



History

Vision

At South Farnborough Junior School, our motto is: Embracing our values today... to be a successful part of the world tomorrow!

In History, we aim for all of our children to think like historians, developing a curiosity and fascination about Britain's past and the past of the wider world and its rich and diverse cultures. We aim to encourage our future generations to learn lessons from the past in order to create a better future. In History, this includes the children learning about 'power' as a thread throughout our curriculum.

Implementation

Our history curriculum is broadly chronological with the exception of our local history topic. This is because we feel it is important that our children have a secure understanding about history within their local area and this works well as the children learn about the local area in geography in Year 3 too. By Year 6, the children move to discuss the theme of crime and punishment across a much larger time period, which encourages the children to compare and contrasts the different time periods they have covered. They also cover the Mayan civilisation, where they can compare an ancient civilisation with which they are less familiar with the other ancient civilisations they have covered, which have a clearer impact upon the past.

In addition to our quality first classroom practice, including differentiation, use of resources, assessment and so on, our MTP and STP covers important details, which are unique to us and we feel have an impact on the way we successfully implement our curriculum:

Big Picture- <i>What is our end goal?</i>	Prior Knowledge- <i>Links to threads and previous learning to make links.</i>	Misconceptions- <i>How can we pre-empt where children may struggle to make the most of learning time?</i>	Values/SMSC- <i>Embedding personal development learning within our curriculum to achieve our school vision.</i>	Cultural Capital- <i>Visitors, themed days, workshops, school trips.</i>	Explain, Change, Create- <i>We challenge our children through a mastery approach.</i>
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Unit Overview			
Year 3	Year 4	Year 5	Year 6
<p>A local history Study - Farnborough & the local area. What has been the biggest factor to affect Farnborough's development?</p> <p>Changes in Britain from the <u>Stone Age to the Iron Age</u>. How did life change between the Neolithic, Bronze and Iron Ages? Would you rather spend a day in the Stone, Bronze or Iron Age?</p>	<p>In depth study - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u>Ancient Egypt</u>. What was the most significant achievement of the Ancient Egyptians?</p> <p><u>The Roman Empire</u> & its impact on Britain What did the Romans ever do for us?</p>	<p>Britain's settlement by <u>Anglo-Saxons & Scots</u> The <u>Viking & Anglo-Saxon</u> struggle for the kingdom of England to the time of Edward the Confessor. Why was Anglo-Saxon Britain such an attractive target for the Vikings?</p> <p><u>Ancient Greece</u> – a study of Greek life and achievements and their influence on the western world. What was the most important legacy of the Greek civilisation?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – <u>Crime & Punishment from the Anglo-Saxons to the present day</u>. How has crime and punishment changed over time? When was the worst time to be a criminal?</p> <p>A non-European society that provides contrasts with British history – the <u>Mayan civilization</u> c. AD 900. Why is it important to learn about the Mayan civilisation?</p>



Year	Unit 1	
Year 3	<u>Changes in Britain from the Stone Age to the Iron Age.</u>	
	<p>Why this?</p> <p>It enables pupils to begin to establish a clear narrative of British History.</p> <p>Why Now?</p> <p>The pupils will begin to develop their Historical skills, this time in the broad context of the British Isles. This unit will provide Historical context for their future work on ancient civilisations and Roman Britain in year 4.</p>	
	Substantive Knowledge	Historical Skills
	<p>Chronology – children will:</p> <ul style="list-style-type: none"> -Know that the numbers seem to get smaller in 'BC' and bigger in 'AD' -Know the Stone Age lasted from approximately 13,000BC to 3000BC -Know the Bronze Age lasted from approximately 2500BC to 800BC -Know the Iron Age lasted from approximately 800BC to AD43 • The stone-age period is said to have started around 3 million year ago when humans started to live in Europe. • The stone-age was followed by the bronze-age period. This is when humans started to use metal. • The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming. • During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. • During the Neolithic Age (towards end of the stone age), the humans formed settled communities, and domesticated plants and animals for the first time in history. 	<ul style="list-style-type: none"> - It enables the pupils to understand Characteristic features of each time period enabling them to compare eras and talk about key features from each. - pupils to look at the Chronology, including the concept of pre-History. - The pupils can use their growing skills of Historical Interpretation to examine and evaluate a range of historical sources, enabling them to explain why events in History may be interpreted differently. - By investigating what has changed and what has stayed the same within eras, the pupils are further developing their understanding of Continuity & Change.
	Learning Journey Question for Assessment	How did life change between the Neolithic, Bronze and Iron Ages? Would you prefer to spend a day in the Stone, Bronze or Iron Age? Why?



