

History Intent

Our beliefs

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our History Curriculum

At Studley Green we intend to develop young historians and ignite children's curiosity about the past. Children will be taught substantive knowledge in these five areas:

1. Chronology and time-line (with associated key knowledge of significant events and people).
2. Empire, invasion and war
3. Monarchy, Hierarchy, power and democracy
4. Resistance and enslavement
5. Civilisation (citizen and culture), invention and ingenuity.

Through historical enquiry, children develop an understanding of the history of South West England (from Stonehenge to life in contemporary Trowbridge and Bath), Britain and that of the wider world, including ancient civilisations.

At Studley Green, we encourage the teaching of history and understanding of the past through learning about human achievements and experiences. We will investigate sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today. We will examine the children's own personal history, and develop their sense of chronology throughout the study of topics through Key Stages 1 and 2. We aim to give our children a history curriculum which enables them to become confident, creative and independent learners. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery.

History implementation:

To ensure the highest standards of teaching and learning in history, we implement a sequenced, knowledge rich curriculum that is progressive and builds on prior knowledge and skills over time.

Whilst many of our topics are taught chronologically, this is not the case for all of them. Due to the thematic approach of our curriculum, we have placed topics that lend themselves more to advanced historical enquiry in higher age groups. To ensure that children are taught a coherent narrative of history they explore a timeline when they begin a new topic which enables them to put their previous learning into context. In Key Stage 1, children will be introduced to several different time periods through their topics. As children enter Key Stage 2, they start placing periods on a timeline and identifying chronology.

Substantive conceptual knowledge, such as monarchy, threads horizontally across year groups and vertically through the key stages. Children will build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. They will retain this knowledge because the focus on recurring concepts and vocabulary enables them to make connections between past and future learning.

Resources:

Wiltshire Learning Resources (artefacts and topic books)

Knowledge organisers which includes key vocabulary

Timeline

Displays and/or role plays.

History Progression Overview - when are we teaching the different elements of the curriculum?

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of study	<p>Changes within living memory.</p> <p>Guy Fawkes (events beyond living memory that are significant nationally or globally)</p> <p>The First moon landing and Neil Armstrong (events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements)</p>	<p>Florence Nightingale / Mary Seacole (the lives of significant individuals in the past who have contributed to national and international achievements)</p> <p>Footsteps (local history)</p> <p>Great Fire of London</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Ancient Egypt (the achievements of the earliest civilizations)</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Local history study (Mills and Local industry)`</p>	<p>The changing power of monarchs (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Battle of Britain (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Ancient Greece – democracy and legacy</p>	<p>Changes in crime and punishment (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>The Mayans (a non-European society that provides contrasts with British history)</p>

