History Skills, Knowledge and Progression Plan

	EYFS: Understanding the World- Past and Present **Understanding the World provides a powerful, meaningful context for each child to make sense of their expanding world and their place within it. This is nurtured through a balance of high-quality continuous provision that supports child led learning with focused adult led learning opportunities running alongside. Beginning with the child we provide opportunities for children to talk about and explore their present and past experiences, and what they are going to do. We compare how children have changed from birth and discuss similarities and differences between themselves their friends and families and communities in the wider world. We use carefully chosen books and stories with historical contexts and compare them to modern day, including stories that include specific language such as traditional tales. Role play forms a key part of our provision and children are able to take on a role familiar to them and engage in collaborative activity, problem solving and shared decision making. Emphasis is also placed on special times of the year or e.g. when a family has celebrated the birth of a new child, allowing children to make sense of their lives. Our children will be able to: -Talk about the lives of the people around them and their roles in society. -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.**		
	Autumn 2	**Spring 2**	**Summer 1**
	Time Periods	**People**	**Heritage**
Year 1	**Great Fire of London** **Samuel Pepys**	**Neil Armstrong**	**Seasides: past and present**
Key Concepts	**Society**	**Travel and Exploration**	**Culture**
Critical Knowledge	• The Great Fire of London happened between the 2nd and the 5th September 1666. • It had not rained for 10 months so the city was very dry. • Many houses at the time were made from wood and straw and built close together.	• Neil Armstrong was an American astronaut born in 1930. • Neil Armstrong joined the NASA astronaut corps in 1962. • After lots of preparation, the Apollo 11 spacecraft launched from the Kennedy Space Centre on 16th July 1969.	• The railways developed so more people began to travel further and visit seaside resorts. • Holidays in the past were nearly always health related. Seawater was considered to have a beneficial effect on health and cure diseases.

	• The fire began accidentally in Thomas Farriner's bakery on Pudding Lane. • People used leather buckets, metal hooks and water squirters to put out the fire. • The fire lasted four days and burned down over 13,000 homes. • More than 70,000 people were made homeless. • People had to live in tents because their houses had been burnt down. • Samuel Pepys wrote about the fire in his diary. • Sir Christopher Wren designed a monument to remember the Great Fire of London. • When houses were rebuilt, a lot of them were made with bricks instead of wood.	• There were three men in the spacecraft: Neil Armstrong, Buzz Aldrin and Michael Collins. • Neil Armstrong is famous for being the first man on the moon on 21st July 1969. • After stepping onto the moon, Neil Armstrong was heard saying: "That's one small step for man, one giant leap for mankind." • While they were on the moon, the astronauts gathered samples and took many photographs of the moon surface to be studied back on Earth. • The Apollo 11 crew returned safely back to Earth on 24th July 1969. • Neil Armstrong died in 2012.	• There are differences between seaside holidays 100 years ago, 50 years ago and today e.g. different clothes and different entertainment. People got changed in special bathing machines. • Women would use bathing machines to change into their swimming costume. In the past people would be covered and wear their clothes to the beach. They did not have shorts and T-shirts to wear. Not many people sunbathed. • Bucket and spades would be very heavy to carry. They were made from metal, tin and wood. Donkey rides, entertainment and carousels on the pier are still popular today. • People would watch Punch and Judy shows and walk along the promenade to watch a show, hear a band or sit and rest. Punch and Judy shows can be seen today but very rarely at the beach.
key vocab	capital city, flammable, bakery, extinguish, oven, eye witness, leather bucket, fire hooks, fire break	achievement, astronaut, equipment, moon, explorer, solar system, mission, apollo 11	clothing, bathing machine, entertainment, past, modern, promenade, amusements, transports, pier
Year 2	**Gunpowder Plot Causes and Consequences**	**Christopher Columbus** **Amelia Earhart**	**Nelson's Battle of Trafalgar**
Key Concepts	**Society** **Beliefs**	**Travel and Exploration** **Society**	**Conflict**
Critical Knowledge	• The Catholic religion was very important to Guy Fawkes and his friends but King James I did not like people being Catholic in England. • Guy Fawkes is recruited into the Gunpowder plot as explosives expert by Catesby.	• Christopher Columbus was born in 1451 in Italy. • At this time, many people were building new ships to explore different parts of the world. • Christopher Columbus lived at a time when people in Europe did not know that	• Horatio Nelson was born in Norfolk in 1858. • He began working in the British Navy at the age of 12. • He sailed to the Arctic at the age of 15 (where he famously killed a polar bear)

