptian king and through victory he created one kingdom- this can be seen on the Narmer Palette (a 5000 year-old stone table showing him wearing the red crown of Lower Egypt and the white of Upper Egypt). - They fought many wars with neighbouring empires - They fought off invaders such as the Hittites (a powerful tribe from the Eastern Mediterranean) 	<ul style="list-style-type: none"> - In the stone age there were few people so groups would rarely bump into each other so fighting was rare - As humans began settling in small communities and storing food it is likely that conflict started to increase as they fought over resources - Stone age weapons and tools made by using stones and bones - Bronze age weapons and tools were more refined, smaller and commonly used – heating tin and copper to make bronze metal - Iron Age weapons were more sophisticated with daggers, swords and spears

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		<ul style="list-style-type: none"> - Invaded neighbouring lands such as Nubia to the south, gaining new territory - Early on, warriors were only recruited in time of war and were not always well trained. In later years, the pharaohs kept an army of spearmen, archers and charioteers to demonstrate their power - The bravest soldiers were given amulets shaped like flies, to show they had 'stung' the enemy - Civilisation continued until the death of Cleopatra VII in 30BCE when Egypt fell to the Roman Empire 	<ul style="list-style-type: none"> - Iron weapons such as Javelins, harpoons, spears, long and short swords and stronger armour gave the Celts from Europe a big advantage in battle - Fighting became more common between tribes as they were fighting over land and food - Iron age was the most violent with clans and tribes fighting over land and food—lead by warrior Kings - Hillforts became a place of shelter to keep people safe from attacks - Clans eventually joined forces to fight against the Romans in 43CE
Trips		British Museum	
Links to National Curriculum	<i>A study over time that is significant in the locality: Pearly Kings and Queens</i> <ul style="list-style-type: none"> - <i>A Local study</i> 	<i>An overview of the achievements of the earliest civilisations and where and when they first appeared</i> <ul style="list-style-type: none"> - <u><i>An in depth study of Ancient Egypt</i></u> 	<i>Changes in Britain from the Stone Age to the Iron Age</i>
Prior Learning	Y2: Significant people	KS1 classroom timeline	Year 3: Ancient civilisation (Ancient Egypt)
Vocabulary	<ul style="list-style-type: none"> ● Use the vocabulary: KS1 + era/period, BCE (Before Common Era), CE (Common Era), BC (Before Christ), AD (Anno Domini), archaeologists / archaeology, museum, prehistory, bias, excavate + topic specific vocabulary in their historical learning. Sources of evidence, primary, secondary, reliability, fake news, chronology, Social, religious, technological, cultural, dates, time period, era, chronology, continuity, change, century, decade, legacy 		

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	<ul style="list-style-type: none"> • Pearly, mother of pearl, orphan, Victorian, charity, pearlies, hereditary, monarchy, • Ancient Egypt, North Africa, mummification, canopic jars, Pharaoh, Cleopatra Tomb, archaeologists, hieroglyphics, Valley of the Kings, discovery, artefacts, Papyrus, River Nile, irrigation, excavation, Lord Carnarvon, Howard carter, Tutankhamun, afterlife, Osiris, • Civilisations, stone age, bronze age, iron age, metal, natural resources, archaeologist, artefact, community, society, trade, farming, inventions, smelting, advancement, class system, time line, tribal kingdoms, chieftains, Celts, Celtic people
Chronology	<ul style="list-style-type: none"> • Plot specific events on a timeline to set out the order things may have happened • Use mathematical skills to round up time differences into centuries and decades • Describe events and periods using the words: BC, AD, decade, ancient and century • MABLE+: Begin to recognise and quantify the different time periods that exist between ancient civilisations
Knowledge and interpretation of History	<ul style="list-style-type: none"> • Begin to picture what life would have been like for early settlers • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Explain how historic items and artefacts can be used to help build up a picture of life in the past • MABLE+: to understand that the ancient civilisations were advanced society because it was stable enough that some people could be spared from agriculture to think about/develop literacy, maths, religion etc
Historical Enquiry	<ul style="list-style-type: none"> • Through research, identify similarities and differences between given periods in history.

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Year 4

Topic/ Term	The Romans Autumn 2	Anglo Saxons & Scots Spring 2
Learning Intentions	<ul style="list-style-type: none"> ➤ To plot the key events of the Roman Empire on a timeline with a focus on the invasion of Britain ➤ To identify where the Roman empire began and which countries were part of the Roman Empire on a map ➤ To understand how the Romans achieved their invasion of Britain ➤ To understand what life was like in the Roman Army in Britain ➤ To compare the daily lives of wealthy Romans with poor Romans in Britain ➤ To describe how Roman Britain still impacts on our lives today 	<ul style="list-style-type: none"> ➤ To plot the key events of the Anglo-Saxons settlement on a timeline with a focus on the invasion of Britain ➤ To identify the locations of the Saxon Kingdoms and settlements in Britain. ➤ To understand how the Saxons lived and worked ➤ To compare the daily lives of wealthy Saxons with poor Saxons in Britain. ➤ To investigate the mystery of Sutton Hoo. ➤ To compare life in Saxon Britain to Roman Britain
Key concepts	<ul style="list-style-type: none"> - Roman Empire spans a large time period from 753BCE to 500 CE (around the world) - Greek power fell as the Roman empire conquered parts of the world - The Romans respected Greek culture and civilisation and adopted many aspects of their daily life as their own - Julius Caesar tried to invade Britain twice in 55BCE and 54CE but was unsuccessful - Emperor Claudius invaded Britain in 43 CE because it was rich in natural materials and farmland - Many British tribes resisted Roman rule, especially the Iceni tribe led by Boudicca - Explore the battles of Camulodunum (Colchester), Londinium (London), Verulamium (St Albans) 	<ul style="list-style-type: none"> - This period known as the Anglo-Saxon Period starts from 450-1066 - This period of time is also known as the Dark Ages because British civilisation regressed - Romans began to leave Britain in 410 CE to go back to Rome as the Roman empire was being attacked by many different tribes - After years of stability under Roman rule, the collapse of the Empire brought chaos and conflict to Britain - This left Britain open to invasion and the Anglo-Saxons were the descendants of three different tribes who invaded after the Romans left in 410CE - The Celtic tribes who had lived in harmony with the Romans found themselves under attack from northern tribes (Picts and Scots). They asked the Anglo-Saxons to protect them from

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		<p>these warriors and they agreed but only in return for land that they could settle on</p> <ul style="list-style-type: none"> - The Angles and the Saxons came from what is now North Germany and the Jutes came from Denmark - One of the most important archaeological sites from the era is the burial site at Sutton-Hoo. It is a traditional ship burial site, where a great King was buried. It contained weapons, gold, jewellery and the Sutton-Hoo helmet. Lots of knowledge about the Anglo-Saxons comes from the evidence found on the site.
Knowledge Threads		
Rulers and Governance	<ul style="list-style-type: none"> - At its most powerful, the Roman Empire spread across Europe, North Africa and the Middle East - Initially Rome was ruled by kings but it then became a republic (a state without a king) in 509 BCE. It was led by senators using a constitution - Civil wars and arguments about how to rule went on for centuries - 45 BCE- Julius Caesar declared himself dictator of Rome. He was assassinated the following year by political rivals who wanted to return to a Republic - 27 BCE- Octavian took power and was given the title Augustus, Emperor of Rome - Their military power meant that they controlled the significant, valuable trade routes around the Mediterranean Sea 	<ul style="list-style-type: none"> - King Vortigern is said to be the leader of the Angles when they arrived in Britain in 449. They came in longships and landed in Ebbsfleet - By around 600CE they had settled in Britain. The land was divided into 4 main Kingdoms: East Anglia, Mercia, Northumbria and Wessex - Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders, chiefs and king - At the beginning of the 7th century, there were seven major kingdoms: Northumbria, Mercia, East Anglia, Wessex, Kent, Essex and Sussex - Some kings tried to declare themselves 'Bretwalda' (King of all Britain) and the overall control of the kingdoms often changed - By the 9th century, they ruled over four main kingdoms: Northumbria, Mercia, East Anglia and Wessex - In 871 CE, Alfred the Great inherited the throne of Wessex and for the next few years he fought the Vikings – he defeated them in 878CE in the Battle of Edington