Unit 2		
<u>A local history Study – The History of Farnborough</u>		
<p>Why this?</p> <p>It enables pupils to make sense of the present day and understand their local community. It builds on Knowledge acquired in Key Stage 1 and Y3 spring 1 term (Geography local study)</p> <p>Why Now?</p> <p>By studying the local area, the children can begin to learn Historical skills and knowledge within a familiar local environment. This will complement the Geographical study they have just completed. It will allow them to reinforce the concept of Change & Continuity from the study of the Stone, Bronze and Iron Ages earlier in the year.</p>		
Substantive Knowledge		Historical Skills
<ul style="list-style-type: none"> -Domesday book – first appearance in written records (1086) -Building of the railway station (1848) – links to other places, Queen Victoria (1819-1901) -Role of the British army, North Camp (1854) -Princess Eugenie & Napoleon III (1858), Farnborough Hill, (1889) Farnborough Abbey (1881) -Beginnings of aviation, balloon Hanger (1912), wind tunnel (1903) -Samuel Cody (1908) -Development of the airport, Farnborough airshow (1948) 		<ul style="list-style-type: none"> - It enables the pupils to understand Change and Continuity in their local area by looking at significant events/people in local History. - It enables pupils to look at the Chronology of important events in the local area. - The pupils can appreciate the Historical Significance of local events/people. - The pupils can use their skills of Historical Enquiry to describe in simple terms how sources reveal important information about the past.
<p>Learning Journey Question for Assessment</p>		<p>What has been the biggest factor to affect Farnborough's development?</p>



Year	Unit 1	
Year 4	<p><u>In depth study - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</u></p>	
	<p>Why this?</p> <ul style="list-style-type: none"> - It enables pupils to make comparisons between the developments in Britain and Egypt during the same time period - It builds an understanding that development differed according to a variety of factors. <p>Why Now?</p> <p>By studying an ancient civilisation that was comparatively advanced, the children can appreciate the impact of climate and location on the development of a society. They can further develop their Historical skills in particular 'Christine Counsell's Model of Significance' which allows the children to use key criteria to measure significance. This will be further studied later in the key stage.</p>	
	<p>Substantive Knowledge</p> <p>Chronology: Egyptian civilisation started - 6000 BCE - Old Kingdom – 2686 -2181 BCE – Egypt becomes a single state. Pyramids began to be built. Middle Kingdom – 2000 -1700 BCE New Kingdom – 1550 – 1077 BCE Egyptian civilisation ends when Cleopatra Ptolemy died in 30 BCE. After that, Egypt became a province of the Roman Empire.</p> <p>Comparison: Agriculture introduced in Britain around 6000 BC. 2600BC – Stonehenge = Pyramids in Egypt. 800BC – Celts bring iron work to Britain. 54BC – Julius Caesar invades Britain → Egypt was conquered 24 years later.</p> <p>Pharaohs: Tutankhamun (1332 – 1323 BC) - Young leader, tomb discovered by Howard Carter and Lord Canarvon in 1922. Djoser (2686 -2649 BC) – First pyramid builder – step pyramid in Saqqara. Khufu (2589 – 2566 BC) – Built the Great Pyramid of Giza (tallest man made object for 4000 years. Hatshepsut (1478 -1458 BC) – One of only two female pharaohs.</p>	<p>Historical Skills</p> <ul style="list-style-type: none"> - It enables pupils to look at the Chronology of important events, understand that they may overlap and appreciate their place on a visual timeline of world history. - The pupils can appreciate the Historical Significance of different societal aspects and decide which has the greatest impact. - The pupils can use their skills of Historical Interpretation to examine and evaluate a range of historical sources, enabling them to explain why particular events in History may be interpreted differently dependant on its provenance. - It enables pupils to appreciate the Causes & Consequences of Egypt's advanced development in comparison with Britain. - The pupils can use their skills of Historical Enquiry to find, select and utilise suitable information and sources to formulate and investigate hypotheses.

Akhenaten (1351 – 1334 BC) – Changed the religious beliefs from polytheism to monotheism but after his death it reverted.

Ramses II (1279 -1213 BC) – Built extensive monuments to himself leaving his reign almost bankrupt.

Pyramids were not palaces or houses for pharaohs. They were usually tombs built for the pharaoh to rest in as he/she made their way to the afterlife.

