

History Curriculum at Ingleton Primary School



The foundations for historical knowledge and skills are developed in the Early Years in our Nursery and Reception Classes. In Key Stage One, pupils then go on to learning through history topics over a 2-year cycle. In Key Stage Two, to compliment our mixed age classes, we work on a 4-year cycle of history topics.

In Early Years Foundation Stage, at Ingleton Primary School, history is largely covered as part of the Early Learning Goal, “Understanding the World” through a range of hands-on experiences, stories and activities.

EYFS Progression in History			
Nursery	Understanding the World		Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Early Learning Goal	Understanding the World	Past and Present	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1 History Progression Document



KS1 2 year History and Geography Curriculum Cycle

	2023/2024	2024/2025
Autumn 1	UK tour Gunpowder Plot	My Place in the World (including local history)
Autumn 2	Toys	Homes
Spring 1	Explorers	Travel and Transport
Spring 2	Around the World	Around the World
Summer 1	Kings and Queens	The Great Fire of London
Summer 2	Incredible Ingleton (including local history)	Wonderful Weather

KS1 Progression of Skills

1. Causes and effects	2. Similarities and differences	3. Chronology	4. Presenting and Communicating	5. Finding out from sources
a. Children can explain why people did things b. Children can explain why events happened c. Children can explain what happened as a result of events and actions	a. Children can recognise some similarities and differences between past and present b. Children can identify similarities and differences between ways of life in different periods	a. Children can describe changes that have happened in their own lives b. Children can make a simple timeline of artefacts or events	a. Children can describe events and people from the past through writing, drawing and performing b. Children can use some historical vocabulary such as: technology and government.	a. Children can find things out from sources such as artefacts, pictures and stories b. Children can ask and answer questions about the past

Big Idea (Abstract concepts woven across the curriculum)

1. New Technology
2. Society (Us and them)
3. Religion
4. Government
5. Nature
6. Local History

<u>Gunpowder Plot</u>
<ul style="list-style-type: none"> • The Gunpowder Plot was a plan to kill King James 1 and his government by blowing up the houses of parliament • The plotters were all Catholic. They thought that King James I was being unfair to Catholics because he was a Protestant. They did not want him to be the king any more. • The plot failed. Guy Fawkes was found with gunpowder in the cellar at the Houses of Parliament and executed for his crime

Glossary: Catholic, Protestant, Plot, Parliament

Resources and differentiation for Year 2

1. **Who was Guy Fawkes and why do we burn a guy on a bonfire? (1a)**

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/gunpowder-plot/the-gunpowder-plot-a-moving-story/>

2. **What went wrong with the plot? (2a, 2b)**

<https://www.keystagehistory.co.uk/keystage-1/using-drama-to-teach-the-gunpowder-plot/>

3. **Judge how well a source (video) tells the story of the gunpowder plot (5a) (YEAR 2)**

<https://www.keystagehistory.co.uk/keystage-1/gunpowder-plot-smart-task-dear-producer/>

<https://www.youtube.com/watch?v=74GKQoYPL6E>

Toys

- When we were younger, we played with different toys to the ones we play with now
- Some of the toys which our parents and grandparents played with are different to our toys. In the past toys were often made of different materials such as tin, paper and wood.
- Some of the toys which our parents and grandparents played with are similar to our toys such as teddy bears.
- A lot of modern toys are plastic and have electrical parts. Plastic and electronics are newer technology.

Glossary: plastic, wooden, electronics, modern, materials

Resources and differentiation for Year 2

1. **What are our toys like?**

-Children use the terms same and different to describe toys they know

-Children distinguish between old and new toys

<https://www.keystagehistory.co.uk/keystage-1/what-are-our-toys-like-today-kq1/>

2. **What are other people's toys like?**

-Children describe how toys change as children grow older

<https://www.keystagehistory.co.uk/keystage-1/what-are-other-peoples-toys-like/>

3. **How can we tell these toys are old?**

-Children explain how they know a particular toy is old (wear and materials)

<https://www.keystagehistory.co.uk/keystage-1/kq3-how-can-we-tell-these-toys-are-old/>

4. **What were our grandparents toys like and how do we know?**

-Children describe changes between their toys and their grandparents'

-Children think of different types of evidence to find out about grandparents' toys

<https://www.keystagehistory.co.uk/keystage-1/kq4-what-sorts-of-toys-did-our-grandparents-play-with-and-how-do-we-know/>

5. **Who played with these toys a long time ago? (YEAR 2)**

-Children match toys with the people who might have played with them (grandparents, parents or children)

<https://www.keystagehistory.co.uk/keystage-1/who-played-with-these-toys-in-the-past-and-how-can-we-know-kq5-lesson/>

6. **How can we set up a Toy Museum? (YEAR 2)**

-Children communicate how they know toys are old and who might have played with them

