

Excellence in Education Ltd.



HISTORY KS2

**An End Point Curriculum
for the Foundation Subjects**



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A HISTORY POLICY

OVERVIEW

In school we will help all children to develop an understanding of time, place, people and events through the effective teaching and learning of the knowledge skills and understanding of history. We will use the National Curriculum History Guidelines as the basis for our scheme of work and we will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

INTENT

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about famous people and their impact on our lives.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop children's skills as historians to enable them to research and discover the past.

IMPLEMENTATION

1. We will begin the teaching of history in Foundation Stage as the children begin developing their knowledge skills and understanding of the world by starting with the most recent past. We will use photographs, artefacts, visits out into the locality, and by talking to older people about 'then and now.'
2. As the children move into Key Stage 1 they will build on their earlier work using 'living memory', eye-witness accounts' and the immediate environment of the school as their starting point.
3. Strong links will be made with the teaching of English, stories, plays and poems set in different periods of history will be shared with the children.
4. History will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
5. As they become older and move into key Stage 2 the children will learn about the different periods of history set out in the history guidelines of the National Curriculum.
6. Art, design technology, drama and music will be closely linked with history as children use these subjects to communicate what they have learnt.
7. On every appropriate occasion teachers will use first-hand experience, visits, visitors, artefacts, AVA and the local and wider environment to engage children's interest and imagination.
8. Through their understanding of the past and of lives in different conditions children will be encouraged to develop their feelings and 'empathy' for others.
9. Through their understanding of the past children will be helped to develop an understanding of their identity as a British subject.
10. Children will learn about development of democracy, our government, the Monarchy, citizenship, and the Law.

11. They will learn about rights and responsibilities, moral, social and environmental issues.

13. We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of history.

13. The history guidelines will set 'end points' of the key knowledge, skills and understanding that all pupils will be expected to have for each block of the teaching and learning of history.

14. Teachers will ensure that each block of learning builds on the last to ensure the smooth progress and development of pupils' knowledge, skills and understanding.

IMPACT

History will be fun. It will be used to promote excellence and enjoyment; it will have a strong presence in the ethos of the school through displays, performances, music, drama and assemblies. Parents and grand-parents will be encouraged to join in the teaching and learning of history. We will make Britain our classroom. Pupils will develop an understanding of changes over time in people, places, landscape and culture. They will know about different periods in our history, people who brought about change and significant developments that changed Britain and the world.



The National Curriculum Requirements for Teaching History

When planning to teach history in school, teachers are required to meet the statutory requirements set out in the National curriculum. These are:

1. To help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world.
2. To inspire pupils' curiosity to know more about the past.
3. To help pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
4. To help pupils know and understand significant aspects of the history of the wider world:
5. To help pupils know and understand the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
6. To help pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
7. To help pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. To use them to make connections, draw contrasts, analyse trends and to frame historically-valid questions. To create their own structured accounts, including written narratives and analyses
8. To help pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

The Three National Curriculum History Attainment Targets:

The National Curriculum sets out three attainment targets pupils are expected to achieve:

- 1. Know about different times in the past**
- 2. To have the skills to apply their knowledge and understanding**
- 3. Understand the matters relevant to the periods studied and relate them to today**

The End Point strategy set out in this document will enable teachers to ensure that their pupils achieve the three attainment targets in a simple and effective way.

USING END POINTS TO TEACH HISTORY IN KS2

Using End Points for Planning the Curriculum

When planning a unit of study in History a teacher needs to identify the key knowledge, skills and understanding that must be learnt by pupils in that unit of study.

The teacher next needs to identify the **End Points** that pupils need to know by the completion of the unit of study.

Using **End Points** to plan the teaching of history in KS1 and KS2 enables teachers to meet the requirements of the National Curriculum Guidelines for teaching History in a simple but effective way.

Three Levels of End Points

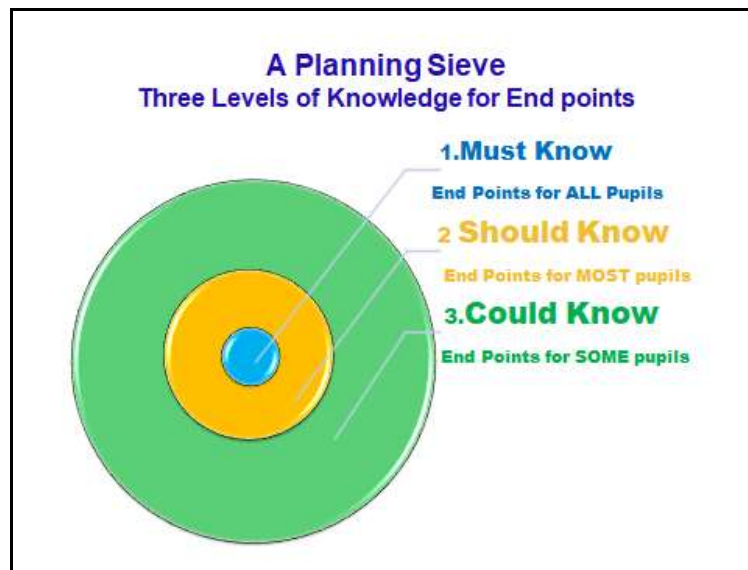
There are three levels of End Points that a teacher needs to consider when planning a unit of study.

- First there are the **CORE END POINTS** that **all of the pupils MUST know**.
- Next are the **ADDITIONAL END POINTS** which **most pupils SHOULD know**. These build on the core end points.
- Then to extend learning the planning strategy should move the pupils towards an ever widening area of **FURTHER END POINTS** that **some pupils COULD know** (See Figure 1).

A PLANNING SIEVE

A '**planning sieve**' is a useful tool for helping teachers to plan what needs to be taught and learnt in any unit of study. It enables the teacher to 'sift' the End Points for learning into a hierarchy of three levels of knowledge (see figure 1).

Figure 1: This diagram shows the three levels of knowledge used when designing End Points for teaching and learning.



1. MUST KNOW END POINTS - CORE END POINTS

In each unit of study in history, teachers need to decide on the **Core End Points** that **ALL** pupils **MUST KNOW** (see Fig 1 and 2) by the end of the period of learning. These **Core End Points** need to be taught to **ALL** of the pupils. This is the 'entitlement curriculum' for every pupil regardless of his/her abilities. The **Core End Points** are the essential knowledge that all pupils must know the end of the period of study.

2. SHOULD KNOW END POINTS - ADDITIONAL END POINTS

Next, the **Sieve** allows a teacher to plan the **additional End Points** for broadening teaching and learning. These **additional End Points** are those which **MOST** of the children **SHOULD KNOW**. Like the core they will be taught to the whole class. At this point a teacher may also introduce opportunities for collaborative learning to give pupils opportunities to explore more aspects of the **End Points** by working collaboratively.

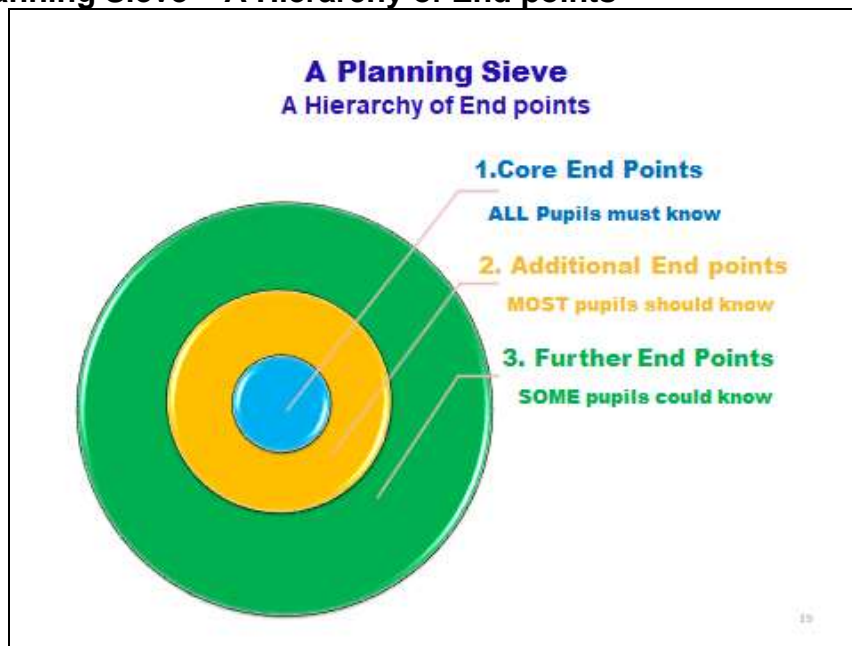
For example in KS2, if the unit of study is about Roman Britain the teacher might move some pupils to work in groups or pairs on some topics to research e.g. Roman Homes, Roman Dress, Roman Soldiers, Roman Roads and Roman Towns.

