|  |
| --- |
| **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 | AtheniansSpartansHelotsCivilisationDemocracyPhilosophyParthenonOlympics ChitonAcropolis 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 | MonarchyKingdomsWattle and DaubShireShire ReevesLegacy Witan (council)Churl (lower class Anglo Saxon)Mercia / WesseFyrd (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** | MonarchCastle MoatBailey DefendKeepMedieval Concentric Battlements Arrow loopsDraw bridgeBarbican 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 WergildTrial by Ordeal Hue and cryTransportationHard LabourJudge JuryCourtPillory Crucifixion Oath KeepersExilePeelersTread 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 EmpireThe Ancient GreeksHow has Farndon village changed |  | The Roman EmpireThe Anglo Saxons | Stone Age to Iron AgeThe Roman Empire | Castles, Crime and PunishmentThe Anglo Saxons | The Roman EmpireThe Anglo SaxonsCastles, Crime and PunishmentHow has Farndon village changed | The Roman EmpireThe 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. |