<https://www.keystagehistory.co.uk/keystage-1/who-played-with-these-toys-in-the-past-and-how-can-we-know-kq5-lesson/>

Explorers

- Robert Scott led a team of explorers who were trying to be the first people to reach the South Pole. In the end, Scott's team reached the Pole second after the Norwegian team.
- Felicity is a modern explorer. In 2012, she became the first woman to ski across Antarctica alone.
- Ibn Battatu is a Muslim traveller who visited many places in Africa and Asia as part of his religious pilgrimage

Glossary: expedition, equipment, explorer, polar, pilgrimage

Resources and differentiation for Year 2

1. How did Scott get to the South Pole

-Children can sequence the events in Scott's journey

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic/ks1-scotts-journey-to-the-south-pole/>

2. Why did Scott risk his life going to the South Pole?

-Children list some reasons for Scott's exploration: enjoyed adventure, wanted to be the first, wanted to do scientific experiments

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic/why-did-scott-risk-his-life-going-to-the-south-pole-ks1-smart-task-kq3/>

3. How do we know about Scott's last journey? (YEAR 2)

-Children work out which of Scott's photograph provide evidence for different statements about his exhibition

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic/how-do-we-know-what-happened-on-scotts-last-journey-a-smart-task/>

4. Why did Scott not get to the South Pole first? (YEAR 2)

-Children list some reasons why Scott was second such as : Scott carrying heavier equipment, worse weather and Amundson learning from Inuit people.

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/scott-of-the-antarctic/scott-of-the-antarctic-why-did-he-not-get-to-the-south-pole-first/>

5. Who is Felicity Aston?

-Children learn about Felicity Aston, ask and answer questions about what she did, where she travelled and what equipment she used

-Children compare Aston's expedition to Scott's expedition.

6. Who is Ibn Bhattuta?

-Children learn about Ibn Bhattuta's journeys.

-Children compare Bhattuta to Scott and Aston

Kings and Queens

- Kings and Queens are the head of state which means that they lead the country. In the past they ruled the country and decided the laws but now, we vote for a prime minister to make these decisions.
- Queen Victoria reigned for 64 years. Trains and cars were invented during her rule and all children started going to school.
- Queen Elizabeth II reigned for 70 years. Whilst she was Queen many important things have happened such as the moon landing, the invention of the internet, people having TVs at home and (more) equal pay for women.

Glossary: reign, royal, rule, crown, parliament

Resources and differentiation for Year 2

1. What is a monarch?

2. Who was Queen Victoria and what was life and school like in her time?

3. Who is Queen Elizabeth and how has life changed for her during her reign?

Children describe changes in photographs of objects and street scenes between 1950 and present day

<https://www.keystagehistory.co.uk/the-queens-platinum-jubilee/queen-elizabeth-iis-platinum-jubilee-kq3-how-has-life-changed-for-the-queen-since-her-coronation/>

4. Which important events happened during the Queen's reign (YEAR 2)

-Children compare the importance of events such as: the moon landing, the internet, TV ownership, new medicines and (more) equal pay for women

- <https://www.keystagehistory.co.uk/the-queens-platinum-jubilee/queen-elizabeth-ii-platinum-jubilee-kq4-what-important-events-have-happened-during-the-queens-long-reign-more-suitable-for-older-pupils/>

Great Fire of London

- The Great Fire of London started in a Bakery on Pudding Lane in 1666
- The fire spread very quickly because the houses were so close together and because they were made of wood with straw rooves.
- After the fire, King Charles II ordered that the houses be rebuilt further apart and from stone so that no fire could cause so much damage again. St Paul's Cathedral was also rebuilt by Sir Christopher Wren
- Samuel Pepys witnessed the fire and wrote a diary describing what happened.

Glossary: rebuilt, diary, fire engine, Thames, Cathedral

Resources and differentiation for Year 2

1. How can we work out why the fire started?

-Children use evidence and sources to find out where the fire started

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/the-great-fire-kq1-how-can-we-work-out-why-the-great-fire-started/>

2. What happened during the Great Fire and how do we know?

-Children sequence events during the fire

-Children make inferences and deductions from a painting of Samuel Pepys burying his possessions

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/the-great-fire-kq2-what-happened-during-the-great-fire-and-how-do-we-know/>

3. Why did the Great Fire burn down so many houses?

-Children make inferences about reasons for the fire based on a picture of London at the time

-Children can list several reasons for the fire

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/why-did-the-great-fire-burn-down-so-many-houses/>

4. How did people manage to live through the great fire? (Year 2)

-Children identify problems caused by the fire

-Children describe ways the government tried to help

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/great-fire/the-great-fire-kq5-how-did-people-manage-to-live-through-the-great-fire/>

Travel and Transport

- The Wright brothers were engineers who were the first people to build and fly a plane. They worked hard for many years and had many failures before they finally succeeded.
- Neil Armstrong was an American astronaut and the first person to walk on the moon. He was a highly trained pilot who liked adventure. America and Russia were in a Space Race to reach the moon first.
- Amy Johnson was the first person to fly from the UK to Australia.

