



History Curriculum

EYFS – Year 6

Overview of History Content

| | Autumn | Spring | Summer |
|--------|--|---|---|
| Year 1 | United Kingdom Guy Fawkes and Parliament | | History of Vehicles |
| Year 2 | Significant People (Florence Nightingale and Edith Cavell, Joseph Lister) Lister hospital | Great Fire of London | Explorers: Christopher Columbus and Neil Armstrong Percy Fawcett Inspirational People Rosa Parks – Black rights Emily Davison - suffragette |
| Year 3 | From Stone Age to the Iron Age | Ancient Egypt | Ancient Greece |
| Year 4 | The Roman Empire in Britain | Britain's Settlement by Anglo Saxons and Scots The life of Nelson Mandela (short Unit) | The Vikings |
| Year 5 | Victorians | Isambard Kingdom Brunel and changes since the Victorian period (short unit) | Ernest Shackleton (Short Unit) – links to Geography Polar regions Civil Rights Movement |
| Year 6 | The Second World War and The Battle of Britain | | The history of Stevenage The Mayan Civilisation |

The Aims of the National Curriculum for History

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

EYFS

| Term: EYFS | Focus of Study: |
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| NC Objectives | Key Knowledge and Vocabulary |
| <p>Changes within living memory.</p> <p>Significant historical events, people and places in their own locality</p> <p>Changes beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> | <p><i>Children learn in the Early Years through exploration and investigation within an enabling, well planned learning environment. Their learning and development is supported and extended by high quality and responsive interactions between the children and qualified and experienced staff. Where appropriate children also benefit from teacher led group work which takes place outside of CIL.</i></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the ways they have changed – their babyhood</p> <p>Talk about the changes that have happened within their family lifetime e.g. talking to grandparents about holiday etc.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know about own life-story and family's history.</p> <p>Know how I have changed</p> <p>Know about changes that have happened within my family lifetime</p> <p>Know about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about images of familiar situations in the past such as the moon landing and dinosaurs</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Individual people to study will be decided according to interest of children.</p> <p>Know about some familiar situations in the past</p> <p>Know about characters from stories, including figures from the past</p> <p>Know about some familiar situations in the past</p> |

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| | Know about the past through settings, characters and events encountered in books read in class and storytelling. |
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Year 1

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| Term: Y1 Autumn | Focus of Study: Guy Fawkes and Parliament |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils will be taught about:</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>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>Context for Study</p> <p><i>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. The children will learn about the women’s fight for the right to vote in Year 2. (Inspirational People- Rosa Parks, Emily Davison, Annie Kenney)</i></p> <p>Guy Fawkes</p> <p>Guy Fawkes was born in 1570 in York, England.</p> <p>In England at the time there were two main religious groups - Protestants and Catholics. Protestants believe that faith in God alone is needed to get into heaven. Catholics believe that both good deeds and faith in God are needed to get into heaven.</p> <p>His parents were Protestants but during his childhood Guy converted to Catholicism.</p> <p>In 1594 he joined a group of fellow English Catholics, led by Robert Catesby, in a plot to blow up the Houses of Parliament in order to kill the monarch King James I and his Government. Know that the Houses of Parliament is what we call two buildings in London - The House of Commons and The House of Lords, 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 Prime Minister who runs the country. Our current Prime Minister is called Boris Johnson</p> <p>Know that this is what The Houses of Parliament looks like in London.</p> <p>The tower is known as the Elizabeth Tower and the great bell is known as ‘Big Ben’.</p> <p>People called Members of Parliament (MPs) meet here to discuss important decisions for the country.</p> |

Guy Fawkes and his men decided to blow up the Houses of Parliament on 5th November 1605 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 **gunpowder plot**.

The plot was unsuccessful and Guy was caught and punished, along with the other conspirators. 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 **5 November**.

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 **Yeoman of the Guard**, search beneath the Houses of Parliament for any potential plotters hiding explosives.

Guy Fawkes Gunpowder Plot

<https://www.bbc.com/bitesize/articles/zdrrcj6>

End of Unit Outcome:

Sentences – Why and how do we remember Guy Fawkes?

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| Term: Y1 Summer | Focus of Study: Vehicles - past and present | | | | | | |
| NC Objectives | Key Knowledge and Vocabulary | | | | | | |
| <p>Context for study: <i>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).</i></p> <p><i>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 4). There will also be links to steam locomotive use in the 1825 and how important this was to the successes in the 'Industrial Revolution' (Year 5-Isambard Kingdom Brunel and changes since the Victorian period).</i></p> <p><i>Later in the topic, children will learn about the Wright Brothers and the first aeroplane as well as the story of Amelia Earhart being the first woman to fly solo across the Atlantic. The importance of flight will be looked into as part of the Year 6 World War 2 topic 'Battle of Britain'. The determination of Miss Earhart can also be mentioned again when children move to Year 2 and study 'Inspirational People' where children will look at the movement of women's rights and the determination of Emily Davison who is a famous suffragette in obtaining the Women's right to vote.</i></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 - dates in bold are expected to be known) Know that the word transport refers to any vehicle that you can travel in or carry goods in.</p> <p>Know and identify the following forms of transport -</p> <table border="1" data-bbox="658 1011 1874 1259"> <tr> <td data-bbox="658 1011 904 1120">Land Transport</td> <td data-bbox="904 1011 1874 1120">Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor.</td> </tr> <tr> <td data-bbox="658 1120 904 1190">Water Transport</td> <td data-bbox="904 1120 1874 1190">Boat, ship, canoe, raft, submarine, hovercraft</td> </tr> <tr> <td data-bbox="658 1190 904 1259">Air Transport</td> <td data-bbox="904 1190 1874 1259">Jumbo Jet, helicopter, hang glider, hot air balloon.</td> </tr> </table> <p>Know that transport has changed over time. Know that improved transportation 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 modern methods of transportation have increased pollution including cars and planes.</p> | | Land Transport | Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor. | Water Transport | Boat, ship, canoe, raft, submarine, hovercraft | Air Transport | Jumbo Jet, helicopter, hang glider, hot air balloon. |
| Land Transport | Car, truck, van, lorry, motor bike, chariot (horse and cart), train, bus, coach, tram, bicycle, tractor. | | | | | | |
| Water Transport | Boat, ship, canoe, raft, submarine, hovercraft | | | | | | |
| Air Transport | Jumbo Jet, helicopter, hang glider, hot air balloon. | | | | | | |

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 environment.
Know that fixed wheels on carts were first used thousands of years ago
Know that river boats were also being used in 3500 BC
Know that **horses** were tamed and used for transport by 3100 BC
Know that the first **chariots** were built during Roman times
Know that the first paved roads were built by the Romans
The **hot air balloon** was invented in 1783
Know that George Stephenson built an early steam engine called 'The Rocket'
Know that people used **Penny Farthing** bicycles.
Know the first motor cars were first built 150 years ago
The Wright Brothers flew the first aeroplane
Know that we landed on the moon in 1969
Know that self-driving cars have recently been invented and are being tested to make sure they are safe.

Watch video <https://www.theatlantic.com/video/index/397865/animated-history-transportation/>

Amelia Earhart (1897-1937)

Know that Amelia Earhart is famous for her flying adventures.
Know that she was born in Kansas, **USA** in 1897 - people born in the USA are known as **Americans**.
Know that she was the first woman to fly **solo** across the **Atlantic Ocean** in 1932.
Know that this flight took 14 hours and 56 minutes. To fly across the Atlantic today takes about 8 hours.
Know that solo means 'doing something on your own'.
Know that the Atlantic Ocean is the body of water between the United Kingdom where we live and the United States of America.
Know that the first person to fly across the Atlantic was **Charles Lindbergh** in 1927.

President Hoover gave her a medal for her achievement.

Video - Miss Earhart's Wonderful Reception newsreel footage (1932)
<https://www.youtube.com/watch?v=FW7EXQUjKeE>

After flying across the Atlantic, Amelia decided to fly solo across the **Pacific Ocean** in 1935.
Know that the Pacific Ocean is the largest ocean on earth and is between the United States of America and Asia

and Australia.

In the 1930s women were often not seen as equal to men.

Many people thought women should not take part in dangerous activities like flying.

Amelia helped to change people's minds that women could do the same things that men could do.

In 1937 Amelia attempted to fly around the world.

Her plane vanished over the Pacific Ocean and despite a huge **rescue attempt** no one has ever found her.

Nobody knows what went wrong on this flight.

Some people believe that the plane ran out of fuel, crashed and sank in the ocean.

Others believe that she may have landed on an island called Gardner Island and was never found. Bones have been found on this island, which some people believe belong to Amelia Earhart.

People remember Amelia because of her achievements in flying, her courage and because of the mysterious nature of her death.

Amelia's Legacy

Amelia Earhart inspired many people, in particular girls, to become pilots and try different activities that they might not have tried before.

End of Unit Outcome:

Timeline - The History of Vehicles

Core Reading:

Fantastically Great Women who Changed the World by Kate Pankhurst

Little People, Big Dreams: Amelia Earhart by Ma Isabel Sanchez Vegara

Year 2

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| Term: Y2 Autumn | Focus of Study: Significant People |
| NC Objectives | Key Knowledge and Vocabulary |
| <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, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>We are also looking at Joseph Lister as Stevenage hospital is named after him and this links to the work of nurses.</p> | <p>Context for Study</p> <p><i>This is the first history unit in Year 2 and the basis to a strand of learning of the changes in roles of women throughout the different periods of time. The topic studies the backgrounds of Florence Nightingale and Mary Seacole and their roles during the Victorian Period (Crimean War 1854-1856) and also Edith Cavell (pronunciation: cav- ul), who looked after the sick in World War 1.</i></p> <p><i>There are many key concepts in this unit that link to the Year 5 unit, 'The Victorians'. When looking at Florence Nightingale's upbringing, the concept of wealthy families with servants is introduced. Her father - who would have also been well educated, home schooled her. This is a basis for understanding the rich and the poor divide in Victorian times. It is also taught that Mary Seacole was born in Jamaica-, which was part of the British Empire. The British Empire during the Victorian era is a key part of 'The Victorians' in Yr5.</i></p> <p><i>The learning of the role of women during war times can be linked to the Year 6 topic 'World War 2' when looking at the role of 'Women at War'. World War 2 changed the expectations and aspirations of women forever as many enjoyed their new found independence and felt valued in their roles in the war effort.</i></p> <p><i>There are also links to The Victorian era at the end of the topic.</i></p> <p><i>Know information about Florence Nightingale, Mary Seacole and Edith Cavell in order to compare aspects of life in the different time periods in which they worked.</i></p> <p>Know that in modern times hospitals and doctor's surgeries are kept very clean to prevent the spread of infection.</p> <p>Know that nurses and doctors wash their hands thoroughly before they meet each patient to avoid germs spreading.</p> <p>Know that this was not always the case in the past.</p> <p><u>Who was Florence Nightingale?</u></p> <p>Know that Florence Nightingale is the most famous nurse in history.</p> |

Know that she was famous for looking after injured soldiers during the **Crimean War** (1854-1856) Know that her work changed nursing forever.

Know that Florence Nightingale was born in **Florence, Italy** 1820. She was named after the place she was born. Locate Florence, Italy on a map.

Know that she worked in the **Victorian age** (know that this period in history is called this because **Queen Victoria** was the **monarch** at the time).

Know that people in Victorian times were starting to understand more about diseases and how they spread.

Know that early Victorian hospitals were often crowded, dirty and dangerous.

Who was Mary Seacole?

Know that **Mary Seacole** was born in 1805 and died in 1881

Know that Mary also cared for wounded soldiers in the Crimean war like Florence Nightingale.

Know that she was born in **Jamaica**, which was part of the **British Empire**.

Know that the British Empire was an area of land around the world, which was ruled over by Great Britain. During Mary Seacole's life the British Empire was very big.

Know that she lived in Britain and thought of herself as **British**.

Know that not many black people lived in Britain at this time.

Who was Edith Cavell?

Edith Cavell was born in 1865 and died in 1915.

Know that she looked after the sick in **World War 1**.

Know that she was born in Norfolk, England.

Know that she trained nurses in **Belgium** - identify Belgium on a map

Know that many people were killed and injured in World War 1

Know that Cavell believed that she should help everyone that she could - it didn't matter which side they were on or what they had done.

Where did they grow up?

Know that Nightingale came from a **wealthy** family with **servants** like many rich Victorian families.

Know that she did not go to school but was taught by her father at home.

Know that we do not know if Mary Seacole attended school.

Know that she spent her childhood in Kingston, Jamaica. Locate on a map.

Know that she came to Britain on a ship when she was 15 years old.

Know that Edith Cavell grew up in Norfolk and that her father was the vicar of the local church. They were not a rich family and were taught to share what they had with others.

Know that Edith was sent to a **boarding school**. Know that a boarding school is where pupils live rather than going home every day.

Know that she worked as a **governess** for children of wealthy families.

Know that a governess is a woman who teaches and looks after children in a private household. Know that in 1890 she moved to Belgium to work for a family there.

How did they become nurses?

Know that Florence Nightingale's family were unhappy about her plan to become a nurse. This was because rich young ladies were expected to get married and not work.

Know that Mary Seacole's mother taught her to use **plants** and **herbs** as **medicines**. They ran a hospital to care for sick soldiers

Know that Edith Cavell decided to become a nurse after caring for her sick father.

Know that she trained as a nurse in London.

Know that work was badly paid and she worked long hours.

Know that Cavell learned from Florence Nightingale about how to care more effectively for patients.

What did they do to help in wartime?

Know that in 1854, British and French **troops** went to fight the Crimean War in **Southern Russia**.

Know that Nightingale was asked to lead a team of nurses in Scutari (pronunciation: skuh·taa·ree), Turkey.

Know that when her team of 38 nurses arrived to help in Scutari the hospitals were **unhygienic**.

Know that the word **unhygienic** means that the hospital was dirty and likely to cause **infection** or disease.

Know that she worked hard to improve the hygiene and the men had better care.

Know that keeping hospitals clean meant that more soldiers survived.

Know that Nightingale became known as the **Lady With The Lamp** because she carried a lamp around with her at night to check on the **patients**.

Know that Mary Seacole wanted to help in the Crimean War but was turned down by the army. Know that Seacole set up a hotel close to the battlefields.

Know that she provided hot drinks, food, clothes and rest for the soldiers.

Know that soldiers called her **Mother Seacole**.

Know that Seacole was known for her bravery as she nursed the wounded soldiers on the battlefield.

Know that Edith Cavell worked for the **Red Cross** in Belgium.

Know that the Red Cross is an **international organisation** that helps people in **crisis** or during war.

Know that Belgium was controlled by Britain's enemy Germany.
 Know that Cavell helped prisoners from Britain and its **allies** to escape.
 Know that allies means 'friends or countries that fight on the same side in a war.'
 Know that she helped over 200 British and French soldiers escape from danger in Belgium by using a secret passage in the hospital.
 Know that In July 1915, Cavell was **arrested** for helping soldiers escape.
 Know that Cavell was **executed** in October 1915.

