

# **Highbank Primary and Nursery School** **Progression Map** **History**



At Highbank, our aim is for our children to develop a curiosity about history in Britain and the wider world, and to have the knowledge, skills and vocabulary to be able to articulate what they know. Our history learning starts in EYFS with experiences from the children's living memory. This progresses throughout KS1 and KS2 within the known context of the UK before learning about worldwide history.

Where possible, we adopt a thematic approach to engage the children in their history learning and ensure they are actively involved in their learning. What the children learn about in their history lessons they will read about in shared reading and then write about in English.

In addition, we all learn about an aspect of political history. Starting in EYFS the children are taught about rules and fairness and this theme continues throughout the school ending with American Politics in year 6. We want the children to understand how history impacts the world we live in and how our actions today affect the history of others. We are preparing children to recognise they can influence change and have their voice heard through their understanding of politics.

The key knowledge and skills that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, the children are shown a timeline to develop their understanding of chronology.

We want our children to enjoy and love learning about history by gaining knowledge and skills through 'hook days', objects and artefacts, experiences in the classroom and educational visits.

## HISTORY YEARLY OVERVIEW

	Autumn <i>Political History</i>	Spring 2 <i>History</i>	Summer 1 <i>History</i>
Nursery	Heroes & Villains <i>(Sharing)</i>	History in Living Memory <i>(Family)</i>	Once upon a time ... <i>(The magical world of Fairy Tales)</i>
F2	Heroes & Villains <i>(Rules &amp; Fairness)</i>	History in Living Memory <i>(Family &amp; Community)</i>	Once upon a time... <i>(Fairy Tales and Fantasies)</i>
Year 1	Suffragettes <i>(Equality, voting and law)</i>	The Great Fire of London	Significant People
Year 2	Local Politics <i>(Voting, law and petitions)</i>	The Plague	Explorers
Year 3	Monarchy & Parliament <i>(Parliament and debate)</i>	Tudors	Ancient Egypt
Year 4	Law & Order <i>(Crime &amp; Punishment)</i>	Ancient Greece	The Stone Age
Year 5	The Apartheid <i>(Equality and Equity)</i>	Roman Empire	The Anglo-Saxons and Vikings
6	American Politics <i>(Democracy)</i>	The Great Wars	

## Links to learning in EYFS

In the EYFS, the children are guided to make sense of their world and their community. The children begin to make sense of their own life story and their family's history. Activities and experiences will encourage discussions based around images of familiar places and situations in the past, such as schools, homes and transport, observing similarities and changes. Activities will also encourage children to begin to organise events using basic chronology, recognising that things happened before they were born. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems, will help children to begin to develop an understanding of the past and present.

**YEAR 1**

**Suffragettes**

**The Great Fire of London**

**Significant People**

### SKILLS

Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Know some things that happened to other people in the past Use common words and phrases relating to the passing of time eg old, new, young, days, months, today, yesterday, tomorrow Sequence some events or related objects in order	Talk about why people may have acted as they did Tell the difference between past and present in own and other people's lives	Begin to identify and recount some details from the past from sources eg pictures, stories	Look at pictures from the past and discuss, "What were people doing?" Find answers to simple questions about the past from sources of information (eg pictures, stories)	Show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking)
Recount parts of stories and memories about the past	With my teacher, find out some facts about people long ago (before living memory) With my teacher, find out some facts about events that happened long ago (before living memory)		Look at pictures and discuss, "Which things are old and which are new?" Look at objects from the past and discuss, "What were they used for?" and try to answer. Answer questions about events, using 'before' and 'after' to describe when something happened.	Write in sentences things I have found out about the past. Use simple time lines to order events or objects.

