

# History Curriculum



Thompson Primary  
School

## Aims of History at Thompson Primary School

History at Thompson Primary School aims to allow our children to explore the past, understanding what has happened before in order to equip them fully for their future. We look at our local history by exploring our local area and thinking about the impact of local historical figures on the Thompson we know today.

We also look at history in a wider context, both nationally and globally, and through a stimulating curriculum, children are encouraged to explore our historical inventors, authors, politicians, scientists and artists, recognising that these people were like them. These real-life role models from history allow our children's dreams and ambitions to grow through their inspiring stories.

We explore different time periods and the key figures from each through engaging lessons that allow our children to explore the past of our country and the world. Children can see the importance of these events and how they have shaped the world we live in today.

Obtaining historical knowledge is just as important as historical skills. Through questioning, children will compare, contrast, discuss change over time, understand the significance of certain people and events and question why things have happened and the consequences of these events. The skills obtained through our curriculum are not only applicable to history, but become life skills building resilience when searching for an answer in a text; reflective practice when thinking about why events have happened and questioning skills that will prepare them for their futures.

## Curriculum Map

### Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b><u>Wrens (R)</u></b>	N/A	Let's celebrate - Christmas and other celebrations	N/A	N/A	Comparing traditional stories - past and present	N/A
<b><u>Robins (1/2)</u></b>	Significant people - Neil Armstrong and Columbus	Guy Fawkes	Local area study	N/A	The Royal Family	N/A
<b><u>Skylarks (3/4)</u></b>	Stone Age to Iron Age	N/A	N/A	Romans	N/A	Ancient Egypt
<b><u>Barn Owls (5/6)</u></b>	The History of Space Travel	N/A	Anglo Saxons and the Vikings	N/A	The Civil Rights Movement	WW2

### Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b><u>Wrens (R)</u></b>	N/A	Let's celebrate - Christmas and other celebrations	N/A	N/A	Comparing traditional stories - past and present	N/A
<b><u>Robins (1/2)</u></b>	The history of vehicles	Significant People - Rosa Parks and Emily Davison	N/A	N/A	N/A	The Great Fire of London
<b><u>Skylarks (3/4)</u></b>	N/A	Ancient Greece	N/A	N/A	Significant People - Matthew Henson	N/A
<b><u>Barn Owls (5/6)</u></b>	N/A	The Mayan civilization	N/A	The Victorians	Local area study	N/A

## Early Years Curriculum

The EYFS framework is structured across seven areas of learning rather than subject areas. Below is a table highlighting how skills taught in Reception feed into the National Curriculum subjects.

The statements from the 2020 Development Matters are prerequisite skills for history within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

<u>Early Years Curriculum</u>	<u>When is it taught?</u>
Comment on images of familiar situations in the past.	<b>This will be taught explicitly in term 2, when the children investigate celebrations both past and present, and in term 5, when the children will look at comparing traditional stories both past and present. There will also be opportunities throughout the year for children to look at images of familiar situations in the past and talk about how these situations might look different now.</b>
Compare and contrast characters from stories, including figures from the past.	<b>In term 5 the children will look at traditional stories from the past and present and have the opportunity to compare these. When they look at ‘people who help us’ in term 3, they will also have the opportunity to investigate some significant figures from the past.</b>
Talk about the lives of people around them and their role in society (ELG).	<b>In term 3, the children will look at ‘people who help us’ and think carefully about their role in both a local and wider context. In term 1, they will also have the opportunity to think about the role of adults in their immediate context within school, when they experience the learning challenge based around ‘me, my class and my school’.</b>
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG).	<b>In term 5, the children will compare traditional stories from the past and present, allowing them to identify differences between things in the past and now. They will also have a chance to do this in term 3, when they partake in a simple local area study, where they can think about how aspects of their local area have changed over time and the similarities and differences between now and then.</b>
Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).	<b>In term 5, the children will compare traditional stories from the past and present, allowing them to try to understand the past through settings, characters and events encountered in books.</b>

## Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

<u>National Curriculum</u>	<u>When is it taught?</u>	<u>Why?</u>
<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Cycle B Term 1 - The History of Vehicles</b>  <b>Cycle A Term 5 - The Royal Family</b>  <b>Cycle B Term 2 - Significant People (Emily Davison and Rosa Parks)</b></p>	<p><b>Living in a rural community, looking at changes over time to vehicles through the History of Vehicles unit means children can make links to where they live and to agricultural life.</b></p> <p><b>Learning about the Royal Family allows the children to think about how this institution has changed over time and lays the foundations for them to learn about past monarchs in future year groups, as well linking to several British Values (democracy, mutual respect, tolerance).</b></p> <p><b>The children will learn about Emily Davison and Rosa Parks as this lays the foundations for future learning in KS2 where they will learn about the Civil Rights movement (Rosa Parks) and the changing role of women in WW2 (links to Emily Davison and the right to vote as well as the British Values of democracy, mutual respect and individual liberty).</b></p>
<p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</p>	<p><b>Cycle B Term 6 - The Great Fire of London</b>  <b>Cycle A Term 2 - Guy Fawkes and Parliament</b>  <b>Cycle B Term 2 - Significant People (Emily Davison and Rosa Parks)</b></p>	<p><b>Learning about the Great Fire of London and Guy Fawkes and Parliament links well with the children's learning about the UK and London in Geography. It gives them a greater sense of life outside of Norfolk, particular in the Capital, and lays the foundation for future work on democracy, the rule of law and individual liberty. Links can be made to the Year 3/4 unit on Ancient Greece and The Romans where the children will learn about how these civilizations established law and democracy (linking</b></p>

<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners- Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).</p>	<p><b>Cycle A Term 5 - The Royal Family</b>  <b>Cycle B Term 2 - Significant People (Emily Davison and Rosa Parks)</b>  <b>Cycle A Term 1 - Explorers (Neil Armstrong and Christopher Columbus)</b></p>	<p>to the study of our own Parliament).</p> <p>Learning about significant individuals in the Royal Family links well with our work on British Values and also allows for comparisons between monarchs in different time periods.</p> <p>The children will learn about Emily Davison and Rosa Parks as this lays the foundations for future learning in KS2 where they will learn about the Civil Rights movement (Rosa Parks) and the changing role of women in WW2 (links to Emily Davison and the right to vote as well as the British Values of democracy, mutual respect and individual liberty).</p> <p>Learning about Christopher Columbus and Neil Armstrong allows the children to make comparisons between exploration over time and also links well to their work on the History of Vehicles as they will be able to compare modes of transport over time that allow for further, and speedier, exploration. Their work on Christopher Columbus will link well with their study in Year 5/6 on the Ancient Mayan Civilization as well as the work in Year 3/4 on South America and the Amazon Rainforest and Year 5/6 on South America and the Galapagos. Studying Neil Armstrong will also lay the foundations for the small unit studied in Year 5/6 on the History of Space Travel.</p>
<p>Significant historical events, people and places in their own locality.</p>	<p><b>Term 3 Cycle A - links to the Geography unit where the children conduct a local area study</b></p>	<p>The children will have the chance to look at their local area and see how it has changed over time. This will lay the foundations for their local history study in Year 5/6 where they will deepen their knowledge of the history of the local area and make links to their study of other historical periods, such as the Anglo Saxons and The Vikings.</p>

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

<u>National Curriculum</u>	<u>When is it taught?</u>	<u>Why?</u>
<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Examples (non-statutory) could include:</p> <ul style="list-style-type: none"> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>• Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> </ul>	<b>Year 3/4 Cycle A Term 1</b>	<p>This is studied in Year 3/4 so that children can learn about chronologically earlier periods in LKS2 before moving on to more recent history in UKS2.</p>
<p>The Roman Empire and its impact on Britain. Examples (non-statutory) could include:</p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54 BC</li> <li>• the Roman Empire by AD 42 and the power of its army</li> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>	<b>Year 3/4 Cycle A Term 4</b>	<p>This is studied in Year 3/4 so that children can learn about chronologically earlier periods in LKS2 before moving on to more recent history in UKS2.</p>
<p>Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) could include:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village</li> </ul>	<b>Year 5/6 Cycle A Term 1</b>	<p>This is studied in Year 5/6 following the children's study of The Romans in Year 3/4 which will lay the foundations for their study of this period. The children will be able to make links between what they learned about The Romans and see how the Roman withdrawal from Britain allowed for settlement by the Anglo Saxons and then the Vikings. They will also be able to see how The</p>

<p>life</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne.</li> </ul>		<p>Roman civilization left imprints on the history of Britain which have remained to this day. The children will study the Vikings as part of this unit as it will allow them to see how the Viking invasions led to many battles across the country. They will also be able to make links to this time period when they complete their local area study as they will be able to see how the Anglo Saxons and the Vikings shaped the area in which they live.</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples (non-statutory) could include:</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>		
<p>A local history study. Examples (non-statutory):</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<p><b>Year 5/6 Cycle B Term 6 - link to the Anglo Saxons and Vikings</b></p>	<p>This unit will allow the children to make links to the Anglo Saxons and the Vikings study, which they also complete in Year 5/6, in order to see how this has shaped the area in which they live. This unit is placed in Year 5/6 as by this point the children should be able to apply all the historical skills, as well as the knowledge of other historical time periods, that they have learnt so far to see how their local area has changed over time.</p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) could include:</p> <ul style="list-style-type: none"> <li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</li> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>• a significant turning point in British history, for example, the first railways or the Battle of Britain.</li> </ul>	<p><b>Year 5/6 Cycle A Term 2 - The History of the Civil Rights Movement</b>  <b>Year 3/4 Cycle A Term 4 - The Romans</b>  <b>Year 3/4 Cycle B Term 2 - The Ancient Greeks</b>  <b>Year 5/6 Cycle A Term 6 - WW2</b>  <b>Year 5/6 Cycle B Term 5 - The Victorians</b></p>	<p>The children will learn about the history of the Civil Rights Movement as this is a current issue which is very prevalent. This will link to their work on British Values (democracy, the rule of law, individual liberty, mutual respect and tolerance) and will also link to their work in Year 1/2 where they studied Rosa Parks. The legacy of Greek and Roman culture will be studied through the children's work in Year 3/4 on both the Romans and the Ancient Greeks; they will be able to make links to this legacy through other units studied across KS2. The children will study WW2, in particular the changing role of women (which links to their work in Year 1/2 on Rosa Parks and Emily Davison, as well as their work in Year 3/4 on The Ancient Greeks where they will learn about how women were treated differently in both Sparta and Athens) which will enable them to see the turning point in Women's rights within the context of British history as well as being a significant change in social history. They will also study the Blitz, which will allow for further study of a significant turning point in history. The study of the Victorians in Year 5/6</p>



		allows the children to make links to their learning on The Royal Family in Year 1/2 and also allows for further study on the changing power of monarchs.
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	<b>Year 3/4 Cycle A Term 6 - Ancient Egypt</b>	This is studied in Year 3/4 so that children can learn about chronologically earlier periods in LKS2 before moving on to more recent history in UKS2.
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	<b>Year 3/4 Cycle B Term 2</b>	This is studied in Year 3/4 so that children can learn about chronologically earlier periods in LKS2 before moving on to more recent history in UKS2.
A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	<b>Year 5/6 Cycle B Term 2 - Ancient Mayan Civilization</b>	The children will study the Ancient Mayans in Year 5/6 as, although chronologically earlier than the other topics studied in UKS2, it will allow them to make links to their learning in the Year 5/6 Geography unit on South America and the Galapagos, the Year 1/2 unit on Explorers (Christopher Columbus) and will allow for comparisons between other ancient civilizations studied in Year 3/4 (Ancient Greeks and The Romans)

## Strand Development - Skills

<u>Threads</u>				
	<u>Historical knowledge</u>	<u>Source-work</u>	<u>Historical enquiry</u>	<u>Chronology</u>
<b><u>Reception</u></b>	Begin to recognise the difference between past and present. Recall facts about their own past, lives of others around them and figures from the past.	Compare characters from stories. Comment on similarities and differences.	Ask simple questions about their own past and past of significant figures from the past.	Begin to sequence images in a story of a figure from the past. Begin to sequence their own life.
<b><u>Year 1/2</u></b>	Recognise differences between past and present in their own and others lives. They know and recount episodes from stories about the past. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Compare two versions of past events. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Find answers to simple questions about the past from sources of information e.g. artefacts. Use a source to observe - handle sources to answer questions about the past on the basis of simple observations.	Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Sequence artefacts closer together in time - check with reference book. Sequence photographs from different periods of their life. Describe memories of key events in their lives.
<b><u>Year 3/4</u></b>	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museums, cartoons etc. Look at available evidence. Begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Use evidence to build a picture of the past. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions.	Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Place events from periods studied on timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.
<b><u>Year 5/6</u></b>	Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect in another period Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support their explanation. Know key dates, characters and events of time studied.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events. Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build a picture of the past. Select relevant sections of information. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out missing information. Bring knowledge gathered from several sources together in a fluent account.	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.