Know the following key locations on a world map - **Russia, Turkey, Black Sea**

What happened after the war?

Know that after the Crimean War, Nightingale became famous.
 Know that she worked to train nurses and helped to fight for better conditions in hospitals.
 Know that Mary Seacole also became famous.
 Know that she wrote a book called "Wonderful Adventures of Mrs Seacole".
 Know that Edith Cavell became famous for her work and her bravery - she became a **heroine**.
 Know that a heroine is a woman who has done something brave, new, or good, and who is admired by a lot of people.

Compare the lives of the three nurses:

| Florence Nightingale | Mary Seacole | Edith Cavell |
|--|---|---|
| Born: 12th May 1820 | Born: 1805 | Born: 4th December 1865 |
| Died: 13 August 1910 | Died: 14th May 1881 | Died: 12th October 1915 |
| Background: Rich family chose to be a nurse against her family's wishes | Background: Grew up in Jamaica Learned nursing from her mother | Background: Came from religious family wanted to help others |
| War Experience: Ran a hospital in Scutari Turkey during Crimean War | War Experience: Ran the British hotel for soldiers near the battlefield in the Crimean War | War Experience: Was a Red Cross nurse in Belgium in World War 1 (1914-1918) |
| Impact: | Impact: | Impact: |

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| Space, ventilation and cleanliness in hospitals Status of nurses raised | | Helped British, Belgian and French soldiers escape to Holland Encouraged nurses to treat any soldiers |
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Know that **statues** are often built of people who have made a **significant contribution** to the life of a country.

Know that a statue is a large **sculpture** of a person or an animal, made of stone or metal.

There is a statue of Edith Cavell in Norwich.

There is a statue of Florence Nightingale in London

There is a statue of Mary Seacole in London

Know that because of the work of Nightingale, Seacole and Cavell our hospitals are very clean, well organised and have highly trained staff.

Who was Joseph Lister?

Know that **Joseph Lister** was born in England on 5th April 1827 and died in 1912.

“Joseph Lister is known as the father of modern surgery.”

His father taught him how to use a microscope and by the age of 16 he wanted to be a **surgeon**.

Lister was shocked that **half of patients died** after surgery.

Surgeons wore their bloody medical clothes as a badge of honour to show their experience.

Medical instruments were rarely cleaned – link to COVID

Lister began experimenting with chemicals to clean patient’s wounds and cleaning wounds and surgical instruments with antiseptic made the **survival rate higher**.

Lister published his discovery and began persuading others to use the same methods.

Patients who would otherwise need **limbs amputated** due to infections, began to heal properly with Lister’s new **antiseptic treatment**.

The Lister hospital was opened in Stevenage in 1972.

End of Unit Outcome:

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| | <p>Compare and contrast the lives of the three nurses - Florence Nightingale, Edith Cavell and Mary Seacole. Complete table showing comparison. How did Joseph Lister further improve hospital care?</p> <p>Text to support learning: Comparing People From The Past: Nightingale, Seacole, Cavell</p> |
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| Term: Y2 Spring | Focus of Study: Great Fire of London |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught about:</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>the lives of significant individuals in the past who have contributed to national and international achievements</p> | <p>Context for study: The knowledge acquired in this unit will help pupils when studying the unit on London in Year 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 lead up to the fire and the changes that were a direct consequence of the fire.</p> <p><u>Knowledge Content</u></p> <p>Know that the Great Fire of London occurred in 1666. Know the location of London on a map of the UK. Know that buildings were mostly made from wood, straw and pitch. Know that pitch is a tar like substance that protects the wood from water damage. Know that pitch is flammable. 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 bakery in Pudding Lane was the source 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 Samuel Pepys was a man living in London at the time. Know that he wrote a diary describing the fire. Know that this is one of the most important sources of information about the fire.</p> |

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 **firebreak**).

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 **River Thames** stopped the fire spreading to the **South**. Know that the fire went on for four days.

Know that the fire destroyed many homes and **St Paul's Cathedral**.

Know what a cathedral is and know what St Paul's Cathedral looks like now.

Know that the **monarch** at the time was called **King Charles II**.

Know that after the fire, he wanted to **rebuild** 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 **stone** and **brick** to stop a similar fire happening again.

Know that after the fire, the London **Fire Brigade** was set up to stop this happening again.

Know that a **monument** 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.

Know that in 1807 there was the Great Fire of Stevenage in the Old Town

Know that it was caused by a chambermaid who emptied embers from the fireplace into the street.

Sparks ignited the thatched roof of nearby shops, and engulfed timber frames of other buildings due to a strong wind

Houses and inns were rebuilt with brick facades and tiled roofs.

End of Unit Outcome:

Retelling The Events of the Great Fire of London and explain why fires don't spread so quickly now in towns and cities

Text to support learning:

The Great Fire Of London by Emma Adams and James Weston Lewis.

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| Term: Y2 Summer | Focus of Study: Explorers - Christopher Columbus, Neil Armstrong and Percy Fawcett |
| NC Objectives | Key Knowledge and Vocabulary |
| <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, 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>Events beyond living memory that are significant nationally or globally</p> <p><i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> | <p>Context for study:</p> <p><i>This unit studies three very different explorers over time. (Columbus- sea, Armstrong- air and Fawcett- land). These are direct links to the Year 1 topic ‘History of Vehicles’ which studies the development of different forms of transport and how they have improved people’s lives over the years.</i></p> <p><i>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. All of which are the main focus during the Year 5 topic ‘Ernest Shackleton’ and his voyage to the Antarctic.</i></p> <p><i>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 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)</i></p> <p><u>Who was Christopher Columbus?</u></p> <p>Christopher Columbus was an explorer (someone who travels to places about which very little is known, in order to discover what is there)</p> <p>Christopher Columbus (1451 - 1506)</p> <p><u>Young Columbus</u></p> <p>Columbus was born in Genoa, in northern Italy (link to Year 3 Geography).</p> <p>As a young man, he worked as a sailor but when he was 25 he nearly drowned. His ship was attacked by an enemy warship. He decided to stop being a sailor and work as a mapmaker.</p> <p><u>Map Making</u></p> <p>Mapmakers were very important because many places were still being discovered and explored so maps were constantly changing and being argued about.</p> <p>Maps were used by sailors to navigate the oceans. Navigate means ‘to decide which route to take’. Maps were not very accurate at this time as large parts of Africa hadn’t been explored and America was completely</p> |

unknown.

In the 1400s, many people believed the Earth was flat. They thought ships could fall off the edge of the Earth.

A Daring Plan

In Columbus's time, **merchants** travelled to **Asia** to buy **spices, silk** and **gold**. They had to make a very long journey by land.

Explorers tried to find an easier route by sea.

While other explorers headed south, Columbus decided to sail **west**. (Recap compass points) 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 America instead of Asia.

The Voyage Begins

Columbus asked the King and Queen of Spain to pay for his **voyage**. Spain was **ruled** by King Ferdinand and Queen Isabella.

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 Santa Maria, the Nina and the Pinta.

Reaching Land

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 '**San Salvador**'.

Columbus arriving in San Salvador

Columbus found many different plants and animals on the islands.

Know that **Native American** people lived on the islands. Columbus called them '**Indians**', because he thought he'd landed in '**The Indies**' (Asia).

They ate things such as pineapples, chilli peppers, bell peppers, potatoes and sweet potatoes. He explored a world new to **Europeans**. People later called it the **New World**.

Columbus Returns

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.

The Final Voyage

On Columbus's fourth and **final** voyage he landed on the island of **Jamaica** just as his last ship fell apart. When Columbus reached home he was tired and ill. He died two years later in 1506.

Columbus's Legacy

Even at the end of his life he thought he had reached Asia and never guessed that he had discovered a new **continent**.

Every October in the USA people celebrate Columbus day.

They remember the day that Columbus reached the continent of North America.

Neil Armstrong

Who was Neil Armstrong?

Neil Armstrong was an **American astronaut** - someone who travels in space. He was the first person to walk on the moon.

When Armstrong stepped onto the Moon he said "**That's one small step for a man, one giant leap for mankind**"

The second man on the moon, **Buzz Aldrin** took this picture of him

There is no **oxygen** on the moon so no plants or animals can live there. Astronauts have to breathe oxygen from an air tank on their backs.

Oxygen is a **gas** found in the air that humans and animals need to breathe.

Young Neil

Neil Armstrong was born in 1930 in the state of Ohio, **USA**. Neil started learning to fly when he was 15.

The next year, he took his flying test.

He gained his pilot's **licence** before he passed his driving test. A licence is a document giving permission to do something.

Becoming an Astronaut

When Armstrong was 17 he went to **University** - a place where people go to study He studied how planes fly.

Then he joined the **navy** as a pilot.

The navy is the army of ships and sailors that defend a country at sea. He served in the US Navy for four years.

In 1958, Armstrong joined the US **Space Program** (a set of journeys and experiments that aim to explore space)

At that time, the USA and Russia were competing in the **Space Race**. Both countries wanted to send a man into space.

The Space Race was a competition between the USA and **Russia** in the 1950s and 1960s to be the first to travel in space.

In 1961, a Russian astronaut called Yuri Gagarin became the first man to travel in space.

Project Apollo

In 1967, US scientists began making plans for a **moon landing**. They designed a new spacecraft called Apollo.

It had three parts: **a lunar module, a command module and a service module**.

There were many test flights before the moon landing.

Apollo 11 was the first spacecraft to make a moon landing.

Neil Armstrong was the **flight commander** (the person in charge of a flight)

Michael Collins was the command module **pilot** (the command module is the part of a spacecraft that carries the astronauts through space)

Buzz Aldrin was the lunar module pilot (the lunar module is the part of a spacecraft that can land on the moon)

Apollo 11 **launched** in 1969 it took off from the Kennedy Space Center in Florida, USA.

The lunar module separated from the command module and **descended** gently to the moon's surface. The module was called The Eagle.

Neil Armstrong said 'The Eagle has landed' to tell people that they had arrived on the moon.

Walking on the Moon

On 21st July Neil Armstrong stepped onto the moon. Buzz

Aldrin followed 20 minutes later.

Instead of walking on the moon, the astronauts bounced because there is less **gravity** on the moon. Gravity is a **force** that pulls things down to Earth.

Michael Collins travelled all the way to the moon but never set foot on it.

Return to Earth

After two and a half hours on the Moon, the astronauts returned to the lunar module, which then took off and connected with the command module.

The **booster rockets** on the command module sent the astronauts back to earth. The command module landed in the **Pacific Ocean**.

It floated on a rubber **raft**.

Divers arrived in a boat to help the astronauts.

After Apollo 11, Armstrong left the Space Program, he became a teacher in a university. He died in 2012 at the age of 82.

Modern astronauts are still **inspired** by Neil Armstrong.

Today there are now space stations in space where astronauts can live for months at a time.

Compare information about Neil Armstrong and Christopher Columbus including dates, achievements, transport, distance travelled, and importance.

Percy Fawcett (link to Year 5 Geography)

Read 'The Quest For Z - the True Story of Percy Fawcett' by Greg Pizzoli.

Percy Fawcett (1867-1925)

Know that Percy Fawcett was a significant British explorer in the **Amazon** rainforest. He believed there was a lost city in the forest, which he called Z.

He was determined to find the city and become famous.

In 1925 he went into the rainforest and was never seen again. Many people have tried to find his body but nobody ever has.

Some people believe he was killed by tribes people whilst others believe he died of illness.

End of Unit Outcome:

Timeline - Christopher Columbus's Life and Voyages

| | |
|---|--|
| Term: Y2 Summer | Focus of Study: Inspirational People |
| NC Objectives | Key Knowledge and Vocabulary |
| <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, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality.</p> | <p>Context for Study</p> <p><i>This unit follows the study of ‘Important People’ in Year 2 in which the children studied Florence Nightingale, Edith Cavell. In Year 5, the children will study Isambard Brunel and the changes since the Victorian Period and Industrial Revolution (1760-1840), Guy Fawkes and Parliament (1605). The unit follows on with the 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 as part of the Victorian Era) There is also the introduction of Rosa Parks and the Civil Rights Movement in the USA (1954 – 1968). Our school assemblies also cover Rosa Parks and Martin Luther King, which continues to embed the knowledge of inspirational people during this time and retrieve prior knowledge regularly. 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’ and the famous ‘I have a dream’ speech by Martin Luther King.</i></p> <p>Who was Emily Davison?</p> <p>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 law and put her life in danger for what she believed in. Life for women during Davison’s lifetime was very different from today. Men had more rights than women, including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education.) Emily Davison and other suffragettes thought this was wrong. A suffragette was a woman who was involved in the campaign 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>Who was Rosa Parks?</p> <p>Rosa Parks risked her life to improve the lives of African Americans. An African American 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.</p> |

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 **segregation** - separating groups of people according to their **race, gender or religion**.

When and where did they grow up?

Emily Davison was born in London on 11th October 1872. Her 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 McCauley (later Parks) was born near Montgomery, Alabama, USA on 4th February 1913. She 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.

Getting Involved

Emily Davison became a **governess**, teaching the children of a wealthy family. A governess is a woman who teaches children in their homes.

She then worked as a teacher at a school in Birmingham.

In the early 1900s, educated women did not have many jobs to choose from. Emily Davison finally gained her degree from the University of London in 1908

Protests were organised to win the **right** for women to **vote**.

Many people thought that women were treated unfairly in society.

Davison joined the Women's Social and Political Union (WSPU) in 1906. They organised protests in favour of votes for women.

Rosa married Raymond Parks in 1932.

Raymond was a member a group that wanted to make the lives of African Americans better. He encouraged Rosa to get involved.

African Americans protested peacefully to be treated as equals.

It was dangerous work - people who took part in campaigns for **civil rights** could be attacked or even killed by those who did not want a **fair society**.

What did they do?

Emily Davison became a suffragette.

Many suffragettes believed in breaking the law to win more rights for women.

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. Many people did not agree with the way that the Suffragettes used violence to change the law. 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 **fin**ed 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.

They refused to use the city's buses. 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

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.

<https://www.britishpathe.com/video/emily-davison-throws-herself-under-the-kings-derby>

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 **President** of the United States. Know that he is a member of the Democrat **political party** in the US.

A political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an election.

Comparing Emily Davison and Rosa Parks

| Emily Davison | Rosa Parks |
|---------------------------------------|---------------------------------|
| Born: October 1872 in London, England | Born : Feb 1913 in Alabama, USA |
| Died: June 1913 | Died: October 2005 |

| | |
|--|---|
| Career: Governess and teacher, before becoming a full time worker for the Women's Social and Political Union (WSPU) | Career: Held several jobs including seamstress and working for a politician; a campaigner for civil rights throughout her life. |
| Fact: Sent to prison several times for protests | Fact: Awarded Presidential Medal of Freedom in 1995 |
| Famous people living at the same time: Edith Cavell (Y1 curriculum), Emmeline Pankhurst (leader of suffragettes), Annie Kenney | Famous people living at the same time: Nelson Mandela, Martin Luther King, Mother Teresa |

End of unit Outcome:

How did Rosa Parks improve the lives of African Americans?

