

Peterborough Diocese Education Trust (PDET) - History Concept Map (KS2)

William Law CE Primary School

2026-2027 – Year 4 will be following the skills and progression for Year 3.

This will change back in 2027-2028

(The units selected and the year groups they are taught in are based on the Trust's model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

|                                                                              | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Beliefs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Economy/Trade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Society and Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Chronology                                                                                                                                                                                                                                                                      | Being a Historian                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Year 3</b>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Changes In Britain from the Stone Age to the Iron Age<br><br>Approx. 6 weeks | <p>The first Britons emerged were nomadic hunter gatherers who made tools out of stone as metal had not been discovered. <b>(pg.3)</b></p> <p>Approximately 2000 years later, people discovered bronze and started using it to make tools, weapons and jewellery. The Bronze Age lasted for just over 1000 years. <b>(pg.5)</b></p> <p>Around 750 BC, people discovered how to use iron, a much stronger metal. This was the iron age. The people in Britain at the time were known as the Celts and they invented many new ways of doing things that meant that people could start making goods that could be traded. <b>(pg.5)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Stonehenge – historians think that the position of the Stones is because Stone Age Britons worshiped the sun (and other parts of nature such as the stars) as a god. <b>(pg.3)</b></p> <p>Worshiping the sun and other gods was normal until the Roman came.</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Celts traded with the Gauls (France) and with the Romans. There was trade in clothing and woven baskets, hunting dogs, grains, wood and animal skins. This meant they could earn money which first appeared in Britain around 80BC. <b>(pg.3)</b></p> <p>The Romans liked the goods the Celts traded and it showed them how much wealth there was in Britain. <b>(pg.6)</b></p>                                                                                                                                                 | <p>Stone Age people usually lived in small groups and were nomadic. <b>(pg.3)</b></p> <p>The Celts began to settle into large tribes as iron tools meant people could start farming the land and didn't need to move around to gather food. <b>(pg.6)</b></p> <p>The tribes were ruled by Chieftains - these could be men or women. Later some were known as Kings or Queens <b>(pg.6)</b></p>                                                                                                                                                                                                                                                                                | <p>Know that the humans of the Stone Age lived many thousands of years after dinosaurs had disappeared.</p> <p>Recognise this as 'pre-history' <b>(pg.1)</b></p> <p>Use terms AD/BC and BCE/CE and place on timeline – know that there is no 0 on a timeline. <b>(pg.1)</b></p> | <p>Know that archaeological finds at places such as Skara Brae and Stonehenge are primary sources.</p> <p>Know what a secondary source is.</p>                                                                                                                                                                                                                                                                      |
| The Roman Empire and its impact on Britain.<br><br>Approx. 12 weeks          | <p>Roman society had developed more quickly than in Britain; Rome had established an Empire with their powerful army. <b>(pg.2 &amp; 6)</b></p> <p>The Romans tried to invade Britain twice under Julius Caesar (55AD and 54AD) but had to retreat.</p> <p>AD43 Emperor Claudius decided to invade Britain again – with a much bigger and better equipped army. The Celtic tribes couldn't resist and most chieftains agreed to surrender and live peacefully alongside the Romans. <b>(pg.6)</b></p> <p>The Iceni initially accepted the Romans but when their chieftain, Prasutagus, died, the Romans wouldn't allow his wife Boudica to take his place. Boudica led a rebellion which was eventually crushed in AD61. Boudica is still regarded as a hero by many Britons. <b>(pg.7)</b></p> <p>The Romans never conquered Scotland and referred to the tribes as Picts – painted people. In 117AD, Hadrian's wall was built to keep the Picts away from the land controlled by the Romans. <b>(pg.9)</b></p> <p>Romans brought many changes to Britain – straight roads <b>(pg.10)</b>, better buildings, water courses <b>(pg.12)</b>, founded towns and cities <b>(pg.11)</b>, writing/new ways to count and increased trade between Britain and the rest of the world.</p> <p>London was founded by the Romans because it was the first place on the Thames where they could build a bridge. Towcester is also a Roman town. <b>(pg.11)</b></p> | <p>Romans believed in many gods and believed that the gods controlled their lives. There were gods for all aspects of life. <b>(pg.4/5)</b></p> <p>Romans spent a lot of time worshipping and pleasing their gods – each god had its own feast day.</p> <p>The Romans believed that an Emperor who ruled well would become a god. <b>(pg.5)</b></p> <p>Christianity began to spread through the Roman empire from about 50AD. Early Christians were persecuted for their beliefs but by 313AD the Roman Empire adopted Christianity as its main religion in place of the old gods.</p> <p>Christianity first arrived in Britain through the Romans. <b>(pg.13)</b></p> | <p>Review Celt trade with the Gauls – recognise why this attracted the Romans to Britain.</p> <p>The Romans also traded people as slaves and invaded countries to find more slaves.</p> <p>The Romans were the first people to build roads – this let them move goods and equipment more easily and was an important reason why the empire was so successful. <b>(pg.10)</b></p> <p>Many of the towns in Britain were founded because the Celts settled near to Roman forts so that they could trade with them. <b>(pg.11)</b></p> | <p>Julius Caesar was the first Emperor. He was all powerful and ruled by decree. <b>(pg.5).</b></p> <p>After Julius Caesar, the Roman Empire was always ruled by an Emperor.</p> <p>An Empire is when one country has conquered and rules several other countries. A King or Queen is monarch over one (or a few) countries – an emperor is monarch over many.</p> <p>After the Roman invasion of AD43 – people had to live by Roman laws. The tribes were allowed to stay together but only if they obeyed the Romans. This meant some big changes e.g. women could no longer rule and were not allowed to inherit money if their husbands died. (Boudica) <b>(pg.7)</b></p> | <p>Placing events on a timeline accurately across the AD/BC barrier e.g the time between the invasion of Julius Caesar and Claudius.</p> <p>Know that there is no '0' on a timeline.</p> <p>Read dates properly</p>                                                             | <p>Understand 'legacy' as how one period of history influences the lives of those who come later – a legacy of the Romans in Britain is their straight roads; their impact on our language.</p> <p>Know that there are many Roman artefacts that are primary sources of information.</p> <p>Make comparisons between two different points in history – e.g. – before and after the Roman occupation of Britain.</p> |