3. COULD KNOW END POINTS - FURTHER END POINTS

As the more able and capable pupils complete their work some will be keen to follow a particular interest that they've developed. This will provide good opportunities for the teacher to direct the pupils to the **further End Points** that **some** pupils **COULD KNOW**.

Figure two shows the planning sieve as a tool for teachers to use when 'sifting' End Points' into a hierarchy of three levels.

Fig 2: A Planning Sieve – A Hierarchy of End points



This model for designing an End Point curriculum has been used for the all the examples given later in this History document. The same model can also be used to design a curriculum for any of the other foundation subjects.

HISTORY KEY STAGE 2



KEY STAGE 2 HISTORY

The Areas of Learning at Key Stage 2 build on the history that pupils have learnt in Key Stage 1

In Key Stage 2 study units have been designed to enable pupils learn about different periods of history in the six Areas of Learning set out below.

1. Ancient Egypt Or Ancient Greece
2. England from the Stone Age to the Iron
3. The Roman Empire and its impact on Britain
4. Britain's settlement by Anglo-Saxons and Vikings
5. A study of an aspect or theme in English history that extends pupils' chronological knowledge beyond 1066
6. A local history study

The six Areas of Learning have been divided into units of study which cover an aspect through which that period of history can be taught.

AREAS OF LEARNING and UNITS OF STUDY

1. Ancient Egypt - A non-European (African) society to provide contrasts with the study of British history

Or Ancient Greece - The achievements of one of the earliest civilizations and its influence on the western world

2. England from the Stone Age to the Iron Age

- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

3. The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, 'Romanisation' of Britain: sites such as Chester, Bath
- The impact of technology, culture and beliefs, including early Christianity

4. Britain's settlement by Anglo-Saxons and Vikings

- Anglo-Saxon invasions settlements and kingdoms: place names and life
- Anglo-Saxon art and culture; laws and justice
- Christian conversion – Canterbury, Iona and Lindisfarne
- Viking raids and invasions and resistance by Alfred the Great and Athelstan, first king of England
- Edward the Confessor and Harold 1066

5. A study of an aspect or theme in English history that extends pupils' chronological knowledge beyond 1066

This could be a possible local history study also covering 7 below.

- The Victorians
- Development of transport
- An event

6. A local history study – This could be combined with area 6 (above) or any of the other areas of learning.

- Local historic landmark
- A local historic place
- A local historic building
- A famous local person

PLANNING HISTORY UNITS OF STUDY IN KS2

The End Point strategy uses the knowledge sieve to plan history units of study in each of the six Areas of Learning.

It is used to identify the six **Core End Points** for each of the units of study.

The sieve is next used to identify three important **Additional End Points** that most pupils should know about each of the six **Core End Points** by the end of the unit of study.

By the time that each unit of study has been completed **all pupils** will know the six **Core End Points** and **most pupils** will also know eighteen **Additional End Points**.

This means that **most pupils** will know at least twenty-four **End Points** by the end of the unit of study.

As work on the unit progresses some pupils may make very good progress and go on to learn about **Further End Points**.

LINKS WITH OTHER SUBJECTS OF THE CURRICULUM

Many of opportunities for pupils to experience and enjoy History in Key Stage 2 will be closely linked to the other foundation subjects that they study.

For example, some very good opportunities for teaching History will be found in English, in story, poetry and nursery rhymes. Other great starting points will crop up in Geography, Science, Mathematics, Music, PE and RE.

DISCRETE HISTORY LESSONS

On some occasions pupils will benefit from set History lessons where they will be taught the specific subject knowledge, skills and understanding of Geography.

KS2 UNITS OF STUDY

SOME EXAMPLES



KS2 UNITS OF STUDY SOME EXAMPLES

These examples show how the End Points can be used to develop the units of study of the History Curriculum in Key Stage 2.

Example (a) ANCIENT EGYPT



Learning about a non-European (African) ancient civilisation

Pupils should be familiar with a Time Line that gives them some understanding of the Ancient Egyptian Period in relation to present day and maps to show the location and key features of Ancient Egypt.

It is not expected that pupils will cover all of this unit about Ancient Egypt in the same detail and so teachers should decide which aspects will be covered.

CORE END POINTS:

By the end of this area of learning **ALL** pupils **MUST KNOW** the following six End Points

EP1. All pupils must know about the geography of Ancient Egypt including its location, the Mediterranean, the Red Sea, the Nile and the important cities

EP2. All pupils must know that the Nile was the key to all life in the Ancient Egyptian Civilisation and that most cities and villages were located along the Nile.

EP3. All pupils must know that Ancient Egypt was ruled by a Pharaoh

EP4. All pupils must know that the Ancient Egyptians held the Israelites captive in slavery and that Moses led The People of Israel to freedom

EP5. All pupils must know that the Egyptians worshiped many gods and that the most popular gods were Ra – the sun god, and Horus – god of the sky

EP6. All pupils must know that the Ancient Egyptians could write and count and that they had an alphabet and number system:

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know the location of Ancient Egypt including the Mediterranean Sea, the Red Sea and the Nile

SHOULD KNOW - ADDITIONAL END POINTS

1.1) Most pupils should know about Egypt's climate and the importance of the Nile and the Nile Delta and know that now Cairo the capital city: Cairo is the largest city in Africa

- 1.2) Most pupils should know the importance of the ancient capital cities of Memphis in Lower Egypt; Thebes (Luxor) in Upper Egypt
- 1.3) Most pupils should know about the Lighthouse at Alexandria and the pyramids which were some of Seven Wonders of the World.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that the Nile was the key to all life in the Ancient Egyptian Civilisation and that most cities and villages were located along the Nile.

SHOULD KNOW - ADDITIONAL END POINTS

- 2.1) Most pupils should know that the Nile gave the ancient Egyptians water to drink and water to grow food
- 2.2) Most pupils should know about the annual Nile floods brought new and fertile soil and provided building materials
- 2.3) Most pupils should know that the Nile was the main route for transport and trading.

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that Ancient Egypt was ruled by a king called a 'pharaoh'

SHOULD KNOW - ADDITIONAL END POINTS

- 3.1) Most pupils should know that the Ancient Egyptians built tombs and pyramids for the burials of pharaohs and that approximately 130 pyramids have been discovered
- 3.2) Most pupils should know that the pyramid of Khufu at Giza is the largest pyramid and that there is also the Great Sphinx at Giza
- 3.3) Most pupils should know about Tutankhamun the boy king aged 9 reigned for 10 years and about the Valley of Kings – 5000 artefacts found. Discovery by the archaeologist Howard Carter 1922

MUST KNOW - CORE END POINT 4

EP4. All pupils must know that the Ancient Egyptians held the Israelites captive in slavery and that Moses led the people to freedom

SHOULD KNOW – ADDITIONAL END POINTS

- 4.1) Most pupils should know the story of Moses – baby in the bulrush – to leader
- 4.2) Most pupils should know that the Israelites were held captive in slavery and had to work as slaves for the Egyptians
- 4.3) Most pupils should know the story of the Israelites escape from Egypt

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that the Egyptians worshiped many gods and that the most popular gods were Ra – the sun god, and Horus – god of the sky

SHOULD KNOW - ADDITIONAL END POINTS

- 5.1) Most pupils should know that the Ancient Egyptians built great temples to worship their gods– e.g. Temple of Karnak
- 5.2) Most pupils should know that the Ancient Egyptians believed in an after-life and mummified the dead and their animals so their souls would live on.
- 5.3) Most pupils should know that great tombs were built and filled with all the possessions that the person might need in the afterlife

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that the Ancient Egyptians could write and count and that they had an alphabet and number system

SHOULD KNOW - ADDITIONAL END POINTS

6.1) Most pupils should know that the Ancient Egyptians used 2000 hieroglyphic symbols (Greek for holy writing) and that they wrote on papyrus

6.2) Most pupils should know the Ancient Egyptians painted wall pictures in the tombs depicting great detail about everyday life in Ancient Egypt

6.3) Most pupils should know about the discovery of the Rosetta Stone(1799AD) which allowed Ancient Egyptian symbols and writing to be understood

Example (b)



2. ANCIENT GREECE

Learning about Ancient Greece

Pupils should be familiar with a Time Line that gives them some understanding of the Ancient Greek Period in relation to present day and maps that show the location of Ancient Greece and its key features.

It is not expected that pupils will cover all of this unit about Ancient Greece in the same detail and so teachers should decide which aspects will be covered.