	● A tunnel is dug towards Parliament. The gunpowder is smuggled inside. ● Lord Monteagle receives a letter of warning from the Gunpowder plot. He was told NOT to attend parliament on 5th November. ● The King is shown the warning letter and The King's Men search the vaults. ● The plan to blow up the houses of Parliament is prevented. ● The Gunpowder Plot happened because King James passed laws making life harder for Catholics. ● The Gunpowder Plot members were Catholics. King James was a Protestant. ● Scotland and England were separate countries until King James united them.	the continents of North or South America existed. ● He learnt to sail and to find the way at sea by using the stars and the sun. ● He had a dream to travel west and go to China. ● The King and Queen of Spain gave him money to buy ships. He set sail on 3rd August 1492 with three ships: The Nina, The Pinta and The Santa Maria. ● After 36 days, a sailor spotted an island. It was in the Bahamas. ● Columbus sailed onto Cuba and discovered new lands. They called it 'The New World'. ● Columbus made four voyages to the 'New World' ● He died in 1506. ● It is now believed that Vikings had landed in America 500 years before Columbus! **Amelia Earhart:** ● Amelia Earhart was a pioneer of aviation. She was the first woman to fly alone across the Atlantic Ocean. She disappeared during a flight in 1937 and was never found. ● Amelia Mary Earhart was born on July 24, 1897, in Atchison, Kansas. Her family did not want her to be a pilot, but she learned anyway. ● In 1928 Earhart became the first woman to fly across the Atlantic. She was a passenger in an airplane that someone else piloted. Four years later she became the first woman—and only the second person—to fly across the Atlantic alone. She flew from the island of Newfoundland to Ireland. Her flight lasted 14 hours and 56 minutes.	● In 1793, Nelson led British naval forces in an attack against the Spanish where he was shot and had to have his forearm amputated, although thirty minutes later he was incredibly back in battle. ● Nelson led a fleet of 27 ships in the Battle of Trafalgar, at the head of which was HMS Victory. Napoleon Bonaparte was the hugely determined leader of the French forces. ● The battle took place at the Cape of Trafalgar in the Atlantic Ocean and saw Nelson not only defeat the combined French and Spanish fleets but also chase them all the way across the Atlantic to the West Indies and back again. ● It was before this battle that Nelson uttered his famous words: "England expects every man will do his duty." ● Nelson's body was preserved in brandy and returned to England. He was buried at St Paul's Cathedral in January 1806, to be forever remembered as a great and brave naval commander.