Glossary: astronaut, plane, engineers, America, Russia, aviator

Resources and differentiation for Year 2

1. How did the Wright brothers build and fly the first plane?

-Children retell the story of the Wright brothers

-Children identify the most important events (turning points) in the Wright brothers' mission

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/wright-brothers/how-did-the-wright-brothers-manage-to-be-first-to-launch-a-man-powered-flight/>

2. Why did the Wright brothers succeed where others had failed? (YEAR 2)

-Children identify and compare reasons why the Wright brothers were successful

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/wright-brothers/why-did-the-wright-brothers-succeed-where-others-had-failed-kq3-activity1/>

3. Why did the astronauts risk their lives going to the moon?

-Children think of questions to ask Neil Armstrong

-Children compare some reasons why he went to the moon including: he was very highly trained so he wasn't too scared, he wanted to show that America was better than Russia, he liked danger and adventure

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/astronauts-risk-lives-going-moon/>

4. How were they able to get to the moon and back safely?

-Children use pictures and space vocabulary to sequence the events of the Apollo moon landing

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/moon-landing-kq3-how-were-they-able-to-get-to-the-moon-and-back-safely/>

5. Who was Amy Johnson and how did she become the first person to fly to Australia?

-Children retell the story of Amy Johnson

-Children identify appropriate adjectives to describe Amy Johnson

<https://www.keystagehistory.co.uk/keystage-1/amy-johnson-story-telling-relay-ks1/>

Local History of Ingleton

- The Iron Age fort on top of Ingleborough was built thousands of years ago. The church site is about 900 years old and the viaduct is about 150 years old.
- Ingleton Swimming Pool was built for the local people by volunteers and coal miners in 1933.
- In photos of Ingleton in the past, there are a lot fewer cars and some buildings are different such as the train station

Glossary: Hill fort, church, viaduct, coal miners, volunteers

Resources and differentiation for Year 2

<https://www.thisisingleton.co.uk/history-of-ingleton/Children>

1. Children sequence important events in Ingleton's history including: the Iron Age fort, the building of the church, the viaduct, the school and the swimming pool
2. Children learn about the history of the swimming pool
3. Children look at the development of the pump track and what has changed as it was built
4. Children identify similarities and differences in photographs of Ingleton then and now.

Houses

- In the past, homes were often made of different materials such as wooden walls and thatched roofs.
- In the past, homes contained objects made of metal or wood such as irons, copper kettles and wooden carpet beaters. Now a lot of objects are made of plastic and they are sometimes powered by electric.
- In the past, people heated their homes by burning coal or wood on the fire but now most homes have radiators.
- Doing some household tasks such as washing clothes would have taken a lot longer using washing mangles instead of washing machines.

Glossary: Wooden, thatch, metal, plastic, electric, washing mangle, radiators,

Resources and differentiation for Year 2

1. Children identify similarities and differences between houses in the past and modern houses
2. Children compare and sort houses chronologically
3. Children compare materials used in old and new houses
4. Children compare how life would have been different living in homes of the past. (Year 2)

KS2 History Progression Document



4 year History and Geography Curriculum Cycle

Year	Autumn	Spring	Summer
A;	Pre Historic	Dynamic Earth	Earth Caretakers
	<i>Stone Age- Iron Age</i>	<i>Earthquakes and volcanos</i>	<i>Enough for Everyone</i>
	Theme days re-enactments	<i>BHM: Ibn Battatu + Sacagawea</i>	
B;	Shields & Ships	Location Location	Let the games begin
	<i>Romans, Saxons, Vikings</i>	<i>Maps, Contrasting Localities</i>	<i>World</i>
	BHM: Mansa Mussa + Emperor Septimus Severus		<i>Ancient Greeks</i>
	Theme days, visit to Roman fort remains.		
C;	War and Peace	Hot and Cold	Amazing Americas
	<i>WW2</i>	<i>Biomes, Polar to Rainforest</i>	<i>North/ South and Mayans</i>
	<i>BHM: Gandhi + Nelson Mandela Visit to Stockport air shelter</i>		
D;	Age of Change	Buried Treasure	H 2 O
	<i>Victorians</i>	<i>Ancient Egypt</i>	<i>Rivers, Coasts, Mountains</i>
	<i>BHM: Mary Seacole + Olaudah Equiano</i>		
	<i>Ribblehead viaduct, Victorian school day, Sltaire/ Bradford museum</i>		

Big Idea (Abstract concepts woven across the curriculum)