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|                                                                                        | 410AD the Romans left Britain to quell rebellions in other parts of the Empire. Britain was left leaderless and the tribes reformed and fought for power. Many of the developments the Romans has introduced were neglected. <b>(pg.15/16)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| The Achievements of the Earliest Civilisations – Ancient Egypt<br><br>Approx. 12 weeks | <p>Ancient Egyptians were one of the most advanced Ancient Civilisations – they were using metals and more advanced technologies while Britain was still in the Stone Age. <b>(pg 1)</b></p> <p>Ancient Egypt began to emerge as a settled society around 3100BC – over 2000 years before the Celts started settling into tribes in Britain. <b>(pg 2)</b></p> <p>Egyptian was one of the first languages to be written down. Hieroglyphs were used until approx. 300AD. Historians only began to understand hieroglyphs after the discovery of the Rosetta Stone. <b>(pg 3)</b></p> <p>In 1922 a team of British Archaeologists lead by Howard Carter discovered the tomb of Tutankhamun – ‘the Boy King’ – who became Pharaoh age 9 and died aged 18. His tomb in the Valley of the Kings is the only known tomb that hadn’t been robbed of all its treasures. The discovery of the tomb was very important in understanding more about life in Ancient Egypt. <b>(pg 4)</b></p> | <p>Religion was very important to the Egyptians. Like (but before) the Romans, they were polytheists – they worshipped many gods. <b>(pg 2)</b></p> <p>The most important gods included Ra (Sun God), Osiris (God of Life and Death) and Annubis (God of the Dead). <b>(pg 2)</b></p> <p>Ancient Egyptians thought that if they pleased the Gods that they would be granted eternal life. They believed in Ma’at (May-et)– a life of justice, order and harmony. They believed that all levels of society would be judged as equal. A slave would be treated the same as a pharaoh and would be rewarded or punished based on their behaviour. <b>(pg 2)</b></p> <p>Death rituals and mummification were important to the Egyptians as this prepared the person for the journey to the afterlife. <b>(pg 2)</b></p> <p>Egyptians made many advances in medicine. Egyptian doctors were seen as priests because illnesses were seen as a punishment from the gods. <b>(pg 4)</b></p> | <p>The Nile was central to Egyptian life as it provided fertile land and water for the Ancient Egyptians. The way the Nile floods made the land around it very good for growing crops which enabled the Egyptians to develop a lot of wealth. <b>(pg 4/5)</b></p> <p>The mud around the Nile made very good bricks which helped with building. <b>(pg 4/5)</b></p> | <p>Egyptian society was strictly hierarchical - at least 5 layers: The Pharaohs; Viziers; Scribes; Farmers; Slaves. <b>(pg 2)</b></p> <p>Pharaohs were seen as the representative of the gods on earth – half god/half man. They had absolute power. The first pyramids were built in 2700BC – they were tombs for the Pharaohs and their families. <b>(pg 3)</b></p> <p>Cleopatra was the last of the Pharaohs but had to fight to stay as Pharaoh because she was a woman. When the Romans came she made an alliance with Julius Caesar and persuaded him to defeat her brother Ptolemy. <b>(pg 5)</b></p> <p>Cleopatra and Caesar had a son together. Cleopatra made Egypt wealthy again and built-up trade with other nations.</p> <p>When Cleopatra died, Egypt became part of the Roman empire. Egyptians now had to work for Rome – the crops grown in the Nile delta kept Romans fed.</p> | <p>Use terms such as ‘century/ies’ and ‘decade’ to describe the passing of time. (e.g.: The Ancient Egyptian civilisation lasted approximately 3 centuries...)</p> <p>Accurately plot the start and end of Egyptian civilisation on a timeline.</p> <p>Refer to ‘eras’ to indicate periods of time – ‘the Egyptians came before the Roman era’</p> | <p>Ancient Civilisation refers to a very old society that no longer exists. There are many ancient civilisations from around the world. <b>(pg 1)</b></p> <p>Making comparisons – ask/answer questions such as. ‘Why is the sun so often the most important god in ancient civilisations?’</p> <p>Understand the term ‘secondary source’ – what we know about Howard Carter’s dig is largely based on secondary sources, the artefacts he found are primary sources that tell us about Ancient Egypt.</p> <p>Use a range of sources to complete independent research on Howard Carter.</p> <p>Recognise that one event can have sustained consequences – Cleopatra’s decision to link up with Caesar eventually led to Egypt becoming part of the Roman empire – Egypt was no longer in charge of its own affairs.</p> |

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| <p>Britain's Settlement by Anglo-Saxons and Scots.</p> <p>Approx. 6 weeks.</p>                | <p>Although the Celts had lived alongside the Romans, there was a lot of bitterness and anger towards them. The Romans left the Celts with very few resources, many Celts had died because of rough treatment by the Romans or had been taken as slaves. The Celts were vulnerable to attack from other people because they were so weakened. <b>(pg 1)</b></p> <p>Celtic tribes from Ireland were known as the Scotti – they sometimes fought with the Picts against the Romans. After the Romans left, they frequently attacked different parts of Britain and eventually invaded Western Scotland. After a while they took over the whole country – hence the name Scotland.</p> <p>The Scots frequently attacked the rest of Britain seeking food, metal and other resources.</p> <p>A Celt tribe leader – Vortigern - asked two Saxon leaders to come and help defend their tribes/lands from the Scots – they agreed but instead they attacked and killed the Celts and took over their lands. <b>(pg 3)</b></p> <p>Many more Anglo, Saxon and Jute tribes started to arrive (450AD) – within 150 years they had wiped out the Celts and destroyed the Celtic way of life. <b>(pg 3)</b></p> <p>By 500AD – the Anglo-Saxons had split England into seven Kingdoms – Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent – these areas are still recognised today.</p> <p>The name England comes from Angle-land (French – Angleterre)</p> | <p>Anglo-Saxons were pagans – they did not believe in the Christian God and Christianity almost disappeared in England when the Celts were wiped out. <b>(pg 8)</b></p> <p>Extend thinking from Egyptian unit to recognise/predict the link between the Saxon gods and nature. <b>(pg 8)</b></p> <p>Important gods include Tu – Darkness; Woden – war; Thor – Thunder; Freya – Peace &amp; Plenty,</p> <p>Along with the Sun and the Moon – these gods give the names to six of our seven days. The 7<sup>th</sup> Saturday is from the Roman god Saturn. <b>(pg 8)</b></p> <p>Christianity returned to England in the late 6th century - AD597 King Ethelbert (Kent) was converted to Christianity by Saint Augustine and he built Canterbury Cathedral which to this day is the centre of Christian church for many people. <b>(pg 9)</b></p> <p>Within about 100 years most Anglo-Saxons had become Christians.</p> <p>AD634 – Saint Aiden established the monastery at Lindisfarne.</p> | <p>The areas of Denmark and Germany where the Anglo-Saxon tribes came from were flooded because of poor weather and they couldn't grow crops. <b>(pg 2)</b> They wanted to find better land to live on – which would give them greater wealth.</p> <p>Farming was the way that most people earned a living and survived.</p>                           | <p>Revisit end of Romans unit - chieftains returned as the main leaders of people in Britain.</p> <p>The Anglo-Saxons were made up of lots of separate tribes <b>(pg 2)</b> and gradually united once they were in England by forming the seven Kingdoms – each area was its own monarchy. The King was the ruler and had to be obeyed. Kings often fought each other to gain more land, money and power. <b>(pg 4)</b></p> <p>'Thanes' governed each village/town on behalf of the King. They gathered taxes for the King and gathered people to make up an army if the King decided to go to war. Ceorls/Peasants – were the normal people and were poor. They had to obey the thanes but got protection from enemies by the thane, if they were loyal. <b>(pg 5)</b></p> <p>Understand 'tax'</p> <p>Anglo-Saxons also had slaves who were very badly treated. <b>(pg 5)</b></p> <p>Women were not recognised in Anglo-Saxon society. They did not have the rights that women had in Celt tribes and were not allowed to eat in the same place as men.</p> | <p>Become increasingly confident in using terms such as, 'it took just a century and a half for all traces of the Celts to disappear'; 'just a decade or two later...'</p> <p>Refer back to the 'Roman era'</p> <p>Plot the key dates accurately on a timeline (the timeline should stretch to 1066 to accommodate events in the second unit on the Anglo-Saxons):</p> <ul style="list-style-type: none"> <li>410AD – Roman departure.</li> <li>450AD – Vortigern</li> <li>500AD – seven Kingdoms</li> <li>597AD – Augustine /Ethelbert</li> <li>624AD – burial of Raedwald at Sutton Hoo.</li> </ul> | <p>Sutton Hoo – what did archaeologists find there and what did it tell us about the Anglo-Saxons</p> <ul style="list-style-type: none"> <li>Like the Egyptians, the rich were buried with their treasure for the afterlife. Historians use this to deduce what Anglo-Saxon life was like.</li> </ul> |
| <p>The Viking and Anglo-Saxon Struggle for the Kingdom of England</p> <p>Approx.. 6 weeks</p> | <p>Vikings began raiding monasteries and other places looking for treasures but noted that England had fertile land and space for people – unlike their own lands. Raids turned into an invasion as the Vikings decided they would settle. <b>(pg 7)</b></p> <p>The Vikings formed the Great Heathen <b>(pg 8)</b> to conquer England – they landed in East Anglia in 865AD and befriended the King there; in 866AD they attacked York and made it the Viking capital in England – calling it Jonvic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Vikings and Norse mythology <b>(pg 4).</b></p> <p>Revisit previous unit – recall that England was predominately Christian and that St Aiden had built a monastery at Lindisfarne.</p> <p>More monasteries were built and they were often very wealthy. They became a target of the early Viking raids. <b>(pg 6/7)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Vikings came from Norway, Denmark and Sweden <b>(pg 1)</b> – they were expert sailors and traded with many countries far away to make their country rich. They had many resources (wood, metal etc) that were easy to find in Scandinavia but rare in other places.</p> <p>Like the Saxons, their land was not good for farming. Viking traders</p> | <p>Vikings had a hierarchy/class system of thrall, karl and jarl but unlike other systems (Anglo-Saxons, Romans etc) people could move up and down the class system if their actions were classed as honourable or not. <b>(pg 2)</b></p> <p>When they invaded England, the Vikings adopted the idea of a monarchy and Kings/Queens were</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Continue the timeline started in the previous Anglo-Saxon unit – add important dates as they come up through the unit.</p> <p>Continue to use terms like 'decade' to approximate time periods – Athelstan became King of England approximately three decades after his grandfather had first defeated the Vikings.</p>                                                                                                                                                                                                                                                                             | <p>Use information from previous units to spot common historical themes and trends – e.g. learn about the climate in Scandinavia and explain why this might have motivated the Vikings to invade England, building on their knowledge of the Anglo-Saxons.</p>                                        |

