History – Year 1 Content

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|  | Autumn | Spring | Summer |
| Year 3/4 | **Changes in Britain from the Stone Age to the Iron Age**  **Key ideas**   * people have been living in Britain for a very long time * changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years * very little changed in houses, house-building or settlement size until well into the Iron Age * that there is no written evidence, so the archaeological record is very important.   **Key Questions**  1. What was ‘new’ about the New Stone Age? (In what ways did things change around 4000BC? Who were the first farmers? How big a change was it from hunter-gatherers to farming?)  2. Which was better, bronze or iron? (How is iron made? What was it used for?)  3.What was the impact of bronze and iron tools on the way people in Britain lived? (  4. If you were Julius Caesar, would you have invaded Britain in 55BC? (How do we know what Britain was like in 55BC? How did the Romans know what Britain was like in 55BC?)  5. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?  **Substantive Concepts** | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 :Theme 1 -Crime and punishment**  **Key Ideas**  • There have been many changes to the types of crime over time.  • Attitudes to punishment have altered considerably over time.  • Ways of detecting crime have improved considerably over time.  • Although there have been many serious crimes, the majority of crimes and punishments have been much less serious.   * There has not always been a professional police force – it has only been in fairly recent times   **Key Questions**  1. What do we mean by crime and punishment and what have been some of its main features over time?  2. What have been some of the main changes over time to the types of crime committed?  3. How and why have punishments changed over time?  4. How have crimes been investigated over time? 5. How have our views about crime changed over time?  6. How realistic are stories about crime and punishment in the past?  **Substantive Concepts** | **The achievements of the earliest civilizations : Ancient Egypt**  **Key Ideas**   * Ancient Egypt was a complex and highly civilised society with complex belief systems. * Their civilisation adapted to the needs of their way of life, centred around farming and the Nile. * There is a range of evidence to help us piece together the lives of Ancient Egyptians but there are many gaps in this evidence.   **Key Questions**   1. Who were the Egyptian gods? How do we know? How different were beliefs in Ancient Egypt from today? 2. What importance did animals have in Ancient Egypt? How do we know? 3. Why did the Egyptians build temples, tombs and pyramids? 4. What religious festivals were there in Ancient Egypt? How did the Egyptians Celebrate them? 5. How did religion affect life in Ancient Egypt? How do we know? Part 1 – writing 6. How did religion affect life in Ancient Egypt? How do we know? Part 2 – buildings, education, festivals, farming and medicine   **Substantive Concepts** |
|  | Autumn | Spring | Summer |
| Year 4/5 | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **Key ideas**   * Saxons, Vikings and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country; * The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over several centuries; * Often they arrived to raid but gradually settled; * They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands; * There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence.   **Key Questions**  1.Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?  2.Why did they come to Britain and move away from where they were born?  3.What kind of people were they?  4.What challenges did they face in establishing settlement?  5.How much fear did the Viking raids cause?  6.With so much rivalry between Saxons and Vikings – who was more successful?  **Substantive Concepts** | **Ancient Greece – a study of Greek life and achievements and their influence on the western world**  **Key Ideas**   * Ancient Greek civilization was united by features such as language and religion * Ancient Greece was divided between rival states who sometimes fought each other. * Ancient Greek civilisation still has a lasting impact on modern life, through the Olympic Games, the Hippocratic oath that doctors must take, forms of theatre such as comedy and tragedy, democracy as a form of government, marathon races, mathematical and scientific ideas, architecture, language and myths and legends.   **Key Questions**   1. Where was Ancient Greece? 2. When was the Ancient Greece civilisation around? 3. How much united the Ancient Greeks? (Exploring in depth aspects of Greek life such as theatre, sport, language, art and sculpture, and religion) 4. How was life in Ancient Athens and Sparta the same/different? 5. What was the outcome of the Peloponnesian War between Athens and Sparta? 6. What is Greek philosophy and what did different philosophers believe? 7. Which aspects of the Ancient Greek life has the most lasting impact today?   **Substantive Concepts** | **A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Baghdad c. 900 CE**  **Key Ideas**   * Circa 900 CE Baghdad was one of the biggest cities in the world * It was purpose built by Harun al-Rashid to run his empire. * Its circular shape and ‘zoned’ areas with lots of irrigation and green areas made it a very modern city. * The Muslim world played a major role in preserving the writings of Ancient Greece and Rome, and making them accessible to Europe. * Ibn Battuta and his Rihla are very important because of how he documented all of his travels * Islam placed great emphasis on medicine and medical advances * A great number of inventions happened in this period and in this part of the world   **Key Questions**  1. How different was Baghdad to London around 900AD?  2. What was in the House of Wisdom?  3. Who was Ibn Battuta and how did his Rihla help us?  4. Who was Al-Zahrawi and what could we learn from Muslim medicine?  5. What did early Islamic civilisation leave behind?  **Substantive Concepts** |
|  | Autumn | Spring | Summer |
| Year 5/6 | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  Key Ideas   * Although there were many conflicts, both societies organised themselves into organised communities; * Over time, the country became more organised ruled by those with larger amounts of land; * These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts; * The success of the societies was not solely due to men. Some women also made notable contributions; * This period saw the return of Christianity and its growth * The period produced some important individuals who made a key contribution to these societies and our knowledge of it including Alfred, Athelstan, Cnut and Bede; * Both societies showed skills in areas such as technology and trade; * Saxons and Vikings have left considerable evidence of their presence in the landscape and in the way we organise ourselves today; * There were considerable differences as well as some similarities between Saxons and Vikings and between both groups and us today.   Key Questions   1. Was there much difference in the lives led by Saxons and Vikings? 2. How important was religion to the Saxons and Vikings? 3. How much rivalry was there between Saxons and Vikings? 4. What was it like around this area in Saxon and Viking times? 5. How far can we trust surviving evidence about the Saxons and Vikings? 6. What did the Saxons and Vikings contribute to life at sea? 7. How much from Saxon and Viking times do we use today?   **Substantive Concepts** | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 The Blitz – All we need to know about World War Two**  Key Ideas   * There were distinctive characteristics of the Blitz Experience of the Blitz relate to where people lived * The major events and war leaders * The global nature of the war and people involved in World War 2. * The impact of war on the deaths of some people from their locality/community. * The war had a broader impact on civilians and service people. * The way in which evacuee experiences have been represented in fictional stories * The way in which a range of sources can help us understand the difference between fiction and evidence. * The way in which evacuee experiences only provide part of the story of childhood experiences during World War 2. * The experiences of a range of children with particular reference to the Kindertransport * The way in which women's lives changed during World War 2 * The significance of this compared with changes in their lives over time * The similarities and differences of men's experiences of conflict * The significance of dangers people faced in both civilian and fighting contexts   **Key Questions**   1. How significant was the Blitz 2. World War 2: Whose War? 3. What was the impact of World War 2 on people in our locality? 4. How well does a fictional story tell us what it was like to be an evacuee? 5. Evacuee experiences in Britain: Is this all we need to know about children in World War 2? 6. How significant was the impact of World War 2 on women? 7. What did men do in the War? Did all men have to fight? 8. When was the most dangerous time to live? How different was the Blitz?   **Substantive Concepts** | **A non-European society that provides contrasts with British history: Benin (West Africa) c. AD 900-1300.**  Key Ideas   * Benin’s history is connected to broader trends and connections with particular reference to Africa and Britain * Benin’s power grew of from the time the Eweka came to the throne in the 12th century reaching the height of its power in the 16th and 17th centuries * Traders arrived there from Europe during the ‘Voyages of Encounter’ from the 15th century, coming from Britain in the 16th century * Benin was taken over by Britain in 1897 during the ‘Scramble for Africa’ * At this time bronzes for which it is renowned were taken from Benin and ended up in museums in different parts of the world. Benin’s past is constructed from written sources were produced by Europeans who went together with archaeological remains, objects and traditional oral stories   **Key questions**  1. What is Africa’s Big Picture?  2. What does the story of Benin’s Bronzes tell us about the history of Benin? Why were the bronzes taken?  3. Why was Benin worth visiting in Tudor and Stuart times?  4.How well were African people in Britain treated?  5.Why is the story of Eweka so important?  **Substantive Concepts** |