**History Intent Map 2022/2-23**

|  | Autumn Term | | Spring Term | | Summer Term | |
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| Key Stage 1 | **The Great Fire of London**  Children should know:  - The Great Fire of London happened in 1666  - Charles II was the King of England at the time  - The fire started in a bakery on Pudding Lane  - Houses in London were very close together, which caused the fire to spread  - Houses were made from timber which burns very easily  - Samuel Pepys wrote a diary about the events of the fire which tells us about what happened  - He also urged Charles II to take action to stop the fire spreading  **Tier 2 and 3 Vocabulary:** cause, consequence, drought, evidence, extinguish, eye-witness, flammable, fuel, hazard  **Disciplinary concept focus:** Cause and consequence | | **Travel and Transport**  Children should know:  - the wheel was an important invention.  - it made it easier and faster for people to transport their goods  - that modern methods of transport have developed from earlier ones  - The Wright Brothers flew the first plane in 1903  - the first trains were powered by steam  - the first steam train was invented in 1804, by Richard Trevithick  - the first car was produced in 1885 by Karl Benz  - cars became easier to make when they were mass produced in factories. This was begun by Robert Ford in 1905  - Amelia Earhart flow across the Atlantic Ocean in 1923.  **Tier 2 and 3 Vocabulary:** assembly line, carriage, century, engine, engineer, horsepower, locomotive, maglev, mass-produced, vehicle  **Disciplinary concept focus:** Chronology | | **How should we remember Pocahontas?**  Children should know:  - The Powhatan people were a tribe from North America  - They were alive during the 16th century  - They came from West Virginia, which is a state  - The real name of Pocahontas was Matoaka  - English explorers travelled to West Virginia and took land from the Powhatan people  - Pocahontas saved the life of an English explorer called John Smith  - She also helped the colonists to survive the winter  - Despite this, war broke out between the colonists and the Powhatan people  - This stopped when Pocahontas married an English colonist  - She was taken to England to meet the King and Queen. She died in England  - English explorers travelled to Virginia in order to gain materials, like weapons, ornaments, to sell  **Tier 2 and 3 Vocabulary:** artefact, colony, colonist, evidence, kidnap, Powhatan, remarkable, significant, territory  **Disciplinary concept focus:** Significance | |
| Year 3 | **Prehistoric Britain**  Children should know:  - That the Stone Age was split into 3 eras, the names of these (Paleolithic, Mesolithic, Neolithic), their order and relative length.  - That the Ice Age ended 15,000 years ago, and that the earliest Stone Age people were alive during this time.  - That during the 3 eras, people’s lifestyles changed from nomadic, hunter gatherers to farmers.  - How the development of tools played a part in the changes to people’s lifestyles during the Stone Age.  - How the changes to the landscape after the Ice Age played a part in the changes to people’s lifestyles.  - What some aspects of life would have been like in a Stone Age settlement, e.g. houses, using tools, harvesting crops  - Why the discovery of how to make bronze was important and how it changed life during the Bronze Age.  - Some important sites linked to the Neolithic era, i.e. Stone Henge and Skara Brae, and some things these sites reveal about life in Neolithic settlements.  **Tier 2 and 3 Vocabulary:** hunter gatherer, nomad, archaeologist, extant, extinct, evolve, glacier, homo sapien, ore, bronze, neanderthal, settlement, palaeolithic, neolithic, mesolithic.  **Disciplinary concept focus:** Chronology and Change | | **The Shang Dynasty**  Children should know:  - Where China is located on a map  - That the Shang Dynasty ruled in China, beginning during the Bronze Age - link to previous unit of study.  - The dates that the Dynasty ruled in China (from 1600 BC to 1046 BC)  - The names and roles of significant figures during the era: Fu Hao, Wu Ding, Zhou, Daji.  - How the Shang dynasty was created.  - Why Emperor Tang was a popular figure.  - Who Fu Hao was, her role as a tribe leader, and what the artefacts discovered in her tomb suggest about her life.  - Some of the significant achievements of the Shang Dynasty that changed people’s lives  - Why the Dynasty ended, and the role of Zhou and Daji within this.  - How writing began to be used during the reign of the Shang Dynasty, and how oracle bones can be used as a source of evidence about the past.  - Society was divided into a class system, and that artefacts from the time can be used to find out about the lives of people from different classes.  - Why Bronze was important in society - link to the previous unit of study.  **Tier 2 and 3 Vocabulary:** archaeologist, artefact, bronze, dynasty, emperor, general, jade, oracle bones, tomb, Yellow river  **Disciplinary concept focus:** Evidence | | **Ancient Greece**  Children should know:  - Where Greece is located on a map.  - That Ancient Greece was made up of city states, and what the key features of city states were, e.g. a market, an acropolis, built in valleys.  - Athens and Sparta were the main city states.  - What the differences are between a monarchy, democracy and tyranny, and how these systems of government developed in Ancient Greek states.  - That Ancient Greece became part of the Roman Empire when they were defeated in battle by the Romans.  - The names of some of the main Greek Gods/Goddesses, e.g. Zeus, Aphrodite, and their roles in society.  - What the importance of Gods/Goddesses suggests about people’s lives.  - Alexander the Great was a King of Macedonia who invaded parts of Persia.  - Alexander spread aspects of Greek culture into what became Asia.  - The Golden Age of Greece began in 480 BC and lasted for 200 years.  - During this age, many aspects of life developed which still influence life today, e.g. theatre, architecture, democracy, the Olympic games.  - Athens and Sparta were very different states with different styles of government.  - What life was like for men, women, boys and girls in Athens and Sparta.  **Tier 2 and 3 vocabulary:** monarchy, democracy, tyranny, civilisation, agora, acropolis, architecture, culture, city-state, equality, mythology  **Disciplinary concept focus:** Significance | |
| Year 4 | **Roman Britain**  Children should know:  - Where Italy and Rome are on a map.  - What an Empire is and how it is governed.  - That the Roman Empire begun in 27 BC - link this to the Year 3 study unit of Ancient Greece.  - The Empire ended in 276 AD - the empire spanned the time of Jesus.  - The Empire covered parts of Europe and also parts of Africa, and some of the reasons why this happened.  - Augustus Caesar was the first Emperor of Rome.  - Julius Caesar was an Emperor who tried to conquer Britain in 55 and 54 BC, but failed.  - Britain was conquered in 43 AD by Claudius, who defeated the Celtic tribes. The Romans were victorious because of their organisation and fighting tactics.  - Boudicca was the leader of the Iceni tribe who lead an unsuccessful rebellion against the Roman Empire.  - The Romans built settlements close to rivers, with streets laid out in grids with large stone houses. Counties like Leicester, Gloucester, were established at this time.  - London, known as Londinium, began in this time.  - The Romans spread aspects of culture, e.g. religion, language, building of roads, which still influence life in Britain today.  - The features of a Roman town, e.g. people lived in villas, towns enclosed by walls, aqueducts to carry water, amphitheatres for public events.  - Some of the reasons why the Roman Empire collapsed, e.g. the significance of Christianty in changing people’s belief systems.  **Tier 2 and 3 Vocabulary:** amphitheatre, aqueduct, barbarian, citizen, client king, culture, emperor, empire, latin, rebellion, villa, forum.  **Disciplinary concept focus:** Significance | | **Anglo-Saxons**  Children should know:  - After the Romans left, there was a period of instability in Britain.  - The Anglo-Saxons came from Denmark and Germany - find these countries on a map.  - That the Anglo-Saxons were invited to England to help defend it and were given land in return for their military support.  - The Anglo-Saxons settled in the East of England, establishing places like Essex as settlements.  - That most people in Saxon villages were farmers or craftspeople.  - That Saxon villages were governed by a Thane.  - That most people were pagans during the Anglo-Saxon times.  - That Wessex became the most powerful kingdom during the era.  - King Offa and King Egbert were rulers of Wessex during this period.  - The evidence about the period comes from artefacts, as most people were unable to read or write.  - King Alfred the Great fought many battles against the Danes (who became known as the Vikings)  - He gave them land in the East of England, which was the beginning of the Viking occupation of Britain.  - A Burh was a large hill fought which housed people from villages and towns, used to defend people during the Viking attacks.  **Tier 2 and 3 Vocabulary:** anglo-saxon, celts, britons, pagan, christianity, kingdom, pict, rebellion, scots, burh, thane, heptarchy  **Disciplinary concept focus:** Evidence | | **Vikings**  Children should know:  - The countries Norway, Sweden, Denmark and Finland are collectively known as Scandinavia.  - Where all of these countries are on a map.  - How the Vikings travelled to Britain from these countries.  - That the Vikings began to launch raids on England, targeting monasteries in particular.  - Why the Vikings targeted England, and why they began to stay after raids.  - The Vikings believed in lots of gods/goddesses, like Odin, Thor and Freya.  - They told stories about them called sagas, which were often gruesome and featured warfare at their centre.  - The Viking army conquered two of England’s four main kingdoms.  - There were battles between Alfred, King of Wessex, and Guthrum, a leader of the Viking army. This led to the establishment of the Danelaw, a kingdom in East Anglia ruled by Guthrum.  - After Alfred died, his grandson Athelstan drove the Vikings out of the land they occupied.  - Once Athelstan died, there were many more battles, leading to Canute becoming King of England and eventually ruling peacefully.  - During the time of Viking occupation in England, most people became Christians again.  - The Vikings were great traders. They traded a lot with Christian states, so were perhaps willing to convert to Christianity.  **Tier 2 and 3 Vocabulary:** danegeld, danelaw, longships, monastery, plunder, raid, invade, saga, trading, treaty, enslave.  **Disciplinary concept focus:** Chronology and Change | |