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|                                                                                                              | <p>By 870AD, the Vikings controlled six of the seven kingdoms by 870AD – all but Wessex <b>(pg 8)</b>. In 874AD they tried to invade Wessex several times but failed.</p> <p>King Alfred of Wessex paid the 'danegeld' but in 878AD the Viking king attacked anyway. Alfred had to flee but then built a big army to fight with. In 878AD he attacked the Viking King Guthrum and defeated him – over time the Vikings were forced back to the north of England around York and East Anglia. Alfred proclaimed King of all the rest of England and is known as Alfred the Great because he saved England from the Vikings. <b>(pg 8)</b></p> <p>Athelstan, Alfred's grandson, became King in 925AD. He was a strong leader and in 927AD he finally defeated the Vikings and became the first King of England. <b>(pg 9)</b></p> <p>There were further Viking invasions over the 150 years – some were quite successful but for most of the time, there was a Saxon King in England up to 1066. <b>(pg 9/10)</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>often needed to purchase food for their people.</p> <p>Vikings often used their ships to raid other places and steal anything of value.</p> <p>Vikings gained a lot of wealth by making other Kings and leaders in England pay the <i>danegeld</i> – a tax that if paid was meant to mean the Vikings would leave your land alone.</p>                                                                                                                          | <p>added to the top of their class system.</p> <p>Once Alfred and Athelstan had defeated the Vikings, there was a single monarchy in England. The King made the laws and had to be obeyed. The King had a government to help run the country.</p>                                                                                                                                                                                                                                                                                   |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Year 5</b>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Ancient Greece – their achievements and their influence on the western world.</p> <p>Approx. 12.weeks</p> | <p>People had been living in Greece for many thousands of years (in a similar way to the Stone Age in Britain) before Greek society developed. The 'Ancient Greeks' that we study lived from 800BCE to 146BCE. <b>(pg 1)</b></p> <p>The Ancient Greeks preceded the Romans – many aspects of Roman culture were shaped by the Ancient Greeks.</p> <p>The myths associated with the Ancient Greek gods <b>(pg 4/5)</b> are still well known and the names of the gods are often used by modern companies to market themselves – Hermes Parcel Delivery; Nike; Amazon.</p> <p>The modern Olympic Games were inspired by the original Olympics of the Ancient Greeks.</p> <p>The UK is democratic, as are most countries in Europe and America.</p> <p>Greeks valued education and learning and many of the things that they discovered or invented are still important today:<br/>Aristotle – Science; Hippocrates – Medicine; Herodotus – History; Pythagoras – Maths; Astronomy <b>(pg 9)</b></p>                   | <p>Belief in the gods was one of the things that united the Ancient Greeks.</p> <p>The Greek gods and the Roman gods are very similar – an example of how the Greeks influenced the Romans. <b>(pg 3)</b></p> <p>Greeks believed that the gods controlled all aspects of life and they worked hard to please them. Many of the Greek's most impressive buildings were temples to the gods – some have survived to this day and can be visited in cities like Athens. <b>(pg 4)</b></p> <p>The Olympic Games were very important to all Greeks and were first held to honour the gods who were believed to live at Mount Olympus. <b>(pg 4/5)</b></p> | <p>Like Scandinavia (but for different reasons) Greece was a difficult land to grow crops on so the Greeks formed colonies around the Mediterranean to grow food. <b>(pg 1)</b></p> <p>Greeks traded all over Africa, Europe and Asia – they were famous for their grapes, wine, pottery and olives. <b>(pg 1)</b></p> <p>Today tourism is a major part of the Greek economy – the ancient monuments are one of the key attractions – <i>link to Geography</i></p> | <p>Ancient Greece was a series of city states each with its own king, cultures and way of life. They would often fight each other but would unite when threatened by another nation. <b>(pg 1)</b></p> <p>The two city states we know most about are Athens and Sparta. Life in the two city-states was very different. <b>(pg 2)</b></p> <p>The Greeks invented democracy which was very different from the way monarchies ruled in most countries. Laws began to get set by a council of educated men who voted <b>(pg7)</b>.</p> | <p>Life in the same era could be very different in different places – Greece against Britain; Sparta against Athens.</p> | <p>Develop the understanding of legacy – that a society that lived many thousands of years ago can influence modern life. Greek thinking and ideas were largely adopted by the Romans who then exported them across their empire. Art, language/literature, architecture, politics, science, medicine, mathematics all have strong links back to the Ancient Greeks.</p> <p>Recognise that information from different sources, primary and secondary, can be interpreted differently.</p> <p>Give reasons for historical events – what might have motivated the Greeks to invent democracy?</p> |
| Local History Study                                                                                          | To be determined at school level. Schools should look to see where their local study develops the agreed concept foci.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

# Peterborough Diocese Education Trust (PDET) - History Concept Map (KS2)

William Law CE Primary School



2026-2027 – Year 4 will be following the skills and progression for Year 3.