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		<ul style="list-style-type: none"> - By 886CE, King Alfred had captured London and was the most powerful ruler in England. He was popular and governed well and fairly - To protect his kingdom, he built fortified towns and established a navy - In 927 these kingdoms were united under the rule of one King after the Viking City of York was captured- King Athelstan (the grandson of Alfred) became the King of England. England was created. He was the first King to have a crown rather than a helmet placed on his head during his coronation - Edward the Confessor is regarded as the last Anglo-Saxon king of England. He led a saintly life and it was said that the monarchy had started to weaken under him which led to the Norman conquest. He died in 1066, when Harold Godwinson succeeded him but was later defeated at the Battle of Hastings - The Anglo-Saxons ruled large part of England until 1066 when England was conquered by William Duke of Normandy after his victory in the Battle of Hastings
Beliefs	<ul style="list-style-type: none"> - Myths were told about customs and beliefs and were an important part of Roman life - As the empire expanded, it encountered new customs and traditions. They were also influenced by the Ancient Greeks so were comfortable with people holding other beliefs but they did feel it important that their beliefs were acknowledged - The Romans had lots of different gods and goddesses. There were gods for almost everything, like thunder, love, war, wisdom and even the sewer in Rome. (Cloacina- goddess) - The Romans were always trying to keep on the good side of their gods. They made offerings (animals and precious things) at temples and shrines to make them happy 	<ul style="list-style-type: none"> - The Angles, Saxons and Jutes all brought their own pagan beliefs with them - Woden was the King of Gods and other important gods were Thunor (thunder), Tiw (war), Frige (love), Eostre (spring)- the name Easter derived from her - Throughout their rule, Christianity (which had arrived during the time of the Romans) spread further and monks from Rome came to England to convince the Anglo-Saxon kings to convert - 597- St Augustine, a Roman African, a philosopher and a doctor of the churches, brought and organised Christianity from Rome - 601- King Ethelbert of Kent converted to Christianity

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	<ul style="list-style-type: none"> - They also borrowed new gods from the people they conquered, like the goddess Isis from Egypt and Mithras from Iran. Some emperors were declared gods too, usually after they died. They hoped this would make emperors even more powerful and respected - When Christians refused to worship Roman gods, they were persecuted and killed - By the 4th century CE (300sCE), Romans embraced Christianity and it became the empire's official religion - it spread amongst the poorer population first as it gave the promise of heaven and saw everyone as being equal. When Emperor Constantine took over in 313CE, he made Christianity legal and it very quickly became the dominant religion of Rome. Some years after, you had to be Christian to become a citizen of Rome 	<ul style="list-style-type: none"> - They played a significant role in the Christianisation of England by St Augustine of Canterbury - Pagan buildings would be restored but into a more Christian style and pagan and Christian festivals were blended - Edward the Confessor, one of the last Anglo-Saxon Kings was the founder of Westminster Abbey (1065)
Way of Life	<ul style="list-style-type: none"> - As the Romans expanded they took their technology, art and beliefs with them and had a significant effect on the culture and society of every land they conquered - Agriculture was the basis of their economy and vast amounts of money was made by exporting goods - Roads were built, houses, forts and temples were made from stone rather than wood - Bathhouses, central heating and sanitation was brought about by the romans - The colosseum was built as an arena for the people of Rome and is still at the heart of Rome today- it could hold 65,000 people and they would watch gladiators fighting, wild animals or prisoners and was home to chariot racing and plays - Mosaic art was used to depict scenes from daily life and mythology- only the rich would have them as they were very expensive - Family was very important to the romans- men were the head of the family who ruled over all the people who lived in the house 	<ul style="list-style-type: none"> - Compare similarities and differences from the Saxon way of life to the Roman way of life- mainly farming (religion, community, society, architecture, jobs, art, leisure). Civilisation took a step backwards. - They were skilled craft and metalworkers and would often trade with the Franks (people from Western Germany and France) - They brought their own language with them (earliest English), which replaced Latin and Celtic languages that were previously spoken - Many Anglo- Saxons lived in large communal timber halls - Houses were made by placing wooden posts around the outline of the house and then attaching planks of wood to the framework. They had a thatched roof - Farming played a big part in the everyday lives of many- they reared livestock meat, wool and milk

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	<ul style="list-style-type: none"> - Women had a traditional 'housewife' role and were only basically educated - Larger households usually kept slaves – some were harshly treated but others were made to be part of the family - Slaves were often people who had been captured in battle and were sold on - Poor romans often lived in the countryside in wooden huts with thatched roofs - A roman villa was a luxurious house for the rich in the countryside - In the city, the poor lived in Insulae (flats) and the rich in a domus - There was a clear class system: Plebians (working class, often farmers, bakers, craftsmen) Patricians (ruling class, wealthy, always roman citizens) Senators and Emperor (ruled) - Explore the impact of the Roman Empire on us today: Language, the calendar, laws and legal system, democracy, census, straight roads, central heating, architecture, concrete, aqueducts, Roman numerals, art and leisure 	<ul style="list-style-type: none"> - Men would do the ploughing, whilst women would grind the grains to make flour for bread and cakes and spin yarns of wool - Only the wealthy children would be educated and the only schools were run by Christian churches - Most children stayed at home: girls helped in the home whilst boys helped with farming and learnt to fight - Children were considered adults by the age of 10 which meant they grew up very quickly
Impact on Today & FPC	<ul style="list-style-type: none"> - Latin is a part of many European languages - Christianity was adopted as the official religion of the Empire - Over 10,000 miles of roads were built during their time in Britain - Sanitation, heating and bath houses originated with the Romans - Language, the calendar, laws and legal system, democracy, census, straight roads, central heating, architecture, concrete, aqueducts, Roman numerals, art and leisure 	<ul style="list-style-type: none"> - It is widely believed that England originates from Angle-Land - Lots of places in England and the days of the week originate from Anglo-Saxon Language and gods - Some of the days of the week take their name from Anglo-Saxon gods: Wednesday is Woden's day and Tuesday is Tiw's day
Conflict and Invasion	<ul style="list-style-type: none"> - Greek power diminished when they supported the Carthaginians against the Romans- this then led the Romans to invade Corinth during the battle- it was totally destroyed and from here the Romans took over - The Roman army was one of the most organised and skilful ever created - Early Romans made treaties with other city-states until their army became so strong that it was the undisputed ruler of Italy 	<ul style="list-style-type: none"> - Britain was invaded in 450CE by the Angles, Saxons, and Jutes from Germany, Denmark and the Netherlands - England was being invaded by the Picts, and the Scots (from Ireland) and the Britons were fighting them off - Anglo-Saxons were invited over to help fight off the Scots and the Picts but only in return for land to settle on

