|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **History Curriculum Milestone 3 Substantive Knowledge** | | | | | | | | | | | | |
| **Period of History** | | **Key Vocabulary** | | | **Sticky Facts** | | | | **Essential Knowledge** | | | |
| **Traders and Raiders**  **Viking and Anglo Saxon struggle**  866AD to 1066AD | | **Danelaw**  **Conquered**  **Invaders**  **Territory**  **Rival Kings**  **Viking Raids**  **Longhouse**  **Beserkers**  **Jorvik**  **Odin**  **Longboat** | | | * 866 Vikings invade * 924 Edward the Elder was killed in Farndon. * Not all Vikings were warriors. Some came in peace and were farmers. * Alfred the Great was the King of Wessex; he defeated the Vikings at the Battle of Edington in 878AD. * No Vikings had horns on their helmet. * The land occupied by Vikings was called Danelaw. * They spoke norse and their alphabet was made up of runes. * The names of the week originate from Viking. * A Longboat was a narrow boat that was used to raid coasts . * Vikings lived in Longhouses which were long hall like buildings where several families would live. | | | | * Know where the Vikings originated from and show this on a map * Know that the Vikings and Anglo-Saxons were often in conflict * Know why the Vikings frequently won battles with the Anglo-Saxons * Edward the Elder extended his authority over Danish held territories. | | | |
| **Endangered**  **Then Ancient Mayans**  1800BC to 250AD | | Rituals  Culture  Astronomy  Ruler and Noble classes  Chechen Itza  Step Pyramid (temple)  Glyph  Codices  Ahau (King)  Huipil (Clothing) | | | * 2600BC Mayans lived in area called Yucatan in central America * The **Mayan**, or **Maya**, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). * Mayan writing consisted of hieroglyphs * Mayans were expert mathematicians and astronomers which they used to make calendars. * Mayan religion involved human sacrifice and bloodletting. They believed those that died went to the “place in the misty sky”. * Mayan society was formed of a number of city states who each had a ruler. | | | | * Know where the Mayans originated and can show it on a map of central America. * Mayan civilisation known for its maths, astronomy, calendars and architecture * Describe the daily life of the Mayan people: food, clothing, housing, buildings and entertainment. * Explain the hierarchy of Mayan society, knowing at the top was the King and Royal family. An educated elite of scribes, priests and nobles formed the ruling class. * Understand Mayan religion and why it was important to them. | | | |
| **Walk Like An Egyptian**  **The Ancient Egyptians**  6000 BC to 332BC | | Civilisation  Pharaohs  Tombs  Pyramid  Chamber  Scarab / Amulet  Vizier  Sarcophagus  Mummification  Canopic Jars  Hieroglyphics  Papyrus | | | * There are over 2000 Egyptian Gods; most were in human form and some had the heads of animals. * Egypt split into 2 parts: Red Land and Black Land: this was the fertile soil near the Nile. * Cleopatra was the last Pharaoh of Egypt before Roman rule. * Pharaohs were buried with their treasure in the Valley of the Kings. * First civilisation to invent writing: Hieroglyphics are an ancient Egyptian way of writing using pictures rather than letters. * Tutankhamun ruled during the New Kingdom. Known as boy king and famous due to discovery in 1922. | | | | * Know about the impact that the Ancient Egyptians had on the world. * Know where the Egyptians originated and can show it on a map. * Describe the daily life of the Ancient Egyptian people: food, clothing, housing, buildings and entertainment. * Understand ancient Egyptian religion and why they constructed great pyramids. * Explain how important the Nile was to the Ancient Egyptians. * Know how to place features of historical events and people from the past societies and periods in a chronological framework | | | |
