



Liden Academy History Progression

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Liden Academy History Curriculum Progression

Purpose:

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

With each theme comes the opportunity to look at changes within the locality of the school: immediate community and wider such as. Part of the History curriculum works closely alongside Geography (locality study) and Changes in local area:

Key Concepts:

chronology, society, power, legacy, exploration & settlement, conflict & invasion, beliefs, civilization

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
knowledge Concepts	Chronology	✓	✓	✓	✓	✓	✓	✓	✓
	Society		✓	✓	✓	✓	✓	✓	✓
	Power		✓	✓	✓	✓	✓	✓	✓
	Legacy		✓	✓	✓	✓	✓	✓	✓
	Exploration & settlement		✓	✓	✓	✓	✓	✓	✓
	Conflict & invasion			✓	✓	✓	✓	✓	✓
	Beliefs				✓	✓	✓	✓	✓
Civilization				✓	✓	✓	✓	✓	
Disciplinary concepts	Continuity & change	✓	✓	✓	✓	✓	✓	✓	✓
	Similarities & differences	✓	✓		✓	✓	✓	✓	
	Significance			✓	✓			✓	✓
	Cause & consequence		✓	✓		✓	✓	✓	✓
	interpretation	✓	✓	✓	✓	✓	✓	✓	✓

The EYFS Framework 2021 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child’s understanding domain-specific language and begin their understanding of **key concepts** of **chronology, continuity & change and similarities** and differences.

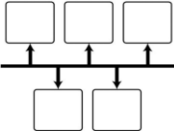
Nursery to Reception	
Breadth of study	<p><u>How have I changed since I was a baby?</u></p> <p><u>Why do we wear different clothes throughout the year?</u></p> <p><u>What are our favourite celebrations each year?</u></p> <p>Know and learn the language associated with time: then, before, now, next, soon. They will note changes since they were babies, order pictures from babies to old person in order to learn key vocabulary associated with the passage of time and know that time passes in sequential order. Know the significance of festivals and celebrations and of their own birthdays as markers of the passage of time. They will develop timelines of important and diverse cultural celebrations. They will start to recognise that photographs and objects can tell us about the past.</p>


Yearly overview	KS1		KS2				KS3
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Term 1	Fossil hunters	Famous Queens	Stone Age	The Romans and the Celts	The Tudors	Ancient Greeks/ legacy	Migration to Britain
Term 3	Then and now	Transport then and now	Bronze Age and Iron Age	Anglo Saxons and Scots	Elizabethan National History Association	Swindon rail works and Village	Middle ages 1450-1750
Term 5	Space Travel	Our school and Victorian schools	Ancient Egypt	The Vikings	The Mayans	Britain at War	Industrial Britain

Breadth of Study National curriculum link	<p>Fossil Hunter</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.- Mary Anning</p> <p>Then and now</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Space Travel</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Neil Armstrong.</p>	<p>Queens</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Victoria compared to Elizabeth II.</p> <p>Transport over time</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Significant historical events, people and places in their own locality- Isambard kingdom Brunel.</p> <p>Our school and Victorian School</p> <p>From the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world- Queen Victoria. Significant historical events, people and places in their own locality. Victorian schools.</p>	<p>Stone Age</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>Bronze Age and Iron Age</p> <p>Bronze Age religion, technology and travel. Iron Age-hill forts, tribal kingdoms, farming, art and agriculture.</p> <p>Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Sumer and Ancient Egypt.</p>	<p>The Romans and the Celts</p> <p>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance, for example, Boudicca (Celts), 'Romanisation' of Britain: and the impact of technology, culture.</p> <p>Anglo Saxons and Scots</p> <p>Settlements by Anglo Saxons and scots Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>The Vikings</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld.</p>	<p>Medieval Britain</p> <p>Gain and deploy historically grounded understanding of abstract terms such as 'Peasantry'.</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</p> <p>The Tudors</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.</p> <p>Mexican Mayans</p> <p>Know the nature of the ancient civilisations, characteristic features of past non- European societies.</p> <p>Gain and deploy historically grounded understanding of abstract terms such as empire and civilisation.</p> <p>A non-European society that provides contrasts with British history- Mayan civilisation</p>	<p>Ancient Greece</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A study beyond 1066 The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p>Britain at War</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>Swindon rail works and village</p> <p>A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Industrial revolution)</p>
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Key Knowledge Concepts:

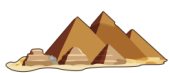
chronology, society, power, legacy, exploration & settlement, conflict & invasion, beliefs, culture and civilization

