



Substantive Concepts

Power

Monarchy

Government

Invasion

Empire

Civilisation

Farming and
animals

Towns and
cities

Language
and arts

Movement and
migration

Beliefs

Religion

Rituals

Achievements and legacy

individuals

Society

Trade

currency

resources

How children's understanding of **power** develops

Power			
Monarchy	Government	Invasion	Empire

R

Children know who our monarch is.

During Special times of the year, Children are exposed to the idea of the monarchy and government. For example, Jubilee Celebrations, Coronation and General Elections. Through Picture News, children may be made aware of national events that promote their natural enquiry skills and result in child-lead learning within provision.

1

2

Children know who Queen Elizabeth II and Queen Victorian are. Children begin to develop and understanding of what an Empire is.

Children learn that Queen Victoria was the Grandmother of Europe and had built an Empire throughout her reign. She is the Great, Great Grandmother of Queen Elizabeth II.

3

Children know why/how Rome became an Empire. Children know what invasion means.

Romans: Rome began (History of Rome), created a kingdom, then a republic finally an Empire. Children use their prior knowledge of Empire to develop their understanding.

Britain was invaded by the Romans over 2000 years ago. The Romans controlled a very large part of the world and kept invading other countries to make their empire bigger. The Roman Empire was controlled from Rome in Italy.

4

Children know that there were different reasons for invading Britain. Children know that settlement created tensions and problems.

When the Romans withdrew from Britain, it was invaded by Angles and Saxons who settled in different parts of Britain. The Anglo-Saxons established kingdoms in Britain. An Anglo – Saxon king had a number of political and economic powers that ensured he remained the most powerful person in England. A Bretwalda had over lordship of kingdoms beyond their own

When Edward the Confessor was made king, he gave his Norman friends lots of power and promised the throne to William of Normandy. If he hadn't made that promise, William might not have invaded as he didn't have any real right to. Also, Harold Godwinson and his claim to the throne of England.

The Vikings invaded Britain from Northern Europe, raiding monasteries on the coastline from 790AD followed by the significant Great Heathen Army invasion in 865AD. Eventually, they managed to push the Anglo-Saxons back and take nearly every part of England, except a tiny part in the south west. This is where a significant individual came in: Alfred the Great. In Viking England common people could vote on what should happen. The community would gather together at a meeting called a Thing. Here they would settle problems and make decisions.

5

Children develop their knowledge of monarchy in World History. Children know what a democracy is.

Greeks: Alexander the Great was one of the Kings of Ancient Greece and built the Greek empire. When he died, his empire was split into city states ruled by Kings who were advised by rich men. Over time, these men overruled the Kings. But the people came to hate them for treating them badly, so they chose their own leaders. This is called democracy.

Indus Valley: Unlike other civilisations, archaeologists never found any evidence of palaces or temples in the Indus Valley. This suggests there were not priests or kings. There is no archaeological evidence that people of the Indus Valley had an army or weapons. This is unique amongst other ancient civilisations of the world, providing a contrast to the concept of power that pupils have learnt about previously.

6

Children apply all previous knowledge to help them to begin to understand the reasons behind the Battle of Britain.

During WWII, Germany was controlled by the Nazi political party. Germany attempted to invade Britain during the war but was repelled. In Britain, the next King or Queen is one of the current monarch's descendants. All the previous monarchs of Britain were the King's ancestors. The magna Carta established law as the power in Britain rather than the monarch. The feudal system meant that the rich offered places to live in return for their loyalty and service.

How children's understanding of **civilisation** develops

Civilisation

Farming and animals

Towns and cities

Language and arts

Movement and migration

R

Children can talk about their own experiences and where they live.

Children's historical understanding in this area begins within themselves and the world around them. We discuss 'our families' and the different types of families. We discuss how they have grown and changed over time and changes that have happened in their own lives. During the Summer Term we focus on Beach

1

Children know that St. Just Primary School has changed over time and can suggest reasons for them.

When our grandparents and parents were at St. Just Primary school, they had a different school uniform, the building was different. When our parents were at St. Just Primary School there were buildings on the field because the school wasn't big enough. They didn't have the same technology we do.

2

Children draw upon their knowledge from Reception and Year 1 to identify changes in St. Just over time, and can suggest reasons for them.

