



Stonehouse Park Federation

History Curriculum – Junior School

Essential Knowledge

National Curriculum: Purpose of Study

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

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- ☑ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☑ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☑ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ☑ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☑ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☑ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

| | Lower Key Stage 2 | | | | Upper Key Stage 2 | | | |
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| National Curriculum | <i>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i> | | | | | | | |
| | Year 3 Stone Age | Year 3 Ancient Egyptians | Year 4 Ancient Greeks | Year 4 Romans | Year 5 Anglo-Saxons, Scots and Vikings | Mayans | Industrial Revolution | Local: Industrial Revolution |
| Key Question | How did life change from Stone Age to the Iron Age? | What were the beliefs in Ancient Egypt? | How did the Greeks organise society? | How did the Romans change life in Britain? | What did the settlement of the Anglo-Saxons and Scots look like after Roman withdrawal from Britain? <i>What impact did the invasion have on the settlement of the Vikings?</i> | How do Mayan beliefs differ from Christianity? | How did the Industrial Revolution change Britain? | How did the Industrial Revolution change Gloucestershire? |
| Thread | Settlement | Beliefs | Society | Achievements | Settlement | Beliefs | Society | Achievements |
| Chronology | - Place events and historical figures in chronological order to show change over time. - Use dates to describe events | | - Compare the time to previously studied events and order chronologically - Place events on a timeline to show changes over time - Use dates and historical terms to describe events | | - Compare the time to previously studied events and order chronologically - Place events and dates on a timeline to show changes over time - Use dates and historical terms to describe events – culturally and socially. | | - Compare the time to previously studied events and order chronologically - Describe the main changes in a period of history – culturally, technologically and socially. - Use dates, names and terms accurately to describe events | |

