



History at The Mead Academy Trust

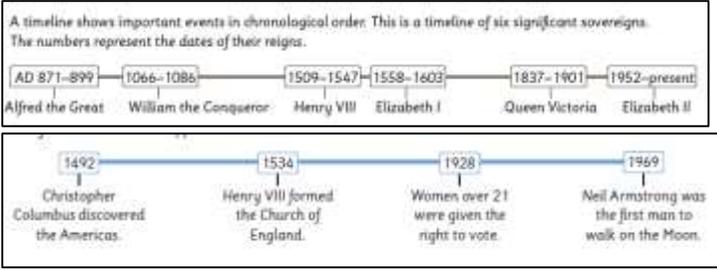
'A people without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey

| | |
|--------------------------------------|--|
| <p>History Intent</p> | <p>At the Mead Trust we intend to develop young historians and ignite children's curiosity about the past. Children will be taught substantive knowledge in these five areas:</p> <ol style="list-style-type: none"> 1. Chronology and time-line (with associated key knowledge of significant events and people). 2. Empire, invasion and war 3. Monarchy, Hierarchy, power and democracy 4. Resistance and enslavement 5. Civilisation (citizen and culture), invention and ingenuity. <p>Through historical enquiry, children develop an understanding of the history of South West England (from Stonehenge to life in contemporary Bristol and Bath), Britain and that of the wider world, including ancient civilisations.</p> <p>Key to this is the children's understanding of the chronology of history and the overarching concepts of the subject:</p> <ul style="list-style-type: none"> • We teach chronology through the building and revision of a mental time line with historical periods taught in chronological order. • Through rich stories and meaningful examples, we teach an understanding of how historians use artefacts and evidence to construct, challenge and test claims about the past. • By studying history in periodic sequence, cause and consequence are understood as drivers of continuity and change over time. • Reflecting on previously taught historical periods, allows children to develop an understanding of similarity and difference across time. • Significant people and events are taught and learnt from a global, national and a local context (local being critical for the teaching of meaningful and tangible exemplification). Across all of our teaching of history, issues of diversity and representation are addressed. <p>In line with the National Curriculum 2014 our teaching aims to:</p> <ul style="list-style-type: none"> • equip pupils with the skills, knowledge and understanding to: ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement, • deepen children's learning and enable them to make connections across historical time periods, • support children to understand, with empathy, 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. • develop their historical knowledge through a curriculum spiral which provides the building blocks of prior knowledge and ever deepening understanding. |
| <p>History Implementation</p> | <p>To ensure the highest standards of teaching and learning in history, we implement a sequenced, knowledge rich curriculum that is progressive and builds on prior knowledge and skills over time.</p> |

| | |
|------------------|---|
| | <p>Throughout Key Stage 2, British history is taught chronologically: Stone Age to Bronze Age, Iron Age to Roman Empire, Anglo Saxons and Vikings to 1066, Norman Britain to Medieval times, Tudor Britain, the Victorians and the Industrial Revolution and the twentieth century specifically the two World Wars. At all stages children are provided with the knowledge of periods not covered by a topic eg the Stuarts and the Georgians.</p> <p>Substantive conceptual knowledge, such as monarchy, threads horizontally across year groups and vertically through the key stages. Children will build up and extend their substantive knowledge of historical events by making connections between historical concepts, other subjects and periods in history. They will retain this knowledge because the focus on recurring concepts and vocabulary enables them to make connections between past and future learning.</p> |
| Resources | <ul style="list-style-type: none">• Wiltshire Learning Resources (artefacts and topic books) - R:\Trust\Trust Curriculum Planning\Curriculum 2021-22\Curriculum Team Resource Planning\History\WLR list• Knowledge organisers• Vocabulary word banks• Visual and interactive timeline• Map of the world and globe• Displays and role plays. |

Substantive Conceptual Knowledge (Revisited over time)

