

Year 3

Year 3 - Autumn 1

Milestone LO

By the end of Autumn 1, children need to know about the changes in Britain from the Stone Age to the Iron Age, therefore this half term, children need to learn about the **Stone Age**.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> The Stone Age began approximately 2.5 million years ago and lasted a very long time The Stone Age is split in to three periods of time, called the Palaeolithic, the Mesolithic and the Neolithic periods 	Know how... <ul style="list-style-type: none"> To show curiosity about the Stone Age To ask questions to help me understand more about the Stone Age To explore artefacts to find out more about the Stone Age To make sense of similarities and differences, between the Stone Age and the present To make sense of change and the impact this has
Settlements	<ul style="list-style-type: none"> Stone Age people did not have fixed settlements; they moved to follow animals they could eat Stone Age humans used controlled fire to cook and ward off predators 	
Society	<ul style="list-style-type: none"> Stone Age humans designed tools / weapons to hunt large animals. These were made of stone and flint 	
Vocabulary	Era- Characteristics of a period Palaeolithic Mesolithic Neolithic Settlement Nomadic Flint Tribe	
Enrichment & wider development	Butsar Hill	

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Year 3 - Autumn 2

Milestone LO

By the end of Spring 1, children need to know about the changes in Britain from the Stone Age to the Iron Age, therefore this half term, children need to learn about the **Bronze Age**.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> The Bronze Age came immediately after the Stone Age, in approximately 2100BCE The Bronze Age is the time when some metals were discovered and started to be commonly used 	Know how... <ul style="list-style-type: none"> To show curiosity about the Bronze Age To ask questions to help me understand more about the Bronze Age (revisit Y3 Aut 1) To explore artefacts to find out more about Bronze Age (revisit Aut 1) make sense of similarities and differences, between the Stone Age, the Bronze Age and the present To make sense of change and the impact this has
Settlements	<ul style="list-style-type: none"> During the Bronze Age humans began to farm by keeping more than one animal During the Bronze Age people began to travel great distances to trade with other settlements 	
Society	<ul style="list-style-type: none"> Other significant changes in the Bronze Age include the development of methods of writing and the invention of the wheel 	
Vocabulary	Bronze Common Trade Settlements (revisit) Invention Significant Tribe (revisit)	
Enrichment & wider development	Butsar Hill	



Year 3 - Spring 1

Milestone LO

By the end of Spring 1, children need to know about the changes in Britain from the Stone Age to the Iron Age, therefore this half term, children need to learn about the **Iron Age**.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> The Iron Age was from approximately 800BCE until the Roman Conquest 500BCE: Celts arrived in Britain 43CE: Emperor Claudius successfully invaded Britain, marking the end of the Iron Age 	<p>Know how...</p> <ul style="list-style-type: none"> To show curiosity about the Iron Age To ask questions to help me understand more about the Iron Age (revisit Y3 Aut 1 and Aut 2) To explore artefacts to find out more about Iron Age (revisit Aut 1 and Aut 2) To make sense of similarities and differences, between the Stone Age, the Bronze Age and the present (revisit Y3 Aut 2) To make sense of change and the impact this has To compare, contrast and conclude (revisit Y3 Aut 1 and Aut 2) To justify and explain my own ideas based on what I have learned (revisit Aut 1 and 2)
Settlements	<ul style="list-style-type: none"> Because of the development of farms, there was a need to build safer, fortified settlements to protect them Celtic warriors started to use daggers and swords made from iron. Armour and helmets became stronger. The development of iron weapons is significant because it gave the Celts, from Europe, a big advantage in battle. 	
Society	<ul style="list-style-type: none"> Blacksmiths became a significant person in society: warriors would not have been able to defend themselves or attack other tribes and farmers would not have been able to grow the food the settlement needed. 	
Vocabulary	Blacksmith defend Fortified Settlements (revisit Aut 1 and 2) Celts Armour Significant (revisit Aut 2) Tribe (revisit Aut 1 and 2)	
Enrichment & wider development	Butsar Hill	

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Year 3 - Spring 2

Milestone LO

By the end of Summer 1, children need to know about the Roman Empire and its impact on Britain, therefore in Spring 2, children will learn about the **Roman Empire**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • 753BCE: Founding of Rome • 509BCE: Rome became a republic • 27BCE: Augustus, Julius Caesar's heir becomes the first emperor of the Roman empire • 476CE: Fall of Rome 	Know how... <ul style="list-style-type: none"> • To show curiosity about the Roman Empire • To ask questions to help me understand more about the Roman Empire • To make sense of similarities and differences, between the Roman empire and the pre-historic eras and the present (revisit Y3 Aut 1, Aut 2 and Spr 1)
Settlements	<ul style="list-style-type: none"> • The Roman Empire spread across much of Europe, Africa and Asia • They built houses, forts and temples out of stone rather than wood • The Romans created technology such as roads, sanitation, central heating (hypocaust) and bath houses 	
Society	<ul style="list-style-type: none"> • Rome was firstly ruled by kings but then became a republic in 509BCE and was led by senators with a constitution • In 45BCE, Julius Caesar declared himself ruler and dictator for life of Rome but was assassinated by his rivals who wanted a return to the republic. • Romans took their technology, art and beliefs with them • The Coliseum, The Forum and The Pantheon are famous Roman buildings 	
Vocabulary	Assassinated Empire Fort Heir Invasion Rival Rome Republic Temple Sanitation Hypocaust Senator Dictator	
Enrichment & wider development	Play in a day workshop	

