

Ventrus History Knowledge Entitlement

EYFS & KS1 THRESHOLD CONCEPTS IN HISTORY											
	Communicate historically	Chronology	Interpret history	World History							
											
Theme	Years	Main Events	Artefacts	Beliefs	Conflict	Culture & pastimes	Food & Farming	Location	Settlement	Society	Travel & Exploration
Growing up	EYFS										
Retelling stories/lifecycles											
Teddy bears from the past											
Local history study: Food and Farming (Yr A minor)					Through Remembrance						
Monarchy: Queen Elizabeth 1 & Queen Elizabeth II	Y1/2										
Local Study: Travel and Transport (B minor)											
Great Fire of London											
The First Aeroplane Flights (A)											
Great explorers: Neil Armstrong and											

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Christopher Columbus (B)											
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KS2 THRESHOLD CONCEPTS IN HISTORY											
	Comm nicate historica lly	Chronolo gy	Interpret history	World History							
											
Theme	Years	Main Events	Artefacts	Beliefs	Conflict	Culture & pastimes	Food & farming	location	Settlemen t	Society	Travel & Explorati on
The Roman Empire and its impact on Britain	Y3/4										
Anglo Saxons											
Vikings											
The Achievements of the Ancient Egyptians											
Stone Age to Iron Age											
Local Study (May be linked to Romans)											

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The Maya	Y5/6										
The Impact of the Ancient Greeks on the Western World											
The Tudors											
The Victorian Era of Industrialisation											
World War II											
A Local History Study (May be linked to Tudors/World War)											

Equality and diversity in history

When presenting sources and information to pupils, leaders and teachers **must** ensure that resources used across their study of history reflect diversity, equality and inclusion (e.g. race, religion, sex, disability).

Units of work EYFS									
 Main events	 Artefacts	 Beliefs	 Conflict	 Cultures & pastimes	 Food & farming	 Location	 Settlement	 Society	 Travel & exploration
History Threshold Concepts	Investigate and interpret the past		Build an overview of world history			Understanding chronology		Communicate historically	
									

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	EYFS Procedural Knowledge			
	Procedural Knowledge MUST be covered across all units.			
Procedural Knowledge	Be curious about people and show interest in stories. Answer 'how' and 'why' questions in response to stories or events. Explain own knowledge and understanding and ask appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret and explain.	Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Use everyday language related to time. Order and sequence familiar events.	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). writing (reports, labelling, (simple recount), ICT.
How have I changed since I was a baby?	Declarative knowledge – CQ/Dev Matters • Every year we get older. We often celebrate the day we were born with a birthday. • Humans start life as babies and grow into toddlers, children, teenagers, adults and elderly. • Babies cannot walk, talk and do some things for themselves. We learn to do these things as we get older. • Our physical appearance changes over time e.g., we get taller			
	Vocabulary after, before, first, tomorrow, yesterday, last week, at the weekend, today, next, then, birthday,			

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Sequencing and retelling stories/events, including life cycles	Declarative knowledge – CQ/Dev Matters • Stories have a beginning, middle and end. • Stories are usually told in chronological order. • Lifecycles show the stages of growth and decay in sequenced order • Seasons change over the year and include autumn, spring, summer and winter. Vocabulary after, before, first, tomorrow, yesterday, last week, at the weekend, today, first, second, beginning, middle, end, after, next, then, stories, seasons, change life cycle dependant vocabulary e.g. chrysalis, egg, seed			
How is my teddy different from the very first teddy bears? How is it the same?	Declarative knowledge – CQ/Dev Matters • Objects can change over time. • Objects from the past are called ‘old’, and objects in the present can be called ‘new’. • A teddy bear is a type of toy that looks like a bear. • Teddy bears have changed over time. Teddy bears use to be filled with sawdust and sand and had moveable limbs. • There are a lot of well-known teddy bears, including Paddington bear, Winnie the Pooh and Rupert bear Vocabulary old, new, artefact, past, long ago, present, today, compare, similar, different, I think ... because			
CURRICULUM END POINTS CQ Milestone EYFS	Knowing that things that happen in the past are represented in a number of ways.	Children make sense of their own and their family’s history.	Children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories.	Communicating historically: certain words and phrases can be used to express historical understanding. •after •before •first •I think ... because •last week •new •old