Children recall what they learnt in year 1 about how St. Just Primary School has changed over time and use his knowledge to explore changes in St. Just and the reasons for these changes.

3

Children know that in prehistoric Britain people lived in nomadic tribes in small family groups, building on their understanding of family and community from KS1. Children draw upon their knowledge of how St. Just developed over time and reflect on the impact advancements made in the periods studied in Year 3 had.

Stone Age – Iron Age: In prehistoric Britain, people lived in nomadic tribes in small family groups. The development of farming meant that groups began to settle in one place. Iron Age settlements were hillforts, where they lived as a society. Pupils draw upon their knowledge of how St. Just developed over time and draw comparisons.

Romans: Britain became more civilised after the Roman invasion. Buildings, towns and roads were built and people began to speak a common language (Latin) and develop a writing system. Britain became less civilised after the Roman withdrawal.

4

Children know about the similar/varying natures of the Anglo-Saxons and Vikings, and make comparative links to the Romans. Children understand that invaders and settlers influence the culture of existing population.

Britain became less civilised after the Romans withdrawal. Angles and Saxons invading Britain did not have a writing system, or did they have the skilled craftsmanship of the Romans. Even though time had moved forwards, the Saxons and Vikings went back to building houses from wood.

5

Children make comparisons between Ancient Greece and Rome, helping them to see the links between the two societies. Children have an overview of the earliest civilisations. Children understand that there are differences between early and later civilisations.

Greeks: The Olympic games originated in ancient Greece. The Olympic Games originated in Ancient Greece. The Ancient Greeks developed and founded many of the world's literature, including odes, epic poems, and drama.

Indus Valley: The Indus Valley civilisation was larger than the ancient Egyptian civilisation. The city of Mohenjo-Daro was prone to flooding and archaeologists have discovered that the city was rebuilt seven times due to this.

6

Children make links and comparisons between prior learning throughout KS2, enabling them to contextualise their learning. Children understand that society was organised in different ways in different time and cultures, and consisted of different groups with different roles and lifestyles.

The earliest civilisations, such as the Mayans, developed along the equator where the availability of water, warmth and sources of food were abundant and where land was fertile to enable farming. Civilisation is marked by the development of organised towns and cities. The earliest civilisations developed writing systems, art, music and other entertainment such as games. Farmers would often live and work on land owned by others and they would provide labour and loyalty to their landlords in exchange.

How children's understanding of **beliefs** develops

Beliefs

Religion

Rituals

R

Children begin to develop their concept of what belief is and understand that people have different beliefs.

Children begin to explore the concept of belief, through discussing their own beliefs and learning about Christianity.

1

2

Children begin to understand that in the past people did not always have free choice over their beliefs.

Children touch on the idea that during monarchy used to affect religious beliefs in the country and how this has changed in modern times.

3

Children understand that there are different beliefs in different cultures, times and groups.

Stone Age – Iron Age: Ancient Britains believed that the sun and the moon had special power over their lives. They believed in lots of different gods and spirits. Historians think that Ancient Britains believed in an afterlife because they buried their dead. Monuments were placed near graves.

Romans: The Romans also worshipped different Gods and this is called polytheism. Christianity arrived in Britain and became more and more popular but some people still kept their pagan beliefs. Followers of Christianity believed in one God this is called monotheism.

4

Children know about paganism and the spread of Christianity on Britain, revisiting their understanding from Year 2.

The **Anglo-Saxons** were Pagans when they arrived in Britain but gradually became Christians (a monotheistic religion). Religion was a means of securing success in material things. By praying for particular Gods, you could request things such as a bountiful harvest or victory in battle.

Christianity arrived in Britain and became more and more popular but some people still kept their pagan beliefs. Followers of Christianity believed in one god and this is called monotheism. When the Romans withdrew and the Anglo-Saxons invaded, Christianity waned in favour of paganism again.

In 597AD, St Augustine, heading to Kent to convert King Ethelbert to become a Christian, followed by Kent then the rest of England.

5

Children compare the beliefs in different cultures, times and groups. Children are aware of how different societies demonstrate their beliefs.

Greeks: The Ancient Greeks were polytheistic, and the gods ruled different parts of Greek life. The ancient Greeks wanted to please the gods by worshipping and offering gifts. The ancient Greeks also founded and developed many philosophical beliefs.