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	<ul style="list-style-type: none"> - They invented new ways of fighting and were always trying to improve their military so as a result they won more and more territory - Their empire spread across much of Europe, North Africa and the Middle East - Civil unrest at home regarding how the state was ruled - By the end of the 5th century they had been attacked on many fronts and were finding it difficult to hold their empire together - The western Roman empire came to an end in 476CE. - Trade routes were essential and competition to control them often led to major conflicts - The Carthaginians (from North Africa and Spain) wanted to control sailing routes between Sicily and mainland Italy. Romans were only able to defeat them by building a huge fleet of ships - Roman army first tried to invade Britain in 55 and 54BCE- led by Julius Caesar. It first failed due to bad weather and only had limited success the following year. They collected taxes but made big attempts to expand - 43CE- Emperor Claudius brought a larger army and pushed north and west from the southern coast. They travelled as far as modern day Scotland but were unable to keep this area under control - They faced a rebellion by Queen Boudicca, leader of the Iceni tribe - She led a huge army against them in Colchester, London and St. Albans. The Romans did eventually defeat her army (1200 Roman soldiers compared to 80,000 men) - Rome conquered Egypt in 30BCE- they ruled for over 600 years –following the death of Cleopatra to be governed by a prefect, selected by the Emperor to prevent interference from the Roman Senate. This enabled them to have a reliable source of grain - In 332BCE Alexander the Great conquered Egypt 	<ul style="list-style-type: none"> - The Scots and Picts didn't stay in England but settled in Northern England- now known as Scotland - There was almost constant conflict during this time- the kingdoms were frequently in conflict with one another - They fought on foot with spears, axes, swords and bows and arrows. The most common was a spear, most feared was a battle-axe and the most precious a sword - They wore helmets and carried shields which were usually made of wood - For close combat, they used a specific knife called a scramasax - The Britons fought fiercely with the Anglo-Saxons (possible birth of the legend King Arthur and the Nights of the Round table) - 878 Alfred the Great of Wessex fought back against the Vikings - Anglo-Saxon history tells of many Viking raids. The first Viking raid recorded in the Anglo-Saxon Chronicle was around 787CE. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. - 1066- Battle of Hastings: William, Duke of Normandy conquered England
Trips		British Museum
NC	<i>The Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>

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Prior Learning	Year 3: Ancient civilizations - Ancient Egypt & Stone Age	Year 4: Roman Invasion of Britain
Vocabulary	<ul style="list-style-type: none"> ● Use the vocabulary: KS1 +Year 3 - impact, effects, consequences, change, continuity, cause / causation, infer, suggest, conclusion + topic specific vocabulary in their historical learning - Tribes, Celts, Iceni Tribe, Boudicca, Warrior Queen, Amphitheatre, Colosseum, Gladiator, Hadrian's wall, Picts, invade, conquer, defeat, empire, democracy, citizen society, religion, Julius Cesar, Emperor Claudius, Emperor Hadrian, Legion, centurion, armour, barbarian, cavalry, hypocaust, - Fall of the Roman Empire and way of life, dark ages, Anglo-Saxon period, Angles, Saxons, Jutes, Northumbria, Mercia, Wessex, Kent, Anglia Scots, Picts, Invasion, settle, Kingdoms, Christianity, Christian conversion, Lindisfarne, Canterbury, Vortigern 	
Chronology	<ul style="list-style-type: none"> ● Plot events on a timeline using centuries ● Use mathematical skills to help them work out the time differences between certain major events in history. ● Use a timeline within a specific period of history to set out the order that things that happened ● Begin to build up a picture of what main events happened in the world during different centuries ● MABLE+: Build up a picture of what main events happened in the world during different centuries 	
Knowledge and Interpretation of History	<ul style="list-style-type: none"> ● Recognise that Britain has been invaded by several different groups over time ● Explain how events from the past have helped shaped our lives ● Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out ● MABLE+: Understand that some ancient civilizations showed greater advancement than people who lived centuries after them. 	
Historical Enquiry	<ul style="list-style-type: none"> ● Use research skills to find answers to specific historical questions. ● Research two versions of an event and explain how they differ ● Give more than one reason to support an historical argument 	

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Year 5

Topic/ Term	Industrial Revolution Autumn 2	Benin Spring 2	The Vikings Summer 2
Learning Intentions	<ul style="list-style-type: none"> ➤ To plot key events ➤ To organise events in a chronological timeline ➤ To compare the similarities and differences between Victorian Britain and today ➤ To comment on inventions and their impact on today. ➤ Create a timeline of new inventions and processes that changed industry. ➤ Describe the positive and negative outcomes of rapid innovation. ➤ Summarize the spreading of new ideas. 	<ul style="list-style-type: none"> ➤ To chronologically order the key events of the Benin Civilization ➤ To locate where the Benin civilisation was in the world and to understand where and why the Benins built their dynasty ➤ To explore the religious beliefs of the Benins ➤ To investigate the achievements of the Benins ➤ To explain how the achievements of the Benin civilisations have impacted on our lives today ➤ To compare and contrast Benin civilisation with British history of the same period. 	<ul style="list-style-type: none"> ➤ To plot the key events of the Vikings on a timeline with a focus on the invasion of Britain ➤ To compare the similarities and differences of the Viking invasion Britain with our invasions of Britain ➤ To understand what life was like as Viking Warrior ➤ To investigate how the design of Viking longships made them successful ➤ To investigate famous battles between the Vikings and the Saxons. ➤ To understand how Viking Britain has impacted our lives today.
Key Concepts	<ul style="list-style-type: none"> - Britain changes from a rural society to an urban one - Cotton machines - The Age of Steam: energy to power factories, mills, canals and waterworks - First passenger steam train (George Stephenson) - The Age of Steel - Ill health due to increase pollution from factories 	<ul style="list-style-type: none"> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about some key events in African history and how the kingdom of Benin was formed. - Discover how the kingdom of Benin developed. - Develop understanding of some important events in Africa's history. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms by 	<ul style="list-style-type: none"> - Vikings began raiding Britain. In 793CE the Holy Island of Lindisfarne (tidal island off the northeast coast of England) is raided and destroyed. This is the start of the Viking invasion. - By 870CE the Vikings had overthrown the kingdoms of Northumbria, East- Anglia and Mercia and were preparing to do the same to Wessex - Alfred the great King of Wessex defeats the Vikings in a battle (Battle of Edington) but can't get them out of Britain

