



# History Curriculum at Priestsic

The history curriculum at Priestsic has been carefully designed to ensure progression amongst all year groups. While different year groups will study different time periods, in accordance with the National Curriculum, these time periods are studied through specific *lenses*. These lenses give context to the study of the time period and provide a framework for which study can revolve around. As these lenses are returned to throughout different year groups, they give pupils the opportunity to compare and contrast between different time periods e.g; how were the cultures of Ancient Greece and Ancient Egypt similar or different?

Each time period has been selected and narrowed down to focus on content appropriate to the age and stage of the learners and will tie in to what our learners have covered in other subject areas. For example, until learners have gained an understanding of negative numbers in maths, learners will not discuss the concept of AD/BC. Only once they are secure in their understanding of negative numbers can they begin to understand and appreciate this vital aspect of history.

Our curriculum drivers of aspiration, health and wellbeing, vocabulary and diversity run through our history curriculum and influence the significant figures we study.



### Year 3 - Local history -Why is mining so important to Sutton?

#### Lens - Continuity and change.

National Curriculum Objective: Pupils should be taught about ,a local history study

Overview - Pupils apply their knowledge of local history through the lens of continuity and change.. Broadening pupil's understanding of the impact of discovery and technology locally, pupils study the locally significant coal mining industry including how it shaped and changed our region and the experiences, lives and work of miners.

Building on - events within living memory and The Great Fire of London (continuity and change)

#### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that many aspects of everyday life stay the same over time but that some things change.</li><li>• Know chronologically secure, clear narratives, relevant to the period studied.</li><li>• Know the connections between local and regional history.</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know why people did things, why events happened and give explanations about why they may have done things.</li><li>• Know that there are consequences to actions or events within history.</li><li>• Know some key people or groups of people within historical events and explain why they were important.</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know that a range of historical sources can be used to learn about the past.</li><li>• Know that sources can be used to provide answers to questions posed.</li><li>• Know that differing view of the past exist and provide reasoning for this.</li></ul>

#### Substantive knowledge

Context: Mining massively impacted the local area of Sutton in Ashfield and the wider county of Nottinghamshire. Almost all pupils from the area will have had relatives who were involved in the mining industry one way or another. From the openings of the mines, to the eventual closure, the strikes, the changes in labour laws, pupils will apply their knowledge of continuity and change to the time period of 1947-1990, the modern era of coal mining in the UK.

- Introduction to mining, coal and why it was important (specifically within the local area).
- Local area facts such as local collieries- Sutton colliery, Teversal colliery etc.
- Conditions in the mine for adults, children, animals.
- Changes in the law to address safety as time went on.
- Changes over time- significant events in the local area, key dates
- Gathering of first hand accounts and placing this in the timeline of local history.

- The end of mining, why and how did it end? Strikes and laws to address this. How did the end of mining impact the local area?
- Mining today- what does it look like? Does it still exist?

**Summary on a page**

- Suggested time period: 1947-1990
- Coal mining was a principle industry in the UK, analyse the need for coal and why we have since moved away from using it as an energy source.
- Local mines such as Pleasley Pit and Rufford Pits.
- Coal mining peaked in 1913 but gradually declined over the years.
- See Century of Change Book for far more detailed information.

**Further reading and resources:**

- Century of Change Books
- [https://en.wikipedia.org/wiki/Coal\\_mining\\_in\\_the\\_United\\_Kingdom#Nationalisation](https://en.wikipedia.org/wiki/Coal_mining_in_the_United_Kingdom#Nationalisation)
- [https://en.wikipedia.org/wiki/Mining\\_in\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Mining_in_the_United_Kingdom)
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories-mac-williams/zng3f82>

Significant figures	Vocabulary
	Local Trade Industry Mine Pit Strike (Names of different mining equipment- snap tins, davey lamps etc) (Names of local pits and collieries)

## Year 3 - Stone Age -How did Britons begin?

### Lens - Culture

National Curriculum Objective: Pupils should be taught about

- Changes in Britain from the Stone Age to the Iron Age

Overview - Pupils apply their knowledge of power through a cultural lens. They explore the beginnings of Britain, hunter-gatherers to farmers, housing and settlements and the artistic contributions that come through cave paintings and sculpture. Throughout the time, comparisons are made across Stone, Bronze and Iron ages.