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Chronology</p> 	<p>Fossil Hunters:</p> <p>Extinction of dinosaurs- was 66 million years ago, evolution of first humans 200,000 years ago. Time is sequential; there are specific periods of time, including years, decades, centuries and generation. Mary Anning lived around 2 centuries ago, a century is a period of 100 years. This is known as the Victorian era.</p> <p>Then and Now</p> <p>1950s were 6 decades ago. A decade is a period of ten years. People who are alive today will have been children in the 1950s</p> <p>Space travel</p> <p>1957: Soviet Union launched a rocket, Sputnik, into space 1961: Yuri Gagarin became the first man to orbit Earth 1962: American John Glenn completed three orbits of Earth 1969: Neil Armstrong walked on the Moon</p>	<p>Queens</p> <p>1485-1603- Tudor Queens 1837-1901- Victorians- 1901- House of Windsor present</p> <p>Transport through time</p> <p>1840: Swindon chosen for the construction of steam trains for the Great Western railway. 1903- first flight by Wright brothers</p> <p>Our school and Victorian Schools</p> <p>1837: Victoria becomes queen 1833- Factory Act stops children under 9 from working in factories 1880- Education becomes compulsory for everyone up to the age of 10 1901- Queen Victoria dies, the Victorian era is over</p>	<p>Ancient Egypt</p> <p>4,500-3,500 BCE: Stone Age (Neolithic) period begins.</p> <p>2950 BC–2575 BCE- Early Dynastic period in Egypt.</p> <p>2,500 BCE- Bronze Age</p> <p>700-500 BC – Iron Age begins</p> <p>30 BCE - Egypt becomes a province of the Roman Empire</p> <p>43 AD – Romans invade Britain</p> <p>Stone Age, Bronze Age and Iron Age</p> <p>6,000 BCE – Britain became an island, separated from Europe</p> <p>4,500-3,500 BCE Neolithic (Late Stone Age)–</p> <p>2,500 BC – Bronze Age</p> <p>1,200-800 BC – Celtic culture and tribal kingdoms established</p> <p>800-700 BC Iron Age–</p> <p>00 Birth of Christ during the Iron Age in Western Europe</p> <p>43 CE – Romans invade Britain and the Iron Age ends</p>	<p>The Romans and the Celts</p> <p>43 AD – Romans invade Britain 61 BCE- Iceni revolt led by Boudicca. 312 CE- Constantine makes Christianity legal 410 CE- Last Romans leave Britain 449 CE- German Saxons settle in Kent 480 – 550 CE Arrival of Anglo-Saxons</p> <p>Anglo Saxons and the Vikings</p> <p>449 CE German Saxons settle in Kent</p> <p>789 CE First recorded Viking attack</p> <p>886 CE Treaty of Alfred and Guthrum was formalised (Danelaw)</p> <p>927 CE Athelstan unites English kingdoms</p> <p>1066 Norman Conquest</p>	<p>Medieval Britain</p> <p>1066- Norman Conquest and William crowned king 1066-1086: William takes land from Saxons- gives it to the barons who supported him. 1085-1086- Domesday survey of England. 1215- King John is forced to sign the Magna Carta 1348-1350 – Black Death kills huge numbers of farm labourers, driving up wages. 1377 – Aged 10, Richard II becomes King. Government introduces poll tax. 1381 – Tax Collector dismissed in Fobbing. Argument turns into Pheasants revolt. 1485- Battle of Bosworth- Tudor period begins</p> <p>The Tudors</p> <p>1509- Henry VIII becomes king. 1533- Henry demands a divorce from Catherine of Aragon to marry Anne Boleyn. 1533- Henry marries Anne 1533- Elizabeth I is born 1534- King Henry VIII declared head of the church in England 1534: Henry VIII formed the Church of England, a protestant faith 1536- 1540 - Destruction or closure of 560 monasteries 1536 –Anne Boleyn is executed and 11 days later Henry marries Jane Seymour 1537 – Edward VI is born</p> <p>The Mayans</p> <p>1800 BCE Maya settlements built in 250 and 900 CE Golden age c.250 BCE: First systems of Maya writing developed</p>	<p>The Ancient Greeks and legacy</p> <p>776 BCE: First Olympic Games</p> <p>508 BCE– Democracy begins in Athens, giving greater power to the people</p> <p>500 - 338 BCE- Golden Age of Ancient Greece</p> <p>480 BCE: Athenians defeated the Persian army at the Battle of Salamis</p> <p>432 BCE – The Parthenon, the most famous building in Athens, is completed</p> <p>431–404 BCE: The Peloponnesian War (Athens defeated by Sparta)</p> <p>356 BCE Alexander the Great defeats Persians at Issus and is given Egypt</p> <p>146 BCE Greeks defeated by the Romans at the Battle of Corinth</p> <p>27 BCE- Conquest of Greece by Roman Empire</p> <p>Britain at war</p> <p>1939- Britain declares war</p> <p>1940- Blitz</p> <p>1945- War ends</p> <p>Swindon rail works and village</p> <p>1697: Swindon has a population of 791. It is a very small market town. 1833-GWR founded 1835- Parliament work on the London 1840- Swindon selected for railway works 1843- Swindon Railway Station is fully operational 1843 Houses are built for the workers. 1986- Closure of railway works.</p>