How did Emily Davison and the Suffragettes improve the lives of women in England?

Discussion about the strong beliefs children may have about making the world a better place.

Year 3

| | |
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| Term: Y3 Autumn | Focus of Study: From Stone Age to Iron Age |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p> <p>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>Context for Study</p> <p><i>This is the beginning of the pre-history topics. The children will have touched on dinosaurs in reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen again in Anglo Saxons- Year 4 and the Mayans in Year 6)</i></p> <p><i>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 Year 4 study of Anglo Saxons and the Scots and The Vikings, and Year 3 study of Ancient Egypt and Ancient Greece. It will also be used in Year 6's study of the Mayans.</i></p> <p><i>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 using the three seasons to farm and their dependence on the River Nile.</i></p> <p><i>'Trading' is studied at the end of the topic, which is seen again in the Romans and also Anglo-Saxons and the Scots and the Vikings. It also explains that during the Bronze Age, hill forts were built to protect against raiders (Vikings Year 4 link)</i></p> <p><i>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).</i></p> <p>Know the timeline showing the Bronze Age, Iron Age, Stone Age</p> <p>Know that the term 'prehistory' means the time before people started writing and being able to record events. The suffix 'pre' means 'before' so prehistory is literally 'before history'.</p> <p>Know that people have been in Britain for about 1 million 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.</p> |

Historians and **archaeologists**, who study history and prehistory, look for **evidence** to work out what happened and what life was like in the past.

Historians use **primary** and **secondary sources** 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.

Finding new sources are important for historians as they can help us change our ideas about the past.

How do archaeologists know how old an object is?

Know the three ways that archaeologists can **date** objects

1. Studying **carbon atoms** every living thing contains carbon atoms and over time these atoms **decay** - 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 Happisburgh - these included basic **stone tools** 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 **Stone Age** is named because the people used stones as tools.

Know that our species is called **homo sapiens**. When we go back into prehistory humans looked different from us today. Our ancestors include **Australopithecus**, **Homo Erectus** and **Homo Neanderthals**.

Evidence of Early Humans in Britain

Boxgrove Man - 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.

Paviland Man or '**The Red Lady**' - 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 Woolly Mammoth is an extinct mammal from this period which was known for its shaggy fur and large **tusks**.

Bones from 14,700 years ago have been found in the caves of **Cheddar Gorge** (Somerset). There are animal bones with marks made by stone knives and also human bones with similar marks. Historians believe this shows that humans here may have eaten other humans - this is known as **cannibalism** (eating meat from the same

species as yourself).

During this time Britain was often covered in large **glaciers** made of ice and is known as part of the last ice age. About 11,500 years ago the glaciers melted and the ice age was over.

Mesolithic Life

Know 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 **Mesolithic** 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.

People may have lived in small houses with **thatched** roofs as found in **Star Carr** in Yorkshire. People lived in caves too.

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**.

Cave Paintings

Know that we have found out about animals from the Mesolithic period from studying cave paintings.

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.

People at this time are known as hunter-gathers 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).

Neolithic Age (6500 to 2,500 BC)

Know that in the Neolithic period people had begun to grow their own crops and **domesticate** animals to be used as helpers or as food.

Know 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.

Neolithic people made **pottery**, and **woven material** (they still only had stone tools at this point)

Know that fighting began as the **population** 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.

Skara Brae in Orkney

Know that Skara Brae in Orkney is known as one of the most important places for archaeologists to learn about the Neolithic period. Locate on a map of the UK.

Know that the remains of eight houses from about **5200 years ago** have been found there. They were built by stacking flat rocks on top of each other.

The houses had no windows, there was a smoke hole in the roof (made of wood and turf) stone dresser and in the centre there would have been a **hearth** for fires and cooking. The houses were all connected to a sewer system - this tells us that they must have worked together. The houses were all the same size - this tells us that the people of Skara Brae were seen as equal.

They hunted for deer, kept cattle and sheep and also trapped fish, **mussels, cockles, oysters** and **clams**. They also ate seabird eggs

Know that stone tools became more sophisticated and were no longer made just by chipping away at the stone to break bits off but were also ground and polished to make them stronger and more effective.

Stone Circles

Know that Neolithic people created stone circles to mark important days in the year - **The Winter Solstice and Summer Solstice** (Shortest and longest days of the Year) Know that the way the sun shone gave the **Neolithic** people a sign that Spring was on its way. After the Summer Solstice the growing season was over and harvesting season began. The Solstice dates were important for farming.

Know that the most famous stone circle in the UK is **Stonehenge** in **Wiltshire**. (Locate on a map)

Know that Stonehenge was built in stages over many hundreds of years. Near the site there have been many human remains found as people were cremated here for hundreds of years.

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. Know that people celebrated the **Winter Solstice** by having big parties with big hog roasts.

Bronze Age

Know that the next major age after the Stone Age is the Bronze Age.

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.

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.

People didn't have money, but could make things. The rich were the people with metal, they began to then swap things and **trading** began.

Know that people with the skills to work metal were seen as more important than others. Know that trading of goods began all over Europe and people would travel to trade.

Know that families lived in large huts, they owned animals and made or grew things they needed. Know that Bronze age people travelled by foot or boats. They made boats by chopping trees and hollowing them out until they floated evenly.

Know that archaeologists found part of a wheel 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.

Know that **hill forts** were built with walls around them to stop **raiders** taking camps or animals. Know that **alliances** between families meant people began to live in **tribes**.

Know that people began to fight for land more and wanted to be in a strong tribe to protect themselves.

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 spiritual beliefs.

Iron Age/ Celts

Know that from around 800 BC the Iron Age began.

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.

Know tools and weapons were now being made of iron.

Iron Age people are often called **Celts**. These were a number of different tribes all over Britain. Know that **Danebury Hillfort** has given **archaeologists** lots of information from findings there. They have spent decades studying the site.

Know many damaged skulls and burial pits have been found there due to wars and fighting. The Iron Age was quite unsettled and fighting was common.

Know that the Iron Age ended in 43 AD

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 **Roman Emperor Julius Caesar** led an invasion to conquer Britain

This was the end of **Prehistoric Britain** - many Romans could read and write so there are good primary sources of evidence from this time.

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| | <p>End of Unit Outcome: Factfile: Stone Age, Bronze Age and Iron Age</p> |
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|---|---|
| Term: Y3 Spring | Focus of Study: Ancient Civilisations: Ancient Egypt |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught about:</p> <p>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>Context for Study</p> <p><i>This unit links back to knowledge of the Stone Age (Year 3). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (Year 3) and the Romans (Year 4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4).</i></p> <p><i>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 follows on from the Vikings (Year 4) and their beliefs in Gods and the ‘Afterlife’.</i></p> <p><i>Children will learn some of the main Egyptian Gods such as Anubis (God of the Dead) Isis (protective Goddess) and Ra (Sun God). Children will study how Egyptians prepared themselves for the ‘Afterlife’ and the similarities between the Egyptians burials with belongings and the Anglo-Saxons and the Vikings rituals. It uses the term ‘ritual’ (also seen in the topic of Vikings and Anglo-Saxons)</i></p> <p><i>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) Children will also learn about hieroglyphics which is also taught in Year 6 Mayans.</i></p> <p><i>The topic ends on the idea that scribes would carve hieroglyphics on the walls of tombs.</i></p> <p>Know that people have lived in Egypt since the Stone Age (Y3 curriculum) and that by 3500BC people were living in large settlements. Know that a settlement is ‘a place where people have come to live and have built their homes’.</p> <p>Know that the Ancient Egyptian era spanned from 3100 BC to 30 BC.</p> <p>Know the location of Egypt on a world map and the River Nile on a map of the country. Know that Egypt is part of the continent of Africa.</p> <p>Know that Egyptians lived in the desert where they would herd animals and hunt for food. Over time the desert</p> |

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 **Alexander The Great** invaded with the Greeks and the Romans invaded 300 years later. The last **pharaoh** of Ancient Egypt was **Cleopatra**. After her rule Egypt became part of the Roman Empire (studied in Y4).

Uncovering Ancient Egypt

Know that **archaeologists** study historical records to work out where ancient civilisations were. They then go on **expeditions** to excavate these places - taking care not to damage anything they dig up.

People who study Ancient Egypt are called **Egyptologists**.

The Ancient Egyptians buried their pharaohs in impressive **tombs** filled with weapons, clothes and jewellery. On the Nile's west bank is an area known as **The Valley of The Kings** near the city of **Luxor**. The Egyptians buried many pharaohs here and over 60 tombs have been found.

The most famous discovery was by **Howard Carter** in November 1922 when he discovered the tomb of Pharaoh **Tutankhamun**.

Know that the tomb was full of treasures such as weapons, furniture, jewellery and the pharaoh's gold mask.

Some people believe that a powerful curse was released when the tomb was opened as one of the Egyptologists called Lord Carnarvon died shortly after the discovery from blood poisoning. We now know he was bitten by a **mosquito**.

The Pharaohs

Know that from 3100 BC Egypt was ruled by kings/queens known as **Pharaohs**.

Know that Pharaohs were believed to be the living **descendants** of **Ra**, 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 **monuments** of themselves to impress people and scare their enemies. This is a monument of **Pharaoh Ramses II** at **Karnak Temple** in **Luxor**.

Know that Pharaohs often wore a **ceremonial beard** as a symbol of royal power.

Even female pharaohs wore these. Only gods and pharaohs were allowed to carry the **ankh** - a symbol of life showing that the person who held it had the power to give life and take it away.

Know the most important **official** to the Pharaoh was their '**Vizier**'. The role of the Vizier included supervising the running of the country, like a prime minister does. The vizier was chosen from the Pharaoh's family.

Egyptian Gods

Know that the Egyptians worshipped hundreds of different gods and goddesses. Ancient Egyptians believed that **Atum** was the first god to exist.

Know that the Egyptian people **worshipped** many different gods and this is called **Polytheism**. Know the following Egyptian Gods' names and function

- **Anubis** - God of the dead (often shown as a jackal)
- **Horus** - God of the sky (often shown as a falcon)
- **Isis** - Goddess of magic, the protective goddess.
- **Osiris** - Ruler of the Underworld (often shown with black skin)
- **Ra** - Sun god (a falcon headed man)
- **Thoth** - The God of writing and knowledge (often shown with the head of an Ibis)
- **Set** - The god of the desert and storms

Know the story of Osiris and Isis to give context to the gods (use text by Cari Meister) (Compare to Gods studied in Viking topic earlier in the year)

Priests and Temples

Know that Gods were **worshipped** in **temples** which were seen as 'houses for the gods'.

People went to temples to pray and make **offerings** 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 **sanctuary**. The sanctuary had a statue of the temple's god and it was believed that the gods visited the temple by entering the statue.

Most temples had a special offering **ritual** every day to keep the gods happy. The high priest would wash themselves thoroughly and then visit the statue. They would wash the statue, dress it in fresh cloths and leave an offering of food in front of it.

People also visited **shrines** which were holy buildings that were not as **sacred** as temples where people could make their own offerings to the gods. Know that sacred means something which is believed to be holy and have a special connection with God.

Life After Death

Know that the Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the **afterlife**.

They believed that the **spirits of the dead** travelled through **Duat**, 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 Osiris and be **reborn** in a

heavenly version of Egypt.

Know that other people believe in the afterlife such as the Vikings (refer to previous unit of work) Egyptians believed that if your spirit survived Duat then the god **Anubis** weighed your heart against the **Feather of Truth**. If the scales 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 **Ammut** and your spirit would disappear.

Mummification

Know that the Ancient Egyptians **mummified** the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.

Mummies were made in several stages:

1. The body was washed and prepared for mummification
2. The **internal organs** were taken out and stored in special **canopic jars** to protect them (the heart was left in while the brain was removed with long hook through the nose)
3. The body was left to dry out in **natron salt** for 40 days.
4. The salt was removed and the body stuffed with cloth
5. The body was wrapped in **linen** bandages and then placed in a **coffin**
6. A **ritual** was performed so the body would be able to eat, drink and speak in the afterlife.

Rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert.

People's belongings were buried alongside them. The tombs of Pharaohs contained many treasures and were a target for thieves who would try to steal these.

Pyramids

Know that the Ancient Egyptians built **pyramids** to protect the bodies and treasures of the pharaohs after they had died.

More than 100 pyramids have been discovered and most are on the West Bank of the Nile

Most pyramids were built between 2675-1759BC

Know that the most famous pyramids were built at Giza by Pharaoh **Khufu**, his son **Khafre** and his grandson Menkaure. Three pyramids were built with Khufu's pyramid, known as the **Great Pyramid**, being the tallest and most impressive. Know that it was the tallest **man-made structure** for more than 3800 years.

Know that the **Great Sphinx** (*pronunciation: sfingks*) is also located in Giza. The Sphinx is a large statue with the

body of a lion and the head of a human (believed to be Pharaoh Khafre). The purpose of the statue is unknown although people believe it was built to guard the pharaohs in their tombs. The Sphinx has now started to crumble so people are trying to find ways to protect it. Many people believe that protecting historical statues is very important.

Building the pyramids

Know that Khufu's Great Pyramid at Giza took about 20 years to build and is 147 m tall. Know that other tall man made structure include -

Burj Khalifa in United Arab Emirates -829m (tallest man-made structure in the world)

Leaning Tower of Pisa in Italy - 57m

Big Ben's Tower in London, England - 96m

Eiffel Tower in Paris, France - 300m

Know that around 4000 workers built the pyramids Pyramid buildings

1. Workers cut blocks of stone out of the ground
2. These were loaded onto boats which carried them to the pyramid
3. Using a **chisel** and hammer workers made the blocks smooth so they would fit together tightly
4. Workers moved the blocks using wooden sledges up ramps on the side of the pyramids
5. Pharaohs were usually buried underneath the pyramid structure although some had **burial chambers** built in to them.

Trade and Travel

Know that Ancient Egypt was one of the wealthiest civilisations at the time.

Know that they could mine gold from gold mines. This gold was often used to make jewellery such as necklaces, bracelets, earrings and rings. A gold **scarab beetle** bracelet was found in Tutankhamun's tomb. The bracelet is decorated with **lapis lazuli** for the body of the beetle (lapis is a deep blue stone).

Know that **trade** was done with **bartering**. This means that items of similar value were swapped. Ancient Egyptians did not use coins / money as we do.

They sold spare grain, salt and gold to other countries in exchange for items that could not be found in the desert such as wood, oils and metals like copper, silver and iron.

Merchants 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.

Know that camels are able to travel long distances without drinking water because of the **reserves of fat** in their humps. They have large flat feet that make movement possible in the desert without sinking into the sand. They have **nostrils** that can close to prevent sand entering. They have long eyelashes to keep sand out of their eyes)

The River Nile was the fastest way to travel in Ancient Egypt. Everything was transported by boat - grain, cattle, people and the blocks of stone used to build pyramids. Early boats were made of **papyrus** tied together with rope but many later boats were wooden. **Oars** for rowing and **sails** that caught the wind helped boats to go faster.