### KNOWLEDGE

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| <ul style="list-style-type: none"> <li>The suffragists were a group of women who campaigned for the right to vote which began to emerge in Britain in the mid-19<sup>th</sup> century. Suffragists believed in peaceful, constitutional campaign methods.</li> <li>The suffragists were members of the National Union of Women's Suffrage Societies (NUWSS) and were led by Millicent Garrett Fawcett during the height of the suffrage movement, 1890 – 1919. They campaigned for votes for middle-class, property-owning women and believed in peaceful protest.</li> <li>The first suffragette was Emmeline Pankhurst in 1903.</li> <li>The right to vote is called suffrage.</li> </ul> | <ul style="list-style-type: none"> <li>The Great Fire of London started in Thomas Farriner's bakery in Pudding Lane on 2<sup>nd</sup> September 1666 and last for 5 days.</li> <li>The weather in London was hot and it hadn't rained for months. Houses in London were mainly built from wood which is highly flammable, especially when it is very dry. The houses were built very close together so fire could easily spread from house to house.</li> <li>People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</li> <li>By Thursday 6<sup>th</sup> September, the wind had died down. This meant that people were able to put out the flames.</li> <li>Samuel Pepys lived in London at the time of the Great Fire and wrote all about it in his diary. His eyewitness account is the source of our knowledge about the Great Fire and other key events in English history such as the plague and King Charles II's coronation. During the fire he buried his diary in his garden.</li> </ul> | <ul style="list-style-type: none"> <li>Significant means something of great importance.</li> <li>Michael Jordan (1963 – present) is an American basketball player and known to be one of the greatest basketball players in the world.</li> <li>Sir Isaac Newton (1642-1726) was an English mathematician, physicist, astronomer, alchemist, theologian and author. He is widely recognised as one of the greatest mathematicians and physicists of all time and one of the most influential scientists.</li> <li>Malala Yousafzai (1997 – present) is a young Pakistani activist. In 2008 she began protesting the closing of girls' schools in the area. In 2012 she was shot as a result of her protests.</li> <li>Malala Yousafzai won a Nobel Peace Prize in 2014 making her the youngest person to ever win one.</li> <li>Walt Disney (1901-1966) was a pioneer in the field of animated, or cartoon, films. He became famous for creating such well-known characters as Mickey Mouse and Donald Duck.</li> </ul> |
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- After the fire, Charles II made a decree that houses should be built further apart and that they must be made of stone. Any business that used fire (baker, brewer) would not be allowed in the city centre.

- Mother Teresa (1910-1997) was a Roman Catholic nun and missionary who dedicated herself to helping the poor, the sick and the disadvantaged. During her life she became known around the world for her love, care and compassion. After her death, she was also recognised by the Roman Catholic Church as a saint

YEAR 2		Local Politics	The Plague	Explorers
SKILLS				
Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Use simple historical vocabulary eg recently, before, after, now, later, past, present Recount changes in own life over time Identify similarities and differences between periods	Use information to describe the past Use information to describe difference between then and now  Use evidence to explain reasons why people in the past acted as they did	Understand why some people in the past did things	Estimate the ages of people by studying and describing their features.	Describe objects, people and events.
Order 3 or more people, events or using a given scale.	Recount main points from a significant event in history	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings, visits, internet),	Look carefully at pictures or objects to find information about the past Ask and answer questions such as: 'what was it like for...?', 'what happened in the past?', 'how long ago did ... happen?'	Draw labelled diagrams and write about them to tell others about people, events and objects from the past  Write simple stories and recounts about the past.
KNOWLEDGE				
<ul style="list-style-type: none"> <li>• A government is something that makes the law of the land and ensures that all people in that nation or community are treated fairly by those laws.</li> <li>• Local government makes decisions about the people who live in their community.</li> <li>• A council is a group of people who come together to consult, deliberate, or make decisions.</li> <li>• A councillor is someone who has been elected by their local council to represent their local community and make important decisions.</li> <li>• There are roughly 20,000 local councillors in England.</li> <li>• Local councillors are elected for 4-year terms by the local community to represent its views.</li> <li>• Local councillors are Kevin Clarke, Kirsty Jones and Maria Ann Watson.</li> <li>• Our local MP is Lillian Greenwood.</li> </ul>	<ul style="list-style-type: none"> <li>• During the hot summer of 1665, London was hit by a terrible disease known as The Great Plague. The disease had spread rapidly across parts of Europe and caused many deaths.</li> <li>• Although there had been a plague epidemic (known as the Black Death) 300 years earlier, killing lots of people, there was still no cure.</li> <li>• Medicine was not like it is today and towns and cities were often filthy places to live. By the end of 1665, about 100,000 people had died from the plague in London.</li> <li>• Bubonic plague was spread when people were bitten by fleas, which lived on rats.</li> <li>• The symptoms of the plague were – the skin turned black in patches and inflamed glands or 'buboes' in the groin, combined with compulsive vomiting, swollen tongue and splitting headaches.</li> <li>• Incubation took a mere four to six days and when the plague appeared in a household, the house was sealed, thus condemning the whole family to death! These houses were distinguished by a painted red cross on the door and the words, 'Lord have mercy on us'. At night the corpses were brought out in answer to the cry, 'Bring out your dead', put in a cart and taken away to the plague pits.</li> <li>• Holding a posy of flowers to the nose kept away the plague.</li> <li>• A plague doctor was a type of doctor who would treat victims. They were usually hired by cities to treat infected patients regardless of income, especially the poor that could not afford to pay.</li> </ul>	<b>EXPLORERS</b> <ul style="list-style-type: none"> <li>• Explorers are people who have blazed the trail in going to new places.</li> <li>• Christopher Columbus (1451-1506) was a sailor and is the explorer who is credited for discovering America.</li> <li>• Christopher Columbus found the Americas by accident. He was actually looking for a new way to get to China and India.</li> <li>• Earnest Shackleton (1874-1922) was an explorer who travelled to Antarctica. He is known for his adventures during several attempts to reach the South Pole.</li> <li>• Tim Peake (1972-present) is a British astronaut. In 2016 he became the first official British astronaut to walk in space.</li> </ul>		