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Year 3 - Summer 1

Milestone LO

By the end of Summer 1, children need to know about the Roman Empire and its impact on Britain, therefore in Spring 2, children will learn about the **impact the Roman's had on Britain.**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> Julius Caesar tried to invade Britain in 55BCE and 54BCE led by Julius Caesar but failed Emperor Claudius successfully invaded Britain in 43CE, reaching Scotland. (revisit Spr 1) The Romans stayed in Britain until 410CE and left it Romanised 	Know how... <ul style="list-style-type: none"> To show curiosity about Roman Britain To ask questions to help me understand more about Roman Britain To make sense of similarities and differences, between the Roman Britain and the present (revisited from Aut 2, Spr 1 and Spr 2) To make sense of change and the impact this has (revisit from Aut 2 and Spr 1) To compare, contrast and conclude (revisit Y3 Aut 1 and Aut 2) To justify and explain my own ideas based on what I have learned (revisit Aut 1 and 2) To explore artefacts to find out more about Roman Britain
Settlements	<ul style="list-style-type: none"> The Romans came to Britain because it had a lot of land, resources and riches They built houses, forts and temples out of stone rather than wood (revisit Spr 2) The Roman's built Hadrian Wall to keep the Northern tribes out of of Roman Britain The Romans brought technology such as roads, sanitation, central heating and bath houses (revisit Spr 2) 	
Society	<ul style="list-style-type: none"> In 43CE, despite resistance from many British tribes, the Romans came to control most of England and Wales by about 100CE Tribes rebelled against the Romans, the most famous being led by Queen Boudicca, the leader of the Iceni tribe Her army of 80,000 was defeated by 1,200 Roman soldiers 	
Vocabulary	Heir Iceni Invasion Rebellion Resistance Republic Resources Rival Romanised Rome Tribe (revisit (Aut 2 and Spr 1) Temple Sanitation (revisit Spr 1) Hypocaust (revisit Spr 1) Dictator	
Enrichment & wider development	Fishbourne Palace Rockbourne Roman Villa	



Year 3 - Summer 2

Milestone LO

By the end of Summer 2, children will complete a local study of the Southampton area, revisiting their knowledge of a significant event of their locality (**Titanic**). They will recognise Southampton at the time as a growing city and a city in mourning.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know ...</p> <ul style="list-style-type: none"> Revisit from Autumn 1 Year 2: that there were different experiences for different people (wealth, class, location) the timeline of the Titanic. that the Titanic sank because it hit an iceberg; it filled with water, sunk and snapped in two. (Revisit Y2 Spring 1) 	<p>Know how...</p> <ul style="list-style-type: none"> To show curiosity about Southampton and its changes over the years To ask questions to help me understand more about Southampton. To make sense of similarities and differences, between Southampton in the early 1900s and the present (revisited from Aut 2, Spr 1 and Spr 2) To make sense of change and the impact this has (revisit from Aut 2 and Spr 1) To compare, contrast and conclude (revisit Y3 Aut 1 and Aut 2)
Settlements	<p>Know that...</p> <ul style="list-style-type: none"> Job opportunities in the docks, in shipbuilding and on board ship brought migrants from all over Britain and Ireland to settle in Southampton The White Star Line brought a great deal of employment to the area at a time when work was very uncertain and you were only paid for the time you were on board ship Of the crew, 724 lived within the Southampton area. Of this number, only 175 returned home to their friends and families. In one school in Northam, 120 out of the 240 children on the roll lost their father. 	
Society	<p>Know...</p> <ul style="list-style-type: none"> what is meant by the term class; a system of ordering society whereby people are divided into sets based on perceived social or economic status. (Revisit Y2 Spring 1) that the class from which people were divided had a direct effect on their experiences during significant events (Titanic; room, location, food, drink, access to facilities including lifeboats) (Revisit Y2 Spring 1) 	
Vocabulary	Class Economic Employment Migrants	
Enrichment & wider development	Visit to Sea City Walk around Southampton	

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Year 4

Year 4 - Autumn 1

Milestone LO

By the end of Spring 2, children need to know about Britain's settlement by Anglo Saxons and Scots, therefore in Autumn 1, the children will be learning about the **invasion of the Scots from Ireland to north Britain.**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • 396-398CE: Scots and Picts constantly raid Roman Britain • The Scots invaded northern Britain (now known as Scotland) between 300 and 400BCE • 410CE: Roman army left Britain (revisit from Yr 3 Sum 1) 	Know how... <ul style="list-style-type: none"> • To show curiosity about the Scots (revisit Yr 3) • To ask questions to help me understand more about the Scots (revisit Yr3) • To explore artefacts to find out more about this period (revisit Yr3)
Settlements	<ul style="list-style-type: none"> • The Scots divided the land in Scotland into 4 kingdoms: Dal Riata, Pictland, Strathclyde and Bernicia • The Scots were always trying to get into England and take more land. 	
Society	<ul style="list-style-type: none"> • Gildas was a historian at the time who described the Scots as 'Foul' with a 'lust for blood'. 	
Vocabulary	Invasion (revisit Y3 Spr 2) Kingdom Northern Picts Raid Scots	
Enrichment & wider development		