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| Questioning | Ask closed questions and find answers about the past | | Ask open and closed questions to find answers about the past | | - Use sources to ask a variety of open and closed questions to deduce information about the past | | - Use sources to ask a variety of open and closed questions make predictions about the past | |
| Sources | <ul style="list-style-type: none"> - Understand which sources are suitable and which are not - Use one source of evidence to gain an accurate understanding of history - Suggest consequences of one event in the time period - Use sources to describe the ideas and beliefs of people within the time period | | <ul style="list-style-type: none"> - Use two sources of evidence to gain an accurate understanding of history - Suggest causes and consequences of one event in the time period - Use sources to describe the ideas, attitudes and beliefs of people within the time period - Use sources to consider diversities within the time | | <ul style="list-style-type: none"> - Select suitable sources of evidence (with explanations) - Analyse a wide range of evidence in order to justify claims about the past - Compare various accounts of an event with a good understanding of differences - Use sources to describe the ideas, attitudes, experiences and beliefs of people within the time period | | <ul style="list-style-type: none"> - Select suitable sources of evidence (with explanations) and consider bias - Seek out and analyse a wide range of evidence in order to justify claims about the past - Understand that no single evidence gives a full picture of the past and compare various accounts of an event with a good understanding of differences - Use sources to describe the ideas, attitudes, experiences and beliefs of men, woman and children within the time period - Show an awareness of propaganda and how effective it was | |
| Communicate Historically | <ul style="list-style-type: none"> - Use appropriate vocabulary: BC, Civilisation, peasantry, chronology, era - Use literacy and numeracy skills to communicate information about the past Forge Plough Sickle Settlement Agriculture Development Hunter gatherers Roundhouse Wattle and daub Nomadic N.C Key Vocab - BC, Civilisation, chronology, era | <ul style="list-style-type: none"> - Use appropriate vocabulary: BC, Civilisation, peasantry, chronology, era - Use literacy and numeracy skills to communicate information about the past Egyptologist Pharaohs Archaeology Ancient Egypt Hieroglyphics Embalming Canopic Jar Mummification Sarcophagus N.C Vocabulary – Civilisation, Peasantry, Chronology, Era | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe: BC; Civilisation; Change; Chronology; Era; Empire - Use literacy, numeracy and computing skills to communicate information about the past Democracy Olichary Council Government Law Conquered Citizens Jury Parliament NC Vocab: BC; Civilisation; Change; Chronology; Era; Empire | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe: BC; Civilisation; Change; Chronology; Era; Empire - Use literacy, numeracy and computing skills to communicate information about the past Glevum Corinium Kingsholm Emperor Claudius Forum Aqueduct Established Celts Conquer Invasion N.C Key Vocabulary – BC; AD; Empire; Change; Chronology; Era; | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe: AD; Change; Chronology; Era; Legacy - Use topic-related vocabulary with confidence - Use literacy, numeracy and computing skills to communicate information about the past to a good standard Lindisfarne Danelaw Monk Settlement Migration Invasion Deforestation Conquest Raiding Pillaging Scandinavia Longships Plough Wattle N.C Key Vocabulary: AD; Change; Chronology; Era | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe: AD; Change; Chronology; Era; Legacy - Use topic-related vocabulary with confidence - Use literacy, numeracy and computing skills to communicate information about the past to a good standard Ritual Sacrifice Settlement Divine Monarch Sacred Ceremony Temple N.C Vocabulary - BC; Civilisation; Change; Chronology; Era; Legacy | <ul style="list-style-type: none"> - Use appropriate vocabulary to describe: Change; Chronology; Era; Legacy; Century; Decade; Continuity - Use topic-related vocabulary confidently and independently - Use literacy, numeracy and computing skills to communicate information about the past to an outstanding standard Revolution Rapid Growth Development Industrialisation Industry Demand Trade Transportation Canal Architecture N.C Vocab - Change; Chronology; Era; Legacy; Century; Decade; Continuity | |
| Key Knowledge | <p>Chronology:</p> <ul style="list-style-type: none"> - Stone Age (commencing 800,000BC) - Bronze Age - Iron Age – Celts <p>Location</p> <p>Nomadic humans across the UK settling in villages</p> <p>Sourcing food</p> <ul style="list-style-type: none"> - Stone Age hunter gatherers became Bronze and Iron Age farmers - Diet shifted from foraged | <p>Chronology [link to Stone /Bronze/Iron Age]</p> <p>Ancient Egypt covered a huge period of time; 3000BC – 30BC (came before Ancient Greece and Ancient Rome)</p> <p>Location:</p> <ul style="list-style-type: none"> - The river Nile was central to and was relied upon by many life in ancient Egypt: • Water for drinking and washing | <p>Location and Chronology [link to prior eras]</p> <ul style="list-style-type: none"> - Europe; Greek city-states formed along the Aegean coastline and on islands in the Aegean Sea commencing at 800BC - Athens (centre of power, art and science) - Sparta (promoted army and force) - Each state ruled through their own government | <ul style="list-style-type: none"> - Identify location, context and chronology surrounding the Roman Empire - 43 A.D Roman invasion of Britain - Roman withdrawal of Britain 410 AD, as Italy was being invaded. - The Roman Empire stretched across Europe to the Middle East and Africa - Took over from the Celts (Iron Age Britain) | <p>Anglo-Saxons and Scots Chronology</p> <ul style="list-style-type: none"> - Anglo-Saxons were finally able to successfully invade the Britons, after withdrawal of Romans (410AD) - Irish Scots invaded and claimed land from Britons in the 4th and 5th centuries after the Romans left Location of settlement | <p>Identify location and chronology surrounding the Mayans</p> <ul style="list-style-type: none"> - Mayans rose to prominence in Central America - Mayans from 2000BC – 1500AD. Focusing on the Classic Period (c.900AD) where religion was established Identify Mayan beliefs - The Maya believed in | <p>What was industrialisation and what did it look like?</p> <p>Technological, socioeconomic, and cultural development in Britain – through use of new energy; invention of new machinery; developments in transportation and communication; use of new basic materials such</p> | <p>Gloucester Docks and Quays [Gloucester Waterways Museum]</p> <ul style="list-style-type: none"> - Key components of the waterway infrastructure include boatyards and dry dock - The canal company began building the first of the large warehouses (the dominant architectural feature of the docks) - Waterborne traffic grew: |

