

## History planning

This document sets out an overview of the key sticky knowledge/skills taught through each history unit



### Through the ages - Kandinsky - Year 3/4

#### NC link – Changes in Britain from Stone Age to the Iron Age

#### What is an 'age' and when did the earliest humans exist?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify the difference between human and non-human history	<ul style="list-style-type: none"> <li>- History has been split into periods by historians</li> <li>- Human history is much shorter than non-human history</li> </ul>	Sequence significant dates and information from several historical periods on a timeline. (Chronology)

#### What were the ages of Prehistoric Britain and when did they happen?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify and comment on the different ages of Prehistoric Britain	<ul style="list-style-type: none"> <li>- Identify the main ages of British Prehistory</li> <li>- Identify some key events in British Prehistory</li> </ul>	Sequence the chronology of Prehistoric Britain (Chronology)

#### Why was the Neolithic Revolution so important?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify links in changes across the Neolithic	<ul style="list-style-type: none"> <li>- To identify some of the effects of the Neolithic Revolution</li> <li>- To identify how these effects impacted prehistoric people's way of life</li> </ul>	Explain in detail the multiple causes and effects of significant events in the Neolithic Revolution (significance)

#### What were some of the major achievements of each age?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify major achievements in Prehistoric Britain	<ul style="list-style-type: none"> <li>- Achievements in each age helped develop the next age</li> <li>- Ideas can be linked within and across ages</li> </ul>	To identify some of the major achievements of each prehistoric age and summarise how an aspect of history has changed over time. (Continuity and Change)

#### How did society change in Britain from the Stone Age to the Iron Age?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify how society changed in Prehistoric Britain	<ul style="list-style-type: none"> <li>- To identify that each age built on from the last</li> <li>- That society changed gradually over a long period of time</li> <li>- That men and women were largely equal in Prehistoric Britain</li> </ul>	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. To identify the changes in society between different prehistoric ages. (Continuity and Change) Explain the similarities and differences between two periods of history. (Similarity and difference)

#### How did housing change in Britain from the Stone Age to the Iron Age?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify how housing changed in Prehistoric Britain	<ul style="list-style-type: none"> <li>- That housing changed between the Stone and Bronze Age significantly but not as much between the Bronze and Iron Age</li> <li>- That communities changed from nomadic to more settled</li> </ul>	<p>To identify the changes (and reason for these) in housing between Stone and Iron Age Britain. (Continuity and Change)</p> <p>Explain the similarities and differences between two periods of history. (Similarity and difference)</p>
<b>How did settlements and beliefs change from the Stone Age to the Iron Age?</b>		
I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify how settlements and beliefs changed in Prehistoric Britain	<ul style="list-style-type: none"> <li>- That settlements and communities grew in size over time</li> <li>- That prehistoric beliefs are still unclear but changed over time</li> <li>- That prehistoric burial practises changed over time</li> </ul>	<p>To identify the continuities and changes in settlements and beliefs throughout British Prehistory. (Continuity and change)</p>
<b>What evidence do we have of changes from the Stone Age to the Iron Age?</b>		
I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify types of sources and challenges with it in Prehistoric Britain	<ul style="list-style-type: none"> <li>- Evidence can be split into primary and interpretive</li> <li>- Sources from the Stone and Bronze Age are less likely than the Iron Age</li> </ul>	<p>To identify that evidence from Prehistoric Britain is difficult to interpret and rare.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact. (Sources and Evidence)</p>
<b>Assessment</b>		
<b>Respond to the enquiry question: Nothing really changed from the Stone Age to the Iron Age in Britain, did it?</b>		

## Emperors and Empires - Kandinsky - Year 3/4

NC link – The Roman Empire and its impact on Britain

What is an 'empire'?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify key features of an empire	<ul style="list-style-type: none"> <li>- That empires are created mostly for resources</li> <li>- That empires help move resources around</li> <li>- That empires are difficult to manage</li> </ul>	

Who were the Romans and when did they exist?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill

I can place Roman and Roman British history into a chronological context	<ul style="list-style-type: none"> <li>- Roman history is separated into differed periods</li> <li>- The Romans existed long before they arrived in Britain</li> </ul>	To understand where the Romans and Roman Britain fits into a continuing chronological narrative (Chronology)
<b>When did Britain become a part of the Roman Empire?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can identify Rome's changing power in Roman Britain	<ul style="list-style-type: none"> <li>- To identify the chronological order of events in Roman Britain</li> <li>- To identify events as strengthening or weakening Rome's control of Britain</li> </ul>	Identify and sequence significant events of Roman Britain on a timeline. (Chronology)
<b>What impact did Roman achievements have on Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can give a reasoned response for my choices about historical achievements	<ul style="list-style-type: none"> <li>- The Romans achieved many things and imported them to Britain</li> <li>- Not all Roman achievements had a significant impact on Britain</li> </ul>	To understand the achievements of the Romans and the impact that they had on Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. (Cause and consequence) Explain in detail the multiple causes and effects of significant events. (Significance)
<b>How did the Roman Empire impact society in Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can identify the impact of the Roman Empire on society in Britain	<ul style="list-style-type: none"> <li>- That the Roman Empire facilitated movement of people from and into Britain</li> <li>- That Roman Britain was a melting pot of different people and cultures</li> <li>- That this multicultural society was a drastic shift from Iron Age Britain</li> </ul>	To understand the achievements of the Romans and the impact that they had on Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. (Cause and consequence) - Explain in detail the multiple causes and effects of significant events. (Significance)
<b>How did Roman ideas about housing impact Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can identify continuity and change in housing in Roman Britain	<ul style="list-style-type: none"> <li>- That Roman housing was different to that of the Celts and Britons</li> <li>- That Roman housing had limited impact on Britain</li> </ul>	To identify the changes in housing that the Romans tried to make. (Similarity and difference)
<b>How did beliefs within the Roman Empire impact Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can identify the impact of Roman religion on Britain	<ul style="list-style-type: none"> <li>- That Roman religion was polytheistic and accepting of most other religions</li> <li>- That Roman religion changed over time</li> </ul>	Describe a series of significant events, linked by a common theme, that show changes over time in Britain. (Cause and consequence)

- That Christianity did not last in Roman Britain

### Were the native people happy with the Roman Empire?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can analyse sources and identify problems within them	<ul style="list-style-type: none"> <li>- That the Roman occupation had a mixed reception from the native population</li> <li>- That sources of evidence can be problematic due to bias</li> <li>- That sources of evidence can contradict each other</li> </ul>	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. (Sources and evidence)

### What evidence is there of the Roman Empire's impact on Britain?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify key evidence about the impact of Roman Britain	<ul style="list-style-type: none"> <li>- To identify where the Romans created settlements and for what reasons</li> <li>- To identify some of the significant engineering elements of the Romans in Britain</li> <li>- To identify the limitations of the Roman Empire in Wales and Scotland</li> </ul>	To identify the impacts and limitations of the Roman Empire on Britain (Significance)

### Assessment

Respond to the enquiry question: The Roman Empire didn't really have that much impact on Britain, did it?

### Invasion - Kandinsky - Year 3/4

NC link – Britain's settlement by Anglo-Saxons and Scots & the struggle for power between the Saxons and Vikings

### What was Britain like after the Romans left?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify the causes and consequences of the end of Roman rule in Britain I can give reasons why the Anglo Saxons and Scots invaded and settled Britain	<ul style="list-style-type: none"> <li>- The Roman Empire in Britain was attacked multiple times over centuries</li> <li>- Britain was left defenceless against raiders (Anglo-Saxons, and Scots) and was quite wealthy, was good for farming and trading which others wanted.</li> </ul>	To understand that significant historical events have a cause (s) such as the need for power, wealth etc. (Cause and consequence)