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Year 4 - Autumn 2

Milestone LO

By the end of Spring 2, children need to know about Britain's settlement by Anglo Saxons and Scots, therefore in Autumn 2, the children will be learning about the **Anglo Saxon invasion of Britain**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • 410CE: Roman army left Britain (revisit from Yr 3 Sum 1) • 446- 454CE: British King Vortigern asks Brothers Hengest and Horsa from Jutland to support the Brits against the Scots. • 450CE: The date historians agree Anglo-Saxon Britain began. 	Know how... <ul style="list-style-type: none"> • To show curiosity about the Anglo-Saxon invasion of Britain (revisit Yr 3, Yr 4 aut 1) • To ask questions to help me understand more about Anglo-Saxons invasion (revisit Yr3, Y4 Aut 1) • To explore artefacts to find out more about this period (revisit Yr3) • To make sense of similarities and differences, between the Scot's attempted invasion and the Anglo-Saxon's invasion) • To compare, contrast and conclude (revisit Y3) • To justify and explain my own ideas based on what I have learned (revisit Yr 3)
Settlements	<ul style="list-style-type: none"> • The Brits (Celtic tribes) who had lived in harmony with the Romans, were under attack from northern tribes (Picts and Scots) and they asked the Anglo-Saxons to protect them in exchange for land. 	
Society	<ul style="list-style-type: none"> • The Saxons were made up of different tribes: Angles, Saxons and Jutes • The discovery of artefacts Sutton-Hoo, a Saxon burial site, helped historians to learn about the complex nature of society at this time 	
Vocabulary	Angles Artefacts Brits Exchange Harmony Jutes Jutland Picts (revisit Yr 4 Aut 1) Saxons Scots (revisit Yr 4 Aut 1) Tribes (revisit Yr 3 Aut 2, Spr 1 and 2, Yr 4 Aut 1)	
Enrichment & wider development	Stubbington Anglo Saxon experience	

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Year 4 - Spring 1

Milestone LO

By the end of Spring 2, children need to know about Britain's settlement by Anglo Saxons and Scots, therefore in Spring 1, the children will be learning about the **Anglo Saxon settlement in Britain**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> 410CE: Roman army left Britain (revisit from Yr 3 Sum 1) 446- 454CE: British King Vortigern asks Brothers Hengest and Horsa from Jutland (Denmark) to support the Brits against the Scots. (revisit Aut 2) 450CE: The date historians agree Anglo-Saxon Britain began. (revisit Aut 2) 	Know how... <ul style="list-style-type: none"> To show curiosity about the Anglo-Saxons and Scots To ask questions to help me understand more about Anglo-Saxons and the Scots (revisit Yr3) To explore artefacts to find out more about this period (revisit Yr3) To make sense of similarities and differences, between Britain before and after Anglo-Saxon settlement (Revisit Yr3) To make sense of change and the impact this has (revisit Yr 3) To compare, contrast and conclude (revisit Y3) To justify and explain my own ideas based on what I have learned (revisit Yr 3)
Settlements	<ul style="list-style-type: none"> The Celtic tribes (who had lived in harmony with the Romans) were under attack from northern tribes (Picts and Scots) and they asked the Anglo-Saxons to protect them in exchange for land. (revisit Yr 4 Aut 2) Eventually, the Anglo-Saxons took control and created four major kingdoms: Northumbria, Mercia, East Anglia and Wessex These kingdoms were in conflict with each other as Kings wanted the title of Bretwalda (King of all Britain). England was created by King Aethlestan in 927AD by uniting the Saxon Kingdoms 	
Society	<ul style="list-style-type: none"> The discovery of artefacts Sutton-Hoo, a Saxon burial site, helped historians to learn about the complex nature of society at this time It was a time of change from paganism to Christianity The Saxon legacy was language, learning and Christianity The Saxons were craftsmen who made jewellery, instruments, toys and games 	
Vocabulary	Angles Artefacts Bretwalda: King of all Britain) Brits Celts (revisit Yr 3 Sum 1) Christianity Craftsman Exchange Harmony Jutes Jutland Kingdom (revisit Y4 Aut 1 and Aut 2) Legacy Paganism Picts (revisit Yr 4 Aut 1, Aut 2) Saxons (revisit Yr 4 Aut 2) Scots (revisit Yr 4 Aut 1, Aut 2) Tribes (revisit Yr 3 Aut 2, Spr 1 and 2, Yr 4 Aut 1)	
Enrichment & wider development	https://878ad.co.uk/schools/ interactive Anglo Saxon experience	

Year 4 - Spring 2

Milestone LO

By the end of Autumn 2, children need to know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Therefore, this term, children will learn about **the Vikings**.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • Vikings colonised large parts of Europe between 790CE and 1100CE 	Know how... <ul style="list-style-type: none"> • To show curiosity about the Vikings (Yr 3, Yr 4 Aut 1 – Spr 1)
Settlements	<ul style="list-style-type: none"> • Vikings came from Scandinavia (Denmark, Norway and Sweden). • The Vikings were excellent sailors, traders and explorers • The longship was an essential part of the Viking’s ability to travel and explore. They were perfect for raiding due to their shape, size, banks of oars and sails. 	<ul style="list-style-type: none"> • To ask questions to help me understand more about the Vikings • To make sense of similarities and differences between the Vikings and other previously learned Eras (Revisit Yr3, Y4 Aut 1- Spr)
Society	<ul style="list-style-type: none"> • Vikings belonged to many different clans, led by chiefs who ruled over the lands they had conquered. • They brought their language and customs and changed the culture of the colonised societies. • They forced local rulers to pay a tribute called Danegeld (meaning Danish tax) which was a large amount of money that had to be paid so that the Vikings would not attack the locals and destroy their land. • The Vikings told stories to each other as a form of entertainment, but they did not often write things down. • If they did write things down, they used Runes • Vikings believed in many gods and goddesses – eg: Odin, Thor 	<ul style="list-style-type: none"> • To compare, contrast and conclude (revisit Y3, Y4 Aut 1) • To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1)
Vocabulary	Clan Colonised Conquered Danegeld: a tax system introduced by the Vikings to be paid by locals so that they would not attack and destroy their land Longship Lucrative Raid (revisit Yr 4 Aut 1) Runes Scandinavia: the countries of Denmark, Norway and Sweden Viking: Norse for pirate	
Enrichment & wider development	Possible opportunity to present to Year 1 who are studying pirates.	



