

HISTORY

2022 - 2023

Development of Knowledge

	Progression Strand: Ancient History	Progression Strand: British History	Progression Strand: Invaders and Settlers	Progression Strand: Local History	Progression Strand: Personal History	Progression Strand: Significant Individuals
EYFS					<p>Know what celebrations and special times happen throughout the year – create an ongoing timeline.</p> <p>Know when their birthday is.</p> <p>Know how they have changed since they were a baby: skills learned, equipment needed (high chair, nappies, cot), toys played with, TV programmes they watch.</p>	
Year 1					<p>Victorian school</p> <p>It wasn't until 1880 that schooling became mandatory. All children had to attend a school until they were 10 years old. In 1889, the</p>	<p>Born in 1809 and died in 1882. Spent 5 years travelling around the world on the HMS Beagle studying plants and animals from around the world.</p>

					<p>school leaving age was raised to twelve, and in 1891, the school's pence fee was abolished and schools became free.</p> <p>There could be as many as 70 or 80 pupils in one class, especially in cities.</p> <p>Lessons</p> <p>Children were often taught by reading and copying things down, or chanting things till they were perfect.</p> <p>Lessons included the three Rs - Reading, WRiting and Dictation, and ARithmetic. In addition to the three Rs which were taught most of the day, once a week the children learned geography, history and singing. The girls learned how to sew.</p>	<p>This led to him writing a book called On the Origin of Species.</p> <p>Chronology:</p> <p>1809 – Born</p> <p>1818 – went to boarding school. He wasn't a good boy at school.</p> <p>1822 – set up a science lab with his brother in the garden shed. He used to mix potions and powders and his sisters thought he would one-day blow up the house.</p> <p>1825 – went to Edinburgh to study to be a doctor but he wasn't any good – he didn't like blood.</p> <p>1828 – Darwin went to Cambridge University. His dad sent him with a plan for Charles to become a vicar.</p> <p>1831-1836 – was asked to travel</p>
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					<p>Children sometimes did 'drill' in the classroom. Drill was a series of exercises that were done by the side of a desk.</p> <p>School day The day usually began with prayers and religious instruction. Morning lessons ran from 9a.m. to 12p.m. Children often went home for a meal, then returned for afternoon classes from 2p.m. to 5p.m. Children usually therefore wrote on slates with slate pencils.</p> <p>Punishment Children were punished by being beaten with a cane. Children who were slower than the rest within lessons were made to wear the shameful dunce</p>	<p>around the world on HMS Beagle to find evidence of the natural world. On the Galapagos Islands he made discoveries which changed how scientists view the natural world.</p> <p>1859 – On the Origin of Species was published. What was going on in Britain at the same time?</p> <p>Why is Charles Darwin famous? He is significant because he changed how people viewed the natural world. He was curious about plants and animals and Darwin believed that types of plants and animals adapt and change over time to suit their habitat. This went against what people</p>
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					<p>hats and sit in the corner.</p> <p>1970s/1980s school School is free for everyone and is compulsory.</p> <p>Lessons Children are taught reading, writing and maths with other lessons such as geography, history etc. once a week. PE is now taught weekly in the school hall or outside. Children have exercise books or workbooks and follow either a text book or teaching cards. Teachers aren't as hands-on or involved as nowadays and would either stand at the front or sit at a desk. Children would queue up at the desk to have work marked.</p> <p>School day</p>	<p>believed –all creatures were created exactly as they were, at exactly the same time by God.</p> <p>Charles Darwin was buried in Westminster Abbey. He is featured on the £10 note. There is a statue of Darwin in the Natural History Museum, London. He has a statue in his home town of Shrewsbury.</p> <p>Mary Anning:</p> <ul style="list-style-type: none"> • Mary Anning is born in Lyme Regis in Dorset on 21 May 1799. She is born into a poor family.
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					<p>The day started at 9am and finished at 3:30pm. Most children stopped at school for dinner rather than going home.</p> <p>Punishment A law was introduced in 1984 banning the use of punishment by hitting at home or in school. Teachers were still strict and behaviour management was less positive.</p> <p>Past Victorian rich girls played with dolls and tea sets, and rich boys played with toy soldiers and marbles. Poor families did not have enough money for toys, so made their own. Toys in the past had cogs, levers and pulleys to make them move. Toys were made from wood or metal.</p>	<p>Her father dies 1810 Mary was too poor to go to school. She taught herself to read and write. She learned about rocks (geology) and how bodies are made (anatomy). Her father used to take his children to the beach to pick up shells and stones to sell to visitors. In 1810 her father dies falling from a cliff. Mary finds her first fossil 1811 Mary and Joseph are fossil hunting near a cliff. Joseph found a skull sticking out of a rock. Mary chipped it out with a hammer and uncovered a skeleton. It looked like a crocodile, she had found the first complete fossil. It was a ichthyosaurus or fish lizard. Mary finds many more fossils and opens a shop 1812 - 1821 Mary find more Ichthyosaurus skeletons, and</p>