		• Earhart next made a series of flights across the United States. She wanted to get more women involved in aviation. She also wanted to make flying more popular as a way to travel. • In June 1937 Earhart set out from Miami, Florida, to fly around the world. She took along a navigator, Fred Noonan, to help her find the way. On July 2 their plane vanished over the Pacific Ocean. The U.S. Army and Navy and the Japanese navy sent out searchers. However, no one ever found the two fliers or their plane.	
key vocab	The gun powder plot, Catholic, protestant, houses of parliament, gunpowder, bonfire, conspirator, plot, treason	famous, explorer, voyage, equator, continent, compass, merchant, Santa Maria, navigator	admiral, british, captain, expedition, conquest, monument, Norfolk, the navy
Year 3	**Stone Age to the Iron Age**	**Roman Invasion of Britain and Boudicca**	**Anglo Saxons and Vikings**
Key Concepts	**Society**	**Conflict** **Culture** **Beliefs**	**Culture** **Beliefs**
Critical Knowledge	**Palaeolithic Period** • People were nomadic hunters and they found food by roaming from place to place in different seasons **Neolithic Period** • People began to settle into farming villages instead of moving from place to place • People started to look after animals and grow their own crops. **Mesolithic Period** •Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).	• Rome was founded in Italy by Romulus in 753 BC • The Roman Empire spread across Europe, parts of Asia and North Africa. • The Roman army was far more powerful and effective than contemporary armies and was a structured hierarchical system. • Before the Roman conquest, Britain was a collection of Celtic tribes. • Roman Britain was a province of the Roman Empire from 43AD to 410AD. • When the Romans came to Britain, they brought their way of life with them. • In 60BC, Boudicca, Queen of the Iceni tribe, led a rebellion against Roman rule.	**The Anglo Saxons:** • The Anglo-Saxons came to Britain from across the North Sea in 410 AD. • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes • The name 'Angles' eventually became 'English' and their land became 'England' • By around AD556 Britain had been divided into 7 main Anglo Saxon Kingdoms: Northumbria, Mercia, Essex, East Anglia, Wessex, Kent and Sussex. • Most Anglo-Saxons were farmers. • Life on an Anglo-Saxon farm was hard work. All the family had to help: men, women and children.

	•Tools were developed to become smaller and finer. •The invention of canoes meant that people were better able to hunt for fish as well as animals. **Bronze Age** ● People discovered how to get metals out of rocks ● Bronze replaced stone as the best material for making tools. ● People were able to build better farming equipment and they also began to make bronze weapons **Iron Age** ● Iron replaced bronze as the main material for making tools and weapons. ● People lived in tribes and they were often at war with each other. ● Iron Age people began to protect themselves by settling in hillforts. Sometimes people from the Iron Age are called 'Celts' **Archaeology** ● The remains of homes and temples show how people lived and worshipped. Tools and weapons give clues about the way people worked and fought. Bumps and ridges in the landscape show the layout of ancient villages, fields and forts. Some of the best evidence comes from human remains. Skeletons have been found buried with their possessions and a few bodies have been preserved in bogs. **Structures** ● Stone Henge - a prehistoric monument in Wiltshire, England. It consists of a ring of	● The Romans built Hadrian's Wall to keep the Scottish tribes out of England. ● The Romans built Britain's first towns. These included houses, shops, meeting spaces, workshops, temples and bathhouses. ● The Romans built the first roads in Britain. The roads were so well built that you can still see some of them today. ● In around 200 AD, Emperor Constantine made Christianity the religion of the Roman Empire. ● The Roman Britain era ended when many Roman soldiers returned to Italy to defend it against fierce Goth tribes. ● Roman Legacy: The Romans built brick houses, roads and towns, introduced Christianity, laid the foundations of our legal system and influenced our language. **Legacy:** ● New towns (eg. place names- chester or caster.) Straight roads; aqueducts; central heating; food like apples, pears and peas; drains; the beginning of Christianity; forts; public baths; Hadrian's Wall.	● The Anglo-Saxons were great craftsmen and skilled jewellers. ● The early Anglo-Saxons were Pagans. ● From around AD597 many Anglo-Saxons turned to Christianity and new churches and monasteries were built. ● Sutton Hoo is a site where a famous Anglo-Saxon burial ship was discovered. **The Vikings:** ● The Vikings came from Denmark, Sweden and Norway and attacked the north east coast of England. Vikings were pagans and often raided monasteries, looting gold ● Not all Vikings were warriors. Many came in peace and become farmers ● The most important Viking British city was York or Jorvik as it was known by the Vikings. ● Vikings spoke Norse, which had an alphabet made up of runes. ● Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen. ● King Alfred the Great of Wessex was the first to defeat the Vikings in battle. ● King Alfred and the Vikings agreed a peace. Some Vikings settled in their own area of eastern England, called the Danelaw.

	standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain. ● Skara Brae - a stone-built Neolithic settlement, located in the Orkney region in Scotland. It is a cluster of eight houses, which was occupied between 3000 and 2500 BC.		
Key vocab	palaeolithic, mesolithic, neolithic, BC, AD prehistoric, artefact, archeologist, settlement, hunter gatherer, flint, tribes	BC, AD, conquer, empire legionary, auxiliary, chariot, villa, colosseum	reign, defeat, myths, superstition, converted, long baths, Odin, Wessex, raids
Year 4	**The Early Islamic Civilisation**	**Ancient Egypt**	**The ancient Greeks**
Key Concepts	**travel and exploration** **conflict**	**culture** **Beliefs**	**Culture** **Beliefs** **Society**
Critical Knowledge	**Achievements of an Early Civilisation:** ● The Ancient Egyptians created hieroglyphics, used maths and developed medicines. ● Early Islamic civilisation is the time period running from the 7th century, when the Prophet Muhammed (PBUH) was born, and ending in the 13th Century ● Where Iraq and Baghdad is situated on a map ● Turkey, Kuwait, Iran, Syria, Jordan and Saudi Arabia all share a border with Iraq ● Iraq has a narrow 36 mile coastline ● Two major rivers, the Tigris and Euphrates, run through the centre of Iraq, flowing from northwest to southeast. ● During this time period, education was highly valued. Many printing presses were created to help spread the work of Islamic	● Ancient Egypt encompasses thousands of years of history and had different eras within it. ● Many artefacts have been preserved from Ancient Egypt and we can learn about the past by studying them. ● The Ancient Egyptians worshipped many different Gods and Goddesses. ● Society in Ancient Egypt was a hierarchical pyramid structure. ● The Ancient Egyptians had many beliefs about the afterlife. ● A process called mummification was used to preserve the body after death. ● In Ancient Egypt, there were three seasons: Akhet, Peret and Shemu. ● Pyramids were built as tombs that were designed to protect a buried Pharaoh's body and his belongings.	● The area that is now Greece was home to the first civilizations in Europe. People didn't live on mainland Greece but on the nearby island of Crete, between 2200BC and 1450BC. ● After the Mycenaean age ended in about 1100 BC, Greece entered a Dark Age. It is known as a dark age because nobody knows much about what happened - all written language and art disappeared. ● In about 1200 BCE they fought a war against Troy, a city in Asia Minor (modern Turkey). Led by Alexander the Great (The Trojan war). Two great poems from ancient Greece tell of Mycenaean times. The poems, the *Iliad* and the *Odyssey*, were said to be the works of a man named Homer.

	scholars – which is very different to the Vikings where no one went to school. ● Bayt Al-Hikma, or 'The House of Wisdom', was built in AD 830 in Baghdad. It was founded by Caliph Harun Al-Rashid. He encouraged learning and invited scholars of different faiths to his court and treated them with great respect. ● During that time, Baghdad was the most educated city in the world. ● Baghdad became an international trade centre between the middle east and west (The silk road network) ● Baghdad had lots of local produce to sell such as Qashani (ceramic patterns), paper, textiles, silk and spices. ● Due to it's geographical position, Baghdad was linked to various cities and countries around the world, such as, Syria, Europe, China, and Japan, as well towards North in Anatolia or Russia. ● The battle of Baghdad happened in 1252AD and was a victory for the Mongol leader, Hulagu Kahn. ● This means Baghdad was captured and overtime burned.	● The Nile was of vital importance to the Ancient Egyptians. ● Howard Carter discovered the tomb of Tutankhamun .	● There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France ● Still we are using ancient greek ideas in maths, science and art. Alexander the Great took Greek ways of life wherever he went and when he died the Romans took over and liked their way of life so continued on his ideas. ● The Greeks loved sport, they enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory - she's still a big name in sport today. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. ● Greek mythology, a body of stories from ancient Greece, includes many tales about the gods and the nature of the universe. The ancient Greeks had numerous gods who embodied or controlled various natural and social forces. (12 in total) They believed in order for someone who died to have an afterlife, the body had to receive at least a rudimentary burial. They also had to pay to be allowed into the afterlife. In order to establish good relationships with the gods they sacrificed animals (or sometimes agricultural goods). Sacrifices were offered to the Olympian gods at dawn at an altar, which normally stood outside the temple. ● Ancient Greeks lived in highly organised cities, where they could go see a play or a