Building on - Year 1 and 2 studies of culture in the local area and of significant historical figures such as Amelia Earhart.

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that many aspects of everyday life stay the same over time but that some things change.</li><li>• Know chronologically secure, clear narratives, relevant to the period studied.</li><li>• Know the connections between local and regional history.</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know why people did things, why events happened and give explanations about why they may have done things.</li><li>• Know that there are consequences to actions or events within history.</li><li>• Know some key people or groups of people within historical events and explain why they were important.</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know that a range of historical sources can be used to learn about the past.</li><li>• Know that sources can be used to provide answers to questions posed.</li><li>• Know that differing view of the past exist and provide reasoning for this.</li></ul>

### Substantive knowledge

Context: Pupils will learn about the earliest people to settle in Britain and the cultural changes that took place. Pupils will identify how life was changed as a result of technology and explore what life would have been like in some of the earliest documented experiences of humans.

- First people in Britain and the chronology of this period.
- Hunter gatherers to farmers, changes in food.
- Nomadic lifestyles and settling (movement-caves-housing)
- Changes in housing and lifestyle.
- Changes in artistic contributions, cave paintings to pottery.
- Stonehenge and Skara Brae.
- Tools and their development.

- Archaeology and how we know so much about this time period. Introduction to basic source critique. Include discussion of what pre-history is and how lack of written records affects knowledge.

**Summary on a page**

- Suggested time period: 8700- 1000 BC (Although dates should not be mentioned for this age and stage.)
- Stonehenge and Skara Brae were monuments created by people from this time although the reasons for them are relatively unknown.
- Cave paintings, pottery and other artistic contributions were used to document experiences.
- Contact was made around 2500 BC with Europe which brought new trade and settlers who knew how to craft from bronze.
- Hill forts and early settlements were established to keep communities safe from attacks.

**Further reading and resources:**

- [https://en.wikipedia.org/wiki/List\\_of\\_archaeological\\_periods](https://en.wikipedia.org/wiki/List_of_archaeological_periods)
- <https://historicengland.org.uk/services-skills/education/teaching-activities/timeline-stone-age-to-iron-age/>
- <https://www.history.com/news/prehistoric-ages-timeline>
- [https://en.wikipedia.org/wiki/Three-age\\_system](https://en.wikipedia.org/wiki/Three-age_system)
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
Clarence Van Riet Lowe- South African archaeologist, one of the first to recognise the Stone Age as having 3 distinct eras. Also an accomplished artist and copied many of the cave paintings by hand.	Archaeologist Artefact Neolithic Chronology Tribal Hunter-gatherers Shelter Civilisation Settlement Prey Stone/Bronze/Iron Age Ancient Prehistoric

## Year 4 - Ancient Egypt -What was it like to live in Ancient Egypt?

### Lens - Culture

National Curriculum Objective: Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, **Ancient Egypt**, The Shang Dynasty of Ancient China

Overview - Pupils apply their knowledge of culture through a historical lens. They explore the culture of Ancient Egypt; traditions, religion, clothing, diet and much more in order to gain an immersive knowledge of how people lived thousands of years in the past.

Building on - Year 3 Study of The Stone Age, Bronze Age and Iron Age, Year 2 key figures throughout history and Year 1 study of toys and games from parent's and grandparent's generations. These units all study historical culture on a local and national scale.

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</li><li>• Know that change can have a lasting impact.</li><li>• Know clear narratives within and across periods studied (including in previous years)</li><li>• Know the connections between local, regional, national and international history</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know and compare two periods of history, identifying similarities and differences between them</li><li>• Know that the consequences of actions/events in history may affect different peoples differently</li><li>• Know why people did things or why events happened.</li><li>• Know the key people in historical events, what they did and say why they were important</li><li>• Know about different people and their beliefs in a period of time</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know there are primary and secondary sources and understand that they can vary in reliability.</li><li>• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event or person.</li></ul>

### Substantive knowledge

Context: Ancient Egypt as we know it first began over 5000 years ago when people first settled next to the Nile. The ancient Egyptian civilisation as we refer to it began in approximately 3000 BC when political control of the Nile Valley was unified under King Narmer. This civilisation lasted until 30 BC when the Romans conquered Egypt and subsequently it became part of the Roman Empire. During this

time, Ancient Egypt developed many traditions, rituals, inventions and much more. Students will learn about the general context of Ancient Egypt, it is vital that learners understand the sheer extent of the time period. They will need to know about The Pyramids and the Gods while also understanding that most of The Pyramids were created near the beginning of Ancient Egypt and so the people who lived later in Egyptian civilisation regarded The Pyramids as ancient themselves! Students will then focus on a specified time-frame in Egyptian history, analysing it through the lens of culture, understanding how people lived at that time; how they dressed, spoke, prayed and played among other areas of study.

