

HISTORY: Progression and Sequencing of Key Knowledge

HISTORY KEY KNOWLEDGE	
Year 1 Events That Changed the World	Big Picture: Children to explore how the Great Fire of London and the Gunpowder Plot have affected the world that we live in today. Both of these events have a natural narrative spine, and should definitely be taught with a narrative thread in mind. The Great Fire of London - The Great Fire of London happened in 1666 and is a significant national disaster. It was caused by a fire in a bakery on Pudding Lane. The fire started on 2nd September and lasted until 6th September. MUST - It spread rapidly between the closely built wooden houses – knocking down houses before the fire could reach them helped control the fire. MUST - Only 6 people are recorded as dying in the fire though the deaths of poor people were probably not counted. COULD - About 70,000 homes were destroyed, almost all the homes in London at that time. SHOULD - It was because of this event that the City of London created a Fire Service. MUST - We know about the fire because people wrote about it. One example is Samuel Pepys who buried his diary along with his wine and cheese so they wouldn't get burnt. MUST The Gunpowder Plot - The Gunpowder Plot of 1605 was a plan to assassinate King James I of England and VI of Scotland. MUST - A group of Catholics led by Robert Catesby wanted to blow up the Houses of Parliament during the State Opening of Parliament on 5th November 1605. COULD - This would have killed the king, and most of the Protestant leaders. The plotters also planned to kidnap the royal children. COULD - They wanted to do this because they were furious at the unfair treatment of Catholics (a type of Christian). They wanted to form a new government which would be more fair. MUST - They rented a cellar room beneath the Houses of Parliament and filled it with 36 barrels of gunpowder. SHOULD - Guido (Guy) Fawkes was left in charge of setting fire to the barrels when parliament were meeting. SHOULD - One member of the group had sent a letter to his brother-in-law which revealed some of the details of the plot; it read: "I advise you to devise some excuse not to attend this parliament, for they shall receive a terrible blow, and yet shall not see who hurts them" MUST - Because of this letter, Guy Fawkes was arrested before he could light the barrels. MUST - Guy Fawkes was executed for treason. Many of the other plotters were also killed or locked up in the Tower of London. SHOULD - Instead of making things fairer for Catholics, life became harder and many people had to keep their religion a secret so that they wouldn't be bullied or even killed! COULD - We remember the Gunpowder Plot every year on Bonfire Night, when we light bonfires and set off fireworks. Some people also burn a dummy dressed as Guy Fawkes on the bonfire. MUST
	  Remember, remember the Fifth of November, The Gunpowder Treason and Plot, I know of no reason Why the Gunpowder Treason Should ever be forgot. <i>Guy Fawkes, Guy Fawkes, t'was his intent To blow up the King and Parli'ment. Three-score barrels of powder below, Poor old England to overthrow; By God's mercy he was catch'd With a dark lantern and burning match."</i>

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Big Picture: Focus on a fictional (or real if you can find one) family who have lived in the same house in Walkley for generations. Look at how their lifestyles have changed over time, from the 1960s to the modern day.

- The lives of my grandparents and parents happened before our lives. They were babies and children once. We can learn about the past by looking at photographs and talking to people who were there. Our grandparents had very different childhoods to our own. Life was very different back then and our grandparents had different toys, clothes and schools. **MUST**
- Most of the houses in Walkley were built in the Victorian age. Long before our grandparents were born. **SHOULD**
- A famous person from Walkley was John Ruskin. He was an art critic and museum founder. **SHOULD**
- Our school is a very new building. We can talk about how school was different in the 1960s. We can look at photos and other pictures to see what clothes people would have worn, and compare these with our own clothes e.g. school uniform. **MUST**
- How we make and listen to music has changed over the last 70 years. The style of music that is popular changes over time. We can talk about how home music systems have changed over time (wireless radio → records → cassettes → ... → Wi-Fi multiroom streaming). We can start to recognise modern music compared to music from decades ago. **MUST**
- We can talk about how many of the toys that we play with now were introduced in our parents/grandparents youth (Barbie, Action Man, LEGO, action figure brands of the 80s etc.) We can compare the material and design of these toys. We can talk about how electronic toys now have more functions (LCD games → Gameboys → games on tablets). **MUST**
- We can talk about the type of food that was commonly available in Walkley in the 1960s compared to now - there are more foods from around the world, takeaway food, pre-made dishes in the supermarket now compared to more local shopping (butchers, grocers, bakers etc.) and making meals from scratch. Food was more likely to be grown at home or in an allotment (though this is becoming more popular again). It was also more likely to have been grown in Britain, whereas we import a lot of food now. **MUST**
- We know about this period because our family members have been able to tell us about it. We also have photos, videos and old newspapers which show us what it was like, as well as some objects that still exist. **MUST**
- We can start to compare an old map to a modern map and talk about some roads and buildings that are different. **COULD**