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				•second •today •tomorrow •yesterday
Units of Work KS1				
History Threshold Concepts:	Investigate and interpret the past	Build an overview of world history	Understanding chronology	Communicate historically
				
KS1 Procedural Knowledge				
Procedural Knowledge MUST be covered across all units.				
Procedural Knowledge	Use stories to encourage children to distinguish between fact and fiction. Ask questions about what they have heard or seen. Compare adults talking about the past – how reliable are their memories? Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories. Find answers to simple questions about the past from sources of information, including online sources and artefacts.	Retell stories heard about the past. Pick out the main elements of stories heard about the past. Discuss what's enjoyed most about stories from the past. Explain what is important about the past and explain reasons why. Recognise the difference between past and present in their own and others' lives. Identify some ways that people have impacted upon our lives.	Sequence life events. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Sequence artefacts closer together in time - check with reference book. Sequence photographs and artefacts from different periods in life.	Describe objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences.

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	Use a source: observe or handle sources to answer questions about the past on the basis of simple observations.	Recognise why significant individuals did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Describe memories of key events in life. Begin to label simple timelines to order some recent events.	
Great Fire of London – an event beyond living memory.  Settlement  Location	Declarative knowledge - CQ • The Great Fire of London started in 1666. • In Stuart London there was no fire brigade • In Stuart London houses were made from timber and were close together so it was easy for the fire to spread. • It was very windy the week of the fire. • The fire started in a bakery on Pudding Lane and the baker was called Thomas Farriner. • King Charles II was monarch at the time. • Samuel Pepys kept a diary of the events of the fire at the time which is why we know about it now. • King Charles II was king at the time and decreed that the city be re-built with brick and stone. • Sir Christopher Wren redesigned St Paul's Cathedral. • Samuel Pepys kept a diary of the events of the fire at the time which is why we know about it now. • People started to leave the city, many in boats on the Thames. Main events: 2nd September 1666: Fire broke out in a bakery on Pudding Lane 3rd September 1666: people started to leave the city, many by boats on the Thames 4th September 1666: the fire was so great it could be seen as far away as Oxford 5th September 1666: wind died down and fire stopped spreading By 5th September the fire had destroyed more than 13,000 houses and buildings in the city, including 87 churches and the famous St Paul's Cathedral.			

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	Vocabulary architects, diary, escape, eyewitness, fire, flammable, Lord Mayor, Pudding Lane, River Thames, Samuel Pepys, St Pauls Cathedral, Thomas Farriner.
Local history study Yr A: Food & Farming  Food & Farming  Location  Settlements	Declarative knowledge – CQ The following must be determined by the school, using the same approach as the rest of the history curriculum: • The information all pupils will know at the end of the unit. • A clear knowledge organiser, using the Ventrus master template for history. • The pop tasks for the unit.
	Vocabulary Agricultural, revolution, permanent, harvest, crops, production, invention, tools, machinery, settlement