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					<p>Old teddy bears have hard bodies and sometimes rough fur. Their joints move.</p> <p>Present Modern toys are mostly made from plastic. Modern toys need batteries or electricity to make them work or move. Children now play video games. Modern day teddy bears can be all sorts of colours. They are soft and cuddly.</p> <p>Teddy Bears Invented by Theodore Roosevelt after a hunting expedition. Margarete Steiff – contracted polio at 18 months and was confined to a wheelchair. She started to sew and make clothes and then began to make stuffed animals (the first was a stuffed elephant pin cushion).</p>	<p>smaller fossils. Her rich friends helped her sell fossils and sent her money. She opened a shop to help her sell fossils shells and stones. She was a celebrity. Mary finds Plesiosaurus 1823 Mary is credited with the discovery of specimens 1825 She is credited with the discovery of specimens, purchased for the French National Museum. Mary finds a Pterosaur 1828 Mary finds a Pterosaur. This is the first time this has ever been found, apart from in Germany. Assists Louis Agassiz in his study of fossils 1834 Mary dies 1847 Mary dies aged 47 after a short illness. A stained glass window is put in her church in her honour. Her fossil discoveries helped</p>
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					<p>Set up her business with her nephew Richard Steiff and made now famous teddy bears.</p>	<p>scientists understand how life began.</p> <p>85% of statues in Great Britain celebrate the achievements and deeds of men? Charles Darwin's statue was unveiled in 1885, only 3 years after his death.</p> <p>Mary is finally getting a statue dedicated to her achievements to be placed in Lyme Regis where she did her fossil hunting. Know that Florence Nightingale is a famous person from history who had a significant impact on nursing</p> <p>Know that Nightingale was born in Florence, Italy in 1820 (hence her first name); she came from a very wealthy family and had a privileged upbringing</p> <p>Know that at the age of 16 she believed she heard the voice of God telling her to help the suffering; she decided to</p>
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						<p>become a nurse; her parents were not happy as they considered nursing to not be a respectful profession and they thought hospitals were dirty places Know that she studied in Germany, learning the importance of hospital cleanliness; she began running her own hospital in 1853 where she improved conditions for patients and the other nurses Know that in 1854 Nightingale went to nurse soldiers in Turkey where Britain was fighting in the Crimean War; by making the war hospitals clean and by taking care of the soldiers' wounds, many fewer soldiers died from disease Know that Nightingale cared for soldiers all through the night and was gained the nickname 'the lady of the lamp'</p>
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						<p>Know that Nightingale pushed for changes to all war hospitals, saving many lives</p> <p>Know that after the war, the Nightingale Training School for Nurses was created that provided training for nurses and helped make nursing a respectable career</p> <p>Know that Nightingale died in 1910 and is thought of as the founder of modern nursing</p> <p>Know that Mary Seacole is a famous person from history who had a significant impact on nursing</p> <p>Know that Seacole was born in Jamaica in 1805 as Mary Jane Grant; she was interested in nursing from a young age as her mother ran a boarding house where many sick and injured soldiers stayed</p> <p>Know that at that time it was not common for women to travel, but Mary</p>
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						<p>did it anyway, travelling to England twice, to the Bahamas, Haiti and Cuba</p> <p>Know that she married a man called Edwin Seacole who died shortly after; she dedicated herself to nursing and helping people, which was especially needed when there was an outbreak of cholera in Jamaica</p> <p>Know that when Seacole heard about the Crimean War she wanted to help, but she was turned down; instead she travelled with her friend Thomas Day with medical supplies to Turkey and set up the "British Hotel" where soldiers could buy hot food, drinks and equipment; Seacole spent the money raised to treat and care for sick and wounded soldiers</p> <p>Know that Seacole even rode onto the battlefields under fire to care for soldiers</p>
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						<p>from both sides; she was very brave Know that after the war, many soldiers wrote to newspapers about what Seacole had done and she received medals; she wrote a book about her adventures (a historical source), which was very popular; know that Seacole's story was forgotten for a long time before historians became interested in her story again in the 1970s Know that as a woman of mixed heritage, she overcame social prejudices to travel the world, run businesses and help those in need - even in very dangerous places; she died in 1881</p>
<p>Year 2</p>		<p>Know that the Great Fire of London started on 2nd September 1666 Know that people used fire to cook and for light, so it</p>		<p>Prehistoric - prehistoric people lived in roundhouses. Medieval – medieval people lived in houses</p>	<p>.</p>	<p>Born in 1809 and died in 1882. Spent 5 years travelling around the world on the</p>