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Year 2	Inventions Since 1900	Big Picture: Life has changed a lot in the last 150 years. In this topic, children will look at inventions that they might take for granted and explore how they were invented, create a timeline of how the invention has been improved over the years and (most importantly) compare and contrast what life was like before and after it was invented. This unit builds upon the Y1 'local history study' and further embeds an understanding of chronology. At the end of the unit, children might be able to choose which invention they feel has been the most important and suggest reasons to support their idea. We know about these inventions because they are used all the time! Some of them have changed over the years, but some remain very similar. We also have photos, videos and old newspapers which show us what it was like, as well as some objects that still exist. With each invention, we ask the questions: • What did people do before it was invented? • How was it invented? • How has it evolved over time? • How has this improved people's lives?	
		1876 – Telephone by Alexander Graham Bell MUST Helping people keep in touch quickly since its invention, the telephone built upon the electric telegraph (telegram service and morse code) to become the easiest form of communication. Now almost everyone has one in their pocket!	1903 – The Aeroplane by Wilbur and Orville Wright MUST Long had people looked to the sky, wishing to fly with the birds. Hot air balloons had allowed short flights, but the aeroplane would be the invention to really take off. Jet engines would allow people to travel more of the world more quickly.
		1907 – Plastic by Leo Baekeland MUST Look around you and you will see something made of plastic. It is tough, cheap and easy to make into complex shapes. However, it's proving to be harmful to the environment. How can we balance useful and harmful plastics in our daily lives?	1908 - The Car (Model T by Henry Ford) SHOULD The steam-powered horseless carriage had never quite replaced the horse and cart, but Henry Ford's assembly line production meant that cars were now becoming affordable for normal people.
		1923 – Hearing Aids by Miller Reese Hutchison MUST From the simple ear trumpets to acoustic headbands, there have been low-tech hearing aids for hundreds of years, but the invention of the electronic hearing aid has allowed deaf people to hear with more clarity – especially in the last 40 years.	1926 – Television by John Logie Baird SHOULD Cameras had been around for over a hundred years and movie cameras had been bringing early cinema into theatres for about 30 years, but television would change everything by beaming live sound & images directly into people's homes.
		1929 – Antibiotics – Alexander Fleming SHOULD Before the 1900, infections were treated with medicinal folklore. Sometimes, they worked, but people didn't realise why until Fleming discovered penicillin (a substance that could kill bacteria). Modern medicine was born.	1936-38 – The Z3 Computer by Konrad Zuse. MUST We use computers every day. In fact its hard to imagine a time without them, but they've come a long way since Charles Babbage's difference engine. The Z3 was the first step towards what we'd call a modern computer.
		1955 – Velcro by George de Mestral COULD This useful everyday invention was inspired by nature: on a walk with his dog Milka, de Mestral wondered why burdock seeds would cling so tightly to his socks. Today, Velcro is used on clothes, medical equipment and even spacecraft!	1990 – The Internet (world wide web) by Tim Berners-Lee COULD Whilst file-sharing between computers had been going on for decades, it wasn't until the 90s that the Internet as we know it was launched. It would prove to be a modern encyclopaedia – you can find any information you want in seconds.

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Year 2 People Who Positively Changed the World.	Big Picture: Over the last century certain individuals have stood up for their rights as human beings and have demanded that they be treated fairly. Their words and actions have inspired many people around the world to make the world a better place. In this topic, children will learn about the lives of some significant individuals, what they did to stand up for their rights and how the world has been changed because of their actions. We know about this period because people who were alive when it happened have been able to tell us about it. We also have photos, videos and old newspapers which show us what it was like, as well as some objects that still exist.	
	Ruby Bridges • Born: Ruby Nell Bridges on September 8th 1954 in Mississippi, U.S.A to Abon and Lucille Bridges. COULD • Bridges was born during the middle of the Civil Rights Movement. Three months before she was born, the decision had been made that segregated schools were unlawful. SHOULD • Segregation was the act of keeping people of colour separate from people with white skin. MUST • Bridges attended a segregated kindergarten in 1959, but in early 1960, Bridges was one of six black children in New Orleans who was chosen to go to an all-white elementary school. SHOULD • However, Bridges went to the school by herself. Bridges and her mother were escorted to school by four federal marshals. 1960 date? MUST • The marshals were there to protect Ruby from protesters who held up signs, shouted and threw things. MUST • As soon as Bridges entered the school, white parents pulled their own children out; all the teachers except for one (Barbara Henry) refused to teach while a black child was enrolled. For over a year Henry taught her alone, "as if she were teaching a whole class." MUST • Eventually, white parents began to bring their children back to school and the protests began to subside. MUST • Ruby is remembered for her bravery in the face of such opposition. MUST • As an adult, Ruby leads the Ruby Bridges Foundation, which she formed in 1999 to promote "the values of tolerance, respect, and appreciation of all differences". SHOULD	Martin Luther King Jr. • Born: Michael King Jr. on the 15th January 1929 in Atlanta, Georgia, U.S.A. COULD • Married to Coretta Scott in 1953. They had 4 children. COULD • MLK was an American Baptist minister and activist who became the most visible spokesman and leader in the civil rights movement from 1955 until his murder. MUST • King participated in and led marches for the right to vote, desegregation, labour rights, and other civil rights. MUST • He oversaw the 1955 Montgomery bus boycott and later helped organize some of the nonviolent 1963 protests in Birmingham, Alabama. King was one of the leaders of the 1963 March on Washington, where he delivered his "I Have a Dream" speech on the steps of the Lincoln Memorial. MUST • On 14th October 1964, King won the Nobel Peace Prize for combating racial inequality through nonviolent resistance. SHOULD • Died: 4th April 1968 (aged 39) – assassinated by gunshot (killed by someone with a gun) in Memphis, Tennessee, U.S.A. MUST • Shortly after his death, the US government passed the Civil Rights Act of 1968, which promised that people wouldn't be discriminated against because of the colour of their skin. MUST
	Mohandas Gandhi • Born: 2nd October 1869 in Porbandar, India COULD • He came from an upper-class family and his father was a leader in the local community. COULD • Gandhi's parents wanted him to become a barrister, which is a type of lawyer. As a result, when he was 19 years old Mohandas travelled to England where he studied law at the University College London. SHOULD • Once back in India, Gandhi led the fight for Indian independence from the British Empire. He organized several non-violent civil disobedience campaigns. During these campaigns, large groups of the Indian population would do things like refusing to work, sitting in the streets, boycotting the courts, and more. Each of these protests may seem small by themselves, but when most of the population does them at once, they can have an enormous impact. MUST • Gandhi was put in prison several times for organizing these protests (e.g. Salt March). He would often fast (not eat) while he was in prison. The British government would eventually have to release him because the Indian people had grown to love Gandhi. The British were scared what would happen if they let him die. MUST • Mohandas Gandhi is often called Mahatma Gandhi. Mahatma is a term that means Great Soul. It's a religious title sort of like "Saint" in Christianity. MUST • Died: 30th January 1948 in New Delhi, India He was shot by a terrorist while attending a prayer meeting. MUST	Emmeline Pankhurst • Born: Emmeline Goulden on 15th July 1858 in Manchester, England COULD • Married to Richard Pankhurst in 1879 (he died in 1898). They had 5 children. COULD • She was the leader of the British suffragette movement which helped women win the right to vote. MUST • After her husband died in 1898, Pankhurst founded the Women's Social and Political Union (WSPU), an organisation dedicated to "deeds, not words". SHOULD • The group became infamous when its members smashed windows and assaulted police officers. Pankhurst, her daughters, and other WSPU activists were sentenced to repeated prison sentences, where they staged hunger strikes to secure better conditions. MUST • In 1918 some women got the vote but only if they were over 30 and owned a certain amount of property. Pankhurst kept protesting. MUST • Died: 14th June 1928 (aged 69) in Hampstead, London, England just 17 days before women got equal voting rights and was commemorated two years later with a statue in London's Victoria Tower Gardens. SHOULD