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Local history study Yr B Travel & Transport Location Settlement Society Travel & exploration	Declarative knowledge – CQ The following must be determined by the school, using the same approach as the rest of the history curriculum: • The information all pupils will know at the end of the unit. • A clear knowledge organiser, using the Ventrus master template for history. • The pop tasks for the unit. Vocabulary Invention, wheel, tractor, submarine, helicopter, ambulance, ferry, aeroplane, explore, aircraft, penny farthing, locomotive, steam engine, vital, turbine, transportation, products
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Monarchy: Queen Elizabeth I & Queen Elizabeth II  Beliefs  Culture & pastimes  Society *Links forwards to UKS2 Tudors.	Declarative knowledge - CQ • Queen Elizabeth I * came to the throne in 1558 and the era was the first Elizabethan Era. • Queen Elizabeth II came to the throne in 1952 and the era was the second Elizabethan Era. She was Queen of the Commonwealth. • A monarch is the Sovereign Head of State. • Queen Elizabeth I didn't marry, as she did not want to share power with her husband whereas Elizabeth II did marry and relied on her husband for support. • Queen Elizabeth I was Protestant and there were only 2 religions in the country at that time compared with Elizabeth II's multi-cultural era. • Queen Elizabeth I was more involved with the Government than Elizabeth II. • Queen Elizabeth I ruled in an era when people believed that women were not able to rule as well as men. Vocabulary Monarch, religion, coronation, government, political, tradition
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The First Aeroplane Flights (Yr A)  Location  Settlement  Travel & exploration	Declarative knowledge – CQ • Stories of attempts to fly can be seen throughout history. • Inventors tried to solve the problem of how to fly and, in doing so, invented kites, hot air balloons, airships and gliders. • The first flight of an engine-powered aeroplane took place on 17 December 1903. • Two brothers, Wilbur and Orville Wright, flew their powered aircraft for 12 seconds after taking off from a beach at Kitty Hawk, North Carolina, in the United States. • The Wright brothers' achievement was to pilot a heavier-than-air machine that took off under its own power, remained under control and sustained flight. • The Wright brothers built on the discoveries of many others and the aeroplane has continued to develop ever since. • The aeroplane has brought people closer together and is a part of everyday life for millions of people across the world. • The aeroplane has made the world a smaller place, making living, working and sharing cultures and ideas easier. • Bessie Coleman was the first African American woman to get her pilot's licence, in the 1920s, and she was an aerial acrobat. 1903: First powered flight 1905: Wright brothers flew their aeroplane for 38 minutes 1927: Charles Lindbergh flew solo across the Atlantic Ocean Vocabulary achievement, sustained, discoveries, ancient, centuries, influential
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Great explorers: Christopher Columbus and Neil Armstrong (B)  Location  Settlement  Travel & exploration *Links forwards to LKS2 Vikings	Declarative knowledge – CQ • Columbus was an Italian sailor and explorer who discovered the sailing route from Spain to the Americas. • Columbus was hoping to find India and China. • The first European, Leif Eriksson had visited North America 500 years before Columbus. • Columbus returned home with gold, plants and animals and made a lot of money from trading these. • Many sailors stayed behind and built small villages and ports close to rivers and seaports. • More and more sailors arrived in America, which led to colonisation by the Europeans. • The first woman to circumnavigate the world by boat was European Jeanne Baret who disguised herself as man, escaping a life of rural poverty. • The American, Neil Armstrong was the first person to step on the moon at the landing site, Tranquillity Base. • Armstrong flew to the Moon in the spacecraft, Apollo with two other astronauts, Buzz Aldrin and Michael Collins. • Armstrong won the Presidential Medal of Freedom, one of America's biggest honours. • The Apollo 11 mission was to learn as much about the moon as possible, they carried out experiments and collected samples of moon rocks. They were on the moon for 3 hours. • Astronauts left a US flag and plaque on the moon.			
	Vocabulary commander, achievements, breakthrough, plaque, exploration, explorer, civilisations, centuries, disease, legacy, colonised			
CURRICULUM END POINTS CQ Milestone 1	Observe or handle evidence to ask questions and find answers to questions about the past.	Describe historical events. Describe significant people from the past.	Place events and artefacts in order on a timeline.	Use words and phrases such as: •a long time ago •recently •when my parents/carers were children

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	Ask questions such as: What was it like for people? What happened? How long ago? Identify some of the different ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past.	Recognise that there are reasons why people in the past acted as they did.	Label timelines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Recount changes that have occurred in their own lives.	•years, decades and centuries to describe the passing of time. Show an understanding of concepts such as: •nation and a nation's history •civilisation •monarchy •parliament •democracy •war and peace
Units of Work LKS2				
History Threshold Concepts:	Investigate and interpret the past	Build an overview of world history	Understanding chronology	Communicate historically
				
LKS2 Procedural Knowledge				
Procedural Knowledge MUST be covered across all units.				
Procedural Knowledge	Ask and answer questions about old and new objects. Use a range of sources to find out about a period. Observe small details in sources such as artefacts and pictures. Answer questions using an artefact /photograph provided.	Speculate what objects from the past were used for, using evidence to support answers. Understand that some events of the past affect people's lives today. Summarise the main events from a period in history, using	Sort events or objects into groups. Use a timeline with dates, including both BC and AD.	Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences.