Year 4 - Summer 1

Milestone LO

By the end of Autumn 2, children need to know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Therefore, this term, the children will learn about the **conflict between the Vikings and the Anglo-Saxons**. They will revisit previously learned knowledge in Autumn 1-Spring 1 about Anglo-Saxon Britain.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> 793CE: Vikings attacked and looted Lindisfarne 865CE: Great Viking (Heathen) army from Denmark invades England 867CE: Viking invaders named Yorvik (now York) the Viking capital of England. 886CE: England divided into Viking and Anglo Saxon kingdoms 1066CE: the struggle between the Vikings and Anglo-Saxons ended with the arrival of William the Conqueror, the Duke of Normandy, who defeated Harold Godwinson, the King of Norway, at the Battle of Hastings. 	<p>Know how...</p> <ul style="list-style-type: none"> To show curiosity about the Viking and Anglo Saxon struggle for power (Revisit Yr 3, Yr 4 Aut 1) To ask questions to help me understand more about the Viking and Anglo-Saxon struggle for power. To make sense of similarities and differences between the Anglo-Saxons and the Vikings and their impact on Britain today (Revisit Yr3, Y4 Aut 1) To make sense of change and the impact the Vikings have had on the present. To compare, contrast and conclude (revisit Y3, Y4 Aut 1) To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1)
Settlements	<ul style="list-style-type: none"> They did not come to conquer (wishing to steal everything of value and to return home) but over time, they colonised the places they sailed to. Anglo-Saxon kings battled the Vikings for control of Britain for almost 300 years. 	
Society	<ul style="list-style-type: none"> What we know about the Vikings comes from historical accounts and diaries written by the Saxons. They brought their language and customs and changed the culture of the colonised societies. 	
Vocabulary	<p>Anglo-Saxon Colonised (revisit Aut 2) Conquer (revisit Aut 2) Heathen Looted lucrative Viking: Norse for pirate Yorvik: Now known as York, the Viking capital of England</p>	
Enrichment & wider development	<p>Possible opportunity to present to Year 1 who are studying pirates.</p>	

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Year 4 - Summer 2

Milestone LO

By the end of Summer 2, children will complete a local study of the Southampton area, revisiting their knowledge of the Romans, focussing on the impact they had on Southampton.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> The first recorded use of Southampton as a port dates back to 43 AD when it was part of the Roman Empire 	Know how... <ul style="list-style-type: none"> To show curiosity about the Roman impact on Southampton. To ask questions to help me understand more about Roman Southampton To make sense of similarities and differences between Roman Southampton and Modern Southampton
Settlements	<ul style="list-style-type: none"> The Romans came to Britain because it had a lot of land, resources and riches (revisit Year 3 Sum 1) They built houses, forts and temples out of stone rather than wood (revisit Spr 2) The Romans brought technology such as roads, sanitation, central heating and bath houses (revisit Year 3 Spr 2, Sum 1) 	
Society	<ul style="list-style-type: none"> In 43CE, despite resistance from many British tribes, the Romans came to control most of England and Wales by about 100CE (revisit Year 3 Sum 1) Tribes rebelled against the Romans, the most famous being led by Queen Boudicca, the leader of the Iceni tribe (revisit Year 3 Sum 1) 	
Vocabulary	Romanised (revisit Spr 2) Rome (revisit Spr 2) Temple (revisit Spr 2) Sanitation (revisit Spr 1) Hypocaust (revisit Spr 1)	
Enrichment & wider development	Digimaps	

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Year 5

Year 5 - Autumn 1

Milestone LO

By the end of Spring 1, children will have completed a study of crime and punishment in British history that extends their chronological knowledge beyond 1066, therefore, this half term the children will learn about **crime and punishment in the Anglo-Saxon period.**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> • Crime and punishment have changed a lot over time in the United Kingdom • The Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066CE. 	<p>Know how...</p> <ul style="list-style-type: none"> • To show curiosity about crime and punishment within the Anglo-Saxon period • To ask questions about changes within crime and punishment within the Anglo-Saxon period
Settlements	<ul style="list-style-type: none"> • In Anglo-Saxon times people lived in villages and had rules to keep everyone safe. • Romans built a town near Southampton called Clausentum 	
Society	<ul style="list-style-type: none"> • If someone did something wrong in Anglo-Saxon times, they had to pay money or goods to the victim or their family. This was called 'Wergild'. For example, if you stole something, you would have to give it back and pay extra as compensation. • The Anglo-Saxons placed crime prevention squarely on the local community through the tithing, the Hue and Cry, and the posse comitatus. • Soon after the Anglo-Saxon period, the king started having more power. Breaking the law became a bigger deal, and punishments became more severe. If you stole something, you might have your hand cut off, or if you hurt someone, you could be put in the stocks for people to throw rotten fruit at you. 	
Vocabulary	<p>Crime Posse Comitatus Prevention Punishment Stocks The Hue and Cry Tithing Wergild- Payment to the victim or victims family from the guilty person</p>	
Enrichment & wider development	<p>https://www.bbc.co.uk/bitesize/topics/z8w3n9q</p>	