- Understanding that Egyptian history is typically split into 3 periods, The Old, Middle and New Kingdom.
- That Ancient Egyptians had many different Gods with different responsibilities, e.g Osiris, Ra, Anubis etc and that Ancient Egyptians believed in and prepared for an eternal afterlife.
- Ancient Egypt was ruled by Kings (and later Pharaohs) and that many of these leaders were elevated to god-hood post-death.
- Significant cultural aspects of Egyptian life including Pyramids and burial/funeral traditions in Ancient Egypt (while noting that Pyramid building was largely restricted to early Ancient Egypt or 'The Old Kingdom.')
- Ancient Egyptians had a very distinct writing system- hieroglyphs- which we can understand to this day thanks to the Rosetta Stone.
- Understand how we know so much about The Ancient Egyptians, due to The Rosetta Stone, written records and artwork, preservation of burial sites and tomb-robbing by European and American historians.
- Ancient Egyptian festivals and traditions, e.g Sed Festivals.
- Ancient Egyptian games such as Senet.
- Ancient Egyptian dress, noting the differences in styles between rich/poor, male/female as well as the popularity in jewellery, makeup and perfume.

#### Summary on a page

- Suggested time period: Eighteenth Dynasty of Ancient Egypt- 1550-1292 BC (During the new Kingdom). In particular, focus on reign of Pharaoh Amenhotep III- 1388 BC- 1350 BC.
- Pharaoh Amenhotep's reign was one of the most prosperous in Ancient Egypt.
- Egyptian empire had expanded to it's peak and controlled the majority of land surrounding The Nile.
- Sed festivals were held to test the strength and leadership of Pharaohs. Almost like a jubilee celebrating their reign but also testing to see if they were fit enough to continue. Those who survived, ascended to god-hood.
- Pyramids were no longer being built, due to the time, expense and effort needed, plus they were vulnerable to tomb robbers.
- Mummification was still used for the dead, however important figures were instead buried in more traditional tombs with grand statues built outside to commemorate the dead as opposed to Pyramids. Amenhotep has the most surviving statues with 250 still existing to this day.

- Men, women and children all wore jewelry, makeup and wigs made from resources in the area, such as kohl (ground frankincense and other minerals) for eyeliner.

**Further reading and resources:**

- [https://en.wikipedia.org/wiki/Amenhotep\\_III#](https://en.wikipedia.org/wiki/Amenhotep_III#)
- [https://en.wikipedia.org/wiki/New\\_Kingdom\\_of\\_Egypt#Height\\_of\\_power](https://en.wikipedia.org/wiki/New_Kingdom_of_Egypt#Height_of_power)
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/life-ancient-egypt>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
<p>Merit Ptah- Ancient Egyptian doctor, first ever woman in recorded history to have practised medicine- 4800 years ago. Terribly, it wasn't until the 1930's that another woman in Egypt would practise medicine- Helena Sidarous.</p> <p>Nerfetiti- Along with her husband- Pharaoh Akhenaten, she ruled over one of the wealthiest periods in Ancient Egyptian history (and possibly ruled alone following Akhenaten's death).</p>	<p>Archaeologist Pharaoh Tomb Pyramid Hieroglyphs Sarcophagus Mummy Papyrus Names of different pharaohs Names of different Egyptian Gods Cultural dress Death mask Mummification Sed festival Nile</p>



Year 4 - Ancient Greece -How have the Ancient Greeks changed the world we live in?

Lens - Continuity and change

National Curriculum Objective - a study of Greek life and achievements and their influence on the western world

Overview - Pupils apply their knowledge of continuity and change through a historical lens. They explore the development of Ancient Greece, their achievements and inventions and their lasting impact on the world today.