This will change back in 2027-2028

(The units selected and the year groups they are taught in are based on the Trust's model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

|                                                                                                                                        | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Beliefs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Economy/Trade | Society and Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Chronology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Being a Historian                                                                                                                                                                                              |
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| Year 6                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                |
| A study of an aspect of British History that extends chronological knowledge beyond 1066: Crime and Punishment<br><br>Approx. 12 weeks | <p>Know that British history after England became a single kingdom is commonly split into different eras: Anglo-Saxons; Medieval; Tudors; Stuarts; Georgians; Victorians and the modern era. Mark these on a timeline.</p> <p>The increasing power on the monarchy in Tudor times meant that the King (or occasionally Queen) determined what the law was. The 'Star Chamber' was set up but controlled by the monarch <b>(pg. 6)</b>. Henry VIII is the most well-known Kings of England for having had six wives and the split from Rome <b>(pg. 7)</b></p> <p>Public executions became more and more common in this time.</p> <p>Across the Tudors and Stuarts The Church and Monarchy became more powerful and this led to new laws and new crimes – an example of this is the Witch Hunts <b>(pg. 8)</b></p> <p>Punishments for crimes became more and more barbaric to deter criminals – the Gun Powder plot conspirators were hung, drawn and quartered. <b>(pg 9)</b></p> <p>The new laws set by Parliament around things like Poaching and Smuggling made life harder for poor people and easier for the rich. <b>(pg 10)</b></p> <p>In the Victorian era public opinion began to matter more and things like public executions were stopped because they had become unpopular. There were still lots of crimes that you could be hanged for or transported to another country to do hard labour. <b>(pg 11)</b></p> <p>The Victorian Parliaments introduced many new laws – some of these gave more rights to poorer people. They also created the first ever police force <b>(pg. 11)</b></p> | <p>Revisit Anglo-Saxon conversion to Christianity and God was seen to be in direct control of all things (note this a common theme amongst the different belief systems) and that this led to Trial by Ordeal. <b>(pg 1)</b></p> <p>Christianity comes in different forms. Henry VIII breaks from the Roman Catholic Church to form the Church of England. This created a great split in the country. <b>(pg 7)</b></p> <p>The division between Roman Catholics and Protestants was one of the reasons behind the Gun Powder Plot. <b>(pg 9)</b></p> <p>In Stuart times, the monarchy and church lost some of its power as Parliament became the main place where laws were set.</p> <p>In modern times, religion has a lot less to do with the legal process. <b>(pg 12)</b></p> |               | <p>Tax laws in Anglo-Saxon times meant that the rich got richer and more powerful and could 'buy' their way out of punishments. The poor were taxed heavily and often couldn't survive without breaking the law – hence the stories of Robin Hood <b>(pg 2/3)</b></p> <p>In Tudor times the power of the monarchy increases. The King was seen as being appointed by God and therefore all powerful. In theory, the monarch was answerable to God but when Henry VIII broke from Rome and establish the Church of England, he effectively controlled the church as well. <b>(pg 7)</b></p> <p>Parliament was originally set up as a place where important men were able to meet and guide the King in ruling the country.</p> <p>During Stuart times, more people felt the power on the monarchy and the church was unfair. This led to the English Civil war, after which the UK became more of a democracy and the King could only rule with consent from Parliament. Parliament was mostly made up of wealthy landowners were able to create laws that suited them.</p> <p>By Victorian times, laws are set by Parliament.</p> <p>Parliament is led by the Prime Minister. A famous Victorian Prime Minister was Robert Peel who set up the police in the UK. <b>(pg 11)</b></p> <p>Modern Britain has built on what the Victorians did – laws are set by Parliament – the police gather</p> | <p>Create a layered timeline (with events that happened over the same period) from 1066 to the present – mark on all the different eras of monarchy – Tudor/Stuart etc; key events already studied in KS1 (Great Fire of London; Gun Powder Plot; Christopher Columbus; moon-landing) as well as other big historical events that the children are aware of (WWI; WWII etc). Add dates for key figures met during this unit – Henry VIII; Robert Peel etc.</p> <p>Revisit concept of eras.</p> <p>Write a chronological narrative using bridging themes – e.g. have the changes in crime and punishment made life fairer for poor people?</p> | <p>Recognise that source information can be biased (secondary sources) or interpreted in different ways.</p> <p>Summarise trends/changes over extended periods of time – is life fairer today than it was?</p> |

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|                                                                                                               | The Story of Britain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Beliefs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Economy/Trade | Society and Government                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Chronology                                                                                                                   | Being a Historian                                                                                                                                                                                            |
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|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               | evidence if they think a crime has been committed and a court decides if there is enough evidence to convict someone. In serious cases, a jury decides if a person is guilty or not guilty. <b>(pg 12/13)</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                              |                                                                                                                                                                                                              |
| <p>A non-European Society that contrasts with British History: Mayan Civilisation</p> <p>Approx. 6 weeks.</p> | <p>Ancient Mayan civilisation emerged around 2600BCE making them contemporaries of the Ancient Egyptians although the two civilisations would not have known anything about each other. The high point of Mayan civilisation was around 900AD (much later than the Egyptians) but gradually declined until 1250CE when the main city, Chichen Itza was abandoned.</p> <p>Mayan civilisation was largely unknown until Catherwood and Stephens expedition of 1839 (see Progression Doc) – the Spanish invaders of the 16<sup>th</sup> century destroyed much of what we might have known as they believed it to be evil.</p> <p>The geography of the Yucatan peninsula was a major factor in the way Mayan society developed.</p> | <p>Like many other ancient civilisations, the Mayans were polytheistic and believes the gods controlled all aspects of life. In Mayan society this was even more important than in other aspects of life – it influenced their amazing mathematical achievements <b>(pg. 8)</b>, the way they organised their calendar <b>(pg.6/7)</b> and even their sports <b>(pg. 9)</b></p> <p>The important gods were: Itzamma, Kukulcan, Bolon Tzacab and Chaac. <b>(pg 4/5)</b>.</p> <p>Human sacrifice was a major part of Mayan religion – this was to please the gods but Mayans believed that it also enabled the person to continue their journey in the next life.</p> <p>The pyramid temples were built to please the gods – there were two main types <b>(pg 5)</b></p> |               | <p>Mayan society was a monarchy and like the Egyptians, Mayans believed that the King was given to them by the gods. A new ruling family could only take over by war – fights between different Mayan cities who wanted to rule, were common. <b>(pg.3)</b></p> <p>Mayan society was class based as were other ancient societies and like other societies, your class determined what privileges you had and what type of job/role you would have – people couldn't change the class they were born into (other than some slaves) <b>(pg.3/4)</b></p> | <p>Deepen understanding that two civilisations could exist at the same time but at very different stages of development.</p> | <p>Ask significant questions about the rights and wrongs of the Spanish in the Caribbean – be aware that other nations, especially Britain, did similar things in different parts of the Americas/world.</p> |

Possible Teaching Sequences

| Year 3                                                |                                                                                                                                                      |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Changes In Britain from the Stone Age to the Iron Age |                                                                                                                                                      |
| Week                                                  | Lesson focus                                                                                                                                         |
| 1                                                     | <p>What do we mean by the Stone Age? Why is it known as 'pre-history'?</p> <p>Know the terms AD/BC and BCE/CE – know that the Stone Age is 'BC'.</p> |

# Peterborough Diocese Education Trust (PDET) - History Concept Map (KS2)

## William Law CE Primary School



**2026-2027 – Year 4 will be following the skills and progression for Year 3.**

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(The units selected and the year groups they are taught in are based on the Trust’s model Sci/Geog/Hist long-term overview; page references are to the relevant progression document)