## Year 1 and Year 2 - Knowledge to be taught

<b>Explorers - links to Geography unit: Continents and Oceans</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Events beyond living memory that are significant nationally or globally e.g. the Great Fire of</p>	<p>This unit studies three very different explorers over time. (Columbus- sea, Armstrong- air and Fawcett- land). <b>These are direct links to the Year 1/2 topic 'History of Vehicles' which studies the development of different forms of transport and how they have improved people's lives over the years.</b> The topic begins with Christopher Columbus and the concept of an explorer. Children will study his early life as a sailor and mapmaker. This part of the unit will cover aspects such as: navigation, journey by land, journey by sea and voyages. <b>All of which are the main focus during the Year 3/4 topic 'Explorers: Matthew Henson' and his co-discovery of the</b></p>	<p><b><u>Who was Christopher Columbus?</u></b>  <b>Christopher Columbus</b> was an <b>explorer</b> (someone who travels to places about which very little is known, in order to discover what is there).  Columbus was born in <b>Genoa</b>, in northern <b>Italy</b>.  As a young man, he worked as a <b>sailor</b> but when he was 25 he nearly drowned.  His ship was attacked by an enemy <b>warship</b>.  He decided to stop being a sailor and work as a <b>mapmaker</b>.  <b><u>Map Making</u></b>  Mapmakers were very important because many places were still being <b>discovered</b> and explored so maps were constantly changing and being argued about.  Maps were used by sailors to <b>navigate</b> the oceans.  Navigate means 'to decide which <b>route</b> to take'.  Maps were not very accurate at this time as large parts of Africa hadn't been explored and America was completely unknown.  In the 1400s, many people believed the Earth was flat.  They thought ships could fall off the edge of the Earth.  Compare Martellus's map with a modern day map and identify differences.  In Columbus's time, <b>merchants</b> travelled to Asia to buy <b>spices, silk and gold</b>.  They had to make a very long journey by land.  <b>Explorers</b> tried to find an easier route by sea.  While other explorers headed south, Columbus decided to sail west.  He knew the world was round, so he thought that he could keep on sailing until he reached Asia.  In the 1400s nobody knew that America existed so Columbus didn't realise he would arrive in <b>America</b> instead of <b>Asia</b>.  Columbus asked the King and Queen of Spain to pay for his voyage.  Spain was ruled by <b>King Ferdinand</b> and <b>Queen Isabella</b>. They supported Columbus because they wanted to find an easier way for traders to reach Asia.  On 3rd August 1492, three ships left Spain - they were the <b>Santa Maria, the Nina and the Pinta</b>.  On 12th October 1492, the ships dropped anchor in a large bay.  Columbus rowed to the shore and knelt down on the sand. Columbus named the island he had found '<b>San Salvador</b>'.  Columbus found many different plants and animals on the islands.  Know that <b>Native American</b> people lived on the islands. Columbus called them 'Indians', because he thought he'd landed in '<b>The Indies</b>' (Asia). They ate things such as pineapples, chilli peppers, bell peppers, potatoes and sweet potatoes.</p>	<p><b>Podcasts/blog entries about their chosen explorer</b></p>	<p>Neil Armstrong - Jennifer Strand</p> <p>Project Apollo: the race to land on the moon - David Jefferis</p> <p>A Picture Book of Christopher Columbus - David A. Adler</p> <p>A Journey With Christopher Columbus - Stuart A. Kallen</p>

<p>London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p><b>North Pole.</b> The second part of the topic concentrates on the life of Neil Armstrong. It mentions periods of time that are seen again throughout the history curriculum. For example, he was born in 1930 and served in the US Navy for four years (1958) It should be recognised that he lived through World War 2 which is seen in the Year 5/6 curriculum- World War 2 it can also be mentioned that during this period of time was also the Civil Rights Movement (again Year 5/6)</p>	<p>He explored a world new to <b>Europeans</b>. People later called it the <b>New World</b>. When Columbus returned to Spain he was welcomed as a hero. He brought gifts of gold, plants and parrots. King Ferdinand and Queen Isabella wanted more treasure so they paid for Columbus to travel again and take 1000 people with them who would live on the islands that Columbus discovered.</p> <p><b>Neil Armstrong</b></p> <p>Neil Armstrong was an <b>American astronaut</b> - someone who travels in <b>space</b>. He was the first person to walk on the <b>moon</b>. When Armstrong stepped onto the Moon he said "That's one small step for a man, one giant leap for mankind"</p> <p>There is no <b>oxygen</b> on the moon so no plants or animals can live there. Astronauts have to breathe oxygen from an <b>air tank</b> on their backs. Oxygen is a gas found in the air that humans and animals need to breathe.</p> <p>Young Neil Neil Armstrong was born in 1930 in the state of <b>Ohio, USA</b>. When Armstrong was 17 he went to University - a place where people go to study. He studied how planes fly. Then he joined the <b>navy</b> as a <b>pilot</b>. The navy is the army of ships and sailors that defend a country at sea. He served in the US Navy for four years.</p> <p>In 1958, Armstrong joined the <b>US Space Program</b> (a set of journeys and experiments that aim to explore space).</p> <p>At that time, the USA and Russia were competing in the <b>Space Race</b>. The Space Race was a competition between the USA and Russia in the 1950s and 1960s to be the first to travel in space.</p> <p>In 1961, a <b>Russian</b> astronaut called <b>Yuri Gagarin</b> became the first man to travel in space.</p> <p>In 1967, US scientists began making plans for a <b>moon landing</b>. They designed a new spacecraft called <b>Apollo</b>. It had three parts: <b>a lunar module, a command module and a service module</b>.</p> <p>There were many test flights before the moon landing.</p> <p><b>Apollo 11</b> was the first spacecraft to make a moon landing. Neil Armstrong was the flight commander (the person in charge of a flight) <b>Michael Collins</b> was the command module pilot (the command module is the part of a spacecraft that carries the astronauts through space) <b>Buzz Aldrin</b> was the lunar module pilot (the lunar module is the part of a spacecraft that can land on the moon)</p> <p>Apollo 11 launched in 1969 it took off from the <b>Kennedy Space Centre in Florida, USA</b>. The lunar module separated from the command module and <b>descended</b> gently to the moon's surface. The module was called <b>The Eagle</b>. Neil Armstrong said 'The Eagle has landed' to tell people that they had arrived on the moon.</p>		
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<b>The Great Fire of London</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>The knowledge acquired in this unit will help pupils when studying the unit on London in Year 1/2 specifically with reference to London landmarks such as St Paul’s Cathedral and the River Thames. Historical thinking is developed through understanding the events that led up to the fire and the changes that were a direct consequence of the fire.</p>	<p>Know that the <b>Great Fire of London</b> occurred in <b>1666</b>.            Know the location of <b>London</b> on a map of the UK.            Know that buildings were mostly made from <b>wood, straw and pitch</b>.            Know that pitch is a tar like substance that protects the wood from water damage.            Know that pitch is <b>flammable</b>.            Know that the buildings were very close together.            Know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.            Know that people used fire to cook and for light.            Know that Thomas Farriner’s <b>bakery</b> in Pudding Lane was the <b>source</b> of the fire as the oven fire was still burning overnight.            Know that the Great Fire of London started on 2nd September 1666.            Know that there was a strong wind, which helped the fire to spread.            Know that <b>Samuel Pepys</b> was a man living in London at the time.            Know that he wrote a <b>diary</b> describing the fire.            Know that this is one of the most important <b>sources</b> of information about the fire.            Know that we often learn about the past from things people wrote at the time including diaries.            Know what Samuel Pepys looks like.            Know that they tried to stop the fire by pulling down houses (called a <b>firebreak</b>).            Know that people tried to put out the fire with simple fire fighting equipment including buckets of water but the fire was too strong.            Know that the <b>River Thames</b> stopped the fire spreading to the <b>South</b>.            Know that the fire went on for four days.            Know that the fire destroyed many homes and <b>St Paul’s Cathedral</b>.            Know what a cathedral is and know what St Paul’s Cathedral looks like now.            Know that the <b>monarch</b> at the time was called <b>King Charles II</b>.            Know that after the fire, he wanted to <b>rebuild</b> London and improve it with wide streets, beautiful parks and no overcrowding.            Know that in 1668 new rules were put in place that said that buildings had to be made of <b>stone</b> and <b>brick</b> to stop a similar fire happening again.            Know that after the fire, the London <b>Fire Brigade</b> was set up to stop this happening again.            Know that a <b>monument</b> was built to remember what happened and the people who died.            Know that a monument is something that is built to remember an important event.            Know the rhyme ‘London’s Burning’ by heart.</p>	<p><b>Make some historically accurate buildings and set them alight</b></p>	<p>The Great Fire Of London by Emma Adams and James Weston Weston Lewis.</p> <p>The Great Fire of London - Liz Gogerly</p> <p>Toby and the Great Fire of London - Mar</p>

<b>Guy Fawkes</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>This unit introduces children to the Houses of Parliament and the UK Government. During the unit children will learn the language of Houses of Parliament, The House of Commons and The House of Lords. The children will learn that the UK has a Prime Minister and also the process that people vote for different parties within the Houses of Parliament. This is a basis for the children to build on as the year progresses.</p> <p><b>Links to the following year 1/2 topics on The Royal Family and Significant People.</b></p>	<p>Guy Fawkes was born in 1570 in York, England.  In England at the time there were two main religious groups - <b>Protestants</b> and <b>Catholics</b>.  Protestants believe that <b>faith</b> in God alone is needed to get into <b>heaven</b>. Catholics believe that both good <b>deeds</b> and faith in God are needed to get into heaven.  His parents were <b>Protestants</b> but during his childhood Guy <b>converted</b> to <b>Catholicism</b>.  In 1594 he joined a group of fellow English Catholics, led by Robert Catesby, in a plot to blow up the <b>Houses of Parliament</b> in order to kill the <b>monarch King James I</b> and his <b>Government</b>.  Know that the Houses of Parliament is what we call two buildings in London - <b>The House of Commons and The House of Lords</b>, which are next to each other. This is where people decide the laws of England.  Know that the parliament of some countries, for example Britain, is the group of people who make or change the laws. Know that we have a <b>Prime Minister</b> who runs the country.  Our current Prime Minister is called Rishi Sunak.  Know what The Houses of Parliament look like.  The clock tower is known as <b>Big Ben</b>.  People called <b>Members of Parliament (MPs)</b> meet here to discuss important decisions for the country.  Know what King James I looks like.  Know that we can identify him as a monarch by his clothes and crown.  Guy Fawkes and his men decided to blow up the Houses of Parliament on <b>5th November 1605</b> at the opening of parliament.  Guy Fawkes was responsible for lighting the fuse to the barrels of gunpowder, which they hid under the Houses of Parliament in a room the gang had rented. This is known as the <b>gunpowder plot</b>.  The plot was unsuccessful and Guy was caught and punished, along with the other <b>conspirators</b>.  Guy Fawkes is remembered today because of the failed plot.  Over four hundred years after the Gunpowder plot, we still remember how Guy Fawkes and his fellow plotters failed to blow up Parliament and kill King James I.  Bonfire night is celebrated every year on <b>5 November</b>. Bonfires, fireworks and sparklers are lit in parks and gardens all over the country. Sometimes we even burn a dummy called a 'Guy' on the bonfire - this is supposed to represent Guy Fawkes.  Since the Gunpowder Plot, whenever the King or Queen visits Parliament, there is a tradition that the royal bodyguards, called the <b>Yeoman of the Guard</b>, search beneath the Houses of Parliament for any potential plotters hiding explosives.</p>	<p><b>Create a puppet show about Guy Fawkes for another class / parents</b></p>	<p>The Gunpowder Plot - Usborne Young Reading</p> <p>Guy Fawkes - Richard Brassey</p> <p>You Wouldn't Want to be Guy Fawkes - Fiona Brassey</p>

**The History of Vehicles**

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>						
<p>Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>This unit studies the changes in transport over time. It looks at how transportation has improved people’s lives throughout history. It will teach children about the different forms of transport (land, water and air). The unit will move through different periods of time from the first wheel around 3500 BC to chariots in 20 BC. (links to Roman road building in Year 3). There will also be links to steam locomotive use in 1825 and how important this was to the successes in the ‘Industrial Revolution’, along with development of flight (links to Victorian period and history of Thompson in Year 5/6. Additional links to year 5/6 where the importance of flight will be looked into as</p>	<p>(Note: children do not need to know all the dates included in this unit but should be aware of them as a way of sequencing the development of transport over time.</p> <p>Know that the word transport refers to any vehicle that you can travel in or carry goods in. Know and identify the following forms of transport -</p> <table border="1" data-bbox="604 470 1747 694"> <thead> <tr> <th data-bbox="604 470 985 534">Land</th> <th data-bbox="985 470 1366 534">Water</th> <th data-bbox="1366 470 1747 534">Air</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 534 985 694">Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.</td> <td data-bbox="985 534 1366 694">Boat, ship, canoe, raft, submarine, hovercraft</td> <td data-bbox="1366 534 1747 694">Jumbo Jet, helicopter, hang glider, hot air balloon.</td> </tr> </tbody> </table> <p>Know that <b>transport</b> has changed over time. Know that improved <b>transportation</b> has improved people’s lives in many ways including - ability to move away from home, ability to go on holidays, ability to find out more about the world. Know that some <b>modern methods</b> of transportation have increased <b>pollution</b> including cars and planes. Know that pollution is when poisonous or dirty substances damage the land, air or water. Know that people are working to find transportation that does not damage the <b>environment</b>. Know that around 3500 BC fixed <b>wheels</b> on carts were first used. Know that <b>river boats</b> were also being used in 3500 BC. Know that horses were tamed and used for transport by 3100 BC. Know that the first <b>chariots</b> were built in 200 BC. Know that by 312 BC, the first paved <b>roads</b> were built by the Romans. The hot air balloon was invented in 1783. Know that the steam <b>locomotive</b> was running by 1825. Know that George Stephenson built an early <b>steam engine</b> called ‘The Rocket’. Know that in 1871 people used Penny Farthing <b>bicycles</b>. Know the first <b>motor cars</b> were first built in 1885 The Wright Brothers flew the first <b>aeroplane</b> in 1903 Know the first space <b>flight</b> was in 1961 Know that self-driving cars have recently been invented and are being tested to make sure they are safe.</p>	Land	Water	Air	Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.	Boat, ship, canoe, raft, submarine, hovercraft	Jumbo Jet, helicopter, hang glider, hot air balloon.	<p>Create a moving vehicle from the past, present or future</p>	
Land	Water	Air								
Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.	Boat, ship, canoe, raft, submarine, hovercraft	Jumbo Jet, helicopter, hang glider, hot air balloon.								

	part of the WW2 topic).			
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<b>The Royal Family</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils will be taught about: the lives of significant individuals in the past who have contributed to national and international achievements. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>This unit links to the Guy Fawkes and Parliament topic in which children are introduced to the concepts of Prime Minister, Houses of Parliament, The House of Commons and The House of Lords. It explains how people vote for political parties come to power and the strength of voting. The relationship between the Royal Family and Parliament is also introduced in the previous topic.</p> <p>This unit introduces children to vocabulary such as : monarch, royal, reigned, ceremony and Head of State all of which are seen again in Year 5/6 when children look at -Early Islamic Civilization.</p>	<p>Know that our current King is King Charles III. He became King in 2022 after Queen Elizabeth II died. Know that <b>Her Majesty Queen Elizabeth II</b> was our Queen before <b>King Charles III</b>. She had been on the <b>throne</b> for more than 60 years.</p> <p>Know that she was the longest reigning British <b>monarch</b> (monarch means ‘king or queen’).</p> <p>Know that for over 1500 years kings and queens have <b>reigned</b> in Great Britain.</p> <p>Know that the word reign means ‘the time during which a monarch is on the throne’</p> <p>Know that the British throne is passed down through <b>family lines</b> so most of these kings and queens were <b>ancestors</b> of our current King.</p> <p>Know that Elizabeth II is called the <b>Head of State</b>. The head of state is the highest representative of a country.</p> <p>Know that the laws of Great Britain are made by <b>Parliament</b>, which represents the people of the nation.</p> <p>Know that in England we have a <b>Prime Minister</b> who is voted for by the people. The King then allows them to make decisions and rules for the country.</p> <p>Know that our current Prime Minister is called Rishi Sunak. He is a member of the Conservative political party. The Prime Minister lives at <b>10 Downing Street</b> in London.</p> <p>Know that every person who is 18 or over gets to <b>vote</b> in an <b>election</b> to choose the Prime Minister.</p> <p>Know that the Queen’s family is called the <b>House of Windsor</b> - they have ruled in the UK for over 100 years.</p> <p>Know that the word <b>royal</b> is used to describe anything relating to a king or queen</p> <p>Know that the <b>crown jewels</b> are a collection of royal <b>ceremonial</b> objects such as <b>crowns, sceptres and orbs</b>.</p> <p>Know that the crown jewels are symbols of the British monarchy and are used for traditional ceremonies including <b>coronations</b>.</p> <p>Know that since the 14th century, the crown jewels have been kept at the <b>Tower of London</b> where they are guarded by the <b>Beefeaters</b>.</p> <p>Know that the Tower of London is famously guarded by <b>ravens</b>.</p> <p>Know that a raven is a large black bird.</p> <p>Know that <b>Windsor castle</b> is the official residence of the British Royal Family and has been for more than 1000 years.</p> <p>Know that a <b>residence</b> is another word for ‘home’.</p> <p>Know that it is on the banks of the <b>River Thames</b> at Windsor.</p> <p>Know that the Queen’s official London <b>residence</b> is Buckingham Palace.</p> <p>Know that London is the <b>capital city</b> of England.</p> <p>Know that <b>The Royal Standard</b> flag flies from the top of the palace when the queen is at home.</p> <p>Know that Buckingham Palace is the setting for many displays of royal <b>pageantry</b> such as the Changing</p>	<p><b>Send portraits of the King to Buckingham Palace</b></p>	<p>Kings and Queens - Tony Robinson</p> <p>The Queen and her family - CJ Leonard (Dorling Kindersley)</p>