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Year 5 - Autumn 2

Milestone LO

By the end of Spring 1, children will have completed a study of crime and punishment in British history that extends their chronological knowledge beyond 1066, therefore, this half term the children will learn about **crime and punishment in the Tudor and Victorian Times**, so that they are able to compare, contrast and conclude, making sense of similarities and differences between different periods of time.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • The Tudor times refers to the period between 1485–1603 • In the Tudor times, which comes after the medieval period, new laws were introduced by King Henry VIII and his daughter Queen Elizabeth I • The Victorian era was from 1837-1901. This was the time when Queen Victoria reigned. 	Know how... <ul style="list-style-type: none"> • To show curiosity about changes within crime and punishment (revisiting from Autumn 1) • To ask questions about changes within crime and punishment (revisiting from Autumn 1) • To make sense of similarities and differences, between different periods of time, through studying crime and punishment (revisiting from Autumn 1) • To compare, contrast and conclude, thinking critically about crime and punishment
Settlements	<ul style="list-style-type: none"> • The nineteenth century saw the birth of the state prison. The first national penitentiary was completed at Millbank in London, in 1816. It held 860 prisoners, kept in separate cells, although association with other prisoners was allowed during the day. 	
Society	<ul style="list-style-type: none"> • In the Tudor times, punishments were still very harsh. People caught stealing might be branded on their hand with a hot iron, and sometimes they were even put to death. • In Victorian times, the government wanted to change how crime was treated. Prisons were built to try to help people change their ways (rehabilitation) instead of just punishing them. But punishment was still tough, and conditions in prisons were often very poor. 	
Vocabulary	Branded Cells Laws Penitentiary Prison Rehabilitation Tudors- The period between 1485-1603	
Enrichment & wider development		



Year 5 - Spring 1

Milestone LO

By the end of this half term, children will have completed a study of crime and punishment in British history that extends their chronological knowledge beyond 1066, therefore, this half term the children will learn about **crime and punishment today**, so that they are able to compare, contrast and conclude, making sense of similarities and differences between different periods of time.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • Today, we are in the 21st Century. 	Know how... <ul style="list-style-type: none"> • To show curiosity about changes within crime and punishment (revisiting from Autumn 1 and Autumn 2) • To ask questions about changes within crime and punishment (revisiting from Autumn 1 and Autumn 2) • To make sense of similarities and differences, between different periods of time, through studying crime and punishment (revisiting from Autumn 1 and Autumn 2) • To compare, contrast and conclude, thinking critically about crime and punishment (revisiting from Autumn 2) • To make sense of change and the impact this has had on crime and punishment today
Settlements	<ul style="list-style-type: none"> • Today, prisons have improved because they have heating, better technology, improved resources and education. • Today, many prisons are overcrowded, underfunded and understaffed. 	
Society	<ul style="list-style-type: none"> • Today in the United Kingdom, we have laws that everyone must follow to keep our society safe. When people break the law, they might have to pay fines or do community service as a punishment. In serious cases, people can go to prison for a certain amount of time. • Today, we focus more on helping people learn from their mistakes and make better choices in the future (rehabilitation) 	
Vocabulary	Community service Fines Overcrowded Rehabilitation (revisit from Y5 Aut 2) Underfunded Understaffed	
Enrichment & wider development		

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Year 5 - Spring 2

Milestone LO

By the end of Summer 1, the children need to understand about Greek life and achievements and their influence on the western world.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> • People have been living in Greece for over 40,000 years • Ancient Greece refers to the period of time between 700-480 BC 	<p>Know how...</p> <ul style="list-style-type: none"> • To explore artefacts and use artefacts as a historical source. • To show curiosity about changes to the western world, based on the influence of the Ancient Greeks. • To ask questions about changes to the western world, based on the influence of the Ancient Greeks. • To make sense of similarities and differences, between different periods of time, by comparing and contrasting: • To compare, contrast and conclude, thinking critically about crime and punishment
Settlements	<p>Know that...</p> <ul style="list-style-type: none"> • In ancient Greece, the earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle. This is similar to Prehistoric Britain. • Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta. • They sailed the sea to trade and find new lands (revisit Vikings knowledge from Year 4, Spring 2) • People built buildings, temples and tombs. 	
Society	<p>Know that...</p> <ul style="list-style-type: none"> • The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. • Ancient Greeks believed in many gods and goddesses who lived on Mount Olympus. • The Greeks believed that gods and goddesses watched over them. • These gods were a bit like humans, but they lived forever and were much more powerful. • They felt human emotions, like love, anger and jealousy, and they did not always behave themselves. • Every city in Greece had a 'patron' god or goddess. People believed patron gods protected them from harm. • Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote. 	
Vocabulary	<p>Ancient Athenians- People from Athens Democracy- people Patron gods Settlers States Temples (Revisit Y3 Spring 2) Tomb</p>	
Enrichment & wider development		

Year 5 - Summer 1

Milestone LO

By the end of Summer 1, the children need to understand about Greek life and achievements and their influence on the western world.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	Know that... <ul style="list-style-type: none"> • People have been living in Greece for over 40,000 years (revisit from Spring 1) • Ancient Greece refers to the period of time between 700-480 BC (revisit from Spring 1) 	Know how... <ul style="list-style-type: none"> • To show curiosity about changes within crime and punishment (revisiting from Autumn 1 and Autumn 2) • To ask questions about changes within crime and punishment (revisiting from Autumn 1 and Autumn 2) • To make sense of similarities and differences, between different periods of time, through studying crime and punishment (revisiting from Autumn 1 and Autumn 2) • To compare, contrast and conclude, thinking critically about crime and punishment (revisiting from Autumn 2) • To make sense of change and the impact this has had on crime and punishment today
Settlements	Know that... <ul style="list-style-type: none"> • The influence of Ancient Greek architecture and design can be seen everywhere in modern life, particularly in the Western world. 	
Society	Know that... <ul style="list-style-type: none"> • Famous myths and legends (like Theseus and the Minotaur) told stories about gods, heroes and how the universe was created. • Revisit Vikings substantive knowledge from Year 4, Spring 2 and Summer 1, so that children can make comparisons between Viking and Ancient Egyptian myths. • Revisit Romans substantive knowledge from year three, so that children can look at the influence and impact the Ancient Greeks had on the Romans. • The Romans were influenced by the Ancient Greeks and believed in Roman gods and goddesses. • When Christians refused to worship Roman gods, they were persecuted and killed, but by the fourth century CE, Romans had embraced Christianity and it became the Empire's main religion. • The Olympic Games began over 2,700 years ago in Olympia, in south west Greece. 776BCE • The ancient games were also a religious festival, held in honour of Zeus, the king of the gods. 	
Vocabulary	Legends Myths Olympics Persecuted Worship	
Enrichment & wider development		

