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| **History at Kimbolton St James’ Primary School** | | | | | | | | |
| **Knowledge Cycle B** | | | | | | | | |
| **Topic** | **Vocabulary** | | **Chronology, events and key dates** | | | | | **People** |
| **The Ancient Egyptians**  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: Ancient Egypt | * I know that the term **ancient** means belonging to the very distant past. * I know that the term ‘**Egyptologist’** means a specialist in Ancient Egyptian history. * I know that **chronological order** means putting events in the order they occurred over time. * know that the term **before Christ (BC)** means the period of history before year 1 AD and before the birth of Jesus Christ. * I know that the term **artefact** is a remain you can move from a historical site. It is something made by humans such as a tool or work of art. | | * I know that the Ancient Egyptian timeline has BC dates. * I know that Ancient Egyptian history begins at around the year 3000BC. * I know that a pharaoh was a ruler of ancient Egypt * I know that the Egyptian timeline includes 3 major periods. * I know that names and order of the Egyptian periods: The Old Kingdom, The Middle Kingdom, The New Kingdom. * I know some differences between Ancient Egyptian times and present day and how Egyptians lived their lives day to day. * I know that the Ancient Egyptians had different burial rituals to the present day such as mummification. * I know some differences between earlier and later Egyptians such as how and where Pharaoh’s were buried. * I know that pyramids were special tombs for the burial of Pharaohs and Queens only. * I know that the Ancient Egyptians had a system of writing that used pictures and symbols (hieroglyphs) instead of letters. | | | | | * I know the name and some important facts about an Egyptian Pharaoh e.g. **Tutankhamun**. * I know the name/some important fact about an Egyptologist, e.g. **Howard Carter**. |
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| **Topic** | **Vocabulary** | | **Chronology, events and key dates** | | | | | **People** |
| **Stone Age to Iron** Age.  Changes in Britain from the Stone Age to the Iron Age | * I know that prehistoricmeansbefore humans wrote down their story. * I know that nomadic means people who do not live in one place, but move around according to where there is a supply of food * I know that hunter**-**gatherer means people who hunt (meat/fish) or gather their food (nuts, seeds, plants, berries). | | * I know the Stone Age began around 2.5 million years ago. * I know that the Bronze Age began in when people began to use Bronze for tools and weapons in approximately 2500BC. * I know that the Iron Age began when people began to smelt and use iron in approximately 800BC. * I know that during the early stone age, people lived in caves and were hunter gathers. * I know that early stone age people made simple weapons and tools using stone, communicated using cave-paintings and discovered fire which changed their diet and health. * I know that in the late Stone Age, people lived in communities such as Skara Brae in Orkney. * I know that late Stone Age people made a variety of different artefacts for work, decoration and leisure using bone, ivory, stone and wood, as well as starting to farm, plant crops and keep animals. * I know that in the Bronze and Iron Ages, people lived in large roundhouses. * I know that Iron Age people lived in Celtic tribes on hill forts. * I know that an earth work is a large bank or mound of soil that has been made by humans deliberately. * I know that Iron Age tribes had priests/wise men called Druids. * I know that the Druids sacrificed food and precious objects to keep their gods happy. * I know that the history of Ancient Egypt overlaps this period of history and that the Roman invasion of Britain happens towards the end of the Iron Age. | | | | | * I know the **Red Lady of Paviland** was buried on the Gower Peninsula around 33,000 years ago. * I know that the **Amesbury Archer** was buried c. 2,300BC close to Stonehenge with some bronze arm-guards and beakers made by the ‘Beaker People’, providing evidence for the Bronze Age |
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| **The Vikings and Anglo-Saxons**  The Viking and Anglo Saxon struggle for the Kingdom of England to the time Edward the Confessor | * I know that the **Anglo Saxons** were a group of people who lived in **England** (but not Cornwall) after the Romans and before the Normans. * I know that the **Vikings** were a group of people who came from **Scandinavia**. * I know the term **invade** means to enter and occupy land. * I know that a **kingdom** is an area ruled by a king. * I know that a **raid** is a surprise attack. * I know that to **pillage** is to violently steal something. * I know that **pagan** religions worship many god and goddesses and that **Christianity** has one god. | | * I know the chronological order of the Celts, the Romans, the Anglo Saxons, the Vikings and the Normans. * I know that the Vikings first started to arrive in Britain in AD793. * I know that Vikings pillaged expensive items to trade, e.g. from monasteries. * I know that the Vikings invaded and settled in Scotland first. * I know that the Vikings had settled permanently further south in England by AD900. * There were originally seven Anglo Saxon kingdoms in England. * Many Anglo Saxon kings fought hard to stop the Vikings settling and keep control of their kingdoms. * I know that the Vikings lived on farms and kept animals for milk, wool and meat. * I know that the Vikings had their own law system, pagan religion and mythical stories called sagas. * I know some Anglo-Saxon place names e.g. Hereford (ford meaning shallow river) and Kimbolton (ton meaning enclosed village or farm). | | | | | * I know that Bede was an Anglo Saxon monk who wrote about the Viking raids. * I know that King Alfred the Great fought hard to defend his kingdom and defeat the Vikings. * I know that Edward the Confessor died in 1066. * I know that William the Conqueror was the first Norman King of England after the Battle of Hastings |
| **Skills** | | | | | | | | |
| **HISTORICAL KNOWLEDGE** | | **HISTORICAL CONCEPTS** | | | | **HISTORICAL ENQUIRY** | | |
| 1. I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.  E.g. Children understand key aspects of Ancient Egyptian society.  2. I can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.  E.g. Children are able to place key events of Ancient Egypt on a timeline. | | 1. I can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Children understand the changes between the different periods of the Ancient Egyptian civilisation. | | 1. I can describe the importance of causes and effects for some of the key events and developments within topics. E.g. Children are able explain the significance of Iron Age people smelting and using iron. | 1. I can explain why some aspects of historical accounts, themes or periods are significant. E.g. Children understand the significance of the discovery of Tutankhamun’s tomb and how it deepened our understanding of the Ancient Egyptians.  2. I can comment on a range of possible reasons for differences in a number of accounts. E.g. Children can understand that Anglo Saxons and Vikings felt differently about the period of the Viking invasions. | 1. I can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Children are able to plan an information text that answers key questions regarding the impact of Vikings on British life. | 1. I can understand and recognise possible uses of a range of sources for answering historical enquiries. E.g. Children are able to use a range of different sources to understand the changes in British life from the Stone Age to the Iron Age. | |

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