Indus Valley: It's thought that the religion practised by Indus Valley people was a mix of early Hinduism, Jainism and Buddhism. Archaeologists have discovered symbols and artwork depicting a great father and mother figure that may have been principal gods. They bare resemblance to the Hindu gods Rudra and Shiva.

6

Children are able to identify the impact of beliefs on society.

The **Mayans**, like all ancient civilisations worshipped natural phenomena, believing in gods that controlled the natural world. Burying the dead was a common ritual across early civilisations. Children to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.

How children's understanding of **achievements and legacy** develops

Achievements and legacy

individuals

Society

R

Children begin to develop their understanding of what achievement means and why we might celebrate people for theirs.

Within the Autumn Term we have a focus on celebrations – Children have the opportunity to discuss times that are special to them and recalling how they have celebrated these in the past. We then also learn about times that are celebrated by people within different cultures. Over the course of the year we have a focus on people who are special to us and the jobs that they do. Within the Summer Term, our topic is 'What do I want to be?'. The children carry out an investigation

1

Children look at significant individuals from the past and consider the impact they had.

Pupils will look at the achievements of Henry Trengrouse and Grace Darling, considering the impact they have had on our lives today. They will also begin to explore if Grace Darling's achievements would be celebrated on the same way today.

2

Children build upon their understanding of achievement and consider the direct impact significant individuals have had on their lives and society.

Children will look at key individuals in society that have had a direct impact on their lives today. They will put key points in their history in chronological order.

3

Children know that the achievements of groups of people and societies had an impact on our lives today.

Stone Age – Iron Age: Prehistoric people are often thought of as not being very clever, they actually completed some great achievements: creating fire, making sharp wooden and stone tools, taming horses to ride them, farming (rather than hunting/gathering), inventing wheels, pottery, using metals, trading with each other, building houses.

For each achievement: children will discuss how it would have improved the people's lives. The children need to decide a hierarchy of importance based on their own thoughts about each.

Romans: In Roman Britain, the Romans brought a lot of their achievements to Britain. These included: aqueducts, marble, stone and brick houses, sewage systems, money as currency, reading and writing in Latin, central heating, roads, concrete, public bath houses and roads.

For each achievement: children will discuss how it would have improved the people's lives. The children need to decide a hierarchy of importance based on their own thoughts about each.

4

Children make comparisons between the achievements of the Romans. They consider the legacy and contributions of the Anglo-Saxons and Vikings to life in Britain today, despite Britain regressing in many ways.

The Anglo-Saxons had many achievements: Welcomed Christianity in the 6th Century; Gave us the idea of England as a single country – Angle-land; Some of the greatest literature and poetry in English history – Beowulf; King Alfred the Great decreed that learning and education should be restored; They wrote a Codex of laws which gave us the basis for Parliament; Monks (such as Bede) recorded important events in something called the Anglo-Saxon Chronicle; The Anglo-Saxons never left – many of us have Anglo-Saxon ancestors; Gave us many place names and days of the week: Monandæg - Tiwesdæg – Wodnesdæg

The Vikings had many great achievements: Lots of Viking language has remained in English – place names and words like 'knife', 'egg' and 'slaughter'; Pioneered the design of the longboat which we still use features of today for boat building; Explored all around the world including America, Africa, Russia and the Middle East; Set up very successful trade routes all across the world, linking Britain and Ireland with the rest of the world after the Anglo-Saxons stopped it; Invented combs to keep themselves looking smart; Had a system of laws that were discussed at a gathering called a 'Thing'. Lots of these laws are still in use today; Women had rights that other civilisations didn't give – they could speak at Things and own

5

Children understand that people in the past were as inventive and sophisticated in thinking as people today. Children know that new and sophisticated technologies were advanced which allowed cities to develop.

Greeks: The Greeks made significant contributions to mathematics, astronomy, medicine, and philosophy. The ancient Greeks were also very advanced sculptors and architects.

Indus Valley: The Indus civilisation had precise measuring devices, including rulers and weight. Their urban planning, water and drainage systems, and use of basic written language are also significant achievements.

6

Children know some of the impacts of war on daily lives and begin to understand the impact on societies. Children consider how life changed as a result of individual and group achievements.

Ultimate victory to the Allied Forces led to the downfall of Hitler and the Nazi Party. Individual legacy for Churchill and significant changes to society in relation to the role of women in the workforce. Alan Turing's Enigma code breaker – an early step in the development of computers.