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Year 3 Stone Age to Iron Age	Big Picture: Follow a tribe of people – the hill people – as they transition from a nomadic to an agrarian way of life and settle upon the banks on the river Don. These are the people who would become the Brigantes tribe in the Iron Age. We visit them generations apart to see how the tribe has evolved between the different technological eras from stone tools to objects forged in iron. We have to be careful when explaining the origins of ‘the celts’, as there are theories, but no hard evidence. Celts were different groups of people across Europe who shared similar languages and cultures. In Britain and Ireland, there were three main language groups: Britons, Picts and Gaels. SHOULD We can study the following eras, focusing on how people lived and being able to compare how that changed over time. We should also be able to name some animals that lived in Britain in each period – making note of any changes and discussing possible reasons for those changes. SHOULD We have some clues to their religious beliefs (paganism) but can’t be certain about who their gods were or how they prayed to them. We know that druids were the religious leaders. COULD Humans in the Stone Age 4300 BC – 2100 BC (Neolithic) , 4300 BC – 10,000 BC (Mesolithic), 350,000 BC – 10,000 BC (Palaeolithic) - Used stone to make tools, weapons and utensils. MUST - Lived in caves or simple tents, and later in rectangular houses. MUST - Were hunter-gatherers, who hunted, fished and foraged for food. MUST - There were animals who are now extinct, such as mammoths, ground sloths and woolly rhinos. SHOULD Humans in the Bronze Age 2100 BC – 1200 BC - Used bronze to make tools, weapons and utensils. MUST - Lived in roundhouses made from timber and wattle and daub, with thatched or turf roofs, often in settlements. MUST - Started to make farms, growing crops and rearing animals (agriculture). MUST - People became much more rooted in a locality, but would still travel by small boats and footpaths to trade. SHOULD Humans in the Iron Age 1200 BC – AD 43 - Used iron to make tools, weapons and utensils. MUST - Lived in roundhouses in hillforts, with banks and ditches for protection. MUST - We have evidence of the hillforts as the tops of hills were dug to create large ‘steps’ of flat land. MUST - Continued with agriculture – the farms would surround the forts and villages. MUST Humans in other parts of the world sometimes lived very similar lives to humans in Britain, but sometimes they were very different. They also discovered how to make tools from bronze and iron at different times, so they have different dates for their bronze and iron ages. COULD We can look at historical site such as Skara Brae or Stonehenge to see how people lived in Britain. Archaeologists have found studied these sites and have found archaeological evidence, such as bones and tools. There are also some reports from Greek and Roman historians such as Herodotus and Tacitus who wrote about other European cultures who had not yet developed writing. MUST
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The Big Picture: We talk about the discovery of America by Christopher Columbus, but that is giving him a little bit too much credit as there were already people living there – surely they had noticed a huge continent beneath their feet! In this unit, we explore this ancient civilisation and “discover” how they lived in the tropical forests of Central America.

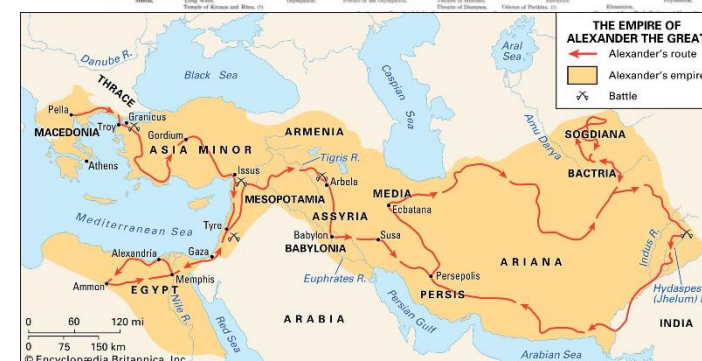
- The Maya were a civilisation that developed in what is now Mexico, Guatemala and Belize. The Mayan civilisation began in 2000 BC and lasted until the Spanish colonised this area in around AD 1500. **MUST**
- The Spanish Empire sent out colonisers after Columbus “discovered” the new world in AD 1492 and had seen how much gold there was. **SHOULD**
- Religion was very important to the Maya and they had many gods, who all had a good and a bad side. The most supreme god was Itzamná, the creator god. Many gods looked after an aspect of life, such as Chac, the rain god and K’inich Ahau the sun god. **SHOULD**
- The Maya believed that priests could communicate directly with the gods and they observed the moon, stars, sun and planets to divine the future. Priests would perform ceremonies (including sacrifices) to please the gods and Kings were thought to turn into gods after they died. They believed the world was divided into three parts (Heaven, Earth and the Underworld), linked together by a giant world tree. **COULD**
- The Maya created a complex writing system of hieroglyphs. It’s made up of signs (logograms) that represent words or ideas such as shield or jaguar and other signs (syllabograms) that represent sounds in the form of single syllables. This writing was recorded in codices, or folding books, but many of these were destroyed. **COULD**
- Their numerical system consisted of dots (1) and lines (5) whereby 2 lines and a dot make 11. The Maya understood the concept of zero. **COULD**
- Merchants drove their human caravans along roads, down rivers and around coasts to trade with fellow Maya and other Mesoamericans. The geography was so varied that they relied on trade to get the things they needed, from maize, fish and salt to stingray spines (used for bloodletting) and valuable stones such as jade and obsidian. Cacao, jade and feathers were used as currency. **SHOULD**
- The Maya used ‘slash and burn’, ‘terrace’ and ‘raised field’ techniques to grow crops through the year and in all conditions, and they dug cenotes for water. Cacao and corn were especially significant crops. **COULD**



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The Big Picture: We often hear the phrase 'What have the Greeks done for us?' The answer is 'quite a lot actually'. In this unit, we explore the influence the ancient Greeks had over the Mediterranean and how much of modern-life has its roots in the ancient Greek civilisation.