### When did the Anglo Saxons, Scots and Vikings exist?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
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I can place four groups of invaders (Picts and Scots, Anglo-Saxons, Vikings and Normans) in chronological order and into a wider chronological context	- Between AD410 and 1066 Britain came under attack from 4 groups of invaders. Anglo-Saxon and Viking history is separated into different periods, some of which overlap	To be able to place four groups of invaders in chronological order and into a wider chronological context. (Chronology)
<b>What was an Anglo-Saxon 'kingdom'?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can explain that England was split into 7 Kingdoms and each had a King.	- The Anglo-Saxons split England into seven kingdoms and each kingdom was ruled by a separate king. - There was unrest as the kings fought for land and power. - There is evidence today in place names of these kingdoms.	Explain the cause, consequence and impact of invasion and settlement in Britain. (Cause and consequence)
<b>What was life like in Anglo-Saxon Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe some features of life in Anglo-Saxon Britain	- Most Anglo-Saxons made a living through farming. - Most homes were built in wood, were sparse and mostly consisted of 1 room. - Anglo Saxon societies had 4 levels from slaves up to a king. - Anglo-Saxons believed in many Gods at the start of their rule but toward the end were on the cusp of Christianity.	Make deductions and draw conclusions about the reliability of a historical source or artefact.
<b>How did the Anglo-Saxons impact society in Britain today?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe how the legacy of the Anglo-Saxons remains in England today even though the era of the Anglo-Saxons ended over 1000 years ago.	- Some of the names of Anglo-Saxon kingdoms still exist today, as regions or counties across England. Many place names also date back to the Anglo-Saxon era - Anglo-Saxons brought clear laws, as well as consequences for breaking them. - After missionaries converted Anglo-Saxon kings and their people to Christianity, many monasteries and churches were built across England, some of which still exist today.	Explain the cause, consequence and impact of invasion and settlement in Britain. (Cause and consequence) Summarise how an aspect of British history has changed over time. (Continuity and change;
<b>When, why and how did the Vikings invade Britain?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can explain why the Vikings invaded Britain and why they targeted monasteries.	- The Viking invasion and Anglo-Saxon defence of England led to many conflicts over many decades - Vikings raided other countries to gain wealth, to steal goods and to find better farmland - Vikings travelled in long ships and targeted Christian monasteries	Sequence significant dates about events within a historical time period on a timeline. (Chronology) Explain the cause, consequence and impact of invasion and settlement in Britain. (Continuity and change)

## Were the everyday lives of Vikings similar or different to the everyday lives of Anglo-Saxons?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe how Viking society was organised and what life was like (laws, jobs, homes, beliefs) I can recognise some similarities and difference between the Viking and Anglo-Saxons	- Characteristics of a civilisation include cities, government/leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	To be able to compare and contrast two civilisations. (Similarity and Difference)

## Are Alfred the Great and King Athelstan both significant people?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can give some reasons why Alfred the Great and King Athelstan are significant people in the history of Britain.	- The Anglo-Saxon king, Alfred the Great, made peace with the Vikings and over time he defeated the remaining Viking rulers and Vikings in England agreed to be ruled by an Anglo-Saxon king. - King Athelstan became the first King to rule over the whole of England, uniting the different kingdoms.	To understand how sources of evidence are used to make historical claims. (Sources and evidence) To be able to explain why a person is significant. (Significance)

## What were the causes and effects of the Norman invasion and the Battle of Hastings in 1066?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe the significant events that led to the end of the Anglo-Saxon rule.	- The Battle of Hastings marked the end of Anglo-Saxon rule and the beginning of the Norman rule in England. - William the Conqueror made changes to life in Britain some of which are still evident today.	To be able to explain the effect of the Norman invasion on Britain (Cause and effect) Use a range of historical sources to present an argument for why an individual is of historic significance today. (Significance)

## Assessment

Respond to the enquiry question: Invading over time didn't really have much impact on Britain, did it?