CORE END POINTS

By the end of this area of learning ALL pupils **MUST KNOW** the following six

End Points for Learning:

EP1. All pupils must know and the location of Ancient Greece, its seas, its principal islands, mountains and cities

EP2. All pupils must know that the Olympic Games were held every four years in ancient Greece

EP3. All pupils must know about the Ancient Greek alphabet and to recognise some of the letters e.g. alpha beta theta delta pi and omega; and they should have listened to some of Aesop's Fables.

EP4 All pupils must know that ancient Greeks loved the theatre, but only male actors were allowed to act

EP5. All pupils must know that the Ancient Greeks worshiped a family of gods that they believed lived on Mount Olympus

EP6. All pupils must know that the meaning of democracy is 'rule by the people' And that the beginnings of 'democracy' were in the city state of Athens in Ancient Greece

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP1. All pupils must know and the location of Greece, its seas, its principal islands, mountains and cities

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know the location of the city states of Athens and Sparta; Mount Olympus; Delphi; Crete and the groups of islands

1.2) Most pupils should know about the importance of some of the Ancient Greek sites including the Acropolis; the Parthenon and the Temple of Athena Nike. (The Elgin marbles in the British Museum) and the Temple of Apollo in Delphi

1.3) Most pupils should know about Knossos - The capital of Minoan Crete the location of the fabled labyrinth from the myth of Theseus and the Minotaur.

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that the Olympic Games were held between the city states every four years in ancient Greece

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that the Olympic games were held in Olympia and that all city states took part.

2.2) Most pupils should know that the Sanctuary of Zeus in Olympia had a 13-metre-high gold statue Zeus which was one of the ancient Seven Wonders of the World

2.3) Most pupils should know that the Ancient Greek Olympics included events such as boxing, wrestling, discus, chariot racing, javelin and the long jump.

MUST KNOW - CORE END POINT 3

EP3. All pupils must know about the Ancient Greek alphabet and to recognise some of the letters. They should have listened to some of Aesop's Fables.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know that the first two letters of the Greek alphabet are alpha and beta and that they made up the word alphabet. They should know others including theta, delta, pi and the last letter omega.

3.2) Most pupils should know a Greek Legends e.g. Jason and the Argonauts; Theseus and the Minotaur; The Labours of Heracles; Perseus and Medusa; Bellerophon and Pegasus

3.3) Most pupils should hear and know some of Aesop's Fables e.g. The Cock and the Pearl; The Wolf and the Lamb; The Dog and the Shadow

MUST KNOW - CORE END POINT 4

EP4 All pupils must know that Ancient Greeks loved the theatre and that most cities had large outdoor theatres, but only male actors were allowed to act

SHOULD KNOW – ADDITIONAL END POINTS

- 4.1) Most pupils should know that actors wore masks which were meant to express emotion and were either comedies and tragedies
- 4.2) Most pupils should know that the outdoor theatres were massive and that audiences in some theatres were as large as 15,000 people e.g. the Theatre of Dionysus in Athens
- 4.3) Most pupils should know that one of the most successful writers was Sophocles. He wrote 120 plays and seven of them are still performed.

MUST KNOW - CORE END POINT 5

EP 5. All pupils must know that the Ancient Greeks worshiped a family of gods that they believed lived on Mount Olympus

SHOULD KNOW – ADDITIONAL END POINTS

- 5.1) Most pupils should know that Zeus was the king of Greek gods
- 5.2) Most pupils should know that Poseidon was the ruler of the seas.
- 5.3) Most pupils should know that Athena was the goddess of wisdom

MUST KNOW - CORE END POINT 6

All pupils must know that the meaning of democracy is 'rule by the people' and that the beginnings of 'democracy' were in the city state of Athens in Ancient Greece

SHOULD KNOW – ADDITIONAL END POINTS

- 6.1) Most pupils should know that the ancient Greeks were the first to create a democracy. The word "democracy" comes from two Greek words that mean people (**demos**) and rule (**kratos**).
- 6.2) Most pupils should know that the first known democracy in the world was in Athens but only male citizens who had served in the army could vote. The Athenian leader Cleisthenes introduced the first democracy.
- 6.3) Most pupils should know that in Athens the democracy was run by the assembly (**Ekklesia**) which met once each year.

Example (c)



Learning about the Olympic Games in Ancient Greece

Rather than covering the whole of Ancient Greek history (as in example b) teachers may prefer to take an aspect of Ancient Greek History and develop it into a learning unit to teach their pupils about Ancient Greece. The Olympic Games' could be an example of such a learning unit.

END POINTS FOR LEARNING

Pupils should be familiar with a Time Line that gives them some understanding of the Ancient Greek Period in relation to present day. They should be familiar with a map of Ancient Greece showing the main states and cities.

CORE END POINTS

EP1 All pupils must know that the Olympic Games began almost three thousand years ago in Ancient Greece and that all the states and cities came together every four years for athletes to compete at Olympia.

EP2. All pupils must know that on day of the Olympic Games the competitors and spectators from all the cities gathered at the Altis for a great opening parade. Sacrifices were offered at the Temple of Zeus.

EP3. All pupils must know that day 2 began with the horse races and the chariot races at the hippodrome.

Ep4. All pupils must know that In honour of Zeus day three began with the killing of 100 oxen which were sacrificed to Zeus. Some meat was burnt at the shrine and the rest was kept for the Great Banquet at the end of the games

EP5. All pupils must know that on day four, the games took place in the stadium and consisted of wrestling, boxing, and a race where the athletes ran in armour carrying shields.

EP6. All pupils must know that on day five, the final day, the winning athletes from each event lead a procession around the Altis to the Temple of Zeus where each of the winners had a wreath of olive leaves placed on their heads by a priest

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP1 All pupils must know that the Olympic Games began almost three thousand years ago in Ancient Greece and that all the states and cities came together every four years for athletes to compete at Olympia.

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that the Olympic Games were always held in a great stadium near the city of Elis at a place called the Altis where the temples of Zeus and Hera were situated and that they lasted for five days.

1.2) Most pupils should know that the temple of Zeus was one of the largest Doric temples in Greece and inside there was a great statue of Zeus which was 13m tall and made of gold and ivory. The statue was one of the Seven Wonders of the World.

1.3) Most pupils should know that three runners were sent from the city of Elis to visit all the cities in Greece. They announced the beginning of the Olympic Truce when all wars would end to allow the games to take place.

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that on day of the Olympic Games the competitors and spectators from all the cities gathered at the Altis for a great opening parade.

Sacrifices were offered at the Temple of Zeus

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that the competitors, their fathers and trainers made promises to obey the rules of the games in a ceremony at the temple of Zeus.

2.2) No women or girls were allowed to compete in the Olympic Games. The games were for boys from the ages of twelve to eighteen and men aged over eighteen.

2.3) On the first day the events were only for boys and young men and they included running and wrestling.

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that day 2 began with the horse races and the chariot races at the hippodrome and at the end of the day ceremonies took place at the shrine of Pelops the first winner of the chariot race.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know that the chariot races were rough and that the charioteers tried to drive their opponents off the track

3.2) Most pupils should know young men rode the horses bareback and sometimes fell off. The horses were very valuable and they were owned by rich Greeks. Because of their great value the horses ran just one lap of the hippodrome.

3.3) Most pupils should know that after the horse races the pentathlon took place in the stadium. It consisted of five events -discus, javelin, running jumping wrestling.

MUST KNOW - CORE END POINT 4

Ep4. All pupils must know that In honour of Zeus, day three began with the killing of 100 oxen which were sacrificed to Zeus. Some meat was burnt at the shrine and the rest was kept for the Great Banquet at the end of the games

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that day three began with a procession where each city and state displays its gold and silver treasures to everyone else. The leaders of the states would use the gold and silver plates, cups and urns at the Great Banquet.

4.2) Most pupils should know that the Long distance running race, the Dolichos (long race), of 4,800 metres was held first followed by other running races

4.3) Most pupils should know that sprint race was of 192 metres, a distance of one length of the stadium. The sprint was the greatest event of all the games and the winner's name would go down in history

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that on day 4 the games took place in the stadium and consisted of wrestling, boxing, and a race where the athletes ran in armour carrying shields.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that in wrestling competitors needed three falls to win and there was no time limit on bouts. In boxing matches competitors had their hands wrapped in strips of leather and the bout continued until one was knocked out or one gave in.

5.2) Most pupils should know that an event called the Pankration was a mixture of wrestling, boxing, kicking and strangling but gouging and biting were not allowed.

5.3) Most pupils should know that the Hoplitodromos was a race where competitors wore full Greek battle armour. They carried special equal shields which were kept in the temple of Zeus and they ran 2 lengths of the track (192mx2).