- Ancient Greece was a civilisation that lasted from approximately 800BC to 146BC in Greece and the Mediterranean. **MUST**
- The civilisation that we now call ancient Greece was actually made up of many city-states (poleis). **MUST**
- Each polis ruled over the area surrounding it in different ways; Athens was a democracy (rule of the many) whereas Sparta was a monarchy (rule of one). However, they all shared a common language and religion, and considered themselves Hellenistic. **MUST**
- Greece = the Hellas Greek people = Hellenes **MUST**
- The culture of Athens was more focused on the creative arts, whereas Spartans were more concerned with simple living and preparing themselves for war. **SHOULD**
- The culture and inventions of Ancient Greece have had a huge impact on the world, even to this day e.g. history, science, philosophy, architecture, theatre, literature. **MUST**
- The Ancient Olympic Games began in 776 BC and were part of an important religious festival to honour Zeus. They happened every 4 years and inspired the modern Olympic Games, though included different events and rules. **COULD**
- Pericles (495 – 429 BC) was a Greek politician and general during the Golden Age of Athens. He led Athens in war against Sparta. He also oversaw a huge construction project in Athens during times of peace. **COULD**
- Between 336–323 BC, Alexander the Great of Macedonia formed an empire, through emigration and conquest, that stretched through parts of Africa, Europe and the Middle East. **MUST**
- Gods and goddesses were extremely important in Ancient Greece. Each god or goddess was responsible for certain parts of life and were linked with certain places. The gods and goddesses lived on Mount Olympus and they could behave badly sometimes! **MUST**
- Democracy developed in poleis like Athens. However, not everyone was allowed to take part in democracy, so it wasn't a true democracy. **MUST**
- The Trojan War is a legendary war between Sparta and Troy. However, historians disagree about the facts. For Homer in the Iliad, the war lasted 10 years and included gods and demi-gods. Herodotus could not believe the war was fought only over Helen of Troy. Some historians do not believe it even happened. **COULD**
- We know about this period because of contemporary writing from people like Herodotus, Socrates, Plato and Homer. There is a lot of architecture from the time that is still standing in Greece. We also have archaeological evidence of tools, religious objects and storage pots. **MUST**



Year 3

Ancient Greece

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Year 4	The Roman Empire	<u>The Big Picture</u> From its violent origin as a city-state kingdom, to its democratic revolution, the Roman Republic became the most influential society in the Mediterranean. At the centre of that powerful government were three men: Julius Gaius Caesar, Marcus Licinius Crassus and Gnaeus Pompeius Magnus (known as Pompey). By the end of their lives, Rome would be plunged into civil war and the Republic would be restructured into an Empire. The expansion of the Roman Empire led to many indigenous people being ruled over by the Romans. Who were the Iron Age culture that lived in Britannia at the time of the Roman invasion? How did the peoples of Britannia deal with Roman rule in different ways, from fighting back to co-operation? How did the Romans change Britannia? How has their rule affected us today? <u>The Rise of the Roman Empire</u> • Rome started as a kingdom. It was a republic from 509 BC – 27 BC. It became an empire in 27 BC. MUST • Julius Caesar was the last Consul of the Roman Republic. MUST • Augustus was the 1st Emperor of the Empire. MUST • At its peak, the Roman Empire covered 4.4 million km². SHOULD • In 285 AD, Emperor Diocletian decided that the Roman Empire was too big to manage and split it into the Eastern and Western Empires. COULD • The Western Empire fell in 476 AD. The Byzantine (Eastern) Empire continued until 1453 AD. COULD • The legacy of Rome can still be felt. They were pioneers of art, law, architecture and engineering. MUST <u>The Romans in Britain</u> • Julius Caesar attempted to invade Britain in 55-54 BC. SHOULD • In 43 AD, Emperor Claudius ordered a successful invasion and conquest of the South of Britain. MUST • There was British resistance to Roman rule from people like Caratacus and Boudica. MUST • The defences of Hadrian's Wall, the Antonine Wall and the Gask Ridge Frontier were as far north as the Romans could colonise. SHOULD • Many British people became 'Romanised' as they began to adopt the Romans' technology, culture and beliefs, including early Christianity. MUST • Gaelic Celts from Ireland and Pictland, and Saxons from Northern Europe began to raid Britannia in the 4th Century AD. COULD • The Romans left Britannia between 401-410 AD. MUST • We know about this period because there are a lot of structures that are still standing, such as Hadrian's Wall, the Colosseum and many, many roads. There is also a lot of archaeological evidence; the remains of Pompeii have been hugely significant in revealing what Roman life was like. We also still have written records from people like Tacitus and Pliny, and even from the Bible. MUST	
Year 4	The Formation of England	<u>The Anglo-Saxon Migration</u> <u>The Big Picture:</u> The Roman army had occupied most of Britain for nearly four hundred years. Then in 410AD, due to attacks upon land close to Rome and economic problems, the Romans withdrew their army to support the Empire in Europe. The Romans didn't take their buildings with them. After all, how could they? The Britons who were left over (along with some of the Romans who deserted the army) made use of what was left over. As the Romans left, they were able to make their own decisions for the first time; what would their new-found freedom bring them? However, they were not left alone for long. The invasion of multiple cultural groups, collectively known as the Anglo-Saxons, had begun. As part of an ongoing dramatic narrative, the children become Angle settlers led by a man called Walca. They made a clearing in a forest (a lea) on a hill and found a settlement. In order for it to grow, the children will explore various aspects on Anglo-Saxon life, make comparisons to their own and discuss how historians have found out about the past. • The exact history of this period is murky and we don't have a lot of first-hand sources. MUST • It is said that a British king, Vortigern, invited two brothers Hengest and Horsa to fight for them. SHOULD	

