

### History Golden Threads and Sticky knowledge

Bluebell	Fern	Bramble	Laurel
Present – what is now Generations	Historical figures Kings and Queens Toys now and then Communication	Stone Age Iron Age Romans Ancient Egypt World War 2 Apartheid Ignored history	Anglo-Saxons Vikings Normans Victorian childhood Post-War USA Maya Ancient Greece

### Golden Threads:

1. Chronology
2. Similarities and differences (GD Trends, connections & contrasts)
3. Historical figures

### Sticky Knowledge linked to the Golden Threads

Bluebell - Reception

Golden Thread	Why it's good to be me?	How can we make the world a better place?	How do we show kindness to people and places?
Chronology	<b>Children will know:</b> Who their family members are and the relationships between them.	<b>Children will know:</b> That there are new man-made issues in the world such as plastic in the ocean that needs to change.	<b>Children will know:</b> That we need to look after our world by cleaning up after ourselves to leave it better for other people.
Similarities & differences	<b>Children will know:</b> That all grownups were like them in the past and that they are growing and will be grownups in the future		
Historical figures		<b>Children will know:</b> That people e.g. Ernest Shackleton, have been to explore different parts of	

		the world and ways in which they have travelled there.	
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Fern - Year 1/2

Golden Thread	What makes a hero?	Do we value what we've got?	What is a leader?	Where does our food come from?	What is play?	How has communication changed (and stayed the same) through history?
Chronology	Children will know: <ul style="list-style-type: none"> <li>• That Florence Nightingale was born in 1820</li> <li>• That Guy Fawkes was born in 1570</li> <li>• How to sequence the events of the attempted attack on Parliament.</li> </ul>	*Geography based unit of learning.	Children will know: <ul style="list-style-type: none"> <li>• How to read dates from the past accurately (e.g. 1553 AD or 300 BC)</li> </ul>	*Geography based unit of learning.	Children will know: <ul style="list-style-type: none"> <li>• Children will be able to read year dates.</li> <li>• That timelines show us how things have changed over time</li> <li>• How to plot dates in chronological order on a timeline.</li> </ul>	Children will know: <ul style="list-style-type: none"> <li>• How to order forms of communication in chronological order.</li> <li>• Children will be able to name an ancient, old and modern form of communication.</li> </ul>

					<ul style="list-style-type: none"> <li>• What is meant by past, present and future.</li> </ul>	
Similarities & differences	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That we have bonfire night because of the actions of Guy Fawkes and the men he worked with</li> <li>• How to debate whether Guy Fawkes was right or wrong and how this opinion may be different in modern times</li> </ul>		<p>Children will know:</p> <ul style="list-style-type: none"> <li>• What a monarch is and how it affects the running of some countries</li> <li>• Explain how Henry VIII's treatment of his six wives might be perceived today</li> <li>• The roles and responsibilities of being a Tudor monarch</li> </ul>		<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How football has changed over time.</li> <li>• To compare toys we play with one of a different generation.</li> <li>• What rich and poor Victorian children played with.</li> <li>• P4C lesson – Was play better then or now?</li> <li>•</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• Compare the lives of two key inventors.</li> <li>• That the Egyptians early writing system was written/ carved as hieroglyphics.</li> <li>• That Morse code uses dashes and dots for letters that need to be decoded.</li> </ul>
Historical figures	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That Florence</li> </ul>		<p>Children will know:</p> <ul style="list-style-type: none"> <li>• Henry VIII had six wives</li> </ul>		<p>Children will know:</p>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• Alexander Graham Bell</li> </ul>

