



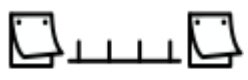






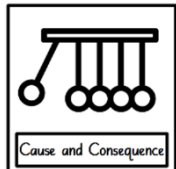

History Endpoints

Substantive concepts:

Society	Innovation and Invention	Power, Conflict and invasion	Legacy	Chronology
				

Our Big Ideas (Disciplinary Knowledge) are:



(The children are taught how Historians use the different 'big ideas' to focus upon specific aspects of study and the connections between them.)

 Significance	 Evidence	 Interpretations	 Similarity and Difference	 Cause and Consequence	 Continuity and Change
---	---	--	--	--	--

By the end of their historical learning journey at St. Mary's children should know or be able to do the following things:




- Remember significant dates from their topic and order events chronologically on a timeline
- Know the names and key facts about significant people from history.
- Be able to find out accurate information from a range of sources and recognise propaganda/biased information
- Describe the similarities and differences between different eras in history
- Describe the cause and consequence of key events in history
- Describe how areas of the world have changed over time
- Describe how ideas (society, innovations and inventions) have changed over time and their impact.


Year Group Specific Endpoints – crucial knowledge


<p>Y1</p>  	<ul style="list-style-type: none"> Know changes that have happened in their lifetime Know that childhood has changed since our grandparents were young but some things have stayed the same. Identify how toys have changed over time. Name sources of historical evidence (buildings, books, people, videos, photos) Know changes that have happened to Saint Mary's School – including staff and the building. Describe what school was like for children in Victorian times
Outcomes	The past is the time before today, the present is the time happening right now. Historians study things that are old (past) and compare them to things that are new (present).

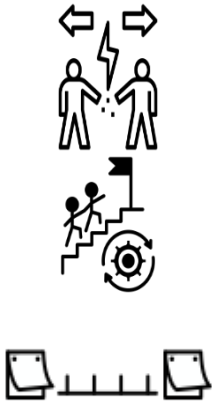
History Endpoints



<p>What will children know?</p> <p>Generative knowledge</p>	<p>Know that through history children have always played with toys. Toys in the past were usually hand-made from wood, metal and fabric and moved by hand or clockwork whereas modern toys are often made from plastic and use batteries and screen.</p> <p>The Victorian times was over 100 years ago and was the time when Queen Victoria was the Queen.</p> <p>In Victorian times school was different. E.g. children wrote using slates and chalk, very strict (cane, dunce cap etc), 3 rs, children sat in rows and classes were large.</p> <p>For this time in history most people travelled by walking, animals and wind power. Children walked to school until recently.</p> <p>Many schools were built during the Victorian Period and are still used today.</p>
<p>Y2</p>   	<ul style="list-style-type: none"> • <i>Know who Florence Nightingale was and her legacy.</i> • <i>Know who Mary Seacole was.</i> • <i>Describe the similarities and differences between Florence Nightingale and Mary Seacole.</i> • <i>Know about the sinking of the Titanic and sequence events.</i> • <i>Know who the suffragettes are.</i> • <i>Explain the inequalities faced by Guy Bailey and how society has changed since then.</i>
<p>Outcomes</p> <p>What will children know?</p> <p>Generative knowledge</p>	<ul style="list-style-type: none"> • Both Florence Nightingale and Mary Seacole looked after soldiers in the Crimean war (Victorian era continues from Y1). • Florence Nightingale's legacy was: she turned nursing into a career and set training schools for nurses; she designed hospitals with large windows to let fresh air and light in, this helped patients to get better; she made it a rule for Doctors and Nurses to wash their hands. • Mary Seacole looked after soldiers on the battle field after riding out on her horse carrying bandages, food, and medicine to treat them. This was very brave. She was a woman of colour and less is written about her than Florence Nightingale in history books. • Chronologically, the Titanic sank and the suffragette movement was during the Edwardian period this came straight the Victorian period. • The Titanic was supposed to be an unsinkable ship. It was an ocean liner that carried passengers from Britain to America across the Atlantic Ocean. It sank on April 15th 1912 and many people died. • In the past people in Britain were treated differently depending on their gender/race. • Men and women during these periods were treated very differently. Men were usually the ones who went out to work and women were expected to take care of the home and family. Like children, women were considered to be more delicate and needed to be looked after by men, as a consequence when the Titanic sank, women and children were saved first. More men died. Upper class people were also saved before lower class people. • During the Victorian and Edwardian era some people's attitudes and opinions towards women changed. They believed that women were just