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- The Angles settled in Bernicia, Deira & Lyndsey (Northumbria), & Mercia. The Jutes settled in Kent. The Saxons settled in Wessex, Sussex, Middlesex & Essex. **MUST**
- King Offa of Mercia, inspired by Hadrian's Wall, built a vast dyke to protect Mercia from his enemies in Powys. **MUST**
- Anglo-Saxon medicine was based upon the four humours and herbal cures. **COULD**
- British and Gaelic priests spread Christianity amongst the Anglo-Saxons. Once King Oswald and King Ethelbert began building churches, the Anglo-Saxons began to abandon paganism in favour of Christianity. **MUST**
- The **Anglo-Saxons** took over the South-East of the British Isles. They pushed the **Britons** North and West. **MUST**
- Some **Gaelic Celts** of Ireland crossed the sea to form the Kingdom of Dal Riata. **COULD**

The Anglo-Saxons vs the Vikings

The Big Picture: After a couple of hundred years of relative stability, the kingdoms of Britain face a new threat in the form of viking warriors who have gone a-viking! Norse and Danes pour into the British Isles, just as Geats and Swedes invade Europe. The Viking Age has begun – and the British Isles will be changed forever. After the other kingdoms of the heptarchy fall before the great Viking army, King Alfred of Wessex is able to stop the advance and make peace with the Viking leader Guthrum. The Danelaw is created and decades of uneasy peace follow until Alfred's children and grandson fight back against the Vikings, eventually uniting the Anglo-Saxons under one king for the first time: Athelstan, King of the English.

- The Viking raid on Lindisfarne in 793 AD is considered as the start of the Viking Age in Britain. Sailing their longships up to the monastery on Holy Island, the Vikings carried off the church's gold and took the monks as slaves. **MUST**
- The Vikings came to Britain, Ireland, Iceland and Northern Europe from what we now call Denmark (Danes) and Norway (Norse). **SHOULD**
- The Vikings' homeland was not as easy to farm as Britain. **SHOULD**
- By 878 AD the Great Heathen Army (Vikings) had taken over most of the Anglo-Saxon Heptarchy. **SHOULD**
- Alfred the Great was almost defeated at Christmas of AD 877/8 (12th Night) in a surprise attack on his royal estate at Chippenham. **SHOULD**
- After winning a battle against the Viking leader, the Roman Road of Watling Street formed the border between Mercia & Wessex and the Danelaw. **MUST**
- Athelstan fought back the Vikings to become the 1st King of England in 927AD. **MUST**
- Athelstan's victory at the Battle of Brunanburh solidified a unified 'Angla-londe' as the dominate power in Britain. **MUST**

The Twilight of the Saxon Age

The Big Picture: After 60 years of peace, the English nobility has grown complacent and greedy. The House of Wessex is in decline. Vikings have reclaimed the Danelaw. Young King Ethelred 'the Unready' is poorly advised and makes some terrible decisions. In response, the Vikings, supported by some of the Saxon nobility, seize the throne. What follows is years of fighting over the crown of England, which will only end when trouble comes in the form of the Norman Invasion and the end of the Anglo-Saxon Period.

- The Anglo-Saxon Age came to an end because of mismanagement and greed. **COULD**
- King Ethelred the Unready is thought of as a weak and selfish king who failed to stand up to Viking raiders. **MUST**
- He paid danegelds to try to stop the Vikings from attacking. **COULD**
- Vikings were able to take hold of the English throne, but found it difficult to rule in both England and Scandinavia at the same time. **COULD**
- Due to the chaos in this period, several people felt like they deserved the throne of England. Edward the Confessor's death on 5th January 1066AD sparked a series of events that led to the Norman Invasion and the Battle of Hastings. **MUST**
- We know about this period because of contemporary historians such as Bede and Gildas, as well as what has been written in the Anglo-Saxon Chronicle. We also have archaeological evidence, for example the ship burial at Sutton Hoo. **MUST**



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The Big Picture: After 16 years of searching through the tombs of Egyptian nobles, Howard Carter was growing frustrated at not finding very much. In 1922, his sponsor, Lord Carnarvon, agreed to fund one final season of digs. This was Carter's last chance. He returned to the Valley of Kings, and investigated a line of huts that he had abandoned a few seasons earlier. The crew cleared the huts and rock debris beneath. On 4 November 1922, their young water boy accidentally stumbled on a stone that turned out to be the top of a flight of steps cut into the bedrock. On 24 November 1922, the full extent of the stairway was cleared and a seal containing Tutankhamun's cartouche found on the outer doorway. This door was removed and the rubble-filled corridor behind cleared, revealing the door of the tomb itself. What the antiquarians found inside was a treasure trove of archaeological evidence about how the ancient Egyptians had lived. However, had they also released a curse upon themselves? Using the Howard Carter narrative as a framing device, explore ancient Egypt using an artefact as a stimulus for each lesson.