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<p>Society</p> 	<p>Fossil hunters:</p> <p>Due to being a woman, Mary could not join the London geological society. Her discoveries were not always shared because people thought women were not as clever as men in Victorian society.</p> <p>Then and Now: 1950s</p> <p>When our grandparents were children, children played with toys made of wood and metal. In the 21st century, computer games have become more popular. Many children now own mobile phones to play games on.</p>	<p>Queens</p> <p>During the reign of Elizabeth 1, women were considered to be weak and feeble. People thought she wouldn't be strong enough to be queen, but she proved them wrong. She refused to marry in case her husband interfered with her job.</p> <p>Victoria had many children and made the ideal of a large family popular. She gave important jobs to her husband. She was not however a fan of women's rights, for example she did not think women should wear bloomers.</p> <p>Elizabeth 2 was a working mother and wife. She changed the succession to the crown so that boys do not come in front of their older sisters in line to the throne.</p> <p>Transport through time</p> <p>The Great Western Railway helped many people to travel without needing a horse and carriage. Many people travelled outside their own towns for the first time. In Swindon, the GWR became the largest employer in the region for over a century. It gave many people a job. People left farming jobs to work in industry. A village was built for railway workers</p>	<p>Stone Age,</p> <p>By the Neolithic period, stable settlements like those at Skara Brae were being made. Better tools and permanent settlements meant that large scale construction could take place. People lived in more permanent houses, which were congregated together in villages. Agriculture developed. Animals became domesticated. People began to have different roles such as leader, priest, fighter, farmer, hunter or slave.</p> <p>Bronze Age</p> <p>The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader. The Sumerians (the people of the Mesopotamian city of Sumer) were one of the first to use bronze. They are known for their development of farming methods like irrigation.</p> <p>Iron Age</p> <p>During the Iron Age, people lived in tribes, and they were often at war with each other.</p> <p>Ancient Egypt</p> <p>Egyptian society was a pyramid structure, with pharaohs at the top. Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom.</p>	<p>Romans and Celts</p> <p>Roman society was hierarchical, meaning some people were considered to be much more important than others.</p> <p>Slaves were at the bottom of the social pyramid. They were the poorest people in society. They had no rights and had to work constantly. Next came plebeians. They were the ordinary working people of Rome. Although they were poor, they were allowed to vote.</p> <p>Patricians were the aristocracy of Rome. They were rich and came from noble families. Senators were important people who helped make the laws of Rome.</p> <p>The emperor was the most important man in the whole empire. He had absolute power over everyone and everything in the empire.</p> <p>Anglo Saxons and the Scots</p> <p>Saxon Kings were aided by Thanes, who were nobles who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Knights and Thanes were rewarded by the king with lands. Extensive laws helped Thanes to control villages, and each had a court system. Punishments included trial by ordeal and fines The Anglo Saxons value bravery and loyalty and their poets who told tales of</p>	<p>Medieval Britain</p> <p>The Feudal System was a way of organising societies, it is thought to have existed in the Middle Ages. Under this system, the King was at the top with all of the control Beneath him, lords, barons and knights were provided with land in return for their loyalty and respect (homage). Each would have many peasants working for them. They offered the peasants protection and work, in exchange for their homage.</p> <p>The Tudors</p> <p>Poor people had a harsh life. For farmers, the day would begin at 5 am. People who were too old or weak to work were forced to beg, steal, or die. Punishments for crime were brutal – death by hanging for stealing and beggars were whipped through the streets. Although health improved, life expectancy was still only around 35 years old. - 90% of people lived in towns and villages. There were not many cities yet.</p> <p>The Mayans:</p> <p>While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes. An educated elite of scribes, priests and nobles formed the ruling class. They</p>	<p>Ancient Greeks and Legacy:</p> <p>Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government.</p> <p>The Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote.</p> <p>In the 6th century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of democratic or 'rule by the people'. It was one of the earliest examples of democracy in history and is one of Ancient Greece's most lasting legacies. Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago</p> <p>Britain at War</p> <p>In Britain, all members of society were involved in the war effort. Women worked in jobs that used to be for men, like working the land or in factories. The whole population experienced rationing of food. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The post-war years saw the introduction of a free National</p>