	<p>as capable as men. One of these groups was called the suffragettes. They fought and campaigned for women's rights in Britain including being allowed to vote.</p> <ul style="list-style-type: none"> • Guy Bailey was a British black civil rights activist who campaigned for the rights of black people in Britain in the 1960's. • Rosa Parks? USA
<p>Y3</p> 	<ul style="list-style-type: none"> • Know that the industrial revolution in Britain was between 1750-1900 and was a big period of change for the country – recognise where these events fit on a timeline linked to previous knowledge. • Compare life before, during and after the Industrial revolution • Know that: • Know key events, people and inventions that shaped the industrial revolution in Sheffield. • Understand why Sheffield was a perfect for the steel industry to flourish. • Know the different ways that the steel industry changed Sheffield E.g. The population grew, more factories were built and transport was improved to move goods and materials. • Know about the 'women of steel'.
<p>Y3 CK</p>	<ul style="list-style-type: none"> • A revolution is a very big sudden change in the way that something works. • The industrial revolution in Britain was a period of rapid change. It was a time when people stopped making things by hand and started making things with power driven machines in factories. People who used to work in small villages across the country moved to large cities to find work in these factories. The population of these large cities (such as Sheffield) grew a lot during this time. • In Britain the industrial revolution began in the 1760 and ended in the 1900s. • Chronologically this fits just before and during the Victorian and Edwardian periods learned about in Y1 and Y2. • In life before the industrial revolution, most people lived in the countryside and spent their time farming. People started to have dedicated working hours, they were able to buy things using their wages rather than producing their own. It completely changed the amount of free time/leisure time. Today it has led to the mass production of goods and the immediate availability of food/clothes in shops, an improvement in the rights of the worker. However, it has had a negative impact on environment due to the use of fossil fuels and the production of pollution and waste (LEGACY). • Sheffield is called the Steel city because in 1740 Benjamin Huntsman of Sheffield introduced the process of making crucible steel. • *Henry Bessemer opened the first steelworks in Sheffield in 1856. • *Harry Brearley invented stainless steel in 1913. • that the steel industry used Sheffield's unique combination of local iron, coal and water power supplied by the local rivers.

	<ul style="list-style-type: none"> • During WWII, hundreds of women were asked to work in the steel factories. This was to fill a gap left by men who had gone to fight. These women became known as the 'Women of Steel'.
<p>Y4</p> 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Know when the Stone Age roughly began and ended and plot it on a timeline. • Know when the Bronze Age began and ended and plot it on a timeline. • Know when the Iron Age began and ended and plot it on a timeline. • Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations <p>Autumn 2</p> <ul style="list-style-type: none"> • Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied. • Explain why the Romans invaded Britain and the impact they had.
<p>CK</p>	<ul style="list-style-type: none"> • prehistoric means <i>the time before written history began.</i> • The Stone Age was between around 10,000CE and 2500CE in Britain and why we can't be more accurate with these dates - recognise where these events fit on a timeline linked to previous knowledge. • The bronze age was between 2500CE and 800CE in Britain - recognise where these events fit on a timeline linked to previous knowledge. • The Iron Age was between 800CE and 43AD in Britain, it ended with the invasion of the Romans – recognise where these events fit on a timeline linked to previous knowledge. • In Stone Age Britain people used stone tools and weapons, most people were hunter-gatherers or early farmers, they lived in caves or simple huts they moved around a lot to find food, clothes were made from animal skins, life was hard and people had to work every day just to survive. • In the Bronze Age People learned to make tools and weapons from bronze (metal), they were better farmers and grew more food, people lived in settled villages, houses were stronger and better built, people made jewellery and traded goods, some people became richer or more important than others. • In the iron age life had evolved further: People made tools and weapons from iron, which was stronger than bronze, farmers had better ploughs, so they could grow more food, people lived in large villages, often protected by hillforts, houses were roundhouses made of wood, mud, and thatch, society was more organised, with tribal leaders or chiefs, people traded widely and used coins, warriors were important, and there were more battles. • The Roman Empire began in Italy in and key events are: 753BC building of Rome begins, 510BC Rome becomes a republic, OBC/OAD Birth of Jesus, Roman leader called Julius Caesar tried to invade twice, in 55 BC