1. New Technology
2. Society (Us and them)
3. Religion
4. Government
5. Nature
6. Local History

KS2 Progression of Skills

Analysing cause and effect	Analysing similarities and differences	Chronology	Presenting Organising and Communicating	Interpreting Sources
<p>Year 3</p> <ul style="list-style-type: none"> Children can identify the reason (cause) why a historical figure took a particular action Children can list multiple causes of an event <p>Year 4</p> <ul style="list-style-type: none"> Children can identify broader and impersonal causes of events not dependent on human decisions. For example, Egyptian civilization thrived because of the regular flooding of the Nile Children can explain and prioritise particular causes instead of simply listing causes. Children can identify effects of historical events <p>Year 5</p> <ul style="list-style-type: none"> Children can classify causes e.g. to do with money, religion, technology, short term or long term Children can identify how different groups are affected differently by events <p>Year 6</p> <ul style="list-style-type: none"> Children can explain the relative importance of different causes of an event. E.g. The main reason was Children can identify short term and long term effects of an event 	<p>Year 3</p> <ul style="list-style-type: none"> Children can identify simple changes over a long period e.g. differences between Old Stone Age and Iron Age <p>Year 4</p> <ul style="list-style-type: none"> Children can identify similarities and differences over time e.g. Iron Age and Roman homes/lifestyles Children understand that change can be reversed e.g. much of the Roman impact was lost when the Saxons invaded and settled <p>Year 5</p> <ul style="list-style-type: none"> Children can identify periods of widespread and important change known as “revolution” Children can explain slow changes and fast changes such as the adoption of iron tools (slow) and the industrial revolution (fast) <p>Year 6:</p> <ul style="list-style-type: none"> Children can explain different views on change. There are winners and losers E.g. the industrial revolution brought huge profit to factory owners but decimated many traditional industries. Children can evaluate the significance of different changes over time 	<p>Year 3</p> <ul style="list-style-type: none"> Children can confidently spot major anachronisms) from most periods studied when compared with today; (e.g a tractor in ancient Egypt) Can sequence events in simple narrative e.g. Boudicca’s revolt; <p>Year 4</p> <ul style="list-style-type: none"> Can use words which mark the passing of time, moving from simple ‘before and after’ to use words such as during or while e.g. when describing the process of mummification; Children can talk about the past in terms of periods e.g. Egyptian, Roman; Children can sequence BC and AD dates Children understand that Ancient means thousands of years ago <p>Year 5</p> <ul style="list-style-type: none"> Children can use some key dates as important markers of events e.g WW2 began in 1939 Children can use more sophisticated time markers within periods e.g. at the start of Victoria’s reign, in the first year of WW2 Children can talk about three periods of time .e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s; <p>Year 6</p> <ul style="list-style-type: none"> Children can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted, the changes in the industrial revolution Children can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz; Children can successfully sequence the historical periods studied during KS2 	<p>Year 3</p> <ul style="list-style-type: none"> Children can write in simple and accurate, sequenced, sentences when narrating what happened in the past; Children can make lists of explanations or causes <p>Year 4</p> <ul style="list-style-type: none"> Children can provide some evidence to support an answer Children’s writing is beginning to have some shape, though not yet structured in paragraphs; <p>Year 5</p> <ul style="list-style-type: none"> Children’s writing is structured and provides supporting evidence for statements made; Children can see two sides of a question and can offer arguments on both sides; Children make widespread use of period specific detail to make the work more convincing and authentic; <p>Year 6</p> <ul style="list-style-type: none"> Children can make effective use of dates and lengths of time e.g. when evaluating causes; Children are able to make subtle distinctions within a period being studied, and realize danger of overgeneralizing; e.g. in some remote areas, the Roman invasion actually changed life very little Some children can use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. 	<p>Year 3</p> <ul style="list-style-type: none"> Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth. Children extract simple information from text/pictures/objects showing basic comprehension Children make simple deductions about what text/pictures/ objects mean based on what is included e.g. the teacher in the photograph of Victorian school is holding a cane, they must be strict. <p>Year 4</p> <ul style="list-style-type: none"> Children understand that our interpretation of the past is constructed out of different primary and secondary sources and can change if new discoveries are made. Children start combining information from more than one source e.g. Egyptian statue, hieroglyphic carvings and a website Children start cross-referencing information to check if other sources agree, rather than taking everything on face value. <p>Year 5</p> <ul style="list-style-type: none"> Children understand that primary and secondary sources are created for different audiences and purposes and therefore might give a different emphasis e.g. novel about evacuation was written to entertain Children start to think of reasons why a source might be unreliable e.g. This account of Victorian factories was written by a factory owner who might be not highlight negatives. <p>Year 6</p> <ul style="list-style-type: none"> Children can consider the reliability of a source and offer detailed reasons with reference to what is known about the topic. e.g. a description of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders Children grasp that historians might interpret sources and evidence differently dependent on their own interests and assumption; e.g. a historian interested in technology would view Victorian industrialisation more positively than a historian interested in child poverty.