		<p>to live. It had medical facilities and schools.</p> <p><u>Our School and Victorian Schools:</u></p> <p>In early Victorian England, most children never went to school at all and grew up unable to read or write. Only richer children went to school. It wasn't until 1880 that school became the law for everyone. All children had to attend until they were 10 years old. School was strict. Children learnt the 3rs (Reading, Writing and Arithmetic) The girls learned how to sew. Children learnt RE, said prayers and wrote on slates rather than paper</p>		<p>bravery, like 'Beowulf 'were valued in society</p> <p><u>Vikings:</u></p> <p>Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste.</p>	<p>occupied the finest buildings in the cities</p>	<p>Health Service (the NHS) and the Welfare State.</p> <p><u>Swindon rail works and village</u></p> <p>At the start of the 1800s cities needed more and more people to work in the factories that were being built. The population of Manchester grew significantly between 1800 and 1840. Birmingham, Liverpool, Leeds and Bradford, Glasgow in Scotland and Cardiff in Wales also grew quickly. The movement of people from the countryside to the city meant that lots of houses needed to be built and more food needed to be produced. These changes brought great wealth to the country and to the factory owners but also saw many people living in poverty.</p> <p>Steam engines made by Thomas Savery and Thomas Newcomen changed the way mining work was done. A consequence of these inventions was a huge change in where and how people worked and what products could be made and sold. Watt's engines were soon seen in paper mills, flour mills, cotton mills, iron mills and waterworks. Factories no longer needed to be built next to rivers (water used to be used to power factories). Coal, which was used to power these steam engines, became an essential part of daily life.</p>
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<p>Power</p> 	<p>Space travel</p> <p>Space race was a term for the competition between two powerful countries, the US and Russia, to land a man on the moon.</p>	<p>Queens</p> <p>Elizabeth I</p> <p>Had ultimate power in the land and she could appoint people to the most important jobs. The most important group of people was the Privy Council.</p> <p>Victoria</p> <p>As queen, Victoria became less involved in day-to-day politics. Instead, Victoria and Albert went on civic visits and supported many charities and public events. This allowed her to connect in a positive way with the public</p> <p>Elizabeth II</p> <p>Queen Elizabeth II did not control the British government and did not make political decisions. Instead, the Queen travelled all over Britain and around the world visiting charities, celebrations and public events</p>	<p>Bronze Age:</p> <p>A greater range of travel options (e.g. by chariot) and weapons (e.g. armour) allowed for raids and warfare of other settlements. In time, this led to empires being built. Many had an overriding king or emperor. Powerful empires grew in Egypt, Sumer and the Indus Valley.</p> <p>Iron Age</p> <p>During the Iron Age, the production of iron tools and objects became essential. Therefore blacksmiths were very important people in society. People used their surplus grain and food to trade and owning land made some people wealthy and powerful. Poorer people had to work hard in the fields.</p> <p>Ancient Egypt</p> <p>Ancient Sumer hierarchy is explored and how the King and Priests are used to control the groups with lesser power. In Egypt, Pharaohs were seen as having absolute power and divine rulers no one questioned.</p>	<p>The Romans and the Celts</p> <p>Like many empires, the Romans were always looking for other regions to conquer.</p> <p>By expanding their territory, they were able to increase the money they received from taxing local people. They let tribal kings stay in charge, but took the land when those kings died. Trade made the Roman empire even more powerful because vast amounts of money were made importing and exporting goods. During the Roman period Britain's trade was directed across the Southern North Sea and Eastern Channel. Imports included: coin, pottery, olive oil, wine, olives, salt fish, & glass. Exports (more difficult to prove archeologically): metals (silver, gold, lead, iron & copper), salt & agricultural products.</p> <p>The Celts</p> <p>People called the Celts travelled across Europe. They moved around to trade but many settled in Britain. The Celts were part of different tribes or clans that lived together. These communities shared a similar language, set of beliefs and culture. Celts were very good farmers and made surplus grain that they could store, as well as rearing goats, pigs, sheep and cows. Britain was a violent place throughout the Iron Age. People lived in clans and tribes, which would attack one another. Coins began to be used around this time. Trade in the Iron Age was more far-reaching than had been achieved in the Bronze Age.</p> <p>Anglo Saxons and Scots</p> <p>Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. From time to</p>	<p>Medieval Britain</p> <p>During his reign, King John had several disputes with his barons and bishops. This led to them forcing him to sign the Magna Carta, to limit his power. The Magna Carta ensured that no one was above the law (even the King) and that everyone had the right to a fair trial. Some of the clauses are still in law today. The Magna Carta is amongst the most celebrated documents in history, promoting freedom and liberty</p> <p>William the conquerer wanted to know the details of the land that he had conquered. He had let knights and barons have large areas of land, and wanted to know how much rent to expect. The Domesday Book gave him a record of every village, farm and house, so that the rent could be calculated. It was called the Domesday book</p> <p>The Peasants' Revolt, also known as Wat Tyler's Rebellion or The Great Uprising, was a major uprising that took place across large parts of Britain in 1381.</p> <p>Large volumes of poorer citizens in society (mainly from rural backgrounds) began refusing to pay taxes, aggressively confronting tax collectors, burning government buildings, and opening jails.</p> <p>The Tudors</p> <p>In 1527, Henry asked the Pope to free him from the marriage to Catherine but the Pope refused. Henry worked to get an annulment but the Pope kept on refusing.. They also complained that the Catholic church was corrupt - shown by the wealthy monasteries. Henry used Parliament to push through his changes. He became the head of the new Church of England and then granted himself a divorce in 1533. He passed the ' Act of Supremacy',</p>	<p>Ancient Greece and legacy</p> <p>Sparta: a region on the Peloponnesian peninsula and the only state to have a professional army. It had a fixed and unchanging system of government: 2 kings took the role of general and priest; elected officials (ephors) and a council (gerousia) administered the state. Boys began military training at 7. Spartan women had an education and married later (around 18), owned property and ran the business affairs of the family whilst men fought.</p> <p>Greek mainland in the region known as Attica. State most associated with democracy. Ekklesia was the general assembly open to all male citizens over 18; the boule was the council of 500 that administered the decisions made by the ekklesia.</p> <p>The Acropolis of Athens is the best known acropolis in Greece – an acropolis is a settlement built on high ground. It was built during the rules of Pericles, a golden age for Athens, as a monument to the city's power and greatness. On top was the Parthenon, a temple.</p> <p>Britain at war</p> <p>Hitler's aim was to rule Europe and eventually the world. He joined forces with the Japanese and Italian governments in a group called the Axis. On 7th May 1945 Germany surrenders to the Allies – the end of war in Europe.</p> <p>Swindon Rail works and village</p> <p>The period 1921 to 1941, was the heyday of Swindon Works, when 14,000 people were employed and the main locomotive fabrication workshop, the A Shop, was one of the largest covered areas in the world.</p> <p>During World War II, Swindon was again involved with military hardware, producing various types of gun mounting.</p>
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				<p>time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain. In 927CE the four kingdoms were united under the rule of one king, King Athelstan, and the Kingdom of England was created. Saxon kings faced repeated raids by Vikings</p> <p>Vikings</p> <p>The same longships that made the Vikings such capable raiders also made them great traders. The Vikings' ability to defend themselves and their goods (including wool and fish) meant that they were able to maintain a trading empire that stretched across northern and western Europe.</p> <p>In Britain, the Viking and Anglo Saxon populations lived together although not without on-going battles, with Viking and Saxon kings claiming the throne over time.</p>	<p>making himself Supreme Head of the Church of England.</p> <p>Elizabeth I was the daughter of Henry VIII. Her 'Religious Settlement' was an attempt by Elizabeth I to unite the country after the changes in religion under Henry VIII, Edward VI and Mary I. It was designed to settle the divide between Catholics and Protestants and address the differences in services and beliefs.</p>	<p>The works also built landing craft and parts for midget submarines.</p>
<p>Legacy</p>  <p>The long-lasting impact of particular events, actions, etc. that took place in the past, or of a person's life</p>	<p>Fossil Hunters</p> <p>Mary Anning was an English fossil collector, dealer, and palaeontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset in Southwest England.</p> <p>Then and Now</p> <p>1950s toys and life is compared to today and what is similar. The coronation of Elizabeth II is researched and the significance of what happens and what she must promise. This is what her father and past monarchs had to follow.</p>	<p>Queens</p> <p>Elizabeth II legacy is discussed through supporting many charities and supporting succession of the crown act.</p> <p>Transport through time</p> <p>Brunel changed transport in Britain. He designed the railway line between Bristol and London, and built a ship that only took 15 days to get from Liverpool to New York City. People could travel further, faster! He made Swindon what it is today. The railway established important transport links to London and to the rest of the UK. The railway village gave many people jobs for over a 100 years and made Swindon a busy and important town.</p>	<p>Stone age,</p> <p>Movement from nomadic lifestyles to settlements in groups and the development of agriculture.</p> <p>Bronze age and Iron age</p> <p>Farming became more common through the use of ploughs to grow crops resulting in more permanent settlements. The iron age introduced the blacksmith Job.</p> <p>Ancient Egypt</p> <p>The Ancient Egyptians also built dozens of large and small obelisks (pointed stone pillars) to commemorate the achievements of kings, queens and wealthy Egyptians or to worship the gods. Ancient</p>	<p>The Romans and Celts</p> <p>The Romans left lots behind which continued after they left. New towns (eg. place names-chester or caster.) More people lived in towns after the Romans left Britain, but most remained in the countryside. . Straight roads; aqueducts; central heating; food like apples, pears and peas; drains; the beginning of Christianity; the building of forts; public baths; Hadrian's Wall. Parts of the English language originating from Latin and Greek were a legacy of Roman rule.</p> <p>Anglo Saxons and Scots</p>	<p>Medieval Britain</p> <p>The Magna Carta outlined the various laws that the barons wanted the King to enforce. Some of these included: The English church would be free to select its own bishops without the meddling of the King. No new or raised taxes could be levied without the barons' agreement. There were limitations on feudal payments and people became protected from illegal imprisonment. Every man had the right to a free and fair trial if accused of a crime.</p> <p>In 1381, peasants rebelled against King Richard II. The peasants were angry about a range of issues, such as low pay and the introduction of a poll tax. They demanded changes were made. The revolt did not achieve all of the peasants' aims and the leader, Wat Tyler, was killed. In</p>	<p>Ancient Greeks and legacy</p> <p>Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago. We also have the Ancient Greeks (Aristotle, Socrates, Plato, Plato Pythagoras) to thank for some of the most significant discoveries in mathematics, science and medicine.</p> <p>The influence of Ancient Greek architecture and design can be seen everywhere in modern life, particularly in the Western world. The best known feature, the Greek column, (a large cylindrical post) can be seen in many cities. The idea of festivals, shared sporting events, shared theatre and many concepts of beauty</p> <p>Britain at War</p>