<p>Essay question and key questions</p>	<p><u>History of toys</u> <u>Essay question</u> - How have toys changed over time?</p>	<p><u>Mary Seacole, Florence Nightingale</u> <u>NHS through the ages</u></p>	<p><u>Egyptians:</u> <u>Essay question</u> - What was important to the ancient Egyptians?</p>	<p><u>Local History:</u> <u>Essay question</u> - What was life like living in Victorian Trowbridge.</p>	<p><u>Battle of Britain</u> <u>Essay question</u> - What was life like for an evacuee in WW2 Britain?</p>	<p><u>Crime and punishment:</u> <u>What's the verdict?</u> <u>Essay question</u> -</p>
	<p><u>Key Questions:</u> How do our favourite toys and games compare with those of children in the 1960s?</p>	<p><u>Essay question:</u> How were the lives of Mary Seacole and Florence Nightingale different from today's NHS workers?</p>	<p><u>Key questions:</u> What did the Ancient Egyptians believe? How do we know?</p>	<p><u>Key questions:</u> What is significant about the history of Trowbridge?</p>	<p><u>Key questions:</u> How serious was the risk of invasion by Nazi Germany in June 1940?</p>	<p>What do we mean by crime and punishment and what have been some of its main features over time?</p>
	<p>Why were there no smart toys and games in the 1960s?</p>	<p><u>Key questions:</u> Who were they?</p>	<p>How different were beliefs in Ancient Egypt from today?</p>	<p>What was the impact of the woollen trade on Trowbridge and the surrounding areas?</p>	<p>What was the Blitz?</p>	<p><u>Key questions:</u> What have been some of the main changes over time to the types of crime committed?</p>
	<p>How can we make sure we play with smart toys and games safely and securely?</p>	<p>What did they do?</p>	<p>How did religion affect life in Ancient Egypt?</p>	<p>What was it like as a child working in the mills? Was it always fair?</p>	<p>What was life like for an evacuee in 1940?</p>	<p>How and why have punishments changed over time?</p>
	<p>What do adults I know remember about the 1960s?</p>	<p>What impact have they had on medicine?</p>	<p>How did Civilisation adapt to the needs of Egyptian life?</p>	<p>What was it like for women in the woollen trade?</p>	<p>What was it like during rationing?</p>	<p>How have crimes been investigated over time?</p>
	<p><u>Explorers</u> <u>Key question</u> - What does it take to be a great explorer?</p>	<p>Similarities and differences between medicine/NHS then to now?</p>	<p>Why was Tutankhamun such a significant figure?</p>	<p>What happened to Thomas Helliher?</p>	<p>What was the role of women during WW2?</p>	<p>How have our views about crime changed over time?</p>
	<p><u>Key questions:</u> Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p>	<p><u>Great Fire of London</u> <u>Essay Question:</u> What caused the Great Fire of London?</p>	<p>How did the civilisation of Egypt end?</p>	<p>Who was Issac Pitman and why is he so significant to Trowbridge?</p>	<p><u>Greece:</u> <u>Essay question</u> - Which is the most important legacy of the Ancient Greeks?</p>	<p>How realistic are stories about crime and punishment in the past?</p>
	<p><u>Key questions:</u> Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p>	<p><u>Key questions:</u> What was Stuart London like?</p>	<p><u>Stone Age to the Iron Age:</u> Essay question - What was life like for people from the Stone Age to the Iron Age?</p>	<p>What happened to Trowbridge after the collapse of the Mills?</p>	<p><u>Key questions:</u> Who were the ancient Greeks?</p>	<p>Over time, which have been the main types of crime that have been most worrying?</p>
	<p>How do Amy Johnson's achievements compare with those of Ranulph?</p>	<p>What happened on the night of 2nd September 1666?</p>	<p><u>Key questions:</u> How did the lives of ancient Britons change during the Stone Age?</p>	<p><u>Anglo Saxons:</u> <u>Essay question</u> - How did the Anglo-Saxons and Scots change life in Britain?</p>	<p>What do artefacts and archaeological sites tell us about what life was like in Ancient Greece?</p>	<p><u>Mayans</u> <u>Essay Question</u> - Why did the ancient Maya change the way they lived?</p>
	<p>Why did Christopher Columbus sail across an unknown ocean?</p>	<p>What was it like at the height of the fire?</p>	<p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p>	<p><u>Key questions:</u></p>	<p>What can we learn from our language about Ancient Greece?</p>	<p>Who are the Maya and where do they live?</p>
	<p>Why was Neil Armstrong's small step also 'a great leap'?</p>	<p>What did people do first?</p>		<p>How do we know about the Anglo-Saxons?</p>		<p>What are the main</p>

forward?

Are you the kind of person who could become a Mars explorer?

What did the King do to make London better?

Why did Stone Age Britons spend most of their time living in camps rather than in caves?

Why was Stonehenge built and why?

How do artefacts help us understand the lives of people in Iron Age Britain?

Romans:
Essay question - How did the arrival of the Romans change Britain?

Key Questions:
Why did Emperor Claudius invade Britain?

Did the native Britons welcome or resist them, and why?

How did they influence the culture of the people already here?

Why did the Romans almost lose control of Britain?

Who was Boudica and why was she important?

How do we know so much about the towns the Romans built in Britain?

Who invaded Britain after the Romans left?

What was life like for Anglo-Saxons?

What did the Anglo-Saxons believe?

What was the heptarchy?

Why did the Anglo-Saxons build forts?

Vikings:
Essay question - What did the Vikings want and how did Alfred help to stop them getting it?

Key questions:
The Vikings: ruthless killers or peaceful settlers?

What was the 'terror' that appeared in Britain on June 8th 793?

Why was the design of their longships so important to the Vikings?

What were the two treasures that most Viking Norsemen wanted from Britain?

Viking horned helmets – historical fact or myth?

Why is Alfred the only King or Queen of England to have 'the Great' after their name?

What do we know about the achievements of Alexander the Great?

What are their key achievements?

How were the Ancient Greeks governed and are there any similarities with how we are governed today?

occupations of Maya people today?

What did John and Frederick rediscover in 1839?

What do the ruins of Chichen Itza tell us about the lives of ancient Maya?

Why do historians know so much about ancient Maya society?