- The Ancient Egypt civilisation began in 3150BC and ended in 30BC. This was at the same time as the Neolithic, Bronze and Iron Ages in Britain. **MUST**
- The civilisation developed where it did because of the River Nile, which was used for agriculture, transport and trade, in a country which is otherwise desert. **MUST**
- Hatshepsut encouraged trade and sent boats loaded with goods to trade throughout the region. This helped Egypt become richer. **COULD**
- At first, people built their houses out of papyrus and mud. Then, they began making mud and straw bricks and baking them in the sun so they were stronger. Poor people's houses were simple, with very basic furniture. Richer people had two floors and a courtyard, while nobles lived in dazzling white limestone houses. **SHOULD**
- The Ancient Egyptians were one of the first civilisations to use writing and wrote in hieroglyphics. Later, the hieroglyphs became simpler and were called hieratic or demotic. Hieroglyphics and demotic are written on the Rosetta Stone and it was this discovery that helped historians understand hieroglyphics. **MUST**
- For most of its history, Ancient Egyptians worshipped many gods, who each were responsible for a part of daily life, like Ra (also called Amun and Aten) the sun god and Anubis god of mummification. Akhenaten changed the religion as he said there was only one god, Ra (who he called Aten), and this made people angry. His son, Tutankhamun, undid many of his father's changes. **MUST**
- Pharaohs and nobles were mummified when they died, which was a process of respect designed to help the person survive in the afterlife. The body was cleaned, dried out, wrapped in oil-soaked linen and placed in a sarcophagus, then in a tomb. Mummies were buried with amulets and treasures. **SHOULD**
- Egypt's pyramids serve as both monuments and tombs to the pharaohs buried within. More modest tombs have been unearthed in the Valley of the Kings. **SHOULD**
- The Great Pyramid of Giza was built in the 26th century BC during a period of around 27 years. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain largely intact. **MUST**
- Tutankhamun became pharaoh at 8 or 9 and died at 18. Historians do not agree on how he died – an accident, an illness or murder. **SHOULD**
- Cleopatra was the last pharaoh of Egypt (ties back into prior learning on the Greeks and the Romans). She was part of the Ptolemaic Dynasty who had originally come from ancient Greece. It is believed that she committed suicide by allowing a venomous asp to bite her in the midst of a power struggle over who would be Julius Caesar's successor in Rome. **COULD**
- We know about this period because archaeologists, such as Howard Carter, have been able to gain access to the pyramids and the tombs of the Valley of the Kings. **MUST**

HISTORY: Progression and Sequencing of Key Knowledge

Year 5 Sheffield Forged in the Past	The Big Picture: Sheffield is a city made from hard work. It has grown from the early farming villages of the Anglo-Saxon age to being famous for its metalworking mesters. The Steel City is a prime example of how the way people live was changed by the rise of industry. Children should study life Sheffield during the Tudor period and contrast it with life in the city after the industrial revolution to gain an understanding of how a settlement evolves over time. • Though people had lived or travelled along the River Sheaf since the Ice Age, Sheffield was formed by the coming-together of several Anglo-Saxon villages. Attercliffe, Hallam, Sheffield, Wadsley and Walkley are mentioned in the Domesday Book and surrounding documents. MUST • Earl Waltheof was the last Anglo-Saxon Earl to be allowed to hold power by the Normans after AD 1066. He was Earl of Northumbria and had a hall in Hallam. He would be involved in revolting against the Normans in 1069 and 1075. COULD • The Normans built a motte-and-bailey castle in the village of Sheffield (Escafeld) on the site of an earlier Anglo-Saxon hall (not Waltheof's). This was later replaced by a stone castle. SHOULD • The village of Sheffield grew into a market town based around the castle. By the 14th century, Sheffield was already gaining a reputation for making quality knives. By the early 1600s, it was the largest cutlery producer outside of London. MUST • Mary, Queen of Scots was held at Sheffield Castle and surrounding strongholds (such as Manor Lodge) between 1569-1584. She began a friendship with the wife of her captor, Bess of Hardwick. MUST • Changing ideas about religion (Catholicism, Protestantism etc) caused social and cultural divides in the country. MUST • Sheffield Castle was destroyed after the English Civil War (1642-1651). In 1643, the parliamentary defenders of the castle abandoned it to royalists without a fight. It was taken back by the parliamentarians in 1644. In 1646, the House of Commons decided that the castle should not be used. A year later the order came for it to be demolished. SHOULD • Thomas Boulsover invented 'Sheffield plate' in 1743. This was a method of making cheaper silver products by coating copper (later nickel) with silver. COULD • The Industrial Revolution (1760-1840) was a period of huge change. The rise of machines tools and mechanised factories led to manufacturing to become quicker and easier. Water and steam were used to power these machines using turbines. We get the word 'sabotage' from this period as a group of disgruntled workers sought to damage the machines by jamming the mechanisms with their shoes (sabot). Some examples of things that were made easier to produce in this time include: chemicals, cement, iron, glass, textiles and paper. Mining became a much larger industry. Transport was made easier through canals, improved roads and the invention of the railway and steamships. MUST • The shift from farming to factory working did not necessarily improve the standard of living for workers. Farming is a job where it typically takes as long as it takes. There would be a lot of time off, particularly in the short days of the winter. However, factory working typically lasted between 12-14 hours per day throughout the year. Many people did not get enough food. As more people moved to towns and cities for work, the standards in these urban centres decreased. They became over-crowded and clean water was difficult to come by. Diseases like tuberculosis and cholera spread quickly. MUST • In 1856, Henry Bessemer first explained his new method for making steel by blowing air (and thus oxygen) through molten pig iron to remove imperfections. This made it quicker, easier and cheaper to produce quality steel, which helped to lead Sheffield into the 'Second Industrial Revolution' at the turn of the 20th Century. COULD • In 1857, Sheffield FC was formed by Nathaniel Creswick and William Prest who wrote the club's rules for the game. These became known as the Sheffield Rules. At the time, football was played with many different regional variations. When the FA (Football Association) was founded in London 1863, they adopted parts of the Sheffield Rules into their own FA Rules. COULD • In 1864, The Great Sheffield flood devastated large parts of the town, killing 270 people. Also in this year, it is decided that back-to-back houses are to be banned. COULD • Stainless steel was invented by Harry Brearley in 1913 whilst working at the Brown Firth Laboratories in Sheffield. SHOULD • Many of the steelworks were closed down in the 1970s and 1980s, which led to economic downturn that lasted for years. MUST • We know about this period because people have kept records (from the Domesday Book to inventories) and have written letters and diaries. Archaeologists have studied the castle site. We have paintings and maps. Evidence has been compiled by local historians like J. Edward Vickers. MUST
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HISTORY: Progression and Sequencing of Key Knowledge