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Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Begin to evaluate the usefulness of different sources. Describe and make links between events and changes. Begin to understand why some people acted as they did and give reasons. Use textbooks and historical knowledge. Begin to use the library and internet for research.	characteristic features of a period in time. Give reasons for main events and changes. Describe how some things from the past affect life today. Find out about everyday lives of people in time studied and compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Place events from period studied on timeline to show change of a period of time. Use dates and terms related to the unit and passing of time. Sequence several events or artefacts. Use terms related to the period and begin to date events. Use evidence to describe changes within a time period and make links between events and changes.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words.
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The Roman Empire and its impact on Britain (**see note on local area) Society Conflict Settlements	Declarative knowledge - CQ - Emperor Claudius invaded Britain with the Roman army in 43AD after many failed attempts he conquered Britain to show that he was the best leader in Rome. - Boudicca the warrior of the Iceni people revolted against the Romans took place in 60-61CE to stand against living under the new Roman law. - Hadrian's wall was built to help protect the Roman territory from Caledonia in 122AD. The wall stretches 73 miles along the border with England and Scotland. - Roman Bath houses were built to hold up to 3000 people at a time. These were built to maintain higher hygiene levels during the Roman era. The bathhouses would include a wide range of minerals to wash your skin with. The rich would often have servants to help them protect their belongings while in use. - The first Roman road built in Britain was 'The Fosse Way' reaching 230 miles. The road was built to help move the Roman army towards the North of England. The road was built straight so that equipment, food and supplies could reach the area quickly. - The Roman Army was very diverse, as poor people joined from countries they conquered around the world, seeking paid employment. <u>**Local area study – to be determined at a school level. See links to International Trade in geography.</u> By doing this as local area study it will free up time to do the contrasting locality of Europe and international trade and the knowledge categories for local area study above would still be covered. Vocabulary turmoil, frontiers, territory, constitution, dictator, assassinated, territory, economy, importing, exporting, prosperous, acknowledge, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architect
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Anglo Saxons  Beliefs  Conflicts	Declarative knowledge – CQ • The Roman Empire collapsed and this brought chaos and conflict to Britain. • The Romans based in Britain asked the Anglo Saxons for help in protecting them from the Picts and Celts. • The Anglo-Saxons arrived on Britain's shores from Northern Germany, The Netherlands and Denmark - they came across the North Sea in wooden boats. • The Anglo-Saxons took control from the Romans and by the ninth century, ruled over four main kingdoms: Northumbria, Mercia, East Anglia and Wessex. These separate kingdoms were frequently in conflict with each other • By 878AD there was only 1 kingdom left, Wessex, which was ruled by Alfred the Great. The other Kingdoms had been overrun by the Vikings. King Alfred became king in 871AD. • In 927AD these four kingdoms were united under the rule of one king, King Athelstan and the Kingdom of England was created. • The Anglo-Saxons used: swords, shields, axes, spears, javelins and bows and arrows when fighting. • Anglo-Saxons were largely Pagan, but began converting to Christianity. • The Anglo-Saxons played a significant part in England's journey to becoming a Christian country. Vocabulary descendants, conquered, stability, collapse, chaos, upheaval, consequences, independent, allegiance, medieval, legacy, pagan, Christianisation, literature
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Vikings  Conflict  Settlements  Travel and Exploration	Declarative knowledge – CQ • The Vikings were from Scandinavia. • The 'Viking' name came from the word 'pirate' in Old Norse. They were also known as Norsemen (men from the north). • They were excellent sailors, explorers and warriors who travelled in their longships 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 traded these materials across western Europe. • The Vikings belonged to many different clans, led by chiefs who ruled over the lands they had conquered. • The Vikings colonised large parts of Europe between 790 and 1100 CE. They changed the culture of colonised societies through the introduction of their language and customs. • The longship was an essential part of the Vikings' ability to travel, explore, raid and trade. • After battles, local rulers would pay Vikings a tribute called Danegeld (meaning Danish tax) to stop them attacking again. • The balance of power in England continually changed as Vikings from Denmark and Norway laid claim to England's throne. • The Battle of Hastings in 1066 saw an end to these volatile times when William the Conqueror (direct descendant of Viking settlers in northern France) defeated King Harold (the last Anglo Saxon King of England).
*Links back to KS1 Great Explorers	Vocabulary Scandinavia, explorers, colonised, evidence, raid, colonise, seaborne, navigation, colonisation, volatile, descendant, symmetrical, accounts