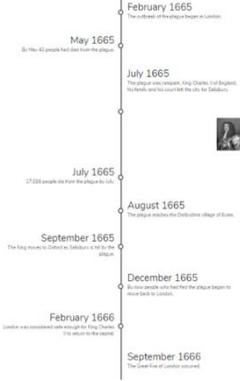
		<p>was quite easy for a dangerous fire to accidentally occur</p> <p>Know that Thomas Farriner's bakery in Pudding Lane was the source of the fire as the oven fire was still burning overnight</p> <p>Know that there was a strong wind which helped the fire to spread</p> <p>Know that the fire went on for four days, and there was no official fire brigade</p> <p>Know that people tried to put out the fire with simple fire-fighting equipment including buckets of water, fire squirts and fire hooks, but the fire was too strong; recognise these artefacts from this website: (see resource below)</p> <p>Know that the buildings were mostly made out of wood, straw and pitch and that pitch is a flammable, tar-like substance that protects the wood from water damage; the buildings were very close together and the summer just gone had been very hot and there had been very little rain; this means</p>		<p>made of stone with thatched roofs.</p> <p>Tudor – Tudors lived in wooden houses with wattle and daub (woven sticks covered in a mixture of sand, clay and dung and then painted white. There were wooden beams on the outside painted black. Upper floors were overhanging the lower floors – a jetty.</p> <p>Georgian houses – made from bricks or stone (laws passed after the Great Fire that homes were built from fire resistant materials), were square and symmetrical in shape and had sash windows. Often had a double chimney.</p> <p>Victorian homes - bay windows, iron railings, made of brick (previously made from local brick or stone but because of the growth of railways, materials could be brought from all over the country), may have patterns in the brickwork made with coloured bricks,</p>		<p>HMS Beagle studying plants and animals from around the world. This led to him writing a book called On the Origin of Species.</p> <p>Chronology:</p> <p>1809 – Born</p> <p>1818 – went to boarding school. He wasn't a good boy at school.</p> <p>1822 – set up a science lab with his brother in the garden shed. He used to mix potions and powders and his sisters thought he would one-day blow up the house.</p> <p>1825 – went to Edinburgh to study to be a doctor but he wasn't any good – he didn't like blood.</p> <p>1828 – Darwin went to Cambridge University. His dad sent him with a</p>
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		<p>that the buildings caught fire very easily</p> <p>Know that they tried to stop the fire by pulling down houses (called a firebreak); eventually they used gunpowder to blow up enough houses to make a firebreak</p> <p>Know that the River Thames stopped the fire spreading to the South</p> <p>Know that the fire was stopped just before it reached the Tower of London</p> <p>Know that the fire lasted for 4 days and ended on 6th September 1666</p> <p>Know that many homes were destroyed; some historians say that only a few people died, but others think it may be many more than that</p> <p>Know that Samuel Pepys' (pronounced 'Peeps') lived during the time of the Great Fire of London and that he wrote a diary</p> <p>Know that Pepys's wrote a diary about ordinary life in London and that he lived through two of the most dramatic events in London's history: the Great</p>		<p>stained glass windows, roofs made of slate.</p> <p>Modern homes – a variety of bungalow, detached, semi-detached and flats.</p>		<p>plan for Charles to become a vicar.</p> <p>1831-1836 – was asked to travel around the world on HMS Beagle to find evidence of the natural world. On the Galapagos Islands he made discoveries which changed how scientists view the natural world.</p> <p>1859 – On the Origin of Species was published.</p> <p>What was going on in Britain at the same time?</p> <p>Why is Charles Darwin famous?</p> <p>He is significant because he changed how people viewed the natural world. He was curious about plants and animals and Darwin believed that types of plants and animals adapt and</p>
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		<p>Plague of London in 1665 and the Great Fire of London in 1666</p> <p>Know that after the fire the King wanted to rebuild London and improve it with wide streets, beautiful parks and no overcrowding</p> <p>Know that in 1668 new rules were put in place that said that buildings had to be made of stone and brick to stop a similar fire happening again</p> <p>Know that after the fire London Fire Brigade was set up to stop such fires spreading across London again</p> <p>Know that a monument was built to remember what happened and the people who died</p> <p>Know that a monument is an important structure or building that is put up to remember an important person or event</p> <p>Know the rhyme 'London's Burning' by heart, and that the rhyme is describing the Great Fire of London.</p> <p>Know that St Paul's Cathedral was badly damaged in the Great Fire</p>				<p>change over time to suit their habitat. This went against what people believed –all creatures were created exactly as they were, at exactly the same time by God.</p> <p>Charles Darwin was buried in Westminster Abbey. He is featured on the £10 note. There is a statue of Darwin in the Natural History Museum, London. He has a statue in his home town of Shrewsbury.</p> <p>Mary Anning:</p> <ul style="list-style-type: none"> • Mary Anning is born in Lyme
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		<p>Know that Christopher Wren was an architect who was hired to rebuild it, and that the new St Paul's Cathedral was officially completed in 1711; know that the architecture of a place is the design of its buildings</p> <p>Christopher Wren also designed the monument to the Great Fire 'Monument' so people could remember what happened; it is built on the spot where the fire started</p> <p>Recognise the differences between the St Paul's before the fire and the St Paul's after the fire, an example of a historical source</p> <p>Know that we rely on paintings, drawings and written descriptions of the previous St Paul's Cathedral partly because cameras weren't invented until 150 years after the Great Fire of London</p>				<p>Regis in Dorset on 21 May 1799. She is born into a poor family.</p> <p>Her father dies 1810</p> <p>Mary was too poor to go to school. She taught herself to read and write. She learned about rocks (geology) and how bodies are made (anatomy). Her father used to take his children to the beach to pick up shells and stones to sell to visitors. In 1810 her father dies falling from a cliff.</p> <p>Mary finds her first fossil 1811</p> <p>Mary and Joseph are fossil hunting near a cliff. Joseph found a skull sticking out of a rock. Mary chipped it out with a hammer and uncovered a skeleton. It looked like a crocodile, she had found the first complete fossil. It was a ichthyosaurus or fish lizard.</p> <p>Mary finds many more fossils and</p>
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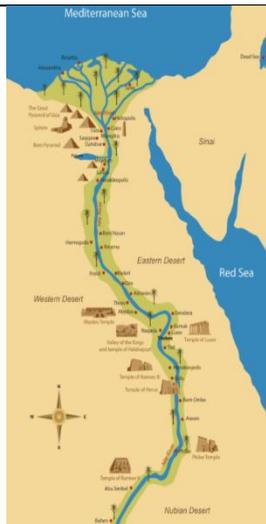
						<p>opens a shop 1812 - 1821</p> <p>Mary find more Ichthyosaurus skeletons, and smaller fossils. Her rich friends helped her sell fossils and sent her money. She opened a shop to help her sell fossils shells and stones. She was a celebrity.</p> <p>Mary finds Plesiosaurus 1823</p> <p>Mary is credited with the discovery of specimens 1825</p> <p>She is credited with the discovery of specimens, purchased for the French National Museum.</p> <p>Mary finds a Pterosaur 1828</p> <p>Mary finds a Pterosaur. This is the first time this has ever been found, apart from in Germany.</p> <p>Assists Louis Agassiz in his study of fossils 1834</p> <p>Mary dies 1847</p> <p>Mary dies aged 47 after a short illness. A</p>
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Year 3		 <p>February 1665 The outbreak of the Great Plague in London.</p> <p>May 1665 St. Mary's Church in London is closed.</p> <p>July 1665 The Great Fire of London begins in Pudding Lane.</p> <p>July 1665 17,000 people die from the plague in London.</p> <p>August 1665 The plague reaches the County of Essex.</p> <p>September 1665 The King returns to London in a full recovery.</p> <p>December 1665 St. Mary's Church in London is reopened.</p> <p>February 1666 London was completely destroyed by the Great Fire.</p> <p>September 1666 The Great Fire of London is over.</p> <p>Know that London was dirty, cramped and</p>	<p>Stone Age: Palaeolithic to 10,000 BCE Early Stone Age people lived in caves or very simple shelters. They made stone tools and survived by hunting and fishing. Cave paintings are evidence of early Stone Age life. Mesolithic to 4000 BCE</p>	<p>Building of the Leeds to Liverpool Canal was started in 1770 and completed in 1816. Canals were needed for the growing cotton industry in the north. Before now cotton had been transported from Liverpool docks by horse and cart which was slow and the journey was longer. It arrived in Blackburn so</p>		

