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| **History Curriculum Milestone 2 Substantive Knowledge** | | | | | | | | | | | | |
| **Period of History** | **Key Vocabulary** | | **Sticky Facts** | | | | | | **Sticky Knowledge** | | | |
| **It All Started in a Cave**  **Stone Age to Iron Age**  2500 BC to 1000 AD | **Neolithic man**  **Hunter gatherer**  **Nomadic**  **Smelting**  **Domestication**  **Agriculture**  **Tribal**  **Artefact**  **BC (Before Christ)**  **Civilisation**  **Shelter** | | * The stone-age period started around 3 million year ago when humans started to live in Europe. * During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. * 3500 BC started with the introduction of agriculture and domesticated animals. * Stone Age site Skara Brae and Stonehenge. * The stone-age was followed by the bronze-age period. This is when humans started to use metal. * The bronze-age was followed by the iron-age when countries become more technologically advanced. | | | | | | * *Know what is meant by ‘hunter-gatherers* * Know how Britain changed between the beginning of the stone age and the iron age (*moving from stone to metals for hunting and smelting process)*. * Know the main differences between the stone, bronze and *iron ages.* * Bronze Age settlements in Beeston (archaeological evidence of Neolithic / Bronze tools / Iron tools) / * **Burwardsley trip for Stone Age / Iron Age workshop** | | | |
| **They Came, They Saw, They Conquered**  **The Romans**  55 BC to 410 AD | **Invasion**  **Empire**  **Legionaries**  **Conquered**  **Republic**  **Emperor**  **Centurion**  **Aqueduct**  **Senate**  **Colosseum**  **Gladiators**  **Romanisation** | | * 55BC Caesar’s first expedition to Britain; best known and extended lands by invading countries. * 61AD Boudicca leads a rebellion: She was a queen of the British Celtic Iceni tribe who led an uprising. * The Romans built over 3000km of roads in the UK; Ermine Street, Fosse Way; Watling street; Peddars Way. * Legionaries were Roman citizens; they wore a helmet (galea), rounded shield, a stabbing sword (gladius) and a throwing spear. Shields were used to form a testudo. * The Romans were excellent engineers and builders; they used concrete, brick and arches. * 70s AD Deva (Chester) was built * 410 AD Roman rule ends in Britain. | | | | | | * Know how Britain changed from the iron-age to the end of the Roman occupation. * Know how the Roman occupation of Britain helped to advance British society – language / roads / coin / architecture. * Know how there was resistance to the Roman occupation and know about Boudicca. * Know about famous Roman emperor – Julius Caesar. * Deva was a fortress town. A settlement grew around it through trade. It was the biggest in UK. The amphitheatre was biggest one at a fortress holding up to 10,000. **Chester Deva Experience Trip** | | | |
| **Gods and Mortals**  **The Ancient Greek**  1600BC to 146 BC | Athenians  Spartans  Helots  Civilisation  Democracy  Philosophy  Parthenon  Olympics  Chiton  Acropolis  Parthenon | | * Spartans believed in strict discipline to make tough soldiers * Athens was the birthplace of democracy. * The Ancient Greeks invented the theatre; they were semi-circular and open air; in the centre was the orchestra and they wore masks. * The men wore tunics called a chiton; women’s came down to their ankles; the wealthy had tunics of different colour. * 776 BC First Olympics; It took place in Olympia in honour of Zeus. * They believed in many different gods; temples were built for them and they were home to statues of gods. | | | | | | * Know some of the main characteristics of the Athenians and the Spartans: family life, food, fashion, entertainment. * Identify differences with rich / poor: rich wore chiton; rich wore loincloth. * Know about the influence the Gods had on Ancient Greece: The Ancient Greeks held many festivals in honour of their gods ( Zeus / Apollo ). * Know at least five sports competed in the Ancient Greek Olympics: Events at the Greek’s Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing | | | |
| **A Street in Our Time**  **The Anglo Saxons**  350 AD to 779 AD | Monarchy  Kingdoms  Wattle and Daub  Shire  Shire Reeves  Legacy  Witan (council)  Churl (lower class Anglo Saxon)  Mercia / Wesse  Fyrd (Anglo Saxon army) | | * The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes. They came from Germany, Denmark and Holland. * The Anglo-Saxons were fierce people who fought many battles, including fighting each other. * They brought a new language that replaced Latin / Celtic (ancestor of modern English). * The name ‘Angles’ eventually became ‘English’ and their land became ‘England’. * The Anglo-Saxon period ended when the Normans conquered Britain in 1066. * They brought their own gods (Woden / Thunor); Augustine converted Anglo Saxon kingdoms to Christianity. * They were skilled caraftsmen, making intricate jewellery, objects from glass; they traded with Francs. * King Edward the Elder died in Farndon near Holt bridge. | | | | | | * Know how Britain changed between the end of the Roman occupation and 1066. * Know that during the Anglo-Saxon period Britain was for a long time not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land. * Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. * Know how the lives of wealthy people were different from the lives of poorer people. * Use a time line to show when the Anglo-Saxons were in England. * Link to Geography (Why is the School Badge a strawberry? Before WWII, used to be lots of strawberry fields. | | | |