	<p>of the guard and <b>Trooping the Colour</b> parade. Know that pageantry means a 'grand display'. Know that 'trooping the colour' marks the King's official birthday in June.</p> <p>Know that a coronation is the <b>ceremony</b> at which a king or queen is crowned. Know that a ceremony is a special event.</p> <p>Know that this takes place at <b>Westminster Abbey</b> in London.</p> <p>Know that Westminster Abbey is an important church where significant events take place such as royal weddings, coronations and is where many kings and queens are buried.</p> <p>Know that the Royal family and the queen attend many events around the country and around the world each year. They visit places such as hospitals, schools, charities and community centres.</p> <p>Know that the phrase '<b>next in line to the throne</b>' refers to the next person who will be King or Queen in the Royal Family.</p> <p>Know that the phrase '<b>order/line of succession</b>' means the order that different members of the Royal family will be in line to the throne.</p> <p>Know the next 3 people who will become King or Queen (currently in 2023 this is Prince William, Prince George then Princess Charlotte).</p> <p>Know that in the past, males came before females in the line of succession. However, the law changed in 2015, so that now the succession is decided only by age: older children come before younger children.</p> <p>Know that every year the King appears on television on Christmas Day to give his <b>Christmas Message</b> this is watched by millions of people across the world.</p>		
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<b>Significant People - Emily Davison, Rosa Parks</b>				
<b>National Curriculum Links</b>	<b>Context</b>	<b>Key knowledge and vocabulary</b>	<b>End of topic outcome</b>	<b>Key texts that link to the topic</b>
<p>Pupils should be taught: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Rosa Parks and Emily Davison). Events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, significant historical events, people</p>	<p>This unit links to previous units on The Royal Family and Guy Fawkes and Parliament (1605). This unit provides more knowledge of Parliament and the struggle that women endured to gain their right to vote. The concentration on Emily Davison and Annie Kenney as part of the unit focuses on a changing period of time in Britain during and after the Industrial Revolution. (Revised again in Year 5/6 as part of the Victorians topic). There is also the introduction of Rosa Parks and the Civil Rights Movement in the USA (1954 – 1968). (In Year 4, the children will build on their learning of Rosa Parks during the study of the ‘Life of Nelson Mandela’ and also again in Year 6, through the study of the ‘Civil Rights Movement’).</p>	<p><b>Emily Davison</b> Emily Davison was born in 1872 in London, England. She wanted to improve the lives of women and fought so that they would be treated the same as men. She often broke the <b>law</b> and put her life in danger for what she believed in. Men had more <b>rights</b> than women, including the right to <b>vote</b> in <b>elections</b>. Emily Davison and other <b>suffragettes</b> thought this was wrong. A suffragette was a woman who was involved in the <b>campaign</b> for women to have the right to vote. A campaign is a planned set of activities that people carry out over a period of time in order to achieve change.</p> <p><b>Rosa Parks</b> Rosa McCauley (later Parks) was born near Montgomery, Alabama, USA on 4th February 1913. Rosa Parks risked her life to improve the lives of African Americans. An <b>African American</b> is an American citizen whose ancestors were brought to North America from Africa as slaves. Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. Life for African Americans was very different when Rosa was growing up. In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called <b>segregation</b> - separating groups of people according to their race, gender or religion.</p> <p><b>When and where did they grow up? Note - this is background information that the children are not expected to remember</b> Emily Davison’s family was quite wealthy. Emily, her brothers and her sisters were mostly taught at home. In Victorian London, most women from wealthy families did not go out to work. Emily did well at school and went to university. Most students were men. She scored top marks in her exams at Oxford University, but women were not awarded degrees like men. Rosa Parks went to several local schools when she was growing up. Rosa had to leave school early to care for her mother and grandmother, who were ill. African American children could not go to the same schools as white children. Schools were not the only places that were segregated in Alabama. While white American children could travel to school by bus, African Americans like Rosa had to walk.</p> <p><b>What did they do?</b> Emily Davison became a suffragette. Many suffragettes believed in breaking the law to win more rights for women.</p>	<p><b>Create a blog or podcast about their chosen significant person</b></p>	<p>A Picture Book of Rosa Parks - David A. Adler  Emily Davison - Izzy Howell</p>

and places in their own locality.

Davison even used violence and many suffragettes disagreed with her extreme ideas. Some suffragettes set fire to the houses of important people in government and even planted bombs. In 1911, Emily Davison hid inside the **Houses of Parliament**. Women could not become **Members of Parliament** (someone who is elected to sit in parliament and helps to make laws) until 1918. From 1918, women over 30 began to be able to vote. In 1928, women had the same voting rights as men. Suffragettes risked being **arrested** to draw attention to their beliefs. Davison was sent to prison several times because of her protests, along with other suffragettes. The Suffragettes helped to make society more equal for women. On 1st December 1955, Rosa Parks caught the bus after work. The driver asked her to give up her seat so a white passenger could sit down. Parks refused, and was arrested for breaking a law on segregation. Parks was fined for not giving up her seat on the bus. African Americans **boycotted** the buses in Montgomery, Alabama for more than a year. A boycott is when you refuse to use something as a form of protest. Parks's refusal to move was supported by other African Americans. Finally, the **US Supreme Court** decided that segregation on buses was against the law. The Supreme Court is the highest court of law in the United States.

**Fighting for Freedom. Note - this is background information that the children are not expected to remember**

On 4th June 1913, Emily Davison ran out onto the track during the Derby horse race. She tried to grab the horse owned by King George V but she was knocked to the ground and badly injured. The race was filmed and people across the country saw Davison's protest. Davison died from her injuries four days after the race. She died for her cause, but no one knows if she meant to die in her protest. Many people think that she was trying to attach a flag to the horse. After the brave protest in Montgomery, Rosa Parks found life difficult. She was a hero to African Americans, but she lost her job and had to move house to find work. Parks was famous but she was never rich, African Americans continued their battle to have the same rights as white people.

**How did they change the world?**

Emily Davison's death was reported around the world. More people learned about women's struggle to be allowed to vote. Many other women chose peaceful ways to protest. Between 1914-18 women workers helped to win World War 1 by working in factories to keep them running while men were fighting in the war. The wartime changes and the protests of suffragettes like Davison changed people's minds. Some women were allowed to vote in 1918. Parks's refusal to move from her seat on the bus inspired many people. Many others risked arrest or violence to protest peacefully. Parks was called the "Mother of the Civil Rights Movement".

		During the 1960s, the protests won equal rights for African Americans. Parks died in 2005. Four years after her death, Barack Obama became the first African American <b>President</b> of the USA		
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Year 3 and Year 4 - Knowledge to be taught

<u>Stone Age to Iron Age</u>				
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>This is the beginning of the pre-history topics. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life including the building of small houses with thatched roofs (seen again in Anglo Saxons year 5/6). The topic also introduces the term 'archaeologist'. This term will be used again in the next topic The Roman Empire in Britain and again throughout the topics of Anglo Saxons and the Vikings (5/6), Ancient Egypt (3/4) and Ancient Greece (3/4). In the latter part of the topic, the idea of farming and understanding of seasons is explained. (The Winter Solstice and the Summer Solstice) This links to the Ancient Egyptians</p>	<p>Know the timeline showing the <b>Bronze Age, Iron Age, Stone Age.</b>            Know that the term '<b>prehistory</b>' means the time before people started writing and being able to record events. The suffix 'pre' means 'before' so prehistory is literally 'before history'.            Know that people have been in Britain for about 1 <b>million</b> years (1,000,000 yrs) and the first writing found was from 2000 years ago. This means there is a lot of human history that we don't know about from written records.  <b>Historians and archaeologists</b>, who study history and prehistory, look for <b>evidence</b> to work out what happened and what life was like in the past.            Historians use <b>primary and secondary sources</b> to find out about the past. Primary sources are from the period of time that's being studied - this includes objects and writing from the time period studied.            Secondary sources are not from the time period being studied. They include books and videos about the past.            Know the three ways that archaeologists can <b>date</b> objects            1. Studying carbon atoms every living thing contains <b>carbon atoms</b> and over time these atoms <b>decay</b> - you can tell how old things are by seeing how much of this type of atom is left            2. Studying how deep something is buried in the ground. Things at the top are newer and things deeper down are older.            3. Look at what they are buried with - if items are buried alongside other items that we know a lot about we can say these new items are from the same time period.            Know the earliest signs of humans in Britain have been discovered in a place called <b>Happisburgh</b> - these included basic <b>stone tools</b> and teeth. No human bones have been found from this period.            Know at the time the land looked very different and Britain was connected to Europe.            The stone tools are the earliest evidence of people in Britain. The remains found are possibly 950,000 years old (nearly 1 million yrs ago)            Know that <b>Stone Age</b> is named because the people used stones as tools.            Know that our species is called <b>homo sapiens</b>. When we go back into prehistory humans looked different from us today. Our ancestors include <b>Australopithecus, Homo Erectus and Homo Neanderthals.</b>  <b>Boxgrove Man</b> - the earliest human remains were found in Boxgrove in South East England. The remains are known as Boxgrove Man. These remains are believed to be 500,000 years old.  <b>Paviland Man or 'The Red Lady'</b> - originally thought to be a woman as they were buried with jewellery. Buried 33,000 years ago. It is believed he was killed whilst hunting a woolly mammoth.            Know that a <b>Woolly Mammoth</b> is an <b>extinct</b> mammal from this period which was known for its shaggy fur and large tusks.            During this time Britain was often covered in large glaciers made of ice and is known as part of the last</p>	<p><b>Create an exhibition of their work for other classes / parents</b></p>	<p>Stone Age Science series by Gerry Bailey and Felicia Law</p>

