



# Meadowhead Juniors

## Knowledge Overview



KS2	Disciplinary knowledge	Substantive knowledge
<p><b>Stone Age to Iron Age</b></p> <p><u>Enquiry question:</u> <i>What were children lives like in prehistory?</i></p>	<p><b>Historical Significance</b></p> <p><u>Chronology</u> Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time.</p> <p><u>Events, People and Changes</u> Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</p> <p><u>Interpretation, Enquiry, Using sources</u> Recognise that our knowledge of the past is constructed from different sources of evidence. Describe some of the ways the past can be represented.</p> <p><u>Communication</u> Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology. Discuss some historical events, issues, connections and changes.</p>	<p><b>Childhood</b></p> <p>How long have people lived in Britain? When was the Mesolithic period of the stone Age? What animals were around in the Mesolithic period and how do we know? How did people survive and what materials did they have in the Mesolithic period? What changes happened in the Neolithic period? How did they farm and survive? What was Neolithic life like for children? What evidence has been left behind? What is the Bronze Age? What is the Iron Age? How had homes and life changed through these periods for children? What were hillforts and why were they built? What was daily life like in a hill fort for children?</p>
<p><b>Ancient Egypt</b></p> <p><u>Enquiry question:</u> <i>How important was the Nile when trading goods?</i></p>	<p><b>Sources and evidence</b></p> <p><u>Chronology</u> Use some dates and historical terms when ordering events and objects.</p> <p><u>Events, People and Changes</u> Describe some aspects of Ancient Egypt. Describe some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</p> <p><u>Interpretation, Enquiry, Using sources.</u> Use sources to address historically valid questions. Recognise that different versions of past events may exist.</p>	<p><b>Trade</b></p> <p>Where does Ancient Egypt fall in History? How did the Ancient Egyptians travel? What is the purpose of the river Nile and uses for Ancient Egyptians? What sources of evidence can we use to answer our Learning objective? What goods did Ancient Egyptians import and export? How did the Ancient Egyptians trade?</p>

	<p><b><u>Communication</u></b> Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology</p>	
<p><b>Local History - Blackburn and the Industrial Revolution - Spinning Jenny</b></p> <p><b><u>Enquiry question:</u></b> What impact did James Hargreaves have on the trade industry in Blackburn?</p>	<p style="text-align: center;"><b>Similarity &amp; Difference</b></p> <p><b><u>Chronology</u></b> Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p> <p><b><u>Events, People and Changes</u></b> Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.</p> <p><b><u>Interpretation, Enquiry, Using Sources</u></b> Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p><b><u>Communication</u></b> Talk about what / who was significant in simple historical accounts.</p>	<p style="text-align: center;"><b>Trade</b></p> <p>Who was James Hargreaves? What was the spinning Jenny? How was it significant for Blackburn? What impact did it have on Mill Hill? What does industry mean? What did the Cotton industry do for Blackburn? Why was it important in the development of the town?</p>
<p><b>Ancient Rome</b></p> <p><b><u>Enquiry question:</u></b> What effect did the Romans have on Britain?</p>	<p style="text-align: center;"><b>Sources and evidence</b></p> <p><b><u>Chronology</u></b> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework. Explore links and contrasts within and across different periods of time.</p> <p><b><u>Events, people and changes</u></b> Demonstrate more in-depth knowledge of the Ancient Romans and the impact on Britain.</p> <p><b><u>Interpretation, Enquiry, Using sources</u></b> Recognise why some events happened and what happened as a result. Identify historically significant people and events in different situations. Recognise how sources of evidence are used to make historical claims.</p> <p><b><u>Communication</u></b> Select and organise relevant historical information to present in a range of ways.</p>	<p style="text-align: center;"><b>Civilisation</b></p> <p>How did Celtic people live before the Roman invasion? Why did the Romans invade Britain? Who was Boudicca and why do we remember her? Why did it take so long (34 years) to conquer Britain? Why did the Romans leave Britain? What do we know about life in Roman Britain? How did they change towns specifically Ribchester? How did the Romans change religion? What evidence of Roman Britain is left behind?</p>