## Ancient Civilisations - Kandinsky - Year 3/4

### NC links – Achievements of the earliest civilisations

#### What is a civilisation? What is an ancient civilisation?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe what a civilisation is I can identify key features of a civilisation	- A civilisation is a developed society. - Civilisations share common features.	To understand how the chronology of the ancient civilisations fit together (and overlap) into a chronological narrative. (Chronology)

I can name some of the first ancient civilisations (Ancient Sumer; The Indus Valley and Ancient Egypt).	- Ancient civilisations first appeared over 6000 years ago in, or near, a semi-circular area of land in the Middle East known as the Fertile Crescent.	
<b>Who were the first Ancient Civilisation?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can name Ancient Sumer as the first civilisation in the world I can explain why civilisations settled where they did	- Ancient Sumer was the very first civilisation in the world. - Ancient civilisations chose the fertile crescent due to the fertile soil on the banks of rivers and their need to use the rivers for other reasons e.g. cooking, washing, food.	
<b>How did food, farming and nutrition help ancient Sumer to grow and develop?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe how farming changed ancient Sumer over time including the impact on other aspects of life, such as arts, crafts, building and population size	- Food, farming and nutrition helped Sumer to develop, because crops grew well on the fertile land near the rivers. - Farmers developed new techniques and tools.	Changes over time can affect people, their beliefs, resources, technology etc. (Continuity and change)
<b>How did significant Sumerian inventions change the way people lived?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe some Sumerian inventions and the impact that they had on people's lives.	- New inventions/technologies made life more comfortable and work more efficient for Sumerians.	To understand the achievements of the Sumerians and the impact that they had on lives. (Continuity and change)
<b>If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can describe what life in a Sumerian city state was like. I can identify the key features of Sumerian cities.	- Sumerian cities grew gradually over time. Buildings were built from mud bricks, had defensive walls, winding streets, ports for transport and trade and a range of public buildings. - Homes for the wealthy were in the centre of the cities, and homes for the poor were at the edges. - People worshipped at temples. - Farmers worked outside the city.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. (Continuity and change)
<b>What did hierarchy look like in ancient Sumer?</b>		
<b>I can statements</b>	<b>Sticky Knowledge (Substantive)</b>	<b>Disciplinary Knowledge/skill</b>
I can order some roles from king to slave and say the role that some of these people had.	- Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	

- Each level of hierarchy played a different role in society.

### Who were the Ancient Egyptians?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify the location and chronology of ancient Egypt.	- The ancient Egyptian people used the waters of the Nile for drinking, cleaning, transportation and farming.	To understand how the chronology of the ancient civilisations fit together (and overlap) into a chronological narrative. (Chronology)

### What was it like to live in an ancient Egyptian city?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can use historical sources to learn about life in ancient Egyptian cities. I can describe some features of life in an ancient Egyptian city.	- Egyptian cities grew over time. They were surrounded by high walls and had roads. - Religion was important, so priests held religious ceremonies at temples. - Life was different in the city for different groups of people e.g. wealthy and poor.	Use a range of historical artefacts to find out about the past. (Sources and evidence)

### How similar was the hierarchy of ancient Egypt to the hierarchy of ancient Sumer?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can identify key similarities between 2 ancient civilisations	- Hierarchy structures in both ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.	To identify key similarities between 2 ancient civilisations (Similarity and difference)

### What was the role of a pharaoh in ancient Egypt?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can describe the role of a Pharaoh in ancient Egypt.	- A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes. - Pharaohs were also high priests and were believed to be deities, or gods. - Pharaohs built monuments and pyramids to help them reach the afterlife and they used symbols to show their power.	

### What do Tutankhamun's treasures reveal?

I can statements	Sticky Knowledge (Substantive)	Disciplinary Knowledge/skill
I can explain how historical artefacts can reveal much about the object's use or owner.	- Howard Carter was a British archaeologist who discovered and catalogued the contents of Tutankhamun's tomb. - The design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.	To use historical artefacts to reveal information. (Sources and evidence)



## Why are similarities and differences between the ancient Sumer and the ancient Egyptian civilisations?

I can explain that there are many similarities between ancient Sumer and ancient Egypt including the building of cities, there is a social hierarchy with leaders at the top etc.

- There are many similarities between the 2 ancient civilisations.
- There are some differences such as ancient Egypt had only one leader, the pharaoh and in early ancient Sumer, each city state had its own king.

To identify through comparing and contrasting, the differences and similarities between ancient civilisations. (Continuity and change, Similarity and difference)

### Assessment

Respond to the enquiry question: How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian civilisations?