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Achievements of the Ancient Egyptians Beliefs Culture and Pastimes Location Society	Declarative knowledge - CQ • Ancient Egyptians settled in permanent homes near the River Nile, where they could grow crops on the fertile land. • The Egyptians developed systems for writing (including hieroglyphics) and mathematics; they used paper (papyrus) and wrote texts on religion, astronomy and medicine. • In 1799: Rosetta Stone discovered which helped to decipher hieroglyphics. • In 1922, Howard Carter (archaeologist) found Tutankhamun's burial tomb in the Valley of the Kings. • The Egyptians built magnificent buildings, temples and tombs, decorating them with pictures, paintings and carvings. • Egyptians believed in immortality and an afterlife; they developed complex burial rituals, including mummification – burial rituals differed for 'important people' (pharaohs/kings), 'wealthy people' and 'poor people' • The Ancient Egyptians 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. They are covered with Egyptian writing (hieroglyphics) offering dedications to the gods, particularly Ra, the sun god. • This great civilisation continued until the death of Cleopatra VII in 30 BCE when Egypt fell to the Roman Empire. Vocabulary achievements, afterlife, archaeologists, architects, canopic jars, commemorate, decipher, embalmed, engineering, eternity, fertile, immortality, influential, irrigation, mastaba, mummy, pharaoh, pyramid, preserve, remember, rituals, sarcophagus, temples
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Local History Study Individual schools may choose to link this to Romans, or to something more relevant to their school context. Culture and pastimes Food & Farming Location Society	Declarative knowledge – CQ The following must be determined by the school, using the same approach as the rest of the history curriculum: • The information all pupils will know at the end of the unit. • A clear knowledge organiser, using the Ventrus master template for history. • The pop tasks for the unit. <u>**Local area study – to be determined at a school level. See links to International Trade in geography.</u> By doing this as local area study it will free up time to do the contrasting locality of Europe and international trade and the knowledge categories for local area study above would still be covered. If this option is chosen, the focus should be: • Romans as invaders and then teaching about their impact locally, or • Roman impact locally and then teaching them about how they came to Britain. Vocabulary
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Stone Age to Iron Age  Settlement  Location  Food & Farming	Declarative knowledge - CQ - Stone Age times humans lived in small groups and used stone and bone to make tools. - These hunter-gatherers were almost always moving (nomadic) to find food. - As the weather warmed, food became more plentiful so there was no need to keep moving and instead they build permanent homes near land they could farm. - Work began on Stonehenge during the Stone Age and the last changes were made in the early Bronze Age. - Bronze Age people used large wooden boats to cross the English Channel and the North Sea to trade with other settlements. - Iron ploughs called ards were much more efficient than bronze or wooden ploughs and this meant more land could be used for growing food. - Iron Age people, such as the Celts, were excellent farmers. Surplus food was stored and used in times of drought and famine or to be traded. - Celtic language and culture are still present today, particularly in parts of Ireland, Wales and Scotland. - Iron weapons made fighting between tribes more common so Iron Age hill forts were designed to provide protection to villagers and local farmers and to keep enemies out. - The Iron Age in Britain was from approximately 800 BC until the Roman Conquest of 43 AD. Vocabulary Ancestors, climate, nomadic, communal, historical sources, identities, density, scavenging, migrate, permanent, predators, sophisticated, preoccupied, processions, societies, ancient, trade, custom, hoard, conquest, consequences, fortified			
CURRICULUM END POINTS CQ Milestone 2	Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain: from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world.	Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. Use dates and terms to describe events.	Use appropriate historical vocabulary to communicate, including: •dates •time period •era •change •chronology.

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	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.	Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Units of Work UKS2				
History Threshold Concepts:	Investigate and interpret the past	Build an overview of world history	Understanding chronology	Communicate historically
				
UKS2 Procedural Knowledge				
Procedural Knowledge MUST be covered across all units.				
Procedural Knowledge	Rank sources of information in order. Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view.	Study different aspects of different people such as differences between men and women. Examine causes and results of great events and the impact on people. Compare an aspect of life with the same aspect in another period.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience. Select and organise information to produce structured work,