		<p>conditions were poor (relate to Great Fire). Know that the most common symptoms included headaches, fever, vomiting, painful swellings on the neck, armpits and groin (known as buboes), blisters and bruises and coughing up blood.</p> <p>Thought causes were:</p> <ul style="list-style-type: none"> • Some doctors believed that bad poisonous air was the cause of the plague, infecting anyone who breathed it. • The cause of the plague was also blamed on livestock carrying the disease. • Others believed it to be a punishment from God. • The real root of the problem was RATS! Fleas would bite the rats and become infected and the infected fleas would then spread the disease to humans. <p>Lord Mayor of London gave out instructions for people:</p> <ul style="list-style-type: none"> • People suffering or showing symptoms of the plague were simply 	<p>People in Britain began to set up camps along the British coast and on river banks. Hunters often worked together as a team, using spears and bows and arrows.</p> <p>Neolithic to 2300 BCE</p> <p>During this period, people learned to farm. They cleared large areas of land and settled down to live in small communities.</p> <p>Bronze Age: 2300 BCE to 800 BCE</p> <p>In the Bronze Age ancient Britons learned to work with copper, tin, gold and bronze. Bronze Age people lived in small communities led by a warrior chief. They gathered together for religious ceremonies and built circular tombs and stone circles. Historians believe Stonehenge was built so that people could worship the sun.</p> <p>Iron Age: 800 BCE to 43 CE</p> <p>People in Britain learned to make iron around 800BC. They</p>	<p>that mills could spin the raw cotton. Blackburn grew as a town around the canal and the cotton industry.</p>		
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		<p>banished to their homes. A large red cross was nailed to the front door to warn others that those inside were infected and no one was allowed in or out (didn't help because everyone in the house died).</p> <ul style="list-style-type: none"> • Animals on the street were killed (this didn't help because these animals killed rats). • Burn fires to cleanse the polluted air. <p>Jobs during the plague:</p> <ul style="list-style-type: none"> • Watcher – passed food to people through windows. • Hunter –killed animals on the street. • Examiners, searchers and doctors –examined the sick and dead. • Corpse-bearer – took away dead bodies. • Bellman – rung his bell shouting “Bring out your dead.” • Shopkeeper – made customers put money in bowls of vinegar to ‘kill off’ the plague. <p>The village of Eyam in Derbyshire suffered from the plague but The Rev William Mompesson</p>	<p>used it to make tools and weapons. Tribes fought against each other and many people lived in hill forts to protect themselves. Each tribe had a king and queen. e.g., Iceni Tribe had Prasutagus and Boudicca.</p>			
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		<p>argued that they should quarantine themselves, allowing nobody to enter or leave the village – fully knowing that many would not survive.</p> <p>Most had wanted to go to Sheffield, the nearest big city, but he persuaded them that to do. Instead, he ordered families to bury their dead in their own plots, not the church burial ground, and later suspended church services, allowing only open-air gatherings.</p>				
<p>Year 4</p>	 <p>The diagram shows a pyramid with four levels representing the hierarchy of Ancient Egyptian society. At the top is the Pharaoh, followed by Nobles, Peasants, and Slaves at the base. Each level is accompanied by a brief description of their role and status.</p>		<p>The Invasion</p> <p>Romans invaded Britain for natural resources tin, iron, gold coins and cattle.</p> <p>Julius Caesar invaded in 54BCE but storms meant he had to retreat.</p> <p>Invaded again but a revolt in France meant he had to retreat.</p> <p>Claudius invaded in 43AD and was successful due to the strength of the army.</p> <p>Resistance</p>			