Why was pok-a-tok more than just a ball game?

Why did the ancient Maya leave their jungle cities?

Disciplinary Knowledge:

	Disciplinary Knowledge
EYFS	<ul style="list-style-type: none"> You can order and sequence events using words relating to the passage of time, including yesterday, last week, before and then. Objects from the past can help us learn about the past.
Year 1 <ul style="list-style-type: none"> <i>Changes within living memory.</i> <i>Events beyond living memory: Guy Fawkes</i> <i>The first moon landing and Neil Armstrong</i> 	<ul style="list-style-type: none"> You can use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Artefacts are historical source materials that help us form our knowledge of the past.
Year 2 <ul style="list-style-type: none"> <i>The lives of significant individuals: Florence Nightingale and Mary Seacole.</i> <i>Great fire of London.</i> <i>Local history (footsteps)</i> 	<ul style="list-style-type: none"> Artefacts and historical sources can come from different viewpoints. Viewpoint could be: where it is from, when and why it was made and who owned it
Year 3 <ul style="list-style-type: none"> <i>Changes in Britain from the Stone Age to the Iron Age.</i> <i>The Roman Empire and its impact on Britain.</i> <i>The Ancient Egyptians.</i> 	<ul style="list-style-type: none"> <i>Artefacts and photographs are historical source materials that help us to form our knowledge of the past.</i> <i>A primary source is an artefact, document, diary, manuscript, recording, photo, painting or other source of information that was created during the period of time being studied. It is an original source of information about the topic.</i> <i>A secondary Source analyse, assess or interpret an historical period, significant event or person. This can include books, articles, videos, speeches and much more.</i> <i>Some source material is reliable and some is less reliable. As a historian it important that the validity of source material is checked.</i>
Year 4 <ul style="list-style-type: none"> <i>In depth local history of the Woollen trade in Trowbridge.</i> <i>Britain's settlement by the Anglo Saxons and the Scots.</i> <i>The Viking and Anglo Saxon struggle for the Kingdom of England.</i> 	<ul style="list-style-type: none"> Artefacts and photographs are historical source materials that help us to form our knowledge of the past. A primary source is an artefact, document, diary, manuscript, recording, photo, painting or other source of information that was created during the period of time being studied. It is an original source of information about the topic. A secondary Source analyse, assess or interpret an historical period, significant event or person. This can include books, articles, videos, speeches and much more. Some source material is reliable and some is less reliable. As a historian it is important that the validity of source material is checked. Bias can be evident in historical sources. This can impact their reliability. As a historian it is important to realise that sources can be influenced and do vary depending on viewpoint.
Year 5 <ul style="list-style-type: none"> <i>A study of Greek life and the achievements and their influence on the western world.</i> 	<ul style="list-style-type: none"> There are different types of sources – primary and secondary. Artefacts and photographs are historical source materials that help us to form our knowledge of the past. Bias can be evident in historical sources and these can support balanced arguments. Historical sources and artefacts

<ul style="list-style-type: none">• <i>The changing power of monarchs</i>• <i>Britain at war.</i>	<p>can be gathered to build a picture of a historical event or person.</p>
<p>Year 6</p> <ul style="list-style-type: none">• <i>Changes in crime and punishment</i>• <i>A study of the Ancient Mayan Civilisation</i>	<ul style="list-style-type: none">• We can gather information about the past using: sources, photographs and artefacts.• There are different types of bias that can be evident in historical sources. As a historian it is important to explain the impact of bias on sources and artefacts.