	<p>using the three seasons to farm and their dependence on the River Nile.</p> <p>'Trading' is studied at the end of the topic, which is seen again in the Romans and also Anglo-Saxons and the Vikings. It also explains that during the Bronze Age, hill forts were built to protect against raiders (Vikings Year 5/6 link).</p> <p>Children are taught that the Roman Emperor Julius Caesar led an invasion to conquer Britain in search of the rich resources of gold, silver, lead, copper and tin. This was the end of Prehistoric Britain (as the Romans could read and write), linking to the year 3/4 topic on Romans.</p>	<p><b>ice age.</b> About 11,500 years ago the glaciers melted and the ice age was over. Know that after the glaciers melted, Britain was open grassland with lakes and forests. Many animals such as deer, boar, elk and wild cattle roamed and the hunters of the <b>Mesolithic</b> age used tools made from stone to hunt them. They also used deer antlers as spears to hunt land animals or used them as harpoons to hunt fish in the lakes and rivers.</p> <p>People may have lived in small houses with <b>thatched roofs</b> as found in Star Carr in Yorkshire. People lived in caves too.</p> <p>We know from fossils, the Mesolithic people looked more like us and lived in families. They also had spiritual beliefs too. They wore clothes and had possessions such as jewellery and ornaments. They were often buried with their belongings, which gives us a clue that they had spiritual beliefs.</p> <p>Know that we have found out about animals from the Mesolithic period from studying <b>cave paintings</b>. This shows that people hunted for meat. People also ate vegetables and fish too. We know that they ate fish as piles of bones have been found together near early human settlements.</p> <p>People at this time are known as <b>hunter-gatherers</b> as they hunted for animals and gathered plants to eat. A hunter-gatherer is a human living in a society in which most or all food is obtained by foraging (collecting wild plants and pursuing wild animals).</p> <p>Know that in the <b>Neolithic</b> period people had begun to grow their own crops and <b>domesticate</b> animals to be used as helpers or as food.</p> <p>Know that towns were being formed rather than settlements that were just used to rest for a short time. People were beginning to stay in one place because they needed to stay in one place to tend the crops and look after their animals. This is the start of how most people live today in one particular place and not travelling around. This is known as an agricultural society as agriculture means farming food rather than hunting and gathering it.</p> <p>Know that fighting began as the <b>population</b> grew and space was needed to grow crops. This resulted in land wars to obtain space. A disease called tuberculosis killed many people ( this came from the milk of an infected cow). Disease spread quickly and humans got many diseases that the animals had.</p> <p>Know that <b>Skara Brae in Orkney</b> is known as one of the most important places for archaeologists to learn about the Neolithic period.</p> <p>Know that Neolithic people created <b>stone circles</b> to mark important days in the year - <b>The Winter Solstice and Summer Solstice</b> (Shortest and longest days of the Year)</p> <p>Know that the most famous stone circle in the UK is Stonehenge in Wiltshire. Historians do not know the purpose of Stonehenge but many think it is either an ancient burial ground or a solar clock to help them keep track of the seasons.</p> <p>Know that the next major age after the Stone age is the <b>Bronze Age</b>.</p> <p>People found a way of making tools and weapons with metal. They separated copper (a type of metal) from copper ore (a type of rock). It was then melted and poured into moulds to make tools when it had cooled down. Copper was useful but it was quite a soft metal. When it was mixed with tin it became harder and stronger and this is called bronze. The Bronze Age started about 4000 years ago.</p> <p>Know that for the first time there was a difference between people who had many belongings and people who didn't - the rich and poor.</p> <p>People didn't have money, but could make things. The rich were the people with metal, they began to</p>		
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		<p>then swap things and <b>trading</b> began.</p> <p>Know that people with the <b>skills</b> to work metal were seen as more important than others.</p> <p>Know that trading of goods began all over Europe and people would travel to trade.</p> <p>Know that families lived in large huts, they owned animals and made or grew things they needed.</p> <p>Know that Bronze age people travelled by foot or boats. They made boats by chopping trees and hollowing them out until they floated evenly.</p> <p>Know that archaeologists found part of a <b>wheel</b> from 3000 years ago. It is the oldest wheel found in England. People think that this is evidence that people travelled in other ways than just by foot or by boat.</p> <p>Know that <b>hill forts</b> were built with walls around them to stop <b>raiders</b> taking camps or animals</p> <p>Know that alliances between families meant people began to live in <b>tribes</b>.</p> <p>Know that people began to fight for land more and wanted to be in a strong tribe to protect themselves.</p> <p>Know that the weather became colder and wetter. Parts of England became too cold and wet to farm anymore. Archaeologists have discovered that people often threw bronze axes and swords into rivers and believe this was done as an offering to the water spirits and gods in return for good weather. This shows that people had developed <b>spiritual beliefs</b>.</p> <p>Know that from around 800 BC the <b>Iron Age</b> began.</p> <p>Know that iron had begun to be used more than bronze as it is thought that maybe the materials needed to make bronze had become harder to find.</p> <p>Know that tools and weapons were now being made of iron.</p> <p>Iron Age people are often called <b>Celts</b>. These were a number of different tribes all over Britain.</p> <p>Know that <b>Danebury Hillfort</b> has given archaeologists lots of information from findings there. They have spent decades studying the site.</p> <p>Know that the Iron Age ended in 43 AD</p> <p>The city of Rome in Italy was a very powerful country. They knew that Britain had rich resources such as gold, silver, lead, copper and tin and they also liked the glory of conquering new lands. The <b>Roman Emperor Julius Caesar</b> lead an <b>invasion</b> to <b>conquer</b> Britain</p> <p>This was the end of Prehistoric Britain - many Romans could read and write so there are good primary sources of evidence from this time.</p>		
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<b>The Romans - link to Geography unit study of a region in Europe: Italy</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about: The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall</p>	<p>This unit links to the topic of 'Stone Age to Iron Age'. The topic begins with the concepts of dictator and government (links to Year 5/6 WW2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised in the beginning of the Year 5/6 topic of Britain's Settlement by Anglo Saxons. The children will learn about the building of Roman Roads which links to the study of 'History of Vehicles' in Year 1/2 in which the invention of the wheel aided road building and the use of chariots during the Roman era.</p>	<p>Know that: Towards the end of the <b>Iron Age and Bronze Age</b> (studied in a different topic) life in Britain was very different to life in <b>Rome</b>. Rome was more developed than Britain - it had better <b>facilities</b> for the Roman people. Rome was ruled by a <b>dictator</b> - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly. Rome had a government which collected <b>taxes</b> and a very organised army which had <b>conquered</b> many different countries. There were lots of grand buildings in Rome where people could gather including <b>temples and public baths</b>. The people in Britain were called Celts. They lived together in groups called <b>tribes</b> that were ruled by a <b>chief</b>. They lived in settlements such as <b>hillforts</b>. They didn't have a government, an army or pay taxes. The only buildings they had where people could gather together were places like Stonehenge where people had feasts. People from Rome travelled peacefully to Britain to trade goods. <b>Traders</b> brought wine, olive oil, dried fruit, glass (which could be made into beads) and tools. Glass was rare and precious and owning glass beads showed that you were rich and powerful. In return they took slaves, and metals such as gold, silver, tin, copper and bronze. In 55BC an <b>army general</b> from Rome called <b>Julius Caesar</b> invaded Britain. Caesar and his army were not used to British weather as he was used to the <b>Mediterranean Sea</b> climate. This meant that his army struggled to cope with rough seas. Caesar won some battles and took some <b>hostages</b>. When the stormy weather came in autumn he decided to return to an area called <b>Gaul</b> (pronunciation: gawl), (an area where countries like France, Belgium and Netherlands are today). He planned to return to <b>conquer</b> Britain the following year. Caesar attempted an invasion of Britain for the second time in 54 BC. He brought 25,000 men and 800 ships. The Romans had a highly-organised <b>military force</b> with better equipment and well-developed fighting <b>strategies</b>. Roman soldiers lined up in battle with shields facing outwards (called a <b>phalanx</b>). They advanced slowly forward knocking enemies to the ground. If a man in the front was killed, he was replaced by the man behind. If Romans feared attack from the air they created a '<b>shell</b>' of shields around them called the '<b>testudo</b>' or <b>tortoise formation</b>. The Celt fighters were more disorganised and rushed forward in groups or individually to attack then run back. After much fighting Caesar took hostages again and returned to Gaul as the people of Gaul had begun to rebel against him.</p>	<p><b>Make shields and swords and reenact a battle on the field, using accurate formations</b></p>	<p>Tools of the Ancient Romans - Rachel Dickinson  Romans on the Rampage - Jeremy Strong  Horrible Histories - Ruthless Romans</p>



After defeating the people of Gaul, Caesar returned to Rome to fight there. He became the ruler of the **Roman Empire** but was killed a few years later.

The Roman Empire was a group of countries that Rome ruled over.

**Claudius** became the Roman emperor in AD 41 but people didn't think much of him because he had a stammer, a limp and was often ill.

He decided to invade Britain as a way of showing his power.

Claudius assembled an army of 40,000 soldiers and took with him **war elephants and war machines**.

The Romans used these machines to fire stones and ballista bolts, which were good at breaking down walls and injuring people.

Evidence suggests that the Roman troops landed at **Richborough** and marched to **Colchester** which was a town (towns were known as **oppidum**).

The Romans quickly captured the town and tribes in the South East of Britain began to surrender to the might of the Roman army.

After being conquered the people in Britain discovered that their land and a lot of their earnings now belonged to Rome. This made life very hard for them.

The **Roman Army** gave Rome the power to create the Roman Empire.

Only male Roman citizens who were at least 20 years old could join the army.

Once they joined the army they had to stay for at least 25 years and were not allowed to get married.

Many boys wanted to join the army because it paid well and when you retired you were given a gift of land or a pension to buy land.

Most men were **foot soldiers** but there were many different roles in the Roman Army.

Some soldiers called **Standard Bearers** carried the badge of a group of soldiers on a wooden pole to help groups of soldiers stick close together in battle. Other soldiers used slingshots to throw stones, rode horses and some were archers firing arrows. The armies also had doctors and weapon makers.

Soldiers in the Roman Army were divided into groups of about 80 men called **centuries**. Each of these was led by a **centurion**. Centuries joined together to form groups of around 5,000 men called **legions**.

The people they conquered were allowed to join the army but were paid less to fight.

Claudius's army in the South East of England decided to conquer the South West of Britain. There weren't many proper roads in Britain at this time as they were mostly **dirt tracks**.

The Romans built straight **roads**, which let them take the shortest route across the country. Some of these are still in use today.

They laid down different layers of materials to make sure the roads were strong with smooth hand cut stone on top.

Soldiers built the roads but were helped by **slaves**. Everything had to be dug by hand as there were no machines to help them.

Along the roads the Romans built stables so that horses could rest and new horses could be collected.

Every 12 miles there would be a '**mansio**' which was a place where people could stay.

Roads were built to **London and Exeter** so that the Romans could attack tribes living near.

The Romans marched west and were too powerful for the Celtic tribes in Britain and people were either killed or surrendered.

Along these roads archaeologists have found skeletons with evidence of injuries caused by Roman weapons including ballista bolt injuries. This shows that people tried to resist the attacks but were too

		weak to defeat the Romans.		
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<b>Ancient Egypt</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>This unit links to the Stone Age topic in Year 3/4. People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks and the Romans (link to topics in year 3/4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire. The term 'archaeologist' will be used and also the introduction of the term 'Egyptologist'. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs such as Rameses II. The topic covers the Ancient Egyptian beliefs in different gods. This will link to the year 5/6 topic on</p>	<p>Know that people have lived in <b>Egypt</b> since the <b>Stone Age</b> and that by 3500BC people were living in large <b>settlements</b>.          Know that the Ancient Egyptian <b>era</b> spanned from 3100 BC to 30 BC.          Know the location of Egypt on a world map and the <b>River Nile</b> on a map of the country. Know that Egypt is part of the continent of <b>Africa</b>.          Know that Egyptians lived in the <b>desert</b> where they would herd animals and hunt for food. Over time the desert got hotter and they moved closer to The Nile where it was easier to grow crops like wheat for food. Understand that the Nile was very important to the Egyptians.          Know that the Ancient Egyptian era came to an end when <b>Alexander The Great</b> invaded with the Greeks and the Romans invaded 300 years later. The last pharaoh of Ancient Egypt was <b>Cleopatra</b>. After her rule Egypt became part of the <b>Roman Empire</b>.          Know that <b>archaeologists</b> study historical records to work out where <b>ancient civilizations</b> were. They then go on <b>expeditions</b> to <b>excavate</b> these places - taking care not to damage anything they dig up. People who study Ancient Egypt are called <b>Egyptologists</b>.          The Ancient Egyptians buried their <b>Pharaohs</b> in impressive <b>tombs</b> filled with weapons, clothes and jewellery. On the Nile's west bank is an area known as <b>The Valley of The Kings</b> near the city of <b>Luxor</b>. The Egyptians buried many pharaohs here and over 60 tombs have been found. The most famous discovery was by <b>Howard Carter</b> in November 1922 when he discovered the tomb of <b>Pharaoh Tutankhamun</b>.          Know that from 3100 BC Egypt was ruled by kings/queens known as <b>Pharaohs</b>.          Know that Pharaohs were believed to be the living <b>descendants</b> of <b>Ra</b>, the sun god. This meant people thought Pharaohs were gods too. It was believed that the world would fall into chaos without them. Pharaohs built <b>monuments</b> of themselves to impress people and scare their enemies.          Know that Pharaohs often wore a <b>ceremonial beard</b> as a symbol of royal power. Even female pharaohs wore these.          Know that only gods and pharaohs were allowed to carry the <b>ankh</b> - a symbol of life showing that the person who held it had the power to give life and take it away.          Know that the most important official to the Pharaoh was their '<b>Vizier</b>'. The role of the Vizier included supervising the running of the country, like a prime minister does.</p> <p><b><u>Egyptian Gods</u></b>          Know that the Egyptians worshipped hundreds of different gods and goddesses.          Ancient Egyptians believed that <b>Atum</b> was the first god to exist.          Know that the Egyptian people worshipped many different gods and this is called <b>Polytheism</b>.          Know the following Egyptian Gods' names and function</p> <ul style="list-style-type: none"> <li>● <b>Anubis</b> - God of the dead (often shown as a jackal)</li> <li>● <b>Horus</b> - God of the sky (often shown as a falcon)</li> </ul>	<p><b>Plan and make different artefacts and then create a museum exhibit for visitors</b></p>	<p>Isis and Osiris by Cari Meister</p> <p>Everything Ancient Egypt - National Geographic</p> <p>Mystery of the Egyptian Scroll - Scott Peters</p> <p>Ancient Egypt - Emily Rose Oachs</p>

	<p>the Vikings and their beliefs in Gods and the 'Afterlife'. Children will study how Egyptians prepared themselves for the 'Afterlife' and the similarities between the Egyptians burials with belongings and link this to the Anglo-Saxons and the Vikings rituals in year 5/6.</p> <p>Ancient Egypt was one of the wealthiest civilizations of all time. The terms 'trade' and 'bartering' is taught and the idea that the Egyptians did not use coins and money as we do (links to Anglo Saxons and Vikings in year 5/6).</p>	<ul style="list-style-type: none"> <li>● <b>Isis</b> - Goddess of magic, the protective goddess.</li> <li>● <b>Osiris</b> - Ruler of the Underworld (often shown with black skin)</li> <li>● <b>Ra</b> - Sun god (a falcon headed man)</li> <li>● <b>Thoth</b> - The God of writing and knowledge (often shown with the head of an Ibis)</li> <li>● <b>Set</b> - The god of the desert and storms</li> </ul> <p>Know that Gods were <b>worshipped</b> in temples which were seen as 'houses for the gods'. People went to temples to pray and make <b>offerings</b> to the gods. They could only enter the outer parts of the temple. The centre of the temple was only for high priests (important religious people) and was known as the <b>sanctuary</b>.</p> <p>Know that people also visited <b>shrines</b> which were holy buildings that were not as sacred as temples where people could make their own offerings to the gods.</p> <p>Know that the Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the <b>afterlife</b>.</p> <p>They believed that the spirits of the dead travelled through <b>Duat</b>, an underground world. Duat was full of dangers like evil spirits, giant snakes and lakes of fire that you had to get past to meet <b>Osiris</b> and be reborn in a heavenly version of Egypt.</p> <p>Know that other people believe in the afterlife such as the Vikings.</p> <p>Egyptians believed that if your spirit survived Duat then the god <b>Anubis</b> weighed your heart against the <b>Feather of Truth</b>. If the scales were balanced, you could enter the heavenly kingdom. If your heart was heavier than the feather it meant you had been evil in life. Your heart would be fed to the goddess <b>Ammut</b> and your spirit would disappear.</p> <p><b>Mummification</b></p> <p>Know that the Ancient Egyptians <b>mummified</b> the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.</p> <p>Mummies were made in several stages.</p> <p>People's belongings were buried alongside them.</p> <p>Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had died.</p> <p>More than 100 pyramids have been discovered and most are on the West Bank of the Nile.</p> <p>Most pyramids were built between 2675-1759BC.</p> <p><b>Trade and Travel</b></p> <p>Know that Ancient Egypt was one of the <b>wealthiest</b> civilizations at the time.</p> <p>Know that they could mine gold from gold mines. This gold was often used to make jewellery such as necklaces, bracelets, earrings and rings.</p> <p>Know that trade was done with <b>bartering</b>. This means that items of similar value were swapped.</p> <p>Ancient Egyptians did not use coins / money as we do.</p> <p>They sold spare grain, salt and gold to other countries in <b>exchange</b> for items that could not be found in the desert such as wood, oils and metals like copper, silver and iron.</p> <p><b>Merchants</b> travelled across Egypt from town to town trading goods. Many had to travel by donkey or camel. This was very slow (around 12 miles per day) and could take many months to travel from one large settlement to another.</p> <p>The River Nile was the fastest way to travel in Ancient Egypt. Everything was transported by boat -</p>		
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grain, cattle, people and the blocks of stone used to build pyramids. Early boats were made of **papyrus**.