Stone Age-Iron Age Britain

LKS2 / UKS2

- After the Ice-Age, as the climate warmed, nomadic people crossed the land bridge from Europe to Britain. These people were hunter-gatherers. (9550-4000BC) **Females would tend to gather roots and grubs. Males would tend to go big game hunting, usually in groups of 50-100. They would follow big animals as they moved around. This would take a few hours a day, leaving a lot of time for leisure.** 5. Nature
- Farming was gradually introduced to Britain from around 4000BC. Farmers would herd and protect animals such as cattle and pigs, sow seed, weed, and gather in the crops such as barley and wheat. **They would bake bread, make porridge and weak beer. Some with skills would make baskets, pottery, cloth. Overall, this extra activity gave less leisure time than hunting and gathering. Farming also caused people to clear and burn large areas of forest and also settle in permanent villages.** New Technology Nature
- Skarra Brae, on Orkney, is a cluster of houses occupied between 3000 and 2500BC. The people fished and farmed pigs, cattle, wheat and barley and collected shellfish. They also used bones and teeth to make jewellery and dice. The settlement was discovered in 1850 AD after a storm disturbed the earth. **The well-built houses and expertly made jewellery challenged historians' understandings of stone-age people as primitive and unskilled.**
- Stonehenge is circle of standing stones built around 2500 BC. Stonehenge was developed slowly over hundreds of years first as an earth work and then with huge stones from as much as 240 miles away. Its exact purpose is still unknown. **There are many theories about the purpose of Stonehenge including: a burial ground, an ancient calendar, a holy place or a place of healing. However, we cannot be certain how it was used and it may have had many uses throughout its history.** Religion/ The Big Why
- During the Bronze Age and Iron Age, many people lived in wooden round houses. These houses usually consisted of wooden posts and walls made of wattle and daub (woven sticks covered in mud), and thatched roofs. **However, in upland areas where different resources were available the walls were sometimes built of stone or turf. Without windows or chimneys, the roundhouses would have been very dark and smoky.** New technology 5. Nature
- Metal working technology gradually arrived in Britain and people made and used Bronze (2000BC) and later Iron (800BC) tools and weapons such as sickles and spears. Iron plough tips allowed farmers to grow food in tougher soils. **Also, during the Iron Age, the invention of the rotary quern stone for grinding grain reduced the amount of time (usually) women spent making flour and the invention of the chariot changed warfare.** 1. New technology
- During the Iron Age people began to live in hill forts such as the Ingleborough Hillfort. These were defensible villages at the top of hills surrounded by ditches and walls. **These hill forts may have been built in response to inter-tribal warfare, population growth or climate change.** 6. Local History

Glossary:

domesticated nomadic bronze iron land bridge henge

Experiential Learning:

Ingleborough Hillfort visit or Stone Age Experience Day Visit

Ancient Egypt

- Ancient Egypt flourished between 3000BC and 30BC. It was one of the earliest large civilizations in world history. **C. Chronological Understanding**
- The annual floods of the river Nile made the land fertile enough for farmers to grow large harvests and for a large civilization to develop. It also provided transport (especially for moving heavy stones for Pyramids) **5. Nature**
- The Pharaohs ruled as god-kings like a living version of the god Horus. The people were made to build enormous pyramids for the Pharaoh's burial tombs. Pharaohs were mummified and buried with many grave goods. **4. Government**
- The Egyptians believed in many gods including Ra (the Sun God), Anubis (God of Mummification) and Isis (the Mother Goddess). They believed that grave goods in tombs could be useful in the Afterlife **3. Religion**
- Egyptians were some of the earliest people to invent writing. Hieroglyphs were first used in religious writing and to count crops, animals and taxes. **1. New Technology A. Historical Interpretation**
- Tutankhamun was a boy pharaoh whose tomb was discovered in 1922 with many intact grave goods and his mummified body. **B. Historical Investigation E Historical Presentation**

Glossary:

fertile mummified grave goods hieroglyphics tax pharaoh civilization

Experiential Learning: Hieroglyphics and the invention of writing

Additional Adaptation for UKS2:

- **Can we trust hieroglyphic and pictorial sources as reliable? Why? Why not?**
- **How did Egyptian society change over time?** Upper and lower Egypt, Pyramid building, hieroglyphics, Ptolmeaic Dynasty (Cleopatra)
- **How does Ancient Egyptian society compare to Stone Age Britain and the other ancient civilization: Sumer, Shang, Indus valley?**
- **Children can investigate their own lines of enquiry, posing valid historical questions.**