1. Chronology and time-line (with associated key knowledge of significant events and people):

	Knowledge of chronology	Vocabulary
EYFS	<ul style="list-style-type: none"> 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 	yesterday, tomorrow, last week, before, then
Year 1 <ul style="list-style-type: none"> <i>Changes within living memory.</i> <i>Events beyond living memory: Guy Fawkes</i> <i>The first moon landing and Neil Armstrong</i> 	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Order a set of events or objects Use phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	first, next, finally, then
Year 2 <ul style="list-style-type: none"> <i>The lives of significant individuals: Florence Nightingale and Mary Seacole.</i> <i>Great fire of London.</i> <i>Local history (footsteps)</i> 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events 	
Year 3 <ul style="list-style-type: none"> <i>Changes in Britain from the Stone Age to the Iron Age.</i> <i>The Roman Empire and its impact on Britain.</i> <i>The Ancient Egyptians.</i> 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Use a timeline to place historical events in chronological order The ancient Egyptians from c3100 BC to 30 BC. 	Neolithic, Mesolithic, Palaeolithic, Ancient Egypt, Indus Valley
Year 4 <ul style="list-style-type: none"> <i>In depth local history of the Woollen trade in Trowbridge.</i> <i>Britain's settlement by the Anglo Saxons and the Scots.</i> <i>The Viking and Anglo Saxon struggle for the Kingdom of England.</i> 	<ul style="list-style-type: none"> Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths Use their mathematical skills to round up time differences into centuries and decades 	Picts and Scots Anglo-Saxons Vikings Normans
Year 5 <ul style="list-style-type: none"> <i>A study of Greek life and the achievements and their influence on the western world.</i> <i>The changing power of monarchs</i> <i>Britain at war.</i> 	<ul style="list-style-type: none"> Different world history civilisations existed before, after and alongside others. For example, the ancient Greeks existed from c6000 BC to c30 BC Identify and compare changes within and across different periods Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc 	
Year 6	<ul style="list-style-type: none"> Timelines demonstrate the chronology and links between key civilisations, e.g Mayans from c900BC to c900AD 	

- *Changes in crime and punishment*
- *A study of the Ancient Mayan Civilisation*

- Order significant events, movements and dates on a timeline.
- Place a specific event on a timeline by decade
- Develop their chronological knowledge beyond 1066 (focused specifically during Crime and Punishment)

2. Empire, invasion and war:

	Knowledge of empire, invasion and war	Vocabulary
EYFS		
Year 1 <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory: Guy Fawkes The first moon landing and Neil Armstrong 		
Year 2 <ul style="list-style-type: none"> The lives of significant individuals: Florence Nightingale and Mary Seacole. Great fire of London. Local history (footsteps) 	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	
Year 3 <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. The Ancient Egyptians. 	<p>The Roman Empire grew over time and included countries in Europe, the Middle East and North Africa. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.</p> <p><i>Hillforts were Iron Age that were built on top of a hill. The height of the hill gave a good view of the surrounding area and ditches and ramparts provided protection.</i></p>	Invasion Hillfort Empire
Year 4 <ul style="list-style-type: none"> In depth local history of the Woollen trade in Trowbridge. Britain's settlement by the Anglo Saxons and the Scots. The Viking and Anglo Saxon struggle for the Kingdom of England. 	<p>The consequence of the Roman invasion was conflict with the Celtic tribes that lived in Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts.</p> <p><i>After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups: Picts and Scots from Scotland and Ireland; Anglo-Saxons from Germany, the Netherlands and Denmark; Vikings from Scandinavia and Normans from France. This time in history is called the early Middle Ages. By AD 800, there were five main kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland. Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.</i></p> <p>Study of the impact of the woollen trade during the Victorian Era and the legacy that followed.</p>	Invasion Empire
Year 5 <ul style="list-style-type: none"> A study of Greek life and the 	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human	Invasion Empire

<p>achievements and their influence on the western world.</p> <ul style="list-style-type: none"> • The changing power of monarchs • Britain at war. 	<p>impact of war, oppression, conflict and rebellion on the everyday life of a <u>past or ancient society</u>. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><i>The major nations involved in the Second World War were the Axis Powers (Germany, Italy and Japan) and the Allied Powers (Great Britain, the Soviet Union and the United States). Germany was led by the fascist dictator Adolf Hitler, who wanted to expand German territory and create a pure German race. At the start of the war, Britain's prime minister was Neville Chamberlain. Winston Churchill replaced him in May 1940. The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. After the Second World War, the Allied Powers split Germany into West and East Germany. International agreements were signed to ban chemical weapons, torture and genocide.</i></p>	<p>War Conflict Rebellion Alliance Imperialist</p>
<p>Year 6</p> <ul style="list-style-type: none"> • Changes in crime and punishment • A study of the Ancient Mayan Civilisation 	<ul style="list-style-type: none"> • The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. • Explain some key terms in the history of crime and punishment in Britain, such as trial by ordeal, tithings, hue and cry, treason, transportation and hard labour • Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day. 	<p>trial by ordeal tithings hue and cry treason transportation hard labour</p>

