

Knowledge Progression (including core and specific) for History

Year 1

Autumn Term Childhood

core knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.

core knowledge Aspects of everyday life include houses, jobs, objects, transport and entertainment.

core knowledge Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

core knowledge Significant historical events include those that cause great change for large numbers of people.

specific knowledge The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London.

core knowledge Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.

core knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

specific knowledge Photographs can be ordered chronologically on a timeline.

specific knowledge A family tree is a diagram that shows the relationship between people in several generations of a family.

core knowledge Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.

specific knowledge Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.

core knowledge Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

specific knowledge2 Everyday objects, such as baby bottles, clothing, toys and books, can tell us about childhood in the past.

core knowledge Historical sources include artefacts, written accounts, photographs and paintings.

Spring Term Bright Lights, Big City

core knowledge Significant historical events include those that cause great change for large numbers of people.

specific knowledge The Great Fire of London was a major fire that destroyed a large area of London in 1666. The fire began in a bakery on Pudding Lane. A monument was built near to Pudding Lane to commemorate the Great Fire.

core knowledge A monarch is a king or queen who rules a country.

specific knowledge Queen Elizabeth II is the current monarch of the United Kingdom.

Summer Term School Days

core knowledge Identifying similarities and differences helps us to make comparisons between life now and in the past.

core knowledge Aspects of everyday life include houses, jobs, objects, transport and entertainment.

specific knowledge The Victorian era describes the time during the reign of Queen Victoria 1837–1901. Key aspects of life in the Victorian era include the Industrial Revolution, the lives of rich and poor people, the reign of Queen Victoria leisure time and new inventions.

specific knowledge In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce's cap and the cane to punish children. Reading, writing and arithmetic, the three Rs, were

the most important lesson alongside religious instruction. There were no school dinners, so children went home at lunchtime.

core knowledge Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.

core knowledge Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.

core knowledge A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.

specific knowledge Samuel Wilderspin (1791–1866) was an English educator known for his pioneering work in infant schools. He believed that children should be encouraged to learn through experience, be treated kindly and develop their feelings as well as intellect.

core knowledge Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.

specific knowledge In Victorian schools, children were taught cursive handwriting, reading, writing, arithmetic and religious instruction. Chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy.

core knowledge 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.

specific knowledge Important events in a school's history include the opening of a new building, a visit from an important guest, the celebration of a significant national or a school-based event such as a centenary.

core knowledge Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.

specific knowledge A timeline shows information in chronological order. The building and opening of the school is the event that happened longest ago, so will be on the left-hand side of the timeline. The present day will be on the right-hand side of the timeline.

core knowledge Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.

core knowledge Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.

specific knowledge First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.

specific knowledge Artefacts used in Victorian classrooms include a slate and slate pencil, blackboard, a dunce's hat, a cane, a school bell, an abacus, wooden desks and an ink pen.

core knowledge Historical sources include artefacts, written accounts, photographs and paintings.

Year 2

Autumn Term Movers and Shakers

core knowledge Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

specific knowledge There were many differences between the journeys of Columbus and Armstrong, such as transport (Columbus sailed on a ship, Armstrong travelled in a rocket and lunar module) and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s).

core knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

specific knowledge The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.

core knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

specific knowledge In history, the term significant individual describes a person who is great, important or worthy of attention.

specific knowledge Historians use different sets of criteria to help them make judgements about significance.

specific knowledge Significant explorers and their voyages include Vasco de Gama's voyage to India, Christopher Columbus' voyage to the Americas, Captain James Cook's voyage to New Zealand and Australia, Roald Amundsen's voyage to the South Pole and Neil Armstrong's voyage to the Moon.

specific knowledge Christopher Columbus was a significant explorer who lived centuries ago (1451–1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'.

specific knowledge Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration.

specific knowledge An activist is a person who feels strongly about helping people, other living things or the planet. They protest to make changes happen.

specific knowledge Significant activists include Martin Luther King Jr, William Wilberforce, Malala Yousafzai, Mahatma Gandhi, Rosa Parks and Emmeline Pankhurst.

specific knowledge Rosa Parks was arrested when she refused to give up her seat for a white passenger on a bus in Montgomery, USA in 1955. Her arrest started the Montgomery bus boycott, which lasted a year before the segregation rules on buses were changed.

core knowledge Important individual achievements include great discoveries and actions that have helped many people.

core knowledge Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.

specific knowledge A significant person in the locality is someone who made big changes in their lifetime, made people's lives better or worse and changed the way people think. Their ideas are still used today and were a very good or very bad role model.

core knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.

specific knowledge Categories for sorting significant people include explorers, activists, monarchs, scientists and artists.

specific knowledge Diamond ranking is a way of organising information and data from most to least important.

core knowledge Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.

specific knowledge A memorial is something made to remind people of a significant person or event. It can celebrate their life and show respect for their achievements. Memorials can include statues, monuments, buildings, stamps or money.

core knowledge A viewpoint is a person's own opinion or way of thinking about something.

specific knowledge A fact is something that is known or true. An opinion is a thought or belief about something.

specific knowledge Emmeline Pankhurst stood up for women's rights. She started a group to fight for votes for women. Members of the group were known as the suffragettes.

Spring Term Coastline

core knowledge Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

core knowledge A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

specific knowledge Jobs in Whitby's past included ship building, factory working, fishing and jet working.

core knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

specific knowledge Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby.