	Use relevant and appropriate historical terms and vocabulary linked to chronology.	
<p><b>Ancient Greece</b></p> <p><u>Enquiry question:</u> How would you compare your life to a child's during the Ancient Greece time period?</p>	<p><b><i>Similarities and differences</i></b></p> <p><b><u>Chronology</u></b> Use dates and appropriate historical terms to sequence events and periods of time. Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p><b><u>Events, People and changes</u></b> Demonstrate knowledge of Ancient Greece including Greek life of children and achievements and their influence on the western world.</p> <p><b><u>Interpretation, Enquiry, Using sources.</u></b> Recognise how our knowledge of the past is constructed from a range of sources.</p> <p><b><u>Communication</u></b> Use appropriate vocabulary when discussing and describing historical events. Choose relevant ways to communicate historical findings.</p>	<p><b><i>Childhood</i></b></p> <p>What time period was Ancient Greece? Why do we know so much about Ancient Greece? What was lifelike in Ancient Greece? What was daily life like for children in Ancient Greece? Do you know what the roles were for children in Ancient Greece? How is your life today different that the life of an Ancient Greek child?</p>
<p><b>Local History – Blackburn and industrial revolution</b></p> <p><u>Enquiry question:</u> How significant was the Lancashire cotton industry for the people of Lancashire and beyond?</p>	<p><b><i>Historical Significance</i></b></p> <p><b><u>Chronology</u></b> Use dates and historical terms when ordering events and objects. Explore links and contrasts within and across different periods of time.</p> <p><b><u>Events, people and changes</u></b> Demonstrate knowledge of aspects of history significant in their locality eg Mill Hill cotton industrial</p> <p><b><u>Interpretation, Enquiry, Using sources</u></b> Use sources to address historically valid questions and hypotheses.</p> <p><b><u>Communication</u></b> Select and organise relevant historical information to present in a range of ways</p>	<p><b><i>Trade</i></b></p> <p>When did the Cotton industry begin? Why was it so important to Blackburn but also Europe? How was it significant to different cultures and how they settled in Blackburn? Who was the leader of the Industrial revolution?</p>
<p><b>The Great Plague</b></p> <p><u>Enquiry question:</u> Was it fair for the Monarchies to quarantine everyone (The</p>	<p><b><i>Change and Continuity</i></b></p> <p><b><u>Chronology</u></b> Use dates and historical terms when ordering events and objects. Identify where people and events fit into a chronological framework.</p> <p><b><u>Events, people and changes</u></b></p>	<p><b><i>Justice and Equality</i></b></p> <p>What was London like in the 1600s? What other sources can we use to imagine what London might have been like? What was the plague and why was it a problem? Why did the plague spread so quickly? What help was available?</p>

<p>Great Plague and Coronavirus pandemic?</p>	<p>Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p><b><u>Interpretation, Enquiry, Using sources.</u></b></p> <p>Recognise why some events happened and what happened as a result.</p> <p>Use sources to address historically valid questions and hypotheses.</p> <p>Recognise how sources of evidence are used to make historical claims.</p> <p><b><u>Communication</u></b></p> <p>Discuss significant aspects of, and connections between, different historical events.</p>	<p>Were there any medicines?</p> <p>How did people cope with being incarcerated with dying relatives and friends?</p> <p>What were the plague pits and why were they necessary?</p> <p>How do we know about the London Great Plague victims?</p> <p>How many did it kill?</p> <p>Did the plague spread outside of London?</p> <p>What happened at Eyam? Does the plague still exist today?</p> <p>Was there a link between the end of the plague and the GFOL?</p> <p>What are the similarities and differences between the plague and the outbreak of COVID?</p> <p>Compare with Eyam experiences.</p>
<p>Anglo- Saxons, Scots and pics</p> <p><u>Enquiry question:</u> What did the Sutton Hoo discoveries tell us about the Anglo-Saxons?</p>	<p style="text-align: center;"><b>Civilisation</b></p> <p><b><u>Chronology</u></b></p> <p>Use dates and appropriate historical terms to sequence events and periods of time.</p> <p>Identify where people, places and periods of time fit into a chronological framework.</p> <p>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p><b><u>Events, People and changes</u></b></p> <p>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p><b><u>Interpretation, Enquiry, Using sources.</u></b></p> <p>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</p> <p>Evaluate sources and make simple inferences.</p> <p><b><u>Communication</u></b></p> <p>Use appropriate vocabulary when discussing and describing historical events. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p>	<p style="text-align: center;"><b>Sources and evidence</b></p> <p>Where did the Anglo-Saxons settle in Britain?</p> <p>What significant historical event happened at Sutton Hoo?</p> <p>Who were the Anglo-Saxons?</p> <p>What was it like to be an Anglo-Saxon?</p> <p>What have the findings at Sutton Hoo informed us about the Anglo-Saxon civilisation?</p> <p>Who was buried at Sutton Hoo?</p>