Ancient Greece:

- Ancient Greek civilisation, which flourished between 800BC and 31BC, was famous for how it has affected our life in modern Europe through: democracy, art, maths, science, philosophy and history. **C. Chronological Understanding**
- Ancient Greece consisted of many city states with different systems of government such as: Athenian democracy (People power), Monarchy in Macedonia (one leader), Diarchy in Sparta (two kings) Oligarchy in Thebes (a group of leaders) **4. Government/Politics**
- The Greek city states defeated Persia at the Battle of Marathon (490BC). This ushered in the “Golden Age” (500BC- 300BC) during which architecture, philosophy and art flourished particularly in Athens.
- The city state of Athens invented democracy. If an important decision needed to be made all the free men would gather together and vote. Slaves, women and foreigners were not allowed to vote **2. Society**
- Greek gods: the ancient Greeks believed in many gods (polytheism). They built temples, had festivals and sacrificed animals. **4. Religion**
- Greek myths for example Homer’s Odyssey were some of the earliest written stories. **A. Historical Interpretation**
- The Olympic Games were an important sporting event and religious festival held every 4 years. A truce would be declared between all Greek states so that people could travel safely. **2. Society B. Historical Investigation E Historical Presentation**

Glossary:

Democracy monarchy diarchy oligarchy slavery polytheism truce

Experiential Learning: Greek myth storytelling

Examples of Adaptation for LKS2:

- **Less emphasis on alternative historical interpretations in Key question 3: Why was Athens able to be so strong at this time?**
- **Key Question 7 (home study investigation) could be adapted to take place in school with scaffolded support and direction**

Roman Empire

- The Romans were a people from central Italy who conquered and ruled much of Europe and North Africa between 500BC and 500AD. **C. Chronological Understanding**
- The Celts, who lived in Britain before the Romans arrived, were mostly farmers who lived in small villages and were divided into many tribes
- The Romans invaded Britain in 55BC and 54BC before finally conquering southern Britain in 43AD. Many Celtic tribes now paid Roman taxes and followed Roman laws. **The emperor Claudius decided to invade Britain to: gain land, slaves and resources, to show people that he was strong and to stop British tribes meddling in Roman Gaul.** **4. Government/ Politics**
- In 60AD, Queen Boudicca who ruled the Iceni tribe refused to pay the Roman taxes and rebelled. Thousands were killed on both sides before the Romans defeated Boudicca's rebellion. **After their victory the Romans violently punished the Britons and ultimately pacified the province. They ruled relatively peacefully for another 350 years.**
4. Government/ Politics **A. Historical Interpretation (Sources describing Boudicca)**
- The Romans built long straight roads (such as Cam High Road near Ingleton) across Britain making trade and moving soldiers easier. **They also built many cities such as London and Colchester. To provide sanitation and clean water in these large settlements, Romans constructed Bath Houses, sewers and aqueducts**
1. New Technology **6. Local History**
- In 122AD the Roman Emperor Hadrian ordered that a wall be built across Britain to divide the Roman's land from the Picts in Caledonia (Scotland). **6. Local History** **B. Historical Investigation** **E Historical Presentation**
- The Romans believed in many gods (Polytheism) and were often affected by the religions of the people they conquered. The classical Roman gods are strongly linked to the earlier Greek gods. The Romans also later adopted Christianity from the province of Palestine. Some Roman emperors such as Augustus were treated as gods. **5. Religion**
- The Roman Empire in the west gradually declined between 300 and 500 AD, leaving Britain in 410AD. Historians dispute many reasons for the decline including: invasion by Barbarians, overexpansion of the empire and increasing importance of the Eastern empire.

Glossary:

rebellion tax aqueducts Polytheism monotheism

Experiential Learning: Cam High Road, Hadrian's Wall

Examples of Adaptation for UKS2:

- How have newer discoveries changed our understanding of Boudica? (Key question 2)
- Assess the reliability of different sources describing Boudica? (Key question 2)
- Evaluate different reasons for the decline of the Roman Empire. (Key question 4)
- Key question 7 could be a self-led enquiry based on questions identified by the children

