



Block 1 – Stone Age to the Iron Age

Overview of unit:

Substantive Knowledge:

Disciplinary Knowledge:

This unit’s lessons are organized chronologically, covering life in Britain from the Stone Age to the end of the Iron Age. It starts with an introduction to the timeline and a recap of prehistory. Our historians then explore the Old and Middle Stone Age, focusing on Mesolithic life. The Neolithic age is covered next, highlighting the impact of farming. The Bronze Age follows, examining the new skills brought by migrants to Britain. A detailed look at Stonehenge and its possible purposes is included, and the unit concludes with the Iron Age in Britain.

- The Stone Age is divided into three sections: The Palaeolithic, Mesolithic and Neolithic age.
- When the British Isles were joined to Europe, Palaeolithic people sometimes came to Britain to hunt.
- During the Mesolithic/Middle Stone Age, people in Britain were hunter-gatherers and were usually nomadic.
- Farming began in the New Stone Age/Neolithic.
- The Bronze Age began when people learned how to make objects from bronze.
- Stonehenge is a prehistoric monument built over 5000 years ago.
- The Iron Age began around 800 BCE when people learned how to make objects from iron.

Chronological Understanding: Learning about the timeline from the Stone Age to the Iron Age.

Prehistory: Understanding what prehistory is and how it is studied.

Stone Age Periods: Exploring the Old, Middle, and New Stone Ages (Paleolithic, Mesolithic, Neolithic).

Mesolithic Life: Learning about how people lived during the Mesolithic age.

Neolithic Revolution: Understanding the introduction of farming and its impact on life in Britain.

Bronze Age: Studying the migration to Britain and the new skills brought by people during the Bronze Age.

Stonehenge: Investigating Stonehenge, its construction, and the theories about its purpose.

Iron Age: Learning about life in Britain during the Iron Age and the advancements made during this period.

Archaeological Evidence: Understanding how archaeologists use evidence to learn about these periods.

Comparative Analysis: Comparing and contrasting different periods to understand changes and continuities in prehistoric Britain.

Sequence:

This unit builds on from ‘Discovering History’ in Year 1 which introduced our historians to the idea of ‘prehistory’. Studying this unit helps our children understand Britain’s history as a coherent, chronological narrative from the earliest times. It builds upon their existing knowledge and prepares them for future studies, such as Ancient Egypt. This progression allows our children to compare and contrast the civilizations in Britain and Europe with the advanced civilization in Egypt, highlighting similarities and differences at various points in time.



Block 2 – Ancient Egypt



Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>At the start of the unit, our children will use their geography knowledge to locate Egypt and understand the significance of the Nile. They will then explore life in ancient Egypt, focusing on how we know so much about this civilization. The unit covers religion and the afterlife, Howard Carter’s discovery of Tutankhamun’s tomb, and concludes with a study of Egyptian hieroglyphics and their role in uncovering details about life in ancient Egypt.</p>	<ul style="list-style-type: none"> • The ancient Egyptians were an ancient civilization who lived near the Nile in Egypt. • The River Nile floods, creating fertile land to grow crops. • Ancient Egyptian society was hierarchal, and the Pharaoh was the leader at the top. • The Ancient Egyptians used a writing system called hieroglyphics which we have been able to translate and use to find out more about them. • The ancient Egyptians believed in many gods and goddesses and prepared for the afterlife. • The archaeologist, Howard Carter, discovered the tomb of Tutankhamun- a Pharaoh that was mummified. 	<p>Geographical Context: Locating Egypt on a map and understanding the significance of the Nile River.</p> <p>Daily Life: Exploring what life was like in ancient Egypt, including social structure, occupations, and daily activities.</p> <p>Historical Sources: Learning how historians and archaeologists gather information about ancient Egypt.</p> <p>Religion and Afterlife: Understanding Egyptian beliefs about gods, the afterlife, and burial practices.</p> <p>Key Discoveries: Studying Howard Carter’s discovery of Tutankhamun’s tomb and its significance.</p> <p>Hieroglyphics: Learning about Egyptian writing systems and how hieroglyphics help us understand more about their civilization.</p> <p>Comparative Analysis: Comparing ancient Egyptian civilization with other contemporary civilizations.</p>