	<p>and 54 BC but failed, 43AD successful invasion of Britain, 61AD Boudicca rebellion, 122AD building of Hadrian's wall, 410AD Romans leave Britain.</p> <ul style="list-style-type: none"> • The Romans invaded Britain for many reasons: we had excellent resources due to our fertile land, metals (Gold, silver, iron, lead), slaves, revenge for the failed invasion in 54BC, power) • Once the Romans had settled in Britain the living conditions improved as they brought many innovations (sanitation, roads, society, religion and education)
<p>Y5</p> 	<p>Autumn 1</p> <ul style="list-style-type: none"> • Know what happened to Britain after the Romans left. • Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure). • Know when and how the Vikings invaded and settled Britain • Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great. • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2). • Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066. <p>Autumn 2</p> <ul style="list-style-type: none"> • Know the dates of WW1, who was fighting and where. • Know that WW2, who was fighting and where. • Know the events that led to WW1 and WW2 • Describe the tactics of trench warfare. • Know the impact of WW1 and WW2 on Britain and how it changed the face of Britain forever.
<p>Y5 CK</p>	<p>Anglo Saxons/Vikings</p> <ul style="list-style-type: none"> • Three invading tribes of Angles, Saxons and Jutes became known as the Anglo Saxons. They came from Holland, Denmark and Germany. They invaded Britain after the Romans left in 410CE. • While the Romans ruled the country it was well organised and people lived in built-up towns (remember back to Y4 history). The laws were set by the Romans and Roman soldiers lived in forts and kept order. • Later, when the Anglo-Saxons were in charge life was much simpler. People lived in wooden houses in villages and were ruled by local Kings. • The Vikings attacked on Lindisfarne in 793CE to steal their treasure. The Vikings later invaded and settled in Britain. • The Vikings and Anglos Saxon's reign over England overlapped. There was a power struggle between both Alfred the Great was an important King at this time (871-899). He made good laws, believed in education and made a peaceful treaty with the Viking leader Guthrum. • When the Vikings attacked Lindisfarne only the monks were able to write down the events. The most famous chronicle of the attack was written by a monk who was not even there at the time. This leads some



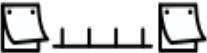


to believe that the writings were not completely accurate. There is no evidence from the Viking's point of view.

- The Anglo-Saxon and Viking era ended with the battle of Hastings in 1066 because England's king had died and there was no clear person to take the throne. Different men believed they should be the new king, including Harold from England and William from Normandy (in France). William thought the crown had been promised to him, so he brought an army to England to fight for it. That is why the battle took place. By the end of the battle, King Harold was killed, and William won. William then became King of England and was known as William the Conqueror.

WW1 & WW2

- WW1 took place in France and Belgium between 28th July 1914- 11th November 1918 and was fought between the allies and the central powers.
- WW2 took place between 1 September 1939 – 2 September 1945 and was fought between the allies (USA, UK and Soviet Union) the axis (Germany, Japan and Italy) powers.
- the events that led to WW1 were: before World War 1 started, many countries in Europe were already arguing and competing with each other. They wanted more land, power, and to be the strongest. Some countries made promises to protect each other — these were called alliances. The big event that started the war happened in 1914, when an important man called Archduke Franz Ferdinand was shot and killed. He was from Austria-Hungary. Because of all the promises countries had made to help each other, one country after another joined the fighting. What began as one problem quickly turned into a huge war involving many nations.
- WW2 was a direct result of the end of WW1. After World War 1 ended, Germany was treated very harshly and had to pay lots of money and give up land. Many people there were angry and upset. A man named Adolf Hitler promised to make Germany strong again. He built up the army and started taking over nearby countries, even though he wasn't supposed to. Other countries tried to avoid another war at first, but in 1939 Germany invaded Poland. This was the final straw. Britain and France then declared war on Germany — and World War 2 began.
- During World War 1, soldiers dug long ditches in the ground called trenches. These trenches protected them from enemy bullets and bombs. Both sides stayed in their own trenches facing each other across muddy land called No Man's Land. Some main tactics were: Staying low and hidden – Soldiers used the trenches as shelter, going "over the top" – At times, soldiers climbed out and ran across No Man's Land to attack, machine gun fire – Guns were used to stop the enemy from advancing, artillery bombardments – Big cannons fired shells before attacks to try to weaken the enemy, barbed wire – Placed in front of trenches to slow enemies down, poison gas (later in the war) – Used to force soldiers out of trenches. The fighting often didn't move very far because both sides