			sporting event, or attend a number of different schools, or could join the army and become a soldier. it was full of a rich culture. This means that ancient Greeks could enjoy exotic foods, good music, and read literature, just as we do today. Most of the people in ancient Greece had jobs much like we do today. Many people were farmers, who sold or traded their fruits and vegetables at market in order to get what they needed to take care of their family. • Greek 'myths' (short for mythology) are a series of stories about the Gods and magical beings of Greece.Created thousands of years ago, Greek myths were epic stories about Greek gods, passed down over generations. They often feature heroic battles and terrible creatures, and taught the importance of bravery, intelligence, and right and wrong. They showed that even the gods, like mortal men, could be punished or rewarded for their actions.
key vocab	The Caliphate, caliph, round city, house of wisdom, mongols, trade, muslim, muhammad	afterlife, ancient, fertile, hieroglyphics, hierarchy, mummification, pharao, Polytheists, preserve, tombs	Ancient, myth, hunter-gatherer, mediterranean, temples, Zeus, civilisation, legacies
Year 5	**Inspirational Figures (Black history and the changing role of women)**	**Victorians (Inventions and legacy) Charles Darwin**	**World War II**
Key Concepts	**Beliefs** **Culture** **Society** **Conflict**	**Society** **Beliefs**	**Conflict** **Society**

Critical Knowledge			
	Rosa Parks: ● On December 1st, 1955 Rosa parks boarded a bus in Montgomery Alabama. She sat in the first row of the section of the bus designated for African Americans. As the bus filled up the bus driver demanded that Parks and other African Americans give up their seats to Caucasians who were standing. Parks refused and was arrested for allegedly breaking Chapter 6, Section 11 segregation law of the Montgomery City code. ● On December 5th, 1955, the Montgomery bus boycott was started. This boycott was fuelled by the actions and arrest of Rosa Parks just several days earlier. ● On December 20th, 1956, the Montgomery bus boycott ended when the United States Supreme Court ruled that the segregation laws for buses in Alabama were unconstitutional **Martin Luther King:** ● When Martin Luther King was growing up, life was hard for African Americans. The Southern United States operated under the 'Jim Crow laws' that kept black and white people separated in what was called 'segregation'. Black people had different schools, toilets and even sections of the bus to white people. They were also denied the right to vote in elections. ● His first major role in the Civil Rights Movement came in 1955, after an African American lady – **Rosa Parks** – was arrested for refusing to give up her seat to a white man on a bus. Martin helped to organise a	**Queen Victoria:** ● Was born at Kensington Palace, London, on 24 May 1819. ● Her father died shortly after her birth and she became heir to the throne. ● She married her cousin Prince Albert in 1840 and they had 9 children. **The Industrial Revolution (IR):** ● The Industrial Revolution was the use of mass production brought about through recently invented machinery. ● Factories arose due to mass production. ● The IR created a middle class, as factory owners became rich. ● Mass production transformed trade, as new products and markets were created. ● The IR resulted in an increase in population. People moved from the countryside in search of employment. **Victorian Inventions**: ● There were significant inventions during Victorian times, including - pedal bicycle, postage stamp – Penny Black, post boxes, inflatable rubber tyre, concrete, sewing machine, flushing toilet, pasteurisation, telephone, electricity discovery, gramophone, cinematograph, x-rays. **The Railway**: ● The passenger railway in Britain launched in1830. ● Places became more connected and accessible. ● The impact of the railway affected, and still affects, everyday life and industry – freight, holidays, work, relocation, mail.	● WWII was a battle between two groups of countries- The Allied Powers and the Axis Powers. ● Together with the Nazi party, Hitler wanted Germany to rule Europe. To gain more land and power, on the 1st Sep 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany-WWII had begun. ● The bombing of London, known as the blitz lasted for 57 consecutive nights. ● Children from the cities were evacuated to the countryside for safety. ● The battle of Britain was the first military campaign fought solely in the air. ● Both the allies and the axis powers used propaganda posters to boost the morale of people at home and those fighting. It was also used to decrease the morale of the enemy. ● The jobs of men began to be carried out by women in order to keep farming, industry and the war effort going. ● The USA didn't join the war until 1941 when Japan attacked the US- at the naval base at Pearl Harbour in Hawaii. ● The atomic bomb dropped by the US on Hiroshima was known as 'Little Boy' and is the only nuclear weapon used in battle. It ended the war. **Key Dates:** ● 1st September 1939 Germany invades Poland ● 3rd September 1939 Britain & France declare war on Germany ● 7th January 1940 Rationing of food begins ● 10th July- 1 st October 1940 The Battle of Britain is fought in the air about the south coast of England and the English Channel. The London Blitz begins ● 6th June 1944 D-Day -British, Canadian and US Troops land in Normandy France.