| Year 5 | **The Kingdom of Benin**  Children should know:  - Where Nigeria is found on a world map.  - That the kingdom of Benin was in what is now called Nigeria.  - The Kingdom founded when many smaller villages and settlements united.  - Benin was ruled by leaders called Obas.  - The Golden Age of Benin was a period in which the Empire expanded, due to trading overseas and building up a larger army. Initially, they traded with Portugal.  - Obas ruled alongside Palace Chiefs, King Makers and Town Chiefs. They made trade agreements and decided when Benin would be at war with other kingdoms.  - People who lived in Benin City mostly were involved in trading.  - People who lived in rural areas relied on agriculture to survive.  - The religion that most people in Benin followed was called Voodoo.  - Benin was ideally located to trade overseas being located on the coast.  - Some of the commodities which Benin traded: cowrie shells, textiles, enslaved people, weapons, ivory, peppercorns.  - Because of its trading relationships, Benin’s empire became more powerful.  - Benin traded enslaved people to work in plantations in the Americas, particularly with Britain.  - This trade in people has contributed to racism still prevalent in modern societies.  - People involved in the same trade in Benin lived together in ‘guilds’.  - The Benin Bronzes were statues depicting life in Benin and important people. They are one of the main sources of evidence about life in Benin.  - The Benin Bronzes were stolen and taken to be displayed in the British Museum.  - Why some people argue that this is a benefit, whereas others feel they should be returned to modern-day Nigeria.  **Tier 2 and 3 Vocabulary:** oba, river Niger, guilds, Edo, Atlantic Ocean, slave trade, enslaved people, loot, officials, plantations  **Disciplinary concept focus:** Cause and consequence | | **Medieval Monarchs**  Children should know:  - Who Edward the Confessor was, and that he died in 1066 without a successor.  - Harold Godwinson became King after Edward died.  - He was defeated in battle by William of Normandy at the Battle of Hastings.  - Where France, Normandy and Hastings are on maps.  - Henry II ruled from 1154 until 1189 after a long period of instability.  - Thomas Beckett was an advisor of Henry who became CHancellor. Together they introduced the idea of a trial in court.  - Beckett became Archbishop of Canterbury. He refused to let members of the church be tried in court, so eventually fled to Normandy. He was eventually slain by some of Henry’s knights. This stopped Henry from gaining control over the church.  - Richard the Lionheart became king in 1189. He was Henry’s son.  - He fought a series of wars called the Crusades in what are now Israel, Syria and Palestine, to bring the land back under Christian control.  - He raised taxes on his people to pay the cost of these wars.  - King John was Richard’s brother, becoming King in 1199. He made enemies of Barons by taking their land and raising taxes, and the Pope as they disagreed over who should be Archbishop of Canterbury.  - The Magna Carta was a treaty signed in 1215. It made sure that the King also had to follow the laws of the lands.  - The Doomsday Book was a survey completed until William which recorded who lived on and owned the land. It was the first survey of this kind.  - Under William, many castles were also built, some of which still stand today.  - The Feudal System was a class structure in society.  - It’s order was: King/Queen, Nobles, Barons, Knights, Peasants  **Tier 2 and 3 Vocabulary:** baron, noble, peasant, feudal system, successor, clergy, Magna Carta, monarch, medieval, ecclesiastical, treaty  **Disciplinary concept focus:** Chronology and change | | **Changing Britain**  Children should know:  - Laws in the UK are made by Members of Parliament.  - MPs are elected by the people living in their local communities.  - Strikes, boycotts and demonstrations are ways that people protest against issues they are concerned about.  - In 1963, the Bristol Bus Company Boycott was a protest against the way the company treated employees from minority backgrounds. It was successful as members of the public refused to use the buses.  - John Stephenson became famous when he was arrested following his refusal to leave a pub because of his race.  - After this, the Race Relation Act was passed in 1968, making it illegal to discriminate against someone based upon their race.  - The Grunwick Strike was a protest led by workers from Asian backgrounds against their working conditions and treatment by their employers. This gained support from a number of other organisations, although it was ultimately not successful.  - Section 28 was a law which permitted discrimination against people from LGBTQ+ communities, including banning children from being told about same-sex relationships.  - It took many years of protests for Section 28 to be overturned, but this eventually happened in 2000. It is now illegal to discriminate against people based on their sexuality.  - The Wheelchair Warriors were a group of people who campaigned for the rights of people with disabilities.  - They wanted the same rights for people with disabilities as everyone else  - The protests eventually resulted in the Disability Dsicrimination Act in 1995.  **Tier 2 and 3 Vocabulary:** protest, boycott, strike, civil rights, discrimination, disruption, member of parliament, march, gender, homophobia, racism, sexuality.  **Disciplinary concept focus:** Significance | |