See teacher knowledge

Know that there are similarities and differences between the four ancient civilisations.

Know the locations of the four ancient civilisations on a map of the world.

Know that all four of the ancient civilisations developed some form of writing; they were all based around the floodplains of major rivers which made them good places of growing

Took him 30 years to conquer southern Britain due to resistance. Boudicca, led a revolt against the Romans. Attacked Colchester, London and St. Albans. 70,000 – 80,000 people died. She was defeated at the Battle of Watling Street.

Scottish tribes Picts and Scots (who came over from Ireland) were fierce fighters and attacked the Roman frontier so Hadrian decided to build a defensive wall in 122AD to keep the Scots out.

Roman life

Romans built houses with thatched roofs and more wealthy Romans had villas.

What did the Romans do for us?

Built towns – place names e.g., Chester
Built roads – as straight as possible to make getting from place to place easier.

	<p>crops and raising livestock.</p> <p>Know that all four of the ancient civilisations existed predominantly during the Bronze Age, meaning these used Bronze technology such as weapons and plates.</p> <p>Know that all four ancient civilisations left behind evidence of their art, architecture.</p>		<p>Central heating</p> <p>Aqueducts to provide towns with water.</p> <p>Sewerage systems and drainage – wanted to keep towns clean.</p> <p>Christianity</p> <p>Language – Latin.</p>			
<p>Year 5</p>	<p>See teacher knowledge</p> <p>Famous Greeks</p> <p>Plato - He gathered Socrates' ideas and wrote them down in a book. Plato founded the world's first university. He wrote down his teachings and people all over</p>	<p>Romans:</p> <p>The punishment you were given depended on how important you were e.g. a noble would be sent into exile rather than being executed as a citizen or slave would be.</p> <p>Crucifixion was used for foreigners, pirates, slaves</p>	<p>Kent, settled by the Jutes. Ethelbert of Kent was the first Anglo-Saxon king to be converted to Christianity, by St Augustine around 595 AD.</p> <p>2. Mercia, whose best-known ruler, Offa, built Offa's Dyke along the border between Wales</p>			

	<p>the world, even today, study the Greek philosophers.</p> <p>Archimedes - was a mathematician and an engineer. He designed a machine, called the Archimedean screw, which could make water flow uphill. His design has been used for almost 2,000 years, to take water from rivers to the fields. Archimedes principal – displacement of water – shouted Eureka!</p> <p>Pythagoras - was a mathematician. Can find out about Pythagoras' theorem on right-angled triangles.</p> <p>Alexander the Great Alexander the Great was born in 356 B.C. in Pella, Macedonia. He was called 'the Great' because he conquered more lands than anyone before him and became the overall ruler of Greece. Wherever he went, he took Greek ideas and mixed them</p>	<p>and those who committed treason.</p> <p>No police force so citizens were expected to catch culprits of crime.</p> <p>The judge would decide on the verdict unless the crime was serious and then a jury would decide.</p> <p>The defendant was always innocent until proven guilty and had the right to defend themselves.</p> <p>Curse tablets: if the criminal wasn't caught people made curse tablets with the name of the criminal and how they wanted them to be punished written on them and they took them to the temple for the gods in the hope they would punish them.</p> <p>Anglo-Saxon and Vikings: King appointed a shire-reeve (sheriff) who appointed a hundredman who appointed a tithing man. These men were responsible for keeping the peace and bringing people to justice.</p> <p>Witnesses were used in court to help decide if a</p>	<p>and England. This large kingdom stretched over the Midlands.</p> <p>3. Northumbria, where the monk Bede (c. 670-735) lived and wrote his Ecclesiastical History of Britain.</p> <p>4. East Anglia, made up of Angles: the North Folk (living in modern Norfolk) and the South Folk (living in Suffolk). The Sutton Hoo ship burial was found in East Anglia (see below).</p> <p>5. Essex (East Saxons). Here the famous Battle of Maldon was fought against the Vikings in 991.</p> <p>6. Sussex: the South Saxons settled here.</p> <p>7. Wessex (West Saxons), later the kingdom of King Alfred, the only English king ever to have been called 'the Great', and his equally impressive grandson, Athelstan, the first who could truly call himself 'King of the English'. By 850 AD the seven kingdoms had been consolidated into three large Anglo-Saxon</p>			
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	<p>with those of the people he conquered. He built 70 new cities, naming them after himself or the people he loved.</p> <p>Aesop – wrote the famous fables.</p>	<p>person was guilty or innocent.</p> <p>If no witnesses there was a trial by ordeal: trial by fire – walking on hot plough stones. Trial by water – plunging hand into boiling water to retrieve a stone.</p> <p>If the criminal was unharmed they were innocent as God had performed a miracle.</p> <p>Wergild – compensation paid to the victim.</p> <p>Norman and Tudor:</p> <p>Fines – money went to the king not the victim.</p> <p>Punishment by wergild and trial by ordeal were abolished.</p> <p>Punishment by humiliation was used e.g. putting people in the stocks so people could throw rotten vegetables at them.</p> <p>Church had its own court and punishments were less harsh than other courts – people would recite parts of the Bible so that they could be tried by the church to escape execution.</p> <p>Criminals could claim sanctuary in a church to evade capture – Thomas</p>	<p>kingdoms: Northumbria, Mercia, and Wessex.</p> <p>The Anglo-Saxons had become a Christian people.</p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>To fight - Some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around.</p> <p>To farm - Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.</p> <p>They were invited - With Picts and Scots attacking from the north, the Britons (King Vortigern) invited some Anglo-Saxons to help defend them.</p> <p>Each group of Anglo-Saxon settlers had a</p>			
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Beckett (Archbishop of Canterbury) conflicted with king Henry II and was murdered by the king's followers in Canterbury Cathedral in 1170.