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	<ul style="list-style-type: none"> - Working conditions in factories - The age of invention: First photograph, 1830s; telephone, 1876; cars, 1880s; Bicycles (penny farthing), 1870s; Electric light bulb, Electric train, - Education act – making education compulsory for 5-10 year olds - The life of a Victorian child: comparison between rich and poor (class distinction) - Democracy and socialism - Famous Victorians: Queen Victoria, Charles Dickens, Inventors - Dr Bernardo and his work with the children's act and the setup of Ragged Schools. - Christmas becomes a national holiday and is widely celebrated 	<p>learning about the religious beliefs of the people of ancient Benin.</p> <ul style="list-style-type: none"> - Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about why the art of Benin challenged the world's perceptions of African art. - Find out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180). - Exploring what we can learn about the Benin Kingdom from different artefacts. - Explain how & why the kingdom of Benin became powerful and successful and also how and why the empire came to an end. 	<ul style="list-style-type: none"> - Alfred the great arranges a peace treaty with the Vikings and Britain is split in two- Danelaw is introduced - Athelstan, Alfred the Great's grandson, pushes out the Vikings and takes over the Kingdoms of England and becomes the first King of all of England - The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid' -
Knowledge Threads			
Rulers and Governance	<ul style="list-style-type: none"> ➤ <i>The Victorian Era (1837–1901) is defined by the reign of Queen Victoria, who ascended to the throne at the age of 18 and ruled during the industrialisation of England, encouraging tremendous change and expansive growth of England's domestic and foreign power.</i> ➤ <i>Changes in government behaviour and policies to support working class – popularisation of socialism</i> 	<ul style="list-style-type: none"> ➤ <i>Around 900 CE, some of the villages decided to join together and came under the rule of a dynasty of kings called the Ogisos.</i> ➤ <i>The kingdom was centred on the City of Benin, and dates back to some of the earliest Ogoiso Kings some 2000 years ago.</i> ➤ <i>The various villages and tribes of the region began to form a single kingdom that worked as a community.</i> ➤ <i>After 1180 CE, a new line of kings called the Obas began to rule. They were very powerful and people treated them like gods. Under their rule, Benin Kingdom began to expand and flourish.</i> 	<ul style="list-style-type: none"> ➤ They belonged to many different clans- led by chiefs who ruled over the lands they conquered ➤ In Viking times, a king had to be strong to fight and keep his land. In the early 11th century, England had a weak king. His name was Ethelred the Unready. ➤ Ethelred tried to stop the Vikings from invading by giving them gold and land. This money was called Danegeld. But it didn't work – the Vikings took the gold and attacked anyway. ➤ In 1002, Ethelred's soldiers killed many Viking families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred had to flee to France.

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			<ul style="list-style-type: none"> ➤ In 1016 Sweyn's son Cnut became king of England. Cnut (also known as Canute) was a Christian and a strong ruler. For the next few years England was part of his Viking empire, along with Denmark and Norway. ➤ He ruled well, but left much of the government in England to noblemen, now called earls (from the Danish word "jarl"). ➤ Before the Normans (1066) the English throne went between Saxon and Danish
Beliefs	<ul style="list-style-type: none"> ➤ Predominantly a Christian Britain – It was during Queen Victoria's reign that Christmas became a national holiday. During this time: Christmas cards, Christmas crackers, Father Christmas. 	<ul style="list-style-type: none"> ➤ The people of Benin had many stories involving gods and magic and they believed that non-human objects had spirits or souls, a belief known as 'animism'. 	<ul style="list-style-type: none"> ➤ Worshiped many gods – each has different human strengths and weaknesses ➤ Odin the god of war, death, wisdom and poetry, was the most important ➤ Thor- god of thunder (Odin's son) Frey (fertility and generosity) ➤ Warriors who fought bravely in battle would be carried to Valhalla (Viking warrior heaven) by Valkyries (warrior women) ➤ Churches and monasteries were prime targets for Viking raids because of the gold and silver ornaments and they also had little in the way of defence ➤ Over time and by 11th century most Viking lands had converted to Christianity and the Viking gods were forgotten
Way of Life	<ul style="list-style-type: none"> ➤ <i>Despite progress in Industrial revolution, working conditions were poor and unsafe. There was no government protection for workers.</i> ➤ <i>The life of a Victorian child – before and after the Industrial revolution (Comparison study)</i> ➤ <i>In 1844, Parliament passed a law requiring children working in</i> 	<ul style="list-style-type: none"> ➤ <i>As most of the sources that tell us about life in Benin Kingdom focus on powerful people, little is known about ordinary men, women and children.</i> ➤ <i>Historians believe the most people were farmers</i> ➤ <i>Many people had two or three different jobs and might also have been part of one of the guilds of craftsmen, producing high quality goods for the royal court or for trading with foreign visitors.</i> ➤ <i>Children did not go to school but would have learned each day from the storytellers.</i> 	<ul style="list-style-type: none"> ➤ Excellent sailors, explorers and warriors ➤ Scandinavian countries are rich in timber, iron and fur and they sold this across western Europe ➤ Home life was simple –people lived in long rectangular houses made of wattle and daub with turf roofs or tiles from stones. Unless the family was very wealthy the house would consist of a single room, but was usually large enough for a couple of generations to live in ➤ People sat and slept on raised platforms lining the walls

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	<p><i>factories be given six-half-days schooling every week. 'Ragged Schools' were set up to provide free basic education for orphans and very poor children. A close look at what a normal day was like in a 'Ragged school'</i></p>		<ul style="list-style-type: none"> ➤ The fire was central to family life and they would gather around ➤ Animals lived in the same building at one end-in a 'byre' and the family at the other end ➤ The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings. ➤ There were three main areas where Vikings lived - Northumbria (which included modern-day Yorkshire), East Anglia, and the Five Boroughs. A borough was a town and the five towns were Leicester, Nottingham, Derby, Stamford and Lincoln. ➤ How similar / different was the Viking way of life compared to the Saxon way of life?
<p>Impact on Today & FPC</p>	<ul style="list-style-type: none"> ➤ <i>Inventions of the steam train, the telephone etc.</i> ➤ <i>The Education act – making school accessible and compulsory for all children</i> ➤ <i>Canals built to transport cargo across the country</i> ➤ <i>Invention of the automobile</i> ➤ <i>Machines, factories and the assembly line</i> ➤ <i>An increase in population in Britain due to the influx in jobs, quality of life and movement from country to town</i> ➤ <i>Birth of the workers unions</i> 	<ul style="list-style-type: none"> ➤ <i>The discovery of the rich heritage of art and crafts from Benin Kingdom teaches us a lot about what it was like there. It caused Britain to completely re-evaluate its view of West African civilization.</i> 	<ul style="list-style-type: none"> ➤ Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in – 'by' (farm/homestead), -'thorpe' (farms) were almost certainly Viking towns (Darby, Grimsby, Scunthorpe)