Hieroglyphs

Know that Egyptian writing was called **hieroglyphs** which used symbols to represent letters and words. Only people at the top of society could read and write, including Pharaohs and Scribes. Know that a Scribe was an official record keeper for the Pharaoh. They recorded important information such as trade deals with other countries, notes from meetings, medical remedies, rituals and magic spells. Scribes were very well respected in Egyptian society.

Know that scribes would carve hieroglyphs into stone or paint on the walls of tombs.

End of Unit Outcome:

Essay - What beliefs did the Ancient Egyptians hold about death and is it right that they have excavated the tombs?

Text to support learning: Isis and Osiris by Cari Meister

Video Clip - <https://www.youtube.com/watch?v=dm8945K4dH0>

Read the following BBC News article - <https://www.bbc.co.uk/news/uk-scotland-north-east-orkney-shetland-55315623>

| | |
|--|---|
| Term: Y3 Summer | Focus of Study: Ancient Civilisations: Ancient Greece |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught about:</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p> | <p>Context for Study</p> <p><i>This unit has many language and concept links to periods of time studied throughout the curriculum. The term ‘archaeologists’, ‘historians’ and ‘excavate’ are used throughout (Links to previous Year 3 topic ‘Ancient Egyptians’). The term ‘city states’ is introduced to describe the beginning of main cities surrounded by countryside. This term is also used in the Year 6 topic ‘The Mayans’. City states were separate and had their own way of life, but all shared the same language and beliefs.</i></p> <p><i>During the topic the children will be taught about systems of ‘government’ and ‘democracy’. This links to previous topics in Year 1, ‘United Kingdom Guy Fawkes and Parliament’ where children have previously been introduced to these terms.</i></p> <p><i>There is also mention of the terms ‘priestess’ and ‘high priestess’ (also seen in Year 6, ‘The Mayans’ where children learn about social structures) 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 ‘Inspirational People, Rosa Parks, Emily Davison Yr2) and World War 2 (Yr6) The role of women during WW2.</i></p> <p><i>The Greeks also believed in different Gods for different elements of life such as ‘Poseidon God of the Sea’ and ‘Aphrodite the Goddess of Love’. These foundations of religion can be linked to the Norse beliefs in Yr4 - The Vikings and also The Egyptians (Yr3). Both had beliefs in many various gods linked to the elements (Horus, god of the sky and Set, the god of desert and Storms)</i></p> <p><u>Welcome to Greece</u></p> <p>The Ancient Greek period being studied is from 3000 BC to 146 BC. (Place key events on a timeline).</p> <p>Know that BC means ‘Before Christ’ and know that Anno Domini (AD) means ‘in the year of our lord’ in Latin. Know that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era). Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today.</p> <p>Greece is studied today by historians and archaeologists who visit old cities to excavate and explore the remaining ruins. Items found in those places tell us a lot about the Greeks.</p> |

Know that over 2400 years ago a Greek writer called Herodotus collected and reported eye-witness accounts of battles and past events. This marks him as the world's first historian. In 440BC Herodotus presented his work by reading it aloud to spectators at the Olympic Games. He journeyed across Greece and the Mediterranean collecting all kinds of information including local customs and culture. He called his great works 'Histories' from the Greek word for 'inquiry'.

Know that not all of Herodotus's writing was reliable. He described one-eyed men from Northern Europe who fought with dragons.

Meet the Ancient Greeks

Greek **civilisation** started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the **Dark Age** 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 civilisation. Civilisation means 'a human society with its own social organization and culture'.

As the Dark Age came to an end **city states** 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 **Sparta and Athens**.

Athens and Sparta

In 479 BC the two most powerful city-states Athens and Sparta teamed up to defeat the **Persians** 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.

Pericles, an Athenian **military leader** and **politician**, was key to the city's success in the 5th century BC. He also built lots of new **temples** in Athens, including the **Parthenon** which stands on a hill above Athens today. Know that the Parthenon is surrounded by stone **columns** and would have been decorated with **carvings** of leaves and flowers, which have now faded away.

Athens developed a new system of **government** called **democracy**. Under the system, ordinary **citizens** were able to vote on **military decisions** and changes to the law. All male citizens were expected to attend the **assembly**, 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.

Women in Greece - comparing men and women's roles in Ancient Greece (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 **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, usually to an older man who might be more than twice their age. 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. Olive leaves were sacred as the olive tree

was seen as a gift from the goddess Athena (it was even a crime to chop down an olive tree)

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

Know how to compare Ancient Greek **Olympics** and modern Day olympics using the information in the table below.

| Ancient Greek Olympics | Modern Olympics |
|---|---|
| Cheating was severely punished. In Ancient Greece athletes could be flogged . | In modern times cheating athletes can be prevented from competing in future. (link to Russian Olympic |
| Athletes safety was not a concern. Men sometimes died in boxing events and horse racing was very <u>dangerous</u> | Athletes safety is a major concern. Rules are put in place to prevent injury and doctors are on hand to <u>attend to any iniuries</u> |
| Athletes raced in trials before a final race to find the overall champion. Fastest times were not recorded. The goal was to be the <u>winner that year</u> | Athletes race in trials or heats to enable them to compete in the semi final and eventually the finals. Fastest times are recorded and <u>people try to beat the world</u> |
| Only men could compete in the Olympics. | Men and women can compete in the Olympics but not against each other |
| Winners received a crown of olive <u>leaves</u> | Winners receive a gold medal |
| First held in 776 BC and ended in <u>AD 393</u> | First held in 1896 and continuing to <u>this day</u> |
| | Paralympics first held in 1960 – link to equality and diversity |

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

Year 4

| | |
|--|--|
| Term: Y4 Autumn | Focus of Study: The Roman Empire in Britain |
| NC Objectives | Key Knowledge and Vocabulary |
| 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>(Recap knowledge of Stone Age to Iron Age content which leads into the story of the Roman Empire)</p> <p>Context for study: <i>It follows on from the topic of 'Stone Age to Iron Age' (Year 3). The topic begins with the concepts of dictator and government (Links to Year 6 World War 2). 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 Year 4 topic of Britain's Settlement by Anglo Saxons and Scots.</i></p> <p><i>Children will learn about the building of Roman Roads which is studied during the study of 'History of Vehicles' in Year 1 in which the invention of the wheel aided road building and the use of chariots during the Roman era.</i></p> <p><i>The term 'archaeologists' is used throughout the history curriculum (Stone Age- Yr3 , Vikings- Yr4 and Mayans- Yr6). Children will understand how Britain was turned into Rome and the battles against tribes such as the Iceni ruled by Prasutagus. It moves onto the battles Rome had in Scotland and the building of Hadrian's Wall.</i></p> <p><i>The topic ends discussing the attacks and raids from different groups such as: the Picts, Scots, and Saxons. This is studied in more detail in the Year 4 topic 'Britain's Settlement by Anglo Saxons and Scots')</i></p> <p><u>The Romans invade Britain</u></p> <p>Towards the end of the Iron Age and Bronze Age (studied in year 3 Spring) life in Britain was very different to life in Rome. Rome was more developed than Britain - it had better facilities for the Roman people. Rome was ruled by a dictator - 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 taxes and a very organised army which had conquered many different countries. There were lots of grand buildings in Rome where people could gather including temples and public baths.</p> <p>The people in Britain were called Celts. They lived together in groups called tribes that were ruled by a chief. They lived in settlements such as hillforts.</p> |

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.

Trade

People from Rome travelled peacefully to Britain to **trade** goods. Traders 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.

Olives for Olive oil and grapes for wine are difficult to grow in the British cold so they had to be **imported** from hotter places like Rome

In return they took **slaves**, and metals such as **gold, silver, tin, copper and bronze**. In 55BC an **army general** from Rome called **Julius Caesar** invaded Britain.

Caesar and his army were not used to British weather as he was used to the **Mediterranean** Sea climate. This meant that his army struggled to cope with rough seas.

Caesar won some battles and took some **hostages**.

When the stormy weather came in autumn he decided to return to an area called **Gaul** (*pronunciation: gawl*), (an area where countries like France, Belgium and Netherlands are today - see map above).

He planned to return to conquer Britain the following year.

Caesar attempted an **invasion** of Britain for the second time in 54 BC. An invasion is when a foreign army enters another country by force.

He brought 25,000 men and 800 ships.

Romans had a highly-organised **military** force with better equipment and well-developed fighting strategies.

Roman soldiers lined up in battle with **shields** facing outwards (called a phalanx). 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 'shell' of shields around them called the 'testudo' or tortoise formation.

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.

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 the Conqueror

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

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 (at least until AD 197)

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. This helped the Romans in two ways - it provided fresh troops for battle and kept the young men busy which stopped them trying to rebel against the Romans.

Roman Roads

Claudius' 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 – Watling Street (St Albans) is a historic route in England linking Dover and London to the North West of the country.

To know that Stevenage lies near the line of the Roman road from Verulamium to Baldock

The Romans levelled the land where they needed to.

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.

The Invasion Continues

By AD 48 the south of England had been conquered. The Romans moved upwards into **Wales** to get hold of metals such as gold that had been found in the Welsh hills.

The Romans defeated the people there and built **aqueducts** to fill up large water tanks near the tops of the hills. When they released the tanks, huge waves of water poured down the hillside washing the soil away to help them find the gold in the ground.

Turning Britain into Rome

While the Roman army was fighting in Wales, other Romans were turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy.

The towns were planned around a **forum** which was an **open courtyard** used as a meeting place or for holding markets. The buildings were built to look like Roman buildings and the shops sold Roman food.

Amphitheatres were built which would be used for wild animal fights and **gladiator** combat.

In the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.

Many Roman buildings still remain and we can learn a lot by studying them.
Around AD 50 the Romans built a small city called **Londinium** which we now know as London.

Boudica

The **Iceni** were a Celtic tribe ruled by a king called **Prasutagus**.

When he died in AD 60 he left some of his kingdom to the Roman Emperor but also some to his daughters. The Emperor wasn't happy as he expected to own all of Prasutagus land, so the Roman soldiers started to take over the Iceni lands.

The Romans stole money and took crops.

When Prasutagus's wife, **Boudica** (*pronunciation: boo-duh-kuh*), protested, they beat her and her two daughters.

Boudica was angry and led the Celtic tribes into a **rebellion** against the Romans. She took her army to **Colchester** (where the Romans' headquarters were).

They set fire to the city and the temple of Claudius.

Boudica's army then went on to burn down other Roman cities including London.

Many of the Roman army were still fighting in Wales but quickly returned to attack Boudica. The Romans were better organised and had better equipment and defeated Boudica's army.

Historians believe that Boudica poisoned herself as she didn't want to **surrender** to the Romans or be killed by them.

Hadrian's Wall

After Boudica's rebellion the Romans pushed forward North up the country conquering the land as they travelled.

They eventually reached **Scotland** where many battles took place with the tribes living there. As the Roman army was needed elsewhere in the Roman Empire they eventually **withdrew** from Scotland in AD 100.

The Roman Emperor, **Hadrian**, decided to build a wall to keep Scotland separate from the rest of England.

This wall became known as **Hadrian's Wall** and it stretches for 73 miles right across England.

It was 3m wide and 3-6 m high and built of stone and earth. It took about 15,000 soldiers 6 years to build the wall.

At points along the wall, **forts** were built which were home to about 600 soldiers who kept watch for attacking tribes. **Turrets** were also built to keep watch.

The end of the Roman Empire in Britain

Around AD 250 the Roman Empire started to come under attack from different groups.

The **Picts** from Scotland, the **Scots** from Ireland and the **Saxons** from Europe started to carry out raids on English towns and cities.

The Roman Empire struggled to deal with these attacks as Roman soldiers were off fighting in other parts of the Roman Empire.

The Roman Empire had become very big and they needed more and more soldiers to **defend** the land they had conquered. These soldiers needed paying so it became too expensive to keep the empire under control.

The Romans tried to continue to rule in Britain but after attacks became more frequent in AD 400 the Roman army left Hadrian's wall and in AD 410 the Roman Army left Britain completely.

The **raiders** from Scotland, Ireland and Europe moved in and the people of Britain no longer had the Roman soldiers to protect them.

To know some Romano-British remains were discovered during the building of the New Town

To know a hoard of 2000 silver Roman coins was discovered during house building in the Chells Manor area in 1986.

School Trip: Verulamium

Museum, Hypocaust, Theatre, Town Walls

End of Unit Outcome:

Essay – How did the Romans transform Britain?

(This narrative of British History continues when pupils learn about the Anglo Saxons and Vikings later in Year 4.)

| | |
|---|--|
| Term: Y4 Spring | Focus of Study: The Anglo-Saxons and Scots |
| NC Objectives | Key Knowledge and Vocabulary |
| Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots | Context for Study <i>This is the first of two units looking into the changes in British History after the Roman invasion. The Anglo Saxons and the Scots topic is a direct link to the previous Year 4 topic, 'The Roman Empire in Britain'. The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with</i> |

Anglo-Saxon invasions,
settlements and kingdoms: place
names and village life

Anglo-Saxon art and culture Christian
conversion - Lindisfarne

*the **Scots** (Ireland) and **Picts** (Scotland) battled amongst themselves to **dominate**. 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 also important when understanding the unit, '**The Vikings**' as the **Viking** and **Anglo Saxon** leaders fought for power over these parts. (**Mercia, Wessex, Kent, Essex, East Anglia and Northumbria**) .*

*The unit also teaches the children about Anglo Saxon **settlements** and way of life. The building of houses with **thatched roofs** and farming is taught (link to '**Mayans**' in Year 6 as they also built houses with **thatched roofs**) Towards the end of the topic, children are taught about the importance of **religion** and the **Viking attack** on the **Lindisfarne Monastery**. This can also be linked back again to the **Romans (Year 4)** as the **Anglo Saxons** were **Christians** due to **Roman influence** and the **Lindisfarne Gospels** were written in **Latin** by **monks**.*

Anglo-Saxon invasions

The **Romans** had **ruled** over Britain for nearly 400 years at the start of the 5th Century.

The Roman **Empire** 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 **conquered** by **invaders** that the Romans called **barbarians**.

In former times, barbarians were people from other countries who were thought to be **uncivilized** and violent. 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 '**the dark ages**'.

The **Scots** attacked from Ireland, the **Picts** attacked from the North and the **Saxons** 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**.

Anglo Saxon Kingdoms

By about AD 550 Britain had been broken up into many small **kingdoms** each ruled by a different leader.

The name England is derived from 'Angle Land' meaning land of the Angles.

By AD 660 the Anglo-Saxons controlled most of Britain. The map above shows the kingdoms at this time.

Mercia was the most powerful kingdom during the Anglo-Saxon **period**. **Offa** 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. Some of it can still be seen today.