	<p>Space Travel Space exploration has allowed humans to learn a great deal about the planets and stars in space</p>	<p>The medical facilities in the railway village was the inspiration for the national health service.</p> <p>Air transport</p> <p>Powered flight is one of the most influential breakthrough events in history. Millions of people travel on passenger aircraft every day between cities across the world.</p> <p>Our school and Victorian school</p> <p>Children were eventually all allowed to learn in school, and many of our school buildings are a legacy of the Victorians. Better educated children were able to get better jobs. Eventually, child labour was abolished by the Victorians with the 1880 education Act.</p>	<p>Egyptians were very skilled builders, and there are more than 100 pyramids in Egypt. Egypt's magnificent stone buildings - her pyramids and temples - have inspired many artists, writers, poets and architects.</p> <p>Among the many inventions of the ancient Egyptians was the ox-drawn plough and improvements in irrigation. Egyptians also invented the calendar.</p>	<p>The spread of Christianity in Britain. The idea of an "English "nation. Poetry like " Beowolf." Ideas of law and order, punishment for crime. Social order with Kings at the top of society.</p> <p>The Vikings</p> <p>The Norse language, a basis for modern English. Place names- " by" and " thorpe". Last names ending in " son"</p>	<p>the longer term, there were some changes and improvements to peasants' rights.</p> <p>The Tudors</p> <p>Henry VIII introducing divorce through the Church of England. How his children continued the rift of religion until put a stop to by Elizabeth I.</p> <p>The Mayans</p> <p>The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating great architecture, such as pyramids, temples, palaces, and observatories.</p>	<p>The war caused the death of vast numbers of civilians as well as those fighting in the military and had a significant impact on the lives of people across the globe for decades. The United Nations (UN) is an international organisation that tries to resolve conflicts and create positive relationships between nations. Created by 51 countries, at the end of the war in 1945, the UN is now made up of 193 nations.</p> <p>Swindon rail works and village</p> <p>The Great Western Railway revolutionized Swindon. In 1841 the population of the small hilltop market town numbered 2,459. By the middle of the 20th century, over 14,000 people worked in the town's massive railway works.</p>
<p>Exploration & settlement</p> 	<p>Space Travel</p> <p>On 16 July 1969, the rocket Saturn V was launched from Kennedy Space Center in the United States. On board the rocket was the spacecraft Apollo 11 and three brave astronauts hoping to travel safely to the Moon and back. Millions of people across the world watched on television as Apollo 11 set off on its journey. Days later, on 20 July 1969, the lunar module Eagle landed on the Moon.</p>		<p>Stone Age</p> <p>Our ancestors were always searching for good sources of food, avoiding predators and trying to cope with the weather conditions of different seasons. As a consequence, they were constantly on the move.</p> <p>In the early Stone Age, humans would have slept in basic temporary shelters, often in the open air, or in caves. There is evidence that by c.50,000 BCE more permanent huts were being built from wood and rock. By the Neolithic period, stable settlements like those at Skara Brae. This ancient settlement dates back to about 3000 BCE and was made up of several one-room dwellings with a communal room for cooking and working. These</p>	<p>The Romans and the Celts</p> <p>Having a reliable and capable army was important when building an empire, but it was trade (exchanging, buying and selling goods) that made the Roman Empire powerful and prosperous. Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts. The Romans were only able to defeat the Carthaginians by building a huge fleet of ships.</p> <p>Anglo Saxons and Scots</p> <p>Traditionally the Anglo-Saxon period has been thought of as a series of invasions. However, more recently historians have doubted this simple view and</p>	<p>The Mayans</p> <p>By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. Each city state had its own ruler</p> <p>By 900 BCE Mayan cities had been abandoned and by the Spanish invasion in the 16th Century Mayan people were living in villages. There are a number of potential reasons for the downfall of Mayans, including overpopulation, environmental degradation, war, shifting trade routes and extended drought.</p>	<p>Swindon rail works and village</p> <p>In 1835, the UK Parliament approved the construction of the Great Western Main Line between London and Bristol by the Great Western Railway (GWR).</p> <p>The works transformed Swindon from a small 2,500-population market town into a bustling railway town</p>