Building on - Year 3 Local History Study, Year 2 Great Fire of London and Year 1 What's the same and what's different. These units all study continuity and change on a local and national scale.

Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</li><li>• Know that change can have a lasting impact.</li><li>• Know clear narratives within and across periods studied (including in previous years)</li><li>• Know the connections between local, regional, national and international history</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know and compare two periods of history, identifying similarities and differences between them</li><li>• Know why people did things or why events happened.</li><li>• Know the key people in historical events, what they did and say why they were important</li><li>• Know about different people and their beliefs in a period of time</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know there are primary and secondary sources and understand that they can vary in reliability.</li><li>• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event or person.</li></ul>

Substantive knowledge

Context: Ancient Greece was not ever one unified country but instead one civilisation, made of small city states: Athens, Sparta, Thebes, Delphi and Corinth. The classical Age (500-336BC) was a time when the Greeks achieved new heights in architecture, theatre and philosophy. Ancient Greece had their own unique religious pantheon that influenced myths, legends and their understanding of the world.

- Legacy  
The Ancient Greeks created:  
Cartography

Democracy  
 Philosophy  
 The alphabet and many of the words we still use today  
 They also:  
 Used trial by jury  
 Developed the Olympics  
 Heavily influenced modern medicine  
 Understand the impact of their legacy and how it has changed over time.

**Summary on a page**

- Suggested time period: 800-700 BC
- When the Olympics were introduced
- Creation of city states such as Athens and Sparta
- Greek alphabet was introduced
- Greek pottery first introduced
- Democracy started
- Greece began to expand and form colonies across Europe which is how their legacy spread.
- Temples to the traditional Greek Olympian Gods began to be built, starting with temples to Apollo (The Sun God).
- Difficult to discuss one specific ruler/leader as every city state had its own government and laws but it is possible to compare and contrast these, for example Athens had a (semi) democratic system whereas Sparta was ruled by two Kings.

**Further reading and resources:**

- [https://en.wikipedia.org/wiki/Archaic\\_Greece](https://en.wikipedia.org/wiki/Archaic_Greece)
- <https://www.bbc.co.uk/bitesize/topics/z87tn.39>
- <https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
<p>Hippocrates- Ancient Greek philosopher and physician, came up with most of the standards we still follow today in medicine including the Hippocratic Oath.</p> <p>Sappho- Ancient Greek poet, widely regarded as one of the best romantic poets of all time. Believed in love for all, she often wrote about women she loved in her poetry making her one of the first LGBT+ historical figures.</p>	<p>Philosophy          Athenians          Spartans          Democracy          Dictatorship          Olympic          Greek Gods          Legacy          Politics          Etymology          Inequality          Civilisation          B.C/A.D</p>

	<i>Cartography</i> <i>Architecture</i> <i>City states</i>
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## Year 5 - Anglo Saxons and Vikings -Why was the Danelaw necessary?

### Lens - Power

National Curriculum Objective: Pupils should be taught about

- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Overview - Pupils apply their knowledge of power through a historical lens. They explore the invasions of Britain by the Anglo-Saxons and The Vikings and how these two civilisations co-existed in Britain.

Building on - Year 5 study of The Roman Empire.

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that continuity is the idea that many aspects of everyday life stay the same over time.</li><li>• Know that some key events caused great change for large numbers of people, e.g the Roman Empire's spread across Europe and Africa.</li><li>• Know clear narratives within and across periods studied (including in previous years)</li><li>• Know the connections between local, regional, national and international history</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know some of the connections between two periods of history to begin to develop historical perspective.</li><li>• Know that the consequences of actions/events in history may affect different peoples differently and that these consequences can be both positive and negative.</li><li>• Know that these consequences may be viewed differently by different peoples.</li><li>• Know that there are similarities and differences in everyday life for different groups of people in a historical context (e.g, men/women, rich/poor, rulers/ordinary people).</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</li><li>• Know that sources can be useful for particular tasks and should be evaluated and selected based on this criteria.</li><li>• Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</li></ul>

### Substantive knowledge

Context: Beginning at 449 AD, The Anglo-Saxons and Jutes invaded Britain bringing along with them a raft of changes to the country such as The Heptarchy, counties and much more. Year 5 will study the reasons why they came, the power structures and balances between the kingdoms and the subsequent invasion of The Vikings (789 AD). Year 5 will analyse how the two societies co-existed and eventually left.