Anglo Saxon Settlements

Anglo-Saxons built their own **settlements** with each village having a chief who protected the villagers.

A settlement is a place where people have come to live and have built homes.

Place names tell us where the Anglo Saxon settlements were set up. **East Anglia** on the east coast of Britain is named after the Angles who settled there. Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. **Luton**, Taunton, Birmingham etc....

Anglo-Saxon Village Life

Anglo Saxons grew their own food and farmed animals to eat.

Houses were simple - built of wood and had **thatched** roofs made of straw.

The walls were plastered with a mixture of mud, animal **dung**, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter.

Kings had large impressive halls to entertain guests in.

Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning.

Houses were heated with an open fire. Toilets were a pit dug in the ground.

Food was often bread and a type of vegetable soup called **pottage** made with peas and beans, leeks, onions and turnips.

Farm animals provided meat, milk and eggs.

There were no medicines and lots of illness - many people died at a young age. Anglos Saxons worked hard farming the land and did not have a comfortable life.

Many children died very young (about a third died before their 5th birthday) due to illness. Most children didn't go to school unless they were training to be a **priest, nun** or **monk**. Most children worked hard helping in the home.

Anglo Saxon Culture and Art

Anglo-Saxons wrote poems and stories for entertainment - these can tell us about life in this time. **Beowulf** (*pronunciation: bay-uh-wulf*) is a famous poem/story from this time.

Sutton Hoo

Sutton Hoo 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.

Christian Conversion and Lindisfarne

To begin with Anglo Saxons followed **Pagan** religions. Pagan religions often worship many gods and goddesses and nature plays a big part. In AD 596 the Roman Christian church sent **missionaries** to **convert** the Anglo-Saxons to **Christianity**. The missionaries were lead by a monk called **Augustine**. Augustine began his mission by visiting **King Aethelbert**, the Pagan king of Kent. The king had married a Christian princess named Bertha. Together Bertha and Augustine converted Aethelbert to Christianity.

By about AD 700 Christianity was a big part of life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too.

The church in England was organised around **ministers**. These were places where a group of monks, priests and nuns organised **worship**

Christianity helped to develop Anglo-Saxon society and culture.

Know that an English monk named **Bede** (and now often referred to as The **Venerable** 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.

Lindisfarne Priory is a **monastery**, which was built on Holy Island in around AD 630. Locate Lindisfarne on a map of the UK

A monastery is a building or collection of buildings in which monks live. The monks at Lindisfarne wrote the famous **Lindisfarne Gospels**. The gospels are examples of Anglo-Saxon **illuminated texts**. 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.

By the late 8th Century Britain, was known as a wealthy country with treasures and **fertile** ground for growing crops. A group of people from **Scandinavia** called **The Vikings** began to attack Britain. The Anglo-Saxons built **defensive** forts called **Burhs** 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.

Trip to West Stow Anglo Saxon Village

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| | <p>End of Unit Outcome: Powerpoint presentations showing daily life of Anglo-Saxons</p> |
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| Term: Y4 Spring | Focus of Study: Nelson Mandela and Apartheid |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>The national curriculum for history aims to ensure that all pupils: know and understand significant aspects of the history of the wider world: achievements and follies of mankind</p> | <p>Context for Study</p> <p><i>This unit links with the Year 2 unit ‘Inspirational People: Rosa Parks’ and the Year 5 unit, ‘Civil Rights Movement’. It focuses on the life of Nelson Mandela during the years of ‘oppression’ in South Africa and the treatment of black people. The topic teaches children about how black children could not attend school with white children, black people and white could not marry and how black people could not eat in the same restaurant as white people.(revised from in Yr 2, Rosa Parks and builds up to Yr 5, ‘Civil Rights Movement’)</i></p> <p><i>These ideas are also taught in both Year 2 unit ‘Inspirational People’ and Year 5 ‘Civil Rights Movement’. (Martin Luther King) Our school assemblies also cover Rosa Parks and Martin Luther King, which continues to embed the knowledge of inspirational people during this time and retrieve prior knowledge regularly.</i></p> <p><i>The unit covers Mandela’s ‘imprisonment’ and the years after his release in which he became the first black president of Africa. The concept of ‘hero’ is introduced, which can again be revised in Year 5 ‘Martin Luther King’ and when discussing Winston Churchill and the decisions that he made during ‘World War 2’ (Year 6)</i></p> <p>Know that Rolihlahla Mandela was born in 1918. A teacher at school who couldn’t pronounce his first name later gave him the name ‘Nelson’. He was born in South Africa in 1918.</p> <p>Problems in South Africa</p> <p>Know that there were many problems in South Africa. Black settlers and Dutch settlers argued over land and riches. Black people also fought to get their rights and land back.</p> <p>As Mandela was brought up, black people had little say in how their country was run. White people ran the government and most black people were poor and worked as servants. They also worked in gold mines and on farms.</p> <p>Mandela joined the African National Congress (ANC) political party. He wanted South Africans to have the same rights as white people. Know that a political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an election.</p> <p>Mandela was brought up, black people had little say in how their country was run. A white person and a black</p> |

person could not marry; they could not share a table in a restaurant or sit together on a bus. Black children and white children went to separate schools.

Understand the term '**oppression**' as the cruel or unfair treatment of a group of people. Mandela was arrested for **treason** in 1956 and spent time on **trial**, he was released after 5 years.

Know that treason is 'the crime of betraying your country, for example by helping its enemies or by trying to remove its government using violence'

Know that he campaigned against these laws and angered many people in **power**. He was arrested again in 1962. He was then **imprisoned** for life in 1963. He was sent to Robben Island where he was imprisoned for 18 years in his own cell away from everybody. Many people **campaigned** to get him released but he stayed in prison for 27 years before being released in 1990.

Know that during his time in prison he found comfort in the poem Invictus by William Ernest Henley.

Invictus

Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my **unconquerable** soul.

In the fell clutch of circumstance
I have not **winc**ed nor cried aloud.
Under the **bludgeonings** of chance
My head is bloody, but **unbowed**.

Beyond this place of **wrath** and tears
Looms but the Horror of the **shade**,
And yet the **menace** of the years
Finds and shall find me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the **master of my fate**,
I am the **captain of my soul**.

Know the meaning of key vocabulary in bold. Know the meaning of the phrases 'master of my fate' and 'captain

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| | <p>of my soul’.</p> <p>In the 1994 elections, all black people were allowed to vote for the first time. As a result, Nelson Mandela became the first black president in South Africa. Know that a president is the head of state of a country that has no king or queen.</p> <p>He has been given many honours and wrote a famous book called “The Long Walk to Freedom”</p> <p>He retired as president in 1999 - he is known as a hero.</p> <p>Know the following Mandela quotes and their meanings - ‘<i>It always seems impossible until it’s done</i>’ and ‘<i>Education is the most powerful weapon you can use to change the world.</i>’</p> <p>He died in 2013 following a lung illness.</p> <p>He was awarded the Nobel Peace Prize and 250 other awards for his bravery and courage. Know that the Nobel Peace prize is awarded to one person each year for their contribution to world peace.</p> <p>End of Unit Outcome: Paragraph – What were the key moments in Nelson Mandela’s life?</p> <p>Text to support learning: Long Walk to Freedom: Illustrated children’s version by Chris van Wyk Nelson Mandela: Little Guides to Great Lives by Isabel Thomas</p> |
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| Term: Y4 Summer | Focus of Study: The Vikings and the Anglo Saxons |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught about:</p> <p><i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p>Viking raids and invasion resistance by Alfred the Great further Viking invasions and</p> | <p><i>Context for Study</i></p> <p><i>This is the second of two units looking into the changes in British History after the Roman invasion. Children will be familiar with the Viking invasion on Lindisfarne at the end of the Anglo Saxons and the Scots unit (Spring).</i></p> <p><i>Revise with the children how the Anglo Saxons, Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate Britain. Eventually settling in different parts of the country. The previous knowledge of the Anglo Saxon settlements (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria) is an important basis when understanding the ‘The Vikings’ as the Viking and Anglo Saxon leaders fought for many years over these parts.</i></p> |

Danegeld Anglo-Saxon laws and justice
Edward the Confessor and his death in 1066

*The unit explores the **Norse** religious beliefs such as different worlds, **Gods** and also the '**afterlife**'. (Similar to **Year 3 'The Egyptians'**). The terms '**archaeologists**' and '**excavations**' will also be used when discussing the Viking **settlements** in **Jorvik** (York). Children will be familiar with this language from previous learning-**Anglo Saxons and Scots (Yr 4), Stone Age to the Iron Age(Year 3) and the Romans (Year 4)***

*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**. The topic ends with the study of 'The Battle of Hastings' and the knowledge that the Viking reign ended with 'William the Conqueror' taking succession to the throne and becoming the first Norman King of England.*

(Start unit with a review of the Anglo- Saxons unit taught previously)

The **Vikings** came from the lands we now call **Norway, Sweden and Denmark**. This area is called Scandinavia. The Vikings were **Norsemen** - meaning 'Men of the North'

Viking raids and invasion

The Vikings began exploring and **raiding** 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 **longships**.

The first Viking raids (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.

Norse Beliefs

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:

| Norse Worlds | Description |
|--------------|-------------|
|--------------|-------------|

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|---------------------|--|
| Midgard | the only place where humans lived |
| Asgard | the home of the Aesir gods and goddesses |
| Vanaheim | the home of the Vanir gods and goddesses |
| Jotunheim | the home of the giants |
| Niflheim | a world of ice |
| Muspelheim | a world of fire |
| Alfheim | the home of the elves |
| Svartalfheim | the home of the dwarves |
| Helheim | the home of the goddess Hel and the kingdom of the dead. |

The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves. Know the following Norse gods

| Norse Gods | Description |
|--------------|--|
| Odin | Father of the gods |
| Frigg | Odin's wife - the goddess of love |
| Thor | God of thunder and protected humans |
| Tyr | God of war and justice |
| Loki | the god of firelight - a sly and mischievous god who can change form into different animals etc. |

Know the story of Thor's Hammer by Anthony Horowitz

Know that if a Viking died bravely, they believed they would go to **Valhalla** (a hall in **Asgard** where Odin ruled) it was believed they would be heroes in the afterlife and every day they would **feast** and drink **mead** (an alcoholic

drink made with honey)

Know that **Norsemen** that didn't die bravely would go to Helheim. In one part of Helheim evil and dishonest people were punished. There were also areas for the good people that were not warriors.

The Attack on Lindisfarne

The first planned Viking raid was on the island of **Lindisfarne** in 793 AD.

A small community of **monks** lived on Lindisfarne in an undefended **priory**. Like most monasteries 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 (differentiate between the two meanings of church 1. a building 2. the institution - we are referring to the institution of the church in this instance).

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 **Anglo-Saxon Chronicle** 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.

Resistance by Alfred the Great

The Vikings managed to defeat all the Anglo-Saxons kingdoms except for **Wessex** where **King Alfred reigned**. 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 **Guthrum** attacked Wessex. Alfred fought against Guthrum's armies for two years but in 878 AD A great battle took place at **Chippenham** where many of Alfred's men were killed. Alfred ran away to **Somerset**.

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.

Know the location of York on a map of the UK.

We know a lot about Viking settlement in York from **excavations** in the area. **Archaeologists** have dug into the

earth and found the remains of many items including pottery and clothing.

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 –

| Potential Successor to the throne | Reason |
|-----------------------------------|---|
| Harold Godwineson | claimed Edward had offered him the throne on his deathbed |
| William, Duke of Normandy | claimed Edward had promised him the crown in 1051 |
| Harald Hardrada, King of Norway | thought he had the right to 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 study the Bayeux (*pronunciation: bay-yah*) tapestry in great detail to discover more about the time period.

Resources

Watch the documentary on the British Museum's Viking exhibition from 2014

<https://www.youtube.com/watch?v=xDe8C02W9fY&t=241s>

End of Unit Outcome:

Discussion – What sources of evidence do we have about the Vikings and what can they tell us about The Vikings in Britain?

Year 5

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| Term: Y5 Autumn | Focus of Study: The Victorians |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should be taught :</p> <p><i>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</i></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 terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p> | <p>Context for Study</p> <p><i>This unit builds on the study of Isambard Brunel and the Changes since the Victorian Period (1760- 1840). In Year 5, a short unit on Ernest Shackleton (1874-1922) also covers the Victorian era and the progress made in exploration and transportation.</i></p> <p><u>Industrial Revolution</u></p> <p>The Industrial Revolution led to the creation of many jobs.</p> <p>The Industrial Revolution was a time when large factories began to be built which took advantage of new machines that could make products on a large scale.</p> <p>The Industrial Revolution in Britain is generally considered to be between 1760 and 1840.</p> <p>Steam and electricity were beginning to be used to power the factories.</p> <p>The five changes that characterized the Industrial Revolution are -</p> <ol style="list-style-type: none"> 1. The use of new materials such as iron and steel 2. The use of new energy sources such as coal, steam and electricity 3. The invention of machines to increase production 4. Building of large factories 5. Developments in transportation including steam locomotive, cars and planes. <p>The Industrial Revolution changed Britain from a land of small towns, villages and farms into a land of cities, large towns and factories.</p> <p>Look at Lowry paintings (link to Year 5 art).</p> <p><u>Victorians</u></p> <p>The Victorian Period is named after Queen Victoria, who was Britain's monarch from 1837 until 1901 (a period of 63 years)</p> <p>Victoria was 18 years old when she became Queen. She married Prince Albert and they had nine children.</p> <p>Britain ruled the British Empire - ‘a number of individual nations that are all controlled by the government or ruler of one particular country’.</p> |

The following countries were governed by Britain as part of the British Empire - **Canada**, areas of **India, Australia, Pakistan, New Zealand**, and parts of **Africa including Egypt and Kenya**. India was known as 'the jewel in the crown' of the British Empire.

Trade with the Empire helped make Britain rich and it was known as the most '**powerful nation in the world**' at the time.

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.

Children at work

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** (link to Year 6 writing unit 'The Matchstick Girl'). **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**. A political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an election.

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.

Coalmines 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

People were made to wear a uniform to prevent them from running away.

Food was **rationed** and very basic, with little flavour. It consisted of **gruel, soup and bread**.

Jobs in the workhouse included **stone breaking, spinning, weaving, laundry, farming, wood chopping and bone crushing** 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.

Dr Barnardo

Thomas Barnardo became interested in the lives of the poor in London. He opened his first '**ragged school**' 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

Dr Barnardo's Charity is still present to this day, helping children in poverty.

Schools

Later in the Victorian period more children started to attend school. The **Education Act** in 1880 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.

A Typical Victorian Classroom

There would be a **globe for geography lessons, and an abacus** for counting. Children sat in rows and the teacher sat at a desk facing the class.

Children wrote on **slates with chalk**. 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 ink well to write on paper**

Both boys and girls learned **reading, writing, arithmetic**, spelling and drill (PE).

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**.