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                                                  | Know that the time of the dinosaurs was long before there were any humans around.<br>How do we know so much about the Stone Age? – Archaeology and Skara Brae<br>Detailed look at Stonehenge and what historians have learned about the Stone Age from the finds there.                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 3                                                  | Approximate dates for the Bronze Age.<br>Know what we mean by the Bronze Age?<br>Compare artefacts from the Bronze Age to the Stone Age – understand how learning to use metal made life easier for early Britons.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4                                                  | Approximate dates for the Iron Age?<br>Know that the people of this time were the Celts<br>Know that iron is a much stronger metal (bronze bends and twists easily) so having iron was a big step forward – farming tools/weapons etc all became much better with iron.<br>Find out about some of the main inventions of the Iron Age that improved life for Britons.                                                                                                                                                                                                                                                                                                                                    |
| 5                                                  | Know that with better farming/technology etc. people no longer needed to be nomadic and settled into large tribes.<br>Celtic tribes were led by chieftains (men or women). One of the most important tribes were the Iceni.<br>Tribes often fought with each other but they also traded good with each other.<br>Know that some Celtic tribes also traded with people in Europe – particularly Gaul. Some British goods were well sought after and were sold as far away as Rome.                                                                                                                                                                                                                        |
| 6                                                  | Compare artefacts and evidence from Celtic settlements with the discoveries from Skara Brae – how has life become changed for the people of Britain? What has stayed the same? Is life better for the Celts compared to their Stone Age ancestors?                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>The Roman Empire and its impact on Britain.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Week                                               | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1                                                  | What was the Roman Empire? Where is Rome? <b>(pg.1)</b><br>What is the difference between an Emperor and a King/Queen?<br>How do we know so much about the Romans – archaeology and writings. Know that these represent primary information sources.<br>Look at images of Roman relics and artefacts – compare to images of artefacts from the Celt tribes – what questions would we want to ask about them. What do they tell us about Roman society compared to the Celt tribes?                                                                                                                                                                                                                       |
| 2                                                  | The Romans wanted to invade Britain to get its wealth and resources (see trade links for Celts). They also invaded countries to seize people for their slave trade.<br>Julius Caesar attempted to invade twice but had to retreat. <b>(pg.5)</b><br>Claudius eventually invaded Britain in AD43 with a much bigger army. <b>(pg.6)</b><br>Once they had conquered Britain, the Celts had to live by Roman rules and obey the emperor. They were allowed to stay in their tribes and keep their chieftains so long as they followed Roman law.<br>Children place the two Roman invasions on a timeline and calculate the time gap between them.                                                           |
| 3                                                  | Know that the Iceni tribe initially accepted Roman rule and lived peacefully with the Romans for nearly 20 years until their chieftain, Prasutagus died in AD60. <b>(pg.7)</b><br>Know that his wife Boudica led a rebellion against the Romans because Roman law stopped her from inheriting his wealth and it had been taken from her by the Romans.<br>Know that after several big defeats, the Romans eventually crushed the rebellion and were then properly in control of all of England.                                                                                                                                                                                                          |
| 4                                                  | Know that the Romans never conquered Scotland. <b>(pg.9)</b><br>Know that the Celts in Scotland were known as the Picts – the painted people and fought off the Romans.<br>Know that in 117AD the Emperor Hadrian decided not to expand the Empire anymore and had a wall built between England and Scotland.<br>Find out information about Hadrian’s Wall as it is today. Pose questions such as, why is it incomplete? What happened to all the stones that were once in the wall?                                                                                                                                                                                                                     |
| 5                                                  | Know that people in Britain were expected to start to worship the Roman gods. <b>(pg.3)</b><br>Find out about the Roman gods and make comparisons with the Celtic worship of the sun and stars (building on previous unit).<br>Know that the Romans believed that the gods controlled their lives and needed to be pleased.<br>Look at archaeological evidence of Roman temples – how they were built and some of the customs/traditions that were performed in them.                                                                                                                                                                                                                                    |
| 6                                                  | Know that many of the towns and cities in England were founded by the Romans – some were planned (e.g. London) others grew up when a military fort was built and the local Celts would settle around the fort for protection and to trade with the Romans. <b>(pg.11)</b><br>Know that Roman technology helped them build aqueducts and water courses – this helped settlements grow bigger and become more wealthy. <b>(pg.12)</b><br>Know the names and locations of important Roman towns in England e.g London, York, Bath, St Albans and know their Roman names. <b>(pg.11)</b><br>Know that Towcester was an important Roman town - understand that there were Roman settlements all over England. |
| 7                                                  | Know that the Romans were the first civilisation to build proper roads. <b>(pg.10)</b><br>Know that these roads were an important factor in making Rome wealthy and powerful as they allowed goods, equipment and armies to move relatively quickly.<br>Find out about Roman roads in England – note how they were ‘straight’ and linked important towns together.<br>Compare the Roman roads to modern major roads – note that many are the same routes as we use today – this is a legacy of the Roman Empire in Britain.                                                                                                                                                                              |
| 8                                                  | Know that the Romans were great builders and that the towns and cities they built were much more advanced than the Celtic settlements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|    | Know that rich Roman citizens (wealthy Celts could become Roman citizens) lived in large villas – many had ornate mosaic floors that tell archaeologists a lot about Roman life – (a primary source). <b>(pg.12)</b><br>Poorer people would have continued living in more traditional dwellings, similar to those used by the Celts before the Romans arrived.<br>Know that some Roman buildings have survived (in part) and tell us a lot about life in Britain under the Romans – make a study of a place like Bath.                                                                                                                     |
| 9  | Know that very few Celts could read or write before the Romans came.<br>The Romans used Latin and made detailed records of most things that happened in the Empire. <b>(pg.14)</b> Discuss how being able to write gave the Romans an advantage over people like the Celts.<br>Know that some Celts began to learn Latin.<br>Know that Latin was the official language in England for many years after the Romans left.<br>Know that there are many common modern English words that are based on Latin words.<br>Know that writing and counting are two of the greatest legacies that the Romans left for Britain and the rest of Europe. |
| 10 | Know that Christianity had started to spread around the Empire from about 50AD – cross reference to the meaning of AD/BC.<br>Know that for many years the Romans opposed Christianity and Christians were often punished for their beliefs – many were killed.<br>Know that Christianity continued to grow and that the Romans gradually accepted it and in 313AD it became the official religion of the Empire rather than the traditional gods. <b>(pg.13)</b><br>Know that Christianity first came to England while the Romans were here – many Celts became Christian although they often mixed it with their traditional beliefs.     |
| 11 | As the Empire had grown it had become harder to control. Rebellions (like Boudica) became more common in different parts of the Empire – people wanted control of their own lands..<br>The Romans decided to leave Britain in 410AD because they needed their soldiers to control the Empire on other places.<br>When the Romans left, they took much of Britain's wealth with them and left Britain with no leaders.<br>The Celtic tribes reformed and began to fight for control of different parts of England.<br>The Roman Empire slowly fell to pieces although it took many years before it finally dissolved altogether.            |
| 12 | Review and assess all the ways the Romans changed Britain.<br>Question – did the Romans make Britain a better place?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Year 4                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Achievements of the Earliest Civilisations – Ancient Egypt |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week                                                           | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1                                                              | Understand the term Ancient Society and know that the earliest civilisations emerged in different places around the world. <b>(pg 1)</b> Recognise that these societies didn't know about each other, even when they existed at the same time.<br>Research the dates and locations for the main ones – see linked knowledge organiser<br>Discover a few key facts about each of them.<br>Know that Ancient Egypt was one of these earliest civilisations – locate modern Egypt.                                                                                                                                                                                                                                                                                                                                                               |
| 2                                                              | Ancient Egypt began to settle as a civilisation around 3000BC – long before the Celts settled in Britain. <b>(pg 2)</b><br>Ancient Egypt was ruled by the Pharaohs who were believed to be half god-half man. <b>(pg 2)</b><br>The Pharaoh was all powerful – his word was the law and couldn't be argued with.<br>Egyptian society was very hierarchical – with more than 5 different layers (see knowledge organisers) – people couldn't move between the layer they were born into.                                                                                                                                                                                                                                                                                                                                                        |
| 3                                                              | Like many ancient civilisations, the Egyptians were polytheists (they believed in many gods) who believed that the gods controlled all aspects of their lives. <b>(pg 2)</b> They believed that bad events (e.g. illness or natural disaster) were punishments for having upset the gods. <b>(pg 4/5)</b><br>Like the early Britons, the Sun God (Ra) was the most important of the gods – Children to pose and/or answer the question: 'Why is the sun so often the most important god in ancient civilisations?' <b>(pg 2)</b><br>Other important gods included Osiris (God Life and Death) and Anubis (God of Death). <b>(pg 2)</b><br>Ancient Egyptians believed that everyone was judged equally by the gods when they died – if they had lived a good life they had the reward of eternal life in the after world – Ma'at <b>(pg 2)</b> |
| 4                                                              | Mummification was done to prepare someone for the after world when they had died. Know the process of mummification. <b>(pg 2)</b><br>Know that rich Egyptians would be buried with their possessions so that they had them in the afterlife.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5                                                              | The first pyramids were built approx. 2700BC. <b>(pg 13)</b> Pyramids were the burial places for the Pharaohs (and their families) although not all had a pyramid built. Pyramids could take as long as 30 years to build and were vast – only the very rich could afford one. Over 100 pyramids can still be seen today. <b>(pg 2)</b><br>Later Pharaohs were buried in the Valley of the Kings.                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6                                                      | Much of what we know about Ancient Egypt comes from artefacts found in the pyramids.<br>Discovery of Tutankhamun's pyramid in 1922 by Howard Carter – the only pyramids discovered with the grave goods still in it. <b>(pg 4)</b><br>Understand the term 'secondary source' before using different information sources as part of guided/independent research on the Howard Carter dig.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 7                                                      | Recognise that the Howard Carter dig was controversial and people's opinions probably influenced what they wrote about him.<br>Know about the life of King Tut – the Boy King.<br>What new things did historians learn from the artefacts in King Tut's pyramid? Know that the finds in the pyramid changed the way historians understood what life was like in Ancient Egypt.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8                                                      | Know that much of Ancient Egypt's wealth and success came from the Nile. <b>(pg 5)</b><br>Know that the way the Nile floods each season made the ground near the Nile fertile and excellent for growing crops.<br>Know that the mud around the Nile could be made into bricks for construction.<br>The reeds of the Nile were used to make papyrus – one of the first forms of paper.<br>Egyptians believed that if the Nile failed to flood the plains or flooded too much and caused a natural disaster – it was a punishment from the gods.                                                                                                                                                                                                                                                              |
| 9                                                      | Egyptians also believed that illness and other disasters were punishments from the gods. <b>(pg 4)</b><br>The Egyptians made some of the earliest advances in medicine – their 'doctors' were regarded as priests because of the links between illness and the gods.<br>Much of their knowledge of the human body came from the practice of mummification.<br>One of the oldest books about medicine is written by the Egyptians on papyrus. <b>(pg 3)</b>                                                                                                                                                                                                                                                                                                                                                  |
| 10                                                     | The Egyptians were one of the first civilisations to put their language into writing. <b>(pg 3)</b><br>Hieroglyphs were only taught to scribes – most Egyptians wouldn't have been able to write.<br>Historians struggled to understand hieroglyphs until the discovery of the Rosetta Stone<br>Know about the Rosetta Stone – should it be in the British Museum or returned to Egypt?                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 11                                                     | Know that Cleopatra was the last of the Pharaohs but that she wasn't allowed to rule on her own because she was a woman. <b>(pg 5)</b><br>Know about the war with her younger brother Ptolemy<br>Know how she persuaded Julius Caesar to defeat Ptolemy so that she became Pharaoh on her own and made Egypt rich again by setting up trade with other nations.<br>Know that she and Caesar had a son. <b>(pg 5)</b><br>The long-term consequence of Cleopatra's alliance with Caesar was that Egypt became part of the Roman Empire which was the end of the time of the Ancient Egyptians. The crops grown in the Nile delta became essential in keeping the Romans fed – the Egyptians were now working for the Romans.                                                                                  |
| 12                                                     | Review and assess.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Britain's Settlement by Anglo-Saxons and Scots.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Week                                                   | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1                                                      | Review end of Romans unit – what did it mean for the Celts when the Romans left – loss of leaders, resources, wealth and people – couldn't trade to make more wealth until they had made/gathered more crops/animals.<br>Know that Celts reverted back to the tribe system – chieftains started fighting each other. <b>(pg 1)</b><br>Know that the Scotti were a tribe from Ireland that initially helped the Picts to fight the Romans but then invaded Scotland and took over – hence the name Scotland. <b>(pg 2)</b><br>The Scots also attacked parts of England and the Celts were afraid of them and were unable to defend themselves.                                                                                                                                                               |
| 2                                                      | Locate Denmark and Germany on map of Europe – the tribes that lived in these regions were known as the Angles, the Saxons and the Jutes.<br>Know that they were skilled craftsmen/warriors but needed to find new places to live as flooding in their lands made growing crops difficult – they could become more successful (wealth and power) if they had more fertile land. <b>(pg 2)</b><br>Know that Vortigern (Celt chieftain) invited two Anglo-Saxon tribes to England to help against the Scots. <b>(pg 3)</b><br>Know that the Anglo-Saxons turned against the Celts. Many more tribes came over from Denmark and Germany and over approximately 150 years destroyed the Celts and their way of life.<br>The country became known 'the land of the Angles' or 'Angle-land' which becomes England. |
| 3                                                      | Know that Anglo-Saxon society was organised very differently to either the Romans or the Celts – different tribes settled in different places around England and seven new Kingdoms were established across the country. <b>(pg 4)</b><br>Know the names of the seven Kingdoms and where they were in England.<br>Know about the power of the Kings, Thanes and other groups in Anglo-Saxon society. <b>(pg 4/5)</b><br>Know that society was largely built around farming. <b>(pg 6)</b>                                                                                                                                                                                                                                                                                                                   |
| 4                                                      | Know about Sutton Hoo and what was discovered there – make comparisons to the way the Egyptian Pharaohs buried their kings and what this might tell us about Anglo-Saxon views of the afterlife. <b>(pg 6/7)</b><br>Know that this kind of burial would have only been for the very rich.<br>Know that archaeologists used the finds there to extend their understanding of lives of the rich and powerful in Saxon times.                                                                                                                                                                                                                                                                                                                                                                                  |
| 5                                                      | Know that the Anglo-Saxons also believed in many gods and they had their own mythology – with stories about the different gods. <b>(pg 8)</b><br>Know that the Anglo-Saxons worshiped the sun, moon stars and other aspects of nature as well as their gods.<br>Know that most of days of the week are named after Anglo-Saxon gods with Saturday being named after the Roman god, Saturn. <b>(pg 8)</b>                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 6                                                                     | Know that Christianity returned to England and that St Augustine persuaded King Ethelbert to convert to Christianity – find out about Canterbury Cathedral (pg 9)<br>Research the history of Lindisfarne and the tradition of Celtic crosses/art that come from there.<br>Know that within approx. 100 years most Anglo-Saxons had become Christians.                                                                                                                                                                                                                                                                                                                    |
| <b>The Viking and Anglo-Saxon Struggle for the Kingdom of England</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Week                                                                  | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1                                                                     | Locate Norway, Sweden and Denmark – recognise this as Scandinavia – linking to Geography, understand what the climate is like in these countries. Revisit the Anglo-Saxon's reason for invading England – why might the Vikings be interested in coming to England? (pg 1)<br>Know that the Vikings came from these countries. Know that the places they came from had plenty of wood/metals etc that other people wanted but the land wasn't good for growing food. (pg 3)<br>The Vikings became expert sailors – they traded with different people all over the world to sell their products and to buy the things they needed. (pg 3)                                 |
| 2                                                                     | The Vikings had their own mythology – like the Anglo-Saxons, they believed in many gods. Recognise from previous work that a society's gods normally reflect the things that are most important to them - what did the Vikings think was important enough to be worshipped or looked after by the gods? Does any of this surprised you? (pg 4)                                                                                                                                                                                                                                                                                                                           |
| 3                                                                     | Vikings were also very good warriors, who used their expertise in sailing and making ships to raid other lands to steal anything valuable from them.<br>Find out about the longships and why they were so good for raiding in.<br>Know that the Vikings first raided England at Lindisfarne and realised that the monasteries etc had plenty of treasure/valuables so they kept coming back. Know that the Vikings first raided England at Lindisfarne and realised that the monasteries etc had plenty of treasure/valuables so they kept coming back. (pg 6/7) During their raids they realised that England would be a good place to live as it offered fertile land. |
| 4                                                                     | They began to invade in 865AD, landing in East Anglia where the King welcomed them and made a pact with them. (pg 7)<br>In AD866, the Viking attacked York, took the Kingdom of Northumbria and made York their capital in England. (pg 8)<br>By 870AD, the Vikings had control of six of the seven Kingdoms – Kings that didn't want to fight and have their lands ravaged had to pay the danegeld.                                                                                                                                                                                                                                                                     |
| 5                                                                     | In 874AD, the Viking king Guthrum attacked the last Kingdom, Wessex but failed to win it. King Alfred was forced to pay the Danegeld to protect his Kingdom. (pg 8) but Guthrum attacked anyway in 878AD – Alfred had to flee.<br>King Alfred of Wessex slowly built an army strong enough to the on the Vikings with help from people in the other Kingdoms who wanted to get rid of the Vikings,<br>In 876 Alfred defeated Guthrum and the Vikings had to retreat to Northumbria and East Anglia – Alfred was accepted as King over the rest of England. (pg 8)<br>He is known as Alfred the Great.                                                                    |
| 6                                                                     | In 927, his grandson, Athelstan was King and he finally defeated the Vikings, taking back York and Northumbria. (pg 9)<br>Athelstan was the first King of England.<br>There were further Viking invasions (pg 10)– occasionally a Viking became King but for most of the next century, England had a Saxon King until 1066 and the Norman Conquest (pg 11)                                                                                                                                                                                                                                                                                                               |