- Where each Viking and Anglo-Saxon tribe settled
- The Power balance between the Heptarchy
- Crime and punishment
- King Alfred the Great
- Danelaw
- The Battle of Hastings
- The attack on Lindisfarne Priory

### Summary on a page

- Suggested time period: 449 AD- 1066 AD
- Initial invasion of Britain in 449 AD by Angles, Saxons and Jutes.
- Reasons why tribes left Scandinavia and Germany to settle in Britain- including rising floodwaters.
- Establishment of Heptarchy and division of Britain into kingdoms following Rome's exodus of Britain.
- The initial wars and later relative peace between tribes once Kingdoms established. How this impacted Britain- Dark Ages and lack of education, movement of life from towns and cities to the countryside, place names and words like cow and cheese still being used in Britain. All of this can be examined through the lens of power and provide reasons why Viking raids were easy ways for Vikings to seize power for themselves.
- Following invasions by Vikings from 789 AD
- The culture of Vikings moving from raiding abbeys and monasteries to settlement and extortion including the establishment of the Danelaw. All can be analysed through the lens of power, from overt strength to coercive control.
- The idea of Viking Sagas being where we get a lot of our information from is problematic. Viking Sagas were written centuries after the time of Vikings (specifically The Sagas of The Icelanders) and so will contain many inaccuracies, could be a great example to use when critiquing sources.
- The Battle of 1066 is the end of this period and should not be the primary focus. Instead, look at it through the lens of power, how power was transferred from warring factions in Harold and Harald to William the Conqueror. Reasons why William was so successful- a divided nation, exhaustion from previous battles and timing.

- The Bayeux Tapestry can provide interesting source-work as a record for the battle and events leading up to it, students could act like a historian by 'interpreting' part of the tapestry.

**Further reading and resources:**

- [https://en.wikipedia.org/wiki/Battle\\_of\\_Hastings](https://en.wikipedia.org/wiki/Battle_of_Hastings)
- <https://www.bbc.co.uk/bitesize/topics/zxsbcdm>
- <https://www.youtube.com/watch?v=Wc5zUK2MKNY>
- <https://www.youtube.com/watch?v=QV7CanyzhZg> (first 4 minutes)
- <https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
- Crash course world history on youtube (not for pupils)

Significant figures	Vocabulary
Alfred The Great-	Raid
King Cnut-	Longship
King Offa-	Scandinavia
	Danelaw
	Jorvik/other area names
	Heptarchy
	Shire/county
	Wessex
	Wergild
	Mercia
	Angles/Saxons/Jutes
	Concurrent
	B.C/A.D
	Kent
	Sussex
	Northumbria
	Essex
	East Anglia
	Battle of Hastings
	King names
	Lindisfarne Priory
	Monastery

## Year 5 - The Roman Empire -How did The Romans pave the way?

### Lens - Power

National Curriculum Objective: Pupils should be taught about

- the Roman Empire and its impact on Britain
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (specifically in the examples listed in the NC the legacy of Ancient Greek and Roman culture on later periods of British history including the present day).

Overview - Pupils apply their knowledge of power through a historical lens. They explore the power dynamics of The Roman Empire to gain an immersive knowledge of how Roman society spread and influenced societies across the world.

Building on - This will be an introduction to the lens of power, ready to build on the following subject of Anglo Saxons and Vikings.

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that continuity is the idea that many aspects of everyday life stay the same over time.</li><li>• Know that some key events caused great change for large numbers of people, e.g the Roman Empire's spread across Europe and Africa.</li><li>• Know clear narratives within and across periods studied (including in previous years)</li><li>• Know the connections between local, regional, national and international history</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know some of the connections between two periods of history to begin to develop historical perspective.</li><li>• Know that the consequences of actions/events in history may affect different peoples differently and that these consequences can be both positive and negative.</li><li>• Know that these consequences may be viewed differently by different peoples.</li><li>• Know that there are similarities and differences in everyday life for different groups of people in a historical context (e.g, men/women, rich/poor, rulers/ordinary people).</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know which sources are generally considered most reliable for gaining an accurate understanding of events or periods in time.</li><li>• Know that sources can be useful for particular tasks and should be evaluated and selected based on this criteria.</li><li>• Know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.</li></ul>

### Substantive knowledge

Context: Spanning from Julius Caesar's initial, failed attempt to invade Britain (55BC), to the first successful invasion (43AD) by Emperor Claudius and the eventual withdrawal from Britain in 410 AD. Year 5 will study the Roman Empire and its invasion of Britain through the lens of power, analysing how roads were created to mobilise armies, how walls were built to defend and segregate and how life was improved to establish control.