Summer Term Magnificent Monarchs

core knowledge Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.

specific knowledge The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. Today, the Queen, Elizabeth II, is a constitutional monarch, which means that laws are made by parliament and the Queen represents the nation.

core knowledge A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

specific knowledge A historical period is the duration of a monarch's reign. Historical periods include Anglo-Saxon, Norman, Plantagenet, House of Lancaster, House of York, Tudor, Stuart, Restoration, Hanoverian, House of Saxe-Coburg and Gotha and House of Windsor.

specific knowledge There has been over 60 monarchs since AD 871.

specific knowledge Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.

specific knowledge The Bayeux Tapestry is an embroidered cloth, nearly 70 metres long and 50 centimetres tall, which shows the events leading up to the Norman conquest of England, including the Battle of Hastings.

specific knowledge William, Duke of Normandy, thought he would be king after Edward the Confessor died. When Harold Godwinson became king instead, William invaded England and took the throne himself, earning the name William the Conqueror.

core knowledge 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.

core knowledge Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.

specific knowledge Alfred the Great ruled between AD 871–899. He defeated Viking invaders and became the first king of a unified England. He also valued reading and knowledge and translated books from Latin for others to read.

specific knowledge Henry VIII is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church, divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward.

specific knowledge Some of Henry VIII's actions during his reign, such as supporting the arts and sport, had a positive impact. Some, such as breaking from the Roman Catholic Church and spending money on wars and a lavish lifestyle had a negative impact.

specific knowledge Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1558.

specific knowledge Elizabeth I's actions, such as bringing religious peace, making good relationships with other European countries and strengthening the role of parliament, had a significant impact on England.

specific knowledge Queen Victoria was the Queen of the United Kingdom and head of the British Empire. She supported social reform and laws to make the lives of poor people better. Her children and grandchildren married into the royal families of Europe.

core knowledge Important individual achievements include great discoveries and actions that have helped many people.

core knowledge 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.

specific knowledge The feudal system was a way of organising society. The king was at the top of the feudal system followed by the tenants-in-chief, knights and peasants. Peasants were either freemen or serfs. Serfs were at the bottom of the feudal system.

core knowledge A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.

specific knowledge Historical terms and phrases linked to kings and queens include royal, monarchy, monarch, hierarchy, castle, palace, sovereign, ruler, chronology, timeline, power, rule, AD (anno Domini), reign, period and century.

core knowledge Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.

specific knowledge Elizabeth II is a constitutional monarch whose role is the head of state of the United Kingdom and Commonwealth. Her work includes supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Crown Act.

specific knowledge As Elizabeth II's eldest child, Prince Charles is next in line to the British throne.

core knowledge Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.

specific knowledge Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The facial expressions, objects, clothing, poses and backgrounds in royal portraits are used to give a message about the monarch to the viewer.

Year 3

Autumn Term Through the Ages

core knowledge Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. 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 was an important part of life.

specific knowledge The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.

specific knowledge The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.

specific knowledge The Amesbury Archer is the name given to a set of Bronze Age human remains found in Amesbury, Wiltshire. The remains were buried with objects, including flint arrow heads, a metalworking tool and Bell Beaker pottery.

specific knowledge Hillforts were Iron Age settlements that were built on top of a hill. The height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.

specific knowledge The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.

core knowledge Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.

specific knowledge In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor. An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements.

core knowledge The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.

specific knowledge The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed.

core knowledge Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

specific knowledge Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.

specific knowledge During the Bronze Age, tools and weapons were made from metals, such as bronze. Metal tools and weapons were more efficient than stone, so farming, trade and wealth increased.

specific knowledge Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music.

core knowledge Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

specific knowledge Knowledge of ironworking arrived with the Celts. It improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.

specific knowledge Farming became more efficient in the Iron Age, due to stronger, more durable iron tools. Farmers used fields outside hillforts to raise cattle and crops and began to use fertilisers. They traded surplus crops with other tribes. Efficient farming led to more free time for feasting, playing games and learning new skills and crafts.

core knowledge Dates and events can be sequenced on a timeline using AD or BC. 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.

specific knowledge The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC. The Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.

specific knowledge The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It ended when society in Britain and Europe collapsed.

specific knowledge The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43.

core knowledge Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.

specific knowledge Many aspects of life changed from the Stone Age to the Iron Age due to invention, ingenuity and new technology. Iron tools and weapons were more efficient than stone. Hunting and gathering stopped and farming developed. Nomadic lifestyles stopped and people lived in permanent settlements. Clothing was made from cloth instead of animal skins.

core knowledge Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.

core knowledge Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.

specific knowledge BC stands for 'before Christ' meaning the time before Jesus Christ was born. BCE means 'before common era', which is an alternative version of BC. AD means 'anno Domini', which is the Latin for 'in the year of our Lord' meaning after Jesus Christ was born. CE means 'common era' and indicated the time after AD 1, which is an alternative version of AD.

core knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

specific knowledge By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animals.

specific knowledge The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC.

specific knowledge The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.

core knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

specific knowledge Skara Brae is a Neolithic settlement on the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which have helped historians and archaeologists to understand more about life in the Neolithic.

specific knowledge A hoard is a group of precious objects that have been buried in the ground to be retrieved later. The Snettisham hoard consisted of rings, bracelets, ingots, 234 coins and over 200 torcs made of precious metals. Some pieces in the hoard were unfinished and some were deliberately broken.

specific knowledge Written evidence about Celtic warriors comes from Roman invaders or Greek historians. This evidence may be unreliable, because the writers were making assumptions about Celtic warriors or they were trying to make their enemies sound frightening.

specific knowledge Historical sources for Celtic beliefs include written texts from Roman and Greek authors, human remains, artefacts and mythology. These sources may not be reliable on their own, but can be used together to build a picture of Celtic beliefs.

specific knowledge The artefacts and human remains found in the Boscombe Bowmen grave indicate that they were all from the same family. They were different ages and came from Wales. They died during the Bronze Age and their remains were buried and moved over time.

specific knowledge Cheddar Man was discovered in Gough's Cave in Cheddar Gorge, Somerset in 1903. Archaeologists have recently used reliable evidence from radiocarbon dating, genetic analysis, bone analysis and facial reconstruction to find out more about Cheddar Man. He lived over 10,000 years ago, was in his 20s when he died, had blue or green eyes, dark wavy hair and black skin.

