





## Knowledge and Concepts Map for History

<b>Year D</b>	<b>The Romans</b> 	<b>Anglo Saxons</b> 	
<b>Key Concepts</b>	Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).	Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).	
<b>Key Vocabulary</b>	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots.	
<b>Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>- The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC.</li> <li>- They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today.</li> <li>- In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust.</li> <li>- The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61.</li> <li>- In AD 122, Emperor Hadrian decided that a northern border wall should be built</li> </ul>	<ul style="list-style-type: none"> <li>- The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms.</li> <li>- Anglo-Saxon influence can be seen in place names in Britain today.</li> <li>- Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.</li> <li>- The religion of the early Anglo-Saxons was Paganism. They worshipped many gods.</li> <li>- At the end of this period, Christianity became the main religion in Britain.</li> <li>- The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other</li> </ul>	



	<p>to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall.</p> <ul style="list-style-type: none"> <li>- The Romans' legacy can be seen in many places around Britain today.</li> </ul>	<p>lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain.</p> <ul style="list-style-type: none"> <li>- The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too.</li> <li>- King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw.</li> </ul>	
<p>Historical Skills</p>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Start to explain the impact of some changes that have happened throughout different periods of time.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>- Start to understand that there are times in history when change happens suddenly.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause is something directly linked to an event and not just something that happened before it.</li> <li>- Begin to understand that historical events create changes that have consequences.</li> <li>- Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>- Understand that historical events</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>- Identify key things that stayed the same between periods.</li> <li>- Identify key things that changed between periods.</li> <li>- Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>- Understand that a cause is something directly linked to an event and not just something that happened before it.</li> <li>- Begin to understand that historical events create changes that have consequences.</li> <li>- Explain a series of directly related events that happened in the lead up to a historical event.</li> <li>- Understand that historical events have consequences that sometimes last long after the event is over.</li> </ul>	



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	<p>have consequences that sometimes last long after the event is over.</p> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> <li>- Identify and give some examples of how life was similar in the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> <li>- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> </ul>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> <li>- Identify and give some examples of how life was similar in the past.</li> </ul> <p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</li> </ul>	
<p>Historical Enquiry</p>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- look at two versions of the same event or story in history and identify differences;</li> <li>- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>- begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>- begin to understand some of the ways in which historians and others investigate the past.</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>- use a range of primary and secondary sources to find out about the past;</li> <li>- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>- gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>- regularly address and sometimes devise</li> </ul>	



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	<p>relevant historical information;</p> <ul style="list-style-type: none"> <li>- gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>- regularly address and sometimes devise own questions to find answers about the past;</li> </ul> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today;</li> <li>- explain how people and events in the past have influenced life today;</li> <li>- identify key features, aspects and events of the time studied;</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches</li> </ul>	<p>own questions to find answers about the past;</p> <ul style="list-style-type: none"> <li>- begin to undertake their own research.</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>- find out about the everyday lives of people in time studied compared with our life today;</li> <li>- explain how people and events in the past have influenced life today;</li> <li>- identify key features, aspects and events of the time studied;</li> <li>- describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> <p><b>Presenting, Communicating and Organising</b></p> <ul style="list-style-type: none"> <li>- present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> <li>- start to present ideas based on their own research about a studied period.</li> </ul> <p><b>Substantive Concepts and Historical</b></p> <ul style="list-style-type: none"> <li>- build on prior knowledge to start to gain further understanding of substantive concepts;</li> <li>- understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> </ul>	
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	<p>or letters. These could also be autobiographies);</p> <p><b>Substantive Concepts and Historical</b></p> <ul style="list-style-type: none"><li>- build on prior knowledge to start to gain further understanding of substantive concepts;</li><li>- understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li></ul>		
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