- Julius Caesar and his failed invasion of Britain, reasons why.
- Emperor Claudius and his successful invasion, what did he do differently?
- How Emperor Claudius established control over the local tribes, including negotiations, deals and bartering.
- Boudicca and the rebellion of the Iceni.
- Hadrian's Wall, forts, defences and the reasons why Rome never conquered Scotland.
- Establishment of roads and how they changed Britain, including other advancements such as baths and aqueducts.
- The withdrawal of the Empire from Britain.

### Summary on a page

- Students should begin by learning the overall context of The Roman Empire. They should learn broad details such as what an empire is, how they conquered and spread throughout Europe, their values of Democracy, The Senate and Emperors. They should learn about Romanisation as a form of control, the idea that any conquered territory 'became Roman' and thus took on the culture of Rome such as bathing and coliseums as well as religion. Slavery and inequalities can also be analysed through the lens of power.
- Following this, a specific focus should be placed on Rome's time in Britain, starting with Caesar's first invasion in 55 BC, moving to Emperor Claudius' successful invasion in AD43, the subsequent rule and influence of Rome in Britain, leading to their eventual withdrawal in AD410.
- Caesar's failed invasion- due to weather, lack of local knowledge of terrain and wars elsewhere prompting a withdrawal.
- Claudius' successful invasion- use of roads, forts and other engineering to establish power and control. Negotiations and extortion of local tribes creating further power.
- Examples of tribes trying to re-claim their power- Boudicca and the Iceni's rebellion against Rome. Her alliances with tribes, her warring and burning of various cities and her eventual loss and death.
- Creation of Hadrian's Wall as a way to exert further control and as a safety precaution against the Scottish tribes.
- The lasting influence and examples of Romanisation in Britain- use of Latin, Baths, sewers, roads, place names.



- The eventual fall of Rome due to: over-expansion, debt, rebellions, civil-unrest, barbarians and how that led to Rome's withdrawal from Britain in AD410.

**Further reading and resources:**

- Crash course world history on youtube (not for pupils)
- <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt#zd.877yc>
- <https://www.youtube.com/watch?v=oPf27gAup9U>
- <https://www.youtube.com/watch?v=3PszVWZNWVA>
- <https://www.imagininghistory.co.uk/post/julius-caesar-and-his-invasion-of-britain>
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Significant figures	Vocabulary
<p>Julius Caesar- successful and powerful Emperor of Rome.</p> <p>Boudicca- strong female figure who stood up for the rights of her Iceni people.</p> <p>Septimus Severus- First black emperor, originating from North Africa and expanded Roman territory in Scotland, strengthening Hadrian's Wall. Can provide interesting PSHRE-related discussions as to how he is technically Britain's only black ruler and prompts the question as to why it has been so long since then.</p>	<p>Legacy</p> <p>Legion</p> <p>Emperor/empire</p> <p>Londinium/other place names of the time.</p> <p>Conquer</p> <p>Rebel</p> <p>Romanisation</p> <p>Iceni</p> <p>Civilisation</p> <p>B.C/A.D</p> <p>Hadrian's Wall</p> <p>Forts</p> <p>Watling Street/other important road names</p>

## Year 6 - WW2 - Does being powerful make you right?

### Lens - Power

National Curriculum Objective - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Overview - Pupils apply their knowledge of power through a historical lens. They explore the events that led up to WW2 and examine how and why World War 2 ended. The study what life was like for people during World War 2 and analyse the impact of the war on Britain and Germany.

Building on - Year 5 study on Anglo Saxons and Vikings (power) and Year 5 study on Rome (power).