Mummification a process that involved natural ingredients to preserve the body when the person died. Usually the process was only undertaken on rich and royal bodies. Organs were removed and placed in Canopic jars. Many mummies have been discovered and still give clues to how the person died.

Agriculture – The River Nile allowed the people living in the Nile delta to harvest crops. They invented the shaduf to aid movement of water to irrigate the crops.

Social hierarchy -



Religion – Polytheism (many gods). Akhenaten attempted to change the religious course of history of Egypt.

Rosetta Stone allowed historians to decipher hieroglyphics.

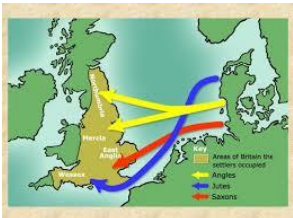
Hieroglyphics were the symbols Egyptians used to decorate buildings.

Learning Journey Question for Assessment

What was the most significant achievement of the Ancient Egyptian civilisation?



Unit 2		
<u>The Roman Empire and its Impact on Britain</u>		
<p>Why this?</p> <ul style="list-style-type: none"> - To look at how the Roman invasion influenced Religion and social diversity and how this is echoed in modern Britain. - It enables the pupils to study the significance of a key civilisation's contribution to an important period of time in British history. <p>Why Now?</p> <p>It continues to build on the chronological story of Britain we have been following and prepares children for the year 5 study of the Anglo-Saxon invasions and what the Romans left behind.</p>		
Substantive Knowledge		Historical Skills
<ul style="list-style-type: none"> • When and how long? (27BC- 476AD) • Who were the emperors? Started the Roman republic: Augustus Caesar Julius Caesar, the first dictator of Rome Hadrian, he built the wall in Scotland Roman empire finished in 476 AD with Constantine. • Army size and tactics • How the Romans expanded across the world • Invasion of Britain. First invasion in 55 BC but failed. Julius C. • 43 AD the Romans successfully in Britain. • Who was Boudicca? Her significance. • Gods and Christianity • Roads (constructed 2000 miles of roads in Britain) and buildings • Inventions (sewers and sanitation, aqueducts, Julian calendar) • cultural impact (language, numbers, theatre) 		<ul style="list-style-type: none"> - Pupils can look at the Characteristic Features of Roman Britain and make comparisons to modern life. - The pupils can appreciate the Historical Significance of such an important civilisation on British history. - The pupils can use their skills of Historical Interpretation to examine and evaluate a range of historical sources, enabling them to explain why particular events in History may be interpreted differently dependant on its provenance. - It enables pupils to appreciate the Causes & Consequences of invasion, looking at how and why Rome invaded Britain and the changes that happened as a result. - Children can develop their understanding of Change & Continuity by giving examples of a range of changes at particular points in History while some things remain the same.
Learning Journey Question for Assessment		What have the Romans ever done for us?

Year	Unit 1	
Year 5	<u>Britain's settlement by Anglo-Saxons & Scots</u> <u>The Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</u>	
	Why this? <ul style="list-style-type: none"> - It follows on from the Roman departure of Britain in 410AD. - It enables the pupils to appreciate the changes the Romans made in contrast with the impact of the Vikings on Britain. - It provides concrete evidence of the peaceful nature of the Roman occupation in contrast with the years that followed after their departure. Why Now? <p>This topic follows on from the Roman invasion last year and by investigating Anglo-Saxon laws and justice, provides context for the year 6 thematic study on Crime and Punishment.</p>	
	Substantive Knowledge	Historical Skills
	<ul style="list-style-type: none"> • Key dates: Romans leave Britain – 410AD Britain broken up into small kingdoms – 550AD Anglo Saxons control most of Britain – 660AD First Viking raids on Britain – 790-799AD Attack on Lindisfarne – 793AD Alfred the Great becomes king of Wessex – 871AD Athelstan becomes first king of England – 928AD • Why the Romans left (fall of Rome) and what was left behind. • Where the Anglo Saxons came from  <ul style="list-style-type: none"> • Life in Anglo Saxon society • Origins of Vikings (Scandinavia) and reasons for raids (pillage, trade, fertile land, religion) • Resistance by Alfred the Great (Battle of Edington 878AD) and following treaty 	<ul style="list-style-type: none"> - It enables pupils to look at the Chronology of important events and examine the shifts of power over this time period. - The pupils can appreciate the Historical Significance of different invasions on Britain. - The pupils can use their skills to identify Characteristic Features of the Romano-British, Anglo-Saxon and Viking period, enabling them to explain why both the Anglo-Saxons and the Vikings chose to invade. - It enables pupils to study what changed during the Viking invasion and whether anything stayed the same - Change & Continuity.