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 **cane**, on the hand or bottom. Children were also made to stand in the corner wearing a '**dunce's cap**'.

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**.

Sunday schools were run by churches, to teach children about the Christian faith. **Ragged Schools** were schools for poor children. In these schools older children helped to teach younger ones.

End of Unit Outcome:

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| | Presentation - What was it like to be a child in Victorian times? (Note: Ensure pupils contrast the experience of pupils from different social groups) |
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| Term: Y5 Spring | Focus of Study: Isambard Brunel and inventions of the past |
| NC Objectives | Key Knowledge and Vocabulary |
| <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, 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>Events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i></p> | <p>Context for Study <i>This unit follows the study of 'History of Vehicles' in Year 1, in which the children studied the different forms of transport throughout the ages- with mention of the steam locomotive, which contributed to the 'Industrial Revolution'. It is a short unit that looks into the achievements of Brunel's 'engineering'. (building bridges, railways and the world's biggest ship at the time) The 'Industrial Revolution' is looked into again in Year 5 as part of the Victorian Era. The unit will study the differences between Brunel's time and present. It will also touch on women's rights and the treatment of children during the Victorian period. (Revised again in Year 5 as part of the Victorian Era) Women's rights can be reflected upon again to secure previous learning in 'Inspirational People' (women's fight for the right to vote: Emily Davison).</i></p> <p><u>Short Unit on the achievements of Isambard Brunel</u></p> <p>Know that Isambard Kingdom Brunel was a famous engineer. He built bridges, tunnels, railways, docks and ships. Know that Brunel was born in 1806 and died in 1859. Know that he lived in a time of great change called the industrial revolution. Know where Brunel's life fits on a timeline.</p> <p>Brunel's legacy Brunel built bridges, railways and the world's biggest ship at the time. Know that Brunel built The Clifton Bridge in Bristol. It was a suspension bridge, and very high so ships could sail under it. In 1833 Brunel was made chief engineer for the new Great Western Railway. Brunel built Paddington Station (1854) in London. Trains still use it today.</p> <p>Know that Brunel wanted to build the world's biggest ship, to go from Britain to Australia. Brunel's giant ship was called the Great Eastern.</p> <p>Understand the following differences between Brunel's time and ours –</p> |

| | Brunel's time 1806-1859 | Present day |
|--|---|---|
| | Telephones were invented in this time but only worked through wires and only performed one function - phone calls. | Now mobile phones are widespread with many different features |
| | Pre-paid Adhesive Postage stamps were first used in this time. They were called Penny Blacks. People began to send letters. These took many days to arrive and were often carried by trains. | Now most written communication is through email or text message. Communication is instant. |
| | Britain ruled over many countries including Canada, India, Australia, Singapore This was known as the British Empire | Now Britain only rules over a very few countries and has given independence to much of the British Empire. |
| | Women were not treated as equal to men. They could not vote or own a house, many did not have jobs | Now women are treated as equal to men in the law. Women can vote and many women have jobs. |
| | Many children had to work in dangerous jobs such as chimney sweeping or digging in mines underground | Now it is against the law for children to work in dangerous jobs and there are many laws to protect young children. |
| | <p>Watch video clip about Isambard Brunel's life https://www.bbc.co.uk/programmes/p015gns4</p> <p>End of Unit Outcome: Essay - What did Isambard Kingdom Brunel achieve in his lifetime?</p> | |

| | |
|--|---|
| Term: Y5 Summer | Focus of Study: Ernest Shackleton |
| NC Objectives | Key Knowledge and Vocabulary |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within | <p>Context for Study <i>This unit in Year 5, following on from Year 2, 'Explorers: Christopher Columbus, Neil Armstrong and Percy Fawcett' which studies three very different explorers over time. (Columbus- sea, Armstrong- air and Fawcett- land).</i></p> <p><i>The Year 2 topic covers Christopher Columbus and the concept of an explorer. Children will study his early life as a sailor and</i></p> |

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.

mapmaker. This part of the unit will cover aspects such as: **navigation, journey by land, journey by sea and voyages.** All of which are the main focus during the **Year 5 topic 'Ernest Shackleton'** and his **voyage to the Antarctic.**
The Year 5 '**Ernest Shackleton**' unit builds on and progresses into the more technical knowledge of the sailing terms such as : '**depot, compass and hull**'. 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.

Know that **Sir Ernest Henry Shackleton (1874 - 1922)** was born in **Ireland** but moved to London in later life.
Know that he joined the **merchant navy** when he was 16 and qualified as a master **mariner** in 1898. Know that the merchant navy transport cargo and people in ships as opposed to the Royal Navy who are involved in protecting the country.

Know that in 1911, Shackleton's dream of becoming the first person to set foot on the **South Pole** was shattered, when Norwegian explorer Roald Amundsen reached the earth's most southerly point.
The achievement forced Shackleton to set his sights on a new mark: crossing **Antarctica** via the South Pole.
Know that Shackleton wrote "The first crossing of the Antarctic continent, from sea to sea, via the Pole, apart from its **historic value**, will be a journey of great **scientific** importance."

Know that in August 1914 Shackleton set out to cross the **South Polar Continent Antarctica.**
Know that **King George V** was **monarch** at the time.

Know that Shackleton's **crew** was made up of 26 men and 69 dogs.
Know that the ship was called **Endurance.**
Know that **endurance** is 'the ability to continue with an unpleasant or difficult situation, experience, or activity over a long period of time.'

Understand the sailing terms: **capsize, crow's nest, depot, compass, hull, sail.**
Understand the geographical terms: **blizzard, crevasse, frostbite, gale, glacier, and pack ice.**

| Sailing Terms | Definition |
|----------------------|---|
| Capsize | If you capsize a boat or if it capsizes, it turns upside down in the water. |
| crow's nest | On a ship, the crow's nest is a small platform high up |

| | |
|----------------|--|
| | on the mast, where a person can go to look in all directions. |
| depot | A depot is a place where large amounts of raw materials, equipment, arms, or other supplies are kept until they are needed. |
| compass | A compass is an instrument that you use for finding directions. It has a dial and a magnetic needle that always points to the north. |
| hull | The hull of a boat or tank is the main body of it. |
| sail | Sails are large pieces of material attached to the mast of a ship. The wind blows against the sails and pushes the ship along. |

| Geographical Terms | Definition |
|---------------------------|--|
| blizzard | A blizzard is a very heavy snowstorm with strong winds. |
| crevasse | A crevasse is a large, deep crack in thick ice or rock. |
| frostbite | Frostbite is a condition in which parts of your body, such as your fingers or toes, become seriously damaged as a result of being very cold. |
| gale | A gale is a very strong wind. |
| glacier | A glacier is an extremely large mass of ice, which moves very slowly, often down a mountain valley. |
| pack ice | Pack ice is an area of ice that is floating on the sea. It is made up of pieces of ice that have been pushed together. |

Know the key points of the journey:

1. Endurance was travelling across the Weddell Sea.
2. Endurance became stuck in the **pack ice** after battling for 1,500 miles.
3. They decided to wait until the ice softened and built a Winter Base around the ship.

4. Endurance began to crack under the **pressure** of the ice surrounding it. Men had to **evacuate** and a new plan of action was made.
5. **Endurance** sank on 21st November 1915 after the pressure of the ice crushed the **hull**.
6. Shackleton and the crew built 'Ocean Camp' and began using **rations** carefully.
7. They decided to move to a safer area
8. Shackleton and the crew set up Patience camp where they lived for 3 and a half months.
Rations were now running low.
9. **Elephant Island** was found using a pocket **compass** it was so cold the men were suffering from **frostbite**. This was now 16 months after Endurance had become stuck in the ice.
10. Shackleton decided to take a small group of men in a single boat to South Georgia to seek help. They took enough **supplies** for 6 months
11. Shackleton and two other crewmembers arrived in South Georgia and began to trek across it struggling with **thick snow , gullies , deep crevasses, glaciers, dehydration** and **altitude sickness**.
12. Now they finally arrived at a Whaling Station on South Georgia where they were welcomed and were able to arrange for help for the men left behind on Elephant Island
13. The **Chilean** government arranged for a steam-powered ship to rescue the men on Elephant Island. (NOTE: Identify Chile on a map)
14. When they arrived in Chile, South America they were greeted as heroes by 30,000 people
15. No member of the crew died during the expedition
16. Know that Shackleton was seen as a hero for his **bravery, resourcefulness** and **perseverance**.
17. Later, Shackleton's fourth expedition planned to circumnavigate the Antarctic continent but on 5 January 1922, he died of a heart attack off South Georgia. He was buried on the island.

Use examples from the story to illustrate the reasons why Shackleton was seen as a **hero**. Know that Shackleton wrote a book about his expedition called 'South'.

Know that this is one way in which we can learn about what happened.

Know that **personal accounts** can sometimes not accurately represent what happened as people's memories can change over time.

Read and analyse the following extract from Shackleton's book written at the time when the ship was being crushed in the ice as an example of a **primary source of evidence**.

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 - interviews, letters, diaries, artefacts, and clothing.

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. Watch excerpt from Kenneth Branagh's drama Shackleton as an example of a secondary source and acknowledge its limitations.

https://www.amazon.co.uk/dp/B00ETEFGW?ref=imdbref_tt_wbr_aiv&tag=imdbtag_tt_wbr_aiv-21 Episode 1 1h32m to 1h 34m

“The weather on the morning of October 30 was **overcast** and **misty**, with **occasional** falls of snow. A **moderate north-easterly breeze** was blowing. We were still living on extra food, brought from the ship when we **abandoned** her, and the sledging and boating **rations** were **intact**. These rations would provide for twenty-eight men for fifty-six days on **full rations**, but we could count on getting enough seal and penguin meat to at least double this time. We could even, if progress proved too difficult and too **injurious** to the boats, which we must guard as our **ultimate means of salvation**, camp on the nearest heavy **floe**, **scour** the neighbouring **pack ice** for penguins and seals, and await the **outward rift** of the pack, to open and **navigable** water.” (Full text of book available here with photographs of the expedition - <http://www.gutenberg.org/files/5199/5199-h/5199-h.htm>)

Know that Shackleton said “I chose life over death for myself and my friends... I believe it is in our nature to explore, to reach out into the unknown. The only true failure would be to not explore at all.”

End of Unit Outcome:

Presentation - Shackleton’s Journey on the Endurance

Texts to support learning:

Shackleton’s Journey by William Grill

| | |
|---|---|
| Term: Y5 Summer | Focus of Study: History of the Civil Rights Movement |
| NC Objectives | Key Knowledge and Vocabulary |
| <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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should understand how our</p> | <p>Context for Study</p> <p><i>This is the final historical unit in our curriculum that explores the racial discrimination and the fight for equal rights for black people through the years 1954-1968. The unit will revise aspects from the Year 4- ‘The life of Nelson Mandela’ and also ‘Inspirational People’ in Year 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.</i></p> <p><i>The topic revisits the segregation (vocabulary revised from Year 2 ‘Inspirational People’ and Year 4, ‘The life of Nelson Mandela’) 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 up to the Civil Rights Movement.</i></p> <p><i>It can also be discussed and revised how the same discrimination and segregation was happening in different</i></p> |

knowledge of the past is constructed from a range of sources

*parts of the world at the same time and how **Nelson Mandela (Year 4)** 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**.*

Know ‘**The African-American Civil Rights Movement**’ was the movement from 1954 to 1968 that made **racial discrimination** against African Americans illegal in the United States of America.

Know that racial discrimination is when you are treated differently because of your race. Know that a **movement** is ‘a group of people who share the same beliefs, ideas, or aims.’

Know that **civil rights** are the **rights** and **freedoms** that people have which are set out in law. These are sometimes known as **civil liberties**.

Background to the Civil Rights Movement

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 **landowners**.

Know that **slavery** 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 **labour**.

Know that some historians have estimated that 6 to 7 million black slaves were **imported** 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 **tobacco, cotton and rice plantations** of the southern states including **Virginia, Georgia and Mississippi**.

Know that legal slavery ended in 1863 when President Abraham Lincoln issued an **Emancipation Proclamation**.

Use image galleries on this website to show aspects of life for slaves in America
<https://www.history.com/topics/black-history/slavery>

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

- separate swimming pools
- separate schools
- separate entrances at the cinema

- separate water drinking fountains
- separate places to sit on public buses/trains This was called **segregation**.

Civil Rights Timeline

1955: Rosa Parks did not give up her seat to a white passenger on a bus in Alabama. This began the Montgomery Bus **Boycott**. (Video Clip - <https://www.bbc.co.uk/programmes/p0160x5y>)

1955: On December 5, **Dr. Martin Luther King, Jr.** leads the **boycott**.

1956: The Montgomery Bus Boycott ends in December. Buses were now fully **integrated**.

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.

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.

Read the following **excerpt** 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 **primary source of evidence** showing what life was like at the time.

"Perhaps it is easy for those who have never felt the stinging darts of **segregation** to say, "Wait." But when you have seen vicious mobs **lynch** 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 **Negro** 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."

1963: March in Washington D.C. where nearly 250,000 attended. Martin Luther King delivered the famous "**I have a dream**" speech in front of the Lincoln Memorial.

Know that there is a statue (from Lincoln Memorial, Washington, USA) which shows **Abraham Lincoln** who was the president of United States of America in the 1860s and is famous for **abolishing slavery**. 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 -

"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."

(Show excerpts from video of speech <https://www.youtube.com/watch?v=vP4iY1TtS3s>)

1964: Martin Luther King, Jr. was awarded the **Nobel Peace Prize**

1968: Martin Luther King, Jr. was **assassinated**. 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.

Identify Martin Luther King from photograph

(Image removed)

Bristol Bus Boycott 1963

Know that a similar bus boycott took place in Bristol in the UK in 1963.

Know that the company who owned the buses used in Bristol refused to **employ** drivers who were Black or Asian.

Know that many people refused to use the buses for four months during the **protest** to show their support for the Black and Asian people who were refused jobs.

Know that the protestors were inspired by Rosa Park's boycott in Montgomery.

Know that the boycott was successful in changing the company policy so that Asian and Black drivers were able to work as bus drivers. This decision was made coincidentally on the same day that Martin Luther King delivered his 'I have a Dream' speech in USA.

Know that the Bristol Bus Boycott was considered by some to have been **influential** in the passing of the **Race Relations Act 1965** which made "racial discrimination unlawful in public places" in UK law.

End of Unit Outcome:

Presentation - A short speech about the Civil Rights movement.