- The Great Fire of London helped to stop the spread and eventually end the plague.

YEAR 3		Monarchy & Parliament	The Tudors	Ancient Egypt
SKILLS				
Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Use timelines to place events in order	Use evidence to find out how any of these may have changed during a time period Describe similarities and differences between people, events and objects Show changes on a timeline	Look at two versions of the same event and identify differences in the accounts	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past Ask questions such as 'how did people...?' What did people do for...?' Suggest sources of evidence to use to help answer questions	Present findings about past using speaking, writing, computing and drawing skills. Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes.
Understand that timeline can be divided in BC and AD Use historical vocabulary eg century, decade	Use evidence to describe past eg houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people, differences between lives of rich and poor			
KNOWLEDGE				
<ul style="list-style-type: none"> <li>A monarchy is a form of government that has a single person known as a monarch at its head. Monarchs use such titles as king, queen, emperor or empress.</li> <li>Parliament is the legislature, or law-making group, in the government of the United Kingdom. The government leader, called the prime minister, is always a member of Parliament.</li> <li>The queen is the head of the Church of England – a position that all British monarchs have held since it was founded by Henry VIII in the 1530s. The Queen appoints archbishops and bishops on the advice of the Prime Minister.</li> <li>The queen is also the head of the Armed Forces. She is the only person who can declare when the country is at war and when war is over (although she must take advice from the government first).</li> <li>_____ is the current Prime Minister and the leader of the _____ party. They are responsible for all the government's policies and decisions.</li> <li>Margaret Thatcher was the first female Prime Minister and was elected in 1979. To date, the country has only had three female prime ministers – Margaret Thatcher (1979 – 1990), Theresa May (2016-2019) and Liz Truss (2022 - present )</li> </ul>	<ul style="list-style-type: none"> <li>The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603. They ruled for 118 years until there were no more Tudor heirs for the throne.</li> <li>The Battle of Bosworth happened in 1485 between King Richard III and Henry Tudor. The pair fought and King Richard was killed. Henry Tudor took over the throne and so began the reign of the Tudors. Henry Tudor became known as King Henry VII.</li> <li>The Tudor era came before the Great Fire of London.</li> <li>Henry VII was the first king of the Tudor period.</li> <li>Henry VIII became king at 17. He married 6 times in the hope of having a son to be his heir to the throne.</li> <li>Edward VI was Henry VIII's son. He was king from the age of 9 to 15 but was considered too young to exercise his power.</li> <li>Lady Jane Grey became queen when Edward died. She was queen for 9 days before Mary (the rightful heir) imprisoned her.</li> <li>Mary I was Henry VIII's daughter. She was nicknamed Bloody Mary after she burnt people at the stake if they didn't agree to the religious changes she made to the country.</li> <li>Elizabeth I was Henry VIII's daughter. She reigned for 45 years and led the English navy to defeat the Spanish Armada. She never married or had children so when she died the Tudor era ended.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>The Ancient Egyptian period was 2686–2181 BCE.</li> <li>The Ancient Egyptians were scientists and mathematicians. They had numerous inventions including ways to build buildings, medicine, cosmetics, the calendar, the plow for farming, musical instruments, and even toothpaste. Ancient Egypt plays a major role in the Bible.</li> <li>The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years.</li> <li>The ancient Egyptians were able to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes and papyrus to make paper.</li> <li>The ancient Egyptians were experts at farming and construction because they were very inventive.</li> <li>They invented a solar calendar (and a writing system called hieroglyphs).</li> <li>The ancient Egyptians were ruled by kings and queens were called pharaohs. Religion was an important part of their civilisation. They worshipped over 2,000 gods and goddesses!</li> <li>The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.</li> <li>In Britain it was the late stone age to mid iron age.</li> </ul>		