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	Make conclusions with evidence as to the most likely version of events. Suggest why there may be different interpretations of events. Note connections, contrasts and trends over time. Devise historically valid questions about change, cause, similarity and difference. Pose and answer historical questions using primary and secondary sources as evidence to justify opinions. Identify and explain the role of opinion and propaganda. Consider ways of checking the accuracy of interpretations – fact/ fiction/ opinion. Pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion. Explain how historical artefacts have helped us understand more about people's lives in the present and past. Research the lives of significant individuals.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write different explanations of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Describe the main changes in a period of history, from several perceptions such as political or cultural. Explain their own point of view, justifying this with a broad range of evidence.	timeline. Identify changes across periods of time, using chronological links. Begin to identify factors in change. Understand the concept of decades and centuries and use this to divide the past into periods of time.	making appropriate use of dates and terms. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Use extended writing.
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	Suggest why certain events, people and changes might be seen as more significant than others. Confidently use the library or internet for research.			
The Maya  Beliefs  Culture and Pastimes  Food and Farming  Settlements	Declarative knowledge - CQ • C. 1800BCE the Maya civilisation emerged in Central America, in Guatamala and Yucatan and lasted for over 2000 years. • The golden age of the Maya was between 250CE and 900CE. They created of a writing system and were expert mathematicians, developing an 'awareness of zero'. • The Maya divided their land into city states, each of these had its own ruler and a sacred city at the centre with palaces and pyramids. They were skilful astronomers and architects. • Society was hierarchical. Different groups had different roles: royal family, nobles, priests, craftspeople and merchants, farmers and slaves. • The Maya believed in many gods and completed many different religious and sacrificial ceremonies throughout their lifetime. They believed in the afterlife. • The Maya observed and predicted natural events such as solstices, solar eclipses, weather patterns and planetary movements. • The Maya used more advanced farming methods such as irrigation and terracing to help produce food. • 600CE - Maya settlements become trade centres and goods such as stone and chocolate were traded with neighbouring city states. Cities included temples, pyramids, palaces and ball courts. • 830CE -900AD was the period of the rapid decline of the Mayan civilisation for a number of reasons including overpopulation, changing environment warfare, shifting trade routes and drought. • 1520 CE – Spanish conquistadors made contact with Maya settlements. Vocabulary abandoned, agriculture, yields, irrigation, terracing, overpopulation, uninhabitable, architects, expansion, beliefs, ceremony, anthropologists, innovations, conquistadors.			

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The Impact of the Ancient Greeks on the Western World Beliefs Culture and Pastimes Society	Declarative knowledge - CQ • The ancient Greeks were one of the most influential civilisations. • The English language has many words that come from Ancient Greek. • Ancient Greece was not a country. It was made up of city states (such as Athens, Corinth and Sparta) which were often in conflict with each other. City states shared traditions, stories and festivals. • The ancient Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity. • Myths and legends provided guidance for the ancient Greeks to explain their daily lives and understand the world around them. • Ancient Greek art, sculpture and architecture can be seen everywhere in modern life (such as the Greek column styles known as Doric, Ionic and Corinthian). • In 776BC, the first Olympic Games were held as a festival for the Ancient Greek God Zeus near Mount Olympus. • In 508BC, male citizens were given the chance to vote and this was the beginning of democracy. • Greek scientists, mathematicians and astronomers including Archimedes, Aristotle and Pythagoras made great advancements in a period known as 'The Age of Science'. Vocabulary democracy, citizens, philosophy, civilisations, generation, demigods, amphoras, lekythos, literature, architects, engineering.
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The Tudors



Beliefs



Conflict



Society



Travel and
exploration

*Links backs to
KS1 Monarchy

Declarative knowledge - CQ

- The Tudors reigned between 1485 and 1603.
- The victory, at the Battle of Bosworth Field, ended the civil war known as the War of the Roses. The War of the Roses was between the House of York and the House of Lancaster.
- There were 6 Tudor Monarchs Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I, Elizabeth I.
- Henry VIII was instrumental in the creation of the Church of England due to his separation from the Roman Catholic church over divorce.
- Henry VII had 6 wives.
- “The Golden Age” is a term often used to describe Elizabeth I * reign.
- The Spanish Armada was a Spanish naval fleet used in the failed invasion against Britain in 1588.
- Sir Francis Drake and Sir Walter Raleigh are Tudor explorers who circumnavigated the globe to discover the new lands of America. It is believed they are the first to introduce potatoes and tobacco to England. This was the beginning of our trade links around the world.