FOXHILLS
FEDERATION



Year 5 - Summer 2

Milestone LO

By the end of Summer 2, children will complete a local study of the Southampton area, revisiting their knowledge of the Anglo-Saxon and Viking Britain, focussing on the impact they had on Southampton.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> In 889 AD, Viking raiders destroyed much of Southampton's existing infrastructure and drove away much of its population. (revisit Year 4 Spring 2/Summer 1) But despite this setback, trade continued to flourish in the area until 1066 when William the Conqueror made his famous invasion from Normandy and established himself as King of England. (revisit Year 4 Spring 2/Summer 1) 	<p>Know how...</p> <ul style="list-style-type: none"> To show curiosity about the Viking and Anglo Saxon impact on the Southampton area (Revisit Yr 3, Yr 4 Aut 1) To ask questions to help me understand more about the Viking and Anglo-Saxon impact on the Southampton area. To make sense of similarities and differences between the Anglo-Saxons and the Vikings Southampton compared to modern day Southampton To compare, contrast and conclude (revisit Y3, Y4 Aut 1) To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1, Spr
Settlements	<p>Know that...</p> <ul style="list-style-type: none"> They did not come to conquer (wishing to steal everything of value and to return home) but over time, they colonised the places they sailed to. (Revisit Year 4 Sum 1) Anglo-Saxon kings battled the Vikings for control of Britain for almost 300 years. (Revisit Year 4 Sum 1) Southampton was known as Hamwic to the Anglo-Saxons Anglo-Saxon Southampton was one of the most important towns of its day: an important trading town linked to the wealthy kingdom of Wessex as well as other European powers. Everything then changed when the Vikings raided the town 	
Society	<p>Know that...</p> <ul style="list-style-type: none"> Hamwic was the site of a mint (manufacturer of currency) for several Anglo Saxon Kings (AD 786–858) Viking raids on Southampton disrupted trade with the continent and contributed to the re-organization of Wessex. Important industries that were previously well established in Hamwic were withdrawn further inland to the new fortifications at Winchester, contributing to the decline of Hamwic. The Viking King Canute the Great defeated the Anglo-Saxon King Ethelred the Unready in 1014 and was crowned in Southampton His fabled attempt to "command" the tide to halt may have taken place in Southampton. 	
Vocabulary	<p>Anglo-Saxon Artefacts (revisit Y4 Sum 1) Bretwalda: King of all Britain) (revisit Y4 Sum 1) Brits (revisit Y4 Sum 1) Celts (revisit Yr 3 Sum 1) Christianity (revisit Y4 Spr 2) Colonised (revisit Aut 2) Conquer (revisit Aut 2) Craftsman (revisit Y4 Spr 2) Exchange (revisit Y4 Spr 2) Harmony (revisit Y4 Spr 2) Heathen (revisit Y4 Sum 1) Kingdom (revisit Y4 Aut 1 and Aut 2)</p>	

	Legacy (revisit Y4 Spr 2) Looted (revisit Y4 Sum 1) Lucrative (revisit Y4 Sum 1) Mint- Manufacturer of currency Paganism (revisit Y4 Spr 2) Viking: Norse for pirate (revisit Y4 Sum 1)
Enrichment & wider development	



Year 6

Year 6 - Autumn 1

Milestone LO

By the end of Aut 2, children need to know about the **achievements of the earliest civilisations**. They will briefly study an overview of where and when the first civilisations appeared, but will focus deeply on **Ancient Egypt**. Therefore this half term, they will learn the substantive knowledge for Ancient Egypt.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> The times and durations of the earliest civilisations were: Sumer c5300BCE-1940BCE, Indus Valley 3200-c1300BCE, Shang dynasty c1600BC- c1050BCE, Egypt c3100-30BCE Main focus- Egypt c3100-30BCE 30BCE: Death of Cleopatra VII when Egypt fell to the Roman Empire 	<p>Know how...</p> <ul style="list-style-type: none"> To show curiosity about the Ancient Egyptians To ask questions to help me understand more about the Ancient Egyptians To explore artefacts to find out more about this period. To make sense of similarities and differences between the four earliest civilisations. To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1, Spr 2)
Settlements	<ul style="list-style-type: none"> Locate on a map: Sumer (Iraq), Indus Valley (Pakistan), Shang Dynasty (North China) and Egypt Every early civilisation practised some form of farming Egyptians settled in permanent homes near the river Nile where they could grow crops on the fertile land The Egyptians invented methods of irrigation, using large canals to supply fresh water to their crops The pyramids were built as tombs for their dead kings and queens (pharaohs). The great pyramid was 147m tall and built from approximately 2.3million 	
Society	<ul style="list-style-type: none"> In every civilisation people lived in groups and every person had a role to play Egyptians believed in immortality and developed complex burial rituals, including mummification Tomb paintings tell us about daily life in Ancient Egypt, e.g. drawings of children playing with balls made of leather filled with grain 	
Vocabulary	<p>Empire (Year 3 Spr 2) Fertile Irrigation Pyramid Mummification Tomb (revisit Y5 Spring 2) Immortality Burial Ritual Civilisation (revisit Yr 3 Aut 1 and 2, Spr 1)</p>	
Enrichment & wider development		