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that changes can have long or short term consequences and have an effect on large numbers of people or only particular groups.</li><li>• Know clear narratives within and across periods studied (including previous years learning)</li><li>• Know the connections between local, regional, national and international history and between a range of historical viewpoints (eg social, cultural, military)</li><li>• Know the connections between short-term and long-term scales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know that people make decisions for a variety of reasons eg personal gain, a lack of options</li><li>• Know they make decisions based on the cultural context of the time and this may be different from our context</li><li>• Know there are similar aspects to different periods of time eg strong leadership, invasion, but there are also differences</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know which source of evidence is most appropriate</li><li>• Know that evaluating the usefulness and accuracy of a source is important</li><li>• Know that some accounts are biased and may miss out key facts</li><li>• Know and begin to analyse why there are different historical interpretations of events, people and changes</li><li>• Know that interpretations of history may be inaccurate and should be analysed and evaluated</li></ul>

### Substantive knowledge

Context: WW2 was a key turning point in national and international history. Taking place between 1<sup>st</sup> September 1939 - 2<sup>nd</sup> September 1945, the Allies of Great Britain, USA, France, Russia, Canada et al combined to defeat the threat posed by the Axis forces of Germany, Italy and Japan. Students will learn about: the various events

Leading up to WW2, key socio-political phenomena of the time such as rationing and evacuation, the role of Nottinghamshire in the war, the lasting impact of WW2 and much more. The lens of power allows learners to gain an understanding of how power dynamics can rapidly shift on a global scale as well as how power can be exerted over the powerless on a personal level.

- Cause of WW2
- Allies and Axis powers
- Evacuation
- Rationing
- Role of women
- Local study looking at the impact of WW2 on Nottinghamshire
- How and why WW2 ended
- How WW2 has influenced modern society (Great Britain and Germany)
- The Holocaust

### Summary on a page

- Key dates of WW2- 1<sup>st</sup> September 1939- 2<sup>nd</sup> September 1945
- VE Day (when war in Europe was declared won by the allies following the unconditional surrender of Germany) 8<sup>th</sup> May 1945
- Ally countries including: Great Britain, USA, USSR, France, Poland, Canada, Belgium, China, Australia, India, Greece (non-exhaustive)
- Axis powers including: Germany, Italy, Japan, Hungary, Romania, Bulgaria, Finland, Thailand (non-exhaustive)
- Neville Chamberlain's policy of appeasement towards Germany being a key factor to Germany claiming more and more territories leading up to the war (power left unchecked)
- How the war influenced people in the UK- rationing, evacuation, blitz, bomb-shelters, role of women and 'we can do it!'
- The Holocaust, the causes of it (financial blame, scaremongering, propaganda and Aryanism)
- Key turning points in the war, led by Britain- The Battle of Britain and Codebreaking the Enigma Code.
- Nottinghamshire's role in WW2 including local tank factories and prisoner of war camps. (See Century of Change Local History book in staffroom for excellent resources and information)
- The end of the war, Germany's surrender and what living in Germany was like towards the end of the war (ersatz or substitute clothing made of paper, extreme hunger, local resistance), end of the war with Japan including the Atomic Bomb, diplomacy post-war including the establishment of East and West Germany.

### Further reading and resources:

- Crash course history (not for pupils)
- Century of Change Local History book in staffroom

- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw>
- <https://www.gov.uk/government/news/the-women-of-the-second-world-war#:~:text=From%201941%2C%20women%20were%20called,bus%20and%20fire%20engine%20drivers.>

Significant figures	Vocabulary
<p>Alan Turing- Helped end the war a lot quicker due to his breaking of the Nazi enigma machine. An incredible mathematician. Despite this, months after breaking the code he was arrested for 'gross misdecency' due to being gay. Because of his awful treatment by the police and government he later committed suicide and it was only recently in 2013 that he was given a pardon.</p> <p>Adolf Hitler ruled Germany from 1933 to 1945. He called himself Führer (Leader). Hitler believed that Germans were born to rule over other peoples. This led to World War II. He also believed that there was no place in society for Jewish people. This idea led to the Holocaust, when millions of Jews were killed.</p>	<p>Dictator Aryan Holocaust Concentration Camp Nazi Propaganda Allies/Axis Evacuation Anti-Semitism Blitz Rationing</p>

## Year 6 - Ancient Maya - Why was Maya one of the most sophisticated societies in the history of the world?

### Lens - Culture

National Curriculum Objective - describe and compare a non-European historical society to other civilisations and then to closely analyse and describe one key moment within history and understand its lasting impact on society today

Overview - Pupils apply their knowledge of culture through a historical lens. They explore the development of Ancient Maya, their achievements and inventions and their lasting impact on the world today.