Spring Term Rocks, Relics and Rumbles

core knowledge Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

specific knowledge Mary Anning was a palaeontologist (scientist who studies fossils). She discovered the first complete Ichthyosaur fossil. This was an important discovery because it challenged the way scientists had believed the natural world had developed.

core knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

specific knowledge Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.

core knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

Summer Term Emperors and Empires

core knowledge Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.

core knowledge Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.

specific knowledge Over time in Rome, there were three different systems of rule; a kingdom, a republic and an empire.

specific knowledge The basic structure or hierarchy of a Roman army legion was complex. It included: contubernium, which consisted of eight men who lived and worked together; centuries, which were made up of 10 contubernia with a total of 80 men commanded by a centurion; cohorts, which included a group of centuries or a maximum of 800 fighting men. A Roman legion was commanded by a legatus legionis.

core knowledge After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.

specific knowledge A rebellion is an act of resistance against government or authority.

specific knowledge Boudicca was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman Empire because Emperor Nero tried to take the land of the Iceni tribe, charged unfair taxes and attacked her family.

specific knowledge The Romans wanted to conquer Caledonia (Scotland) after conquering Britannia (England and Wales). They tried to bribe and fight the tribes in Scotland, but northern Caledonians, called Picts, refused to surrender.

specific knowledge Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border.

core knowledge Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.

specific knowledge Many people who lived near new Roman towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.

specific knowledge Before the Romans arrived there were no towns in Britain. Romans built towns on a grid system. All towns in the Roman Empire were similar and contained a forum, basilica, temples and bath houses.

specific knowledge The Romans led a rich and cultured life. They enjoyed activities, such as feasting and dinner parties, music and dancing, gladiator tournaments and fashion.

core knowledge The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.

specific knowledge The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East.

specific knowledge Archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain, luxury goods from across the Roman Empire were available in York and Christian and pagan beliefs existed alongside each other in Roman Britain.

core knowledge 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. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture.

specific knowledge The cause of the invasion in AD 43 was for Emperor Claudius to show he was a skilled military leader and a great emperor. The impact of the invasion was that Britannia became Romanised.

core knowledge National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.

core knowledge Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.

specific knowledge Roman inventions include forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.

specific knowledge The Romans built roads to link up Roman towns and so that the army could move around easily. They were well built from concrete, stone, broken tiles and gravel and were straight. Bridges were built when rivers needed to be crossed.

core knowledge Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.

specific knowledge Traders brought the news of Christianity to Roman Britain but at first the Romans punished Christians. Emperor Constantine was the first Christian emperor and he wrote the Edict of Milan, which made Christianity legal in AD 313. 10 years later, Christianity became the official religion of the Roman Empire.

core knowledge Dates and events can be sequenced on a timeline using AD or BC. 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.

specific knowledge Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.

core knowledge Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.

specific knowledge Nine significant Roman emperors include: Augustus (63 BC–AD 14); Tiberius (42 BC–AD 37); Caligula (AD 12–41); Claudius (10 BC–AD 54); Nero (AD 37–68); Trajan (AD 53–117); Hadrian (AD 76–138); Commodus (AD 161–192); Constantine (cAD 280–337).

core knowledge Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.

core knowledge The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.

specific knowledge Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful.

specific knowledge Cause, is a thing that gives rise to an action. Consequence is a result or effect of an action, sometimes unwelcome or unpleasant.

specific knowledge The Romans started to withdraw from Britain cAD 400 because of invasions by the barbarian Visigoths in other parts of the Empire. The Britons asked Rome for help in AD 410 but Emperor Honorius refused to send troops to defend the Britons and declared they had to 'look to their own defences'.

specific knowledge By AD 410, Roman troops withdrew from Britain to help fight wars elsewhere in the Empire. As the Romans left Britain, other invaders came to Britain including Angles, Saxons, Picts, and Scots. As a result of the withdrawal, towns and villas were abandoned, money went out of use and writing declined. The event also led to the invasion of Britain by the Anglo-Saxons because there was no army to defend the borders.

core knowledge Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.

specific knowledge There are two significant sources of information for the founding of Rome. One source is the myth of Romulus and Remus and the creation of Rome on the 21st April 753 BC.

There is also geographical and historical evidence showing that Rome grew out of small settlements on the hills near the River Tiber, around 3000 years ago.

specific knowledge The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort.

core knowledge Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.

core knowledge Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.

Year 4

Autumn Term Invasion

core knowledge The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.

core knowledge Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.

specific knowledge The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots. However, the Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land. The three tribes invaded from the south and east of England. The Britons were forced to take on Anglo-Saxon ways or move west to Cornwall or Wales while the Anglo-Saxons settled in England.

specific knowledge After the invasion the Anglo-Saxons settled across England from east to west. They split England into seven kingdoms: East Anglia, Essex, Kent, Mercia, Northumbria, Sussex and Wessex. Each kingdom was ruled by a separate king and there was unrest as these kings fought each other for land and power. Eventually, there were five kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex.

specific knowledge The legacy of the Anglo-Saxons includes the English language, the rule of law, place names, Christianity and the kingdom of England.

core knowledge The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.

specific knowledge The first recorded Viking invasion happened in AD 789 on the Isle of Portland on the south coast of England. Three ships arrived and were greeted by the reeve of Dorchester, the local official, who was killed.

core knowledge A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.

core knowledge Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.

specific knowledge Monasteries are places where monks live, work and pray, which are separated from the outside world. Monasteries were important for spreading Christianity to the Anglo-Saxons, promoted reading and writing and provided help for the poor.

core knowledge The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.

core knowledge 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.

specific knowledge Anglo-Saxon kingdoms had a hierarchy with kings at the top and slaves at the bottom. Most Anglo-Saxons were farmers but some were craftspeople. They lived in single room houses made of wood or wattle and daub in settlements that were surrounded by high fences to protect them against attack.

core knowledge Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

specific knowledge The everyday lives of the Vikings were similar to the Anglo-Saxons in many ways. Both lived in houses made from wood and wattle and daub, both brought pagan beliefs in multiple gods to England and both worked mainly as farmers or crafts people. However there were differences, for example, the Vikings were great sea farers and were skilled boat builders and they had a warrior culture.

core knowledge 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.

specific knowledge During the period AD 410–1066, Britain came under attack from four groups of invaders, the Picts and Scots, the Anglo-Saxons, the Vikings and the Normans.

specific knowledge Timelines help us to understand longer and more complex periods of time by breaking significant events and periods into smaller parts, putting events in chronological order and helping us to understand cause and effect.

specific knowledge England was not a peaceful kingdom after Athelstan. The kingdom was ruled by a succession of Anglo-Saxon and Viking monarchs who fought for power, until 1066, when Edward the Confessor died without leaving an heir to the throne.

core knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

specific knowledge There is evidence that the Anglo-Saxons tried to deal with Viking invaders in different ways. Some surrendered their power and land, some paid money, called Danegeld, so that the Vikings would leave them in peace, and some fought the Viking invaders. By the time of the reign of Alfred the Great, only the Anglo-Saxon kingdom of Wessex remained. After a series of attempted invasions, Alfred defeated the Viking, Guthrum and made a peace treaty, splitting England into Anglo-Saxon Wessex in the west and the Viking kingdom of Danelaw in the east.

core knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

specific knowledge Athelstan was the grandson of Alfred the Great. He was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburh. After this battle, Athelstan was the first king who became known as 'King of all England'.

core knowledge Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

specific knowledge Sutton Hoo, in Suffolk, England, is believed to be a royal Anglo-Saxon burial site. Eighteen burial mounds called barrows were excavated and the Great Ship Burial or King's Mound, revealed a buried ship filled with objects. The craftsmanship, materials and function of the objects showed that the person buried was wealthy and important.

core knowledge Bias is the act of supporting or opposing a person or thing in an unfair way.

core knowledge A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.

specific knowledge The Ruin is an Anglo-Saxon poem written by an anonymous author sometime between the 8th and 9th century, 400 years after the Roman withdrawal. It describes the fall of a Roman city in Britain, thought to be Bath.

specific knowledge The Viking raids, on the monastery at Lindisfarne, shocked the Christian world. Monks who heard of the raid wrote descriptions and letters describing how the monks were attacked and some were taken for slaves. The altar and church were damaged and money and treasures stolen. The primary sources were all written by monks, so all have a Christian viewpoint and talk about the event in emotive terms.

core knowledge Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

specific knowledge Attacks from barbarian tribes on the Roman Empire caused the Roman withdrawal from Britannia. There were many effects of the Roman withdrawal. Citizens abandoned Roman towns, which became deserted, coins were no longer made so people bartered for goods, reading and writing declined and Britons rebuilt old hillforts and returned to their old, Celtic way of life.

specific knowledge The Norman invasion was caused by the death of Edward the Confessor. There were three claimants to the throne, Harold Godwinson, Harald Hardrada and William, Duke of Normandy. Harold Godwinson was crowned king, but then marched north and defeated Harald Hardrada at the Battle of Stamford Bridge. William then invaded the south coast and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and this ended the Anglo-Saxon and Viking rule of England.

Spring Term Misty Mountain, Winding River

History is taught in Autumn and Summer terms.

Summer Term Ancient Civilisations

core knowledge Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

specific knowledge The king or ruler was at the top of the ancient Sumerian hierarchy. He made laws, led the army and ordered taxes to be paid. Priests and priestesses were next. They were powerful and told people how to behave to please the gods. The upper classes were successful merchants, scribes, high-ranking soldiers and other professionals. The lower classes were craftspeople, farmers and other workers. Slaves were prisoners of war who were at the bottom of the hierarchy. They worked for the king, priests or upper classes.

specific knowledge The pharaoh was at the top of the hierarchy and had absolute power. The vizier ensured that the pharaoh's orders were carried out. Priests performed rituals to keep the gods happy. Scribes and soldiers kept government records and supervised building projects. Skilled craftspeople made objects, including pottery and jewellery, to serve the pharaoh or to trade. Peasant farmers grew crops and worked as builders for the pharaoh. Slaves, who were prisoners of war or criminals, were at the bottom of the hierarchy and were forced to work for the pharaohs or nobles.

core knowledge The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.

specific knowledge Ancient Sumer was the first civilisation in the world. It developed in the Fertile Crescent in Mesopotamia, c4500 BC, on the banks of the Tigris and Euphrates rivers. Nomads settled on the banks because the land was rich in nutrients and there was plenty of water. People started to farm the land and created inventions, such as the plough, the wheel and irrigation, to make work more productive and life easier. As the populations grew, city states, trade and writing developed.

core knowledge 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.

core knowledge Historical terms include abstract nouns, such as invasion and monarchy.

specific knowledge Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.

core knowledge Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.

specific knowledge Ancient Sumer and ancient Egypt shared many similarities. They both developed on the banks of rivers where the land was made fertile by flood water. They both invented new technologies to make work easier and improve everyday life. They both had a writing system, trade links with other countries and worshipped a range of gods. People lived in large cities and had a range of specialised jobs. However, there were differences. Temples and tombs were built differently, and the ancient Egyptians used art and sculpture more widely to commemorate pharaohs and decorate tombs. Ancient Sumer had few natural resources, so relied on trade to provide the materials that they needed, whereas ancient Egypt had an abundance of natural resources.

specific knowledge There are many aspects of life today that are linked to ancient civilisations. We use their inventions, including the wheel, clocks, irrigation systems and farming tools. Many people also live in large towns and cities, carry out specialised jobs and rely on trade to provide goods and build wealth. However, advances in technology, including the invention of the engine, computer and battery, mean that we now use a wide range of inventions and technologies that were not available in ancient times.

core knowledge Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.

specific knowledge Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. Farmers also developed new techniques and tools, which allowed them to produce surplus food. There was enough food to feed the growing population, and surplus food to feed specialised workers. Food was also traded with other city states.

specific knowledge Life changed when new technologies and tools were invented, because they made work quicker and easier and improved everyday life. Sumerian inventions include the wheel, the plough, cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.

core knowledge 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.

core knowledge Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

specific knowledge Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings. Houses for the wealthy were in the centre of the cities, and homes for the poor were at the edges. Thousands of people lived in and around the cities. People worshipped at temples built on mudbrick platforms called ziggurats, and had a variety of specialist jobs. Farmers worked outside the city, and surplus food was stored in granaries inside the city walls or given as religious sacrifices.

specific knowledge Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. The Egyptians used the water to cook, clean and irrigate crops, and also as a food source. Cities developed over time, and some were home to around 250,000 people. Trade, crafts and food production flourished. Architecture was an important aspect of life. Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed huge pyramids, tombs and monuments for the pharaoh. Art developed and was used to decorate objects and tombs.

specific knowledge Egyptian cities grew over time and were surrounded by high walls. Small roads radiated off a main road that ran through the centre. Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city. Thousands of people lived in the cities. Wealthy people enjoyed a luxurious lifestyle, enjoying entertainment like hunting and banquets, and they lived in comfortable houses with gardens and pools. Poorer people

lived more simply, in small, flat-roofed houses, and did specialised jobs inside the city or worked on farms outside. Arts and leisure were important, and the ancient Egyptians enjoyed music, dancing and playing games.