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| <p>berries/ nuts and some meat to crops and farmed animals</p> <p>Settlements</p> <ul style="list-style-type: none"> - Use of caves with cave paintings, then tents for nomadic hunter gatherers during the Stone Age - End of the Stone Age/Start of Bronze Age, people began to permanently settle in roundhouses, using wattle and daub - Farms and villages (civilisation) were established to make food sourcing easier - Hill forts were created for protection in the Iron Age <p>Tools</p> <ul style="list-style-type: none"> - Stone and bone, then bronze, then iron (the change being necessary due to the need for larger tools to enable farming to happen) - Clothing -Settling and establishing farms meant that clothing was more durable -Animal skins/bone/leather → weaving to fabrics/leather → fruit/vegetables to make dye for clothing | <ul style="list-style-type: none"> • Fishing • Trade • Mud for making bricks <p>How they were built (Previous Learning –The simplicity of structures in Stone Age, Bronze Age and Iron Age):</p> <ul style="list-style-type: none"> - Limestone Rock from quarries - carried on boats on the River Nile to the pyramid location. - Pyramids were not built by slaves, but were Egyptians that lived in the area – communities built around the pyramids. <p>Beliefs (Previous Learning: Compare to Christianity and Hinduism):</p> <ul style="list-style-type: none"> - Humans made a journey to another world where they would lead a new life - Organs put in canopic jars for organs, representing Key Gods - Heart remained inside the body – to be weighed by Anubis in the afterlife in the ‘Hall of Truth’ <p>Pharaohs:</p> <ul style="list-style-type: none"> - Pharaohs ruled the Egyptians and were thought to be both man and God - A pharaoh's body go through the process of mummification after death so the pharaoh would live forever. - The tombs were designed to protect the buried Pharaoh's body and their belongings: booby traps, maze-like. - Booby traps discouraged tomb raiders from stealing Pharaoh's wealth - Ordinary Egyptians were buried in the desert. <p>Hieroglyphics</p> <ul style="list-style-type: none"> - Was seen as sacred (‘Holy Writing’) - Hieroglyphics were written in tombs to pray to the Gods - Cartouches were used to help pharaohs find their way through the afterlife | <p>- The Ancient Greeks were conquered by the Romans in 146 BC</p> <p>What did democracy look like in Ancient Greece? [discuss fairness and compare to current day]</p> <ul style="list-style-type: none"> - Direct democracy: 3 strands <p>-In Athens, 500 random men were selected to serve for a year make and change laws (The Boule).</p> <ul style="list-style-type: none"> - In Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council (The Boule) - Citizens voted on these laws and the majority won (The Ekklesia) - All voters were men. - Women and enslaved people didn't get a say. - No police. The Dikasteria (500 randomly selected men) acted as the courts to solve everyday problems <p>- Democracy was overthrown by oligarchy when Sparta conquered Athens</p> <ul style="list-style-type: none"> - Laws were made and changed by the Spartan rulers - Democracy was eventually restored after the Athenians fought back against the Spartans | <p>Features of Roman towns [link back to Iron Age Celts and evaluate the impact of life in Britain]</p> <ul style="list-style-type: none"> - They built towns all over Britain as centres to administer the people they had conquered - Running water, aqueducts & sewage systems; established roads (North-South and East-West from towns); grid layout; ‘Forums’ as meeting places <p>Identify Roman places today</p> <ul style="list-style-type: none"> - Place names ending in: ‘chester’, ‘caster’ and ‘cester’ <p>Roman Roads</p> <ul style="list-style-type: none"> - Romans needed to move their armies and all their equipment around quickly and easily - Roads were built long and straight: provided a safe and short option - Ermin Way – linked Gloucester (Glevum) and Cirencester (Corinium) <p>Impact of the Romans in Gloucestershire and identifying Roman features in the local area</p> <ul style="list-style-type: none"> - Glevum: A military fortress at Kingsholm, guarding the lowest crossing point of the River Severn and the route to Wales. The military fortress was moved away to Newport and the fort was replaced by a Roman town: Gloucester. - Cirencester Roman Ampetheatre; Cirencester Roman Wall | <ul style="list-style-type: none"> - Anglo-Saxons Settled in England in places near to rivers or the sea (easily reached by boat). -- Moved westwards and northwards. -bury; -ford; -ham; -port -Scots settled north of Hadrian's Wall <p>Reason for settlement</p> <ul style="list-style-type: none"> -Britons