| Year 6 | **Industrial Revolution**  Children should know:  - Who Queen Victoria was  - That she reigned from 1837 until 1901  - What the British Empire was and some countries it included.  - Thomas Newcomer invented the steam engine in 1712. This began the industrial revolution.  - The invention of the railway enabled trade to flourish in Great Britain.  - Victorian society was divided up by a class system.  - As factories grew, many people moved closer to cities to find work.  - This led to many health and sanitation problems for working class people.  - Crime was also a big problem during the industrial revolution.  - Earlier in the Victorian era, few people had the right to vote. Women were not allowed to vote at all.  - The ability to make laws was no longer the responsibility of the Queen, but now happened through Parliament.  - During the reign of Queen Victoria, a number of laws and acts were passed to improve the conditions for people working in factories and mines.  - Before the Revolution, children mostly worked on their families’ farmland.  - When they began working in factories, conditions were particularly dangerous.  - Laws were gradually introduced to protect children working in factories.  - The population of towns and cities expanded rapidly during the Industrial Revolution.  **Tier 2 and 3 Vocabulary:** agriculture, British Empire, colony, colonise, era, Industrial Revolution, industry, poverty, mass production, technology, sanitation, class system, pollution, parliament, acts, laws. | | **Civil Rights**  Children should know:  - what discrimination is  - that civil rights are rights to protect and promote people’s equality  - the civil rights movement in America came to force in the 1950s, after the end of the second World War.  - During this time, communities were still segregated in most parts of America. Different communities did not mix.  - Segregation was imposed by law.  - In many parts of America, people followed ‘Jim Crow’ laws. These ensured that white people were treated differently from others.  - Oliver Brown was a famous person who challenged the idea of segregation in schools. He won his case, meaning the court decided that segregation was against the constitution of America.  - Rosa Parks was a famous person who refused to give up her seat on a bus, refusing to comply with segregation rules.  - This led to a boycott of buses by lots of Americans, which eventually ended segregation laws applying to travel. Rosa Parks has become recognised as one of the pioneers of the civil rights movement.  - In 1964, the Civil Rights Act made racial discrimination and segregation illegally in all parts of America.  - It was hard for some people to vote still, due to literacy tests imposed. This led to a number of demonstrations, where the police killed protestors in some cases.  - In 1965, the Voting Rights Act banned the tests and ensured that all people had the right to vote in America.  - In 1968, another civil rights act was passed, guaranteeing equality in housing.  - Despite the acts, inequality remains today and protests linked to rights and equality are commonplace today.  - Black Lives Matter is a modern-day civil rights movement which continues to pursue equal rights for all regardless of their background.  **Tier 2 and 3 Vocabulary:** discriminate, discrimination, segregate, segregation, civil rights, protest, boycott, federal laws, liberty, equality, inclusivity | | **Twentieth Century Conflict**  Children should know:  - World War 1 lasted from 1914 to 1918  - The Triple Alliance consisted of Germany, Italy and Austro-Hungary  - The Triple Entente consisted of Britain, France and Russia  - The war was fought between these two ‘superblocks’ of countries.  - Lots of the warfare was fought on the Western Front, where soldiers dug and lived in trenches, in poor conditions.  - The Battle of the Somme in 1916 was an example of many battles where lots of lives were lost.  - Overall during the war, many lives were lost on both sides.  - Germany signed an agreement to stop fighting in 1918, called an armistice.  - Versailles is a place in France. After Armistice, Britain, France and USA met there to decide what to do about Germany after the war.  - They created the Treaty of Versailles, which included actions Germany had to take in order to maintain peace.  - They had to pay money to France to rebuild some of the damage done.  - They had to give land they had taken to other countries.  - Germany also had to accept that they were guilty for the war.  - People in Germany were very upset about the Treaty of Versailles. They felt it was very unfair.  - The new government was called the Weimar Republic. They had many problems, including civil unrest and an economic crisis in Germany.  - Adolf Hitler was the leader of the Nazi Party. This was a party which believed in discrimination against certain groups of people, particularly against Jewish people.  - Eventually Hitler was elected as the new leader of Germany. The different ideas of his party appealed to people who were frustrated by the Treaty of Versailles and the way it had made German people feel.  - Hitler began to break the terms of the Treaty of Versailles, by stopping repaying money to France and building up the size of GGermany’s army again.  - Hitler also began to take territory in other countries, including Czechoslovakia and Poland.  - When Hitler took territory in Poland, the second World War began.  **Tier 2 and 3 Vocabulary** appeasement, treaty, artillery, blockade, bombardment, conscription, empire, propaganda, rearmament, reparations, agreement, alliance, armistice, territory | |