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<p>Conflict and Invasion</p>	<ul style="list-style-type: none"> ➤ The slave trade cotton plantations were the original source for the first important movement of the Industrial revolution – the cotton machines. ➤ Economic class divide: agriculture saw a dip in profits as money was earned predominantly by the factory owners, thus creating a larger divide in social class. 	<ul style="list-style-type: none"> ➤ The Obas established a mighty army and gained control of large areas of land. Benin Kingdom became very wealthy after the Obas set up links with Europe to trade goods and slaves. ➤ A series of civil wars and the abolition of the trade slave caused Benin to steadily decrease in both wealth and power after 1700 CE. ➤ Benin had a series of disputes with Britain and this led to a group of British officials being killed by Benin warriors. In retaliation, Britain launched a punitive expedition and destroyed Benin City in 1897 CE by burning down buildings and looted works of art. They exiled the Oba and brought Benin under British rule. 	<ul style="list-style-type: none"> ➤ Colonised large parts of Europe between 790 and 1100 BCE and involved in a long battle with the Anglo-Saxons for control of Britain ➤ They travelled as far as North America in search of lands to colonise and trade with ➤ Leif Eriksson was the first European to arrive in North America (500 years before Columbus) ➤ Initially the Vikings did not intend on settling but arrived to steal everything of value and return home ➤ Because their raids were so successful, they began to take territory and before long much of the north and east of England was under Viking rule ➤ They used longboats during battle and would often have a dragon or snake head on the front- they were so important to the Vikings that the richest nobles were buried in them. Because they were symmetrical they were great in battle because they didn't have to turn around to reverse ➤ Communities would be terrified if they saw longboats arrive ➤ 793: Vikings attacked the holy monastery of Lindisfarne ➤ 867: Viking invaders named Yorvik (York) the Viking capital of England ➤ 886: England divided into Viking and Anglo-Saxon kingdoms ➤ 954: King Jorvik killed in battle ➤ 1066: Harold Hardrada, King of Norway defeated by King Harold at the Battle of Stamford Bridge ➤ 1066: King Harold defeated by William, Duke of Normandy at the Battle of Hastings
<p>Trips</p>	<p><i>Ragged School</i></p>		<p>Museum of London</p>
<p>Links to</p>	<p><i>In depth study of a significant turning point in British history</i></p>	<p><i>In depth study, non-European early civilisation that contrasts with British history: Benin (West Africa) c.</i></p>	<p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the</i></p>

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National Curriculum		AD 900-1300 (and beyond)	Confessor
Prior Learning	Year 3: Pearly Kings and Queens	Year 3: Other Ancient Civilisations	Year 4: Saxon Invasion of Britain
Vocabulary	<ul style="list-style-type: none"> • Use the vocabulary: KS1+LKS2 - primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, monarchy + topic specific vocabulary in their historical learning - Invention, steam powered, working class, socialism, Industrial, factory, engine, machine, mechanise, mass produce, water frame, mill, cotton polis, piston, rotary motion, steam engine, blast furnace, smelting, coalfield, coalmine, workhouse, canal, barge, aqueduct, packhorse, ragged school, locomotive, rural, urban. - Ogisos, dynasty, tradition, Kingdom, civil war, community, animism, civilisation, Oba - Anglo- Saxons- Vikings, Denmark, Norway and Sweden, Long ship, fierce warriors, Lindisfarne, Alfred the Great, Athelstan, Northumbria, Mercia, Wessex, Kent, Anglia, explorers 		
Chronology	<ul style="list-style-type: none"> • Draw a timeline with different time periods outlined which show different information, such as period of history, when famous people lived • Use dates and historical language in writing 		
Knowledge and Interpretation of History	<ul style="list-style-type: none"> • Explain why people may be attracted to live in cities. • Explain why people may choose to live in one place rather than another. • Explain how historic items and artefacts can be used to help build up a picture of life in the past. 		
Historical Enquiry	<ul style="list-style-type: none"> • Research the life of one person who has had a significant influence on the period studied. • Trace the main events that defined Britain's journey from a mainly monocultural to a multicultural society • Compare two or more historical periods; explaining things which changed and things which stayed the same • MABLE+: Investigate a number of ways archaic language has affected the English language we use today 		

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Additional History: Year 5

Topic/Term	A Street Through Time: Spring 2	
Learning Intentions	<ul style="list-style-type: none"> ➤ To create and plot a timeline to chronologically order the key events of Enfield's history ➤ To use both primary and secondary sources to research how Enfield has changed over time. ➤ To explore how the settlement of Enfield has changed over time ➤ To use a range of sources to research famous people who have lived in Enfield 	
Key Concepts	<ul style="list-style-type: none"> - Is Enfield a good community to grow up in? What has Enfield physically inherited from the past? - Recap periods of history studied with a focus on democracy, power and conflict - What issues impact our Enfield today? As a modern civilisation what actions to do we need to take in order to improve our community/world? - How will history look back on us at this period of time? - John Keats originally attended school in Enfield - An in depth study of a street in Enfield and how it has changed over time: physical, human and social features 	
Knowledge Threads		
Rulers and Governance	<ul style="list-style-type: none"> - 8th century- Edmonton was given to St Alban's Abbey by King Offa and the Lee Valley was established as a front line between the Kingdoms of Alfred and Guthrum - 16th century- borough became a favourite for royal hunting and Elsyng Palace became one of Henry VIII's Royal Palaces. 20 years later Enfield Grammar School was founded. Elsyng Palace remained a favourite of the Tudors – Elizabeth I stayed there between 1564 and 1572 	
Beliefs	<ul style="list-style-type: none"> - 11th century – Enfield Town was the largest settlement and a religious centre. In 1086 (Domesday) Enfield had a priest and this would also have meant a church (probably on the site of St Andrew's Church) - 15th century- All Saints Church, Church Street, Edmonton was built - In the present day there are many different people with different beliefs living in Enfield- it is a multicultural area. 2011 Census; Christianity is the most common religion in the borough in all its different forms (53.58%). 16.69% of residents are of the Muslim faith, and 15.53% hold no religion or belief at all 	

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<p>Way of Life</p>	<ul style="list-style-type: none"> - Enfield can be traced back to Roman times – there was a settlement near Ermine Street (Bush Hill Park) – this would have been close to the main Roman road from London to York. Roman remains from the 3rd century have also been found at Churchfields, Edmonton - Enfield Town became an important business centre from an early date. 14th century- Edward I granted the first market charter giving the right to hold a weekly market at Enfield and two fairs annually to Humphrey de Bohun – the Lord Manor of Enfield. Later in the century the Black Death struck the parish and killed 1/10th of its population - 15th century- small hamlets were developing across what is now the borough of Enfield – Southgate and Enfield can trace their roots back many hundreds of years – at this point most of the borough was covered in woodland and oak forests - 18th and 19th century- many of Enfield's buildings were constructed. Railways meant that Enfield became a significant contributor to industry and science. The Royal Small Arms Factory was built in 1814 and manufactured the Lee Enfield Rifle and the Sten Gun- this had a massive impact on the role of Great Britain in both world wars. This is now Enfield Island Village. Gasworks opened in Edmonton in 1847, waterworks were founded and brickmaking became a major industry - By the end of the 19th century, Edison took over the jute mill at Duck Lees Lane, Ponders End and began manufacturing light bulbs and radio valves - Market trading has taken place in Enfield since 1303 - 20th century- Belling created the first infra-red fire bar (electric fire 1912), halogen cooker, digital telephone communication allowing the first transatlantic calls, television distribution systems, man-made fibres and the diode valve were all invented in Enfield. The underground was extended to Enfield and many of our schools and libraries were built - Meridian Water one of the largest urban regeneration programmes in the country is a £6bn, 20-year project led by Enfield Council, bringing 10,000 homes and thousands of jobs to Enfield, next door to the Lee Valley Regional Park - Enfield contains a variety of housing styles – Victorian terraced houses, 1930s semi-detached houses, council flat blocks and modern houses and flats. The borough has a relatively small number of detached houses (7% of total homes) and terraced houses make up nearly one third and flats nearly two-fifths of homes.
<p>Impact on Today & FPC & FPC</p>	<ul style="list-style-type: none"> - 17th century- Enfield was the focus for delivering clean water to London's growing population. A major development was a 40-mile canal being built between Ware, Hertfordshire to Enfield and into North London. This was called the New River - The world's first cash point was in Enfield- Barclays bank 1967 - The top five (non-English) languages spoken by Enfield school pupils, in 2017, were Turkish, Somali, Polish, Bengali and Albanian. The Council has developed additional town twinning arrangements with Turkey and Greece in response to the large Greek speaking and Turkish speaking communities that live in the Borough. - Enfield is now the 5th largest London Borough with a population of approx. 333, 869