	boycott of the city's buses. After 381 days of protest, a court finally ruled that such segregation laws should no longer be recognised. ● Martin was a great believer in peaceful protest, inspired by the Indian activist Mahatma Gandhi. His protests used no-violent tactics, even when the protesters themselves were met with violence from the police. ● In 1963, Martin gave his famous "I Have a Dream" speech, at a famous rally named 'March on Washington.' Over 250,000 people gathered in the country's capital to hear Martin and other activists speak about the importance of civil rights. It has become one of the most famous speeches in history and focuses on Martin's dream of a society where black people and white people live together in harmony. ● In 1964 – 99 years after the abolition of slavery – the Civil Rights Act was passed, outlawing racial segregation and discrimination in the USA. ● In October 1964, Martin won the Nobel Peace Prize! ● Tragically, Martin Luther King Jr was assassinated in 1968 in Tennessee, where he had given a speech the day before. He was standing on the balcony his hotel when he was shot. **Computers in skirts:** ● When Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden joined NASA, they were hired as	**Charles Darwin:** ● Link to Science Topic on Evolution and Inheritance	● 7th May 1945 Germany surrenders ● 8th May 1945 VE day ● 2nd September 1945 End of WWII (Japan surrenders) ● 4th July 1954 Rationing ends

	"human computers" — their mathematical genius was put to use calculating launch trajectories for America's first trips to space. They overcame both racism and sexism, carved out careers in science, and participated in some of NASA's greatest triumphs ● As one of NASA's "human computers," Johnson hand calculated elaborate equations... including the trajectories that helped launch the Apollo 13 mission to the moon. And when disaster befell the Apollo 13 mission, it was Johnson's flight-path calculations that brought the astronauts safely home.		
key vocab	civil rights, human rights, racism, sexism, boycott, segregation, unconstitutional, caucasian, african american	theory, industry, production, population, the class system, railways, empire, invention, controversial, impact	evacuation, propaganda, military, air raid shelter, invasion, appeasement, soviet union, rations
Year 6	**The Mayan Civilisation**	**Tudors – Henry VII and Reformation**	**Historical Thread** **A history of crime and punishment**
Key Concepts	**Culture** **Beliefs** **Conflict** **Society**	**Travel and Exploration** **Culture** **Beliefs** **Society** **Conflict**	**Travel and Exploration** **Culture** **Beliefs** **Society** **Conflict**
Critical Knowledge	**The Maya:** ● The Maya are perhaps most famous for their work in stone. They built many monumental structures including tall pyramids and palaces. They also made a lot of sculptures out of stone. One popular type of Maya sculpture was the stelae. A stelae was a large tall stone slab covered	● The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603. ● The first Tudor king was Henry VII. He became king after the Battle of Bosworth Field. ● His second son succeeded him: Henry VIII.	**Ancient Rome:** ● There was no police force in Roman times but they did have a group called the Vigiles. ● There were about 7000 Vigiles, who dealt with criminals like thieves and enslaved people who ran away. They also acted as the fire brigade and put out fires!

