

History Knowledge

Cycle	Class	Area of History	Chronology	Everyday life - clothes, food, activities	Religion/Beliefs	Democracy (or Rulers)	Trade
Cycle A September 2022	Class 1	Living Memory – Toys	• Know that some games and toys have stayed the same and others have changed • Order toys from oldest to newest; give reasons to explain how the toys have been ordered. • Know similarities and differences between our toys and toys our parents and grandparents played with.	• Compare games/toys in the past (what are they made of? How do they work?) • Know the reasons why ‘Teddy Bears’ were given their name. Order teddy bears/ put them on a timeline. • Know and describe what our toys are like today (type, moving, non-moving, features, materials)	• Light touch into religion in the past- most people going to church every Sunday in the 50s/60s	• Light touch into who the queen was in the 50s/ 60s.	• How we buy things now and then. (Online shopping, supermarkets, local independent shops).
		In addition to the focus on ‘toys’ follow the children’s interests focusing on the history objectives. Add people/ events to the class timeline (PPT and display) to refer to throughout the year. Class trip- Shugborough hall, childhood museum History Day- dress as your favourite toy. Make large					

		timeline to order the toys chronologically		• To understand what life was like when our grandparents were growing up.			
C1	Special Celebrations	• Know that Remembrance Day commemorates members of the armed forces who have died in wars. • Know why poppies are a symbol of remembrance. • To discuss what Christmas looked like in the past- link to toys and presents. Compare Christmas celebrations now and then.					
	Class 2	Ancient Egypt	The Ancient Egyptian civilisation was at its height from the end of the Neolithic period until 43AD.	A hot climate meant people wore light cloth clothes. Men wore tunics or skirts, women wore dresses. Wealthy people decorated their clothes with beads and gold. They also wore gold jewellery. They ate bread, vegetables, lentils, figs, dates, fish, lamb and goat. The food they ate in	People worshipped and feared their many gods. They generally took human form with animal heads and represented nature – sun, water etc. They also worshipped their pharaohs as they were considered godly. They will learnt how this links with pyramids and mummification.	Society was not democratic. Ch will learn that some people were very powerful and others did not have any power.	They used the Nile to travel and trade throughout Egypt. They traded food, pottery, ornaments and jewellery.

				linked heavily to the Nile.			
	Class 3	Invaders & Settlers- Roman Empire Viking Anglo Saxons & Scots	See additional document				
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Cycle B September 2023	Class 1	Significant Individuals contributing to national and international achievements. >The Great Fire of London >Firefighters now and then In addition to the focus on 'The Great Fire' follow the children's interests focusing on the history objectives. Add	• Know when the fire took place and what London looked like in the past. • Know the reasons why the fire started, how it spread and how long it lasted. • Learn about how London was rebuilt after the fire and the different	• Know how the fire affected buildings, including homes, and people who lived nearby.	• Light touch into religion in the past- most people going to church every Sunday. St. Paul's cathedral	• Know about the key people and the reason why we remember their contributions: Samuel Pepys, King Charles II. Mayor of London, Sir Christopher Wren	• Know the reasons why the fire spread so far and burned for so long; use maps and photograph of artefacts. – talk about bakeries in the past and now and firefighters in the past and now.

		people/ events to the class timeline (PPT and display) to refer to throughout the year. George Herbert Strutt – local significant person History Day- London landmarks/ famous people	materials used to build houses and other buildings.				
C1	Special Celebrations	• Know the reason for bonfire night and why we remember Guy Fawkes. • Know that Remembrance Day commemorates members of the armed forces who have died in wars. • Know why poppies are a symbol of remembrance					
	Class 2	Prehistoric Britain: Stone Age/Bronze Age/Iron Age.	Ch will order Palaeolithic, Mesolithic and Neolithic Eras. This is followed by the Bronze age and Iron Age. They will compare this with The Ancient	Palaeolithic: Nomadic hunter gathers. Wore animal skins. Built fires. Lived in caves. Made basic stone tools. Very little language.	Prehistoric people worshipped many different gods and goddesses, associated with everyday jobs (farming) and nature (sun). The people offered sacrifices and gifts to these gods and goddesses. Religious leaders	During Neolithic, Bronze and Iron Age the tribes and settlements were often at war with each other. They raided each other to steal useful materials/food/weapons etc. Shaman and druids were important people. Settlements had their individual rules.	Trade began in the neolithic time after the invention of agriculture (and language) when people began to have a surplus of crops etc. Merchants would travel on foot to trade food/pottery/etc.

			Egyptian civilisation.	Neolithic: The invention of farming changes everything. People live in wood and wattle and daub houses. Farmed wheat and animals, Meaning they had time for other activities like developing language, making connections, pottery, weaving. They ate bread (wheat), animals (pigs, sheep, goats, fish), cheese, nuts, berries and vegetables. They still hunted for wild animals. They lived in communities and	were called druids. They built monuments – Stonehenge.		In the Bronze age they would have travelled further as they had carts.
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				domesticated dogs. Bronze age: similar to Neolithic times. People also used metal tools to hunt, fight and cook. They farmed more and hunted less. They had more time for leisure – so decorative pots, jewellery artifacts have been discovered.			
	Class 3	Autumn Inventions - Local History Industrial Revolution – Belper and Cromford	Dates of Industrial Revolution (c.1750-1900). From 1721 mills were built along Derwent valley. Lombe's Silk Mill in Derby	Pre-1700s: small villages and farms. People worked as agricultural labourers, or in the home. Transport was chiefly walking, or	Chiefly Christian. Huge part of the legitimacy of the British Empire, which fuelled the Industrial Revolution. The Empire became a source of raw materials (such as cotton) and	Britain was a democratic country throughout this time, but in reality there was little protection for workers. Children were exploited working in dangerous conditions for very low pay. Cruel treatment (12-14 hour shifts). Factory Acts of 1819, 1833 & 1901	Pre 1700s: traded goods on a small, local scale. Small profits. Ind Rev: traded goods on a wider scale, further afield (globally). Mass production in