- 6. **Chronology and time-line (with associated key knowledge of significant events and people).**
- 7. **Empire, invasion and war**
- 8. **Monarchy, hierarchy, power and democracy**
- 9. **Resistance and enslavement**
- 10. **Civilisation (citizen and culture), invention and ingenuity.**

| Substantive Conceptual Knowledge | Core Knowledge - Revisited over time in these topics | Specific knowledge | Vocabulary |
|---|--|---|--|
| <p align="center">Chronology</p> | <p><i>EYs</i> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Y1 Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Y2 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.</p> <p>Y3 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</p> | <p>Y2</p>  <p>Y3 c750,000 BC Stone Age years ago (Palaeolithic c750,000 BC – c 10, 000 BC, Mesolithic c10,000 - c4,000 BC, Neolithic c4,000BC – c2,500 BC) c3200 BC Stone Age houses first built on Skara Brae)</p> | <p>EYs yesterday tomorrow last week before then</p> <p>Y1 first next finally then</p> <p>Y2</p> <p>Y3 Neolithic Mesolithic</p> |

the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.

Y4

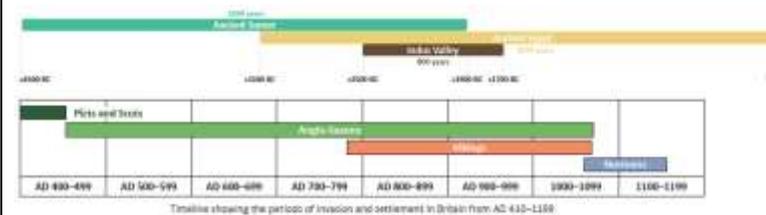
Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Y5

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.

c3000 BC building of Stonehenge begins
c2500 BC Bronze Age Bell Beaker folk brought metalworking skills to England from Europe
c 700 BC Iron Age Celts from Europe Settled in Britain bringing Ironworking technology with them
55 – 54 BC Julius Caesar carried out to unsuccessful invasion attempts
AD 43 Emperor Claudius invades Britain marking end of Iron Age and start of Roman rule in Britain
AD 410 Roman rule ended as Roman army withdrew to help fight wars elsewhere in Europe

Y4



14th Century: 1 January 1301 – 31 December 1400
Ancient Egypt: Unification around 3100 B.C. to its conquest by Alexander the Great in 332 B.C
Ancient Greece:
c6000–c3000 BC People start to farm and make produce in Neolithic Greece.
c3000–c1100 BC The Minoan civilisation exists on the island of Crete.
c1600–c1100 BC The Mycenaean civilisation exists on the Greek mainland.
c1450 BC The Mycenaean take control of Crete.
c1100–c800 BC Greek cities are destroyed or abandoned during the Greek Dark Age.
c800–c500 BC Greece develops quickly and city states are founded in the Archaic period.
776 BC The first Olympic Games are held in Olympia.
c507 BC Cleisthenes introduces the world’s first known democratic system to Athens.
c500 The Classical period begins.
356 BC Alexander the Great is born.
323 BC Alexander the Great dies and the Classical

Palaeolithic

Y4

Ancient Sumer
 Ancient Egypt
 Indus Valley
 Picts and Scots
 Anglo-Saxons
 Vikings
 Normans

Y5

Unification
 Minoan
 Mycenaean
 Hellenistic

Y6

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

period ends.

323–30 BC Greece becomes divided during the Hellenistic period.

30 BC Ancient Greece is conquered by the Romans.

Victorian timeline

- 1801 Victoria is born
- 1825 The Stockton and Darlington Railway opens. It is the first steam railway in the world.
- 1837 Robert Peel starts the police force
- 1834 A new Poor Law is passed that stops people giving money to the poor. Anyone who is poor or in need must go into the workhouse (poorhouse)
- 1837 Victoria becomes Queen
- 1837 The House of Parliament are built
- 1840 Queen Victoria marries Prince Albert
- 1843 The Mines and Collieries Act prevents child labour work for women and girls, and boys under 10.
- 1851 The Great Exhibition opens at Crystal Palace
- 1853 The Crimean War begins
- 1859 Charles Darwin's On the Origin of Species is published
- 1861 Prince Albert dies
- 1870 The Education Act makes education compulsory for children between the ages of five and 11
- 1879 Thomas Edison makes the first electric light bulb
- 1880 The Elementary Education Act makes school free for all children up to age 11
- 1901 Queen Victoria dies