A kind of police force was created called constables or watchmen. Justices of the Peace (JPs) were appointed by the king to give out punishments. There were many rebellions (Guy Fawkes and the gunpowder plot) punished by execution for treason.

Early modern:
Highwaymen – rich people carried money with them as there were no banks so travelling people were often held up at gunpoint and the highwaymen demanded money and jewels were handed over. Poaching – forests created in Tudor times were taken over by the rich as country estates and the poor were driven out. People would go back into these forests to hunt for food and were punished as poachers. Smugglers – government raised taxes on people

leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'.

Each king ruled a **kingdom** and led a small army. From time to time, the strongest king would claim to be '**bretwalda**', which meant ruler of all Britain.

Anglo-Saxon Life
Lived in small communities, families lived under one roof in small wooden houses with thatched roofs.

Anglo-Saxon place-names
ford - river crossing
ham - settlement
den - hill
ton - farm or village
wic - farmstead

Society was set up as follows:
King – most powerful person and there were many of them.
Thane – lived in a great hall and helped the king rule the land. They were in charge of the village.

		<p>bringing goods into the country so people smuggled goods into the country rather than pay hefty taxes.</p> <p>Witchcraft - Witchcraft Act, 1542: witchcraft punished by death</p> <p>1640s - Matthew Hopkins, witch finder general.</p> <p>Out of 300 people he investigated, 112 were hanged. 1542-1736: Up to 1000 people executed for witchcraft (usually by hanging)</p> <p>Victorian:</p> <p>Theft was very common. In busy towns where there were overcrowded streets, pickpockets took the opportunity to steal money and small goods from people's pockets or bags. Many of these pickpockets were children.</p> <p>In 1829, Sir Robert Peel introduced the first English police force in order to improve public law in London. Over the next ten years, many other areas of the country also formed their own police force.</p> <p>The police officers carried truncheons as weapons</p>	<p>Ceorls – peasants who worked the land and fought for the thane.</p> <p>Slaves – forced labour and lived in cowsheds or barns.</p> <p>Women – not part of the class system. Worked in the home and looked after children. Didn't marry outside of their class.</p> <p>E.g. a slave woman would marry a slave man.</p> <p>Christianity</p> <p>St Columba sailed to Iona in Scotland in 563AD and set up a monastery converting people to Christianity.</p> <p>St Augustine sent by the Pope in 597AD built Canterbury Cathedral and converted a king to Christianity but wasn't successful in converting ordinary people.</p> <p>St Aidan set up a monastery on Lindisfarne in 634AD spoke to the ordinary</p>			
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		<p>and noisy rattles to raise alarm.</p> <p>The penalty for the most serious crimes would be death by hanging, sometimes in public.</p> <p>However, during the Victorian period people were transported abroad (sometimes all the way to Australia!) or sent to prison instead.</p> <p>20TH CENTURY CHANGES TO POLICING</p> <ul style="list-style-type: none"> • 1980: Police National Computer launched – capable of holding the records of 25 million individuals • 1988: First murder convictions based on DNA samples from the victims and the accused • 1995: National Automatic Fingerprint Identification System and National DNA Database set up to share information that can be used to identify criminals 	<p>people and converted many to Christianity.</p>			
<p>Year 6</p>	<p>See teacher knowledge Baghdad was established by Al-</p>	<p>Victorian women – did the industrial revolution bring about positive</p>	<p>First recorded raid by Vikings was 787AD Raided churches and monasteries.</p>			