			was the world's first factory (1721). Arkwright's water frame invented (1767). Steam Engine (1778, Watt & Boulton). Cromford Canal (1794).	horses. Make do and mend. Post-1700: urbanisation (people moved from country to city to work in factories). Transport included steam trains / canals. Items mass produced (eg clothes) so items cheaper and disposable. Mill owners built houses for workers and educated their children. Crowding in cities led to spread of disease (eg cholera) leading to	also a huge marketplace to sell goods, plus the message of civilisation and prosperity linked to Christian values. From 1750 to 1900, scientific and industrial revolution led to more enlightened and reasoned attitudes, where capitalism and the pursuit of personal wealth meant a less religious populace.	passed by parliament (democracy in action). Those who were enslaved (due to the Slave trade which supplied labour for processing raw materials like cotton) had no rights or freedoms.	factories meant more goods, cheaper costs, driving consumerism. Raw goods (cotton) came from the Empire (Caribbean) processed by slaves. The economy of the Empire was strongly inter-twined with the Slave Trade.
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				1875 Public Health Act. Women go from working in home / fields to textile factories. Mill owners were wealthy, children became a commodity working in poor conditions in factories.			
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Cycle C 2024.25	Class 3 Only	Ancient Greece	Discuss where Ancient Greece sits in a timeline of history. Know that there were 6 main periods of Ancient Greek history: Minoans / Mycenaean civilisation / Dark Ages / Archaic period / Golden Age / Hellenistic period. Know that the Golden Age of Ancient Greece happened at the same time as the Iron Age / Ancient Rome / Mayan civilisation / Ancient Egypt. Golden Age spans c.700BC to	Know that Greece is a hot climate and therefore clothes needed to be loose fitting but provide cover from the sun. Know that there was a difference between rich and poor clothing. Rich clothes were colourful and embroidered. Poor clothes were undyed and without decoration. The traditional garment was called a Chiton and was a simple tunic made from linen worn by both sexes, which fell to the ankles.	Children to know the Ancient Greeks worshipped many gods and told stories about them. They built temples for them to live in where they could offer sacrifices and ask for favour. The most famous example is the temple of Athena in Athens (known as the Parthenon). Know the main Greek gods and their attributes (especially the modern Olympians - Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares, Hephaestus, Aphrodite, Hermes, and Dionysus). Know that the Gods lived on Mount Olympus	Know that Ancient Greece consisted of competing City States, each run by their own rulers. Some were autocratic, others were led by councils. Athen became the first City State to allow its male citizens to vote, thereby introducing the idea of democracy. However, only Male citizens over 20 – not women or slaves – could vote. Use a comparison between Athens and Sparta to show how governance varied: Athens: girls stayed at home until 14, when they married; boys went to school at 7 to learn reading, playing the lyre, maths and singing; at 18 they went to a military academy; Athens maintained a modest fighting force but had a powerful navy due to its coastal position. Sparta: boys were trained to become soldiers from the age of 7; girls were taught to read and write and could participate in	Know that City States traded with each other, especially food, raw materials and manufactured goods. Greeks would come together to buy and sell goods at the Agora – a central marketplace in most towns. The Greeks began to export wine, olives and pottery which helped to spread Greek culture and ideas around the world.

			146BC when the Romans defeat Greece which becomes part of the Roman Empire. Know that: 1) C776 BC first recorded Olympic Games 2) c.700BC Homer writes the 'Odyssey' 3) 508BC Democracy starts in Athens 4) c472BC earliest known Greek play (The Persians) performed 5) c460BC Hippocrates, father of medicine, born 6) 432BC The Parthenon temple is completed in Athens	Textile making was predominantly women's responsibility. Finely woven linen and soft wool were the most expensive fabrics. The Greek Islands were surrounded by sea, so fish provided a large part of the diet. Olive oil grew from Olive trees. Cuisine was founded on cereals, legumes (pulses) and grapes. Cheese and curdled milk were eaten as were seasonal vegetables. Cuts of meat were for wealthier	(which was a real place) and that they had human characteristics. Know the creation story involving Cronos. Gods and Goddesses were depicted as statues in temples, on mosaics and as part of decorative pictures on vases and temples. Ancient Greeks believed the gods could cure them of illnesses. They would make sacrifices and sleep overnight in temples (for a fee!) Hippocrates and his students began to examine the real causes of disease and began the first true enquiry into	sports; Sparta was ruled by two kings and a council of elders; the army was a formidable fighting force.	
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				citizens, and more often than not used as an offering to the gods in poorer households. Greek homes consisted of separate living areas for men and women. Life revolved around an open courtyard, which would see animals and children aplenty. Wealthier homes may have plastered walls and shuttered windows, as well as mosaics and statues. The hearth acted as a shrine to the goddess of	medicinal treatments. Know the three most important Mathematicians – Pythagoras, Euclid and Archimedes and what impact their ideas still have today (Pythagoras' theorem / Archimede's screw etc). Know about the Greek philosophers and their ideas, in particular Plato (Ethics), Aristotle (Logic and reasoning) and Socrates (the 'wisest man of all Greece' who developed the Socratic method of learning through questioning).		
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			the home, Hestia. Many homes didn't have a bathroom, but there were public baths. Most people washed using a small bucket or in a nearby stream. Oil lamps and candles would provide light after dark. The Gymnasium was a place for men to participate in sports. Public competitive sport was important and led ultimately to the establishing of the Olympic games in 776BC in honour of Zeus. The first Games of the			
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				modern era started again in Athens in 1896.			
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