	<ul style="list-style-type: none"> How Athelstan unified England (Battle of Brunanburh 937AD) and final defeat of the Vikings 	
	Learning Journey Question for Assessment	Why was Anglo-Saxon Britain such an attractive target for the Vikings?
	Unit 2	
	<u>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</u>	
	<p>Why this?</p> <ul style="list-style-type: none"> It enables pupils to make comparisons between the developments in Britain and Greece during the same time period following earlier studies. This study enables pupils to appreciate that ancient Greece has had a significant and lasting impact on the Western World in a variety of aspects. It enables them to realise how the Roman civilisation, studied last year, was influenced by Classical Greece. <p>Why Now?</p> <p>Drawing on the history knowledge gained in previous studies about other civilisations, the children can make informed interpretations regarding ancient Greek society and draw comparisons across a variety of European civilisations. They will then look at a non-European civilisation in year 6 to further embed their knowledge and historical skills.</p>	
	Substantive Knowledge	Historical Skills
	<ul style="list-style-type: none"> Key dates: Classical Period (5th- 4th centuries BC) Hellenistic Period (3rd – 1st centuries BC) Politics & Democracy – the workings of the agora, the right to vote restricted to male citizens (no votes for women, foreigners or slaves) Language – to know the etymology of English words derived from Greek (astron, kinema, micr, naut, tele) Architecture – to understand the Doric, Ionic and Corinthian orders (columns, pediments and friezes) and look for modern examples in Britain (British Museum, London Exchange, Trafalgar Square) Sport – to look at the early Olympic games and how sport prepared Greeks for battle (javelin, chariot events, wrestling, in addition to the values – courage, endurance, exertion) Theatre – learning the difference between tragedy, comedy and satire and the Greek influence on modern theatre 	<ul style="list-style-type: none"> It enables pupils to look at the Chronology of important events, understand that they may overlap and appreciate their place on a visual timeline of world history. The pupils can appreciate the Historical Significance of different societal aspects of ancient Greece and decide which has the greatest impact on modern day Britain. The pupils can use their skills of Historical Enquiry to examine and evaluate a range of historical sources, and allow them to explain why a source might be unreliable. It enables pupils to appreciate the Causes & Consequences of Greece's advanced development in comparison with Britain.



	<ul style="list-style-type: none">• Ideas and Beliefs – a look at the polytheistic religion of the Greeks• Knowledge – Maths (Pythagoras), Literature (Homer), Science (Archimedes), Philosophy (Aristotle)	
	Learning Journey Question for Assessment	What was the most important legacy of the Greek civilisation?

Year	Unit 1	
Year 6	<u>A non-European society that provides contrasts with British history – the Mayan civilization c. AD 900.</u>	
	Why this? <ul style="list-style-type: none"> - It enables pupils to make comparisons between the developments in Britain during the same time period following earlier studies. - It enables pupils to compare different civilisations beliefs relating to their reasoning about the Universe and mankind's place in it. For example, the Ancient Egyptians, Roman and Greek's polytheistic worship alongside the Mayan cosmovision as an attempt to explain and better understand all that surrounded the society, including its place within the cosmos, or universe. Why Now? <p>In year 6, the children will be able to draw on their historical knowledge gained in previous studies about other civilisations, specifically in relation to their beliefs about science and religion, allowing them to make informed interpretations regarding society.</p>	
	Substantive Knowledge	Historical Skills
	<p>Chronology:</p> <p>2000 BC Mayan civilisation starts in Mesoamerica</p> <p>500 BC Maya develops own hieroglyphics</p> <p>100 BC Develop stone buildings</p> <p>400 CE Divided in States</p> <p>900 CE Collapse of Maya</p> <ul style="list-style-type: none"> • The Mayan religion involved several aspects of nature, astronomy and rituals. Most Gods represented is form of nature, for example: Sun God or Maize God. They believed their Gods could help or hurt them. • Mayans believe that the world started from nothing. They believed that 6 deities helped the Heart of the Sky to create the Earth. They believe that a tree was then planted to segregate sky and earth reaching up to the Mayan Upper World. Next the plants were created and then animals. After this, humans were formed from mud but were bad so were destroyed in a flood. Then they tried again forming humans from wood but they could not worship so were destroyed. The sun and moon were next created and then the current humans were created using the corn. • The Maya developed Sciences beyond the accomplishments of the Western World for a long time. Their feats in astronomy, maths and writing were advanced. In Maths, they created the number 0, this was 	<ul style="list-style-type: none"> - It enables pupils to look at the Characteristic Features of the Maya in order to contrast and make significant links between civilisations in Europe. - The pupils can appreciate the Historical Significance of different aspects of the Maya. - The pupils can use their skills of Historical Enquiry to examine contrasting accounts of the Mayan civilisation and discuss source reliability. - It enables pupils to appreciate the Interpretation of the Mayan cosmovision in comparison with other ancient civilisations views on their place in the Universe.