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that on day five, the final day, the winning athletes from each event lead a procession around the Altis to the temple of Zeus where each of the winners had a wreath of olive leaves placed on their heads by a priest

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that for the five days of the events the spectators and athletes lived in camps of tents pitched around the Altis

6.2) Most pupils should know that the games took place in the hot summer. There was no proper sanitation for the thousands of campers and historians tell of the Olympic Games being plagued with swarms of flies

6.3) Most pupils should know that The spectators showered the athletes with petals and leaves and that on the last night there was a great banquet to celebrate the games.

Example (d)

This unit of study covers the Ancient British period from the Stone Age to Bronze Age.



3. ANCIENT BRITAIN

Unit of Study - Stone Age to the Bronze Age

END POINTS FOR LEARNING

Pupils should be familiar with a Time Line that gives them some understanding of the Ancient British Period in relation to present day and with maps showing the location and key features of Ancient Britain.

It is not expected that pupils will cover all of the end points in this unit about Ancient Britain and so teachers should decide which aspects will be covered and which end points the pupils will learn.

CORE END POINTS

EP 1. All pupils must know that Stone Age in Britain began about 11,000 years ago when the great ice sheets that covered the land melted and the climate got warm enough for people to return

EP 2. All pupils must know that the Ancient Britons were hunter gatherers eating fish, gathering berries and wild fruit and hunting wild animals for meat

EP 3. All pupils must know that around 4000 thousand years ago the New Stone Age began and Ancient Britons became more skilful and used stag's horns to make pick axes and tools to dig pits to mine for better flints

EP 4. All pupils must know that they became farmers and began to keep animals and grow crops to feed themselves.

EP 5. All pupils must know that 2000 years ago people learned that by mixing tin with copper they could make a much stronger 'alloy' metal called bronze and that bronze enabled people to make better tools, weapons and jewellery. This was the Bronze Age.

EP 6. All pupils must know that Bronze Age people lived in tribes and that they had skilled jobs in their villages and that some became traders and inventors. Celts from Europe settled in England and became the most powerful tribes.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP 1. All pupils must know that the Stone Age in Britain began about 11,000 years ago when the great ice sheets that covered the land melted and the climate got warm enough for people to return

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that in Britain in those days there were hippopotamus, woolly rhinoceros, great mammoths and other animals that have become extinct - bones and fossils remain as evidence

1.2) Most pupils should know that some Ancient Britons may have lived in caves and decorated them with pictures of animals and hunting scenes (e.g. cave paintings from Lascaux in France)

1.3) Most pupils should know that Ancient Britons made tools and weapons from sharp flints and sticks hand axes and scrapers with sharp edges – because tools were made of stone this was called the Stone Age

MUST KNOW - CORE END POINT 2

EP 2. All pupils must know that the Ancient Britons were hunter gatherers eating fish, gathering berries and wild fruit and hunting wild animals for meat

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that Ancient Britons made clothes from animal skins Some found out how to make fire with sparks from their flint tools to keep warm and cook food

2.2) Most pupils should know that they made canoes from logs and used them for fishing

2.3) Most pupils should know that they tamed wild dogs for hunting and began to keep sheep, cattle and pigs

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that around 4000 thousand years ago the New Stone Age (Neolithic Britain) began and Ancient Britons became more skilful using stag's horns to make pick axes and tools to dig pits to mine for better flints

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know that Neolithic people formed tribes with chiefs and some tribes built hill forts to protect themselves.

3.2) Most pupils should know that they began to have religious beliefs and that they built Stonehenge .

3.3) Most pupils should know that they buried their dead in 'long barrows' some of which may still be seen and that there were ancient tracks running long distances between places of worship.

MUST KNOW - CORE END POINT 4

EP 4. All pupils must know that Neolithic people became farmers and began to keep animals and grow crops to feed themselves.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that they began to grow crops of barley and wheat and they learned how to make and bake clay pots for cooking and storing food

4.2) Most pupils should know that they built huts out of stones, tree branches and skins and lit fires inside to cook and keep warm and they built wooden fences around their settlements to protect them from attack.

4.3) Most pupils should know that later they discovered how to mine the metals of copper and tin began to use fire to melt them to make metal tools, weapons and pots.

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that 2000 years ago people learned that by mixing tin with copper they could make a much stronger 'alloy' metal called bronze and that bronze enabled people to make better tools, weapons and jewellery. This was the Bronze Age.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that they became skilled craftspeople who made lots of domestic items including pottery, buckles, hand mirrors, shields, weapons and helmets and jewellery. Gold and silver were used to make jewellery and to decorate the possessions of the tribal leaders..

5.2) Most pupils should know that the Bronze Age people lived in settlements, farmed crops, kept cattle, sheep and pigs but they still hunted wild animals including boar and deer.

5.3) Most pupils should know that they learnt how to make grinding stones to hand mill flour and then make bread; they learnt to spin wool and weave cloth to make clothes and they made dyes from plants to make clothes in brighter colours

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that Bronze Age people lived in tribes and that they had skilled jobs in their villages and that some became traders and inventors. Celts from Europe settled in England and became the most powerful tribes.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that traders from other lands sailed to Britain to trade for tin and copper and that Celts from Europe brought the skill of making iron which was a much harder metal than bronze. Phoenicians and Greeks sailed to Britain to trade with the Britons.

6.2) Most pupils should know that people in the villages began to develop 'jobs' shepherd, farmer, potter, metal worker, weaver, spinner, baker, bee keeper, blacksmith.

6.3) Most pupils should know that Bronze Age people invented wheels for carts and built chariots to use in battle. They had priests called Druids who were powerful in all matters to do with life and worship

Example (e)

Ancient Britain The Bronze and Iron Ages – Unit of Study



The Bronze Age and the Iron Age

This unit of study is centred upon the later part of the Ancient Britain Period after the Stone Age and it centres on the Bronze and Iron Ages.

CORE END POINTS

EP1. All pupils must know that the Bronze Age followed the Stone Age and that it began around 2000BC when Ancient Britons learned how to make a metal called bronze by mixing tin and copper.

EP2. All pupils must know that in the Bronze Age, people from Europe known as the 'Beaker People' settled in Britain bringing new metal working skills with them

EP3. All pupils must know that the Bronze Age people kept sheep for their wool and knew how to spin and weave to make cloth.

EP4. All pupils must know that the Iron Age followed the Bronze Age and began in Britain about a thousand years ago when people learned how to smelt iron and make steel.

EP5. All pupils must know that the Iron Age Britons used their metal-working skills to make better ploughs and that they built farming communities with fortified villages.

EP6. All pupils must know that the Iron Age Britons lived in large tribes with their own kings and that they built great hill forts with high mounds and deep ditches to protect their tribes from attack by enemies.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that the Bronze Age followed the Stone Age and that it began around 2000BC when Ancient Britons learned how to make a metal called bronze by mixing tin and copper.

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that both tin and copper were mined in Britain and that merchants from Europe came to trade for them.

3.2) Most pupils should know that the Ancient Britons learnt from the merchants how to smelt tin and copper to make bronze

3.3) Most pupils should know that Bronze could be used by the Ancient Britons to make sharp tools, weapons and jewellery.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that in the Bronze Age, people from Europe known as the 'Beaker People' settled in Britain bringing new metal working skills with them

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that the Beaker People got their name because archaeologists have found clay beakers in their burial sites which are known as round barrows

2.2) Most pupils should know that the Beaker People improved Stonehenge and built an even bigger stone circle at Avebury not far from Stonehenge

2.3) Archaeologists have found bronze daggers with decorative hilts, ornaments of beautifully made golden jewellery and rich golden cups buried in in the round barrows

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that the Bronze Age people kept sheep for their wool and knew how to spin and weave to make cloth for clothing

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know that Bronze Age women wore long woollen skirts and woven woollen tunics

3.2) Most pupils should know that Bronze Age men wore kilts of woven woollen cloth with woollen tunics, cloaks and woollen hats

3.3) Most pupils should know that the men had long hair but used sharp bronze tools to shave their faces

MUST KNOW – CORE END POINT 4

EP4. All pupils must know that the Iron Age followed the Bronze Age and began in Britain about a thousand years ago when people learned how to smelt iron and make steel

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that it is believed that the skills for iron smelting were brought to Britain by fierce invaders called Celts who came from Europe.