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	<ul style="list-style-type: none"> - Since 1870s Enfield has developed from a modest market town surrounded by open country and small villages to a pattern of suburbs on the edge of London- this was triggered by the development of railways. Smaller villages have developed into local shopping centres and industry has developed along Lea Valley
Conflict and Invasion	<ul style="list-style-type: none"> - As mentioned above, Enfield had a big impact on the role of Britain in the world wars due to the manufacture of guns - Look on http://bombsight.org/explore/greater-london/enfield/ to see the impact of bombing on Enfield during WWII. 571 bombs were dropped on Enfield between October 1940 and Jun2 1941 - Localised gang crime which has rapidly risen over recent years - By 2006/07 four named gangs were present in Edmonton and gang-linked violence continued to escalate. In 2008, cross-borough youth violence resulted in a series of youth murders, three of which were considered as being gang-related. These incidents lead to further rivalries developing internally, within the borough and externally across North-London, with existing gangs expanding in membership and further groups emerging in the aftermath.
Trips	
Links to NC	A study overtime, tracing how several aspects of national history are reflected in the locality
Prior Learning	<p>Year 3: History of London (Pearly Kings and Queens)</p> <p>Year 5: Victorian London</p>

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Year 6

Topic/ Term	Ancient Greece Autumn 1	Slavery Autumn 2	World War 2 Spring 1
Learning Intentions	<ul style="list-style-type: none"> ➤ To research government and politics in Ancient Greece ➤ To Identify origins from Ancient Greece that we use today. ➤ To compare Ancient Greek Society with modern day Britain ➤ To use primary and secondary sources ➤ To plot key events on a timeline 	<ul style="list-style-type: none"> ➤ To use primary & secondary sources ➤ To plot key events on a timeline ➤ To know the size of the British Empire ➤ To understand the three points of the 'Triangular Trade' ➤ To explore the experiences that slaves had. ➤ To investigate why slavery was abolished. ➤ To know the part played by the Underground Railroad 	<ul style="list-style-type: none"> ➤ To place key events in chronological order. ➤ To use primary and secondary sources of evidence ➤ To understand what Britain was like in the 1930s ➤ To understand when World War II started and why. ➤ To understand which countries were involved in WW2 ➤ To understand who Hitler was and his affect during WW2 ➤ To learn about bombing raid in Britain (Blitz). ➤ To understand how people protected themselves. ➤ To research the experiences of evacuees. ➤ To understand the need for evacuation. ➤ To understand the effect of war on everyday life. ➤ To learn about the end of World War II. ➤ To understand how life changed after 1945
Key Concepts	<ul style="list-style-type: none"> - Ancient Greece and the Greek Empire was at its most powerful between 2000BCE and 146CE - Compare the Ancient Greek society to British society in the Bronze/Iron Age (similar time period). The Ancient Greeks were much further advanced – e.g. schools, education, theatres, 	<ul style="list-style-type: none"> - To know the size of the British Empire - To understand the three points of the 'Triangular Trade' - To explore the experiences that slaves had - To investigate why slavery was abolished and the part played by the underground railroad - A study of important figures (i.e. John Punch, Henry 'Box' Brown, Harriet 	<ul style="list-style-type: none"> - Historians disagree about the causes of World War Two (WW2). Some trace it back to the anger created in Germany by the Treaty of Versailles. Some blame Neville Chamberlain and the appeasers for being too weak. Some ascribe it to Hitler's aggression - Germany is poor after WW1(1914-1918) and the impact of the great depression (1929) - To learn about the end of World War II. To learn about how people celebrated the end of the war. To make

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	<p>buildings, gymnasiums, sports, government, religion</p> <ul style="list-style-type: none"> - The Ancient Greeks introduced the concept of Government and democracy and rule of law (in Athens not Sparta). How did this impact on us today? - Look at the differences between, men and women in the Ancient Greek Society (introduce concept of slavery) - What do we still use today that originated from the Ancient Greeks: maths, science, language, art, government, sport (Nike) 	<p>Tubman, William Wilberforce, Abraham Lincoln etc.)</p> <ul style="list-style-type: none"> - The Atlantic Slave Trade was established to provide slave labour to work on plantations in the Americas. - Up until 1807, the British shipped 3.5 million African people across the Atlantic to work as slaves. - Slaves would be taken across the sea crammed into slave ships, sometimes for up to six months, in appallingly inhumane conditions 	<p>connections between World War II and today (and the UN.) – VE Day Party – tea dance</p> <ul style="list-style-type: none"> - Adolf Hitler and his Nazi party come to power in 1933 and soon becomes a dictator and leader (Führer) by 1934 - Hitler's persecution of the Jews led to 6 million Jewish deaths across Europe – link to ongoing racism across the world - Hitler invades Poland in September 1939 and Britain and France declare war (Prime Minister Neville Chamberlain) - Winston Churchill is Prime Minister in May 1940 - Explore why children were evacuated and the impact this had on communities - Explore the impact of the Battle of Britain on the British Air Force - The Blitz was a 6-month period of German airstrikes on London and other key cities- what was the impact on the people and their life? - Consider how the both sides communicated with their armies in order to organise and win the war- spies, carrier pigeon, encrypted messages- the German Enigma - Alan Turing and his team built the Bombe in 1939 which cracked the German code and helped shorten the war by many years- estimated 2 million lives saved – first computer - Post war Wind Rush
Knowledge Threads			