How children's understanding of **trade** develops

Trade

currency

resources

R

Children begin to have an awareness of jobs and explore the purpose of work and importance and value of money.

Summer Term – 'What will I be?'

Children are introduced to the concept of jobs within this topic. Through this we discuss the purpose of work and the importance and value of money. Also links within PSED as children build an understanding of rewards and consequences.

1

2

Children develop their understanding of jobs and trade within their own locality.

Children look at and label the shops that are in St Just and then make direct comparisons between shops/ pubs etc in the past to the present.

3

Children understand that trade began as the exchange of goods. Children understand that communities traded with each other and over the English Channel.

Stone Age – Iron Age: In the early Stone Age, people hunted and gathered what they needed. When people began settling and farming, they started to have extra food to exchange with others. They also developed tools for farming that were useful to others and traded these too. Trade was local. People developed expertise in making tools and products from bronze. Merchants began to travel to find products to trade using rivers to travel longer distances. Coins were first made in the Iron Age.

Romans: Road systems allowed for trade routes to be established and for travelling further to trade with others. The Romans imported lots of materials and products

4

To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.

The Vikings set up very successful trade routes all across the world, linking Britain and Ireland with the rest of the world after the Anglo-Saxons stopped it.

Vikings bought goods and materials such as silver, silk, spices, wine, jewellery, glass and pottery. In return, they sold items like honey, tin, wheat, wool, wood, iron, fur, leather, fish and walrus ivory. Viking traders carried a set of folding scales which they used to weigh coins to make sure they got a fair deal.

5

Children understand that trade develops in different times and ways in different civilisations.

Greeks: Ancient Greek marketplaces brought together merchants from all over the world. Trading was hugely significant to the ancient Greek economy.

Indus Valley: The people of the Indus Valley civilisation traded things like cotton, metals, and exotic animals with the people of Ancient Mesopotamia.

6

Children know that trade routes from Britain expanded across the world.

Britain used to import food from America. During WWII, German attacks on Britain targeted trading ships to disrupt British life. Food had to be rationed in order to ensure that everybody had enough.

The earliest civilisations began trading farm produce. Skilled craftsmen would also make luxury goods to trade. Trade was local until trade routes were established which meant being able to trade with merchants from far away. With the onset of the onset of the bronze and iron Age, metal was used to mint coins which were valuable in their own right.



Historical Concepts



Chronology

British History

World History

Same time, different
place

Cause and effect

Significance

People

Events

Places

Developments

Similarities and differences

(in the same historical period)

People

groups

experiences

places

Continuity and change

(continuity – what remains the 'same' over time. Same does not mean entirely unchanged)

People

groups

experiences

places

Evidence

Sources of evidence

perspective

How children's understanding of **chronology** develops

Chronology

British History

World History

Same time, different place

R

Era	Beyond Living Memory		Within Living Memory		My History
Local History					Marvellous Me - My family & how I've changed
Wider History	Vehicles – past and present				
		1799 – 1854 Mary Anning			

1

Local History		1772-1854 – Henry Trengrouse 1807 wreck of the HMS Anson		What was St. Just Primary School like when our grandparents parents were at school?	What was St. Just Primary School like when our parents were at school?	What is St. Just Primary School like now?
Wider History		1815-1842 – Grace Darling 1838 wreck of the Forfarshire				

2

Local History		How has St. Just Changed?				
Wider History		1819 – 1901 Queen Victoria's life		1926 – 2022 Queen Elizabeth II's life		

3

Era	Prehistory			Middle Ages	Modern
British History	+3500BC – 2500BC Stone Age Britain	2500BC-800BC Bronze Age Britain	800BC – AD43 Iron Age Britain		
World History			753BC – AD476 The Romans		

4

British History			AD450-AD1066 Anglo-Saxon Britain		
British History				AD793-AD1066 Viking Britain	
British History		2000BC – 19 th Century Cornish Mining			

5

British History					
World History	+3500BC – 2000BC Ancient Sumer		1200BC – 146BC Ancient Greeks		
World History		2600BC – 1300BC Indus Valley			
World History			1600BC – 1046BC Shang Dynasty		
World History		3100BC- 332BC Ancient Egypt			

6

British History							
World History		1800BC -AD1500 Ancient Maya					1939-1945 WW2

How children's understanding of **cause and effect** develops

Cause and effect

R

Children begin to understand that actions have consequences, both positive and negative.