core knowledge A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.

specific knowledge A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. Pharaohs were also high priests and were believed to be deities, or gods. Their actions had to please the gods and bring harmony and balance, known as maat, to the world. Pharaohs also built monuments and pyramids to help them reach the afterlife. Pharaohs used symbols, including the uraeus, or cobra, false beard, crook and flail to show their power.

core knowledge Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.

specific knowledge The treasures in Tutankhamun's tomb reveal information about the wealth and status of a pharaoh, the skills of the craftspeople, the materials used, the beliefs of the ancient Egyptians and aspects of everyday life. For example, the pectoral necklace depicts the sun god, Ra, and is made from gold and semiprecious stones that were highly prized. The daggers were placed in the tomb so that Tutankhamun could defend himself in the afterlife and the use of iron from a meteorite indicates that the craftspeople thought that the metal was a gift from the gods. The king's death mask is beautifully made from solid gold and is etched with symbols and spells to protect and guide the pharaoh in the afterlife.

core knowledge The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time.

specific knowledge Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade and conflict.

core knowledge Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

specific knowledge Sargon the Great overthrew the king of Akkad and took the throne. He admired Akkad's neighbour, ancient Sumer, because it was an advanced society and he wanted to rule it himself. At this time, the kingdom of Sumer was very divided, especially between the rich and poor. King Sargon sided with the poor, gathered a strong army and took control of Sumer c2334 BC. He united the country by tearing down defensive walls, forcing everybody to speak the same language, bringing order and justice and protecting the weak. Trade, the army and the arts flourished.

specific knowledge Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities. These factors destroy cities, water supplies, jobs, food production, infrastructure and trade. Arts, crafts, culture and writing can be lost and social hierarchy can change. The ancient Sumerians disappeared due to climate change, natural disasters and invasions. The ancient Egyptians collapsed due to invasion by the ancient Greeks in 332 BC and the ancient Romans in 30 BC. The Indus Valley civilisation fell due to climate change and a range of human activities.

Year 5

Autumn Term Dynamic Dynasties

core knowledge 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.

core knowledge 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.

specific knowledge The people of the Shang Dynasty had five important religious beliefs. These were: three realms: heaven, earth and the underworld ancestors were very important the human body had two souls sacrifices were very important special people could communicate with spirits. They believed in a supreme god, called Shangdi, and other gods, who controlled different aspects of nature. They gave sacrifices to the gods and ancestors and had to bury the dead correctly. Gods and ancestors helped the people of the Shang Dynasty to predict the future using oracle bones.

specific knowledge Bronze was significant in the Shang Dynasty because it was difficult to produce, a huge number of people were involved and the casting technique was technologically advanced. Craftspeople made high quality objects, including ritual bronzes for sacrifices and burials.

specific knowledge The king was at the top of the hierarchy. He had absolute power, fought enemy clans and communicated with the gods and ancestors. Aristocrats were the king's relatives and other nobles. They worked as priests, advisors or government officials. The military included foot soldiers, archers and chariot warriors. They were very well respected. Craftspeople made objects from bronze, jade, stone, wood and silk, and were wealthy. Peasants farmed the land. They were respected, but paid heavy taxes and were often without a home or food. Slaves were criminals or prisoners of war, and were at the bottom of the social hierarchy.

specific knowledge People lived in cities, towns and villages in the Yellow River Valley. Cities were surrounded by defensive walls and divided into separate sections. Three generations of a family usually lived together, with the oldest man as the head of the family. People worshipped their ancestors and had altars at home. Jobs depended on a person's social class and family profession. Life was different for rich and poor. The wealthy lived in large rectangular houses, wore silk clothes and enjoyed leisure time. The poor lived in homes dug from the earth, wore clothes made from hemp and worked long hours.

core knowledge The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

specific knowledge Silk and jade objects have been produced in China for thousands of years, since prehistoric times. Jade is a hard, rare stone that is difficult to carve and highly valued. People believe that jade has special powers and virtues. Silk is a delicate fabric made by unwinding a fine thread from a silkworm cocoon before it is woven. Silk was a luxurious status symbol in ancient China and silk making was a closely guarded secret.

core knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

specific knowledge The legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions, writing, family structure and food and drink.

core knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

specific knowledge Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxu. They were inscribed with questions and burned with hot rods until they cracked. Diviners, priests or the king interpreted the cracks to find answers to the questions and make decisions. The inscriptions on the oracle bones have provided information about life in the Shang Dynasty.

specific knowledge Warfare was a way of life in the Shang Dynasty because of attacks from neighbouring tribes. The army was well organised and consisted of foot soldiers, archers and chariot drivers. Soldiers were trained in martial arts and had bronze weapons and armour, which gave them an advantage over their enemies.

core knowledge Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

specific knowledge The Shang Dynasty was similar to other Bronze Age societies because they had a hierarchy, believed in spirits and the afterlife and had skilled craftspeople. The Shang Dynasty was different because the Chinese Bronze Age started later, bronze was used primarily for elaborate ritual vessels and the skills of the Shang Dynasty craftspeople were far superior to any other civilisation.

core knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

specific knowledge China is the longest lasting civilisation. The first five Chinese Dynasties were the Xia Dynasty (c2070–c1600 BC), Shang Dynasty (c1600–c1046 BC), Zhou Dynasty, which was split into the Western Zhou Dynasty (c1046–c771 BC) and Eastern Zhou Dynasty (c771–c256 BC), Qin Dynasty (c221–c207 BC) and Han Dynasty (c206 BC–cAD 220).

core knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

specific knowledge The Yellow Emperor of the Xia Dynasty might not have existed. Legends tell of the reign of the Yellow Emperor and the first dynasty, which created the system of hereditary rule that lasted for thousands of years. There may be truth in the stories, but certain aspects, like the Yellow Emperor's four faces and journey to heaven on a dragon, make people question the validity of the stories as evidence.

core knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

specific knowledge Wang Yirong discovered ancient Chinese writing on bones given as medicine in 1899. He traced the bones to the modern city of Anyang and discovered the last capital of the Shang Dynasty, Yin. Over 100,000 oracle bones, the ruins of buildings, bronze and jade artefacts and warrior queen Fu Hao's tomb were found during a dig at Yinxu in 1928. This was the first evidence that the Shang Dynasty had existed.