Year 6 The World at War	The Big Picture: In the first half of the 20th Century, the world was completely reshaped by two catastrophic wars that tore across the globe. Empires were ripped apart, countries rose and fell, families were devastated. We will look at the wider reasons for war and how they effected the world and individuals by teaching about events on a global scale, but then focusing back in on Sheffield to find out how those events affected daily lives of normal people. The War to End All Wars (28th July 1914 – 11th November 1918) • The Unification of Germany into the German Empire after the Franco-Prussian War of 1870 led to a growing feeling of unease amongst the other nations of Europe. France formed an alliance with Russia. In response, Germany formed an alliance with the Austro-Hungarian Empire and Italy. MUST • The heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, was assassinated in Sarajevo by a Serbian-backed terrorist on 28th June 1914. This led to war being declared between Austria-Hungary and Serbia which set off a domino effect. Soon, Russia, Germany and France had also joined the war. When Germany attempted to invade Belgium to avoid the heavy defences in Alsace–Lorraine, Britain declared war. Before long, Italy, Bulgaria, Romania, Greece, the Ottoman Empire, the USA, China and many others were drawn into the war as well. MUST • Trench warfare along the Western front was bloody and futile. People died for inches of ground. Barbed wire, machine guns and powerful artillery made crossing open ground extremely difficult. Tank warfare and gas weapons were developed in this time. MUST • The war in the Middle-East led to the downfall of the Ottoman Empire shortly after the end of the war. The British Government sent T.E. Lawrence and Gertrude Bell to assist the Arab Revolt against the Ottomans. COULD • The Treaty of Versailles was signed after the war. It set out new borders, military restrictions and the German payment of reparations (to the sum of 132 billion gold marks or 100,000 tonnes of gold). That's £376,000,000,000 in modern terms! Germany finally paid this off in 2010. MUST World War II (1 September 1939 – 2 September 1945) • There are many causes that led to the Second World War, including world-wide economic depression, bitterness in Germany about the Treaty of Versailles; Hitler appealing to the German people as a strong leader who wanted to restore pride and land to Germany; and a policy of appeasement from the Allied powers as Germany rearmed. MUST • Hitler ran on a platform of "purity". This led to a rise in racism and intolerance against Jews and other minorities, such as black or Romani people and homosexuals. MUST • Almost every country on every continent (but Antarctica) in the world participated in the war. SHOULD • The Axis: Nazi Germany, Japan, Italy. The Allies: Britain, China, USA. Russia switched sides to support the Allies in 1941. MUST • Sheffield, as an industrial city, and its surroundings played a major role in the war effort. Sheffield's munitions factories produced steel for weapons and ammunition; the bouncing bomb was tested at Derwent Reservoir in 1943; a Prisoner of War camp for captured German soldiers was set up at Lodge Moor; and Sheffield received some Jewish child refugees from Eastern Europe who arrived on the Kindertransport in 1939. SHOULD • Sheffield also suffered many tragedies during the war. It was badly bombed throughout and especially during the Sheffield Blitz on 12th and 15th December 1940. More than 660 people lost their lives and 3000 homes were destroyed. MUST • 'Mi Amigo', an American plane, crash landed in Endcliffe Park in 1944. COULD • Many women in Sheffield and around the UK worked in the munitions factories and in other vital services to replace the men who had gone to fight. MUST • Food was rationed from 1940 to 1954 because of disruption to the food supply chain and people were encouraged to grow their own food & 'make do and mend'. SHOULD • Cities defended themselves against air raids with barrage balloons and blackouts. Families built air raid shelters in their gardens and carried gas masks. MUST • People in Nazi concentration camps were tortured and killed. There were prisoner of war camps in other countries including Japan, India, Britain and the USA (this includes internment camps into which American citizens of Japanese descent were rounded up after the Pearl Harbour attack). MUST • The war turned in the Allies' favour with the Normandy Landings of 6th June 1944. MUST • The war in Europe ended on 7th May 1945 after an invasion of Berlin. It would take the utter destruction of Hiroshima and Nagasaki to end the war completely though. In early August, the USA dropped two atomic bombs on the Japanese cities. Japan surrendered on the 15th August 1945. MUST • The 2nd World War was the most catastrophic conflict in human history with over 73,000,000 deaths. MUST • We know about this period because we have newspapers, radio broadcasts, photographs and film recordings. We have accounts from people who lived through it. MUST
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HISTORY: Progression and Sequencing of Key Knowledge