4.2) Most pupils should know that iron and later steel were much stronger than bronze and made better tools and weapons

4.2) Most pupils should know that the Celts had their own religion which was linked to the seasons of the year and that they had priests called druids

MUST KNOW – CORE END POINT 5

EP5. All pupils must know that the Iron Age Britons used their metal-working skills to make better ploughs and that they set up farming communities in fortified villages.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that Iron Age people had field systems around their villages where they grew crops of wheat, barley and oats

5.2) Most pupils should know that Iron Age people made circular millstones for grinding corn more quickly and easily

5.3) Most pupils should know that Iron Age people kept herds of cattle for their milk, cheese and leather and flocks of sheep for their wool and meat.

MUST KNOW – CORE END POINT 6

EP6. All pupils must know that the Iron Age Britons lived in large tribes with their own kings and that they built great hill forts with high mounds and deep ditches to protect their tribes from attack by enemies.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that in the south of England there were several powerful tribes each with their own kings, including the Cantuari in Kent, the Durotriges in Hampshire and the Iceni in Norfolk

6.2) Most pupils should know that many of the hill forts can still be seen including Maiden Castle which was contained the capital city of a tribe called the Durotriges

6.3) Most pupils should know that the Iron Age in Britain ended when the Romans invaded and conquered Britain

Example (f)



3. ROMAN BRITAIN

Unit of Study - Learning about Roman Britain

END POINTS FOR LEARNING

Pupils should be familiar with a Time Line that gives them some understanding of the Roman Period in relation to present day. They should be familiar with the map of Roman Britain showing the principle roads and cities.

It is not expected that pupils will cover all of the end points in this unit about Roman Britain and so teachers will need to decide which aspects will be covered and which end points the pupils will learn.

CORE END POINTS

EP1 All pupils must know that Julius Caesar invaded Britain in 55BC with a small army but he failed to conquer the Celts who lived in the South of England and so he returned to France (Gaul). The next year 54BC he returned with a much larger army and land in Kent.

EP2. All pupils must know that in 43AD, the Roman Emperor Claudius brought a great army to re-invade Britain. The invasion was successful and the legions spent a year defeating each tribe that resisted and in taking hillforts and dominating the land.

EP3. All pupils must know that once peace returned the Celts and the Romans mixed and people began to adopt the Roman lifestyle and live together peaceably..

Ep4. All pupils must know that attacks on the North of England by tribes from Caledonia (Scotland) were causing the Romans trouble and so in 122AD the Emperor Hadrian built a wall between Roman Britain and Caledonia.

EP5. All pupils must know that wealthy Romans built country houses and farms called 'villas'. They were very large and they had lots of rooms with mosaic floor, painted walls and underfloor central heating.

EP6. All pupils must know that Roman men wore a tunic made of woven cloth with a belt around the waist. Both men and women cloaks fastened on the shoulder by a brooch. Men and women wore sandals or boots on their feet. Women wore long sleeveless dresses with a sleeved tunic underneath.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP1 All pupils must know that Julius Caesar invaded Britain in 55BC with a small army but he failed to conquer the Celts who lived in the South of England and so he returned to France (Gaul). The next year 54BC he returned with a much larger army and land in Kent.

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that England was settled by warlike Celtic tribes each with their own kings and leaders. The Tribes included the Cantuari and Iceni. They had great hill forts that were strongly defended e.g. Maiden Castle in Dorset.

1.2) Most pupils should know that the Celts fought back fiercely against the Roman Army but lost and they were driven back to the river Thames. The invasion was not a success and so Caesar agreed to leave Britain, if the Celtic tribes agreed to make a tribute (payment) to Rome.

1.3) Most pupils should know that for the next hundred years there was peace and Roman merchants continued sailing to Britain and trading with the Celtic people for tin and copper. This trading contact led to the gradual spread the Roman culture across the South of Britain.

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that in 43AD, the Emperor Claudius brought a great army of Roman legions to invade Britain. The invasion was successful and the legions spent a year defeating each tribe that resisted and in taking hillforts and dominating the land.

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that the Romans offered some Celtic tribes peace if they agreed to obey and pay taxes. The leaders who made terms were allowed to keep their kingdoms. It took the Romans about 30 years to control most of southern Britain

2.2) Most pupils should know that the Romans built new forts, towns and roads. They began to settle the country building villas and farms on land taken from the Celts by force. The Roman towns today often have names ending in '**chester**' e.g. Manchester (Mamucium), Colchester (Camulodunum). London was called (Londinium).

2.3) Most pupils should know that in AD60, the Celts revolted and Queen Boudicca of the Iceni tribe burnt the Roman towns of Colchester and London. The Roman legions who had been campaigning in Wales returned and defeated Boudicca.

MUST KNOW - CORE END POINT 3;

EP3. All pupils must know that once peace returned the Celts and the Romans mixed and the Britons began to adopt the Roman lifestyle and lived together fairly peacefully.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know that the Romans built new towns which were protected by strong wall and garrisoned with soldiers to protect them. The Romans brought their own religion and worshiped their own gods.

3.2) Most pupils should know that the Roman towns were well laid out with straight paved streets and pavements for pedestrians. They had brick built houses, shops, market places, law courts, workshops, temples baths and amphitheatres.

3.3) Most pupils should know that the Romans built straight, paved roads across England so that the legions could march quickly from one place to another and traders could travel easily with their goods e.g. Ermine Street, Foss Way. There were inns for travellers and forts built at intervals to protect the roads.

MUST KNOW - CORE END POINT 4

Ep4. All pupils must know that attacks on the North of Britain by tribes from Caledonia (Scotland) were causing the Romans trouble and so in AD122 the Emperor Hadrian built a massive fortified wall between Roman Britain and Caledonia

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that the wall was strongly built of stone and that the Romans built forts at intervals of every five miles along the wall. Between each fort were mile castles with two turrets. Soldiers were stationed in them to patrol and guard the wall from attackers

4.2) Most pupils should know that in AD140, the Romans built another fortified wall further north in what is now Scotland. It was called the Antonine Wall after the Emperor Antoninus, but it was too difficult to defend and inAD160 they abandoned it.

4.3) Most pupils should know that for 250 years Hadrian's Wall protected northern Britain from attack until about 400AD when the Romans left Britain. Parts of the wall and its fortifications remain today and it is a World Heritage site

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that wealthy Romans a built country houses and farms called 'villas'. They were very large and they had lots rooms with mosaic floor, painted walls and underfloor central heating.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that wealthy Romans had slaves, servants and farm workers labour for them. Villas had court yards with pools and fountains, libraries, kitchens, servants' quarters, dining rooms and bedrooms. They had glass windows and hypocaust central heating. They had toilets and running water.

5.2) Most pupils should know that servants and slaves did all the cooking and cleaning and served food to their masters. The Romans drank wine and enjoyed

eating fish, meat, fruit and vegetables. They lay on couches to eat and plates were made of glass silver and pottery

5.3) Most pupils should know that large villas and houses had their own baths and towns had public baths. Public baths were meeting places for friends. They had hot pools and cold pools. The Roman Bath at Bath still survives.

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that Roman men wore a tunic made of woven cloth with a belt around the waist. Women wore long sleeveless dresses with a sleeved tunic underneath.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that both men and women cloaks fastened on the shoulder by a brooch. Men and women wore sandals or boots on their feet. Rich men wore togas on important occasions. Togas were made of white wool with a coloured band along one edge. It was wrapped around the body and draped over the left shoulder. Emperors and generals wore purple togas.

6.2) Most pupils should know that women had their hair curled, waved and platted and set with clips and jewellery. They wore make up and plucked their eyebrows.

6.3) Most pupils should know that children were taught to write on wax tablets using a stylus. They enjoyed playing games including toy sword fighting, knuckles playing ball games and they had toys.

Example (g)



3. ANGLO-SAXONS and VIKINGS

Pupils should be familiar with a Time Line that gives them an understanding of the Saxon and Viking Period in relation to present day. They should be familiar with a map of England showing the Saxon Kingdoms and the locations of the lands from which the Viking invaders came.

It is not expected that pupils will cover all of the end points in this unit about Saxon and Viking Britain and so teachers will need to decide which aspects will be covered and which end points the pupils will learn.

CORE END POINTS

EP1. All pupils must know that when the last Roman soldiers left Britain in 410 the Anglo-Saxons came to invade and settle in Britain where they became the most powerful tribes

EP2. All pupils must know that by the time the Romans left Britain many people had been Christians but the early Anglo-Saxons were pagans and they brought their own gods and beliefs with them.

EP3. All pupils must know that the most famous Anglo-Saxon king was King Alfred the Great, King of Wessex. He fought and won many battles with the Vikings.

EP4. All pupils must know that after Alfred the Great, his grandson, King Athelstan successfully defeated all the Vikings and ruled the whole country to become the first King of England and later even Scotland and Wales submitted to his rule.