specific knowledge Fu Hao was a wife of King Wu Ding, king of the Shang Dynasty. She was a military leader and led an army of 13,000 men, which was highly unusual for a woman. She was also a politician and a spiritual leader. She was buried in a tomb, which was a great honour, with cowrie shells, jewellery, weapons, ritual bronzes and oracle bones.

core knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.

specific knowledge Sima Qian wrote the Records of the Grand Historian in 94 BC and described the Shang Dynasty kings. Di Xin was the last Shang Dynasty king who indulged in wine and excess, collected money from the poor and built palaces. People thought that his behaviour would anger the gods and ancestors, but people who challenged him were punished or killed. The neighbouring Zhou clan invaded the Shang state to stop Di Xin's reign because his actions went against their beliefs. King Wu of Zhou gained control of the Shang state c1046 BC and Di Xin set fire to his palace and committed suicide.

Spring Term Sow. Grow and Farm

core knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

specific knowledge The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.

Summer Term Groundbreaking Greeks

core knowledge Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).

specific knowledge Neoclassicism was a style of art and design based on Ancient Greek and Roman buildings and artefacts. Neoclassicism swept Britain between the 1760s and the 1850s and covered all aspects of the arts, including sculpture, painting and architecture. Discoveries at

Pompeii in Italy and grand tours of Europe inspired architects and artists to base their designs on the classical world. Neoclassical buildings and art can be found in most towns and cities in the UK.

core knowledge 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.

specific knowledge Four significant figures in ancient Athens were: Cleisthenes, the 'father of Athenian democracy'; Pericles, a statesman who was responsible for the building of the Acropolis; Socrates, a great philosopher in ancient Greece; and Plato, a philosopher and founder of the first university in Athens.

specific knowledge The word philosopher means 'lover of wisdom', and ideas from ancient Greek philosophers are still studied today. Socrates was a Greek philosopher who said that happiness came from leading a moral life. He also invented the Socratic method. Plato explored the meaning of justice. Aristotle's most famous idea was 'everything in moderation'. Leucippus and Democritus believed that the world was made of tiny particles. Thousands of years later, scientists discovered atoms and proved that their thinking was right.

specific knowledge Ancient Greek mathematicians made many discoveries, especially about geometry. Many, including Thales, Pythagoras and Archimedes, created theorems that are still studied and used today.

specific knowledge The Olympic Games began in 776 BC and were the greatest sporting events of their time, as well as a religious festival for Zeus. Competitors came from all over Greece, and warfare ceased during the games to allow safe travel. Athletes trained to compete in a variety of events and had to adhere to strict rules. Many of these aspects can be seen in the modern Olympics, where the motto 'excellence, respect and friendship' reflects the skill of the athletes, their respect for rules and friendship between nations.

specific knowledge The artistic and cultural legacy of ancient Greece includes theatre, sculpting techniques, rules of architecture and forms of literature. Many of these aspects of Greek arts and culture have influenced people around the world for thousands of years and are still seen today.

core knowledge The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.

specific knowledge A city state, or polis, included a city and the surrounding farmland and villages. City states were independent and isolated from each other by mountains and the sea, but shared a common language and religion. However, they were governed differently, had their own cultures and were often at war with each other. Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.

specific knowledge Male citizens were at the top of the social hierarchy in Athens. Citizens included aristoi who owned property and the best farmland, periokoi who lived in smaller settlements outside the city and businessmen who made money from trade. Metics, skilled workers who did not come from Athens, were next in the hierarchy. Slaves were at the bottom. Women took on the status of the men in their families.

core knowledge Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.

specific knowledge After Alexander the Great's death, his empire was shared amongst his generals. New dynasties were created, but infighting weakened ancient Greece. The Romans took control of Greece after the Battle of Corinth in 146 BC. They embraced Greek culture by adopting Greek gods and myths, making Greek an official language of the Roman Empire, borrowing sculpting techniques, attending Greek universities and using the Greek orders of architecture. This meant that Greek ideas spread throughout the Roman Empire instead of fading away.

core knowledge Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.

specific knowledge The word acropolis means a stronghold built on a hill. The statesman, Pericles, started a massive building project on the Acropolis in Athens to create a temple called the Parthenon, to honour the goddess Athena. It was made from marble, covered in carvings and housed a huge gold and ivory statue of the goddess, Athena. Other buildings, including the Propylaea, an entrance way, and smaller temples, were also created. As well as honouring the gods, the buildings glorified Athens.

core knowledge Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.

specific knowledge The Mycenaeans ruled a large area of Greece from c1600 BC. They expanded their territory to include the Minoan island of Crete. The Minoans influenced the Mycenaeans, so there were similarities between the two civilisations, including bull and snake goddess worship, pottery and craft work and the use of hieroglyphs. However, there were also differences, including a greater interest in military power and different roles for women in society.

specific knowledge The Dark Age started c1100 BC. Civilisations collapsed and the population declined. Language disappeared, trade stopped and people lived in small farming settlements, growing enough food to survive. In contrast, the Archaic period saw the population increase again. A new Greek language developed, arts and culture revived, and trade links were reformed. Isolated city states emerged and famous events, such as the Olympic Games, were founded.

core knowledge Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.

core knowledge Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.

specific knowledge The Minoan civilization formed c3000 BC, on the island of Crete. The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces. However, it is believed that changes due to natural disasters in c1700 BC, and again in c1450 BC, weakened the civilisation and made it vulnerable to invasion.

specific knowledge Historically valid questions about continuity and change could include, 'Did the Minoans live a settled life for a long period of time, or was life constantly changing?' or 'How did natural disasters change life for the Minoans?'

core knowledge Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

specific knowledge There are six periods in ancient Greek history: the Minoan civilisation (c3000 BC–c1100 BC), the Mycenaean civilisation (c1600 BC–c1100 BC), the Dark Age (c1100 BC–c800 BC), the Archaic period (c800 BC–c500 BC), the Classical period (c500 BC–323 BC) and the Hellenistic period (323 BC–30 BC).

core knowledge Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.