This is achieved through PSED and UW throughout the whole year. Children are taught to make observations of the world around them and see the effects that their actions have.

1

Children know that people's experiences can bring about positive change.

Henry Trengrouse witnessed the wreck of the HMS Anson, which resulted in him inventing life saving devices to try and prevent such loss again, including a cork buoyancy aid which has been developed into the life jacket.

2

Children begin to develop an understanding of why people did things, why events happened and what happened as a result.

Cause: Empire, Development of St Just

Effect: Dismantling of Empire over time, Queen and the Commonwealth

3

Children begin to identify the consequences of events and the actions of people.

Stone Age – Iron Age: People discovered mixing copper and tin made bronze – a much stronger metal. Weapons and tools were invented.

Romans: Romans invaded Britain which introduced Latin words to the English language. Christianity arrived in Britain and became more and more popular. Boudicca and the Iceni tribe led attacks on Roman towns because they were against Roman taxes. The Roman army defeated the Iceni because they were better trained and had better armour. The Romans built roads to enable quicker travel between places. The Romans withdrew from Britain because they needed to defend themselves from others in Europe.

4

Children identify reasons for historical events, situations and changes.

The Romans withdrew from Britain because they needed to defend themselves from others in Europe. Angles from Denmark and Saxons from Germany invaded Britain because of its resources, warmer climate and safe land to live on. Later, Vikings from Scandinavia invaded Britain to trade and find new places to live.

We know that the Anglo-Saxons fought each other when creating the kingdoms and that they didn't always live peaceful lives at the best of times, but when the Vikings came, they were prepared to defend what had now become their lands. We know that the Vikings first started raiding parts of Britain around 790AD and continued doing so up until around 865AD when the Vikings sent something called 'The Great Heathen Army.' This was the largest force that the Vikings had sent to Britain and showed that they wanted to stay, not just to raid. This meant that there were problems for the Anglo-Saxons because they had already been fighting amongst themselves for control of Britain and so the Vikings capitalised on this. It started when the Great Heathen Army landed in Britain in 865AD and they managed to take the city of York by 867AD which was an enormous trading town, meaning that they had lots of access to food and people. They then headed back south where they met the powerful Kingdom of Wessex in 871AD. They traded blows with each other but had to head back north to York as there was unrest that needed to be sorted out. Eventually, they returned and managed to push the Anglo-Saxons back and take nearly every part of England, except a tiny part in the south west. This is where a significant individual came in: Alfred the Great

5

Children start to analyse and explain reasons for, and results of historical events, situations and change.

Greeks: The English alphabet was influenced by Ancient Greek writing. Many English words come from Greek origin too. Britain is a democracy, and this was first developed in Ancient Greece.

Indus Valley: The civilisation offers many examples to the modern world in various ways, including their expertise in town planning, water management and harvesting systems, as well as drainage mechanisms. They had public and private wells at most sites and houses were often equipped with bathing areas and toilets. They were very technologically advanced, and their craftsmanship is evident in their beads, jewellery, pottery, and seals.

6

Children know that member so society standing up for their rights can be the cause of change. Children begin to understand that one action can have many consequences and effects.

Britain declared war on Germany in 1939 because Germany invaded Poland. During the war, some children in major cities like London were evacuated to the countryside to live with relatives or strangers where it was safer. When men were conscripted to fight in the war, their jobs were done by the Women's Land Army. Food had to be rationed to ensure it did not run out.

How children's understanding of **significance** develops

Significance

People

Events

Places

Developments

R

Children begin to explore the concept of significance through special/important people and events.

People – David Attenborough – King Charles

Texts – Fantastically Famous Women that change the world. My Special Books

Place – My home. My special places

Events – 'Let's Celebrate'.

1

Children begin to develop an understanding of what significance means in history. Children know that some people, events and places are considered more significant than others.

People: Grace Darling and Henry Trengrouse

Events: Sinking of the HMS Anson and SS Forfarshire. Invention of life saving devices.

Places: St. Just Primary School

2

Children know that 'historically significant' people and events are those that changed many people's lives.

People: Queen Victoria, Queen Elizabeth II, The Wright Brothers

Places: St Just

Events: Invention of the plane

3

Children know that 'historically significant' events and developments are those which changed many people's lives and had an impact for many years to come.