EP5. All pupils must know that in 1042 Edward the Confessor the son of Ethelred the Unready, became king of England and ruled until 1066. He was a saintly king who allowed his wife's family the Godwinsons, to run the kingdom. He was responsible for the building of Westminster Abbey.

EP6. All pupils must know that Edward the Confessor died in 1066, and that the Witan chose Harold Godwinson Earl of Wessex, Duke William of Normandy claimed the throne and invaded. In the Battle of Hastings in 1066, Harold was killed and his army was defeated. Duke William became the first Norman King of England.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP1. All pupils must know that when the last Roman soldiers left Britain in 410 the Anglo-Saxons came to invade and settle in Britain where they became the most powerful tribes

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that Angles and Saxons came in ships from the area around Germany and eventually they conquered most of southern Britain which became known 'Angle-Land', or England. Anglo-Saxon rule in Britain lasted for six hundred years from approximately AD410 to 1066. One of the Britons who fought against them was believed to be King Arthur.

1.2) Most pupils should know that Anglo-Saxon Britain was divided into different kingdoms and each had a 'king' and an army. The five main kingdoms were Northumbria, East Anglia, Wessex, Kent, Mercia. The Kings of Wessex were crowned on the King's Stone which can still be seen at Kingston ('king's stone') on Thames and Winchester was the capital city.

1.3) Most pupils should know that the Anglo-Saxons were skilled craftspeople and that they made jewellery and used gold and jewels to make ornaments to decorate helmets and weapons. They feasted in their great halls where legends and stories were told and where they sang and feasted.

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that by the time the Romans left Britain many people had been Christians but the early Anglo-Saxons were pagans and they brought their own gods and beliefs with them.

SHOULD KNOW – ADDITIONAL END POINTS

2.1) Most pupils should know that eventually the Anglo-Saxons were converted to Christianity. In the North of England, the Celtic saints, St Aidan and St Cuthbert converted the Kingdom of Northumbria to Christianity and King Edwin and all his nobles were baptized.

2.2) Most pupils should know that Pope Gregory sent monks to convert the Anglo-Saxons in the South of England to Christianity. The Roman Catholic monks were led by St Augustine who became the first Archbishop of Canterbury. By the end of the 7th century all the Saxon Kingdoms had been converted to Christianity.

2.3) Most pupils should know that at the end of the 8th century Viking pirates sailed in long ships and began raids on England. They were pagans and they destroyed many Christian churches and religious places including Lindisfarne. The Vikings made York (Jorvik) their capital city in 886AD

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that the most famous Anglo-Saxon king was King Alfred the Great, King of Wessex. He fought and won many battles against the Vikings.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) Most pupils should know Alfred the Great was a Christian king. At the age of four he went to Rome to meet the Pope. He could read and write and loved books, at

a time when most kings and people were illiterate. As King of Wessex he encouraged people to learn and he tried to govern well and fairly.

3.2) Most pupils should know that at one time he had to hide from the Vikings on the Island of Athelney. There is a legend that while sheltering in a peasant's hut, he got told off by the farmer's wife for letting her cakes burn.

3.3) Most pupils should know that after many successful battles King Alfred agreed to make peace with the Vikings who were by then in control of most of the land north of Watling Street (the A5)..

MUST KNOW - CORE END POINT 4

EP4. All pupils must know that after Alfred the Great, his grandson, King Athelstan successfully defeated the Vikings and he then ruled the whole country to become the first King of England and later even Scotland and Wales submitted to his rule.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that England became peaceful under King Athelstan but later the Vikings returned to raid the country. Eric The Bloodaxe became Viking King of Jorvik which was the capital of the Viking Kingdom of York. He was defeated and killed in battle, and the Vikings agreed to submit to the rule of the King of England.

4.2) Most pupils should know that the Vikings again returned to raid England and that 'Danelaw' controlled large areas. King Ethelred the Unready tried to buy them off with 'Danegeld' but they took the gold and still attacked. Sweyn the Viking King of Denmark invaded England and Ethelred had to flee to France. All England was then under Viking control.

4.3) Most pupils should know that in 1016 Sweyn's son Canute became King of England. He was a Christian and a strong ruler who ended the Viking raids. For the next few years England was a peaceful again as part of the Viking Empire which included Denmark and Norway.

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that in 1042 Edward the Confessor, a Saxon, the son of Ethelred the Unready, became king of England and ruled until 1066. He was a saintly king who allowed his wife's family the Godwinsons, to run the kingdom. He was responsible for the building of Westminster Abbey.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that Saxon England had lots of villages and towns. The towns were fortified with walls and ditches in case they were attacked and they were known as 'burhs'.

5.2) Most pupils should know that each village had its own church and that monasteries were established around the country. Many monks were well educated and ran schools where they taught pupils to read and write Latin. St Bede lived in the monastery at Jarrow in Northumberland and he wrote the first history of England.

5.3) Most pupils should know that Saxon 'Thanes' were the rulers of towns and districts and the most powerful men in the country were 'Earls'. Earls were the king's bodyguard and helped him run the country. They met as 'The Witan' England's High Council, to advise the king and to eventually choose a new king.

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that Edward the Confessor died in 1066, and that the Witan chose Harold Godwinson Earl of Wessex to be king, The Normans invaded England and in the Battle of Hastings in 1066, Harold was killed and his army was defeated by William 'The Conqueror'. Duke William then became the first Norman King of England.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that The Witan chose Harold Godwinson to be king because they thought that he could defend the country against attacks. He was crowned King of England in Westminster Abbey. His wife was Edith Swan Neck.

6.2) Most pupils should know that William Duke of Normandy and Harald Hardrada, the Viking King of Norway also claimed the throne of England. In 1066 the Vikings invaded the north and Harold took his army to meet them. He defeated them in a great battle at Stamford Bridge near York.

6.3) Most pupils should know that in 1066 Duke William landed in the south and so Harold had to march his army 200 miles from York to Hastings to meet them. In the Battle of Hastings in 1066, Harold was killed and his army was defeated. Duke William became the first Norman King of England and was crowned in Westminster Abbey. The story is told in the Bayeux Tapestry.

Example (h) Unit of Study – 1066

This is a unit of study that focuses on the later part of the Saxon period. It is based on the reigns of Edward the Confessor and Harold II up to the Battle of Hastings in 1066. This could be an alternative unit of study for teachers to use rather than trying to cover the whole of the Viking and Saxon period.



1066 THE YEAR OF THE THREE KINGS

This alternative unit has a focus on the later part of the Saxon period and is based on the reigns of Edward the Confessor and Harold II up to the Battle of Hastings in 1066. Teachers may prefer to use this unit to focus on a particular part of the Saxon period rather than trying to cover it all.

- Pupils need to be introduced to a Time Line that gives them an understanding of the Saxon and Viking periods in relation to present day.
- They should be familiar with a map of England showing the Saxon Kingdoms and the locations of the lands from which the Viking invaders and the Normans came.

CORE END POINTS

EP1. All pupils must know that in 1042 Edward the Confessor the son of Ethelred the Unready, became king of England and ruled until 1066

EP2. All pupils must know that he was believed to be a religious king who later became a saint. He was responsible for the building of Westminster Abbey

EP3. All pupils must know that the Saxon kings who ruled England had a council to advise them. It was called The Witan and it was made up of powerful earls. Edward allowed his wife's powerful family the Godwinsons, to run the kingdom for him.

EP3. All pupils must know that when Edward the Confessor died in 1066, the Witan chose his brother-in-law Harold Godwinson Earl of Wessex to be king and that he was the first monarch to be crowned at Westminster Abby.

EP4. All pupils must know that Harald King of Norway claimed the English throne and invaded the north of England in 1066 with his Viking army. King Harold marched north and defeated the Vikings at Stamford Bridge near York.

EP5. All pupils must know that Duke William of Normandy also claimed the English throne and invaded the south of England in 1066 whilst Harold was in the north.

EP6. All pupils must know that Harold was killed in the Battle of Hastings in 1066 and his army was defeated. Duke William then became the first Norman King of England.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW – CORE END POINT 1

EP1. All pupils must know that Edward the Confessor was the son of Ethelred the Unready, and he became king of England and ruled until 1066

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Edward was a Saxon nobleman whose family had reigned in England until the Vikings had invaded. He became king when his half-brother the last Viking King of England died in 1042.

1.2) Much of his life had been spent in living in France where he escaped with his family from the Vikings

1.3) He was crowned at Winchester and his coronation restored the throne to of England to Saxon control.

MUST KNOW – CORE END POINT 2

EP2. All pupils must know that he was believed to be a religious king who later became a saint. He was responsible for the building of Westminster Abbey

SHOULD KNOW – ADDITIONAL END POINTS

2.1) In Edward's lifetime religion, The Church, bishops and Archbishops were important and powerful people and Edward was a religious man. He gave the funds to build a great and beautiful abbey at Westminster close to the city of London. Westminster Abbey remains a great and historic building to this day. It is the place where England's kings and queens have been crowned since 1066.