	with carvings and writing, which can be known as hieroglyphics. The art often told a story about a major even ● . Maya society was formed of a number of city states each with their own ruler. Each city was surrounded by rural settlements. At the top of Maya society were the King and Royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city. ● The Maya were sophisticated mathematicians who made use of the number zero. They used base 20 in their calculations. They were keen astronomers who were able to predict solar eclipses. Their complex calendar system was one of the most accurate of the ancient world. They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits. ● The Maya believed in hundreds of different nature gods who ruled people's lives and decisions, such as the gods of maize, the Sun and fire. The lives of the Maya revolved around religion; they had many special ceremonies and rituals to honour the gods and ask for blessings. Cities had special temples were people went to worship and offer the gods gifts.	● In 1534, Henry VIII broke away from the Catholic Church and proclaimed himself head of the Church of England. ● Henry VIII is famous for marrying six times. ● All Henry VIII's legitimate children became monarch: Edward VI, Mary I and Elizabeth I who ruled for 45 years. ● Elizabeth I's rule is known as the 'Golden Age'. ● Under her rule, England advanced in foreign trade, exploration, literature and the arts. ● The Spanish Armada was an invasion force that was defeated by the English at sea. ● Most ordinary homes in Tudor times were half-timbered. They had wooden frames and the spaces between were filled with small sticks and wet clay called wattle and daub. ● Wealthy Tudors loved to show off their riches. The clothes they wore and the homes they lived in were all signs of their place in society. ● The rich could afford all kinds of meats and fish and expensive French wine. The rich had time for falconry, hunting, jousting, tennis and bowls. ● By comparison, the Tudor poor had to work hard and struggled to survive. **Tudor Legacy:** ● Introduction of a new state religion, overseas exploration and colonisation. England became richer than ever before under the Tudors and was home to great painters, writers and musicians.	● If the Vigiles couldn't deal with some crimes, such as riots (angry groups of people), then they would call in Roman guards to help. ● If there was ever a risk to the Emperor, his special protectors, the Praetorian Guard, would be called in. ● The Roman God of Justice was called Justitia and she holds the scales of justice. ● The Romans designed their punishments to discourage potential criminals. ● How you were punished depended on who you were and your position in Roman society. ● Whipping and fines were the most common punishments. ● Wooden shoes were sometimes placed on the feet of prisoners, making escape difficult. ● An enslaved person could be forced to carry a piece of wood around their neck that stated their crime. ● For very serious crimes you could be killed by crucifixion, thrown from a cliff, into a river or even buried alive. Crucifixion was saved for serious crimes such as revolts against the empire. ● Over time Roman punishments became more and more violent. **Anglo Saxon Times:** ● Keeping law and order was the responsibility of everyone in the village. ● If someone was seen committing a crime then the witness could raise a *hue*

			and cry (shouting for help). Everyone who heard it was expected to help chase and capture the suspects. ● The leader of the village, church and local lords had the power to decide punishments. ● The church had its own courts and a different system of punishment. ● The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. ● Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. ● Regular offenders were punished very harshly. If they were found guilty of stealing more than once they might have their hands cut off. ● Weregild, which means *blood price*, was a system of fines where, if you injured someone, the victim received money. ● If a person killed someone, they paid the weregild fine to the dead person's relatives. ● Before weregild was developed, early Saxon Kings allowed victims of crimes to punish criminals themselves. ● So, if someone was murdered, the family had the right to track down and kill the murderer. This obviously led to more violence. **Tudor Times:** ● There was no police force in Tudor times. ● Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed Parish Constables who would be