Anglo-Saxons

- By 410 AD, most Romans had left Britain in order to defend Rome from invading groups such as the Huns and Goths. **C. Chronological Understanding**
- Without the Roman army to defend it, the North of Britain was invaded by the “Scots” (an Irish tribe).
- The Angles (from Denmark) and Saxons (from Germany) migrated to and invaded the south of Britain. They enslaved, killed and expelled many of the Britons. Many Britons fled to the west. (Wales and Cornwall.) **2. Society**
- The Anglo-Saxons spoke an early version of the English language (old English) and many villages and towns in Britain today were named by those early Anglo-Saxons. For example in “Ingleborough”, *borough* comes from *burgh* meaning fort. **6. Local History A. Historical Interpretation (Domesday Book)**
- The Anglo-Saxons were “Pagans” who believed in many gods (polytheism). They would make sacrifices of animals and objects and believed in good and bad omens. Some of our days of the week are named after the Anglo-Saxon gods. (Tiu, Woden, Thor, Frigga) **4. Religion**
- In 597, St Augustine (a Roman monk) was sent to southern Britain to convert the Anglo-Saxons to Christianity. Many Irish missionaries such as St Columba also converted the people in the North of Britain and set up monasteries in places like Iona and Lindisfarne **4. Religion**
- Between 800 and 1100, Viking from Norway and Denmark, raid settle and conquer parts of Anglo-Saxon England. The Vikings and Anglo-Saxons fight, trade, and exchange ideas during this period.
- At Sutton Hoo, in Norfolk, an Anglo-Saxon grave was discovered and contained a buried ship as well as many treasures such as an elaborately decorated helmet and gold jewellery. **B. Historical Investigation E Historical Presentation**

Glossary:

invasion migration missionary convert hoard

Experiential Learning: Anglo-Saxon experience day, jewellery making

Examples of Adaptation for UKS2:

- What were the push and pull causes for Anglo-Saxons invasion of Britain? (Key question 1)
- Explain how different historians developed different interpretations of Alfred the Great. (Key question 5)
- Compare the historical sources we have available from the Anglo-Saxon period to Roman and Stone Age Britain. How dark were the Dark ages? (Key Question 7)

Mayans

- The Maya civilization existed in the jungles and mountains of Central America between 2000BC and 900AD.
C. **Chronological Understanding**
- In the difficult jungle environment, Maya used slash and burn techniques and irrigation to grow maize. Maize was a very important part of Maya diet and culture. They believed the first people were made from Maize dough by the gods. **5. Nature**
- The Maya developed a number system based on lines and dots which they used to create very precise and complex calendars. They were one of the few cultures to invent 0.
1. **New Technology** **B. Historical Investigation** **E Historical Presentation**
- The Maya writing system consisted of 800 symbols called glyphs which could represent a whole word. Maya scribes wrote books called codices on the bark of fig trees. However only priests and noblemen could read the whole language. **1. New Technology** **A. Historical Interpretation**
- The Maya believed in many gods (polytheism). They believed their gods had a good side and a bad side the Maya would dance, sing and make blood offerings to the gods. **4. Religion**
- The Maya constructed many large stepped pyramids. Sometimes a temple was located at the top where a priest would conduct ceremonies. Other pyramids were built for particular gods and were not to be climbed or touched by humans.
- BY 900AD, many Maya cities had been abandoned. The reason for the collapse is debated but many historians believe the Maya overused their natural environment and could no longer feed the large population. **5. Nature**

Glossary:

civilization maize codices glyphs deforestation

Experiential Learning: Maya experience day

Examples of Adaptation for LKS2:

- Pupils are able to make plausible suggestions for the use of Mayan objects. Less emphasis on using a range of evidence (Key question 4)
- What are some possible causes of the decline of the Mayan civilization? (Less emphasis on evaluating these causes) (Key question 6)

Victorians

- In the 1800s, around the reign of Queen Victoria many important changes happened in Britain which led to the modern world we live in today. **C. Chronological Understanding**
- New technology such as steam engines and better coal mining technology led to industrialisation and meant that many things could be made more cheaply. Millions of people moved from the country to the cities to work in factories. Many children worked in dangerous jobs in factories. **1. New Technology**
- Inventions such as stamps, railways and lightbulbs changed normal people's lives as they could communicate and travel over larger distances **1. New Technology**
- In 1870, the Ribbleshead viaduct was built as part of a railway connecting England and Scotland. Many people moved to Shanty Towns (temporary, quickly built houses) near the site so they could work as navvies building the railway. **6. Local History B. Historical Investigation E Historical Presentation**
- As a result of campaigning by people like Dr Barnardo the law gradually changed so that children no longer had to work in dangerous jobs.
- At the start of the Victorian people only the children of wealthy families went to school. By 1880 the Education Act made school compulsory for all children up to 12. School rules were much stricter and corporal punishment was used. All children learned reading writing and arithmetic but boys and girls were often taught different things. **2. Society**
- During this period, inequality between different social groups increased. The rich upper class had servants, large houses and new technology such as flushing toilets. Many poor working class people lived in tiny dirty slums with shared toilets. **2. Society**
- If you were very poor and unable to support yourself, you might be sent to a workhouse. Families were split up and people had to do dull pointless work all day. Rules in the workhouse were very strict. **A. Historical Interpretations (workhouse rules)**
- In Victorian Britain some wealthy men were allowed to vote for the government. Many people campaigned to change the law so that more people could vote. In 1866, the suffragists were formed to campaign for women to have the right to vote. **4. Government**