small houses were notable for their stone furniture, a drainage system and even indoor toilets!

Iron weapons made fighting between tribes more common. A consequence of this was the need to build much safer, fortified settlements. Tribes built well defended hill forts that there often as large as small towns. The buildings inside, called roundhouses, were made of mud and wood with thatched roofs.

Roundhouses were used as homes, gathering places and markets. Villagers who lived and farmed in areas outside the forts could also take shelter there if they were being attacked.

Bronze age

Bronze Age people began to travel great distances to trade with other settlements. As people **traded**, they also settled in new places, bringing their customs and beliefs with them. The Beaker people, from central Europe, brought Bronze Age technology to Britain. The Bronze Age saw the rise of states or kingdoms where larger groups of people joined together to live under the rule of a powerful leader.

Iron age


As farming became more productive, the population rose more quickly. Iron **weapons** like swords and spears made fighting between **tribes** more common. A consequence of this was the need to build much safer, **fortified** settlement, on high ground. A group of people called the **Celts** travelled across Europe. They moved


seen their arrival as **settlement** and then support of the indigenous Celts. However, large numbers of tribes fought for control of the land they had settled. This led to the concept of kingdoms and a larger kingdom of England. After **invasions** by the Vikings, King Alfred won a famous battle at Edington in 878. His **resistance** earned him the name "Alfred the Great "


The Vikings

The Vikings were excellent sailors, traders and explorers who travelled as far as North America in search of lands to colonise and trade with.

The famous Viking explorer Leif Eriksson was the first European to set foot in North America, 500 years before Columbus. Scandinavian countries were rich in timber, iron and fur and the Vikings sold these materials across western Europe.

			<p>around to trade but many settled in Britain. The Celts were part of different tribes or clans that lived together. These communities shared a similar language, set of beliefs and culture.</p>			
<p>Conflict & invasion</p> 	<p>Soviet Union</p> <p>In April 1961, the Soviet Union became the first country to send a man into space. His name was Yuri Gagarin. Soon afterwards, on 25 May 1961, the US president John F Kennedy announced that the United States would land a spacecraft on the Moon before 1970. This marked the start of the space race between the Soviet Union and the United States. The two countries were rivals and both wanted to prove they had the best scientists.</p>		<p>Iron Age</p> <p>The Iron Age brought new farming technology but also new weapons like swords and spears. As a consequence, fighting between tribes became more common. Farmers and villagers were often attacked, and their crops and animals stolen. Hill forts became a place of shelter during times of threat.</p>	<p>Romans and Celts</p> <p>In 43 CE the Romans landed an army in Kent, on the south coast of England, hoping to extend their vast empire even further. The Roman army was very powerful and despite resistance from many British tribes, came to control most of England and Wales by about 100 CE. One of the most famous rebellions of this time was led by Celt Queen Boudicca, the leader of the Iceni tribe. She led a huge army against the Romans in the cities of Colchester, London and St Albans. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men.</p> <p>The Anglo Saxons</p> <p>Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders, chiefs and kings. These separate kingdoms were frequently in conflict with each other, and by the beginning of the seventh century, there were seven major Anglo-Saxon kingdoms including Northumbria, Mercia, East Anglia, Wessex and Kent. Sometimes a king would try and lay claim to the title of Bretwalda (King of all Britain), and the overall control of Anglo-Saxon kingdoms often changed. Kent, for example, was an independent kingdom in the seventh century, but was ruled by Mercia in the eighth century and by the ninth century had become part of Wessex.</p> <p>Vikings</p>	<p>Medieval Britain</p> <p>William the conqueror landed on the south coast of England with about 10,000 men. The Norman army used archers and cavalry (horses) but Harold's army used their shields to make a wall to protect themselves. During the fighting King Harold was killed. William had won.</p> <p>The Peasants revolt resulted in unrest. This was centred around London, but extended as far north as York and Scarborough, and as far West as Somerset. It prompted military action by the end of June, when at least 1,500 rebels were executed.</p> <p>The Tudors</p> <p>As a result of Henry VIII's conflict with the Catholic church and the reformation, Britain separated from the Catholic church and became a protestant country. This caused social and political unrest within Europe and led to the Spanish Armada.</p> <p>The Mayans</p> <p>By 900 BCE Mayan cities had been abandoned and by the Spanish invasion in the 16th Century Mayan people were living in villages. There are a number of potential reasons for the downfall of Mayans, including overpopulation, environmental degradation, war, shifting trade routes and extended drought.</p>	<p>Ancient Greeks and Legacy:</p> <p>Ancient Greece was made up of separate city-states who often fought with each other. The Peloponnesian War, for example, was between Athens and Sparta.</p> <p>The Peloponnesian Wars lasted 30 years from 431 BC but led to the weakening of both states. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over.</p> <p>Britain at War</p> <p>During the course of the war, German forces advanced through Europe. They controlled most of Europe but Britain resisted, protected by the English channel. The US didn't join the war until 1941, when Japan attacked the United States at Pearl Harbour in Hawaii. War was fought by air, land and sea and both sides developed deadly weapons. Britain faced nightly air raids from enemy bombers during the "Blitzkrieg" or lightning war. The Normandy landings or "D-Day" were a series of landing operations by the Allies to claim Europe back. It was the largest amphibious landing in history. D Day led to the surrender of Germany in May 1945 (VE Day) The allies developed an atomic bomb to end the war in Japan, bombing two Japanese cities in 1945 with deadly consequences.</p>