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Rulers and Governance	<ul style="list-style-type: none"> - Each city-state ruled itself. They had their own governments, laws and army. So, ancient Greeks living in Sparta considered themselves Spartan first, and Greek second. - Famously, the city-states didn't get on very well and often fought each another. However, sometimes they joined together to fight against a bigger enemy, like the Persian Empire. - Only a very powerful ruler could control all Greece. 300s BCE- was Alexander the Great, from Macedonia. Alexander led his army to conquer an empire that stretched as far as Afghanistan and India. - Alexander the Great- one of history's most successful military commanders. He never lost a battle. In 336BCE he became king of Macedonia which was a city-state in the north of Greece. He gained territory all the way to India and ruled the world's largest empire. As he conquered land, he promoted Greek language, customs and culture - Sparta was one of the strongest City- States. It was ruled by kings instead of having a democracy like Athens. It had a military culture and fighting was valued above all 	<ul style="list-style-type: none"> - Rulers in Britain, America and Africa gained financial wealth due to the Triangular slave trade - President Lincoln - Parliaments and monarchy 	<ul style="list-style-type: none"> - Hitler had come to power as head of the Nazi part and was promising to rebuild the German army and soon begun invading parts of Europe - Neville Chamberlain belonged to the Conservative Party and was an MP for two areas in Birmingham. Following the resignation of the previous Prime Minister, Chamberlain became Prime Minister in 1937. At this time, Germany was building up its army, navy and supply of weapons, as well as invading several areas. All of these things were against the peace terms set out at the end of the First World War. Chamberlain felt the best way to avoid another world war was something called appeasement. This meant allowing Hitler whatever he wanted in order to keep peace. - In 1938, Chamberlain flew to Germany to meet with Hitler. Both leaders signed a document called the Anglo-German agreement which stated the "symbolic desire of our two peoples never to go to war again". On his return to Britain, Chamberlain declared that there would be "peace for our time". - The invasion of Poland in September 1939 showed that Hitler had no intention of sticking to the terms of the Anglo-German agreement. - Britain and France had agreed to help Poland if it was invaded – as soon as the German army stepped into Poland the Second World War had begun - With the war going badly, Chamberlain resigned in 1940. Chamberlain died on 9th November 1940, not long after his resignation. - Churchill became prime minister following Chamberlain's resignation in 1940. Churchill was a strong wartime leader whose decisions helped the Allies achieve victory. However, he lost the general election in 1945. - Churchill died in 1965 and was one of few non-monarchs to be given a special funeral called a state funeral. This was in recognition of how well he lead the country during the Second World War.
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	<p>else. Young boys underwent harsh training.</p> <ul style="list-style-type: none"> - In Athens, all generals and officials were voted for and elected- women could not vote and neither could Greeks who were not born to Athenian parents 		<ul style="list-style-type: none"> - Winston Churchill- delivered one of the most influential speeches during the war: he warned about the possibility of a German invasion of Britain and said to the inspiration of many: We shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight on the fields and in the streets, we shall fight in the hills; we shall never surrender. - By the end of the war, Winston Churchill was no longer Prime Minister. Clement Attlee had taken over following a general election in which the majority of people voted for a Labour government believing that they would help them more in recovering from the destruction of war. Attlee said, at midnight, The last of our enemies is laid low. - Other world leaders at the time: Mussolini (Italy), Roosevelt (USA), Stalin (Soviet Union), Tojo (Japan)
Beliefs	<ul style="list-style-type: none"> - City-states shared many traditions, stories and festivals - Famous myths and legends (Theseus and the Minotaur) told stories about gods, heroes and how the universe was created - The stories from Greek Mythology are famous examples from a pagan religion - Ancient Greeks believed in three generations of gods: - 1- the sky, the earth, the heavens, mountains and other physical things – came into existence from nothing - 2- Titans (elder gods) the children of Uranus (heaven) and Gaia (earth). There were 12 Titans in total (six female and six male) 	<ul style="list-style-type: none"> - William Wilberforce & Henry Thornton argued that it was their Christian duty to end slavery around the world. 	<ul style="list-style-type: none"> - The Holocaust: Nazis implemented their 'Final Solution' to exterminate all Jewish people- Hitler believed that Aryan (blonde hair, blue eyes) were supreme and was anti-Semitic. Jews were forced to live in ghettos- sealed off areas without enough food and medical help. They were taken to concentration camps where healthy adults were made to work hard- this only saved their lives temporarily- many workers died of starvation or illness and others were sent to gas chambers to be killed. Those who were unable to work would be killed immediately.

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	<ul style="list-style-type: none"> - 3- Olympians – took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule the world - Greek myths and legends portray the adventures of gods and heroes - found on many artefacts from the time e.g. pottery 		
Way of Life	<ul style="list-style-type: none"> - Ancient Greece was not one single nation, but a group of hundreds of city-states – ‘polis’ - Some were small, others much larger (Athens and Sparta) - Democracy was invented by the Athenians- however- women, children and slaves were not allowed to vote - 6th century BCE an Athenian called Cleisthenes helped to introduce a new system of ‘demokratia’ - Myths and legends were shared through artefacts and storytelling - Theatres were popular and used to share stories about gods and heroes – this got the messages to as many people as possible – they told the story of challenges and trials that were faced to make them worthy of the title ‘hero’ - These myths told people how to behave in everyday life- inspiring them to act in a particular way - Ampitheatres were a central part of life and almost every city had one- 	<ul style="list-style-type: none"> - Goods were exchanged for men, women and children who were captured by African slave dealers and kept in barracoons. - African slaves were loaded onto the British ships, crammed side-by-side onto wooden bunk beds and chained by the feet. - The slaves were sold at auction in America. - Slaves did backbreaking manual labour for hours on end, six days a week. - The treatment of human beings as property 	<ul style="list-style-type: none"> - Daily life changed massively as a result of the war- rationing began in 1940 and didn’t end until 1954. The war meant that production was disrupted so people had ration books listing what they were entitled to buy each week – meat was carefully rationed, as was cheese, milk, sweets. People were encouraged to grow their own produce in their gardens - Major towns and cities had to be rebuilt after the bombing raids - During the war, children were evacuated away from cities that were threatened, to safer areas. They were separated from their families – some enjoyed their time with their foster families but others were very homesick. 1.5 million children were evacuated from London within days of the war being announce in 1939 – they each had a label on them with their destination and were allowed to take a favourite toy - Many German children had also been sent to Britain to save them from the danger of the Nazis back home - Propaganda was used widely during the war to influence people – at home it was used to raise the moral of people and in enemy areas it was used to decrease the morale and try to get them to lose their belief in victory - Women took over many of the jobs done by men during the war- factory workers, bus drivers etc. and this was a complete change from beliefs that women should stay at home

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	<p>the grandest could hold nearly 15,000 people</p> <ul style="list-style-type: none">- Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists.- Most people lived in villages or in the countryside. Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce. That's why many Greeks sailed off to find new lands to settle.- Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass, but wooden shutters to keep out the hot sun.- Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. Only rich women (with slaves to carry the water) enjoyed baths at home.- Men and women usually ate separately in ancient Greece. Rich people always ate at home - only slaves and poor people would eat in public.- Slaves were very common in Greek society, and only very poor families wouldn't have had slaves. Slaves may have once lived in a region that		
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	<p>was conquered by Greece, such as Persia. Sometimes unwanted babies would be left in a public place for someone to take and raise as a slave.</p> <ul style="list-style-type: none"> - Education was important to the Greeks. Everyone learned how to play a musical instrument, such as the lyre (a kind of small harp) or the double aulos (a pair of pipes with holes like a recorder). Boys learned how to be good athletes, but in Sparta girls exercised as well – everyone had to be fit and ready to defend Sparta. 		
Impact on Today & FPC	<ul style="list-style-type: none"> - Legacy can be seen everywhere- particularly in Western Europe - Arguably one of the most influential civilisations in history - English language has many words which come from Ancient Greek - Our political system was first seen in Athens - Olympic Games - Athens were famous for its great thinkers, art, architecture and philosophy- these ideas have been very influential in many of today's societies - Pythagoras, Archimedes and Hippocrates are to thank for some of the most significant discoveries in mathematics, science and medicine 	<ul style="list-style-type: none"> - Increased wealth in British colonies and America - Existing segregation in parts of Africa - Negative impact: existing racism in many parts of Britain and Americas. - Britain in financial debt due to abolition of slavery and paying off slave owners. However, Britain saw it as immorally abhorrent 	<ul style="list-style-type: none"> - By the end of the conflict, over 50 million people had been killed and the political and social organisation of the world was changed - Communism grew in the East and there was a shift in power towards the US in the West - Within a decade of the end of WW2, the UK, Russia, France and China had all successfully tested their own atomic bombs - The United Nations is a legacy of the war – an international organisation with a shared commitment to avoid another global war at all costs. Originally made up of 51 countries at the end of the war, it now has 193 nations. - The Cold war which followed WW2 avoided actual fighting but was a period of dispute and tension that meant the possibility of nuclear war became very real - The NHS was introduced in the post-war years - the government promised the people who had fought against Hitler a Welfare State, which would care for its people from the cradle to the grave. - The British Empire began to be dismantled - Attitudes towards women changed

