**History at Kimbolton St James’ Primary School**

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| **Knowledge Cycle A** | | | |
| **Topic** | **Vocabulary** | **Chronology, events and key dates** | **People** |
| **The Victorians**  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | Victorian, industrial revolution, factory, monarch, poverty, workhouse, | * I know that the Victorian era spanned the reign of Queen Victoria * I know where on a timeline the Victorian era occurred * I know that The Industrial Revolution began in the Victorian era * I know that The Industrial Revolution created a change in Victorian Britain and caused a change in demographic across the country E.g. the cities became more populated * I know that during the Victorian era there was a reform to public health known as ‘The public health act’ * I know that ‘The Public Health Act’ was drafted to improve living conditions for those in poorer areas * I know that the Crimean was fought during the Victorian era and that it was there that Florence Nightingale and Mary Seacole revolutionised nursing * I know that The Origin of Species was written by Charles Darwin and was a controversial for its contradiction of the bible * I know the chronology of significant events during Queen Victoria’s reign * I know that during the Victorian era there were distinct social classes that impacted the quality of life for the population * I know that during the Victorian era there was a large population of people living in poverty and that ‘Workhouses’ were introduced to battle the population crisis of cities due to The Industrial Revolution * I know that during the Victorian Era there were many inventions that had a lasting impact in Britain and in the world E.g. The invention of the lightbulb | * I know that **‘Queen Victoria’** was Queen of Great Britain and Ireland 1837 – 1901. Her reign of 63 years was the longest of any British monarch aside from Queen Elizabeth II and was known as the ‘Victorian era’ * I know that **‘Charles** **Dickens’** was a Victorian writer, known most famously for, Oliver Tist, Great Expectations and A Christmas Carol. His works often depict the harsh reality of the Victorian age. * I know that **‘Charles Darwin’** was a Naturalist and Biologist who is best known for his theory of evolution. Darwin proposed all species share a common ancestor and that the process of natural selection has shaped the Earth’s diversity. * I know that **‘Thomas Edison’** is credited with inventing the first lightbulb * I know that **‘Isambard Brunel’** was a designer and engineer who shaped the engineering world throughout the Victorian age. He is most well known for designing the Clifton Suspension Bridge, Railways, SS Great Britain. |
| **Anglo Saxons and Scots**  Britain’s settlement by Anglo Saxons and Scots | Chronological Order, Archaeologist, The Jutes, The Angles, The Saxons, East Anglia, Mercia, Wessex, Northumbria | * I know the chronological order of: The Celts, The Romans, The Saxons, The Vikings and the Normans * I know some Anglo-Saxon place names e.g. Hereford (ford meaning shallow river) / Kimbolton (ton meaning enclosed village or farm) * I know that the Anglo-Saxons were made up of people who rowed across the north Sea from areas now known as Germany, Denmark and the Netherlands * I know that the Anglo-Saxons were made up from three tribes; The Saxons, The Angles and the Jutes * I know the Angles settled in the North and East Anglia * I know the Saxons settled in the South * I know the Jutes settled in areas of Hampshire, Kent and the Isle of Wight * I know the Anglo-Saxons fought the Vikings * I know about the Viking invasion of Lindisfarne * I know how Danelaw was established in England * I know what life was like for the Anglo-Saxons * I know about famous battles during the Anglo-Saxon period including: The Battle of Hastings, The Battle of Stanford Bridge and The Battle of Edington * I know that during the Battle of Hastings King Harold was killed by Williams of Normandy who then became the first Norman King. * I know that most Anglo-Saxons were pagans and believed in many gods until Augustine was sent by the Pope as a missionary and the country slowly became Christian | * I know that **Alfred the Great** was an Anglo-Saxon king of Wessex who was famous for his victories against the Vikings * I know that **Saint Bede Venerable** was a monk at the monastery of St. Peters and St. Paul in the Kingdom of Northumbria. He is known for his recounts of the battles held against the Vikings and is known as ‘The Father of English Histroy’ * I know that **Edward the Confessor** was one of the last Anglo-Saxon kings * I know that **Harold Godwinson** was the last named Anglo-Saxon KingI know **Augustine** was a missionary sent by the Pope in Rome to covert Pagans to Christians |
| **The Shang Dynasty**  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: The Shang Dynasty of Ancient China | Bronze, oracle, noble, artisans, dynasty, emperor, pagoda | * I know The Shang Dynasty ruled the Yellow River Valley between 1700-1046 BC (approximately) * I know that The Shang dynasty was succeeded by the Zhou Dynasty in 1046 BC * I know that The Shang Dynasty is the first Chinese Dynasty for which there is written and archaeological evidence * I know the Dynasty is famous for its artistry of its bronze and jade work. * I know that The Shang Dynasty would use Oracle Bones to ask questions to the gods * I know The Shang empire was divided by a class system, warriors were treated like royalty. Archaeologists believed peasants and poor people were used as slaves * I know the people of the Shang Dynasty worshiped their dead ancestors * I know a Shang week lasted 10 days * I know the Shang Dynasty were the first Chinese to develop writing using pictographs * I know the Shang people performed human sacrifice to please the gods | * I know that **Tang Shang** was the first of the Shang rulers, he is thought to be a good king lowering taxes and uniting the people * I know that **Tai Wu** wasthe9th reigning and longest serving Shang king * I know that **Lady Fu Hoo** wasone of the many wives of King Wu King and successful military commander * I know that **Shangdi** wasthe most powerful of the Gods * I know that **Fuxi and Nawu** areShang gods who were believed to have created humanity * I know that **Emperor Zhou** was the last ruler of the Shang Dynasty, cruel and reliant on alcohol |

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| **Skills** | | | | | |
| **HISTORICAL KNOWLEDGE** | **HISTORICAL CONCEPTS** | | | **HISTORICAL ENQUIRY** | |
| I can **understand** and provide overviews of the most significant features of different themes, individuals, societies and events covered.  I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.  E.g. Children can timeline the events during the Victorian Era and understand where this fits on a broader timeline in comparison to previous topics studied | I can provide valid reasons and **compare** similarities, differences and changes within and across topics  I.e. in terms of the importance, progress and the significance of the change.  E.g. Children understand that the invention of the Steam Engine triggered the beginning of the Industrial Revolution and can describe the socioeconomic effect this had in Britain lasting today | I can **explain** the role and significance of different causes and effects of a range of events and developments.  E.g. Explain how and why the Anglo-Saxon people were successful/unsuccessful in their invasion of Britain | I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Victorians and the multiple world changing inventions  I can explain how and why it is possible to have different interpretations of the same event or person.  E.g. Explain how and why it is possible to have different interpretations about a significant individual in time. The controversies surrounding Charles Darwin | I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.  E.g. Pose independently a series of questions to investigate the success of the Victorians – drawing a conclusion from their findings | I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.  E.g. The child can evaluate and comment on different types of sources about the Victorians |