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| <b>Year 5</b>                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Week                                                                                                     | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1                                                                                                        | Use previous understanding of 'Ancient' to estimate what era the Greeks lived in (more in line with the Egyptians than the Vikings) – understand that people lived in Greece for many 1000s of years (like Stone Age in UK) – know that the Ancient Greeks as we know them covers the period of approx. 800BCE to 146 BCE.<br>Understand term 'western world' – consider how a society that lived over 2000 yrs ago could influence modern life – to be revisited at the end of the unit.<br>Know background facts about Ancient Greece - their trading links to other parts of the world and that they began to expand around the Mediterranean because the geography of Greece makes it difficult to grow enough food for people to live on – make comparisons to the Vikings/Saxon motivation for invading Britain. (pg 1) |
| 2                                                                                                        | Know that Ancient Greece was made up of a series of city-states and that the ones that we know most about are Athens and Sparta. The different city-states often fought each other. (pg 2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3                                                                                                        | Study of what life in Athens was like for different groups of people – men, women and children – what characterised society in Athens? (pg 2)<br>Comparison study of what life in Sparta was like for similar groups of people – what characterised society in Sparta? (pg 2) Summarise information to show key differences between the two city-states.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4                                                                                                        | Recognise that despite all the differences, there were many things that the different city-states had in common and that they would unite to fight an enemy trying to invade Greece. E.g the Persians<br>Recognise language as a common theme – look at the Greek alphabet and recognise how Greek letters are still used in many contexts today (including Covid names). Find familiar words that have Greek origins and group them. (tele-; -ology; -photo- etc). Understand that this is an example of the legacy that the Greeks left – their language has helped shape the English language and most other European languages. Understand the term 'legacy'                                                                                                                                                              |
| 5                                                                                                        | Know that religion and belief was another uniting factor across the city-states. (pg 3)<br>Know the names/roles of the main Greek gods – compare these to the Roman gods studied in Y4 and recognise the similarities; know that Roman society was heavily influenced by the Greeks and use the children's previous knowledge of the Roman Empire to suggest why Greek ideas travelled so far.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6                                                                                                        | Know that, like the Romans, the Greeks believed that the gods controlled all aspects of life – study some of the ancient monuments like the Parthenon – how do these buildings help us understand how important the gods were to the Greeks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| 7  | Read and learn some of the famous Greek myths. <b>(pg 6/7)</b> Recognise how myths helped people understand how the gods wanted them to live.<br>Suggest why companies such as Amazon, Hermes and Nike are named after Greek gods. <b>(pg 6)</b> - independent research on these gods and what they were known for. Another example of how Greek thinking is still current in modern society.                                                                                    |
| 8  | Know that the Ancient Olympics were held in honour of the gods at Mount Olympus and understand how important these games were to the Ancient Greeks. <b>(pg 4)</b><br>Know what events featured at the Ancient Olympics and that it was almost exclusively men taking part.<br>Know that the modern Olympics are inspired by the Ancient Games; make comparisons and know that the Olympic torch carries a flame from Mount Olympus to the place where the games are being held. |
| 9  | Know that the Greeks invented democracy and that this was very different to the monarchies that were common in most older societies. <b>(pg 7)</b><br>Find out how Greek democracy worked and recognise that it was only educated men who could take part.<br>Know that most western countries, including the UK, are democracies and consider why most people think this is a better form of government than being ruled by a monarch.                                          |
| 10 | Know that education and learning was highly valued across most of Greece and that many of the discoveries and ideas of the Ancient Greeks are still important today.<br>Explore some of the things that Ancient Greeks discovered/invented/proposed – Aristotle, Hippocrates, Pythagoras etc <b>(pg 8)</b>                                                                                                                                                                       |
| 11 | Draw together the knowledge that has been learned about the Greeks and summarise how much the Ancient Greeks have influenced the modern world. Is our world a better place because of the Greeks?                                                                                                                                                                                                                                                                                |
| 12 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