				<p>The longship was an essential part of the Vikings' ability to travel and explore. Longships were also perfect for raiding. They had banks of oars at either side and often had sails. As the name suggests, the longship was long, but it was also symmetrical. This design allowed the sailors to reverse direction rather than turning around. This ability to change direction quickly was very useful in battle. Longships could sail right up to the coast, or even travel up rivers, and quickly escape. Another significant feature of the longship was its size, with many craft able to hold a large group of warriors and whatever treasure and resources they took from a raid.</p>		
<p>Beliefs</p> 			<p>Stone Age</p> <p>The period also saw the development of religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants and inanimate objects. One of the most famous historical sites in Britain. Stonehenge was first built in the Neolithic period and was probably used for religious and burial ceremonies and processions.</p> <p>Bronze Age</p> <p>In the Bronze Age, burial mounds (called barrows) were made in the style of the Beaker culture. Only one important person was buried in a Bronze Age barrow. The objects that were buried with the body, such as pottery, cups, jewellery and precious metals, give historians</p>	<p>Romans</p> <p>As the Roman Empire expanded, it encountered new religious customs and traditions. Having been influenced by the Ancient Greeks, the Romans were usually comfortable with people holding other beliefs. However, they felt it was important that people acknowledged Roman beliefs too. When Christians refused to worship Roman gods, they were persecuted and killed, but by the fourth century CE, Romans had embraced Christianity, and it became the Empire's official religion.</p> <p>Anglo Saxons and Scots</p> <p>The Anglo-Saxons played a significant part in England's journey to becoming a Christian country. Some Celtic people had adopted the religion under Roman rule, but the Anglo-Saxons arrived in England in the early fifth century with their own sets of pagan beliefs. In 597, Saint Augustine of</p>	<p>The Tudors</p> <p>England was devout catholic and became split when Henry VIII created the church of England to obtain Divorce, he also had dissolution of the monasteries to keep the money for the crown. His Son Edward continued keeping England protestant. Mary returned the Country to Catholic, burning protestants and heretics. Elizabeth I although protestant allowed people to practise their desired faith.</p> <p>The Mayans</p> <p>Mayans were polytheistic and gods were linked to natural events such as the weather and crops. Mayan religion was bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. The Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were the</p>	<p>Ancient Greeks</p> <p>The Ancient Greeks believed in three generations of gods. The first generation – the sky, the earth, the Kings after the Norman invasion of 1066 were absolute rulers. They believed in a Divine Right- that they represented God on earth. To end the king's abuse of power, nobles wrote a charter known as the Magna Carta which stated that all people including the king should obey the law and that everyone should have a fair trial. It established the rights of all free citizens to own and inherit property and to be protected from too many taxes.</p> <p>Heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six male. From these gods came the third generation, the Olympians, who took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities</p>

			<p>important clues about the time period. People believed in an afterlife where there possessions would be needed.</p> <p>Egyptians</p> <p>When a person of wealth or importance, like a pharaoh or nobleman, died, their body was embalmed to prevent it from decaying. Egyptians believed that the souls of the dead were ferried across a river into the afterlife, which they called the Land of Two Fields. There were several things you had to do before you were allowed to enter. Above all, you had to have a light heart, which was only made possible by completing lots of good deeds during your lifetime. It was also essential that your name was written down somewhere (usually in the 'Book of the Dead') and your body had to be preserved so that you could stay in the heavenly afterlife for eternity.</p>	<p>Canterbury arrived from Rome (which had been Christian since the fourth century CE) and started to convert the Anglo-Saxon kings and their people.</p> <p>The Vikings</p> <p>The Vikings worshipped many gods. Each god had different human strengths and weaknesses. Odin, the god of war, death, wisdom and poetry, was the most important. Thor, the god of thunder, was Odin's son. Warriors who fought bravely in battle would be carried to Valhalla – the Viking warrior heaven.</p>	<p>kings, or holy lords, who claimed to be related to gods</p>	<p>also appear frequently in Greek mythology.</p> <p>Britain at war</p> <p>The Nazis believed that all Germans should be united under the 'Reich' and only those of 'German blood' could be classified as German. Those who were blond and blue eyed were 'Aryans' and Aryans were the master race. The Slavs, Jews and black people were inferior and could be treated as less than human.</p>
<p>Civilization</p> 			<p>Bronze Age</p> <p>The Ancient Egyptians built the pyramids that still exist today, and contributed a great deal to the fields of medicine, maths, and farming. They were also amongst the first to record information, using hieroglyphics drawn on paper made out of papyrus.</p> <p>Mesopotamia is the region in which the rivers Tigris and Euphrates meet (mostly modern-day Iraq). Here, the Ancient Sumer civilisations lived. They are credited with advancing writing, irrigation, laws and astronomy. They invented wheeled chariots.</p>	<p>Romans and the Celts :</p> <p>Art was part of everyday Roman life and was used to decorate homes, temples and public places. Large paintings and murals made from tiny pieces of tile (mosaics) depicted scenes from history, mythology and daily life. The Colosseum, which still stands in the heart of Rome today, was built as a vast arena for the people of Rome. Emperor Vespasian started construction in c.70 CE and his sons Titus and Domitian completed it.</p> <p>Newspapers were first invented by the Romans around the year 131 BC. They were called Acta Diurna, which means 'daily acts'.</p> <p>Books were invented by Romans too. Before this, everything was</p>	<p>The Mayans:</p> <p>Whilst Europeans were living through a period often called the Dark Ages, the Maya were making huge innovations in mathematics, engineering, astronomy and writing. The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. This told the Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods. Temples and other public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious ceremony.</p> <p>The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had</p>	<p>Ancient Greeks</p> <p>The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practised reasoned debate and argument called philosophy. They made significant discoveries in mathematics, science and medicine. Art reflected gods in their glory and ideas of beauty, such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the legacy of the Ancient Greeks.</p>