Year 6 - Autumn 2

Milestone LO

By the end of Aut 2, children will need to know about the **achievements of the earliest civilisations**. They will briefly study an overview of where and when the first civilisations appeared, but will focus deeply on **Ancient Egypt**. **The children will apply their knowledge of ancient Egypt, whilst retrieving their knowledge of Ancient Greece and the Roman Empire to make sense of change and the impact these eras have had on the present day.**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <p align="center">(Revisit)</p> <ul style="list-style-type: none"> • Egypt c3100-30BCE • 30BCE: Death of Cleopatra VII when Egypt fell to the Roman Empire • Ancient Greece refers to the period of time between 700-480 BC • 27BCE: Augustus, Julius Caesar's heir becomes the first emperor of the Roman empire • 476CE: Fall of Rome 	<p>Know how...</p> <ul style="list-style-type: none"> • To make sense of similarities and differences between the eras and the present day. • To make sense of change and the impact the Egyptians, Greeks and Romans had on each other and the present day. • To compare, contrast and conclude • To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1)
Settlements	<p align="center">(Revisit)</p> <p>Egypt</p> <ul style="list-style-type: none"> • Egyptians settled in permanent homes near the river Nile where they could grow crops on the fertile land • The Egyptians invented methods of irrigation, using large canals to supply fresh water to their crops • The pyramids were built as tombs for their dead kings and queens (pharaohs). • The great pyramid was 147m tall and built from approximately 2.3million <p>Greece</p> <ul style="list-style-type: none"> • In ancient Greece, the earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle. This is similar to Prehistoric Britain. • They sailed the sea to trade and find new lands. • People built temples. <p>Romans</p> <ul style="list-style-type: none"> • They built houses, forts and temples out of stone rather than wood (revisit Spr 2) • The Romans brought technology such as roads, sanitation, central heating and bath houses (revisit Spr 2) 	
Society	<p align="center">(Revisit)</p> <p>Egypt</p> <ul style="list-style-type: none"> • In every civilisation people lived in groups and every person had a role to play • Egyptians believed in immortality and developed complex burial rituals, including mummification • Tomb paintings tell us about daily life in Ancient Egypt, e.g. drawings of children playing with balls made of leather filled with grain <p>Greece</p>	

	<ul style="list-style-type: none"> • Ancient Greeks believed in many gods and goddesses who lived on Mount Olympus. • The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. • Ancient Greeks made scientific discoveries, wrote plays and founded the first proper democracy. Historians call this Classical Greece. <p>Romans</p> <ul style="list-style-type: none"> • They built houses, forts and temples out of stone rather than wood (revisit Spr 2) • The Roman's built Hadrian Wall to keep the Northern tribes out of of Roman Britain • The Romans brought technology such as roads, sanitation, central heating and bath houses (revisit Spr 2) 	
Vocabulary	<p>Empire (Year 3 Spr 2) Fertile (Revisit Yr 6 Aut 2) Irrigation (Revisit Yr 6 Aut 2) Pyramid (Revisit Yr 6 Aut 2) Mummification (Revisit Yr 6 Aut 2) Tomb (Revisit Yr 6 Aut 2) Immortality (Revisit Yr 6 Aut 2) Burial (Revisit Yr 6 Aut 2) Ritual (Revisit Yr 6 Aut 2) Civilisation (revisit Yr 3 Aut 1 and 2, Spr 1) Republic Resources Rival Romanised Rome Tribe (revisit (Yr 3 Aut 2 and Spr 1) Temple (revisit Yr 3 Spr 1) Sanitation (revisit Yr 3 Spr 1) Hypocaust (revisit Yr 3 Spr 1)</p>	
Enrichment & wider development		



Year 6 - Spring 1

Milestone LO

By the end of Spring 2, children will need know about a non-European society that provides contrasts with British history. At Foxhills, we will be studying the **early Islamic civilisation**.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> • 610CE: Islam founded • 632CE: Death of the Prophet Muhammed • 750CE: Start of Abbasid Caliphate • 762CE: City of Baghdad founded • Around 800CE: House of Wisdom built in the centre of Baghdad • 1258CE: Baghdad destroyed by ruler Hulagu Khan 	<p>Know how...</p> <ul style="list-style-type: none"> • To show curiosity about the early Islamic civilisation (Revisit Yr 3, Yr 5, Yr 6) • To ask questions to help me understand more about the early Islamic civilisation (Yr 3, Yr 4, Yr 5, Yr 6) • To make sense of similarities and differences between the early European civilisations and the early Islamic civilisation (revisit • To make sense of change and the impact the early Islamic civilisation had on the world • To compare, contrast and conclude between early European history and the early Islamic civilisation (revisit Y3, Y4 Aut 1) • To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1)
Settlements	<ul style="list-style-type: none"> • The Islamic civilisation spread as far west as Spain and as far east as China. • They grew various crops, including dates, sugar, cotton and oranges to feed the rapidly growing population and to create surplus food to trade. • The Islamic communities developed new technology like crop rotation and irrigation which helped increase yields. • An ancient network of trade routes called the Silk Road played a significant part in the development of the Islamic civilisation (trade and sharing of ideas). 	
Society	<ul style="list-style-type: none"> • After the death of the Prophet Muhammed, the Middle East underwent a period of significant change • While Europe was in a period called the Middle Ages (also known as the Dark Ages), early Islamic societies were developing scientific thinking, medicine, education, literature and prosperous trade routes (often called the Golden Age). • Muslim artist developed lots of techniques to decorate textiles, jewellery, glassware and metalwork. • The Abbasid Caliphate ruled the Islamic empire from the capital city of Baghdad. The ruler was based upon hereditary succession. • The Abbasids worked to improve the rights and treatment of women and are often seen as being ahead of their time in promoting a more equal society. 	
Vocabulary	Prosperous Prophet Abbasid Caliphate Caliphate Caliph Civilisation (revisit) Irrigation (revisit) Islam Silk Road Trade route	
Enrichment & wider development		