First World War 1914–1918

Timeline of events

- August 1914 Britain declares war on Germany
- October 1914 First Battle of Ypres
- Jan–Feb 1915 Ottoman Empire attacks Suez Canal
- February 1915 Gallipoli Campaign begins
- May 1915 Italy joins the Allied Powers
- Feb–Dec 1916 Battle of Verdun
- June–Sept 1916 Brusilov Offensive
- July–Nov 1916 Battle of the Somme
- April 1917 United States joins the Allied Powers
- November 1918 Germany surrenders and the war ends

Maafa timeline

- 1482 Portugal starts transporting enslaved African people
- 1492 Christopher Columbus discovers Hispaniola
- 1562 Britain begins transporting enslaved African people across the Atlantic Ocean
- 1728 The First Maroon War begins in Jamaica, where escaped enslaved workers fight British troops for the right to live independently
- 1806 Approximately 120,000 enslaved people are transported, by British ships, to the Caribbean and America every year
- 1807 The Abolition of the Slave Trade Act is passed
- 1810–1812 The largest rebellion of enslaved people takes place in the British Caribbean
- 1833 The Slavery Abolition Act is passed
- 1863–1865 Africa is divided into 50 European colonies
- 1944–1974 Around 800,000 people are invited to Britain from the Caribbean to fill job positions after the Second World War. The first people arrived on a ship called the *Tyne Crane* (Hullaburgh). All of the people arriving in this way became known as the "Windrush generation"
- 1965 The Race Relations Act is passed
- 2010 The Equality Act is passed

| | | | |
|--|--|--|--|
| <p style="text-align: center;">Empire, invasion & war</p> | <p>EYs Y1 Y2 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.</p> <p>Y3 The Roman Empire grew over time and included countries in Europe, the Middle East and North Africa.</p> <p>Y4 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. The Viking invasion and Anglo-Saxon defence of England led to many conflicts.</p> <p>Y5 Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields)</p> <p>Y6</p> | <p>EYs Y1 Y2</p> <p>Y3 Hillforts were Iron Age that were built on top of a hill. The height of the hill gave a good view of the surrounding area and ditches and ramparts provided protection.</p> <p>Y4 After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups: Picts and Scots from Scotland and Ireland; Anglo-Saxons from Germany, the Netherlands and Denmark; Vikings from Scandinavia and Normans from France. This time in history is called the early Middle Ages. By AD 800, there were five main kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland. Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924–939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.</p> <p>Y5 The black death was the name given to a plague that spread from Asia in the 1330s and across Europe in the 1340s. The Black Death reached England in 1348, but 1350 it had killed almost half the population.</p> <p>Y6 The major nations involved in the Second World War were the Axis Powers (Germany, Italy and Japan) and the Allied Powers (Great Britain, the Soviet Union and the United States). Germany was led by the fascist</p> | <p>Y2</p> <p>Y3 Invasion Hillfort Empire</p> <p>Y4 Invasion Empire</p> <p>Y5 Invasion Empire War</p> |
|--|--|--|--|