| **Let Me Entertain You**  **A change in aspect of social history: Entertainment** | | Migration  Empire  Nomads  Immigrant  Over population  The Americas  Immigration  Quotas  Refugee  Asylum Seeker  Displacement  Ocean Liner  Maritime disaster | | | * A long journey to a new home is called a migration. * Peoples who move and have no permanent home are called nomads. * An immigrant is someone who moves from one country to another. * People may migrate due to promise of better jobs / life; land; safety; forced to leave; slavery. * The Great Atlantic Migration was after 1800, where Europeans migrated to the US due to over population, war or natural disaster. * The Titanic was travelling to America and struck an iceberg and sunk * The titanic was the biggest ship in the world. * Most of those emigrating were 3rd class, looking for a better life. * It did not have enough lifeboats: Only 20 when it needed 64. | | | | * Know about a theme in British history which extends beyond 1066 – the migration of people to and from Britain important in relation to British history. * Explain why people choose to migrate. * Identify how Britain has had a major influence on the world. * Know why migrants have come to Britain and what were their experiences like. * Learn hat impact has migration had on our country and others within the British Empire. | | | |
| **Child Of Our Time**  **The changing experiences of the lives of children in Farndon beyond 1066** | | Dame schools  Industrial revolution  Governess  Dunce cap  Drill  The 3 R’s  Blind Man’s Buff  Hopscotch  Writing Slate  Abacus | | | * 1844 Factory Act stopped children working more than 6.5 hours a day; in early Victorian period children expected to work. * 1870 schools provided for 5 – 13 year olds; it was law. * Children had to pay to go to school and were turned away. * Poor children went to Dame schools; rich children were taught by a Governess and at 10 would got to a Public school. * Children were taught the 3 Rs; and lessons such as geography, history, music and drill (their version of PE). * Classes were big; teachers were very strict and punishments included the cane and dunce cap. | | | | * Describe the daily life for Victorian children: clothing, housing and school. * Explain the differences between the lives of rich and poor Victorian children in the village. * Know the impact the industrial revolution had on children and their roles in Farndon. | | | |
| Evacuation  Nazi  Axis  Allies  Blitz  Blackout  Propaganda  Home Front | | | * 1939 Britain declares war on Germany * The war took place between the Allies and the Axis Powers. * Adolf Hitler and the Nazi Party wanted Germany to rule Europe. They invaded Poland which triggered the war. * After D Day landings, Allies push into Germany leading them to surrender. * Evacuation was the organised movement of children and the vulnerable from towns and cities to safe zones because of bombing. . * The Blitz was a series of bombing raids in the war. * 8th May 1945 Germany surrender | | | | * Know the impact the war had on local children with a focus on evacuation, rationing, propaganda and changing role of women (shed on school grounds was land girls. Farndon took in evacuees from Liverpool) <https://www.bbc.co.uk/history/ww2peopleswar/stories/52/a3131452.shtml> | | | |
| **History National Curriculum Substantive Themes** | | | | | | | | | | | | |
| **Legacy** | **Exploration** | | | **Invasion and Settlement** | | **Technological Development** | | **Monarchy** | | **Societal / Cultural Change** | | **Empire** |
| The Ancient Mayans |  | | | The Ancient Mayans  Struggle between Saxons and Vikings | | Ancient Egypt  Leisure and Entertainment  Child in Our Time | | Struggle between Saxons and Vikings | | Struggle between Saxons and Vikings | | The Ancient Mayans |
| **History National Curriculum Disciplinary Knowledge** | | | | | | | | | | | | |
| **Historical Interpretations through sources and evidence.** | | | **Historical Knowledge of chronology, change and continuity** | | | | **Historical overview of world history and historical significance** | | | | **Historical Enquiry, looking at cause, consequence, similarities and differences of periods studied.** | |
| • 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.  • Understand that no single source of evidence gives the full answer to questions about the past.  • Know that different interpretations exist and can change in accordance with evidence and different means of analysis. | | | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • 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. | | | | • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Establish clear narratives within and across periods studied.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Identify that some historical events have had their status ascribed to them. | | | | • Use appropriate historical vocabulary to communicate.  • Regularly address and sometimes devise historically valid questions  • Select and combine info about potential causes and structure into an explanation or argument.  • Develop an understanding of similarities and differences of periods studied on different scales. | |