				<p>written on clay tablets or scrolls. The Romans were the first to bind pages together.</p> <p>The calendar that we use today is based very closely on one that was developed by the Romans. The Julian calendar (named after Julius Caesar who developed it) split the year into twelve month, giving each month a name, such as Augustus, September or Julius.</p> <p>Central heating was invented by the Romans to keep houses warm in the winter.</p>	<p>over 500 symbols or glyphs to represent words and ideas</p>	
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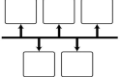




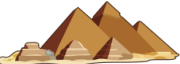
Year 7 History Curriculum: Dorcan Academy Secondary feeder school

Disciplinary Concepts:

Year Group: 7	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Migration to Britain through time	Understanding the Middle Ages	Understanding the Middle Ages	Understanding the changes in the world 1450-1750	Understanding the changes in the world 1450-1750	Understanding Industrial Britain	Understanding Industrial Britain
Key Content/ Knowledge	Early Medieval Late Medieval Early Modern Industrial Modern	The Battle of Hastings The Norman Conquest Gaining and keeping control of England, 1067-71	Crusades King John The Magna Carta The Peasants Revolt	Henry VIII wives Henry VIII Great Matter Hampton court Elizabeth 1 st problems Elizabethan portraits	Mary, Queen of Scots Spanish Armada Elizabethan adventurers Elizabethan Culture	Changes in the countryside and towns Changes in working life Changes in living conditions	Changes in medicine Benefits and problems of the Industrial Revolution
Skills Covered	Change & Continuity,	Interpretation, Significance.	Interpretation, Significance.	Diversity	Diversity	Consequence	Consequence
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change and Continuity		Why have toys changed over time?	How did Swindon change because of Brunel's railway?	How have historians decided the most important changes from the start Stone Age to the Iron Age?	How have historians analysed the reasons Romans/Saxons/Vikings settled in Britain?	How did reformation change Britain forever?	How did society change in Britain as a result of WW2?
Similarities and differences		How are toys different then when my parents and grandparents were children?	How is our school similar or different from a Victorian School?	How were societies different from the start of the Stone Age to the end of the Iron Age?	How were beliefs similar and different in Roman society ?	What was similar and different about challenges to monarch's	What was similar and different about how the war affected

			How were Queen Victoria and Queen Elizabeth 2 similar and different?	What was similar and different about, daily life, work and beliefs in Ancient Egyptian society?	How were societies similar and different in Roman, Saxon and Viking periods?	powers in medieval England (Magna Carta and Peasants revolt)	different people in British society? What was similar and different about how democracy affected different social groups in Ancient Greece?
Cause and consequence		How and Why have toys changed since the 1950's	How did the first flight help change travel forever? How did land travel change for ever	How did technology and trade change ancient societies?	How have historians decided how Roman/ Saxon/ Viking settlers changed our country forever?	What do historians believe were the reasons for the end of the Mayan civilisation? What have historians decided are the causes of the reformation?	What were the short and long term consequences of WW2 for Britain?
Significance		Why do we remember Mary Anning? Why was the moon landing significant?	Why have historians described the first flight as significant? Why do we remember Queen Victoria and Queen Elizabeth 2?	How have historians decided the most significant changes from Stone Age to Iron Age. What have historians agreed are the significant achievements of the Ancient Egyptians?	How have historians evaluated the legacy of the Roman empire?	How have historians evaluated the lasting legacy of the reformation? How have historians evaluated the legacy of the Peasants revolt?	Why have historians described WW2 as a turning point in British history? Why have historians described Ancient Greece as the most significant ancient civilisation?
Interpretation		How do historians know what toys used to be like in the past?	How have historians found out about Queen Victoria? What are the different views of this Queen?	How have historians interpreted evidence from the Stone Age to Iron Age? How have historians interpreted the contents of Tutankhamun's tomb?	How do we know whether Boudicca was a hero or villain? How have historians interpreted the Vikings?	What do sources tell us about the impact of the reformation on Tudor England? What do sources tell us about Mayan society? How have sources been interpreted differently?	What do sources tell us about the Blitz spirit- is it true or a myth? How have historians interpreted Ancient Greek beliefs and society from the evidence they left us?
Sources of evidence							

Substantive Concepts

Chronology		Civilisation and Culture	
Power		Beliefs	
Invasion		Legacy	
Exploration and Settlement	