| | | | |
|--|--|---|---|
| | <p>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. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> | <p>dictator Adolf Hitler, who wanted to expand German territory and create a pure German race. At the start of the war, Britain's prime minister was Neville Chamberlain. Winston Churchill replaced him in May 1940. The Battle of Britain took place in the skies above Britain from July to October 1940. Adolf Hitler was planning a land attack on Britain but first had to control the skies to prevent British air attacks. After the Second World War, the Allied Powers split Germany into West and East Germany. International agreements were signed to ban chemical weapons, torture and genocide.</p> | <p>Y6 Invasion Empire War Conflict Rebellion Alliance Imperialist</p> |
| <p>Monarchy, hierarchy, power and democracy</p> | <p>EYs Talk about the actions of kings and queens in stories. Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.</p> <p>Y1 A monarch is a king or queen who rules a country. Describe the role of a monarch.</p> <p>Y2 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. Describe the hierarchy of a past society.</p> | <p>EYs</p> <p>Y1 Queen Elizabeth is the current monarch of the UK. She became Queen in 1952. Great Fire of London is a significant event in London's history. It began in a bakery on Pudding Lane on Sunday 2nd September 1666. St Paul's Cathedral among the building destroyed was destroyed in the fire</p> <p>Y2 There have been over 60 monarchs since Alfred the Great in AD871. Queen Elizabeth II is the current monarch of the UK. She is the longest reigning British Monarch. Six significant sovereigns: Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II.</p> | <p>Y1 Monarch Queen Monument Cathedral Country</p> <p>Y2 Sovereign Absolute Power Feudal System Government Head of State Monarch</p> |

| | | | |
|--|---|---|---|
| | <p>Y3 Larger settlements became more commonplace during the Bronze Age, and a social hierarchy began to emerge. Ancient Rome had a clear social hierarchy with a king, emperor or senate who ruled the rest of society which was split into upper class, patricians, freemen and slaves. Throughout the time of the Roman Empire, there were three different types of rule: kingdom, empire and republic.</p> <p>Y4 Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations.</p> <p>Y5 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. Describe the significance, impact and legacy of power in ancient civilisations.</p> | <p>Power of the monarchy has changed over time. In the past, some monarchs had absolute power. Today, there is a constitutional monarch which means it is controlled by parliament and the government. Royal residences – Buckingham Palace, Balmoral Castle, Osborne House</p> <p>Y3 Tribal communities appeared in Britain around 4000 years ago. Boudicca was the queen of the Iceni tribe. Roman money was used and wealthy people learnt Latin and used writing. Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) led by a king. Next it was a republic (509–27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor. Roman Emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish. Ancient Rome had a well-structured hierarchy. People were born into a group and couldn't usually move from it during their lifetime. The Roman army were the same.</p> <p>Y4 City states were often at war with each other in the ancient Sumer. A king or queen ruled each city and lived in a palace. King Lugalzaggisi united the city states of ancient Sumer under one ruler, but then King Sargon, of the neighbouring kingdom of Akkad, conquered ancient Sumer. He forced everybody to speak the same language and crushed rebellions.</p> <p>Y5 – Feudal System Reign of kings between 1300–1400 - Edward II, Edward III and Richard II, Peasant Revolt – 13 June 2021</p> <p>Y6</p> | <p>Parliament Reign Constitutional Monarch</p> <p>Y3 Hierarchy Tribal Empire Kingdom Republic Boudicca Emperors Hierarchy Senate</p> <p>Y4 Civilisation Ruler Rebellion</p> <p>Y5 Feudal System Parliament Revolt Villein Serf Noble Merchant Bishop Chivalry</p> <p>Y6</p> |
|--|---|---|---|