| Year 6                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Crime and Punishment - A Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Week                                                                                                                              | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 1                                                                                                                                 | Review the Anglo-Saxon conversion to Christianity and the uniting of England into one Kingdom once the Vikings had been defeated.<br>Know that 1066 is a key year in British history – when England was invaded by the Normans. Harold, the last of the Saxon Kings was killed in Battle and William I became King.<br>Know that our current monarchy descends from the Normans.<br>Know that British history is commonly split into different eras based on the monarchy – the Normans; the Tudors; the Stuarts; the Georgians; the Victorians and the modern era.<br>Place these on a timeline along with some of the significant figures met in this unit. Timeline to run from 1066 to present and include periods and people studied so far (including KS1) and other significant dates that are meaningful to the children. |
| 2                                                                                                                                 | Know that the Normans were also Christians and like the Saxons they believed that God controlled all aspects of life – in a trial, God decided who was innocent or guilty – learn about Trial by Ordeal <b>(pg 1,2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3                                                                                                                                 | Know that there were other forms of Trial and Punishment – were these trials fair on everyone?<br>Know that the King and other rulers made people pay such high taxes that the poor could barely survive – understand why the legend of Robin Hood became so popular <b>(pg 3,4)</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 4                                                                                                                                 | Know that by Tudor times, the monarchy had become more powerful and determine what the laws were and who ran the courts.<br>Know about the 'Star Chamber'<br>Know that public execution became even more common and was designed to frighten people into obeying the rules.<br>Know that some 'punishments' could be imposed without a court – Brank/Scolld <b>(pg. 6)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5                                                                                                                                 | Know that people believed the monarch was only answerable to God – so the church remained powerful.<br>Henry VIII wanted to change the law to divorce his wife but the Roman Catholic church wouldn't allow it. Henry broke from Rome which meant that he could make his own rules and have control over the church at the same time <b>(pg.7)</b><br>Know that many people thought this was wrong and it caused a big split in the country.                                                                                                                                                                                                                                                                                                                                                                                      |
| 6                                                                                                                                 | Know that the monarchy and church together had become even more powerful – this led to new laws and new crimes.<br>Find out about the Witch Hunts of the Stuarts era <b>(pg. 8)</b><br>Discuss who were worst – the witches or the witch hunters? Are laws always fair?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7                                                                                                                                 | Know that after Henry VIII, Roman Catholics were persecuted and their way of worshipping was banned. Know that many people wanted to go back to Rome and were prepared to fight for it.<br>Know that this was the main reason behind the Gunpowder Plot – find out about the conspiracy <b>(pg.9)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8                                                                                                                                 | Know what treason means. Know that in those days Parliament was made up of important/wealthy people who advised the King on how to run the country.<br>Understand that the information that we have about the Gun Powder plot is from the Protestant side (the victors) – discussed whether this is a reliable source of information? Is it fair that Guy Fawkes is just remembered as a traitor? Was the law fair in the first place?                                                                                                                                                                                                                                                                                                                                                                                            |
| 9                                                                                                                                 | Know that many people felt that the monarchy had too much power – this led to the English Civil War between the Cavaliers (who wanted parliament to have the power) and the Royalists (who wanted the monarch to stay in charge).<br>Know that the Cavaliers won and for a short time there was no monarchy in Britain.<br>Know that when the King came back it was agreed that the monarch could only reign with the consent of parliament. From then on, Parliament makes the rules in Britain, not the monarch.<br>Although power was now shared amongst the members of Parliament, as most of them were wealthy landowners many of the laws they passed were still unfair – find out about new laws on poaching and smuggling <b>(pg. 10)</b>                                                                                 |