Year 6 Will America Ever Achieve Equality for All?	The Big Picture: The United States of America is one of the leading powers in the modern world, but there has been a disturbing trend of discrimination in the news over recent years. Is this a new problem or is it a symptom of deeper prejudice that has its roots in the formation of the country? In this unit, we look at the how the colonisation of North America, the treatment of the native population by European settlers and the unethical expansion of the Atlantic Slave Trade have led to the USA having deep-set problems with race. We also look at activists who have sought change and ask children to consider how the country could be more accepting in the future. - Recap of the Spanish and Portuguese colonisation of South and Central America from Y3. Explore how other European powers sought to settle from c.1600 (Britain, France, Netherlands, Denmark, Sweden). They were looking for natural resources including sugar, tobacco and gold. MUST - Explore the founding of Jamestown by the Virginia Company of London in 1607, including their conflicts with the native population of Powhatans and their role in putting some of the first African slaves to work on tobacco farms. It is also worth pointing out here that many English settlers arrived as indentured servants, working off the cost of immigration for three-seven years. About 288,000 slaves would be transported from Africa between 1620-1780. MUST - Understand the reasons for wanting to start a new life and explore the validity of claims that the 'Pilgrim fathers' wanted to promote religious freedom with their founding of the Plymouth Colony in 1620. SHOULD - Between 1754–1763, Britain and France fought what we now call the Seven Years' War. This was fought in Europe and between colonies in America. Due to this, Britain raised taxes on the colonies to recoup money that it had spent on weapons and supplies for them during the war. It also restricted settlement west of the Appalachian Mountains claiming this was an Indian Reserve. Britain couldn't afford more expansion. SHOULD - The leaders of the "Thirteen Colonies" wanted to pay less tax, be free to expand their territories Westward and to have representation in British Parliament. After this failed to materialise, the United States of America was founded in 1776 after a revolutionary war. SHOULD - In their Declaration of Independence, the 'founding fathers' promised "that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." MUST - Explore the Underground Railroad, Harriet Tubman, John Brown and the abolitionist movement. COULD - Discuss the causes of the American Civil War (1861-1865) and develop an understanding of 'North' vs 'South'. Explore how the Confederate flag has been co-opted in modern times. MUST - Expand upon prior knowledge of the Women's Rights activists to include Olympe de Gouges, Susan B Anthony and Mary Wollstonecraft. COULD - Explore the 'Reconstruction Era' (1865-1876) and how it was unable to deliver on its promises of equal rights for freed slaves, including the rise of the Klu Klux Klan and the enforcement of Jim Crow laws. This also saw the worst period of anti-Chinese discrimination, including the Chinese Exclusion Act of 1882. It also saw the selling-off of Indian Reservations after the Dawes Act of 1887, further scattering the Native American population. This period (1876-1954) is known as the 'Nadir of American Race Relations'. MUST - Expand upon prior knowledge of the Civil Rights movement by comparing Martin Luther King Jr to Malcolm X. By exploring the actions of other activists, such as Cesar Chavez and Delores Huerta, Nina Simone, Yuri Kochiyama, Marsha P. Johnson etc. SHOULD - Explore the Black Lives Matter and #SayHerName campaigns and the reasons behind its formation. Making links to the past consider the questions: has the US learned from its mistakes? Is the USA more divided than ever? MUST - We know about this period because we have official records and diaries from the British and French colonisers. We have accounts written by prominent Americans around the time of revolution and civil war. We have newspapers and, as we get closer to the modern day, audio and video records. MUST
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HISTORY: Progression and Sequencing of Key Knowledge

Year 6 Early Islamic Civilisation	The Big Picture: There are approximately 1.8 billion Muslims in the world – roughly 24% of the global population. But while Islam is currently the world's second-largest religion (after Christianity), it is the fastest-growing major religion. In this topic, children will learn about the origins of Islam and gain an understanding of the prophet Muhammad's influence on the Arabic world. Children will also learn about the importance of Baghdad in the past and compare it to the modern-day city, as well as learning about the intellectual influence that this period has had on the rest of the world through science and mathematics. This short history unit gives a background to related Geography and RE topics. • The Arabian Peninsula was penned in by the Byzantine (successor to Rome) and Sassanid (successor to Persia) Empires. COULD • Pre-Islamic Arabia was the domain of nomadic tribes and those who lived in Mecca. These people were of several religions including Christianity, Judaism and a type of paganism whose chief god was called Al-Illah (The God). MUST • The Kaaba was already built by the time of Muhammad. Muslims believe that it was rebuilt by Ibrahim (Abraham) and his son Ismail (Ishmael). MUST • Muhammad was born approximately 570 CE in Mecca. His parents both died when he was young and he was raised by his grandfather. As he grew, he would periodically seclude himself in a mountain cave named Hira for several nights of prayer. MUST • When he was 40, Muhammad reported being visited by the angel Gabriel in the cave and receiving his first revelation from God. In 613 CE, Muhammad started preaching these revelations publicly, proclaiming that "God is One", that complete "submission" (islām) to God is the right way of life, and that he was a prophet and messenger of Allah (the Abrahamic God), similar to the other prophets in Islam. MUST • Muhammad's followers were initially few in number, and experienced hostility from Meccan polytheists for 13 years. To escape ongoing persecution, he and his followers migrated from Mecca to Medina. This event, the Hijra, marks the beginning of the Islamic calendar. MUST • In Medina, Muhammad united the tribes under the Constitution of Medina. In December 629, after eight years of intermittent fighting with Meccan tribes, Muhammad gathered an army of 10,000 Muslim converts and marched on the city of Mecca. The conquest went largely uncontested and Muhammad seized the city with little bloodshed. In 632, a few months after returning from the Farewell Pilgrimage, he fell ill and died. By the time of his death, most of the Arabian Peninsula had converted to Islam. SHOULD • A caliphate is the land ruled over by an Islamic leader (the caliph). The major caliphates succeeded each other: the Rashidun Caliphate (632–661), the Umayyad Caliphate (661–750), the Abbasid Caliphate (750–1517) & the Ottoman Caliphate (1517-1924). SHOULD • Baghdad was built by the River Tigris in 752 CE by Caliph Al-Mansur as the new capital of the Islamic Empire. It was built in a circle, about 1km in diameter, with the mosque and guard headquarters in the centre. Houses were built around the city walls. MUST • The Silk Road is neither an actual road nor a single route. The term instead refers to a network of routes used by traders for more than 1,500 years, from when the Han dynasty of China opened trade in 130 BCE until 1453 CE, when the Ottoman Empire closed off trade with the West. SHOULD • The Silk Road extended approximately 4,000 miles across some of the world's most formidable landscapes, including the Gobi Desert and the Pamir Mountains. SHOULD • With no one government to provide upkeep, the roads were typically in poor condition. Robbers were common. To protect themselves, traders joined together in caravans with camels or other pack animals. SHOULD • The House of Wisdom was a library and research facility (built in 830 CE, Baghdad) in which scientific writing from many languages including Persian, Indian, Ancient Greek and Roman texts were collected and studied by Islamic scientists. This led to a rise in horticulture (growing plants to be used in medicines). MUST • Unlike in European medicine of the time, anesthetics and antiseptics were used before any surgical procedure. COULD • Inventions, discoveries and concepts that we get from early Islamic civilisations include: astronomy, classification in chemistry, Damascus steel, algebra, decimal fractions, chess, glass, hard soap, Arabic numbers, camera obscura, water clocks and the magnifying glass, amongst others. MUST • We know about this period because there were many Islamic writers, scientists and historians who kept detailed records. MUST
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