	<p>Nightingale wanted to be a nurse when she grew up</p> <ul style="list-style-type: none"> <li>• That Nighingale went to help soldiers in the Crimean War</li> <li>• That it took Florence 2 weeks to travel to Scutari</li> <li>• That Florence Nightingale improved standards in hospital</li> <li>• Florence Nightingale published a book</li> <li>• Florence Nightingale was awarded</li> </ul>		<ul style="list-style-type: none"> <li>• Henry VIII beheaded 2, divorced 2 and 1 died</li> <li>• That Henry VIII created the church of England</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Edwin Binney invented the crayon</li> <li>• 'Teddy' is short for Theodore Roosevelt. They will be able to retell the story of how the Teddy Bear got its name.</li> <li>• The Michtoms invented the Teddy Bear.</li> </ul>	<p>invented the telephone.</p> <ul style="list-style-type: none"> <li>• Tim Berner's Lee invented the World Wide Web</li> <li>• William Caxton introduced the printing press to England.</li> </ul>
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	<p>the Victoria Cross</p> <ul style="list-style-type: none"><li>• That Guy Fawkes tried to assassinate King James for being protestant</li></ul>					
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Golden Thread	What does it mean to be human?	What is respect?	What's worth fighting for?	What is justice?	Is it ever ok to break the rules?	What is a fair society?
Chronology	<p>Identify key dates and events within the eras of prehistoric Britain to the Roman Empire (Palaeolithic, Mesolithic and Neolithic, Bronze Age, Iron Age). Identify how society today was influenced by our past.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• The definition of 'pre-historic'.</li> <li>• The changes in Britain between across the Palaeolithic and Mesolithic (advancement of tools, homes, food source)</li> <li>• Farming was introduced in 4000 BCE and developed British society.</li> <li>• That Rome was founded in 750 BCE.</li> <li>• Why the Romans wanted to expand their empire /invade Britain (wealth, power, trade)</li> </ul>	<p>*Geography based unit of learning.</p>	<p>Identify key dates during World War 2 and explain cause and impact of significant events (1939-1945)</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• What events lead to the outbreak of WW2 in 1939. (ideology, economics, religion, invasion of Poland)</li> <li>• The events of Blitzkrieg and how Germany were successful.</li> <li>• Why children had to evacuate Britain in 1939 and compare with refugees today.</li> <li>• Key battles and events (Dunkirk May 1940, Battle of Britain July 1940, Pearl</li> </ul>	<p>Identify key dates during Apartheid system in South Africa.</p> <p>Identify chronology of the life of Nelson Mandela (birth, ANC, imprisonment, release, presidency)</p> <ul style="list-style-type: none"> <li>• South Africa was originally colonised by Britain. The Boer War took place in the 19<sup>th</sup> century which involved conflict between the Dutch and British over land.</li> <li>• Apartheid was a system created by the white-controlled government of South Africa. It was designed to separate South</li> </ul>	<p>Identify significant dates and events within British history (Romans, Saxons, Tudors, Victorians, WW2)</p> <p>Explore how Britain's systems of crime and punishment changed through History and the impact this had on the wider society.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• The Romans introduced the Twelve Tables around 450BCE.</li> <li>• During the Roman times, the wealthier you were, the lesser the punishment you received.</li> <li>• The Anglo Saxons established a 'Trial by Ordeal' to determine if someone was guilty or not guilty.</li> <li>• There was religious fighting between the Protestant and Catholic faiths during the Tudor period. Parish</li> </ul>	<p>Identify significant dates and events within Egyptian civilisation.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>• What life was like in Ancient Egypt (society, gender roles, politics)</li> <li>• How farming was significant in Egypt becoming a powerful civilisation.</li> <li>• The River Nile was known as the 'gift of the Nile' due to its influence in Egyptian civilisation.</li> </ul>

			<p>Harbour December 1941)</p> <ul style="list-style-type: none"> <li>The events of the Homefront (propaganda, Dig for Victory, role of women)</li> </ul>	<p>Africa into groups based on race.</p> <ul style="list-style-type: none"> <li>Apartheid lasted from 1948-1994.</li> </ul>	<p>Constables acted as a police force.</p> <ul style="list-style-type: none"> <li>The Victorians introduced prisons.</li> </ul>	
<p>Similarities &amp; differences</p>	<p>Explore religious beliefs, settlements, society in pre-historic Britain and compare with the Romanisation of Britain.</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>How the Romans influenced Britain today (roads, bridges, coins, politics, towns)</li> </ul>		<p>Identify trends in history (Holocaust linked with Apartheid)</p> <p>Linking to What is a Leader project (Fern)</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>That approximately 6 million Jewish people died during the Holocaust in WW2.</li> <li>How ideologies have contributed to conflict in British and wider history (Rome's expansion and ruling system)</li> </ul>	<p>Identify trends in history (Holocaust linked with Apartheid)</p> <p>Linking to What is a Leader project (Fern) and Is it ever ok to break the rules? (Bramble)</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>That Apartheid was based on extreme ideologies that sought to segregate people and how this links with the events of the Holocaust.</li> <li>How ideologies and societal views have</li> </ul>	<p>Make connections between use of crime and punishment within British history (developments, romans' introduction of law, impact of Victorian prisons etc)</p> <p>Links to What does it mean to be human project e.g Romans (Bramble)</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>How crime and punishment changed throughout British history as societies evolved and the ruling system was transformed.</li> <li>How policing today was influenced by the Victorians (prisons)</li> </ul>	<p>Explore legacy and link with other civilisations (Romans).</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>How society in modern Britain is influenced by the Egyptians (trade, beliefs, settlements)</li> <li>The uses of the river Nile today and compare it with how it functioned in ancient Egypt.</li> <li>That Egypt has evolved from a isolated civilisation to a more urban country including specific geographic locations and features.</li> </ul>

			**local study	contributed to mass genocide (Holocaust)		
Historical figures	<p>Julius Caesar Bouddica</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>Julius Caesar commanded the Roman armies and unsuccessfully invaded Britain in 56 and 55 BCE.</li> <li>Boudicca was the leader of the Iceni tribe.</li> </ul>		<p>Winston Churchill Adolf Hitler Anne Frank</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>Winston Churchill became Prime Minister in May 1940.</li> <li>Adolf Hitler has strong ideologies and was the leader of Nazi Germany from 1933-1945.</li> </ul>	<p>Nelson Mandela F. W de Klerk</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>Nelson Mandela was a civil rights Leader in South Africa and fought against Apartheid.</li> <li>F.W de Klerk was president of South Africa 1989-1994.</li> </ul>	<p>Dick Turpin Sir Robert Peel Henry VIII Mandela Robin Hood</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>Robert Peel introduced the police force.</li> <li>Dick Turpin was an English highwayman between 1705 and 1739.</li> </ul>	<p>Tutankhamun Howard Carter</p> <p>Children will know:</p> <ul style="list-style-type: none"> <li>Tutankhamun became pharaoh aged 9 and was known as the 'boy king'.</li> <li>Howard Carter excavated King Tut's tomb in 1922.</li> </ul>