3. Monarchy, hierarchy, power and democracy:

	Knowledge of Monarchy, hierarchy, power and democracy	Vocabulary
EYFS	Talk about the actions of kings and queens in stories. Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.	
Year 1 <ul style="list-style-type: none"> Changes within living memory. Events beyond living memory: Guy Fawkes The first moon landing and Neil Armstrong 	A monarch is a king or queen who rules a country. Describe the role of a monarch.	Monarch Queen Monument Cathedral Country
Year 2 <ul style="list-style-type: none"> The lives of significant individuals: Florence Nightingale and Mary Seacole. Great fire of London. Local history (footsteps) 	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of a past society.</p> <p><i>There have been over 60 monarchs since Alfred the Great in AD871. Queen Elizabeth II is the current monarch of the UK. She is the longest reigning British Monarch. She became Queen in 1952. Great Fire of London is a significant event in London's history. It began in a bakery on Pudding Lane on Sunday 2nd September 1666. St Paul's Cathedral among the building destroyed was destroyed in the fire</i></p>	Sovereign Absolute Power Feudal System Government Head of State Monarch Parliament Reign Constitutional Monarch
Year 3 <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. The Ancient Egyptians. 	<p>Larger settlements became more commonplace during the Bronze Age, and a social hierarchy began to emerge. Ancient Rome had a clear social hierarchy with a king, emperor or senate who ruled the rest of society which was split into upper class, patricians, freemen and slaves. Throughout the time of the Roman Empire, there were three different types of rule: kingdom, empire and republic.</p> <p><i>Tribal communities appeared in Britain around 4000 years ago. Boudicca was the queen of the Iceni tribe. Roman money was used and wealthy people learnt Latin and used writing. Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) led by a king. Next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor. Roman Emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish. Ancient Rome had a well-structured hierarchy. People were born into a group and couldn't usually move from it during their lifetime. The Roman army were the same.</i></p>	
Year 4	Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler;	Civilisation

<ul style="list-style-type: none"> • <i>In depth local history of the Woollen trade in Trowbridge.</i> • <i>Britain's settlement by the Anglo Saxons and the Scots.</i> • <i>The Viking and Anglo Saxon struggle for the Kingdom of England.</i> 	<p>officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Ruler Rebellion</p>
<p>Year 5</p> <ul style="list-style-type: none"> • <i>A study of Greek life and the achievements and their influence on the western world.</i> • <i>The changing power of monarchs</i> • <i>Britain at war.</i> 	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>Describe and explain the significance of a leader or monarch. - Alexander the great</p> <p><i>e.g. Queen Victoria was the longest reigning monarch of her time and the Victorian era is named after her. By the end of her reign she had influenced all children having an education regardless of social status. During her reign Britain became the most powerful country in the world.</i></p>	<p>Empire Reign Feudal System</p>
<p>Year 6</p> <ul style="list-style-type: none"> • <i>Changes in crime and punishment</i> • <i>A study of the Ancient Mayan Civilisation</i> 	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Know that experiences of people who may have committed crimes according to their status in society.</p>	<p>Parliament Revolt Villein Serf Noble Merchant Bishop Chivalry</p>

4. Resistance and enslavement:

	Knowledge of resistance and enslavement	Vocabulary
EYFS		
Year 1 <ul style="list-style-type: none"> • <i>Changes within living memory.</i> • <i>Events beyond living memory: Guy Fawkes</i> • <i>The first moon landing and Neil Armstrong</i> 	Use stories, pictures, accounts and illustrations to distinguish between fact and opinion.	
Year 2 <ul style="list-style-type: none"> • <i>The lives of significant individuals: Florence Nightingale and Mary Seacole.</i> • <i>Great fire of London.</i> • <i>Local history (footsteps)</i> 	Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.	
Year 3 <ul style="list-style-type: none"> • <i>Changes in Britain from the Stone Age to the Iron Age.</i> • <i>The Roman Empire and its impact on Britain.</i> • <i>The Ancient Egyptians.</i> 	<p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. After the Roman invasion of Britain in AD43, there were lots of power struggles to take control of Celtic lands and people. Slavery and life in a Roman fort.</p> <p>Study the hierarchy of the Ancient Egyptians: The upper class consisted of the royal family, rich landowners, government officials, important priests and army officers, and doctors. The middle class was made up chiefly of merchants, manufacturers, and artisans. The lower class, the largest class by far, consisted of unskilled labourers.</p> <p><i>Boudicca was the queen of the Iceni tribe. She rebelled against Roman rule who tried to take land from the Iceni tribe.</i></p>	
Year 4 <ul style="list-style-type: none"> • <i>In depth local history of the Woollen trade in Trowbridge.</i> • <i>Britain's settlement by the Anglo Saxons and the Scots.</i> • <i>The Viking and Anglo Saxon struggle for the Kingdom of England.</i> 	To try to stop the Viking raids, some Anglo-Saxon kings paid the Vikings money, called Danegeld, to leave. However, the Vikings returned, and Danegeld became another way for them to make money.	
Year 5	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure	