specific knowledge Athenian Male citizens over the age of 20 had a say in how Athens was run. 6000 citizens were usually present at the Assembly, although women, children and slaves were excluded. A council of 500 citizens were randomly chosen to amend laws and oversee the political process and the strategoi were military commanders who were chosen to protect the city.

core knowledge Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.

specific knowledge Artefacts from different periods of history tell historians about the technology and skills used, the materials available, aspects of culture and everyday life, and changes over time.

specific knowledge Historical sources and artefacts generally paint Alexander the Great as an intelligent and masterful leader who conquered many lands to create one of the largest empires in the ancient world. He is depicted in primary and secondary sources as a strong, fearless leader who fought with his men in battle.

core knowledge Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

specific knowledge Primary sources of evidence were made in the period of time studied, and include artefacts, written evidence, buildings and art. Secondary sources were created after the time, and use information gathered from other sources to give a picture of the period. They include

information books, historical reports and reconstructions. Some sources are more reliable than others and may contain bias because of who, when and why they were created.

core knowledge Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.

specific knowledge Hippocrates was born c460 BC, on the island of Kos. He was a doctor who studied anatomy, surgery, fractures and serious illnesses. He realised that disease and symptoms had a logical cause and taught others how to care for patients. His Hippocratic Oath is still followed by some doctors today.

Year 6

Autumn Term Maafa:

Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

specific knowledge Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562, and subsequent monarchs granted control of the British slave trade to private companies. British privateers seized lands in the West Indies from Spain, and Britain built plantations on the islands, which used enslaved workers. In total, Britain transported over 3 million enslaved people across the Atlantic, more than any other country. This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.

specific knowledge The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.

core knowledge The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.

specific knowledge A variety of kingdoms developed in Africa over the last 6000 years. Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess.

core knowledge 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.

specific knowledge The human impact of the triangular slave trade was wide ranging. People were permanently separated from their families and homes when they were captured. People suffered great hardship and even death in coastal forts and during the middle passage. Many enslaved people were treated badly and suffered illness, injury and physical punishments.

specific knowledge Life was very difficult for enslaved people on plantations. Many worked long hours, growing and processing crops like tobacco, cotton and sugar. Living conditions, health and food supplies were poor. Enslaved people were punished by their owners and were not protected by the law. Enslaved people were also subjected to racism and were manipulated and controlled by their enslavers. To prevent rebellion, enslavers used a technique called divide and rule.

core knowledge Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.

specific knowledge Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are

described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.

core knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

specific knowledge Life was difficult for enslaved people after abolition of the slave trade and slavery. They did not receive compensation for their life in enslavement, even though their enslavers were compensated for the loss of their property. Enslaved people had to work as apprentices for their enslavers for four to six years after the abolition of slavery, and they were usually unpaid and badly treated. Emancipated people usually settled in the country where they had been enslaved or travelled to other countries, which formed the worldwide African diaspora.

core knowledge Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

specific knowledge Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery.

core knowledge 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. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

specific knowledge There were many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery. These include rebellions in Jamaica and Haiti, campaigns by different religious groups and abolitionists, public meetings and protests, publishing autobiographies and pamphlets, presenting petitions in parliament and highlighting the plight of enslaved people to the general public.

specific knowledge Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.

core knowledge Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

specific knowledge The triangular slave trade consisted of three journeys. During the first journey, ships loaded with goods in Europe sailed to Africa. The goods were exchanged for enslaved people. During the second journey, or middle passage, ships loaded with enslaved people crossed the Atlantic Ocean and arrived at plantations in the Caribbean and the Americas. During the third journey, ships loaded with goods produced by enslaved workers sailed back to Europe, where the goods were sold for a profit.

specific knowledge In the 1880s, European countries began to colonise Africa in the hope of trading with the continent, taking advantage of Africa's natural resources and building their overseas empires. In 1883, representatives from 14 European countries attended the Berlin West Africa Conference where African lands were divided between the countries who attended. African chiefs signed treaties with the European countries but didn't know what they meant, so European countries had to fight wars in Africa to claim ownership of the land.

core knowledge 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 plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money.

specific knowledge Britain benefitted from the enslavement of African people in many ways. The Royal Navy became more powerful, banks and insurance companies developed, cities grew, money made from enslavement funded the Industrial Revolution and made individuals rich. Country houses, museums and libraries that are still used today were built with the profits from slavery. People from all levels of British society used and benefitted from goods, such as cotton, linen and tobacco, that were produced by enslaved people.

core knowledge 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.

specific knowledge Resistance took many forms. Some enslaved people escaped and created independent Maroon communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery. Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule. Resistance by enslaved people played a key role in the abolition of slavery.

core knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

specific knowledge Primary sources of evidence contain the viewpoint of the author, so it is important to explore who created a source, when it was made, why it was made, the intended audience, any bias in the information and wording used and the overall message of the source. Studying sources of information from different authors can help historians to sift arguments, identify bias and build a rounded picture of an aspect of history.

core knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

core knowledge Different types of bias include political, cultural or racial.

Spring Term - Frozen Kingdom

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.

specific knowledge Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.

core knowledge Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.

specific knowledge The 'unsinkable' RMS Titanic set sail from Southampton, on 10th April 1912, to cross the Atlantic Ocean. On 14th April, the Titanic hit an iceberg and sank three hours later, killing approximately 1500 people. Around 700 people survived and were rescued by the SS Carpathia.

core knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

specific knowledge Ernest Shackleton was an explorer who travelled to the Antarctic. In 1914 he began his third expedition, the Imperial Trans-Antarctic Expedition' sailing on Endurance. His ship became stuck in sea ice, eventually sinking in 1915. In 1916, the team were rescued, with not a single member having set foot on Antarctica.

core knowledge 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.

specific knowledge The decisions Robert Falcon Scott made during his final attempt to reach the South Pole, including his refusal to use dogs to pull sledges, taking inadequate food supplies, and asking Bowers to join the team during their final push to the South Pole, all negatively affected the expedition and were factors in its failure.