	<p>Mansur, the second caliph of the Abbassid Empire, in 762-764. City was designed to be circular in shape, and was known to many as 'The Round City'.</p> <p>Al-Mansur strategically chose Baghdad as the administrative capital of the Abbassid Empire due to its proximity to water and its links to trade routes.</p> <p>Baghdad flourished economically, socially and culturally, What were the greatest achievements and who were some of the greatest thinkers of early Islamic civilisation?</p> <p>Know that advances in science, astronomy, poetry, mathematics, history, law and philosophy were made in the areas of early Islamic civilisation; this era of discovery is known by some as 'the</p>	<p>changes for women in Britain?</p> <p>Before the industrial revolution poor women were denied an education while wealthier women were taught to read, write and behave like 'ladies' so that they could find a suitable husband.</p> <p>Elizabeth Fry (1780-1845) was a major driving force behind new legislation to improve the treatment of prisoners, especially female inmates.</p> <p>Ada Lovelace (1815-1852) known as the first computer programmer. Work with Charles Babbage on his general-purpose computer.</p> <p>Elizabeth Garrett Anderson (1836-1917) was a radical pioneer for women's rights and achieved many "firsts" in her lifetime, including the first woman to qualify in Britain as a doctor and surgeon and the co-founder of the</p>	<p>The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. Raided the monastery in Lindisfarne set up by St. Aidan.</p> <p>In AD865 an army of Vikings sailed across the North Sea to conquer land rather than just raid it. Over several years the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.</p> <p>By AD874, almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.</p> <p>After years of fighting the Vikings and Alfred made a peace agreement after the Battle of Edington. Danelaw - An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands were roughly to the east.</p>			
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	<p>Islamic Golden Age’ or ‘the Golden Age of Islam’.</p> <p>Know that Fatima al-Fihri founded the al-Qarawiyyin mosque in Baghdad that became an institute for learning; this is now the oldest surviving university in the world.</p> <p>Know that Ibn Rushd (sometimes known as Averroes) was a polymath who wrote about mathematics, medicine and many other subjects; he influenced the modern world especially by writing about the ancient Greek philosopher, Aristotle, and his thoughts inspired people in Europe to read ancient Greek philosophy.</p> <p>Know that Ibn-Battuta was one of the great explorers of his day and that it is thought that he travelled further than any explorer had at that point; he traversed</p>	<p>first hospital staffed by women.</p> <p>Suffragettes – heroes or terrorists?</p> <p>In 1900 women were not allowed to vote or hold a position in politics. Suffragettes fought for rights for women. National Union of Women’s Suffrage Societies was formed and led by Millicent Fawcett, who believed in peaceful protests and marches to make change. Emmeline Pankhurst set up The Women’s Social and Political Union. Their motto was ‘Deeds Not Words’ and they began using more aggressive tactics to get people to listen. This included breaking windows, planting bombs, handcuffing themselves to railings and going on hunger strikes. Emily Davison was part of this group of suffragettes. In 1913 she stepped out in front of the King’s racehorse during a race at Epsom, and died a tragic death after being trampled on. Whilst no one knows for sure what Emily was hoping to do exactly, it’s</p>	<p>Most important city in Danelaw was York.</p> <p>Viking families lived in a longhouse made from wood with a thatched roof. Many were farmers or craftsmen. King – most powerful person. Jarl – wealthy Vikings who were rich noblemen or traders. Karl – everyday people. Thrall – slaves and did the hardest dirtiest jobs but could earn money to buy their freedom.</p> <p>After Alfred the Great, English kings gradually recaptured more and more land from the Vikings.</p> <p>Alfred's grandson, Athelstan, pushed English power north as far as Scotland and united English kingdoms in 927AD.</p> <p>In 954, the Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king.</p> <p>Danegeld – money given by Ethelred the Unready to the Vikings to stop</p>			
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	<p>the silk roads and explored many cities, travelling around 75,000 miles (120,000 km) in the process; his journey began as a hajj (pilgrimage to Mecca) but he carried on travelling for nearly 30 years; his journey was written down for future generations to read about an enjoy.</p>	<p>believed she was trying to pin a banner of suffragette colours to the King's horse. In 1918, a Bill was passed through Parliament that granted some women the right to vote. They had to be over the age of 30 and own property, or be married to someone who owned property. 1928 women had the same political rights as men.</p> <p>Women at War The role of women changed during WWI when women were expected to take up jobs normally occupied by men. They also helped with the war effort, working in munitions factories etc. They were not paid the same wage as men would have been. They campaigned for the right to a fair wage but were unsuccessful.</p> <p>Women in the 1950s – progress or regression? Women were expected to be a wife and mother. They were seen as inferior to men as seen in advertisements of the day. In May of 1955, Housekeeping Monthly published an article entitled, "The Good Wife's</p>	<p>them from invading. They took the money and invaded anyway. The money was raised by land tax.</p> <p>1002AD Ethelred's soldiers attacked the families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred had to flee to France.</p> <p>Sweyn's son Cnut became king of England from 1038 and 1035. Cnut (also known as Canute) was a Christian and a strong ruler. For the next few years England was part of his Viking empire, along with Denmark and Norway. He ruled well, but left much of the government in England to noblemen, now called earls (from the Danish word "jarl").</p>			
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		<p>Guide," detailing all the ways that a wife should act and how best she can be a partner to her husband and a mother to her children.</p> <p>Second-wave feminism</p> <p>The 1960s and 1970s saw a shift in attitude to what was acceptable and what was not. Women began to fight for their right to equality.</p> <p>Nearly 200 female workers walked out of the Ford Motor Company plant in Dagenham, England, during the summer of 1968, in protest of their unequal treatment. The Dagenham women's strike led to widespread attention and important equal pay legislation in the U.K.</p>				
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HISTORY