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|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 10                                                                             | Know that the Prime Minister leads the ruling party in Parliament.<br>Know that the Victorians changed many of the laws in Britain – some made life better for poorer people but punishments were still harsh.<br>Know that people were often hanged for quite little things or sent away to do hard labour in another country. Many gaols were built for other crimes but they quickly filled up because there was so much crime.                                                                                                                                                                                                                                               |
| 11                                                                             | Explore what crimes and punishments there were and consider why people were prepared to risk being punished like this.<br>Know that Robert Peel was a popular Victorian Prime Minister and that he set up the world's first police force. (pg. 11)                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 12                                                                             | Compare what has been learned about Crime and Punishment over the years with modern approaches – discuss which is fairer and why? Has democracy meant that justice is better now?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| A non-European Society that contrasts with British History: Mayan Civilisation |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Week                                                                           | Lesson focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1                                                                              | Know that the earliest Mayan civilisations emerged around 2600BCE but didn't reach its peak (the Classical Mayan era) until around 900CE – place this on a timeline alongside the Egyptians and the other periods of history explored in KS2.<br>Know that Mayan society was based in Mesoamerica – mostly on the Yucatan peninsula.<br>Know that a lot of Mayan history was destroyed by Spanish colonialists in the 16 <sup>th</sup> century who thought that anything that wasn't Christian was evil. However, the explorations of Catherwood and Stephens uncovered ancient cities that had been forgotten and this has helped us understand a lot more about Mayan society. |
| 2                                                                              | Know that the Mayans were polytheistic and like other societies, they believed that the gods controlled everything and needed to be pleased.<br>Know the names and roles of the important gods – note how gods were often linked to the thing societies most needed – sun/water crops etc. (pg.4)<br>Know that human sacrifice was an important way of pleasing the gods but that the Mayan belief in the afterlife meant that they didn't think that sacrifice meant the end of a person's life.<br>Make contrasts with Egyptian gods and come up with reasons for the similarities and differences.                                                                            |
| 3                                                                              | Know that one of Catherwood and Stephens main discoveries was the pyramid temples.<br>Know that there are two main types of temple and know the differences between these.<br>Find out about what historians have discovered about Mayan culture from what they discovered at these pyramid temple sites.<br>Know that the Mayans also used a system of writing that used hieroglyphs – a few of these were saved by the Spanish but many were destroyed – these also tell us a lot about Mayan life and beliefs.                                                                                                                                                                |
| 4                                                                              | Know that Mayan society was class based and that you couldn't change the class you were born into.<br>Know that the Mayans had a king who they believed was given to them by the gods.<br>Know that a new family could only rule by getting rid of the old family through war – Mayan cities often fought each other so that they could be in power.<br>Know the names and roles of other divisions in society – what do the different jobs tell us about what the Mayan's thought was important?                                                                                                                                                                                |
| 5                                                                              | Know that the sun and moon were very important to the Mayans – linked to the most important of the gods.<br>Know that the design of the pyramid temples reflects how important the sun was to their beliefs and way of life – pg8<br>Know that they studied the sun, moon and stars in detail to develop their own calendars (compare to our calendar) and to calculate how long a year/lunar month is – know that they were very accurate even though they didn't have the modern equipment we have.                                                                                                                                                                            |
| 6                                                                              | Know that Mayan sports were determined by the gods and designed to keep the gods happy (compare to the Olympics).<br>Know how the Mayan belief in the sun and moon being reborn everyday meant that human sacrifice was needed (pg.9)<br>Find out about the ball courts of Chichen Itza and know that although some games were for fun in other games, the losers were sacrificed to the gods.                                                                                                                                                                                                                                                                                   |