2.2) We learn much about the Saxon times from the Anglo Saxon Chronicles which were hand-written, illustrated books and manuscripts kept in cathedrals and monasteries. Many of these survive today and are kept in the British museum

2.3) Anglo Saxon England was one of the richest countries in Europe with good farmland and lots of prosperous towns where people bought and sold goods. Craftsmen made decorative jewellery, cups, plates, helmets and weapons from gold and precious stones. Hordes of Saxon treasure have been found buried in different parts of England.

MUST KNOW – CORE END POINT 3

EP3. All pupils must know that the Saxon kings who ruled England had a council to advise them. It was called The Witan and it was made up of powerful earls the most powerful being Godwin Earl of Wessex. Edward allowed Godwin and his family a great deal of power and control over the running of the country.

SHOULD KNOW – ADDITIONAL END POINTS

3.1) In Saxon England the poor people were serfs who worked as farm labourers for the lords who owned the land. Large areas were ruled by earls who advised the king and met in the Witan. Few people could read and write and most learning was provided by monks in monasteries.

3.2) Godwin was the Earl of Wessex and he was the most powerful man in England. Edward married his daughter Edith giving Godwin more power and influence. Harold Edith's brother, became Earl of Wessex on Godwin's death.

3.3) When Edward died in 1066 Harold and Edith took control of the kingdom and the Witan made Harold of Wessex King of England.

MUST KNOW – CORE END POINT 4

EP4. All pupils must know that Harald the Viking King of Norway claimed the English throne and that he invaded the north of England in 1066 with his Viking army. King Harold marched north and defeated the Vikings at Stamford Bridge near York.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) The Viking Kings of Norway still claimed the throne of England even after the last Viking King of England gave the throne to Edward. Harald King of Norway expected to become King of England when Edward died and when the Witan gave the throne to Harold he decided to invade England.

4.2) He raised an army to invade England and take the throne by force. In 1066 Harald landed in Northumbria and defeated the Northern English Earls at the Battle of Fullford just outside the city of York

4.3) King Harold marched his army from the South of England to York where he defeated the Vikings at Stamford Bridge and King Harald of Norway was killed. The remainder of the Viking army was allowed to escape and they retreated to Norway.

MUST KNOW – CORE END POINT 5

EP5. All pupils must know that Duke William of Normandy also claimed the English throne and invaded the South of England in 1066 whilst Harold was in the North.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) King Edward the Confessor had spent much of his early life in Normandy. William the Duke of Normandy claimed that Edward who had no children, had promised him the throne of England whilst he was in Normandy. He claimed that Harold had sworn his agreement to this

5.2) William gathered a large army and invaded the South Coast of England whilst Harold and his army were in the north fighting the Vikings.

5.3) After defeating the Vikings at Stamford Bridge, King Harold learnt of the Norman invasion and so he had to force march his tired army back to the south of England to meet William's army near Hastings.

MUST KNOW – CORE END POINT 6

EP6. All pupils must know that Harold was killed in the Battle of Hastings in 1066 and his army was defeated. Duke William became the first Norman King of England.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) William had more than 700 ships and an army of well-armed foot soldiers and cavalry. He defeated the local forces and built a wooden castle at Hastings where he waited for Harold to do battle.

6.2) Harold's army was consisted of the Fyrd, land owners with arms and housecarls who were well armed soldiers fighting for the King and his Earls. They were tired after their forced march from the north and they were defeated by William.

6.3) Harold was killed in the battle and William marched to London where he was crowned King of England in Westminster Abby to become the first Norman king of England. The Bayeux Tapestry tells the story of the battle.

Example (i)

A STUDY OF AN ASPECT OF HISTORY DATING FROM A PERIOD BEYOND 1066



Elizabethans 1558 -1603

Pupils should be familiar with a time line that gives them some understanding of the Tudor Period in relation to present day. They should be familiar with a map Western Europe showing where England and Spain are located.

It is not expected that pupils will cover all of the end points in this unit about Elizabethan Britain and so teachers will need to decide which aspects will be covered and which end points the pupils will learn.

CORE ENDPOINTS

EP1. All pupils must know that Elizabeth I ruled England between 1558-1603. She was the daughter of Henry VIII, and his second wife Anne Boleyn. She became queen aged just 25 after the deaths of her brother King Edward VI and sister Queen Mary I. She was a member of the Tudor family of monarchs.

EP2. All pupils must know that King Philip of Spain, who had been married to Elizabeth's sister Queen Mary I, claimed the English throne and in 1588 he sent the **Spanish Armada** to invade England. The Armada was defeated by the English fleet. Sir Francis Drake and Sir John Hawkins were captains on the English ships.

EP3. All pupils must know that there were many poor and destitute people and Queen Elizabeth believed that they should be supported in the towns where they had been born. She introduces a tax called the 'Poor Rate' which everyone in England had to pay to provide funds for feeding and helping the poor in their own towns.

EP4. All pupils must know that the Elizabethan towns outside London, were small and they often had walls around them. Many had grown up where rivers were crossed by bridges and where water transport was important for travel and trade.

EP5. The rich ate vast banquets with many courses and eating lasted for hours. They ate lots of fish, meat and poultry which were roasted on spits over open fires. The poor ate bread and drank ale and sometimes had stews of cheap meat offal and vegetables.

EP6. All pupils must know that the very rich people lived in fine country houses surrounded by large estates. The houses had lots of rooms including, banqueting halls, long galleries and large kitchens. They had beautiful gardens to walk in and walled kitchen gardens to grow fruit and vegetables.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE END POINT 1

EP1. All pupils must know that Elizabeth I ruled England between 1558-1603. She was the daughter of Henry VIII, and his second wife Anne Boleyn. She became queen aged just 25 after the deaths of her brother King Edward VI and sister Queen Mary I. She was a member of the Tudor family of monarchs.

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that Elizabeth wanted to make England's a peaceful place after many years of trouble and conflict. She was clever and intelligent and took decisions carefully. She never married, and put England before herself.

1.2) Most pupils should know that Elizabeth changed the official religion to that of the Church of England, but she was tolerant and allowed some Roman Catholic traditions to continue. She faced many plots including a challenge from Mary, Queen of Scots who claimed the English throne.

1.3) Most pupils should know that her reign was known as a 'Golden Age' of culture. Poets and writers including William Shakespeare became famous. Theatres were very popular and the Queen herself attended the Globe Theatre to watch William Shakespeare's plays.

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that King Philip of Spain, who had been married to Elizabeth's sister Queen Mary I, claimed the English throne and so in 1558 he sent the **Spanish Armada** to invade England. The Armada was defeated by the English fleet. Sir Francis Drake and Sir John Hawkins were captains on the English ships.

SHOULD KNOW – ADDITIONAL END POINTS

1.1) Most pupils should know that Sir Francis Drake was a famous sailor and he sailed a ship called The Golden Hind. He attacked Spanish treasure ships and brought gold; silver; jewels and treasure back to England. He was the first Englishman to circumnavigate the globe between 1577 and 1580. He was knighted by Elizabeth and made an admiral.

1.2) Most pupils should know that Sir John Hawkins was Sir Francis Drake's cousin and he was also a famous sea captain and like Drake, a slave trader. He designed and built fast new ships for the navy and he fought against the Spanish Armada.

1.3) Most pupils should know that Sir Walter Raleigh was a famous explorer and a member of Elizabeth's court. He tried to build colonies for Elizabeth in North America. He attacked Spanish galleons and brought back great riches for the Queen. He is credited with introducing potatoes, sugar and tobacco to England from North America.

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that there were many poor and destitute people and so Elizabeth introduced the 'Poor Rate' which everyone in England had to pay to provide funds for feeding and caring for the poor.

SHOULD KNOW – ADDITIONAL END POINTS

3.1.) Most pupils should know that begging was banned and alms-houses were set up for the homeless and helpless poor. The destitute had to return to the town where they were born where the Poor Rate had to be used to provide for them.

3.2.) Most pupils should know that in Elizabethan times the wealthy lived well and had servants to do menial work for them. In their free time they went hunting and hawking.

3.3.) Most pupils should know that common people had very poor living conditions. They visited inns and taverns where they drank and gambled. They enjoyed bear-baiting, bill bating, cockfighting, cards and dice.

MUST KNOW - CORE END POINT 4

EP4. All pupils must know that the Elizabethan towns outside London, were small and they often had walls around them. Many had grown up where bridges crossed rivers and where water transport was used for travel and trade.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that towns had market places where people bought and sold goods. Roads were poor and packhorses and horse-drawn wagons were used for transport.