| **Dungeons and Dragons**  Theme in British History beyond 1066:  **Castles**  Theme in British History beyond 1066:  **Crime and Punishment** | Monarch  Castle  Moat  Bailey  Defend  Keep  Medieval  Concentric  Battlements  Arrow loops  Draw bridge  Barbican  Portcullis | | * The Normans introduced the first proper castles, starting with the wooden Motte (earth mound) and Bailey castles following Battle of Hastings. * First castle built in England – White Tower in London. * Castles were primarily built to defend and protect. * The first stone castles consisted of rectangular towers (Keep) and surrounded by walls. * Inside the bailey, lived the followers of the Lord who ran the castle. | | | | | | * Know that the Normans needed to protect their new kingdom, so built many castles. * Describe how the designs of castles changed over time and why stone castles replaced motte and bailey castles. * Explain how castles were designed to withstand an attack from the enemy: moats; ramparts; battlements; machicolations; gateway defences (drawbridge and portcullis); murder holes; arrow loops. * Study of local castle – Beeston: How did this castle change over time: Bronze Age fortification; Ranulf Earl of Chester building castle; role in the civil war. | | | |
| Tithings  Wergild  Trial by Ordeal  Hue and cry  Transportation  Hard Labour  Judge  Jury  Court  Pillory  Crucifixion  Oath Keepers  Exile  Peelers  Tread wheel  Crank  Shot Drill | | * Roman Laws were called the Twelve Tables. * Romans had courts, judge, jury and lawyer still used today. * Typical Anglo Saxon punishments were stoning, drowning, hanging, branding, stocks, whip, exile, mutilation or paying a fine; and would be public. * Where an anglo saxon court couldn’t decide if guilty, the defendant to use trial by ordeal and God would decide. * Torture and the death penalty were a large part of the Tudor justice system. * In Victorian times, Robert Peel introduced the police force (Peelers). * During Victorian times, prison became the main form of punishment. | | | | | | * Compare the punishments that were used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them. * Explain some key terms in the history of crime and punishment in Britain. * Compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day. * Explain their understanding of the different experiences of people who may have committed crimes according to their status in society. | | | |
| **History National Curriculum Substantive Concepts** | | | | | | | | | | | | |
| **Legacy** | | **Exploration** | | | **Invasion and Settlement** | **Technological Development** | | **Monarchy** | | **Societal / Cultural Change** | | **Empire** |
| The Roman Empire  The Ancient Greeks  How has Farndon village changed | |  | | | The Roman Empire  The Anglo Saxons | Stone Age to Iron Age  The Roman Empire | | Castles, Crime and Punishment  The Anglo Saxons | | The Roman Empire  The Anglo Saxons  Castles, Crime and Punishment  How has Farndon village changed | | The Roman Empire  The Ancient Greeks |
| **History National Curriculum Disciplinary Knowledge** | | | | | | | | | | | | |
| **Historical Interpretations through sources and evidence.** | | | | **Historical Knowledge of chronology, change and continuity** | | | **Historical Overview of world history and historical significance** | | | | **Historical Enquiry, looking at cause, consequence, similarities and differences of periods studied.** | |
| • Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. | | | | • Place events, artefacts and historical figures on a time-line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events.  • Through visual representations, begin to understanding the pace, nature and extent of the change. | | | • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Explain why historians ascribe significance to certain events or people. | | | | • Use appropriate historical vocabulary to communicate, including:  • Use substantive knowledge to explain how and why events occurred.  • Describe simple differences of people and places in the same historical period.  • Suggest causes and consequences of some of the main events and changes in history. | |