<b>Ancient Greece</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is</p>	<p>The term ‘archaeologists’, ‘historians’ and ‘excavate’ are used throughout (links to previous Yr 3/4 topic ‘Ancient Egyptians’). During the topic the children will be taught about systems of ‘government’ and ‘democracy’. This links to previous topics in Year 1/2, ‘Guy Fawkes’ and ‘The Royal Family’ where children have previously been introduced to these terms. The roles of women are studied in comparing Spartan women’s lives to the lives of the women from Athens. These aspects could also be linked to ‘Significant People: Rosa Parks, Emily Davison, Annie Kenney’ (Yr1/2) and World War 2 (Yr6) The role of women during WW2. The Greeks also believed in different</p>	<p>Know that <b>BC</b> means ‘Before Christ’ and know that <b>Anno Domini (AD)</b> means ‘in the year of our lord’ in Latin. Know that AD and BC are also increasingly known as <b>CE (Common Era)</b> and <b>BCE (before the Common Era)</b>. Know that <b>Ancient Greece</b> was one of the greatest human civilizations and its achievements are still influential today. Greece is studied today by <b>historians</b> and <b>archaeologists</b> who visit old cities to excavate and explore the remaining <b>ruins</b>. Greek civilization started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the <b>Dark Age</b> for this reason. The language from that time has been lost and there was very little art produced to show what life was like. From 800 BC onwards Ancient Greece became an impressive civilization. As the Dark Age came to an end <b>city states</b> developed all over Greece and became rich and powerful. City states were areas of land in Ancient Greece made up of a main city and the surrounding countryside. Each city state was separate from the others and had its own way of life, but they all shared the same language and beliefs. Most city states were near the coast so they could use the sea for food and trade. The main city states included <b>Sparta and Athens</b>. Know that: In 479 AD the two most powerful city-states Athens and Sparta teamed up to defeat the <b>Persians</b> but their friendship didn’t last long. Less than 50 years later they were at war. At the start of the 5th century BC Athens only ruled a small region of Greece. However, after leading the Greek states to victory against Persia in 479 BC the Athenians took control of a large group of city states. This made Athens the most powerful city in Ancient Greece. <b>Pericles</b>, an Athenian military leader and <b>politician</b>, was key to the city's success in the 5th century BC. He also built lots of new <b>temples</b> in Athens, including the <b>Parthenon</b> which stands on a hill above Athens today. Know that Athens developed a new system of government called <b>democracy</b>. Under the system, ordinary citizens were able to <b>vote</b> on military decisions and changes to the law. All male citizens were expected to attend the <b>assembly</b>, a meeting where they voted by putting their hands up. Women, foreigners and slaves were banned from attending the assembly so they didn’t get a vote (compare with current systems of democracy and consider if this was a fair way to run the state).  <b><u>Women in Greece - comparing men and women’s roles in Ancient Greece</u></b> (refer back to point about democracy for male citizens) Greek women were expected to avoid public places so they spent much of their time at home. Many</p>	<p><b>Publish a book of Greek myths</b></p>	<p>Ancient Greece Inside Out - John Malam  Explore Ancient Greece - Carmella Van Vleet  Horrible Histories - Groovy Greeks</p>

constructed from a range of sources.

Gods for different elements of life. These foundations of religion can be **linked to the Norse beliefs in Yr 5/6 - The Anglo Saxons and Vikings and also The Egyptians (also Yr 3/4).**

**wealthy** Greek households had separate areas for men and women. Women would manage daily household tasks like **weaving** and looking after children. The men's area was often beautifully decorated with an intricate **mosaic** on the floor and elaborate furniture including couches for men to lie on during parties.

Only boys went to school in Athens - girls were **educated** at home. Boys could only go to school if their parents could afford it. They started school at the age of seven and were taught to read, write and count. They also did physical education and music. Girls had a better education in Sparta than elsewhere in Greece. They were encouraged to exercise and stay healthy - they could practise racing, wrestling and horse-riding. The Spartans believed this would help their women produce stronger babies who would grow up to be taught soldiers.

Girls in Ancient Athens were often married by their early teens. Married women managed the household and brought up children. Athenian women couldn't **vote**, own land or **inherit** property. They couldn't have jobs and were often expected to avoid public areas.

Becoming a **priestess** was one of the only ways a Greek woman could get into a position of power. In fact, the high priestess of the goddess Athena was the most important religious figure in Athens. The **Oracle** at Delphi was the most famous priestess in Greece. The Ancient Greeks believed she had visions of the future. They went to her for advice before making important military decisions.

Spartan women had more rights than women in Athens - they could inherit and own their own property. They also married later (between the ages of 18 and 20). While their husbands were training for war, Spartan women took charge of family finances and ran the family farm. Spartan women were encouraged to take up sports. Spartan women were allowed to wear short skirts for running whereas Athenian women had to cover up their bodies.

#### **The Olympic games**

Know that the Ancient Greeks founded the **Olympic games**.

Know that they took place every four years in **Olympia**.

They were also a religious festival in honour of **Zeus** (the king of the gods).

Winners received a wreath of sacred olive leaves called a **kotinos**.

There was a **truce** in place during the games.

Know the following events were part of the games - **running, discus, javelin, long jump, wrestling, boxing, chariot racing, pentathlon**.

#### **Ancient Greek beliefs**

Religious beliefs were very important to the Ancient Greeks.

They believed in many different gods and goddesses (this is known as **polytheism**). Every god was believed to be responsible for a different part of life. Greek people would pray to different gods depending on what help they might need.

Gods were believed to be **immortal** and have supernatural powers but they also fell in love, had children, fought and argued like humans.

Gods were said to live on **Mount Olympus**.

Zeus was the most powerful god - he ruled over the other gods. Athena was the daughter of Zeus.

People **worshipped** at **temples** or at **altars** in their homes.

		<p>The Ancient Greeks believed that the dead went to an underworld below ground which was ruled by Zeus's brother, the god <b>Hades</b>. This underworld was thought to be surrounded by rivers. To reach it, you had to pay <b>Charon</b>, the ferryman, to take you across the river <b>Styx</b> (pronunciation: stiks) on his boat. People were often buried with coins to pay Charon so that their souls wouldn't be stranded between life and death.</p>		
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<b>Significant people: Matthew Henson - link to Geography unit on study of Polar regions</b>				
<b>National Curriculum Links</b>	<b>Context</b>	<b>Key knowledge and vocabulary</b>	<b>End of topic outcome</b>	<b>Key texts that link to the topic</b>
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how</p>	<p>Children are to be introduced to the terms 'primary' and 'secondary sources' and to understand what the differences between the two are. These terms will be used again in Year 6 'World War 2', where children will study a range of sources such as , diary entries , propaganda and artefacts as part of their learning and understanding. Children will also be introduced to the term 'explorer', which will be revisited when they look at Anglo Saxons and the Vikings in year 5/6. There are also links to the year 5/6 unit of work on the Civil Rights Movement with discussions about slavery and the treatment of African Americans during this time period.</p>	<p>Matthew Henson may have been the first person to stand at the <b>North Pole</b>. He reached the Pole as a member of an <b>expedition</b> to the <b>Arctic</b> led by the explorer Robert E. Peary in <b>1909</b>.  Matthew Alexander Henson was born in <b>Maryland</b> on <b>August 8, 1866</b>. His parents were <b>sharecroppers</b>, which means that they had to give a share of their crops to the landowner of the lands that they cultivated.  When Matthew Henson was 10, he listened to a speech from <b>Frederick Douglass</b> and was greatly inspired. Douglass was an <b>abolitionist</b>, a person who fights against <b>slavery</b>, who himself had been enslaved in Maryland and had escaped. He wrote and spoke against slavery and defended the rights of Black people. His words made young Henson realise that he could do whatever he put his mind to. By the age of 12, Henson had lost both his parents, yet he had received an education thanks to an uncle who had taken him in and sent him to school.  When Henson was only about 13 he went to work on a sailing ship. His ship visited <b>ports</b> across the world.  In <b>1887</b> Henson became an assistant to Peary. Peary was a young <b>naval officer</b> who had already made one trip to the Arctic.  Peary and Henson made <b>seven expeditions</b> to the Arctic. They hoped to be the first people to reach the North Pole. They learned many survival techniques from the <b>Inuit</b>.  In 1908 they set out on one of their expeditions, though they did not always stay together. On April 6, 1909, Henson arrived alone at what he believed to be the North Pole. When Peary joined him an hour later, he refused to accept Henson's calculation. Peary chose a different spot and declared it the North Pole.  When they returned home Peary received most of the credit for the discovery. This was partly because he was the leader of the expedition. But it was also because Henson was an African American. Racial prejudice at the time kept him from receiving credit for his accomplishments.  Later in Henson's life he gained some recognition for his achievements.  Henson died in New York City on <b>March 9, 1955</b>.  In 1988 he was reburied in a military ceremony at Arlington National Cemetery. He lies there next to Admiral Robert Peary.  Understand the sailing terms: <b>capsize, crow's nest, depot, compass, hull, sail</b>.  Understand the geographical terms: <b>blizzard, crevasse, frostbite, gale, glacier, and pack ice</b>.  Know that Henson wrote a book about his experiences called '<i>A Negro Explorer at the North Pole</i>', published in 1912.  Know that this is one way in which we can learn about what happened.  Know that <b>personal accounts</b> can sometimes not accurately represent what happened as people's memories can change over time.  These books and accounts from the person who experienced a particular event are considered examples of a <b>primary source</b> of evidence.</p>	<p><b>Create a presentation, blog or podcast about Matthew Henson</b></p>	<p>Exploring the North Pole:  The Story of Robert Edwin Peary and Matthew Henson - by Josepha Sherman  Keep On!: The Story of Matthew Henson, Co-Discoverer of the North Pole - by Deborah Hopkinson   Matthew Henson: Arctic Adventurer (Graphic Biographies) By Blake A Hoena</p>

our knowledge of the past is constructed from a range of sources.		Know that a primary source of evidence is a first hand account of a topic (Primary meaning first, source meaning where something originates, evidence meaning proof that something happened) Know that other primary sources include - <b>interviews, letters, diaries, artefacts, and clothing.</b> Know that secondary sources of evidence are accounts written after the event by people who were not directly involved. These include biographies, textbooks, films and art.		
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Year 5 and Year 6 - Knowledge to be taught

<b>The History of the Civil Rights Movement</b>				
<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>The unit will revise aspects from the 'Significant People' unit in Year 1/2, which has a focus on Rosa Parks and her part in the Civil Rights Movement. This unit covers the events and circumstances leading up the Civil Rights Movement and how Martin Luther King Jr's involvement helped to make progress towards integration. The topic revisits the segregation (vocabulary revised from Year 1/2) of black and white people during these years- how black children could not attend school with white children, black people and white people could not marry and how black and white people could not eat in the same restaurant- which were all of a few aspects that led</p>	<p>Know 'The African-American Civil Rights Movement' was the movement from 1954 to 1968 that made <b>racial discrimination</b> against <b>African Americans</b> illegal in the United States of America.            Know that racial discrimination is when you are treated differently because of your skin colour.            Know that a <b>movement</b> is 'a group of people who share the same beliefs, ideas, or aims.'            Know that <b>civil rights</b> are the rights and freedoms that people have which are set out in law. These are sometimes known as <b>civil liberties</b>.            Know that there was a long history of racial discrimination in the United States Of America. Many African Americans were used as slaves by rich <b>landowners</b>.            Know that <b>slavery</b> in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia.            Know that landowners used African slaves throughout the 17th Century (1601-1700) as a cheap and plentiful supply of <b>labour</b>.            Know that some historians have estimated that 6 to 7 million black slaves were <b>imported</b> for slavery during the 18th century alone, depriving the African continent of some of its healthiest and ablest men and women.            In the 17th and 18th centuries, black slaves worked mainly on the <b>tobacco, cotton and rice plantations</b> of the southern states including Virginia, Georgia and Mississippi.            Know that legal slavery ended in 1863 when <b>President Abraham Lincoln</b> issued an <b>Emancipation Proclamation</b>.            Use image galleries on this website to show aspects of life for slaves in America  <a href="https://www.history.com/topics/black-history/slavery">https://www.history.com/topics/black-history/slavery</a></p> <p>Know that, despite changes to the law, black people were still often seen as inferior to white people and so racism continued. The races were still segregated in many different ways including having:</p> <ul style="list-style-type: none"> <li>● separate swimming pools</li> <li>● separate schools</li> <li>● separate entrances at the cinema</li> <li>● separate water drinking fountains</li> <li>● separate places to sit on public buses/trains</li> </ul> <p>This was called <b>segregation</b>.</p> <p><b>Civil Rights Timeline</b>            1955: Rosa Parks did not give up her seat to a white passenger on a bus in Alabama. This began the Montgomery Bus <b>Boycott</b>. (Video Clip - <a href="https://www.bbc.co.uk/programmes/p0160x5y">https://www.bbc.co.uk/programmes/p0160x5y</a> )            1955: On December 5, Dr. Martin Luther King, Jr. leads the boycott.            1956: The Montgomery Bus Boycott ends in December. Buses were now fully <b>integrated</b>.</p>	<p><b>Create a biography of a significant figure from the Civil Rights Movement</b></p>	<p>The Civil Rights Movement - Rebecca Thatcher Murcia</p> <p>Children in the Civil Rights Ear - Sheila Llanas</p> <p>Rosa Parks and the Montgomery Bus Boycott - Karen Latchana Kenney</p> <p>Susan Marcus Bends the Rules - Jane Cutler</p> <p>Martin Luther King Jr - Kim Mitzo Thomas</p>

	<p>up to the Civil Rights Movement. It can also be discussed how the same discrimination and segregation was happening in different parts of the world at the same time and how Nelson Mandela fought against oppression in South Africa which led to 27 years of imprisonment for standing up for the rights of black people. He eventually gained his freedom and became the first black President of South Africa. This topic also links to the year 3/4 unit of work on Explorers: Matthew Henson, where the children will be introduced to the idea that Black people, in this case an African American, often achieved great things but received little credit for them due to the way they were viewed and treated during this time period.</p>	<p>1959: Martin Luther King, Jr leads a non-violent sit-in at 'Rich's', a 'whites-only' restaurant . All 51 protesters were arrested for trespassing.</p> <p>1963: On April 16, Martin Luther King, Jr. writes "Letter from a Birmingham Jail" where he responded to white ministers from Alabama who begged him to end the protests.</p> <p>Read the following <b>excerpt</b> from Martin Luther King Jr's Letter from a Birmingham Jail (1963). Understand the meaning of key vocabulary and the meaning of the excerpt. Know that an excerpt is 'a short section taken from a longer text.' Know that a speech is considered to be a <b>primary source</b> of evidence showing what life was like at the time.</p> <p>"Perhaps it is easy for those who have never felt the stinging darts of <b>segregation</b> to say, "Wait." But when you have seen vicious <b>mobs lynch</b> your mothers and fathers at will and drown your sisters and brothers at whim; when you have seen hate filled policemen curse, kick and even kill your black brothers and sisters; when you see the vast majority of your twenty million <b>Negro</b> brothers smothering in an airtight cage of poverty in the midst of an affluent society; when you suddenly find your tongue twisted and your speech stammering as you seek to explain to your six year old daughter why she can't go to the public amusement park that has just been advertised on television, and see tears welling up in her eyes when she is told that Funtown is closed to coloured children; when you have to concoct an answer for a five year old son who is asking: "Daddy, why do white people treat coloured people so mean?"; when you take a cross county drive and find it necessary to sleep night after night in the uncomfortable corners of your automobile because no motel will accept you; when you are humiliated day in and day out by nagging signs reading "white" and "coloured"; then you will understand why we find it difficult to wait."</p> <p>1963: March in Washington D.C. where nearly 250,000 attended. Martin Luther King delivered the famous "<b>I have a dream</b>" <b>speech</b> in front of the <b>Lincoln Memorial</b>.</p> <p>Understand the link between the abolition of slavery and the work of Martin Luther King. Know the meaning of the following speech extract from Martin Luther King Jr 1963 'I have a dream' speech -</p> <p>"I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today."</p> <p>1964: Martin Luther King, Jr. was awarded the Nobel Peace Prize</p> <p>1968: Martin Luther King, Jr. was <b>assassinated</b>. Know that when someone important is assassinated, they are murdered as a political act. Know that Historians disagree with who shot Martin Luther King although James Earl Ray confessed to the crime and then later retracted his confession.</p>		
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**The History of Space Travel - a short unit that links with the Science unit - Earth and Space**