			responsible for keeping the peace and catching criminals. ● The laws were strict and most crimes were punished severely. ● People believed if a criminal's punishment was painful enough, then it would stop others from doing it as well. ● There was no police force in Tudor times. ● Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed Parish Constables who would be responsible for keeping the peace and catching criminals. ● The laws were strict and most crimes were punished severely. ● People believed if a criminal's punishment was painful enough, then it would stop others from doing it as well. **Victorian Times:** ● In 1829, a politician called Sir Robert Peel introduced the first English police force in order to improve public order in London. Over the next ten years, many other areas of the country formed their own police force. ● Policemen were poorly paid and they would patrol a certain area, known as their *beat*. ● Policemen carried truncheons and rattles to raise the alarm. ● Many people did not trust the new police force. However, over time, the police proved they could reduce crime and so they became more trusted and popular. ● If a child committed a crime they received the same punishment as an adult.

			• For the first time in history, prisons became the main form of punishment in this period. They were awful places. • Transportation: Many criminals were sent to Australia for hard labour. The law allowing this was eventually changed in 1857. • Prison hulks were ships that moored in the harbour and housed criminals who were to be transported or taken to court. • Hard labour was a common punishment. Many Victorians believed that having to work very hard would prevent criminals committing crime in the future. • The crank and the treadmill: Prisons often made prisoners do pointless tasks such as turn a crank up to 10,000 times a day. Or walk for hours on giant circular tread mills. • In 1854, special youth prisons were introduced to deal with child offenders. These were called Reformatory Schools. • Other forms of punishment included fines, hanging or being sent to join the army. **World War 2:** • During the war the number of reported crimes in England and Wales rose. • The government had introduced new rules such as blackouts, air raid warnings and rationing. • This meant that much of the country, including cities, had no lights at night and so crime increased. • In many cities, lots of houses and shops were bombed and so looting and robbery became more common.

					• Looting was a big problem. The number of bombed properties provided a big temptation to looters. Many were given fines or short prison sentences. • Black market: Many items were sold on the black market without a ration card. If caught selling on the black market then the punishment could be a fine and imprisonment. • Murder rates increased dramatically during the war. Air raids killed so many people, it was often impossible for the police to investigate all deaths and criminals took advantage of this. Murder carried the death penalty. •	
Key vocab	settlement, sacrifice, rituals, pyramids, hieroglyphics, civilisation, mesoamerican		Monarchy, Dissolution of the monasteries, divorce, heir, source, monastery, faith, rebellion, yorkist, lancastrians		punishment, jury, vigiles, government, crucifixion, justice, crime, sentencing, treason	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Changes through time	Talk about events beyond living memory that are significant nationally (Great Fire of London) Describe the life of significant individuals who have contributed to national and	Talk about events beyond living memory that are significant nationally (The Gunpowder Plot) Describe the life of significant individuals who have contributed to national and	Show an awareness of changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers Bronze Age religion, technology and travel	Show an awareness of the achievements, culture and beliefs of the Ancient Egyptians Explore an aspect or theme in British history that extends pupils' chronological	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

	international achievements. Talk about changes within living memory (Neil Armstrong) Describe aspects of change in national life and their own locality (Heritage: The seaside)	international achievements (Columbus and Earhart) Talk about significant historical events and people in their own locality. (Admiral Lord Nelson)	Iron Age hill forts: tribal kingdoms, farming, art and culture Show an awareness of the Roman Empire and its impact on Britain. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	knowledge beyond 1066 (Local heritage study of the herring industry)	• Identify periods of rapid change in history • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.	• Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. Show an understanding of a non-European society that provides contrasts with British history Mayan civilization c. AD 900 Ancient Greece – a study of Greek life and achievements and their influence on the western world
	Year 1/2		**Year 3/4**		**Year 5/6**	

Methods of Historical Enquiry	Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.