YEAR 4		Law & Order	Ancient Greece	The Stone Age
SKILLS				
Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Name and place dates of significant events from past on a timeline Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. Note connections, contrasts and trends over time	Show knowledge and understanding by describing features of past societies and periods. <ul style="list-style-type: none"> <li>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.</li> <li>Describe how some of the past events/people affect life today.</li> </ul>	Give reasons why there may be different accounts of history.	Understand the difference between primary and secondary sources of evidence.	Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills Discuss most appropriate way to present information, realising that it is for an audience.
			Use documents, printed sources, the internet, databases, pictures, photos, artefacts and historic buildings to collect information about the past. Suggest sources of evidence from a selection provided to use to help answer questions.	Use subject specific words such as monarch, settlement, invader.
Use historical vocabulary e.g. Century, decade, BC, AD, after, before, during.	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.		Ask questions such as 'what was it like for a ..... during .....?'	Use dates and terms correctly.
KNOWLEDGE				
<ul style="list-style-type: none"> <li>A crime is something a person does that is against the law. Punishment is a penalty for doing something wrong.</li> <li>Sir Robert Peel introduced the police force in the Victorian Era.</li> <li>When someone is charged with a crime they are given a 'charge sheet'. This sets out the details of the crime they are being charged with. The police will decide if they: can go home until the court hearing (but may have to follow certain rules, know as 'bail') or are kept in police custody until they are taken to court for their hearing.</li> <li>The government or police force investigates crimes today. Cases go to court to ensure justice.</li> <li>The Tower of London is a medieval castle that has served many purposes. It was a royal residence, an exotic zoo, and was eventually turned into a prison. One of the most famous prisoners was Anne Boleyn, the second wife of Henry VIII.</li> <li>Capital punishment, also known as the death penalty, is still legal in some countries. Corporal punishment (causing physical pain) is also legal in some countries.</li> <li><b>Roman Period:</b> very detailed legal system; laws to cover every possible crime; had courts and juries; no police – you had to catch the criminal yourself and take them to court; punishment depended on your rank; worst punishment was crucifixion.</li> </ul>	<ul style="list-style-type: none"> <li>The Ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks).</li> <li>Ancient Greece had a warm, dry climate (as it still does today).</li> <li>Greece was divided into city-states that each had their own laws and way of life (but all spoke the same language). Two of the best-known city-states are Athens and Sparta.</li> <li>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</li> <li>Athens had a democratic government – people who lived there made decisions by voting.</li> <li>In Sparta, there was a strong emphasis on military warfare.</li> <li>In 490bc, Persians invasion led to the Battle of Marathon. The Athenians spent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</li> <li>The first Olympic games were held in 776 in the city-state Olympia.</li> <li>The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</li> </ul>	<ul style="list-style-type: none"> <li>The Stone Age period lasted for roughly 3.4 million years, and ended between 4,000 BCE and 2,000 BCE, with the advent of metalworking.</li> <li>The Stone Age is divided into three separate periods, namely the Palaeolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). Each period is based on the degree of sophistication used by humans to fashion and use stone tools.</li> <li>Stonehenge is one of the world's most famous prehistoric monuments. It stands on Salisbury Plain in Wiltshire, England, and its stones can be seen from miles away. It is a ring of approximately 100 standing stones that are each about 13 feet high, seven feet wide and weigh around 25 tons.</li> <li>It's been estimated that Stonehenge took over 1500 years to be built by Neolithic people during the Neolithic Age, which was around 3000 BC. Changes were continually made to the monument over time and the last change was made in the Bronze Age, around 1500 BC.</li> <li>Skara Brae is a large stone-built Neolithic settlement on the Bay of Skail on the west coast of mainland Orkney,</li> </ul>		