were weak after the Roman withdrawal - Farming - Space for homes <p>How settlement looked [compare to Ancient Greeks and Stone Age]:</p> <ul style="list-style-type: none"> - Anglo-Saxons cleared much of the forest that covered Britain to make towns and villages. - Plenty of wood: made wooden/ thatched huts - Built near natural resources - Still an emphasis on war: chiefs lived in a big hall with warriors; high fence around villages <p>Vikings</p> <p>Journey to Viking settlement:</p> <ul style="list-style-type: none"> -Vikings migrated from Scandinavia in longships in 793AD and pillaged Lindesfarne -Vikings continued invade coastal towns and villages -The Vikings looked to conquer instead of raid: they moved closer inland and arrived at York (Jorvic) in 886AD <p>What peaceful settlement looked like [compare to Stone Age and Anglo-Saxons throughout]</p> <ul style="list-style-type: none"> -To keep the peace, King Alfred the Great gave ‘Danelaw’ to the Vikings, where they settled peacefully - Settlements known by: - thorpe; -by; -toft [compare to Anglo-Saxon] -Once settled, Vikings used the land to farm using a variety of tools -They lived in long, rectangular buildings, made from wattle | <p>hundreds of different nature gods, with varying degrees of importance, who ruled people's lives and decisions [make connection to Hinduism]</p> <ul style="list-style-type: none"> - Kings were chosen by the Gods and served as intermediaries <p>Identify Mayan Gods</p> <ul style="list-style-type: none"> - Itzamna (God of fire, heaven/earth; created calendar) , - Chaac (God of Rain) - Mayans were scared of Gods and believed they would end the world if they were not worshiped <p>Mayan religious worship</p> <ul style="list-style-type: none"> - Blood sacrifices; giving physical gifts - By piercing their ears the Maya were opening them to hear the Gods' revelations. - In cutting the tongue, it is said that they could speak what they had heard. <p>Places of Mayan worship [link to Ancient Egyptians]</p> <ul style="list-style-type: none"> - Made from limestone - Temples had two variations: A pyramid that had a flat top for sacrifices, and a sacred pyramid for that Gods that wasn't meant to be climbed - Important people were buried in the tombs of the pyramids | <p>as iron and steel; the introduction of the factory system</p> <p>Location – where and why?</p> <ul style="list-style-type: none"> - Across the country. Britain changed from a rural country with small industries to highly industrialised – promoting wealth and opportunities for many <p>Chronology</p> <ul style="list-style-type: none"> - 1750 – 1900s - James Watt invented the Steam Engine - First passenger railway - Factory Act - Education Act <p>Key Figures</p> <p>James Watt [seen as the start of the industrial revolution]; George Stephenson</p> <p>Effects of Industrialisation [link to Ancient Greeks]</p> <ul style="list-style-type: none"> - Pro: Factories were built outside of major cities – creating work; many migrated to the country; far places were easier to reach; railways and canal development - Con: Increased levels of poverty; poor working conditions/housing; children were working - Children to reflect on how would life be different today if industrialisation had not taken place? | <p>the docks area was enlarged and more warehousing was provided</p> <ul style="list-style-type: none"> - The warehouse location was perfectly situated for inland waterway transport, lying directly beside the Gloucester and Sharpness Canal, and the River Severn, linking to the Atlantic coast. <p>Sharpness Canal</p> <ul style="list-style-type: none"> - Connected the Thames and the Bristol Channel - This period of ‘Canal Mania’ rapidly increased the volume of goods carried by canal, enabling Britain to become the World's first industrial power. - Canal transport declined after the success of the railway <p>Local railway routes</p> <ul style="list-style-type: none"> - Midland Railway and The Great Western Railway laid tracks to serve to docks in Gloucester. These became a better option than the waterways for carrying imports into the Midlands. - En route from London to Wales. Gloucester was an inconvenient yet suitable location to cross the River Severn - The Midland Railway Company opened a line between Stonehouse and Nailsworth. This was strongly supported by the clothiers (allowing a far cheaper and easier method of transporting goods and coal) |
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| | | | | | <p>Journey to 1066 - King Alfred the Great died and Vikings and Anglo-Saxons resumed fighting - Fighting continued until William of Normandy came from France to defeat Harald Handrada (Viking) and King Harold Godwinson</p> | | | |
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