Sequence

This unit focuses on Ancient Egypt and follows on from The Stone Age to the Iron Age. These units cover some of the same time period which should allow our children to make comparisons between what was happening in Egypt and Britain at the same point in time (for example, hieroglyphics were used in Egypt from c.3100 BCE while there was no equivalent writing system in Britain until the Roman invasion in 43 CE)



Block 3 and 4 – The Anglo Saxons, Scots and the Vikings



Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>In this 12 week unit, we will explore the daily lives of people from this period, including their homes, jobs, diets, and leisure activities. We will learn about primary and secondary sources, such as artefacts from Sutton Hoo and the Anglo-Saxon Chronicle, to understand how we know about the past. The unit covers the religious beliefs of the Anglo-Saxons and Vikings, their conversion to Christianity, and significant figures like Bede the Venerable. Our historians will also study the Picts and Scots, Viking longships, and the interactions between the Anglo-Saxons and Vikings, including key figures like Alfred the Great and Edward the Confessor. The unit concludes with the Battle of Hastings in 1066, setting the stage for the next unit on Law and Power.</p>	<ul style="list-style-type: none"> • Anglo Saxons came to England after the Romans left. • Anglo Saxons comprised of the Angles, Saxons and the Jutes. • During this time, England was divided into kingdoms. • The Picts and the Scots were early settlers in Scotland. • Many Anglo Saxons were farmers and grew crops and kept animals. • Many Anglo Saxons & Vikings, who originally had Pagan beliefs, converted to Christianity. • The Vikings raided, invaded and settled in England. • Many Vikings lived on farms, growing crops and looking after animals. • Danelaw was an area of England ruled by the Vikings. • King Alfred was the Anglo-Saxon King of Wessex. • King Alfred defeated the Vikings and made an agreement to trade peacefully. • King Canute was a Viking King; he understood the limits of his power. • Later, England had an English King called Edward the Confessor, who left no clear heir. • The Battle of Hastings was fought in 1066 	<p>Daily Life: Understanding the daily lives of people during this period, including their homes, jobs, diets, and leisure activities.</p> <p>Historical Sources: Learning about primary and secondary sources, such as artefacts from Sutton Hoo and the Anglo-Saxon Chronicle.</p> <p>Religious Beliefs: Exploring the religious beliefs of the Anglo-Saxons and Vikings, and their conversion from Paganism to Christianity.</p> <p>Significant Figures: Studying important figures like Bede the Venerable, Alfred the Great, King Canute, and Edward the Confessor.</p> <p>Picts and Scots: Learning about the Picts and Scots, and how historians study their history and symbols.</p> <p>Viking Longships: Understanding the significance of Viking longships in travel, trade, raids, and invasions.</p> <p>Anglo-Saxon and Viking Interactions: Examining the relationship between the Anglo-Saxons and Vikings, including battles and compromises.</p> <p>Battle of Hastings: Learning about the Battle of Hastings in 1066 and its historical significance.</p>

Sequence:

This unit builds on our children’s previous studies of the Stone Age to the Iron Age and the Romans in Britain, covering approximately 650 years from around 410 CE to 1066 CE. We start by recapping their knowledge of the Romans in Britain, setting the stage for exploring the subsequent historical period. Throughout our History curriculum, our historians will build on the concepts developed in this unit, such as migration and religion in England from 1066.

Block 5 – Law and Power (1154-1272)

Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>This unit begins with Henry II's reign and his significant legal reforms, earning him the title 'father of Common Law'. Lesson 2 covers his conflict with Thomas Becket over limiting the Catholic Church's power, leading to Becket's murder. Moving onto Lesson 3, our historians focus on Henry II's son, Richard I, known as 'Richard the Lionheart' for his crusades. We will also consider why some view his actions as invasions. Lesson 4 revisits King John I and the Magna Carta, while Lesson 5 delves into Simon de Montfort, Henry III, and the first 'parliament'.</p>	<ul style="list-style-type: none"> • To know and understand that Henry II is known as the father of common law. • To know that a big misunderstanding between Henry II and Thomas Becket led to Beckett being murdered Canterbury Cathedral. • To know that during this period European Kings, including Richard I, invaded the Holy Lands during the Holy Wars. • To understand why King John was forced agree to demands from the barons and seal the Magna Carta in 1215. • To know that Simon de Montfort set up the first Parliament 	<p>Henry II's Reforms: Understanding Henry II's role in reforming the legal system and why he is called the 'father of Common Law'.</p> <p>Church vs. State: Learning about Henry II's conflict with Thomas Becket over limiting the power of the Catholic Church.</p> <p>Primary and Secondary Sources: Using sources like the Anglo-Saxon Chronicle and artefacts to understand historical events.</p> <p>Richard I: Exploring the reign of Richard the Lionheart and his participation in the Crusades.</p> <p>Magna Carta: Studying King John I and the significance of the Magna Carta in limiting royal power.</p> <p>Simon de Montfort: Learning about Simon de Montfort and the establishment of the first 'parliament'.</p> <p>Historical Figures: Understanding the roles of significant figures like Henry II, Thomas Becket, Richard I, King John I, and Simon de Montfort.</p> <p>Historical Debate: Engaging in discussions about different interpretations of historical events and figures.</p>

Sequence:

This unit builds on the Year 1 'Kings and Queens' unit, delving deeper into significant Middle Ages events and figures, such as the Magna Carta's sealing in 1215 and Simon de Montfort's 'Parliament'. Before starting, our children will understand Roman and Anglo-Saxon law in Britain, how royal power was inherited, and be familiar with terms like 'monarchy', 'throne', 'tax', 'parliament', and 'crown'.



Block 6 – The War of the Roses



Overview of unit:	Substantive Knowledge:	Disciplinary Knowledge:
<p>Our Year 3 historians will learn that The War of the Roses were dynastic struggles between the House of Lancaster and the House of York. Our children will study key events and significant figures like Edward IV and Richard III. They will explore contrasting historical interpretations, such as Henry VI's portrayal as a 'mad, bad king' and the debate over Richard III's involvement in the princes' murder in the Tower. Through this, our children will learn to sift through arguments and evidence, developing their own perspectives and judgements.</p>	<ul style="list-style-type: none"> • The Wars of the Roses was a civil war fought between 1455 and 1485 between two families for the English throne- the House of York and the House of Lancaster. • The Lancastrian king Henry VI, who was known as the 'mad king', was defeated by Edward IV (York). • Edward V was still young when his father died, so his uncle Richard ruled for him as protector. Richard III later took the throne from his nephew Edward V and became king. Edward and his brother were never seen again. • Richard III was defeated and killed by Henry Tudor at the Battle of Bosworth in 1485. • Henry Tudor was a Lancastrian and married Elizabeth of York. This ended the Wars of the Roses. 	<p>Dynastic Struggles: Understanding the conflict between the House of Lancaster and the House of York.</p> <p>Key Events: Learning about significant events during the War of the Roses.</p> <p>Significant Figures: Studying important people like Edward IV and Richard III.</p> <p>Historical Interpretations: Exploring how and why different interpretations of historical figures and events have been constructed.</p> <p>Henry VI: Examining the portrayal of Henry VI as a 'mad, bad king'.</p> <p>Princes in the Tower: Debating whether Richard III murdered the princes in the Tower.</p> <p>Evidence and Arguments: Learning to sift through arguments and weigh evidence to develop personal perspectives and judgements.</p> <p>Historical Sources: Using primary and secondary sources to understand the period.</p>

Sequence:

This unit builds on the previous 'Law and Power' unit, focusing on the last Plantagenet monarchs before the Tudor dynasty. It explores concepts like civil war and monarchy, building on prior learning from Years 1 and 2 about Kings and Queens and The Tudors. Our historians will revisit the Tudor dynasty's origins, starting with Henry Tudor's ascent after the War of the Roses. The unit ensures children understand how this period fits chronologically with their previous historical studies as it builds on previous understanding of the substantive concepts of monarchy, power and civil war. These concepts will be studied again in Year 4 and beyond, both in relation to the history of Great Britain in The Stuarts and the fall of the monarchy in France during The French Revolution