Building on - Year 1 Houses and Homes, Year 2 famous people (Amelia Earhart), year 3 Stone/Bronze and Iron Age, Year 4 Ancient Egypt and Year 5 Ancient Rome

### Disciplinary knowledge

Time and chronological knowledge	<ul style="list-style-type: none"><li>• Know that changes can have long or short term consequences and have an effect on large numbers of people or only particular groups.</li><li>• Know clear narratives within and across periods studied (including in previous years)</li><li>• Know the connections between local, regional, national and international history and between cultural, religious and social history.</li><li>• Know the connections between short-term and long-term timescales.</li></ul>
Conceptual understanding	<ul style="list-style-type: none"><li>• Know and compare two periods of history, identifying similarities and differences between them</li><li>• Know that changes over time can happen rapidly due to significant events like invasion, or more slowly over time.</li><li>• Know that change can have a lasting impact.</li><li>• Know why people did things or why events happened.</li><li>• Know about different people and their beliefs in a period of time</li><li>• Know that people make decisions for a variety of reasons</li><li>• Know that there are similar aspects to different periods of time and that there are also differences</li></ul>
Critical thinking	<ul style="list-style-type: none"><li>• Know there are primary and secondary sources and understand that they can vary in reliability.</li><li>• Know how to select and combine information from different sources and accounts to create a fuller and more accurate picture of an event.</li><li>• Know that interpretations of history may be inaccurate and should be analysed and evaluated.</li></ul>

## Substantive knowledge

Context: Ancient Maya as we know it was a non-European historical society which is typically split into three distinct periods: Pre-Classic (2000 BC-250 AD), Classic (250 AD- 900 AD) and Post-Classic (900 AD- 1539AD). Students will learn about the beginnings of this great civilisation, the progress they made in agriculture, maths and architecture as well as the unique religion and culture of the time. During the study of Ancient Maya, students will engage with source-work and gain an understanding for how we know so much about Ancient Maya.

- Maya products (food - compare this to Ancient Egypt)
- that were produced and traded
- Maya artefacts and structures
- The political system
- Religion and superstition
- The numerical and alphabetical system

## Summary on a page

- Focus of study- Late Classic era (600-900 AD)
- Building of Chichen Itza, one of the largest Mayan cities ever built.
- Chichen Itza was a hub for Mayan culture and as such is a great focal point for study.
- During the classic period, rule was held by 'Divine Kings' who maintained the link between the mortal and spiritual worlds.
- Maya developed much of their art and sculpture during this period, including their famous jade sculptures.
- Worth discussing why the Classic era is significant, a grand shift from rural and agricultural living to more urban, populous cities.
- Maize was seen as an almost spiritual crop, a gift from the Gods and was held in high regard.
- The link between religion and the ruling class.
- The use of human-sacrifice, seen as commonplace and was often linked to ceremonies such as the swearing in of a new King.
- The establishment of vast trade-routes across central America.
- Art was generally reserved for the ruling classes and reflected their religion and culture, however a typically under-represented artistic area is graffiti, with many of the poorer, under-represented peoples of Maya expressing themselves through graffiti.
- Vast pyramids and temples were built in reverence of the Gods.
- Belief in the supernatural influenced all aspects of Maya life, even down to simple household tasks such as cooking or cleaning.
- End of classic era, abandonment of cities.

### Further reading and resources:

- Crash course world history on youtube (not for pupils)
- <https://www.youtube.com/watch?v=6P85RWxLY4I>
- [https://en.wikipedia.org/wiki/Maya\\_civilization#Religion\\_and\\_mythology](https://en.wikipedia.org/wiki/Maya_civilization#Religion_and_mythology)
- [https://en.wikipedia.org/wiki/Chichen\\_Itza](https://en.wikipedia.org/wiki/Chichen_Itza)

Significant figures	Vocabulary
<p>Dr Dianne Davies - Dianne an female archaeologist, specialising on the Maya, a culture from Central America. She uses her academic knowledge and excavational experience to share with others.</p>	<p>Glyph  Codices  Central America  Sacrifice  Ritual  Civilisation  Hierarchy  Legacy  Pyramid  City state  Trade  export</p>