<u>National Curriculum Links</u>	<u>Context</u>	<u>Key knowledge and vocabulary</u>	<u>End of topic outcome</u>	<u>Key texts that link to the topic</u>
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>This is a short unit in which the children are taught the main events in the exploration of space. This topic discusses the history of the Space Race between the USA and Russia.</p>	<p>Know the following timeline of space exploration:                      1957- <b>'Sputnik 2'</b>, on board the small <b>satellite</b> was a dog, <b>Laika</b>, who was rescued from the streets in Russia and became the first animal to orbit Earth.                      1961- First man in Space <b>Yuri Gagarin</b> (Soviet Union).                      1961 - <b>Race for the Moon</b>- America's pride was dented so John F Kennedy became determined that USA would beat Russia to landing on the moon.                      1966- <b>Buzz Aldrin</b> completed the first successful spacewalk.                      1969- Buzz Aldrin and <b>Neil Armstrong</b> became the first two humans to walk on the moon.                      Between 1969 - 1972 six <b>Apollo Missions</b> have landed on the moon with crew spending three days on the lunar surface. There have been no landings since then. Estimated cost of 25 billion dollars.                      1986- <b>American Challenger</b> disaster (73 seconds after blast off the shuttle exploded killing all seven astronauts on board.)                      1990 - <b>Hubble Space telescope</b> was launched</p>	<p><b>Create a section for a TV programme about space that's aimed at younger children</b></p>	<p>Race to Space - Patricia Hutchison</p> <p>Space Pioneers - Julie Murray</p> <p>Faster-Than-Light Space Travel - Holly Duhig</p>

<b>WW2 - links to the Geography unit Europe Study: Russia</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
A significant turning point in British history, for example, the first railways or the Battle of Britain	<p>The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum. When discussing Winston Churchill, children will have <b>prior knowledge of where the British Parliament is and how a Prime Minister is elected (Yr 1/2, Guy Fawkes)</b>.</p> <p>Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. <b>The children will be familiar with what a primary and secondary source is from the Year 3/4</b></p> <p>‘Explorers: Matthew Henson’ unit, in which children were introduced to the terms ‘primary’ and ‘secondary’ when looking at evidence of Henson’s journey.</p>	<p>Know that unfortunately WW1 was not the “war to end all wars” as the second World War (Often referred to as World War 2) occurred 21 years later and was the deadliest conflict in human history with 50-56 million fatalities.</p> <p>Know that the second World War was fought between 1939 - 1945.</p> <p>Know that the majority of the world’s countries became involved in the conflict forming two military alliances:</p> <ol style="list-style-type: none"> <li>1. The <b>Allies</b> included <b>Britain, France, USA, Russia</b></li> <li>2. The <b>Axis</b> included <b>Germany, Italy and Japan</b></li> </ol> <p>Know that the second World War was different to previous wars as it was the first time that <b>civilians</b> at home were directly involved in the war.</p> <p><b><u>Start of Second World War</u></b></p> <p>Know that Germany began to build the country's military strength and moved troops into the <b>Rhineland</b> in 1936 (an area of Western Germany by the Rhine river).</p> <p>Know that this <b>violated</b> the terms of the <b>Treaty of Versailles</b>.</p> <p>Know that in 1938 German troops invaded Austria and then in 1939 troops <b>invaded</b> Czechoslovakia. (Czechoslovakia is now split into two countries, the Czech Republic and Slovakia)</p> <p>Know that on the 1st September, 1939, German forces invaded Poland in order to claim the land for Germany.</p> <p>Know that the UK and France had promised to help the Poles if they were attacked so gave Hitler an <b>ultimatum</b> (final demand) by threatening war if his troops did not <b>withdraw</b> by 3rd September.</p> <p>Know that World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, <b>Neville Chamberlain, declared</b> war on Germany after Hitler had refused to abort his invasion of Poland.</p> <p>The majority of the world’s countries became involved in the conflict forming two military <b>alliances</b>. <b>Winston Churchill</b> was Britain’s Prime Minister for most of World War II. He was a member of the <b>Conservative political party</b> (compare with the political party of the current Prime Minister). He was famous for his speeches, and for his refusal to give in.</p> <p>Know the meaning of the following speech given by Winston Churchill in 1940 to the <b>House of Commons</b>. This is known as the ‘we shall fight them on the beaches speech’.</p> <p><b><u>Britain preparing for war/ Home Front and Propaganda</u></b></p> <p>Know that other countries, including Britain, were aware of Hitler building up Germany’s army and were therefore anticipating a future conflict.</p> <p>Know that Britain wanted to be prepared, should a conflict arise, so they began getting Britain ready for war. Know that Britain started building war ships and increasing their weapon supplies.</p> <p>Know that the government cut down street railings so they could be melted down to create weapons.</p> <p>Know that before the Second World War started Britain <b>imported</b> about 55 million tons of food a year from other countries.</p>	<b>Publish a book of WW2 writing and artwork</b>	<p>Horrible Histories - Woeful Second World War</p> <p>The Lion and the Unicorn - Shirley Hughes</p> <p>Blitz Kids - Sean Longden</p> <p>Women in World War 2 - Susan Taylor</p>

	<p>Part of the unit will look into racial discrimination and the Holocaust. This is a <b>direct link to previous studies on how discrimination, segregation and boycotting can affect people's lives due to their race or beliefs (seen in Year 1/2, Significant People: Rosa Parks and Year 5/6, Civil Rights Movement)</b> and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule. Another link to previous topics is when looking at the role of 'Women at War.' Women had the right to vote (<b>link to Year 1/2, Significant People: Emily Davison</b>) however, their roles were still mainly in the household (<b>link to Athens and Sparta within Year 3/4 Ancient Greek topic and the role of women</b>). World War 2 changed</p>	<p>Know that in WW1, German submarines sank many ships importing food to Britain. Britain almost had to <b>surrender</b>, due to British people starving. Britain did not want to make the same mistake again. Know that the government anticipated <b>rationing</b> would be needed to avoid food shortages, so in 1938, before the war started, the government encouraged people to plant and grow vegetables on any spare land.</p> <p>Know that rationing began in the UK in January 1940.</p> <p>Know that the government made and printed ration books ready for if war was to break out.</p> <p>Know that between 1938 - 1939 the government began preparing British civilians for war. They did this by: recruiting for essential jobs such as air wardens and teaching people how to stay safe during an air raid or gas attack.</p> <p>Know that the Government issued <b>gas masks</b> to everyone in Britain (including babies) due to the use of gas in WW1.</p> <p>Know that air raid shelters were built in gardens called <b>Anderson Shelters</b>.</p> <p>Know that a shelter under stairs or in a house was called a <b>Morrison Shelter</b>.</p> <p>Know that <b>propaganda</b> posters were used to encourage citizens to act safely and support the war effort. Know the following slogans : <b>Make Do and Mend, Loose Lips Sink Ships, Careless Talk Costs Lives, Dig for Victory, Let us go forward together.</b></p> <p>People were told to cover their windows at night to stop any light guiding the German bombers to towns and cities. These were called <b>blackouts</b>.</p> <p>External lights such as streetlights were switched off, or dimmed and shielded from above. Essential lights such as traffic lights and vehicle headlights were fitted with covers to deflect their beams.</p> <p><b>Air Raid Precaution Wardens (ARP wardens)</b> came round to check that blackouts were in place.</p> <p><b><u>Battle of Britain</u></b></p> <p>Know that the <b>Battle of Britain</b> was a battle fought in WW2.</p> <p>Know it has been described as the first major military campaign fought entirely by air forces.</p> <p>Know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.</p> <p>Know that Germany's next step was to take control of Britain, as it was the last line of defence and if Germany took control of Britain, they would have won WW2.</p> <p>Know that the <b>Royal Air Force (RAF)</b> defended the UK against attacks by <b>Nazi Germany's air force (Luftwaffe)</b>.</p> <p>Know that the <b>primary objective</b> of the German forces was to cut British supplies and force Britain to surrender.</p> <p>Know that the Battle of Britain lasted from 10 July until 31 October 1940.</p> <p>Know that the Luftwaffe initially targeted coastal towns and ports, to stop supplies reaching the UK.</p> <p>Know that due to ports being attacked, more rationing of food was needed.</p> <p>Know that the RAF retaliated and began bombing German cities.</p> <p>Know that this meant that Germany changed their strategy and began to attack RAF airfields and factories involved in aircraft production.</p>		
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	<p>expectations for women.</p>	<p>Know that as the Battle of Britain continued into 1940 a significant number of British towns and cities were attacked, as the Luftwaffe began to target factories. These include - London, Aberdeen, Bristol, Birmingham and Portsmouth.</p> <p>Know that the Luftwaffe accidentally dropped a bomb on London, causing loss of life and <b>destruction</b> to the city.</p> <p>Know that Hitler saw the impact of this and thought that <b>'terror bombing'</b> civilians would be a good strategy to break the spirit of the British people and force them to surrender.</p> <p>Know that as the German strategy changed and night raids became a focus for the German Luftwaffe, the period of attack became known as <b>The Blitz</b>.</p> <p><b><u>Women at War</u></b></p> <p>Know that before the Second World War, women were expected to be 'housewives' or perhaps to do certain 'women's jobs', such as nursing or being a domestic servant or shop assistant.</p> <p>Know the war changed the world of work for women forever. When men went to fight, women were called upon to fill their jobs, and this included many jobs that were previously thought of <b>unsuitable</b> for women.</p> <p>Know that women were <b>called up</b> for war work from March 1941.</p> <p>Know that jobs undertaken by women during the war included:  <b>mechanics, engineers, tank drivers, building ships, working in factories - making bombs and aircraft parts, Air raid wardens, driving fire engines, plumbers, ambulance drivers, WRVS volunteers, Nurses.</b></p> <p>Know that at first, only single women aged 20-30 were called up, but by mid-1943, almost 90 percent of single women and 80 percent of married women were working in factories, on the land or in the armed forces.</p> <p>Know that in 1944 the government realised how vital women's contributions were to the war effort and doubled their wages as a response.</p> <p>Know that women mainly enjoyed <b>independence</b> and felt <b>valued</b>.</p> <p>Huge numbers of women were involved in the war effort and many joined the armed forces even though they did not have to:</p> <ul style="list-style-type: none"> <li>● 640,000 in the armed forces;</li> <li>● 55,000 serving with guns and providing essential air defence;</li> <li>● 80,000 thousand in the Land Army;</li> <li>● plus many more who flew unarmed aircraft, drove ambulances, worked as nurses and worked behind enemy lines in the European resistance.</li> </ul> <p>Know that the government started the <b>Women's Land Army</b> in order to grow more food and as more help was needed on the farms.</p> <p>Know that women were an <b>integral</b> part of victory.</p> <p><b><u>Holocaust</u></b></p> <p>Know that the <b>Axis</b> forces targeted <b>Jewish</b> communities.</p> <p>Jewish people were discriminated against in a number of ways. This was known as <b>anti-Semitism</b> -</p> <ul style="list-style-type: none"> <li>● Jewish shop owners had to display a yellow star to identify themselves as Jewish.</li> <li>● Doctors, teachers, lawyers and University professors were forced out their jobs</li> </ul>		
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		<ul style="list-style-type: none"> <li>● Propaganda documents were published by the Germans, which described the Jews as dangerous.</li> <li>● Boycott of Jewish businesses</li> <li>● ‘Jews not wanted here’ signs put up at swimming pools</li> <li>● Jews were not allowed to marry Germans or vote in elections</li> <li>● Jewish children were forbidden from attending school</li> <li>● Homes and synagogues attacked</li> <li>● Jews were forced to wear the yellow Star of David</li> <li>● Violence increased and many Jews were attacked or killed</li> </ul> <p>Know that due to the government’s anti-semitic rules, violence increased and many Jews were attacked or killed.</p> <p>Know that one of the worst attacks on the Jewish community is known as <b>Kristallnacht</b>, which translates to ‘The night of broken glass’.</p> <p>Know that this attack occurred on 9 Nov 1938 – 10 Nov 1938 and Jewish businesses, synagogues and homes were attacked and destroyed.</p> <p>Know that civilians carried out this attack, but the German authorities looked on without <b>intervening</b>.</p> <p>Know that as the war progressed, life in German-occupied countries was getting worse for Jewish people.</p> <p>Know that many families feared <b>persecution</b> and sent children to safety - called <b>refugees</b>.</p> <p>Know that some of these refugees fled to Britain.</p> <p>Many Jewish people were caught and sent to <b>Concentration Camps</b>.</p> <p>One of the most prominent concentration camps was called <b>Auschwitz</b> and was located in Poland.</p> <p>In concentration camps people were made to work extremely hard, they were starved; they lived in overcrowded conditions in dormitories with up to ten people sharing a bed.</p> <p>Germans developed gas chambers in the concentration camps to kill many people quickly.</p> <p><b><u>End of the War</u></b></p> <p>Know that on 8th May 1945 Germany surrendered, Germany was then divided up between the Allies.</p> <p>Know that Hitler committed suicide to avoid being captured and tried for war crimes.</p> <p>Know that in Britain there were street parties - flags , banners, bunting.</p> <p>Know that soldiers returned/ surviving prisoners of war returned.</p>		
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<b>The Anglo Saxons and the Vikings - links to Geography unit Europe Study: Scandinavia</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils should be taught about:  Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion resistance by Alfred the Great. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066. Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Christian conversion - Lindisfarne</p>	<p><b>The Anglo Saxons and the Vikings topic is a direct link to the Year 3/4 topic 'The Roman Empire in Britain'.</b>  The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. Eventually settling in different parts of the country.  The unit explores how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding 'The Vikings' as the Viking and Anglo Saxon leaders fought for power over these parts (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) .  The children are taught about the importance of religion and the Viking attack on the Lindisfarne</p>	<p><b><u>Anglo-Saxon invasions</u></b>  The <b>Romans</b> had ruled over Britain for nearly 400 years at the start of the 5th Century. The <b>Roman Empire</b> had started to collapse. It had become too big to defend itself and the Empire couldn't afford to pay all the soldiers it needed to hold on to its lands so bit by bit the empire was <b>conquered by invaders</b> that the Romans called <b>barbarians</b>.  In AD 410 the Romans left Britain.  Although the Romans could read and write, the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as '<b>the dark ages</b>'.  The <b>Scots</b> attacked from Ireland, the Picts attacked from the North and the <b>Saxons</b> attacked from Europe.  The Scots eventually settled in Britain in what is now known as Scotland and the Saxons settled in the South. They became part of a group called the Anglo-Saxons.  <b><u>Anglo Saxon Kingdoms</u></b>  By about AD 550 Britain had been broken up into many small <b>kingdoms</b> each ruled by a different leader. The name England is derived from '<b>Angle Land</b>' meaning land of the Angles.  By AD 660 the Anglo-Saxons controlled most of Britain.  <b>Mercia</b> was the most powerful kingdom during the Anglo-Saxon period. <b>Offa</b> was the king of Mercia from AD757 to AD 796. He was a great warrior and is famous for building Offa's Dyke a defensive barrier made of earth which ran along the border between Wales and Mercia.  <b><u>Sutton Hoo</u></b>  <b>Sutton Hoo</b> is an Anglo-Saxon burial site. It was dug up in the first half of the 20th Century and provides evidence for what life for the rich might have been like.  A ship was found in which a man, most likely a king, was buried. The ship was filled with weapons and treasures including a helmet. Before this discovery historians were unclear about the burial rituals of the Anglo- Saxon kings. We now know they were buried in ships with their treasures.  Christianity helped to develop Anglo-Saxon society and culture.  Know that an English monk named <b>Bede</b> (and now often referred to as The <b>Venerable</b> Bede - venerable meaning deserving a lot of respect) wrote 'The Ecclesiastical History of the English People' in 731AD. He was the first writer to use the initials AD for the years after the birth of Jesus. This stands for Anno Domini - in the year of our lord - in Latin. He is an important early historian because he wrote many books describing the events and culture of the Anglo Saxon period and, in particular, described how Christianity arrived in England.  <b>Lindisfarne Priory</b> is a <b>monastery</b>, which was built on Holy Island in around AD 630.  A monastery is a building or collection of buildings in which monks live. The monks at Lindisfarne wrote the famous <b>Lindisfarne Gospels</b>. The gospels are examples of Anglo-Saxon <b>illuminated texts</b>.  An illuminated text is a piece of writing that is decorated with pictures and patterns. The Lindisfarne gospels are written on calfskin and the pictures coloured with expensive dyes.  Most texts at the time were written in Latin - the language used by monks.</p>	<p><b>Create the ultimate Viking warship</b></p>	<p>Vikings!  Fierce and Fearless Conquerors - Elsie Olson</p> <p>Odd and the Frost Giants - Neil Gaiman</p> <p>Horrible Histories - Vicious Vikings</p> <p>In Anglo Saxon Times: Men, Women and Children - Jane Bingham</p> <p>You Wouldn't Want to be an Anglo Saxon Peasant - Jane Morley</p>