<p><b>Crime and Punishment</b></p> <p><u>Enquiry question:</u> What do we mean by crime and punishment and how has it changed over time?</p>	<p style="text-align: center;"><b>Change and Continuity</b></p> <p><u>Chronology</u> Make some links between and across periods, such as the differences between clothes, food, buildings or transport. Identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p><u>Events, People and changes</u> Understand some of the ways in which people's lives have shaped this nation. Describe how Britain has influenced and been influenced by the wider world.</p> <p><u>Interpretation, Enquiry, Using sources.</u> Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</p> <p><u>Communication</u> Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences. Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p>	<p style="text-align: center;"><b>Justice and Equality</b></p> <p>What do we mean by crime? What do we mean by punishment? Why do we have consequences in society? What punishments did we have in the past? What happens now if your break the law? What has changed from the past to the present with crime and punishment? Do you think the changes have been fair towards society?</p>
<p><b>British History beyond 1066 - World War II</b></p> <p><u>Enquiry question:</u> Why were children evacuated during WW2?</p>	<p style="text-align: center;"><b>Causes</b></p> <p><u>Chronology</u> Develop chronologically secure knowledge of the events and periods of time studied.</p> <p><u>Events, People and Changes</u> Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p><u>Interpretation, Enquiry, Using Sources</u> Regularly address and sometimes devise historically valid questions and hypotheses.</p>	<p style="text-align: center;"><b>Childhood</b></p> <p>Why did WW2 begin? What was the Battle of Britain? When did it start and end? What was the significance of the Battle of Britain? How prepared was Britain for the war and what did we do to protect the children? What was it like to be a child in Word War 2? Why were children evacuated?</p>

	<p>Give some reasons for contrasting arguments and interpretations of the past. Describe the impact of historical events and changes.</p> <p><b><u>Communication</u></b> Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms</p>	<p>What happened to children in the way?? What was the impact of the war on people in our locality? (War memorials) How did Britain change after the war? How do we know so much about the evacuees? Where does our information come from?</p>
<p><b>Vikings and Saxons</b></p> <p><u>Enquiry question:</u> Is it fair to describe all Vikings as Brutal warriors?</p>	<p style="text-align: center;"><b><i>Historical Interpretation</i></b></p> <p><b><u>Chronology</u></b> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</p> <p><b><u>Events, People and Changes</u></b> Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor.</p> <p><b><u>Interpretation, Enquiry, Using Sources</u></b> Describe the impact of historical events and changes.</p> <p><b><u>Communication</u></b> Use appropriate vocabulary when discussing, describing and explaining historical events. Choose the most appropriate way of communicating different historical findings</p>	<p style="text-align: center;"><b><i>Justice and Equality</i></b></p> <p>Where did the Anglo Saxons come from? What do you think life was like in a Saxon village? What impact did the Vikings have on Britain? What trading took place throughout the Viking civilisation? What do you think daily life was like in a Viking village? Can artefacts be used to help form opinions?</p>
<p><b>Early Civilization - Early Islamic Civilization</b></p> <p><u>Enquiry question:</u> How would you compare Early Islamic civilisation to modern day Islam?</p>	<p style="text-align: center;"><b><i>Similarity &amp; Difference</i></b></p> <p><b><u>Chronology</u></b> Use dates and a wide range of historical terms when sequencing events and periods of time Develop chronologically secure knowledge of the events and periods of time studied.</p> <p><b><u>Events, People and Changes</u></b> Describe key aspects of a non-European society such as the early Islamic civilisation eg Baghdad</p> <p><b><u>Interpretation, Enquiry, Using Sources</u></b> Regularly address and sometimes devise historically valid questions and hypotheses.</p>	<p style="text-align: center;"><b><i>Civilisation</i></b></p> <p>Where is Baghdad and which country is it the capital city of? Why has Baghdad been in the news a lot in recent years? What does modern day Baghdad look like? What was Baghdad like over 1000 years ago? What was Baghdad like in AD900? Why was Baghdad such an important city? Who were the Abbasids and why were they powerful? What was the House of Wisdom and who studied there? What was invented during this time and how have these inventions changed people's lives?</p>

	<p>Recognise that some events, people and changes are judged as more significant than others.</p> <p><b><u>Communication</u></b></p> <p>Acknowledge contrasting evidence and opinions when discussing and debating historical issues.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events</p>	<p>Why and how did the Islamic Golden Age end? What other periods of history have been full of scientific developments?</p> <p>Which early Islamic achievement has had the most effect on our lives today?</p> <p>Why are we studying the early Islamic civilisations today?</p> <p>What similarities and differences were there between Baghdad and London in 900AD?</p>
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