The feudal system



| | | | |
|--|--|--|---|
| | <p>Y6 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. Describe and explain the significance of a leader or monarch.</p> | <p>Queen Victoria was the longest reigning monarch of her time and the Victorian era is named after her. By the end of her reign she had influenced all children having an education regardless of social status. During her reign Britain become the most powerful country in the world.</p> | <p>Empire Reign Social Reformer</p> |
| <p>Resistance and enslavement</p> | <p>EYs Y1 Y2 Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Y3 After the Roman invasion of Britain in AD43, there were lots of power struggles to take control of Celtic lands and people. Slavery and life in a Roman fort.</p> <p>Y4 The cause of the Roman invasion of Britain was to gain land, slaves and precious metals. To try to stop the Viking raids, some Anglo-Saxon kings paid the Vikings money, called Danegeld, to leave. However, the Vikings returned, and Danegeld became another way for them to make money.</p> <p>Y5 Cold weather and bad harvests at the beginning of the century led to famine. A disease called the Black Death spread through Europe to Britain and killed millions of people. The poor rebelled over expensive taxes and terrible working conditions. Peasants, serfs and villeins worked the land and had very few rights.</p> | <p>Y2 Rosa Parks Emmeline Pankhurst Malala Yousafzai – significant people who engaged in resistance to make a historical difference to the world.</p> <p>Y3 Boudicca was the queen of the Iceni tribe. She rebelled against Roman rule who tried to take land from the Iceni tribe.</p> <p>Y4</p> <p>Y5 Peasant Revolt – 1381. When the government made everyone over the age of 15 pay an expensive poll tax to fund the war against France, the peasants became very angry. They protested by marching to London, killing government officials and destroying property.</p> <p>Y6 The slave trade contributed to the advancement of the Industrial Revolution. There are abolitionists who contributed to the abolishment of the slave trade, and the change to law. They were Olaudah Equiano, Thomas Clarkson, William Wilberforce, Granville Sharp, Josiah Wedgwood, Toussaint L’Ouverture and Mary Prince</p> | <p>Y3 Rebellion Resistance</p> <p>Y4 Danegeld</p> <p>Y5 Revolt Rebellion Peasants Serf Villein</p> <p>Y6 Chattel slavery Abolitionist Colonisation Emancipation Enslavement Indigenous Maafa Plantation</p> |

| | | | |
|--|---|--|---|
| | <p>Y6 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 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. Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. 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. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> | <p>Start of WWI - In August 1914, German troops invaded Belgium. Allied forces pushed the German army back to north-west France, where both sides dug defensive trenches.</p> | |
| <p>Civilisation (citizen and culture), invention and ingenuity.</p> | <p>EYs</p> <p>Y1 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. Describe important events in the school's history.</p> <p>Y2 Commemorative buildings, monuments, newspaper and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.</p> <p>Y3 Stone Age life is defined by the transition from hunter gatherer lifestyle to farming and the use of stones to make tools and weapons. <i>Stonehenge is perhaps the world's most famous prehistoric monument elected in the late Neolithic period. Four of the Sarsen stones at Stonehenge were adorned with hundreds of carvings that are thought to possible be symbols of</i></p> | <p>Y3 Skara Brae is a Neolithic settlement in the Orkney Islands in Scotland. Well preserved dwellings and artefacts have been discovered there, which helped historians and archaeologists to understand about Neolithic life. The Bell Beaker folk introduced pottery, new religious beliefs and metalworking at the start of the Bronze Age. The Amesbury Archer is the name given to a set of remains found in Amesbury, Wiltshire. The site is hugely significant and included flint arrow heads, a metalworking tool and Bell Beaker pottery. Roman inventions included forts, roads, bridges, heating, sanitisation Many people who lived near Roman towns and forts began to live an urban lifestyle, worship Roman gods and follow Roman culture. The Ivory Bangle Lady provides archaeological evidence that wealthy people of African descent lived in Roman Britain, luxury goods from across the empire were available in York and Pagan and Christian beliefs existed alongside each other in Roman Britain.</p> <p>Y4 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</p> | <p>Y3 Settlement Tool Weapon Nomadic Hunter gatherer Stonehenge Effective Efficient Romanisation</p> <p>Y4 Conquer Civilisation</p> |

power within early Bronze Age society and possible linked to the nearby round barrow burials.

Bronze Age life is defined by the discovery and use of metals, such as bronze, to make tools, weapons and objects.

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 became an important part of life.

After invasion in AD 43, Roman beliefs, technology and culture were adopted by Britons. This was called Romanisation.

The Romans settled and built towns and forts, particularly in the South West of England.

Romans introduced urban living, road networks, running water and bath houses, belief in gods and goddesses and later in Christianity.

Bath was founded by the Romans in the 1st Century AD by the Romans who used the natural hot springs as a Thermal spa – Aquae Sulis. The Roman remains, especially the Temple of Sulis Minerva and the baths complex are amongst the most famous and important Roman ruins north of the Alps, and marks the beginning of Bath’s history as a spa town.