4.2) Most pupils should know that in the towns houses and shops were packed closely together and painted signs were hung up outside inns and shops to show what was being sold.

4.3) Most pupils should know that the shops of tradesmen were sited together e.g. butchers on The Shambles. There were open sewers and rubbish was thrown in the streets. At night there were no street lamps and footpads made it dangerous to go out.

MUST KNOW - CORE END POINT 5

EP5. The rich ate vast banquets with many courses and eating lasted for hours. They ate lots of fish, meat and poultry which were roasted on spits over open fires. The poor ate bread and drank ale and sometimes had stews of cheap meat, rabbit, offal and vegetables.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that Sweets made from honey and later sugar, were popular and rich people enjoyed figs, dates, nuts, sugar plums, cakes jelly and custard.

5.2) Most pupils should know that the rich ate off silver and gold plates using knives and spoons. The poor used wooden plates and ate with daggers or their fingers. The rich drank wine from gold, silver and glass vessels. The poor drank beer from wooden or horn mugs.

5.3) Most pupils should know that the rich hunted for venison, wild boars and game birds including swans. Spices including pepper, cloves and ginger from the East were imported to flavour the food of the rich, the poor used salt.

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that the very rich people lived in fine country houses surrounded by large estates. The houses had lots of rooms including, banqueting halls, long galleries and large kitchens. They had beautiful gardens to walk in and walled kitchen gardens to grow fruit and vegetables.

SHOULD KNOW – ADDITIONAL END POINTS

6.1) Most pupils should know that wealthy merchants' houses were built of stone and they had great fireplaces and tall chimneys. Their houses were decorated with oak panelling and furnished with four posted beds and oak furniture made by craftsmen.

6.2) Most pupils should know that yeoman farmers and wealthy tradesmen often lived in black and white timber-framed houses with thatched roofs. Some were quite large with several rooms.

6.3) Most pupils should know that the poor lived in one or two roomed hovels with earth floors and windows without glass. They had open hearths for heating and cooking and the smoke was let out through holes in the roof.

Example (j) Victorians: Some Great Changes – Unit of Study
A study of an aspect of history dating from a period beyond 1066



Victorians: Some Great Changes

Pupils should be familiar with a time line that gives them some understanding of the Victorian Period in relation to present day. They should be familiar with a map of England showing cities, railways, ports and canals.

It is not expected that pupils will cover all of the end points in this unit about Victorian Britain and so teachers will need to decide which aspects will be covered and which end points the pupils will learn.

CORE END POINTS

EP1. All pupils must know that Queen Victoria was Queen of Great Britain and Ireland for 63 years from 1837 until 1901. She became queen when she was only 18 years old and she later married Albert, a German prince.

EP2. All pupils must know that steam engines and railways had been invented just before Victoria became queen but during her reign more than 6000 miles of railway lines were constructed linking towns and cities across Britain making travel and the transport of goods easier and faster.

EP3. All pupils must know that in 1840 Sir Rowland Hill started the Royal Mail Penny Post to allow anyone in Britain to send a letter to any other part of the country quickly for one penny.

EP4 All pupils must know that some great Victorians wanted to improve the lives of ordinary people who were often very poor, lived in terrible conditions and worked long hours for little pay.

EP5. All pupils must know that some rich Victorian manufactures decided to improve the poor living conditions of their workers by building them good homes.

EP6. All pupils must know that in Victorian times there were few hospitals and those that existed were often dirty and terrible places without trained nurses and with very poor care for the sick.

CORE END POINTS WITH ADDITIONAL END POINTS

MUST KNOW - CORE ENDPOINT 1

EP1. All pupils must know that Queen Victoria was Queen of Great Britain and Ireland for 63 years from 1837 until 1901. She became queen when she was only 18 years old and she later married Albert, a German prince.

SHOULD KNOW – ADDITIONAL END POINTS

- 1.1) Most pupils should know that Victoria and Albert lived in Buckingham Palace, Windsor Castle, Balmoral and Sandown and they had a large family of nine children
- 1.2) Most pupils should know that her reign was a time of great changes and that some famous people worked to improve the lives of others
- 1.3) Most pupils should know that during her reign Great Britain built an Empire of countries that stretched around the world and she eventually also became Empress of India

MUST KNOW - CORE END POINT 2

EP2. All pupils must know that steam engines and railways had been invented just before Victoria became queen but during her reign more than 6000 miles of railway lines were constructed linking towns and cities across Britain making travel and the transport of goods easier and faster.

SHOULD KNOW – ADDITIONAL END POINTS

- 2.1) Most pupils should know that before the railways were built road transport was slow and difficult and that it relied on horses and carts, stage coaches and pack horses. Before railways, heavy goods often went by barges on canals. This was very slow and often took many days to move cargoes from one place to another.
- 2.2) Most pupils should know that engineers like Isambard Kingdom Brunel designed tunnels, bridges and viaducts which helped to take the railways to all parts of Britain. He also designed fast new iron hulled ocean going steamships that could travel around the world much faster than sailing ships.
- 2.3) Most pupils should know that the railways changed the way Victorians lived their lives. Fresh food could be delivered quickly and heavy goods like coal could be moved easily and efficiently. Newspapers and letters could be sent from London to reach any part of Britain on the same day. People could travel to the seaside for holidays and day trips.

MUST KNOW - CORE END POINT 3

EP3. All pupils must know that in 1840 Sir Rowland Hill started the Royal Mail Penny Post to allow anyone in Britain to send a letter to any other part of the country quickly for one penny.

SHOULD KNOW – ADDITIONAL END POINTS

- 3.1) Most pupils should know that sending letters was very difficult. Letters were sent on mail coaches and delivered to inns where people had to collect them from the landlords. Mail was often stolen or lost.
- 3.2) Most pupils should know that Post Offices were set up in shops, people were employed as postmen and the first postage stamp was the famous Penny Black which carried Queen Victoria's picture.
- 3.3) Most pupils should know that the telegraph was invented by an Englishman called Charles Wheatston and it was later improved by Samuel Morse. Telegraph

poles were set up along the railways all over Britain and electronic messages called 'telegrams' could be sent in a few minutes to anywhere in the country.

MUST KNOW - CORE END POINT 4

EP4 All pupils must know that some great Victorians wanted to improve the lives of ordinary people who were often very poor, lived in terrible conditions and worked long hours for little pay.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Most pupils should know that some very young children often had terrible and dangerous jobs working as climbing boys in chimneys, crawling under machines in factories and working down coal mines.

4.2) Most pupils should know that Lord Shaftsbury (Anthony Ashley-Cooper) worked hard to change working conditions and persuaded the government to pass new laws banning children and women from working in mines; boys from climbing chimneys and very young children from working in mills.

4.3) Most pupils should know that Dr Thomas Barnardo a Scot, saw that orphan children in England were poorly cared for and often starved and begged on the streets so he set up hundreds of care homes where they would be well looked after.

MUST KNOW - CORE END POINT 5

EP5. All pupils must know that some rich Victorian manufactures decided to improve the poor living conditions of their workers by building them good homes.

SHOULD KNOW – ADDITIONAL END POINTS

5.1) Most pupils should know that in 1858 Titus Salt a wealthy woollen mill owner built Saltaire, a model village where his workers moved from slums to homes with wash-houses with tap water.

5.2) Most pupils should know that George Cadbury the chocolate manufacturer built Bournville near Birmingham in 1878, a town made up of good homes with gardens parks and recreational facilities for his workers.

5.3) Most pupils should know that in 1888 Lord Leverhulme head of Lever Brothers the largest soap manufacturing company in the world, built Port Sunlight in Cheshire, a model village for his workers.

MUST KNOW - CORE END POINT 6

EP6. All pupils must know that in Victorian times there were few hospitals and those that existed were often dirty and terrible places without trained nurses and with very poor care for the sick.

SHOULD KNOW – ADDITIONAL END POINTS

4.1) Florence Nightingale was a wealthy woman who was concerned about the poor standard of hospitals and went to Germany to train as a nurse. She returned to England where she became the matron of a hospital in London

4.2) She set about improving conditions in the hospital by making them clean and hygienic and by training nurses how to do their job well. In 1854 she was asked by the government to go to the Crimean War and set up hospitals for the wounded soldiers. She saved many lives and she became known as 'The Lady with the Lamp'. Mary Seacole was another great nurse also saved lives in the Crimea.

4.3) When she returned to England she began reforming nursing by setting up schools to train nurses in hygienic practices, cleanliness and how to care properly for

patients. She worked hard and improved the conditions in hospitals across the country.