<ul style="list-style-type: none"> • A study of Greek life and the achievements and their influence on the western world. • The changing power of monarchs • Britain at war. 	<p>and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p><i>Start of WWI - In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches.</i></p>	
<p>Year 6</p> <ul style="list-style-type: none"> • Changes in crime and punishment • A study of the Ancient Mayan Civilisation 	<p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade. The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>	

5. Civilisation (citizen and culture), invention and ingenuity:

	Knowledge of civilization	Vocabulary
EYFS		
Year 1 <ul style="list-style-type: none"> • <i>Changes within living memory.</i> • <i>Events beyond living memory: Guy Fawkes</i> • <i>The first moon landing and Neil Armstrong</i> 	<p>Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.</p>	
Year 2 <ul style="list-style-type: none"> • <i>The lives of significant individuals: Florence Nightingale and Mary Seacole.</i> • <i>Great fire of London.</i> • <i>Local history (footsteps)</i> 	<p>Commemorative buildings, monuments, newspaper and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.</p> <p>Identify the location of Trowbridge Castle - discuss what Trowbridge would have looked like compared to today. Study a variety of sources, mainly images of how the town has changed.</p>	
Year 3 <ul style="list-style-type: none"> • <i>Changes in Britain from the Stone Age to the Iron Age.</i> • <i>The Roman Empire and its impact on Britain.</i> • <i>The Ancient Egyptians.</i> 	<p>Stone Age life is defined by the transition from hunter gatherer lifestyle to farming and the use of stones to make tools and weapons.</p> <p><i>Stonehenge is perhaps the world's most famous prehistoric monument elected in the late Neolithic period. Four of the Sarsen stones at Stonehenge were adorned with hundreds of carvings that are thought to possible be symbols of power within early</i></p> <p>Bronze Age society and possible linked to the nearby round barrow burials. Bronze Age life is defined by the discovery and use of metals, such as bronze, to make tools, weapons and objects. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion became an important part of life. After the invasion in AD 43, Roman beliefs, technology and culture were adopted by Britons. This was called Romanisation.</p> <p>The Romans settled and built towns and forts, particularly in the South West of England. Romans introduced urban living, road networks, running water and bath houses, belief in gods and goddesses and later in Christianity.</p> <p><i>Bath was founded by the Romans in the 1st Century AD by the Romans who used the natural hot springs as a Thermal spa – Aquae Sulis. The Roman remains, especially the Temple of Sulis Minerva and the baths complex are amongst the most famous and important Roman ruins north of the Alps, and marks the</i></p>	<p>Settlement Tool Weapon Nomadic Hunter gatherer Stonehenge Effective Efficient Romanisation</p>

	<i>beginning of Bath's history as a spa town.</i>	
<p>Year 4</p> <ul style="list-style-type: none"> • <i>In depth local history of the Woollen trade in Trowbridge.</i> • <i>Britain's settlement by the Anglo Saxons and the Scots.</i> • <i>The Viking and Anglo Saxon struggle for the Kingdom of England.</i> 	<p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. The Viking invasion and Anglo-Saxon defence of England led to many conflicts.</p> <p>Looking at the achievements of the woollen trade in Trowbridge. Looking at how Trowbridge has changed over time: buildings (castle, mills etc), size of town, significant individuals (Sir Isaac Pitman).</p>	<p>Conquer Civilisation weaving woollen trade castle</p>
<p>Year 5</p> <ul style="list-style-type: none"> • <i>A study of Greek life and the achievements and their influence on the western world.</i> • <i>The changing power of monarchs</i> • <i>Britain at war.</i> 	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years</p>	<p>Democracy Philosopher Civilisation</p>
<p>Year 6</p> <ul style="list-style-type: none"> • <i>Changes in crime and punishment</i> • <i>A study of the Ancient Mayan Civilisation</i> 	<p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people.</p> <p>Study of the Mayan civilisation: The Mayan Empire, centred in the tropical lowlands of what is now Guatemala, reached the peak of its power and influence around the sixth century A.D. The Maya excelled at agriculture, pottery, hieroglyph writing, calendar-making and mathematics, and left behind an astonishing amount of impressive architecture and symbolic artwork. Most of the great stone cities of the Maya were abandoned by A.D. 900</p>	