2022 - 2023

Development of Skills

	Progression Strand: Ancient History	Progression Strand: British History	Progression Strand: Invaders and Settlers	Progression Strand: Local History	Progression Strand: Personal History	Progression Strand: Significant Individuals
EYFS					<p>Chronology – order events within their own lives throughout the year.</p> <p>Exploring artefacts Using artefacts - which artefacts belong to which celebration? Presenting – sharing stories about their personal celebrations</p> <p>Chronology – order events within their own lives Using sources – learning from stories.</p>	
Year 1					<p>Ask questions about the past (sources) and find answers. Interpreting sources of evidence.</p>	<p>Chronology – where do these individuals fit into the chronology of British History? Know that these events happened</p>

					<p>Ask questions about the past (sources) and find answers. Interpreting sources of evidence and having opinions.</p>	<p>beyond living memory. Significance – what contributions have these individuals made that makes them significant enough to be remembered? Similarity and difference – what is similar and different to the stories of these individuals? Continuity and change – what changes did these individuals make to what people believed at the time?</p> <p>Interpreting sources of evidence. Chronology – sequencing events from the past. Recount stories/events from the past.</p>
Year 2		Chronology – order events within the period.		Ask questions about the past (sources) and find answers.		Interpreting sources of evidence.

		Analysis and use of sources - investigating primary and secondary sources and drawing conclusions.		Interpreting sources of evidence. Chronology – sequencing homes from past to present. Relating homes to a period in history.		Chronology – sequencing events from the past. Recount stories/events from the past.
Year 3		Chronology – order events within the period. Analysis and use of sources - investigating primary and secondary sources and drawing conclusions. Explanation and communication – should the villagers of Eyam stay or go?	Understanding of BC/AD. Use chronological skills of ordering events in the past. Use chronological skills of understanding the duration of eras. Use of sources of evidence. Knowledge of limitations of these sources. Understanding primary and secondary sources.	Ask questions about the past (sources) and find answers. Interpreting sources of evidence. Chronology – then and now pictures to sort. Ordering events for building a canal.		
Year 4	Chronological skills – where does ancient Egypt period fit into the overview of ancient civilisations. Duration – how long did the ancient Egyptian civilisation last for? Using evidence - using primary and secondary sources and the reliability of these		Enquiry Approach - the learning focuses on how the Romans changed Britain and the legacy that we can see today. Evidence - throughout the topic, the children use a range of sources to learn from and combine the findings including archaeology, primary source material			

	<p>sources as evidence of the era. Enquiry – impact of individuals e.g., Tutankhamen, Nefertiti, Cleopatra, Rameses</p> <p>Chronological skills – where does each civilisation fit into the overview of ancient civilisations. Duration – how long did each civilisation last for? Using evidence - using primary and secondary sources and the reliability of these sources as evidence of the era. Enquiry – impact of civilisations i.e. legacies.</p>		<p>and a range of secondary sources.</p>			
<p>Year 5</p>	<p>Chronological skills – where does the Ancient Greek civilisation fit into the overview of ancient civilisations. Know the chronology and duration of the crucial periods in this civilisation. Using evidence - using primary and secondary sources and the reliability of these</p>	<p>Enquiry Approach – investigation into attitudes towards the poor in Victorian times and today. Using evidence – using sources to find out what crimes were committed in which periods of history. Interpretations of evidence – matching punishments to possible crimes.</p>	<p>Enquiry Approach – how was Britain converted to Christianity and which of the saints had the most impact? Evidence - throughout the topic, the children use a range of sources to learn from and combine the findings including archaeology, primary source material and a range of secondary sources.</p>			

	<p>sources as evidence of the era. Enquiry – who was the greatest Greek?</p>		<p>What can the archaeological findings at Sutton Hoo tell us about Anglo-Saxon life and society?</p>			
<p>Year 6</p>	<p>Chronological skills – where does the early Islamic civilisation period fit into the overview of ancient civilisations. Duration – how long did the early Islamic civilisation last for? Using evidence - using primary and secondary sources and the reliability of these sources as evidence of the era. Enquiry – impact of individuals e.g., Ibn-Battuta, Ibn Rushd, Fatima al-Fihri</p>	<p>Use chronological skills of ordering events in the past. Use of primary and secondary sources of evidence. Research significant individuals. Knowledge of limitations of these sources – who produced them? What were their motivations? Interpret primary and secondary sources.</p>	<p>Enquiry Approach – how great was Alfred the Great? What about King Cnut? Evidence – the reliability of evidence e.g., the Anglo-Saxon Chronicle’s portrayal of the Vikings. Children draw their own conclusions based on their own research of different sources of evidence.</p>			