Laurel - Year 5/6

Golden Thread	Where do we come from?	Why do people take risks?	What are rights and responsibilities? What does it mean to be free?	Is exploration always good?	What is friendship?	What is democracy?
Chronology	<p>CHILDREN WILL Learn</p> <ul style="list-style-type: none"> <li>Anglo-Saxon settlement accelerated after 410 AD because</li> </ul>	*Geography based unit of learning.	<p>CHILDREN WILL Learn the</p> <ul style="list-style-type: none"> <li>Where the Victorian period was (1837-</li> </ul>	<p>CHILDREN WILL Learn</p> <ul style="list-style-type: none"> <li>That the Ancient Maya</li> </ul>	*Geography based unit of learning.	<p>CHILDREN WILL Learn:</p> <ul style="list-style-type: none"> <li>The Ancient Greek</li> </ul>

	<p>of decline of Roman Empire</p> <ul style="list-style-type: none"> <li>• Viking raids began most famously with Raid on Lindisfarne in 793</li> <li>• The Anglo-Saxon and Viking period lasted from c. 410 CE to 1066 and ended with the Norman invasion</li> </ul> <p>Children will know and be able to explain</p> <ul style="list-style-type: none"> <li>• How Christianity spread and was influenced by pagan traditions</li> <li>• How and why the period finished with the Norman invasion of 1066</li> </ul>		<p>1901) and be able to place it on a timeline and the reason for its name</p> <ul style="list-style-type: none"> <li>• Jobs Victorian children did and the risks involved in some occupations</li> </ul>	<p>civilisation began around 2000 BCE and lasted into the C.16 of the CE</p> <ul style="list-style-type: none"> <li>• That there are still around 7 million Maya descendants living today</li> <li>• That the name given to the Maya areas of land is given the name Mesoamerica</li> </ul>		<p>Civilisation began around 750 BCE and ended when it became part of the Roman Empire in 146 BCE</p> <ul style="list-style-type: none"> <li>• They will know that it overlapped with the Maya and Egyptian civilisations previously studied</li> </ul>
Similarities & differences	Children will learn			Children will know and be able to:		Children will learn about and be able to

	<ul style="list-style-type: none"> <li>• Where the different tribes came from in Europe</li> <li>• The range of reasons why they migrated</li> <li>• Where they settled and how this changed over a period of 400 years</li> </ul> <p>Children will know and be able to explain</p> <ul style="list-style-type: none"> <li>• Why most settlements were situated where they were</li> <li>• What the simple structure of AS society was like</li> <li>• How a village settlement functioned and what the roles were</li> </ul>		<p>Children will know and be able to explain</p> <ul style="list-style-type: none"> <li>• The range of life experiences children underwent in terms of rights to education and being exploited</li> <li>• How to compare/contrast modern and Victorian schooling</li> <li>• How to Compare and contrast toys/clothes of Victorian and modern times</li> <li>• What a child's life was like in the workhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Make cultural comparisons with known civilisations: Anglo-Saxon, Greek and Roman polytheism</li> <li>• Explain the structure of Maya society and compare it with Roman and Greek Civilisations</li> <li>• Explain the cultural significance of specific foods</li> <li>• Give reasons for changes in population settlements.</li> </ul>		<ul style="list-style-type: none"> <li>• Make links to the Maya – independent cities/states with cultural links Civilisation features</li> <li>• Explain differences between city states (Athens and Sparta) including democracy and the roles of women</li> <li>• Draw parallels with other polytheistic cultures – especially the role of gods and goddesses in controlling the world</li> <li>• Link the Ancient Olympics to the modern institution</li> </ul>
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						<ul style="list-style-type: none"> <li>• Link and (critically) articulate an understanding of the Athenian notion of democracy with that of the present day.</li> <li>• Learn how 'epic' stories (Trojan War) had some basis in fact but were about shaping a sense of identity.</li> </ul>
Historical figures	<p>Children will learn the names and significance of</p> <p>St Aiden and some monarchs up to William of Normandy, especially Alfred and his role in establishing safe havens from Viking</p>		<p>Children will be able to explain how the work of Dr/Mrs Barnardo and how t benefitted children</p>	<p>Children will learn</p> <p>How Gonzalo Guerrero became part of a Maya tribe</p> <p>That K'abel was a strong warrior queen, higher in status than her husband</p>		<p>Children will be able to:</p> <p>Describe the achievements of Philip II of Macedonia and Alexander the Great in terms of creating and expanding a Greek Empire and contrast this with the previous city state system</p>

	attack/creating unified alliances					
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