Year 6

| | |
|--|--|
| Term: Y6 Autumn & Spring | Focus of Study: The Second World War and The Battle of Britain |
| NC Objectives | Key Knowledge and Vocabulary |
| A significant turning point in British history, for example, the first railways or the Battle of Britain | <p>Context for Study <i>The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far.</i></p> <p><i>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. The children will be familiar with what a primary and secondary source is from the Year 5 ‘Ernest Shackleton’ unit, in which children were introduced to the terms ‘primary’ and ‘secondary’ when looking at evidence of Shackleton’s journey to the Antarctic and his memoirs.</i></p> <p><i>Part of the unit will look into racial discrimination and the Holocaust. This is a 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 2, Inspirational People: Rosa Parks , Year 4, Nelson Mandela and Year 5, Civil Rights Movement) and the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule.</i></p> <p><i>Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People: Emily Davison) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain. It can also be linked back to Year 2, Important People; Florence Nightingale, Mary Seacole and Edith Cavell as all had very important nursing roles throughout war times and brought light to the importance of women during the Crimean War and World War 1.</i></p> <p><i>The Second World War (also known as World War 2) was a significant moment in recent history that affected people from many different countries including Britain. It is significant because the world changed as a result of the war.</i></p> <p><u>First World War</u> <i>Know that the first World War (often referred to as ‘World War 1’) was fought from 1914 - 1918. Know that first World War started because countries were trying to expand their empires.</i> <i>Know that the majority of the world’s countries became involved in the conflict forming two military alliances:</i></p> |

The Triple Entente including: **Britain, France, Russia** (they were helped by USA, Japan and Italy)

The Central Powers included **Germany, Austria, Hungary, Bulgaria** and the Ottoman Empire. Know that WWI was different from all other wars as it was the first war in an industrialized age. New weapons and vehicles were used in this war that had never been used before. With the invention of the plane in 1901, planes were used as gun ships, light bombers, and heavy bombers.

Know that WW1 was fought in **trenches**, mainly in France.

now that World War I was known as the “war to end all wars” because of the great slaughter and destruction it caused.

Know that **Remembrance Day** poppies became a symbol of remembrance, after the war the trenches were filled in and poppies were the only flowers, which grew on these fields.

The Second World War

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**.

Know that the second World War was fought between 1939 - 1945.

Know that the majority of the world’s countries became involved in the **conflict** forming two **military** alliances:

1. The **Allies** included **Britain, France, USA, Russia**
2. The **Axis** included **Germany, Italy and Japan**

Know that second World War was different to previous wars as it was the first time that **civilians** at home were directly involved in the war.

Background- Treaty of Versailles

Know that the **Treaty of Versailles** (*pronunciation: vuh-sai*) was an important agreement that brought World War 1 to an end in 1918. World War 1 was a conflict between Germany and Great Britain, France, Russia, Italy, Romania, Japan and the United States (known as the **Allied Powers**) Know that the **Treaty of Versailles** was an important agreement that brought World War 1 to an end in 1919.

Know that the Treaty of Versailles was a peace treaty, aimed to avoid future conflicts.

Know that the Treaty of Versailles led to World War II because its terms punished Germany harshly. Know the terms of the Treaty of Versailles meant that Germany had to pay back money to compensate for all the loss and damage caused by the war. Their army, navy and air force were limited and parts of their land were given to neighbouring countries.

Know that German people were frustrated by the treaty and the treaty had negative implications for the German people:

The treaty frustrated people and the **economic depression** in the country so were pleased when

Adolf Hitler and the **Nazi political party** claimed they could restore wealth to Germany.

Know that, due to paying money back, Germany was very poor, so the government began printing more money.

This led to **hyperinflation**, meaning that the money was worthless and this caused an **economic depression** in the country.

Know that an economic depression is when there is little money being spent in a country and people become poorer.

Know that during the economic depression businesses crashed meaning people lost their jobs, their houses and had very little money.

Know that a political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an **election**.

Economic depression is when there is little money being spent in a country and people become poorer.

Hitler's Rise

Know that Adolf Hitler was arrested for **treason** and served 9 months in prison.

Know that in prison Hitler wrote 'Mein Kampf', which was a book about his political beliefs and ideas. Know that in this book he discussed his beliefs about some humans being better than others based on their physical appearance. (Fair skin, blonde hair, blue eyes)

Know that Hitler became the leader of the Nazi Party in 1921.

Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive.

Know that Hitler promised the German people new jobs and a better quality of life.

Know that Hitler began holding rallies/meetings for the Nazi Party - these meetings grew from a few people attending to thousands of people attending.

Know that the Nazi Party at this time was in **opposition** to the current German government and was building up support ready for the next election.

Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive.

Know that Hitler promised the German people new jobs and a better quality of life. Hitler promised to make his country great again.

Know that in 1933 the Nazi party came to power in Germany. Hitler became **chancellor** (equivalent to our Prime Minister)

Know that the Nazi Party was led by Adolf Hitler who called himself the '**Fuhrer**' (German word meaning leader).

This term is now used to describe a **tyrannical leader**. A **tyrant** is someone who treats the people they have authority over in a cruel and unfair way.

He claimed he could make Germany a more powerful and wealthy country.

Know that he began to build the country's **military** strength and moved troops into the **Rhineland** in 1936 (an area of Western Germany by the Rhine river). This **violated** the **terms** of the Treaty of Versailles.

Know that in 1938 German troops **invaded Austria** and then in 1939 troops invaded **Czechoslovakia**.

(Czechoslovakia is now split into two countries, the **Czech Republic** and **Slovakia**)

Start of Second World War

Know that Germany began to build the country's military strength and moved troops into the **Rhineland in 1936** (an area of Western Germany by the Rhine river). Know that this **violated** the **terms** of the Treaty of Versailles.

Know that in 1938 German troops **invaded Austria** and then in 1939 troops invaded **Czechoslovakia**.

(Czechoslovakia is now split into two countries, the **Czech Republic** and **Slovakia**)

Know that on the 1st September, 1939, German forces invaded **Poland** in order to claim the land for Germany.

Know that the UK and France had promised to help the Poles if they were attacked so gave Hitler an ultimatum (final demand) by threatening war if his troops did not withdraw by 3rd September.

Know that World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, **Neville Chamberlain**, declared war on Germany after Hitler had refused to **abort** his **invasion** of Poland.

Know that most families in the UK heard the news on the radio, announced by the Prime Minister, Neville Chamberlain at 11:15am. He told them, "This country is at war with Germany".

The majority of the world's countries became involved in the **conflict** forming two **military** alliances: The **Allies** and The **Axis**.

The Allies included **Britain, France, USA**

The Axis included **Germany, Italy and Japan**

World War 2 was the deadliest conflict in human history with 50-85 million **fatalities**.

Winston Churchill was Britain's **Prime Minister** for most of World War II. He was a member of the **Conservative political party** (compare with the political party of the current Prime Minister). He was famous for his **speeches**, and for his refusal to give in.

Know the meaning of the following speech given by Winston Churchill in 1940 to the House of Commons. This is known as the 'we shall fight them on the beaches speech'. Listen to a recording of the speech.

“We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender”

Know the final sentence of this speech by heart.

Read and study the following speech made by Winston Churchill on 18th June 1940 in the **House of Commons**

*“What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of **Christian civilization**. Upon it depends our own British life, and the long continuity of our **institutions** and our **Empire**. The whole **fury and might** of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the **abyss** of a new **Dark Age** made more **sinister**, and perhaps more **protracted**, by the lights of **perverted science**. Let us therefore **brace ourselves to our duties**, and so bear ourselves that, if the British Empire and its **Commonwealth** last for a thousand years, men will still say, ‘This was their finest hour.’”*

Know the phrase ‘This was their finest hour’ by heart

Britain preparing for war/ Home Front and Propaganda

Know that other countries, including Britain, were aware of Hitler building up Germany’s army and were therefore anticipating a future conflict.

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. Know that the government cut down street railings so they could be melted down to create weapons.

Know that before the Second World War started Britain **imported** about 55 million tons of food a year from other countries.

Know that in WW1, German submarines sank many ships importing food to Britain. Britain almost had to surrender, due to British people starving. Britain did not want to make the same mistake again.

Know that the government anticipated rationing 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.

Know that rationing began in the UK in January 1940.

Know that the government made and printed ration books ready for if war was to break out.

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
- teaching people how to stay safe during an air raid or gas attack

Know that the **Government** issued gas masks to everyone in Britain (including babies)

Know that this was due to the use of gas in WW1.

Know that children were taught **drills** on how to get out and get to safety in case of an **air raid**

Know that air raid shelters were built in gardens called **Anderson Shelters**.

Know that a shelter under stairs or in a house was called a **Morrison Shelter**

Know that **propaganda** posters were used to encourage citizens to act safely and support the war effort. Know the following slogans : **Make Do and Mend, Loose Lips Sink Ships, Careless Talk Costs Lives, Dig for Victory, Let us go forward together.**

People were told to cover their windows at night to stop any light guiding the German bombers to towns and cities. These were called **blackouts**.

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 down to the ground.

Air Raid Precaution Wardens (ARP wardens) came round to check that blackouts were in place. Those who did not put them up were liable for fines.

Rationing

Before the Second World War started Britain **imported** about 55 million tons of food a year from other countries. After war was **declared** in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British **supply ships**. There was a worry that this would lead to **shortages** of food supplies in the shops so the British government decided to introduce a system of **rationing**.

Rationing made sure that people got an equal amount of food every week.

Ration books and coupons were used to record what each family were allowed to buy from shops Know food and goods began to be rationed as supply ships were attacked coming in to the county Understand that **butter**,

meat, cheese, milk, sugar, eggs were rationed.

Know that rationing of food continued long after the war ended as food was still difficult to import.

Battle of Britain

Know that the **Battle of Britain** was a battle fought in WW2.

Know it has been described as the first major military campaign fought entirely by air forces. Know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.

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.

Know that the **Royal Air Force (RAF)** defended the UK against attacks by Nazi Germany's air force (**Luftwaffe**).

Know that the **primary objective** of the German forces was to cut British supplies and force Britain to surrender.

Know that the Battle of Britain lasted from 10 July until 31 October 1940.

Know that the Luftwaffe initially targeted **coastal** towns and ports, to stop supplies reaching the UK. Know that due to ports being attacked, more rationing of food was needed.

Know that the RAF retaliated and began bombing German cities.

Know that this meant that Germany changed their strategy and began to attack RAF **airfields** and factories involved in aircraft production.

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**.

Know that the Luftwaffe accidentally dropped a bomb on London, causing loss of life and destruction to the city.

Know that Hitler saw the impact of this and thought that '**terror bombing**' **civilians** would be a good strategy to break the spirit of the British people and force them to surrender.

Know that as the German strategy changed and night raids became a focus for German Luftwaffe the period of attack became known as **The Blitz**.

The Blitz and Impact on The Home Front

Know that the term 'blitz' is derived from German word '**Blitzkrieg**' meaning '**Lightning War**' (**Blitz = lightning** and **Krieg = war**).

It lasted from September 1940 to May 1941 Know that bomber planes attacked at night.

Know that **Air Raid Sirens** were used to warn people of the raids. (Recognise the air raid siren and all clear siren)

Know that the planes aimed for **cities, ports and factories**.

Know that thousands of people were killed.

Know that after an **air raid**, fire fighters, ambulance workers and **air raid wardens** rushed to rescue people.

Know that children were taught **drills** on how to get out and get to safety in case of an **air raid**

Read this personal account from civilian Peter Kitcherside of Kent who lived through the Blitz

*"In June 1944, the Germans started sending **V1 Flying bombs** to bomb London. We called these V1s "**Doodlebugs**". A doodlebug was really a bomb with wings. It looked like a small aeroplane and had no pilot - a bit like a cruise missile, but slightly bigger. Thousands of these doodlebugs were launched against London. I remember them very clearly. They made a sound like a lorry engine going very fast. They kept flying until they ran out of fuel. Then they simply fell to the ground and exploded.*

Whenever we heard a doodlebug everyone looked up and followed it with their eyes until it had gone over past where we were standing. If the engine stopped before it got to us that was the time to worry! Sometimes a doodlebug dropped to earth immediately and sometimes it would continue to glide, gradually losing height. Very scary!

*In September 1944, the Germans started sending **V2 rockets** to London. The V2 was like a modern **ballistic** missile. It was much bigger than a doodlebug and was more dangerous but it was not as scary as the doodlebug because it was so fast that you never saw it or heard it - until it landed with a loud "whomf" noise. If it landed on you, you would not have heard it - you would be dead anyway.*

Pearl Harbour

Know that America was not directly involved in WW2 before 1941.

Understand that they sent some supplies and troops to help support the war effort, but were not involved.

Know that on 7th December 1941, a naval base in Hawaii was bombed by Japanese airplanes, destroying the base and killing many soldiers.

Know that Japan was one of the Axis powers, working with Germany in WW2.

Know that Germany was attempting to expand their country over Europe and Japan was trying to expand their country of Asia.

Know that the Japanese felt threatened by the US Navy base in Hawaii, as this was in the Pacific Ocean and not too distant from Japan.

Know that Japan thought, by bombing Pearl Harbour they would minimise the threat of America. Know that the bombing had the opposite effect, as America then declared war on Japan, causing Germany and Italy to declare war on the US.

Know that this meant the USA was officially involved in WW2.

Understand that this was positive for the Allies as it meant that America was involved and their support was needed.

Understand that prior to this the Allies had been fighting hard, but were struggling to keep the Axis powers at bay after Dunkirk, the Battle of Britain and the blitz. America joining the war started to tip the scales in the

Allies's favour.

Dunkirk and Churchill's Speech

Know that Winston Churchill became Britain's **Prime Minister** after taking over from Neville Chamberlain in 1940. He was a member of the **Conservative political party** (compare with the political party of the current Prime Minister).

Know that Dunkirk is a town in France where a key battle took place in May 1940. Know that Allied soldiers were defeated and retreated to the beaches of Dunkirk. Know that the Allied soldiers were stranded on the beaches with nowhere to escape to.

Know that Winston Churchill ordered all ships and boats available in the UK, to head for Dunkirk to pick up the soldiers.

Know that over 900 ships participated in the evacuation, consisting mostly of fishing and pleasure boats, although some larger ships also took part.

Know that many of the 300 000 British and French soldiers that were stranded were rescued and brought to Britain.

Know that the battle of Dunkirk was a great defeat for the British and Allied forces, but most of the British Army in France and part of the French Army escaped to fight again. They lost almost all their tanks, big guns, and other heavy equipment.

Know that Winston Churchill was famous for his **speeches**, and for his refusal to give in.

Know the meaning of the following speech given by Winston Churchill in 1940 to the House of Commons, after the rescue mission to Dunkirk:

This is known as the 'we shall fight them on the beaches speech'. Listen to a recording of the speech.

*"We shall go on to the end. We shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be. **We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender"***

Know the final sentence of this speech by heart.

Women at War

Know 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.

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 unsuitable for women.

Know that women were called up for war work from March 1941. Know that jobs undertaken by women during the war included:

- 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

Know that at first, only single women aged 20-30 were called up, but by mid-1943, almost 90 per cent of single women and 80 per cent of married women were working in factories, on the land or in the armed forces.

Know that in 1944 the government realised how vital women's contributions were to the war effort and doubled their wages as a response.

Know that women mainly enjoyed independence and felt valued.