Stone Age – Iron Age :_Developments – Making bronze and Iron

Romans:_People – Julius Caesar, Caligula, Claudius, Boudicca

Events – Roman invasion of Britain, Iceni Resistance, Roman withdrawal from Britain

Developments – Towns, roads, homes made from wood with thatched roofs

4

Children can identify significant people and events across different time periods.

People: King Alfred the Great, St Augustine; King Offa; Edward the Confessor; William of Normandy; Harold Godwinson; Harald Hardrada

Events: Battle of Edington (878); Battle of Hastings (1066)

Development: Homes made from wood with thatched roofs;

5

Children can compare significant people, events and developments across different time periods.

Greeks: People: Alexander the Great. **Developments:** Democracy, **Events:** Persian wars, Peloponnesian wars

Indus Valley: People: It is hard to specify key individuals for this period since little is known about specific people. One artefact of a sculpture was found, whom archaeologists believe to be a "priest-king". **Developments:** weights, measurements, drainage, and water system. **Events:** Mohenjo-Daro and Harappa established around 2500BCE.

6

Children can explain the significance of events, people and developments.

People: Winston Churchill / Adolf Hitler

Events: Battle of Britain / Rationing / Evacuation

Developments: Early civilisation around the world - Mayans

How children's understanding of **similarities and differences** develops

Similarities and differences

(in the same historical period)

People

groups

experiences

places

R

Children know that some things have changed and some things have stayed the same in their own lives. Children know that people celebrate special events in different ways.

Families focus – similarities and differences

What/how do we celebrate?

Beach Holidays – past and present.

1

2

3

Children begin to explore similarities and differences within the same historical period.

Stone Age – Iron Age: In prehistoric Britain, what things stayed the same and what differences were there between housing, food, entertainment, society.

We compare between the Paeleolithic, Mesolithic and Neolithic times in the Stone Age and see the progression and change. Then further through the Bronze and Iron Age.

Romans: In Roman Britain, what things stayed the same and what differences were there between housing, food, entertainment, society.

We compare what life would be like in Rome, compared to in Britain and discuss what was similar and different and why. E.g. Britain would mainly be Roman soldiers not civilians.

4

Children explore the similarities and differences between the two groups of people.

Anglo-Saxons and **Vikings** both came from northern Europe (Germany, Denmark/ Norway, Denmark, Sweden)

Native religion: both pagan – followed Norse mythology but later converted to Christianity.

Type of people: farmer-warriors

When they came to Britain: around 450AD/around 800AD

Why they came to Britain: Anglo-Saxons – Britain undefended and had good soil, some were invited over to help defend against Scots and Picts. Vikings – better farmland, overcrowding, lots of riches.

Where they settled in Britain: Angles - north and east; Saxons - south and east; Jutes - south west. Vikings initially the north and then pushed south.

5

Children identify similarities and difference between civilisations that lived concurrently.

Greeks: Similarities: The Greeks and Mayans were both excellent mathematicians and had philosophy and astronomy as part of their cultures, both polytheistic religions. **Differences:**

The Greeks didn't develop in a river valley like other civilisations, but was surrounded by water.

Indus Valley: Similarities: Many ancient civilisations relied on major river systems (Egyptians, Mesopotamians) trading (often between each other). **Differences:** ruling, e.g Mesopotamia – combination of monarchy and democracy between kings and elected officials, in comparison to Indus Valley – unknown rulers, but artefacts suggest there may have been "priest-kings" as rulers.

6

Children can describe similarities and differences between civilisations that lived concurrently.

The Mayan Civilisation ran concurrently with a number of recognised time periods around the rest of the world including the Ancient Egyptians and the Roman Empire. Similarities and differences such as their number system are explored with Roman Numerals and their writing system with Egyptian hieroglyphics. There is

How children's understanding of **continuity and change** develops

Continuity and change

(continuity – what remains the 'same' over time. Same does not mean entirely unchanged)

People

groups

experiences

places

R

Children begin to explore the concept of change within their own lifetime and recent experiences.

How have we changed since we were born – UW (RE)

Reflecting on our first year at school.

1

Children understand that some things change while others stay the same, and that some things are new. With support, they consider why things change.

What has stayed the same and what has changed at St. Just Primary School since our Grandparents and parents were at school.