	<p>Monastery. This can also be linked back again to the Romans (Year 3/4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks. The children will explore the Norse religious beliefs such as different worlds, Gods and also the 'afterlife' (links to the topic in Year 3/4 'The Egyptians'). Towards the end of the unit children will learn about the resistance by Alfred the Great and the treaty with the Viking leader Guthrum which forced him to become Christian. It will also look into the uncertainties of who would be successor to the throne after Edward the Confessor.</p>	<p>By the late 8th Century Britain, was known as a wealthy country with treasures and fertile ground for growing crops. The Anglo-Saxons built defensive forts called <b>Burhs</b> to protect the Anglo Saxon people. The Anglo-Saxons had started off as invaders. They settled in Britain, developed its culture and made it wealthy again. But after a few hundred years the Anglo-Saxons became threatened by overseas raiders themselves - the Vikings. The Vikings came from the lands we now call <b>Norway, Sweden and Denmark</b>. This area is called <b>Scandinavia</b>. The Vikings were <b>Norsemen</b> - meaning 'Men of the North' The Vikings began <b>exploring</b> and <b>raiding</b> from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD) They travelled across the seas in <b>longships</b>. The first Viking <b>raids</b> (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves. Know the location of Norway, Denmark and Sweden and understand the routes that the early Viking raiders took. The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time. Know that Vikings valued bravery and a 'good death' in battle. How brave you were in battle decided where you would go in the 'afterlife'. Know that The Vikings believed the world was actually made of nine worlds: <b>Midgard, Asgard, Jotunheim, Niflhelm, Muspelheim, Alfheim, Svartalfheim, Helheim</b>. Know the story of <b>Thor's Hammer</b>. Know that if a Viking died bravely, they believed they would go to <b>Valhalla</b> (a hall in <b>Asgard</b> where Odin ruled) it was believed they would be heroes in the afterlife and every day they would <b>feast</b> and drink <b>mead</b> (an alcoholic drink made with honey)</p> <p><b><u>The Attack on Lindisfarne</u></b></p> <p>The first planned Viking raid was on the island of <b>Lindisfarne</b> in 793 AD. A small community of monks lived on Lindisfarne in an undefended <b>priory</b>. Like most <b>monasteries</b> at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books. The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets. They were all in isolated places far from help. The raid on Lindisfarne terrified the church. The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others. A description of the raid can be found in the <b>Anglo-Saxon Chronicle</b> which is a famous document from the time describing the history of Anglo-Saxon Britain. The description says that great lightning storms warned people of the Vikings coming. We now know that this could not be true.</p> <p><b><u>Resistance by Alfred the Great</u></b></p> <p>The Vikings managed to defeat all the Anglo-Saxons kingdoms except for <b>Wessex</b> where <b>King Alfred reigned</b>. In 871 AD Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called <b>Guthrum</b> attacked Wessex. Alfred fought against Guthrum's armies for two years but in 878 AD, a great battle took place at <b>Chippenham</b> where many of Alfred's men were killed. Alfred ran away to Somerset.</p>		
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Alfred raised an army and beat the Danish Vikings in 878 AD. Alfred and Guthrum made a **treaty**. As part of the treaty Guthrum had to be **baptised** as a **Christian**. Guthrum had to leave Wessex and retreat to **East Anglia**. England was safe from Viking raids for now. Alfred became known as Alfred the Great. Peace lasted in Wessex until 884 AD when Guthrum attacked again but was defeated by Alfred's army. Alfred forced Guthrum to sign another treaty. **Mercia** was split with Alfred taking the south and west and the Danish Vikings taking the east and north. The Danes now owned an area of Britain, which they ruled from York. This area was called the **Danelaw**.

**Jorvik** (pronunciation: yor-vik) (which we now know as York) was an important town in the Danelaw.

#### **Further Viking invasions and Danegeld**

Alfred the Great had a grandson called Athelstan who became known as the first king of England. He was crowned king of the Anglo-Saxons and began moving up England from the south, taking back the land from the Vikings. In 928 AD Athelstan had retaken York from the Vikings.

His idea was to unite all of Britain but could not fully defeat the Scottish **King Constantine**. The border between Scotland and England was set and **Athelstan** became the first king of England and Constantine remained as king of Scotland.

A new period of Viking raids began in 978 AD after a new king called **Aethelred** was crowned.

Aethelred could not stop the raids and became known as 'Aethelred the Unready'. He gave in to the Vikings and paid them to go away. This was known as paying **Danegeld**. Aethelred paid 3300kg of silver (over a million pounds in today's money). He hoped this would stop further invasions. It didn't.

Further Viking attacks happened and Danegeld was paid many times to different groups of Vikings.

In 1002 AD Aethelred took **revenge** on the Vikings and ordered that all Danish men in Britain should be killed. It became known as the **St Brice's Day Massacre**. Archaeologists have found mass graves containing the skeletons of young men who it is believed died during this time.

#### **Edward the Confessor and his death in 1066**

After Aethelred died the next king of England was **King Canute**. When Canute died one of Aethelred's sons, Edward, became King in 1042 AD. He became known as '**Edward the Confessor**'. England was very peaceful and safe under his rule. When he died in 1066 there was no one to take the throne as he had no children. Three people believed they should be king.

A huge battle took place which is known as the **Battle of Hastings** where William, Duke of Normandy defeated and killed Harold. He became known as '**William the Conqueror**'. The battle is depicted in the **Bayeux Tapestry** - an embroidered cloth which is 70m long and 50cm tall which was made shortly after the battle.

Historians are not sure which of the men in the tapestry is Harold and for many years people believed it was the man with the arrow in his eye however there are doubts about whether this actually happened. Historians study the Bayeux (pronunciation: bay-yah) tapestry in great detail to discover more about the time period.

<b>The Victorians</b>				
<b>National Curriculum Links</b>	<b>Context</b>	<b>Key knowledge and vocabulary</b>	<b>End of topic outcome</b>	<b>Key texts that link to the topic</b>
<p>Pupils should be taught :</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, The changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>Gain and deploy a historically grounded understanding of abstract</p>	<p>This unit builds on the Year 1/2 unit on the history of vehicles, which also briefly covers the Victorian era and the progress made in exploration and transportation. The use of children in dangerous jobs such as chimney sweeps and coal mines will also be studied. Children will revise the vocabulary reign, monastery and coronation. This will build on prior knowledge and learning from the Year 1/2 unit, 'United Kingdom and the Royal Family'. They will understand that a Kingdom is ruled by a king or queen.</p>	<p><b>The Industrial Revolution</b></p> <p>The <b>Industrial Revolution</b> led to the creation of many jobs. The Industrial Revolution was a time when large factories began to be built which took advantage of new <b>machines</b> that could make products on a large scale. The Industrial Revolution in Britain is generally considered to be between 1760 and 1840. <b>Steam and electricity</b> were beginning to be used to power the factories. The six factors that that encouraged the Industrial Revolution are -</p> <ol style="list-style-type: none"> <li>1.Population boom (population increased from 10 million in 1750 to 40 million in 1900 - more people meant there needed to be more clothes, food and homes).</li> <li>2.The need to produce more food (farmers needed to produce more food. They increased the amount of food they made by: crop rotation, selective breeding of animals, new machines).</li> <li>3.The building of factories to speed up production of goods (factories were important because they could produce large numbers of products quickly. Factories were mainly in cities, so people moved there for work).</li> <li>4.Power (<b>Steam and electricity</b> were beginning to be used to power the factories. Advances in coal production led to the invention of wrought-iron which meant that big machines could be made).</li> <li>5.Improvement was needed in transport links (in order to transport goods around the country, roads were improved, canals were dug to move goods by boat and steam trains used the new railways).</li> <li>6.The influence of the Empire and British colonies (The British Empire had colonies all over the world, places like Canada and India meant that goods could be traded. The population of the British Empire was around 400 million by 1900).</li> </ol> <p>The Industrial Revolution changed Britain from a land of small <b>towns, villages and farms</b> into a land of <b>cities, large towns and factories</b>.</p> <p><b>Victorians</b></p> <p>The Victorian Period is named after <b>Queen Victoria</b>, who was Britain's <b>monarch</b> from 1837 until 1901 (a period of 63 years)</p> <p>Victoria was 18 years old when she became Queen. She married <b>Prince Albert</b> and they had nine children.</p> <p>Britain ruled the <b>British Empire</b> - 'a number of individual nations that are all controlled by the government or ruler of one particular country'.</p> <p>The following countries were governed by Britain as part of the British Empire - <b>Canada, areas of India, Australia, Pakistan, New Zealand, and parts of Africa including Egypt and Kenya</b>. India was known as 'the jewel in the crown' of the British Empire.</p> <p><b>Trade</b> with the Empire helped make Britain rich and it was known as the most 'powerful nation in the world' at the time.</p> <p>By 1901 the British Empire was the largest the world had seen and Queen Victoria was head of nearly a quarter of the world's people.</p> <p><b>Children at work</b></p>	<p><b>Create adverts persuading people to come and work in your factory, imagining that it is at the start of the Industrial Revolution</b></p>	<p>The Secret Diary of a Victorian Housemaid - Philip Ardagh</p> <p>A Visual Dictionary of Victorian Life - Bobbie Calman</p> <p>Victorians - Jane Bingham</p> <p>Horrible Histories - Vile Victorians</p>

terms such as 'empire', 'civilization', 'parliament' and 'peasantry'

At the beginning of the Victorian period children often had to work. Only children from **rich** families went to school.  
Most people thought work was good for children and **poor** families relied on children working.  
**Employers** liked to employ children because they were cheap. Many children started work at the age of 5.  
Children also worked from home, doing jobs such as **washing, sewing, sticking labels on bottles or making brushes.**  
Some boys went to sea, as **boy-sailors**, and some girls went 'into service' as **housemaids.**  
Children also worked on city streets, selling things such as flowers, matches and ribbons. Crossing boys swept the roads clean of horse-dung left by the horses that pulled carts and carriages.  
**Lord Shaftesbury** fought for laws to be passed to protect working children. Lord Shaftesbury was a member of the **Tory political party.**  
**Significant Acts of Parliament that lead to change for children**  
1847 Ten Hour Act - No child to work more than ten hours a day  
1847 Factory Act - No child to be employed in a factory  
1851 Mines Act - No child under ten to work in mines  
**Coal mines**  
**Energy for steam engines, locomotives, and steamships** were fuelled from burning **coal.**  
Coal is found underground and is formed from dead plants - it can be burnt as fuel.  
Coal mines were dark, dirty and dangerous. The only light came from candles and oil lamps.  
Children pushed trucks of coal along mine tunnels. They were called '**putters**'.  
'**Trappers**' opened and shut wooden doors to let air through the tunnels.  
Some children started work at 2 in the morning and stayed below ground for 18 hours.  
Many died young in tragic accidents or became ill from inhaling polluted air in the mines over a long period of time. They also had growth problems from bending down in uncomfortable positions from morning until night.  
**Factories/ Mills**  
Factory owners employed children because they were cheap, had small fingers to reach into the **machinery**, and could also crawl about under machines.  
Small girls often worked in mills as '**piecers**' mending broken threads.  
'**Scavengers**' crawled beneath to pick up scraps of cotton.  
Children worked for long hours with sometimes no break all day.  
It was dangerous and there was a serious risk of injury and death.  
**Workhouses**  
**Workhouses** were places where poor people, **orphaned** (children without parents) , physically and mentally ill, the disabled, the elderly and unmarried mothers who had no job or home lived. They earned their keep by doing jobs in the workhouse.  
Workhouses provided:  
**a place to live, a place to work and earn money, free medical care, food, clothes, free education for children and training for a job.**  
Staff in a workhouse:  
**a Master, a Matron, a Medical Officer, a Chaplain, a Porter, a School Teacher.**