- **Anglo Saxon & Viking Period:** instead of punishment, criminals pay the injured party compensation known as wergild; no police – villages divided into 10 households called tithings who made sure that wrongdoers were brought to justice; criminals could be outlawed; serious crimes earned death penalty; trial by ordeal – subjecting the criminal to a painful death and if god performed a miracle they were innocent; trial by water – if drowned they were guilty; trial by combat – the winner was innocent.
- **Medieval & Tudor Period:** community based crime prevention system; wergild was abolished; people were mutilated, executed or fined for crimes; trials by jury; churches had their own courts; people could be tried by church if they recited a particular verse – Neck Verse – to avoid execution; anyone on the run from the law could claim sanctuary by going into a church; shaming punishment introduced (stocks and ducking stool); towards the end towns appointed their own officials called constables, watchmen or beadle and justice of the peace – first time law enforcement was someone's role rather than the whole community's job; after Henry VIII there were lots of disagreements about religion – anyone who disagreed with the changes were burned at the stake.
- **Early Modern Period:** many women accused witchcraft and burned at the stake; smugglers and poachers became more common; highwaymen attacked coaches; punishments were very harsh – in 1688 50 crimes earned the death penalty and by 1800 it was 200; this system of law became known as the 'bloody code'; transportation to America introduced.
- **Victorian Period:** theft was still the most common crime; smuggling died out and highwaymen were less common; more political crimes such as striking and rioting; introduction of the police force; public hangings in place until 1868; transportation to Australia instead of hangings; prisons developed to replace transportations; 90 prisons built between 1840-1877; workhouse introduced.
- **20<sup>th</sup> & 21<sup>st</sup> Centuries:** new crimes due to developing age; ASBOs, community service, probation and electronic tagging introduced.

- Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives (such as the god of sea and the goddess of wisdom). Temples were built in their honour.
- Some of our alphabet came from the one that the Ancient Greeks used.
- Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146bc.

Scotland. It consists of ten houses, and was occupied from roughly 3100–2500 BC.

- Cave paintings were used to communicate to others about hunting.
- The Beaker folk were farmers and archers, wearing stone wrist guards to protect their arms from the sting of the bowstring. They were also the first metalsmiths in Britain, working first in copper and gold, and later in the bronze which has given its name to this era.

**YEAR 5**

**The Apartheid**

**Roman Empire**

**The Anglo-Saxons and Vikings**

**SKILLS**

Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Use timelines to place and sequence local, national and international events. Sequence historical periods.	Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.	Look at different versions of the same event and identify differences in the accounts. Give clear reasons why there may be different accounts of history.	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Present structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience
Describe events using historical vocabulary e.g. Century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Identifies changes within and across historical periods.	Give some causes and consequences of the main events, situations and changes in the periods studied.	Know that people (now and in past) can represent events or ideas in ways that persuade others		
Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'	Identify changes and links within and across the time periods studied.		Ask a range of questions about the past. Choose reliable sources of evidence to answer questions. Realise that there is often not a single answer to historical questions	