Year 6 - Spring 2

Milestone LO

By the end of Spring 2, children will need know about a non-European society that provides contrasts with British history. At Foxhills, we will be studying the early Islamic civilisation, **including a study of Baghdad c.AD900**

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> • 610CE: Islam founded (revisit) • 750CE: Start of Abbasid Caliphate (revisit) • 762CE: City of Baghdad founded (revisit) • Around 800CE: House of Wisdom built in the centre of Baghdad • 1258CE: Baghdad destroyed by ruler Hulagu Khan (revisit) 	<p>Know how...</p> <ul style="list-style-type: none"> • To show curiosity about the city of Baghdad (Revisit Yr 3, Yr , Yr 5, Yr 6) • To ask questions to help me understand more about the city of Baghdad (Yr 3, Yr 4, Yr 5, Yr 6) • To make sense of change and the impact the city of Baghdad had on the Islamic civilisation and the world. • To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1)
Settlements	<ul style="list-style-type: none"> • Baghdad was the largest city in the world, with a population of over 1 million people. • It was at the centre of the world’s great trading routes and became a very wealthy city. • The city was built around the famous House of Wisdom, making Baghdad a renowned centre of learning. • The art of writing and the science of geometry took on great importance in art and architecture in the Muslim world 	
Society	<ul style="list-style-type: none"> • The House of Wisdom opening led to a significant number of achievements in Islamic literature: scholars tried to collect and translate all of the known world’s knowledge into Arabic. They also wrote their own stories and the most famous being 1001 Nights (also known as Arabian Nights, short stories including Aladdin, Sinbad and Ali-Baba) • Baghdad became the capital of the Muslim world, but was home to many different religious and ethnic communities. Christianity, Judaism and other religions were practised in the city and the people were tolerant of each other. 	
Vocabulary	Prosperous (revisit) Prophet revisit) Abbasid Caliphate revisit) Caliphate revisit) Caliph revisit) Civilisation (revisit) Irrigation (revisit) Islam revisit) Silk Road revisit) Trade route revisit) Scholar Geometry Architecture Renowned	
Enrichment & wider development		

Year 6 - Summer 1 & 2

Milestone LO

By the end of Summer 2, children will complete a local study of the Southampton area, revisiting their knowledge of crime and punishment from Year 5.

Substantive concepts	Substantive Knowledge	Disciplinary Knowledge
Chronology	<p>Know that...</p> <ul style="list-style-type: none"> • Until the early 1930s, criminal court hearings in Southampton, known as the assizes, were heard in the Bargate in the High Street.^{[1][2]} Such cases were then transferred to the west wing of Southampton Civic Centre when it opened in November 1933.¹ • There are records of 6 public hangings being performed, but only evidence of 3. • John Marchant, who had murdered his wife Elizabeth, was hanged on the 21st July, 1760 • Daniel Moreto was hanged for forgery on 9th August, 1766. • Gallows was used for the execution of William Shawyer found guilty of burgling the house of Mrs Bagnel in Southampton. He was sentenced to death on the 9th July and hanged nineteen days later on the 27th July, 1785. • A letter was received 27th July 1556 by admiralty judges from Queen Mary 1 and husband Philip of Spain who commanded that those found guilty of piracy should be executed. The letter informed the town they were to receive a pirate captain named Jones and two other condemned prisoners and to hang them until "they be dedd & afterwards to hang yn chaynes the body of the sayde Jones there to remayne for the terror and example of others". 	<p>Know how...</p> <ul style="list-style-type: none"> • To show curiosity about crime and punishment in Southampton • To ask questions the societal views of crime and punishment in Southampton (revisiting from Autumn 1 and Autumn 2) • To compare, contrast and conclude, thinking critically about crime and punishment (revisiting from Autumn 2) • To make sense of change and the impact this has had on crime and punishment today • To justify and explain my own ideas based on what I have learned (revisit Yr 3, Yr 4 Aut 1, Yr 6 Aut 2, Spr 1, Spr 2)
Settlements	<ul style="list-style-type: none"> • Pirates were not hanged on the Common but on what was called an admiralty gallows in a location that symbolised the jurisdiction of the Admiralty Court. • The admiralty gallows was therefore located just beyond the low-tide mark and it is John Speed's map of 1611 which first shows its location in Southampton. • This is now shown on large scale Ordnance Survey maps as well. • Today this location is just inside the entrance to Ocean Village where a convenience store is located. 	
Society	<ul style="list-style-type: none"> • Public hangings were performed on Gallow Hill in Southampton Common. • The public would have responded in different ways to the public hangings. • The execution of a pirate was particularly cruel in that the rope used was not long enough to break the neck so the condemned pirate suffered a slow death by strangulation. As the gallows was located at the water's edge the execution commenced at low tide such that when the tide came in the victim would be submerged and drowned should they still be alive. • The usual custom was to leave the body on the gallows for three tides. • In some cases to remind people of the punishment for piracy the hanged pirate's body would be covered in tar and suspended from a gibbet. Captain Jones corpse suffered the indignity of being hanged for public display in chains that weighed twelve pounds (5.5kg) and cost the town three shillings to have made which at the time was the equivalence of a week's pay for a soldier. 	

Vocabulary	Assizes- criminal courts Forgery Execution Admiralty Gallows Gibbet shillings
Enrichment & wider development	Visit Gallows hill in Southampton Southampton Tudor House museum