	<p>1700 years before the Europeans. They also were advanced in tool making and technology forming grand high rise structures close to cement in 300 BC.</p> <ul style="list-style-type: none"> • Their cities remained hidden as they were often built in remote jungle climates, in inhospitable mountains away from rivers because they worshipped the stars and lined them up with constellations. • People are unsure of why the Mayans were largely wiped out. Guesses range from disease, natural disasters to climate change. • Modern day Mayans still live within the boundaries of the old empire in Central America. The region that makes up this area now consists of: Belize, Honduras, El Salvador, Guatemala and Mexico. They number nearly 7 million. 	
	<p>Learning Journey Question for Assessment</p>	<p>Why is it important to learn about the Mayan civilisation?</p>
	<p>Unit 2</p>	
	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –</u></p>	
	<p><u>Crime & Punishment from the Anglo-Saxons to the present day.</u></p>	
	<p>Why this?</p> <ul style="list-style-type: none"> - It enables pupils to extend their knowledge beyond 1066 through studying this aspect of social History. - It will build on periods in History already studied such as the Romans, Anglo-Saxons and Vikings with regard to their justice systems as well as looking at periods in History they have not visited, but which they will in year 7 and beyond. <p>Why Now?</p> <p>In year 6, the children will be able to draw on all their historical knowledge gained in previous studies about other periods, in relation to their knowledge about crime and punishment, allowing them to make informed</p>	
	<p>Substantive Knowledge</p> <p>Norman Britain (1064 – 1154) & Middle Ages (1154 – 1485) To explore how Britain changed after the Romans left under Viking then Anglo-Saxon rule.</p>	<p>Substantive Knowledge</p> <ul style="list-style-type: none"> • It enables pupils to look at the Chronology of change in crime and punishment, examining changes from 1065AD to present day.

How the legend of Robin Hood tells us about medieval justice in that it was loaded in favour of the rich & powerful and that medieval justice used fear of consequences to stop people committing crimes.

Tudors (1485 - 1603) & Stuarts (1603 – 1714)

Compare Tudor & Stuart crimes - theft, treason, murder & heresy/witchcraft.

Looking at the different types of courts in T&S England.

The Gunpowder Plot (1603), the 'Bloody Code' and the increase in capital offences, highwaymen, smuggling, poaching etc. Looking at the causes of crime in this period and new types of punishments – transportation etc and how harsh punishments were used as a deterrent.

Victorians (1837 – 1901)

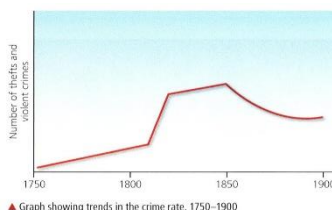
Why did so much change happen in crime and punishment in the 19th century? Societal change during this period, looking at the sharp rise in crime rates and why (industrialisation, political change etc) Study of Oliver Twist by Charles Dickens as a basis of studying child criminality.

Robert Peel (1788-1850) and why this period saw the establishment of the Police force. Were the Victorians cruel?

New millennium (2000+)

Looking at crimes in the 20th and 21st Century, exploring how crimes and their punishments have changed and why.

Crime prevention and forensic science today.



From p.58 of Crime and Punishment by J.Byrom and M.Riley, 2016.

- The pupils can appreciate the Historical Significance of different types of punishment and its effect on crime rates and the establishment of the Police Force.
- The pupils can use their skills of Historical Enquiry to examine evidence and discuss source reliability.
- It enables pupils to develop their skills of Interpretation of primary and secondary sources to reach conclusions about how this aspect of social History has changed over time.
- It enables pupils to study how crime and punishments have changed over time and whether anything stayed the same - Change & Continuity.
- It enables pupils to appreciate the Causes & Consequences of crime and punishment.

interpretations regarding social History over different periods of time. It will also allow a basis for secondary education to build on after leaving SFJS.

Learning Journey Question for Assessment

How has crime and punishment changed over time? When was the worst time to be a criminal?