**KNOWLEDGE**

<ul style="list-style-type: none"> <li>• Apartheid was a system for keeping white people and non-whites separated in South Africa.</li> <li>• It lasted from about 1950 to the early 1990s. The word apartheid means "apartness" in Afrikaans, a language spoken in South Africa.</li> <li>• Apartheid divided South Africans into four groups: white, Bantu (black), Coloured (of mixed descent), and Asian. The policy created separate areas in cities for each group. Members of a group were not allowed to live, operate businesses, or own land outside of their area. Under "pass" laws, non-whites had to carry passes while in white areas. Other laws set up separate schools and restricted each race to different types of jobs. The government also created 10 territories called "homelands" and forced all blacks to move to them.</li> </ul>	<ul style="list-style-type: none"> <li>• An empire is a state or group of states under the authority of a single ruler, or in some cases, a small group of people, with a small group of people being known as an oligarchy. Not always, but oftentimes, the states or areas within the empire are diverse and are composed of people of different languages, races, cultures, etc.</li> <li>• The story of Rome began in 753 B.C. when a man named Romulus founded the city. Romulus was the first king of Rome. Legend says Rome was founded by twin brothers named Romulus and Remus. At a young age, the boys were cast out into the wilderness, where they were raised by a female wolf. When they grew up, they returned to civilization and made Rome a city, but argued over who should be king. That disagreement ended with Romulus killing Remus.</li> <li>• Before Rome became an empire, it was a republic. In 509 B.C., the last king of Rome was thrown out of power and Rome became the Roman Republic. The Roman Republic had a government and senators that made laws.</li> <li>• The Roman Empire was founded in 27BC by Julius Caesar.</li> </ul>	<ul style="list-style-type: none"> <li>• Historians are not sure why the Anglo-Saxons came to Britain. Some sources say that the Saxon warriors were invited to come, to England, to help keep out invaders from Scotland and Ireland. Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm.</li> <li>• In Roman Britain many people had been Christians. But the early Anglo-Saxons were not Christians, they were pagans.</li> <li>• After the Romans left, Christianity continued in places where Anglo-Saxons did not settle, like Wales and the west. The Anglo-Saxons had their own gods, beliefs and superstitions.</li> <li>• Anglo-Saxons believed in lucky charms. They thought that rhymes, potions, stones and jewels would protect them from evil spirits or sickness.</li> <li>• Over time their beliefs changed and many Anglo-Saxons were converted to Christianity.</li> </ul>
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- African National Congress (ANC) – a political group that strived for equal rights for whites and blacks.
- Nelson Mandela (1918-2013) joined the ANC in 1994. He was best known for becoming the first black President of South Africa and a civil rights hero.
- Nelson Mandela became an important figure in the ANC, and he helped set up and lead a section for young people called the ANC Youth League. He later travelled the country to gain support for non-violent protests against the National Party's racist laws, too. This activism made him very unpopular with the authorities, and Nelson was arrested for treason.
- Nelson Mandela went to prison for 27 years.
- South Africa is now known as the 'Rainbow nation.'

- Before the Romans came to Britain the land was lived in by a people called the Celts. They lived in groups of people called tribes and these tribes were ruled over by a chieftain.
- Boudicca was queen of a tribe called the Iceni who lived in the part of Britain we now call Norfolk. And she had gathered this army to fight the Romans. The Romans invaded Britain in 43AD. At first the Romans and the Iceni lived peacefully together.

- Alfred the Great was the King of Wessex from 871 to 899 and is credited with defending his kingdom against the Vikings. He is the only English monarch to be officially described as 'great'.
- Alfred the Great was the King of Wessex from 871 to 899 and is credited with defending his kingdom against the Vikings. He is the only English monarch to be officially described as 'great'.
- In 1066, England was invaded twice. First, a Norwegian army led by Harald Hardrada landed in the north. King Harold killed Harald Hardrada at the Battle of Stamford Bridge. Three days later William's Norman army landed in the south of England. William and Harold's armies fought at the Battle of Hastings. The Normans won, King Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England had started.

**YEAR 6**

**American Politics**

**The Great Wars**

**SKILLS**

Chronological Understanding	Understanding of Past People, Events & Changes	Historical Interpretation	Historical Enquiry	Organisation & Communication
Use timelines to place events, periods and cultural movements from around the world.	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor Identify how any above may have changed during a time period. Give own reasons why changes may have occurred, back up with evidence. Describe how some changes affect life today	Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways Know and understand that some evidence is propaganda, opinion or misinformation	Identify and use different sources of information and artefacts Evaluate the usefulness and accurateness of different sources of evidence	Make accurate use of specific dates and terms.
Use timelines to demonstrate changes and developments in culture, technology, religion and society Use key periods and reference points eg BC, AD, Romans, Tudors, and today Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural			Select the most appropriate source of evidence for particular tasks.	Present information in an organised and clearly structured way. Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms.
			From own opinion about historical events from a range of sources	Make use of different ways of presenting information.