	<p>were well protected, which is why trench warfare lasted so long. Many men died in the trenches, not just as a result of enemy fire, but also from disease and terrible conditions. 'Shell shock' also affected men.</p> <ul style="list-style-type: none"> • Short term affects of WW1 and 2 were: Many soldiers were injured or killed, which made lots of families very sad, Food was rationed — people only got small amounts of butter, sugar, and meat, Cities were damaged by bombs (especially in WW2 during the Blitz), Children were evacuated to the countryside to stay safe, women worked in factories, farms, and offices while men fought • Longer term affects were: Britain had lots of money problems (debt and rebuilding costs), the country built the NHS in 1948 to help keep everyone healthy, Women gained more rights and more jobs, Britain slowly lost control of many countries in its empire, new homes were built to replace bombed buildings, people wanted peace and worked together more in Europe
<p>Y6</p>   	<ul style="list-style-type: none"> • Know the key names and dates of the Ancient Greek civilisation • Know the key names and dates from the Ancient Egyptian civilisation. • Know about Howard Carter's discovery of the tomb of Tutankhamen. • Link the end of the Egyptian civilisation to their work on the Romans in Y4. • Know the key names and dates from the Islamic Golden age. • Compare the difference between the religions of Ancient Egypt, Ancient Greece and Ancient Baghdad. • Describe innovations and the legacy of the Ancient Egyptians (building, language, religion, farming, mummification) • Describe innovations and the legacy of Ancient Greece (democracy, Olympics, theatre) • Describe the innovations and legacy of Islamic Golden age (House of Wisdom, Al-Khwarizmi inventing algebra, hospitals and medicine)
	<p>Egyptians:</p> <ul style="list-style-type: none"> • the Ancient Greek civilisation had different time periods: Minoan & Mycenaean Times (about 3000–1100 BC) - The first Greek civilizations. They built palaces and were great sailors and traders; Dark Age (about 1100–800 BC) - after the early civilizations fell, life became simpler and fewer records were kept; Archaic Period (about 800–480 BC) - Cities like Athens and Sparta grew strong. The Olympic Games began; Classical Period (about 480–323 BC) - the most famous time — democracy in Athens, great buildings like the Parthenon, and thinkers like Socrates; Hellenistic Period (about 323–30 BC) - after Alexander the Great died, Greek ideas spread across a huge area and link to Y4 learning about the Romans. • the Ancient Egyptian civilisation was from 3100Bc-30BC in Egypt North Africa and link to Y4 learning about the Romans. • The first Pharaoh was Narmer and the last was Cleopatra.

History Endpoints



- Howard Carter discovered of the tomb of Tutankhamen in November 1922 in the Valley of the Kings, it was filled with artefacts that the Pharaoh would need in the afterlife.
- that the Islamic Golden Age occurred between 762CE and 1258CE in Baghdad, Iraq and how it ended with the invasion by the Mongols.
- Similarities between Greek and Egyptians religion was that they both believed in many Gods who were responsible for different aspects of life.
- Differences were: Greek Gods looked human while Egyptian Gods had the heads of animals. Egyptians were more focussed on the afterlife which led them to Mummify their dead while Greek's were more interested in helping people while they were alive. Greek Gods lived on Mount Olympus and could be good, but also angry. Pharoas were said to be part God.
- The innovations and legacy of the Greeks included: democracy (rule of law), learning and thinking, Olympic games, theatre, architecture.
- The innovations and legacy of the Egyptians included: pyramids, writing (hieroglyphics), farming systems, mummification, calendar.
- The innovations and legacy of the Islamic Golden Age included: mathematics (Al-Khwarizmi developed algebra, laying the foundation for modern mathematics, introduction and spread of Arabic numerals and the concept of zero to Europe); Astronomy (observatories in Baghdad and Damascus advanced star charts, planetary models, and the refinement of the astrolabe & Scholars like Al-Battani improved calculations of solar and lunar movements); Medicine (Ibn Sina (Avicenna) wrote The Canon of Medicine, a medical encyclopaedia used in Europe for centuries, hospitals (bimaristans) developed systematic care and clinical practices – link to Y2 work on Florence Nightingale); Chemistry & Physics. The house of Wisdom was where many of these innovations took place.