Summer Term – Britain at War

Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.

core knowledge Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.

specific knowledge The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air. Adolf Hitler wanted to defeat the RAF and gain control of the skies so he could launch Operation Sealion, a land invasion of Britain. The Luftwaffe was the largest air force in Europe but Britain managed to defeat them due to their fighter planes and the Dowding System of air defence. The Battle of Britain was a significant turning point in the Second World War because it was a major defeat for Adolf Hitler, Operation Sealion was put on hold and Germany failed to invade and occupy Britain.

core knowledge 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.

specific knowledge War affected the lives of ordinary citizens in many ways. There were food shortages, women had to take on roles traditionally done by men, bombing raids caused damage and loss of life and people feared for their own safety as well as the safety of their male family members and friends who were fighting.

specific knowledge Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared. Preparations included increasing and improving weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing rationing and the Dig for Victory campaign and encouraging women to take up war work.

specific knowledge The war impacted on British civilians in many ways. For example, men were conscripted to fight, women volunteered or were conscripted for war work and parents were separated from their children. There was rationing and shortages of food, and people were affected by bombing raids where buildings were destroyed and people were killed. People lived in fear of attack and invasion.

specific knowledge Anne Frank was born in Germany in 1929. Her family were Jewish. As antisemitism and Nazi ideology gained a hold in Germany, the family decided to emigrate to Amsterdam in the Netherlands. Anne and her sister grew up happily in the Netherlands until Germany invaded in 1940. In 1942, the Frank family hid in a secret annex. Anne wrote a diary about their time in hiding, describing the difficulties, friends that helped and her hopes for the future. Anne and her family were discovered in 1944. Anne died along with her sister and mother, but her father survived and published Anne's diary.

core knowledge 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.

specific knowledge New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.

specific knowledge The Second World War was the most technologically advanced conflict in history. The bouncing bomb was invented to target dams in Germany; aircraft became more advanced and the jet engine was used for the first time; Germany developed rocket technology to target Allied cities; radar technology was invented by British scientists to detect objects beyond human sight; codebreaking technology and computers were invented to decode enemy messages and the atomic bomb was developed, which was the most destructive weapon used in the Second World War.

core knowledge Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

specific knowledge Important events during the First World War include the First Battle of Ypres (October–November 1914), unofficial truce over Christmas (December 1914), German airships bomb Britain (January 1915), Ottoman Empire attacks Suez Canal (January–February 1915), Gallipoli Campaign (February 1915–January 1916), Second Battle of Ypres (April–May 1915), Italy joins Allied Powers (May 1915), Battle of Verdun (February–December 1916), Battle of Jutland (May–June 1916), Brusilov Offensive (June–September 1916), Battle of the Somme (July–November 1916), United States joins Allied Powers (April 1917), Battle for Jerusalem (November–December 1917), Russia leaves the war (March 1918), First World War ends (November 1918).

specific knowledge Key events at the beginning of the Second World War include Adolf Hitler invading Poland (1st September 1939), Poland surrendering (27th September 1939), the occupation of Poland (September 1939–May 1945), the Phoney War (October 1939–March 1940), the invasion of Norway (April 1940), the invasion of Luxembourg, Belgium and the Netherlands (10th May–28th May 1940), the battle of France (May–June 1940), Operation Dynamo (26th May–4th June 1940) and the fall of France (22nd June 1940).

core knowledge Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.

specific knowledge Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory.

core knowledge Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.

core knowledge 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. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.

specific knowledge 2 Britain has been at war for much of its history. Conflicts include the Norman Conquest, Wars of the Roses, English Civil War, Napoleonic Wars, Crimean War, First World War and Second World War. These conflicts have provided turning points in British history.

specific knowledge The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.

specific knowledge Germany used a strategy called the Schlieffen Plan at the beginning of the conflict. They aimed to invade France through Belgium and gain control quickly. However, Allied troops drove German forces back to north-west France where both sides dug trenches to avoid losing ground. This became known as the Western Front. Russia also put up more resistance than expected at the Eastern Front, so Germany had to fight on two fronts. Because there was a stalemate on the Western Front, the Allied Powers attacked the Ottoman Empire at the Gallipoli peninsula in the hope of taking the capital Constantinople. The invasion failed with the loss of 250,000 men.

specific knowledge There were many events that lead to the end of the First World War. Germany had tried to push through Allied lines on the Western Front during Operation Michael but the British and French armies pushed Germany back to central Europe. The German navy also went on strike as they knew the situation was hopeless. The United States entered the war in 1917 and sent 85,000 troops to fight against Germany. The armistice to end the war was signed at 11am on 11th November 1918. An agreement called the Treaty of Versailles said that Germany should take the blame for the war and pay 132 billion gold marks in reparations to repair the damage done by the war.

specific knowledge There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.

specific knowledge Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day. They attacked German forces and liberated Paris in August 1944. Allied troops pushed German troops back, but on 16th December 1944, the Germans launched a massive attack on the Allied forces in Belgium and Luxembourg. They were successful at first and pushed the allied troops back to create a bulge in the line of defences. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated VE day on 8th May. The war finally ended when Japan signed a surrender on 2nd September 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.

specific knowledge There were many consequences to the Second World War. These include: countries developing nuclear weapons; the creation of the United Nations to maintain international peace; British colonies gaining independence; nations creating welfare states; Britain creating the world's first National Health Service; and wartime technologies and innovations becoming common in everyday life.

core knowledge 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.

specific knowledge Remembrance is the act of honouring people who have made sacrifices to protect Britain and the Commonwealth in times of conflict. The poppy is a universal symbol of remembrance. Memorials, monuments and ceremonies commemorate people who have died as a result of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.

core knowledge Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).

specific knowledge Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure. By the end of the war, over 5 million men had volunteered, which included 2.5 million men from Commonwealth countries. Conscription was introduced in 1916, when the number of volunteers no longer matched the number of men being killed in battle.

specific knowledge There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.

core knowledge Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

core knowledge Different types of bias include political, cultural or racial.

core knowledge 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.

specific knowledge Conflict spread around the world in the Second World War. Hitler launched Operation Barbarossa on the Soviet Union in 1941, but Joseph Stalin defeated the German army. Japan bombed US ships at Pearl Harbor in 1941, bringing the United States into the war. Japan subsequently attacked two British ships in Singapore. Britain surrendered their base in Singapore in 1942 exposing Australia, New Zealand and India to possible invasion. The Allied and Axis Powers fought in North Africa until the Axis Powers' troops surrendered in 1943. The Allied Powers invaded Italy in 1943. Italy surrendered quickly but fighting continued until 1944.