**KNOWLEDGE**

<ul style="list-style-type: none"> <li>The Cabinet of the United States is a group of people who advise the President on all the different areas to do with the job.</li> <li>The President's Cabinet is formed of the Vice President and the heads of the 15 executive departments – from education and energy to health and housing. They let the President know what's going on in each area and what needs to be done next. They might be members of the same political party as the President – or from the other side.</li> <li>The Cabinet of the United Kingdom is the Prime Minister's top team of MPs. The Prime Minister picks the Cabinet from their own party's Members of Parliament. The people in the Cabinet are called Ministers. They're each given an area to look after and have to make sure everything's running smoothly.</li> <li>In the US, the heads of the executive departments are chosen for the job because they're experts in the area but in the British Cabinet, the Ministers don't always know much about the area they're assigned to. So instead, they have special advisors to help them out.</li> <li>The size of the American Cabinet is always fixed. It's one Vice President plus 15 heads – so 16 people in total. Whereas the size of the British Cabinet varies depending on what the PM wants.</li> <li>The President can pick anyone they like to be in the Cabinet, as long as they get approved. However, importantly, they can't be members of the Congress – the American version of Parliament. But in the UK, they <i>have</i> to be part of Parliament. If they are not</li> </ul>	<ul style="list-style-type: none"> <li>When countries or other large groups of people use weapons to fight each other, the fight is called a war. Throughout history, groups of people have used war as a way of settling differences.</li> <li>There are two main kinds of war: international and intranational. International wars are fought between countries or groups of countries. The Iran-Iraq War (1980-90) was an international war. World War I (1914-18) and World War II (1939-45) were international wars fought between groups of countries.</li> <li>Countries and other groups of people go to war with one another for a number of reasons. A country may feel that it does not have enough land or resources. It then may try to take these things from a neighbouring country by force. Sometimes groups fight wars simply because one groups wants to show it is more powerful than another. Civil wars can start when a group within a country wants more power or money. A group also may fight to gain religious freedom.</li> <li>The use of airplanes began during World War I. Pilots could now drop bombs from the air. Armies also used tanks, submarines and chemical weapons (weapons that release poisonous gas) during this war.</li> <li>During World War II, tanks and many other kinds of weapons improved. But the biggest change was the development of the atomic bomb (first nuclear weapon). The US dropped two atomic bombs on Japanese cities during WWII. These bombs killed more than 100,000 people instantly.</li> <li>After WWII, a group of countries form the United Nations. This organisation tries to keep countries from going to war. Many countries also agreed to some new rules of the war. These rules are included in a set of agreements called the Geneva Conventions. One of the rules is that warring countries should try not to harm civilians (people not in the military).</li> <li>Adolf Hitler led a political party called the National Socialists which they shortened to Nazis. Hitler wanted Germany to be 'perfect'. This meant that anyone who was different or did not fit his 'perfect' image was killed. Hitler killed German citizens who were Jewish. Jewish people were treated differently. Anne Frank said in her diary 'Jews are required to wear a yellow star, Jews are forbidden to use trams, Jews are required to turn in their bicycles, Jews are forbidden to use any public sports centres, Jews are not allowed to watch any form of entertainment'. All Jewish people were eventually taken to concentration camps which were like prison camps. The weak were quickly killed or died of starvation. Those left would be led into gas chambers in large groups to be killed with poisonous gas.</li> <li>Children in Britain were evacuated to the countryside to escape the bombing. They were put onto trains with a label like they were parcels. They would live with another family in the countryside. It was a difficult time for children as they were split from their family.</li> <li>Blitz is short for the German word Blitzkrieg (lightning war). The Blitz happened from September 1940 – May 1941 when Germany frequently bombed London and other British cities. Night after night Germany would drop bombs from planes on ports, harbours and industrial areas. Over one third of London was destroyed. People were warned of an air raid by loud sirens. During the blitz, they became an almost daily part of life. When people heard the siren, they would stop what they were doing and make for a shelter.</li> <li>When the war started, some men volunteered to join the army. But it was not enough. In 1940, two million British men aged between 19 and 27 were ordered to fight. Soldiers carried a water-bottle, ammunition pouches, entrenching tool (spade), a groundsheet and a haversack containing; mess-tin, tinned rations, extra iron rations, spare socks and laces</li> </ul>
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already, then they have to be made a peer – a member of the House of Lords – before they can join.

- The US Cabinet meets whenever it needs to whereas the British Cabinet always meets once a week. The President doesn't attend Cabinet whereas the Prime Minister themselves leads Cabinet meetings in Downing Street.
- The Senate is one of the chambers of Congress that comprises the Legislative Branch of the United States government. The other chamber is the House of Representatives. Having two chambers of Congress is called a 'bicameral' legislature. The Senate is sometimes called the 'upper' house on Congress.
- The current President of America is \_\_\_\_\_ and the current Prime Minister is \_\_\_\_\_