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	<ul style="list-style-type: none"> - Architecture can be seen in libraries, banks, museums, public buildings, town squares and places of worship- they share some characteristic features of Ancient Greek buildings 		<ul style="list-style-type: none"> - Compare the Blitz to Covid-19 Lockdown – what similarities / differences?
Conflict and Invasion	<ul style="list-style-type: none"> - It was made up of many city-states and conflict between them was frequent - Peloponnesian War (431- 404 BCE)- between Athens and Sparta. - At times like this individual city-states would come together to fight a common enemy (Persian army from the north) - 480 BCE- Athenians defeated the Persian army at the Battle of Salamis. The Persian kings tried to conquer Greece a few times between 490 to 449BC, but the Greeks managed to fight them off. In the end, it was the Greeks who conquered Persia, when Alexander the Great defeated the Persian Empire in the 330s. - Trojan War- city-state Troy was in a 10-year battle with Ancient Greece- came to a conclusion with the famous trick the Trojan Horse – 12th century BCE - The backbone of the Greek army was the 'hoplite'. He was a foot soldier, who fought with a long spear and used a large round shield for protection. 	<ul style="list-style-type: none"> - American Civil war - Abolition of slavery - Africa invaded and men, women and children taken from their homes and sold to slave owners in Europe and the Americas. 	<ul style="list-style-type: none"> - The Allies (UK, France, USA, Soviet Union) were in opposition to the Axis Powers (Germany, Italy, Japan) but this drew more than 30 countries into the conflict – there were battles in Europe, the Mediterranean, Africa, the Middle East and around the Pacific - 1939- Germany invaded Poland so war was declared by Britain and France on Germany - The Phoney War (September 1939–April 1940). Hitler conquered Poland. There was no other major activity on land, although there were actions at sea. Very little of military significance happened that was noticeable. - Blitzkrieg (April 1940–June 1940) The Nazis conquered Denmark, Norway, Holland, Belgium and France. The British Expeditionary Force was trapped at Dunkirk, but managed to withdraw by sea back to Britain. On 4th June, 1940, Winston Churchill delivered one of the most famous speeches of all time to the House of Commons in Westminster. - Britain and the empire stands alone (July 1940–June 1941). Britain withstood the German Airforce, called the Luftwaffe, in the Battle of Britain (July–September 1940). But Britain was alone, and in great danger of losing the war. The Luftwaffe bombed London for 76 nights running (the Blitz), then other cities such as Coventry. People took cover in air raid shelters; some were made of corrugated iron in gardens; others were located inside train stations and tunnels. - The tide turns (1941–1943). In June 1941, Hitler invaded Russia, known as Operation Barbarossa. This brought Russia back into the war, this time against Germany. The failure of Operation Barbarossa was the first major German defeat. In December 1941, the Japanese bombed Pearl Harbor. This brought America

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			<p>into the war. As a result, the Allies gradually began to win the war: In June 1942 the Americans defeated the Japanese at the Battle of Midway. In November 1942 the British won the Battle of El-Alamein in Egypt. In January 1943 the Russians defeated the Nazis at the Battle of Stalingrad.</p> <ul style="list-style-type: none"> - Victory (1943–1945) After D-Day on 6 June 1944, Germany was gradually driven back in Western Europe by the British, Americans and their allies. The Russians advanced in Eastern Europe and in April they reached Berlin. Hitler committed suicide. Germany surrendered and war came to an end in Europe shortly afterwards and VE Day was announced on 8 May 1945. - On 6 August 1945, the Americans dropped the atomic bomb on Hiroshima, and again on Nagasaki on 9 August. Within weeks Japan surrendered. - 1942- Mass killings at Auschwitz - Battle of Britain- one of the more critical stages of the war- British (RAF) and German (Luftwaffe) airforces – July to Sept 1940 – one of the biggest air battles which was won by the RAF at great cost. Britain was very heavily bombed, especially during the Blitz - The critical battles that changed the course of the war were at Midway in the Pacific (June 1942), El-Alamein in Egypt (November 1942) and Stalingrad in Russia (January 1943). - The Holocaust resulted in the deaths of 6 million Jews
Links to National Curriculum	<i>A study of Greek life and achievements and their influence on the western world</i>	<i>A chronological study of knowledge beyond 1006</i>	<i>Study of an aspect / theme in British history that extends pupils' chronological knowledge beyond 1066: significant turning point in British history.</i>
Trips			
Prior Learning	<i>Link to Y3 Stones and Bones & Ancient Egypt- similar periods in time, however, the Greeks were living in a much more sophisticated society. Compare religion to all previous learning journeys- these show a</i>	<i>Links to Industrial Revolution (yr5), Egyptian slaves (yr3), Slaves of Ancient Greece (Yr6)</i>	<i>Link to the invasions during the Viking/ Roman times. What was similar/ different? Previously they wanted land and crops, Hitler now wanted power. Why had previous invasions been successful and this wasn't? Britain was now one country and not so divided into smaller kingdoms as it was previously, therefore making it more difficult to invade. They had</i>

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	<i>monotheistic religious belief system compared to polytheistic beliefs here</i>		<i>become a world power and had developed allies who supported.</i>
Vocabulary	<ul style="list-style-type: none"> ● Use the vocabulary: All previous years + legacy, ambiguous, consequences, omits, decade + topic specific vocabulary in their historical learning, chronology, empire, sources of evidence, primary and secondary sources, political, cultural, economic, time period, ● Society, civilisation, culture, achievements, influence, impact, Ancient, Athens Sparta, western world, mythology, democracy, government, origins ● Abolition, transatlantic, emancipated, parliament, congress, slave, segregation, colony, auction, exploitation, plantation, middle passage, ● Germany, Britain, America, allies, axis enemy, Adolph Hitler, Nazi party, Arian race, racial purity, Swastika, Holocaust, Concentration camps, Jews, Judaism, Ann Frank, racism, discrimination, hatred, prejudice, genocide, fascism, dictator, community, conflict, world war, Winston Churchill, Alan Turing, Enigma code, Bombe, Blitz, Evacuee, Rationing, D-day landings, liberation, encryption, code breaking, Bletchley park, secret service act 		
Chronology	<ul style="list-style-type: none"> ● Identify where a period of history fits on a timeline ● Place features of historical events and people from past societies and periods in a chronological framework ● Create timelines which outline the development of specific features, such as medicine, weaponry and transport 		
Knowledge and interpretation of History	<ul style="list-style-type: none"> ● Describe the features of historical events and ways of life from periods studied; presenting to an audience ● Summarize the main events from a specific period of history, explaining the order in which key events happened ● Describe how crime and punishment have changed over a period of time ● Describe a key event from Britain's past using a range of evidence from different sources ● Identify and explain differences, similarities and changes between different periods of history ● Summarise how Britain has learnt from other countries and civilizations (historically and more recently). 		
Historical Enquiry	<ul style="list-style-type: none"> ● Look at two different versions of the same event and say how the author may be attempting to persuade or give a specific viewpoint ● Identify and explain propaganda ● Pose and answer their own historical questions ● MABLE+: Suggest why certain events, people and changes might be seen as more significant than others 		