Vocabulary

monarch, legacy, reformation, alliance, heir, rebellion, parliament, military, devout, prosperity, philosophy, expeditions, legacy, flourish, civil war

Ventrus History Knowledge Entitlement

The Victorian Era of Industrialisation Location Society	Declarative knowledge – CQ • Queen Victoria became Queen in 1837 and this period in British history is called the Victorian era. The British Empire grew and Britain ruled over a quarter of the world's population. • During the Victorian era, there were significant technological, scientific, economic and social changes. • The Industrial Revolution describes transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. • The Industrial Revolution began in Britain around 1760, gained momentum around the 1840s. • There was a large social divide between rich and poor during this time. • Poor people, even children, had to work in dangerous conditions for poor pay. • Large numbers of factories enabled trade to grow rapidly across the world. • The invention of steam powered engines meant that goods could be produced and shipped in large quantities and the demand for production was high. • Canals were used to transport goods around the UK. • Isambard Kingdom Brunel invented many structures that are still in existence today and can be seen in the South West: Clifton Suspension Bridge – Bristol, Royal Albert Bridge- Plymouth, SS Great Britain – Bristol. Vocabulary empire, poverty, revolution, consequence, law, conditions, innovations, workforce, economy, representation, parliament, exploration, unchartered, missionaries, achievements
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Ventrus History Knowledge Entitlement

World War II



Conflict



Location

Declarative knowledge - CQ

- British Prime Ministers: Neville Chamberlain 1937-1940; Winston Churchill 1940 – 1945 and again from 1951- 1955; Clement Attlee 1945 – 1951.
- Hitler, the leader of the Nazi party in Germany, had come to power promising to rebuild the German army and invade parts of Europe.
- World War II was between 1939 – 1945. Germany surrendered to the Allies.
- France and England declared war on Germany after they had invaded Poland in 1939.
- British Allies were France, Soviet Union (Russia), China and USA.
- Axis powers were Germany, Italy and Japan.
- Propaganda was used as a type of communication to influence the opinions of people.
- The British Army was a very diverse group of people, made up of soldiers from around the Commonwealth.

(Depending on your school's World War focus and contexts, you will also need to draw upon at least two of the declarative knowledge statements below. Choose a focus on either warfare or rationing and evacuation.)

Warfare:

- The Battle of Britain was a turning point because it prevented Germany from invading the UK mainland. It was the biggest air battle of all time, fought between the Luftwaffe and the RAF.
- British males aged 18 – 41 were conscripted to join the armed forces unless they had a reserved occupation or medical condition.
- Britain was bombed throughout the war years with heavy fire being taken by large cities and docks.

Rationing and evacuation:

- Food and resources in Britain were rationed from 1939 until 1954.
- Over 3.5 million children and vulnerable people were evacuated to the relative safety of the countryside; many evacuees were sent to our local area

Vocabulary

significant, influences, evacuate, propaganda, Blitz, legacies, declaration, dispute, rationing, conflict

Ventrus History Knowledge Entitlement

A local history study Local History Study Individual schools may choose to link this to Tudors/World War, or to something more relevant to their school context.  Culture and pastimes  Food and Farming  Location	Declarative knowledge – CQ The following must be determined by the school, using the same approach as the rest of the history curriculum: • The information all pupils will know at the end of the unit. • A clear knowledge organiser, using the Ventrus master template for history. • The pop tasks for the unit. Vocabulary
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Ventrus History Knowledge Entitlement

 Society				
CURRICULUM END POINTS CQ Milestone 3	Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.	Use appropriate historical vocabulary to communicate, including: •dates •time period •era •chronology •continuity •change •century •decade •legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.

Ventrus History Knowledge Entitlement

In making curriculum decision in history, we are aware that some significant historical events have been omitted:

The last major outbreak of the plague: it occurred just before the Great Fire of London and many think that the plague helped stop the spread of the fire; it also links to travel and exploration.

The Battle of Hastings: this was the start of the Norman conquest and links to work on Anglo Saxons in Y3/4. When the Normans ruled England, the English language and culture was changed forever and marked the end of the Anglo-Saxon rule.

The Spanish Armada: this saved England from invasion and possible conquest and allowed England to build the most powerful navy in the world, supporting the success of the British Empire.

The Gunpowder Plot: links to Henry VIII's reformation of parliament; the ending of the Tudor period and the start of the Stuarts. The Stuarts are mentioned in our Great Fire of London unit and need to be linked to Tudors.

School leaders should endeavour to pick up on these aspects of history e.g. in the run up to key events such as Bonfire Night, through texts in English, themes in art, etc.