Y4 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.

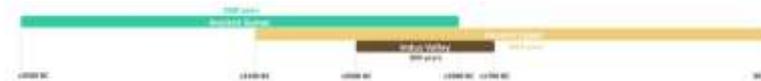
The Viking invasion and Anglo-Saxon defence of England led to many conflicts.

Y5 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.

The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems,

in England agreed to be ruled by an Anglo-Saxon king. There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself.

A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. Ancient civilisations first appeared over 6000 years ago in, or near, a semi-circular area of land in the Middle East known as the Fertile Crescent.



Y5 Ancient Greece is known for its many great thinkers, including philosophers, political leaders, scientists, mathematicians, historians and writers. Cleisthenes (c570–c508 BC) was a political leader in Athens. He developed the first democratic system. Pericles (c495–429 BC) was a political leader in Athens. He ordered the construction of the Acropolis and Parthenon. Socrates (c470–c399 BC) was a great philosopher. He used questions to help people to examine their knowledge and beliefs. Hippocrates (c460–c375 BC) was a doctor. He carried out medical research and became known as the ‘father of medicine’. Plato (c427–c347 BC) was a philosopher and student of Socrates. He founded the first university in Athens. Alexander the Great (356–323 BC) was a military leader. He expanded Greece’s territory to create the ancient world’s largest empire.

Y6 Revolution, Victorian England, differences between the lives of rich and poor. The Industrial Revolution, the rapid development of industry took place during the late 1700s and early 1800s and brought about the introduction of machinery.

Y5

Democracy
Philosopher
Civilisation

Y6

Empire
Industrial revolution
Social reformer
Workhouse
Victorian

| | | | |
|--|--|--|--|
| | <p>calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Y6 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.</p> <p>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.</p> <p>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.</p> | | |
|--|--|--|--|

| | | |
|--|---|--|
| <p style="text-align: center;">Disciplinary Knowledge</p> | <p>EYS</p> <ul style="list-style-type: none"> You can order and sequence events using words relating to the passage of time, including yesterday, last week, before and then. Objects from the past can help us learn about the past. <p>Y1</p> <ul style="list-style-type: none"> You can use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Artefacts are historical source materials that help us form our knowledge of the past. <p>Y2</p> <ul style="list-style-type: none"> Artefacts and historical sources can come from different viewpoints. Viewpoint could be: where it is from, when and why it was made and who owned it. <p>Y3</p> <ul style="list-style-type: none"> Artefacts and photographs are historical source materials that help us to form our knowledge of the past. A primary source is an artefact, document, diary, manuscript, recording, photo, painting or other source of information that was created during the period of time being studied. It is an original source of information about the topic. A secondary Source analyse, assess or interpret an historical period, significant event or person. This can include books, articles, videos, speeches and much more. Some source material is reliable and some is less reliable. As a historian it important that the validity of source material is checked. <p>Y4</p> <ul style="list-style-type: none"> Artefacts and photographs are historical source materials that help us to form our knowledge of the past. A primary source is an artefact, document, diary, manuscript, recording, photo, painting or other source of information that was created during the period of time being studied. It is an original source of information about the topic. A secondary Source analyse, assess or interpret an historical period, significant event or person. This can include books, articles, videos, speeches and much more. Some source material is reliable and some is less reliable. As a historian it important that the validity of source material is checked. Bias can be evident in historical sources. This can impact their reliability. As a historian it is important to realise that sources can be influenced and do vary dependent on viewpoint. | |
|--|---|--|

Y5

- There are different types of sources – primary and secondary.
- Artefacts and photographs are historical source materials that help us to form our knowledge of the past.
- Bias can be evident in historical sources and these can support balanced arguments. Historical sources and artefacts can be gathered to build a picture of a historical event or person.

Y6

- We can gather information about the past using: sources, photographs and artefacts.
- There are different types of bias that can be evident in historical sources. As a historian it is important to explain the impact of bias on sources and artefacts.