We consider whether Grace Darling would be considered significant today because of the differing views of women.

2

Children identify similarities and differences between ways of life at different times and identify simple reasons for change.

People: Queen Victoria had more power throughout Europe than Queen Elizabeth II.

Experiences: Lives during Victorian times was very different to today (NHS, transport, education)

Places: St Just has changed over time. The Star Inn is one of the oldest pubs in the UK but has not changed much. Make comparisons between pictures of St Just 100 years ago and St Just today. Lack of roads, wider roads, change in transport.

3

Children know that change can be brought about by advancements in society. Children can compare different periods of history and identify continuity and change.

Stone age – Iron Age & Romans

- **Entertainment** - The Stone Age people liked to play music on made instruments. Discuss how Romans always had good entertainment. However, this varied depending on where they were. E.g in Rome there would be gladiator fights, chariot races etc... but in Britain they may have amphitheatres, board games, public baths for bathing, loved music and held social gatherings like parties and feasts.
- **Society** changed over times as Britains joined the Romans and began to follow their laws, taxes and joined towns.
- **Food** throughout the ages. Discuss how the Stone Age would hunt and gather then settled to become farmers, into the Iron age. This is where they began exchanging goods. Moving forward into Roman times where money was introduced and they would buy and sell goods.

4

Children begin to identify reasons for change and continuities. Children identify links between different societies.

Both the Anglo-Saxons and Vikings had the hierarchies of power. The King would most likely be the King of an area, rather than of the entire country, particularly as Britain was divided into lots of different Kingdoms. Very few people ever claimed to be the King of England and this was rarely ever agreed upon by everyone,

5

Children explain reasons for changes and continuity using the vocabulary and terms of the period as well. Children know that the geography of an area influences how a country develops over time.

Greeks: Democracy, Olympics, medicine, philosophy

Indus Valley: Drainage systems, religious practices

6

Children identify reasons for continuity and change and make links with cause and effect.

The role of women changed significantly as men were conscripted to fight, back filling traditional male roles in manufacturing and production. Post war this accelerated employment equality, but was not without challenges and consequences to society.

How children's understanding of **evidence** develops

Evidence

Sources of evidence

perspective

R

Children begin to make interpretations from pictures, photographs and stories. Children know that we can get information from them.

Look at pictures, photographs and stories and make inferences about what they tell us.

1

Children know that photographs and paintings can tell us about the past. Children begin to develop their ability to use sources to find answers to simple questions.

Photographs of the school and pupils when our grandparents and parents were at school. Photographs of the school in the 1900s. Portraits and paintings of Henry Trengrouse and Grace Darling. As well as the HMS Anson shipwreck and the Forfarshire. Painting and depictions of Tregrouse's

2

Children know that we can find out about how places have changed by looking at sources. Children develop their ability to use sources to answer simple questions, some of which they may have posed themselves.

Photographs of the school and St Just over the years between the 1900's and today.

Portraits of Queen Victoria and Queen Elizabeth II- why were they drawn like that? What do the items in the picture represent?

3

Children know that archaeological evidence can be used to find out about the past. Children begin to understand the reasons why we know more about some time periods than others.

Using and interpreting sources of evidence.

Why would we know more about the Romans than the Stone Age – Iron Age people? Discuss how by Roman times people wrote things down, before that was no written evidence.

4

Children use a range of sources to find out about a period and use evidence to build up a picture of past events.

Sources:

Archaeologists findings from excavations(artefacts); Written accounts; Digital maps of the ancient world

Interpretations:

Historians say what they think happened in the past based on evidence

5

Children develop their understanding of the role of archaeologists in learning about the past. They begin to consider the limitations of sources of evidence and how people may interpret them differently.

Sources:

Archaeologists findings from excavation (artefacts), written accounts, digital maps of the ancient world

Interpretation:

Historians might disagree on what they think happened in the past or why, even when interpreting the same evidence.

6

Children recognise primary and secondary sources. Children identify bias in sources and challenge their reliability. They identify their limitations and consider their value to historical enquiry.

Sources:

Photos, propaganda posters, archaeological findings from excavation (artefacts), written accounts, digital maps of the ancient world.

Interpretation:

Historians might disagree on what they think happened in the past or why, even when interpreting the same evidence. Allies/Axis portrayed as good/evil