Glossary:

Industrialisation Shanty Towns Navvies Acts (of Parliament) workhouse suffragists
corporal punishment

Experiential Learning: Ribbleshead viaduct

War and Peace

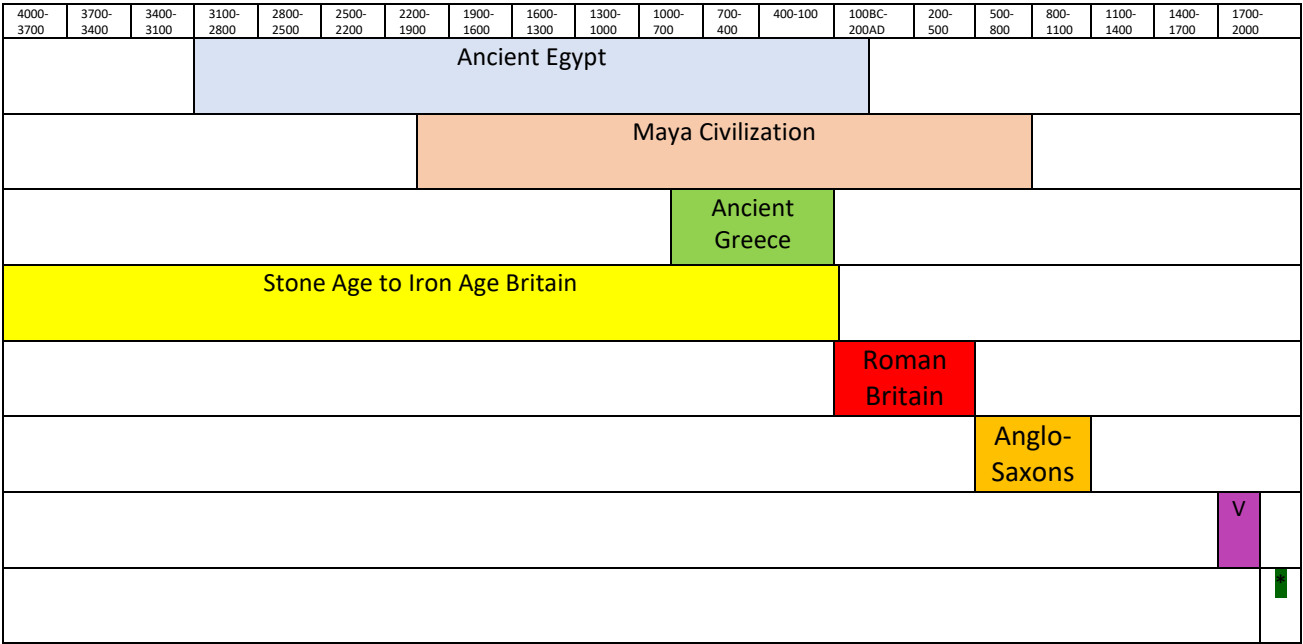
- Adolf Hitler was elected leader of Germany but he then used propaganda and force to become the unopposed dictator of Germany. He planned to take over other countries. He invaded Austria and part of Czechoslovakia. Britain and France made a pact to declare war if Hitler invaded Poland which he did on the 1st September 1939. **4. Government**
C. Chronological Understanding
- Because of the risk of bombing raids (the Blitz), 3.5 million children were evacuated from the cities to live with strangers in the countryside. **B. Historical Investigation** **E Historical Presentation**
- During the Second World War the RAF and the German Luftwaffe bombed cities killing thousands of civilians. Many people built air raid shelters such as the Anderson and Morrison shelters to protect themselves from bombs. Many people in London spent the nights in the underground train stations. **1. New Technology**
- Because many ships were being sunk by German submarines, there was a shortage of food. Rationing was introduced to ensure each person received a fair amount. People were also encouraged to “Dig for Victory” and “Make do and Mend”.
- As many of the men were away fighting, women began to take over traditionally “male” jobs such as working in factories making weapons or driving buses. After the war many women lost their jobs but the experience changed attitudes to women in society. **2. Society**
- Adolf Hitler and the Nazi party blamed the Jewish people for problems in Germany and used propaganda to promote hatred of Jews. The Nazis killed over 6 million Jews. Many died in gas chambers at death camps such as Auschwitz. This genocide is called the Holocaust.
2. Society **A. Historical Interpretation** (Anne Frank?)
- The war ended in 1945, when the British, American and Soviet armies defeated Germany. The war against Japan ended when America dropped two atomic bombs on Japanese cities.

Glossary:

dictator evacuated rationing propaganda Holocaust genocide atomic bombs

Experiential Learning: Stockport museum

Big History Timeline



V = Victorian Period 1837-1901

II = Second World War: 1939-1945