		<p>People were made to wear a uniform to prevent them from running away. Food was <b>rationed</b> and very basic, with little flavour. It consisted of gruel, soup and bread. Jobs in the workhouse included <b>stone breaking, spinning, weaving, laundry , farming, wood chopping and bone crushing</b> until it was abolished in 1845. The writer, Charles Dickens (1812-1870) was so shocked by the conditions in the workhouses that he wrote Oliver Twist to highlight the problem.</p> <p><b><u>Dr Barnardo</u></b> <b>Thomas Barnardo</b> became interested in the lives of the poor in London. He opened his first '<b>ragged school</b>' in 1867, in the East End of London, to educate and care for poor orphans. Know that a boy called Jim Jarvis, took Barnardo on a walk of the East End, showing him the number of poor children sleeping rough. He was so appalled by this he decided to try and help by creating children's homes for the orphaned children on the streets. By his death in 1905 it is estimated that his homes and schools cared for over 8000 children. <b>Dr Barnardo's Charity</b> is still present to this day, helping children in poverty.</p> <p><b><u>Schools</u></b> Later in the Victorian period more children started to attend school. <b>The Education Act in 1880</b> set in law that children should attend school from the age of 5 to 10. Another Education Act in 1891 ensured that the government would pay for the education making education free which it still is today.</p> <p><b><u>A Typical Victorian Classroom</u></b> There would be a <b>globe</b> for geography lessons, and an <b>abacus</b> for counting. Children sat in rows and the teacher sat at a desk facing the class. Children wrote on <b>slates</b> with <b>chalk</b>. They wiped the slate clean, by spitting on it and rubbing with their coat sleeve or their finger. Children used a pen with a metal nib, dipped into an <b>ink well</b> to write on paper. Both boys and girls learned reading, writing, arithmetic, spelling and drill (PE). <b>Boys learned technology: woodwork, maths and technical drawing, to help with work in factories, workshops or the army when they grew up. Girls learned cooking, sewing to prepare for motherhood and housework.</b> Children were often taught by rote learning (copying and repeating what the teacher told them). Discipline in schools was strict. Children were hit with a <b>cane</b>, on the hand or bottom. Children were also made to stand in the corner wearing a '<b>dunce's cap</b>'. Boys from rich families were often sent away to boarding school. Poor girls did not go to school. Only richer families could afford to pay the school fees, though some schools gave free places to poor boys. Girls from wealthy families would usually be taught at home by a governess.</p>	
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<b>The Ancient Mayan Civilization</b>				
<b><u>National Curriculum Links</u></b>	<b><u>Context</u></b>	<b><u>Key knowledge and vocabulary</u></b>	<b><u>End of topic outcome</u></b>	<b><u>Key texts that link to the topic</u></b>
<p>Pupils will learn about - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p><b>Prior knowledge of the Ancient Egyptian civilization in Year 3/4 can be revised</b> as many aspects of life for the Mayans and Egyptians were very similar.</p> <p>Both civilizations built pyramids , performed rituals and ceremonies and had similar religious beliefs (different Gods that had an effect on farming such as Kinich Ahau the Sun God and also the belief in the afterlife). <b>Another topic these beliefs can be linked to is also the Year 5/6, Spring 1 unit Anglo Saxons and the Vikings</b>, who also held similar religious beliefs to both the Mayans and the Ancient Egyptians.</p> <p>Both the Mayans and Egyptians had Royal Families and hierarchies to organise society.</p>	<p><b>Mesoamerica</b> is a region of North America. It is the thinner strip of land that joins <b>North America</b> to <b>South America</b>. It is one of six areas in the world where <b>ancient civilization</b> arose independently. A civilization is a human society with its own social organisation and culture.</p> <p>Humans first arrived in Mesoamerica as early as 21,000 years ago.</p> <p>They were <b>hunter-gatherers</b>; people who travelled from place to place to find food. Hunter-gatherers were people who lived by hunting and collecting food rather than by farming. Mesoamerica was like a paradise to them as fruits, nuts and vegetables grew throughout the year, which they could eat.</p> <p>The forests and land were rich with <b>birds, mammals and insects</b> to provide protein in their diets. The <b>climate</b> was mild but there were often heavy rainstorms. There were many lakes and rivers which provided water for the early <b>settlers</b>.</p> <p>Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the <b>Maya civilization</b>.</p> <p>Farmers planted crops and raised animals, mostly dogs and turkeys, which they kept in pens. They fished with nets and preserved the fish with salt for later use. Meat was cooked in stews or grilled like barbecue and it was also smoked to be preserved for months. Men made stone tools.</p> <p>Know the timeline of the Mayan civilization in South America. Compare it to other periods of previously studied History including Ancient Greeks, Romans, Stone age.</p> <p>Locate where the Maya lived on a world map and a map of South America including <b>Central America and Southern Mexico, Guatemala, Belize and Honduras</b>.</p> <p>Locate the main cities: <b>Chichen Itza and Tikal</b></p> <p>Know that the Mayans flourished for three thousand years before suddenly disappearing.</p> <p><b><u>The Preclassic period (1800 BC to 250 AD)</u></b></p> <p>Between 1800 BC and 250 AD was a time of great growth for the Maya. Small villages evolved into <b>cities</b> led by <b>chiefs</b> who were the first members of the Maya <b>noble classes</b>.</p> <p>Chiefs served as religious leaders, political leaders and warriors. They were expected to make <b>sacrifices</b> such as cutting themselves and <b>offering</b> their blood to the gods.</p> <p>Chiefs were expected to be great <b>warriors</b> and lead their armies.</p> <p>The Maya made significant cultural advances during the Preclassic period. They developed a system of writing, using <b>glyphs</b> to represent words.</p> <p>They also made great strides in mathematics and astronomy. They developed one of the first solar calendars.</p> <p><b><u>Classic Period (250 - 1000 AD)</u></b></p> <p>The Maya culture flourished during the Classic period. <b>Dynasties</b> ruled the major cities such as <b>Tikal</b> and <b>Calakmul</b>. A dynasty is a series of rulers belonging to the same family. The rulers of these city states tried to dominate their local regions and develop small neighbouring cities to take advantage of their</p>	<p><b>Create an Ancient Mayan museum exhibition</b></p>	<p>Ancient Maya Inside Out - Rachel Stuckey</p> <p>Ancient Maya - Sue Bradford Edwards</p> <p>Call Me Ixchel: Mayan Goddess of the Moon - Janie Havemeyer</p> <p>Tools and Treasures of the Ancient Maya - Matt Doeden</p>

This unit revises the use of vocabulary such as : monarch, royal, reigned, ceremony and Head of State all of which are seen in Year 1/2, The Royal Family.

**agriculture, quarrying or trade.** The more powerful a city's king was, the greater chance of success for its people.

**Post Classic Maya (1000 AD onwards)**

The city of **Chichen Itza** became a major power. It had a powerful economy and strong military. It expanded rapidly. Most historians believe that Chichen Itza was the biggest city state in Maya history. Study images of the ruins of Chichen Itza to identify the features of the buildings. (Compare pyramid structures to those studied in Y3/4 Egyptian unit)

**The Spanish Arrive**

In the early 1500s **Spanish ships** started to arrive in the Mayan Empire with explorers hoping to find **natives** that they could take as **slaves**. Spanish **explorers** were surprised to find such an advanced civilization and they began trading with the natives. The Mayans sometimes attacked the Spanish. The Spanish brought many diseases with them and caused many Mayan people to fall ill. Diseases such as smallpox, flu and measles killed many Mayan people.

**The Class System**

The **elite class** of the Maya included kings, their queens and children and their relatives. Kings could have several wives, but women were not allowed to have more than one husband. The line of power passed from father to son. When there was no male **heir** the family line was broken. The **nobles** who were at the top of the social ladder had many responsibilities including the safety and welfare of their people. Kings had to be **warriors** to protect their people.

**Priests** were also members of the elite. They could rule over cities and carry out religious ceremonies. Many priests were **shamans**. They dealt with illness through prayer, chanting and herbal medicines. Mayan nobles often wore jade, quetzal feathers and shell jewellery to show their status.

**Artists and skilled tradesmen** had relatively high social status. They made things such as - jewellery, stone carvings, pottery, feather headdresses, and embroidery.

**Society**

Know that City States each had their own King or Queen.

Know that there was an order of importance: King or Queen of Royal family (seen to have God-like powers) nobles, priests,

craftspeople , merchants, farmers, servants, slaves.

Know that the King or Queen would wear jaguar skins and huge headdresses

Know that 'noble birth' children would be educated by priests

Know that merchants, craftsmen and farming children were taught skills by parents.

Know that there was an absolute monarchy. Know that an absolute monarchy is where the king or queen holds complete power and their power is not restricted by following laws. This operated a **hereditary** monarchy where the children of the king/queen would become the future monarch. The king was seen as a **descendent** of a god.

**The Arts / Science/ Maths/ Religion**

Know the Maya were skilled craftspeople they made pottery for everyday use as well as figures of gods, goddesses and animals.

Know that the Maya were keen on Astrology - they studied Sun, Moon , Planets and Stars.



		<p>Know the Mayan Maths System - dot for one, bar for five and shell for zero. This helped to create their complex system of dates and calendars.</p> <p>Know that in death a person was buried with belongings for their journey into the afterlife.</p> <p>Kings and Queens had tombs, others were buried under their house.</p> <p>Know that they believed in many gods - the main god was <b>Itzamna</b>.</p> <p>Know that the Maya held many rituals and sacrifices to the gods - this included <b>human sacrifice</b>.</p> <p>The Maya invented the word chocolate due to using the cacao beans from the cacao tree.</p> <p>Know that they made a drink named xocolat (similar to chocolate- only the nobles would drink xocolat)</p> <p><b>Writing</b></p> <p>Know that The Mayans were famous for developing an early system of writing called <b>hieroglyphics</b>.</p> <p>Know that this system is broken down into <b>glyphs</b> which represent words / sounds.</p> <p>Recognise some basic symbols for 'mountain, sun, jaguar, fire, water, lord'.</p> <p>Know a symbol could represent a syllable in a word then this was combined with another symbol to make a word.</p> <p><b>Cities</b></p> <p>Know that <b>Tikal</b>, was one of the largest cities (in modern day Guatemala - locate on map) had a population of between 60,000 and 200,000 people. Cities included carefully planned <b>palaces, pyramids, temples and plazas</b> were planned and designed by skilled architects and constructed by strong labourers</p> <p>Know each city had plenty of fresh water build by systems of <b>aqueducts</b>.</p> <p><b>Trade</b></p> <p>The Mayans developed <b>trade</b> systems to <b>exchange</b> goods that they could produce for other things that they could not produce. They did not use money.</p> <p>The Maya trade was centred around foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.</p> <p>They also traded materials such as limestone, marble, jade, wood, copper and gold.</p> <p>They traded goods such as paper books, furniture, jewellery, clothing, toys and weapons.</p> <p>They traded with places as far south as Guatemala and Belize and as far as the Caribbean islands.</p> <p>Mayans <b>transported</b> their goods for trading on large seagoing canoes.</p> <p>Mayan farmers, artisans, architects and artists would also exchange their services for goods.</p>		
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<b>Local history study - links to Geography unit on map skills and the local area study and also the Science unit on living things and their habitats</b>				
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<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Children will have completed a local area study in KS1.</p> <p>This unit will build on the knowledge acquired during this unit. Children will have the opportunity to learn about how Thompson and its nearby town Watton, have developed over time. This unit also links to the work children will have completed on the Anglo Saxons during the Saxons and Vikings unit studied in Year 5/6</p>	<p><b><u>Overview of History</u></b></p> <p>Today, Thompson, is a widespread <b>village</b>, with about 150 <b>dwellings</b>. One dwelling has 14th century origins and the remainder range from 17th century thatched cottages to large modern brick houses. In addition to The Chequers Inn, Thompson has a primary school, a much used village hall and a Millennium Green and it used to have its own post office.</p> <p>Thompson is a very ancient village whose name suggests Danish and Saxon origins. It is mentioned in the <b>Domesday Book</b>.</p> <p>The church is dedicated to St Martin and parts date from the 14th century.</p> <p><b><u>Thompson Post Mill</u></b></p> <p>Thompson <b>postmill</b> stood just to the southwest of the Chequers Inn in the middle of the village. The mill <b>buck</b> did not have a <b>petticoat</b> and was set on a 2 storey <b>roundhouse</b>. The four double shuttered patent <b>sails</b> each had 8 bays of 3 shutters and rotated clockwise. The mill was damaged in a gale in 1895 but milling was already in decline in Thompson by then. The miller, John Watt, carried on with a <b>steam engine</b> as it had been powered by both this and wind previously. It was never repaired and was demolished in 1913.</p> <p><b><u>Watton</u></b></p> <p>Watton is a small <b>market town</b> in the <b>rural</b> heart of Norfolk with approximately 7000 <b>inhabitants</b> (including some surrounding villages), and it is the centre of an area known as Wayland. Watton gets its name from the Saxon Wadetuna, homestead of Wade.</p> <p>In the nearby Wayland Wood, legend has it, the 'Babes in the Wood' were abandoned. The town sign shows the two babes, and the hare jumping over the barrel reflects the town name: wat being the local dialect word for hare, and ton for barrel.</p> <p>At the time of Edward the Confessor, Watton consisted of two manors, the head manor held by the freewoman Aldred, and the other held by Ralf FitzWalter, which was a gift of the King.</p> <p>In 1608, Sir Edward Barkham bought Curson's manor (parcels of Watton Hall and Rokele manors), and in 1632 he was cited as the lord of Watton Hall, which he kept until after 1660.</p> <p>On 25 April 1674 a great fire broke out destroying sixty houses, the Butchers Shambles and other buildings, amounting to an estimated £7450 (equivalent to £1,100,000 in 2021) in structural damage. The town was rebuilt, and was visited by Thomas Baskerville in 1681 who noted the new buildings and a new bowling green at the "George" inn.</p> <p>RAF Watton opened on 4 January 1939 under Command Group Captain F. J. Vincent.</p>	<p>Create a <b>tourist brochure for Thompson (including adverts, persuasive writing, descriptions of the changes over time etc)</b></p>	<p><a href="http://www.historyofwattontages/index.htm">http://www.historyofwattontages/index.htm</a></p>

		<p>Between July 1944 and August 1945 it was used by the US 25th Bomber Group, a reconnaissance team. Command No 199 Squadron was based there in the early 1950s and operations ended in 1963.</p> <p>In 1995, part of the camp was sold to make way for the Blenheim Grange housing estate.</p> <p>Watton High Street has a Clock Tower which was built in 1679 by wealthy local merchant Christopher Hey after the fire of 1674, with a bell designed to act like an alarm bell to surrounding villages.</p> <p>In 1827 a new clock was installed, and the tower cemented, and in 1935 the clock face was updated to celebrate the Silver Jubilee of King George V and Queen Mary.</p> <p>St Mary's Parish Church, at the end of Church Road to the north of the main road in Watton is dated to between 1100 and 1135 in the Norman and Gothic styles. It was originally dedicated to St Giles, but in the early 15th century it was rededicated to St Mary.</p> <p>Wayland Hall, also known as Watton Town Hall, is the local community meeting place: it was completed in 1853.</p> <p>Refer to this website for additional information that would be useful for lessons: <a href="http://www.historyofwatton.org.uk/wattontages/index.htm">http://www.historyofwatton.org.uk/wattontages/index.htm</a></p>		
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