Huge numbers of women were involved in the war effort and many joined the armed forces even though they did not have to:

- 640,000 in the armed forces;
- 55,000 serving with guns and providing essential air defence;
- 80,000 thousand in the Land Army;
- plus many more who flew unarmed aircraft, drove ambulances, worked as nurses and worked behind enemy lines in the European resistance.

Know that the government started the Women's Land Army in order to grow more food and as more help was needed on the farms.

Know that women were an integral part of victory. Know that women worked in factories
 Know that women working as mechanics, air force, farms, looking after children, **Women's Voluntary Service (WVS)**
 Know that women mainly enjoyed independence and felt valued.

Propaganda

Know that propaganda is a way of spreading ideas and influencing people.
 Know that propaganda played an important part for both the Axis and the Allies as it was used to inform the public and raise morale.
 Know that in the UK posters, radio messages and cinema adverts were all used to spread propaganda messages.
 Know that **propaganda** posters were used to encourage citizens to act safely and support the war effort.
 Know catchy slogans were used in propaganda, as people would remember them. Know that in the UK propaganda were used to:

| | |
|---|---|
| 1. Spread the importance of reducing waste and avoiding unnecessary consumption | Make Do and Mend Save Kitchen Waste to Feed the Pigs |
| 2. Boosting production | Dig for Victory Lend A Hand On The Land Use spades not ships! |
| 3. Public health messages | Coughs and sneezes spread diseases. Look Out In The Blackout Put that light OUT! |
| 4. Encouraging people to sign up for jobs | Britain needs you! It's far better to face the bullets, than to be ki home by a bomb Join the Women's Land Army. |
| 5. Campaign to stop gossiping | Loose Lips Sink Ships Careless Talk Costs Lives |
| 6. Boosting morale | Keep Calm and Carry On Let us go forward together |

Children at War (study through GMT)

Know that cities would be targeted by **bombing raids**.

Know that mothers, children, in some cases teachers were **evacuated** to the countryside

Know that in September 1939 **evacuation** began

Know that children met the **billeting officer** at the stations whose job it was to place children with local families.

Know that children were known as **evacuees** and that many children lived away from their parents for a number of years during the war.

(Link to Goodnight Mister Tom as a **secondary source of evidence**)

Holocaust

Know that the Axis forces targeted Jewish communities.

Jewish people were discriminated against in a number of ways. This was known as **anti-Semitism** -

- Jewish shop owners had to display a yellow star to identify themselves as Jewish.
- Doctors, teachers, lawyers and University professors were forced out their jobs
- Propaganda documents were published by the Germans, which described the Jews as dangerous.
- Boycott of Jewish businesses
- 'Jews not wanted here' signs put up at swimming pools
- Jews were not allowed to marry Germans or vote in elections
- Jewish children were forbidden from attending school
- Homes and synagogues attacked
- Jews were forced to wear the yellow Star of David
- Violence increased and many Jews were attacked or killed

Know that due to the government's anti-semitic rules, violence increased and many Jews were attacked or killed. Know that one of the worst attacks on the Jewish community is known as Kristallnacht, which translates to 'The night of broken glass'.

Know that this attack occurred on 9 Nov 1938 – 10 Nov 1938 and Jewish businesses, synagogues and homes were attacked and destroyed.

Know that civilians carried out this attack, but the German authorities looked on without intervening.

Know that as the war progressed, life in German-occupied countries was getting worse for Jewish people.

Know that many families feared **persecution** and sent children to safety - called **refugees**.

Know that some of these refugees fled to Britain.

Many families feared **persecution** and sent children to safety - called **refugees**.

Many Jewish people were caught and sent to **Concentration Camps**.

One of the most prominent concentration camps was called **Auschwitz** and was located in Poland. 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.

Germans developed **gas chambers** in the concentration camps to kill many people quickly. (People claim that around **6 million** Jews were killed in WW2 - this is known as the **holocaust**.)

Anne Frank

Anne Frank is an important historical figure as she wrote a diary that showed what life was like for a **Jewish** girl during the Second World War.

Anne Frank was born in 1929 and that she was Jewish. The Jewish people were **persecuted** by the Germans during World War 2. Persecution is 'cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race.'

Know that Anne's father Otto Frank moved the family from Germany to **Amsterdam** in the Netherlands when Anne was four years old to get away from **Nazi Regime**.

The Germans invaded the Netherlands and the Frank family became trapped.

Otto Frank built a secret **annexe** behind his office for the family to hide from the German soldiers. Anne and her family hid from the Nazis for two years. Anne wrote in her diary every day.

Know that her family were **betrayed** and captured by German soldiers. The family were split up and sent to **concentration camps**.

Know that Anne probably died a month before the war ended from a disease called **typhus** aged 15. Know that Otto survived and published her diary 'The Diary of a Young Girl' It was an important book because it showed a first person account of what life was like for Jewish people during this time. This is a **primary source of evidence** about World War 2.

Read the extract from Anne's diary below to understand how Jewish people were treated.

October 9th 1942: "Today I have nothing but **dismal** and depressing news to report. Our many Jewish friends and **acquaintances** are being taken away **in droves**. The **Gestapo** is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for

*several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their **shorn** heads. If it's that bad in Holland, what must it be like in those faraway and **uncivilized** places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being **gassed**. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so **heartrending... Fine specimens of humanity**, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our **nationality** long ago. And besides, there are no greater enemies on earth than the Germans and Jews."*

D-Day Invasion

Know that D-Day is a military term designating the start of a military operation.

Know that D-Day happened on 6th June 1944 - the day on which the Battle of Normandy began. It was a huge effort involving months of secret preparations.

Know that by this time, Britain had been at war with Germany for 5 years and many people had died.

Know that most of Europe had been taken over by Hitler's army, including France. Know that on D-day:

- *Allied planes dropped bombs on the German defences.*
- *Thousands of ships arrived and soldiers from Britain, Canada, America and France landed on the beaches in a part of France called Normandy.*

Know that this was the start of the battle to liberate mainland Europe from Nazi occupation

Know that D-day marked the turning point in World War II when the Allied forces began to win their fight against the Axis powers.

Know that the allies were ready to take back France. Know that the allies pushed the German army back.

Know that the battle went on for days and in that time, many thousands of people died.

Know that D-Day played an important part in helping the allies to win the war and defeat Hitler and his army.

End of the War

Know that after D-day the Allies pushed across France towards Germany.

Know that the Allies had to fight the Axis powers as they headed towards Germany.

Know that the Allies reached the German frontier in September 1944, but decided to wait until after winter to attack.

Know that the Allies started the invasion of Germany in January 1945, before eventually reaching Berlin.

Know that German Commanders understood that they were going to lose and were plotting against Hitler.

Know that Adolf Hitler began killing his own commanders and locked himself in a bunker.

Know that Hitler knew he would be captured by the Allies and tried for war crimes, so committed suicide on 30th

April 1945.

Know that on **8th May 1945** Germany surrendered, Germany was then divided up between the Allies.

Know that Hitler committed **suicide** to avoid being captured and tried for **war crimes**

Know that in Britain there were street parties - flags , banners, bunting Know that soldiers returned/ surviving **prisoners of war** returned

Read this extract from the Front Page of The Daily Telegraph on May 8th 1945 as a source of evidence

GERMANY CAPITULATES!

*This is VE-Day. The war in Europe is over. After five years and eight months "complete and crushing victory" has, in the words of the King, crowned Britain's **unrelenting struggle** against Nazi Germany.*

*Germany has surrendered **unconditionally** to Great Britain, the United States and Russia. **Resistance** has **ceased** in all areas where the German Government is still in touch with its remaining forces.*

Read this extract from the front page of The Daily Telegraph from May 9th 1945 reporting on the celebrations

NATION'S VE OUTBURST OF JOY: ALL-NIGHT CELEBRATIONS Mr. CHURCHILL: 'NO GREATER DAY IN OUR HISTORY' A GREAT NATIONAL **OUTBURST** OF RELIEF AND **THANKSGIVING** AT THE END OF NEARLY SIX YEARS OF WAR IN EUROPE WAS **EPITOMISED** YESTERDAY, VE-DAY, BY TREMENDOUS SCENES OF **REJOICING** IN LONDON, WHICH BEGAN IN THE AFTERNOON WITH THE PRIME MINISTER'S ANNOUNCEMENT OF THE END OF **HOSTILITIES** AND CONTINUED ALL NIGHT.

*Eight times within 10 hours, in response to the enthusiasm of huge crowds, the King and Queen, Princess Elizabeth and Princess Margaret stepped out onto the balcony of **Buckingham Palace**. On one occasion they were accompanied by Mr. Churchill, who later, addressing a **throng** of 50,000 people in Whitehall, declared: "In all our long history we have never seen a greater day."*

Atomic Bomb

Know that although Japan had been defeated they wouldn't surrender.

Know that the US was contemplating an invasion of Japan. Army leaders thought that anywhere from 500,000 to 1 million US and Allied soldiers would die in an invasion.

Know that President Truman decided to drop the atomic bomb instead of risking another battle and lots of US fatalities.

Know that on August 6, 1945 an atomic bomb was dropped on Hiroshima, Japan. The explosion was huge, the city was destroyed, and tens of thousands of people were killed.

Know that Emperor Hirohito and Japan still refused to surrender.

Know that on August 9, 1945, another atomic bomb was dropped on Nagasaki, Japan. Again the devastation was horrible.

End of the War in Japan

Know that on August 15th, six days after the bombing of Nagasaki, Emperor Hirohito and Japan surrendered to US forces.

Know that Japan's formal surrender was signed aboard the U.S. flagship Missouri in Tokyo Bay. Know that Japan's surrender was announced on the radio by the Emperor. It was the first time most Japanese had heard his voice.

Know that this is known VJ day - 'victory in Japan day'

Long term impacts of WW2

Know that soldiers and surviving **prisoners of war** returned home after the war ended, although this took years to achieve.

Know that rationing of food continued long after the war ended as food was still difficult to import and rationing in Britain did not end until 1954.

Know that many evacuees were returned home, although some did not have home to return to. These children often stayed with their host family.

Know that many country's borders needed to be re-set and governments re-established where Germany or Japan had taken over.

Know that many of the countries in the west returned to the same governments and borders they had prior to the war.

Know that Germany was divided up into Eastern and Western Germany. The Eastern part was controlled by the USSR (Russia) and the Western part by the Allies.

Know that Europe was in much need of financial aid due to all the roads, bridges, buildings and more that had been destroyed in the fighting. The United States offered Aid money to help Europe recover.

Know that after the war, many leaders from Japan and Germany were brought to trial. They had **violated** the rules of war and had also committed crimes against humanity. These crimes included the Holocaust, slave labour, and the terrible treatment and torture of prisoners of war.

Know that many of these leaders were executed for their crimes.

Know the Allies formed the United Nations in order to try and prevent World War III from happening. The United Nations was formed on October 24, 1945.

End of Unit Outcome:

Essay - How did the Second World War change life for people in the UK?

| | |
|---|---|
| Term: Y6 Summer 2 | Focus of Study: Ancient Civilisations: The Mayan Civilisation |
| NC Objectives | Key Knowledge and Vocabulary |
| <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:</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> | <p>Context for Study</p> <p><i>Prior knowledge of the Ancient Egyptian Civilisation in Year 3 can be revised as many aspects of life for the Mayans and Egyptians were very similar.</i></p> <p><i>Both civilisations 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) Another topic these beliefs can be linked to is also the Year 4, Summer unit The Vikings, who also held similar religious beliefs to both the Mayans and the Ancient Egyptians. Both the Mayans and Egyptians had Royal Families and hierarchies to organise society.</i></p> <p><i>It can also be discussed that hieroglyphics were a way of writing in both societies (although the actual symbols were quite different).</i></p> <p>Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where ancient civilization arose independently. A civilisation 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. They were hunter-gatherers, 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. The forests and land were rich with birds, mammals and insects to provide protein in their diets. The climate was mild but there were often heavy rainstorms. There were many lakes and rivers which provided water for the early settlers. Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the Mayan civilisation.</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 civilisation in South America</p> |

Compare it to other periods of previously studied History including Ancient Greeks, Romans, Stone Age.
Locate where the Maya lived on a world map and a map of South America including **Central America and Southern Mexico, Guatemala, Belize and Honduras.**

Locate the main cities: **Chichen Itza** and **Tikal**

Know that the Mayans flourished for three thousand years before suddenly disappearing.

The Preclassic period (1800 BC to 250 AD)

Between 1800 BC and 250 AD was a time of great growth for the Maya. Small villages evolved into cities led by chiefs who were the first members of the Maya **noble** classes.

Chiefs served as religious leaders, **political** leaders and warriors. They were expected to make **sacrifices** such as cutting themselves and offering their blood to the gods. Chiefs were expected to be great warriors and lead their armies.

The Maya made significant cultural advances during the Preclassic period. They developed a system of writing, using **glyphs** to represent words.

They also made great strides in mathematics and **astronomy**. They developed one of the first **solar** calendars.

Classic Period (250 - 1000 AD)

The Maya culture flourished during the Classic period. **Dynasties** ruled the major cities such as Tikal and Calakmul. 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 **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 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 civilisation 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.

Hernan Cortes

In 1519 Cortes, a Spanish explorer, set forth to seek his fortune through conquering the natives and stealing their gold. The Spanish claimed the land that belonged to the **Aztec** and Mayan people. The Mayans fought back and it took many years for the Spanish to finally **conquer** the Mayans. As soon as the Spanish took over they began to remove Mayan culture through destroying many important **religious texts and idols**. These texts would have been an excellent **primary source of evidence** about the Mayan civilisation if they had not been destroyed.

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**.

Know that their **society** was organised into powerful kingdoms and cities.

Know that society is 'the people who live in a country or region, their organisations, and their way of life.'

Society

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

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. Know the following definitions -

| Term | Definition |
|--------------|--|
| Noble | People who belonged to a high social class were referred to as nobles . |
| Priest | In many non-Christian religions a priest is a man who has particular duties and responsibilities in a place where people worship. |
| Merchant | A merchant is a person who buys or sells goods in large quantities, especially one who imports and exports them. |
| Artisans | An artisan is someone whose job requires skill with their hands. |
| Farmer | A farmer is a person who owns or manages a farm. |
| Craftspeople | Craftspeople are people who make things skilfully with their hands. |
| Servant | A servant is someone who is employed to work at another person's home, for example as a cleaner or a gardener. |
| Slave | A slave is someone who is the property of another person and has to work for that person. |

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

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.

Know that in death a person was **buried with belongings** for their journey into the **afterlife** Kings and Queens had **tombs**, others were buried under their house. Know that they believed in many gods - the main god was **Itzamna**.

Know that the Maya held many **rituals and sacrifices** to the gods - this included **human sacrifice**.

The Maya invented the word **chocolate** due to using the **cacao** beans from the cacao tree. Know that they made a drink named xocolat (similar to chocolate- only the nobles would drink xocolat)

Writing

Know that The Mayans were famous for developing an early system of writing called **hieroglyphics**

Know that this system is broken down into glyphs which represent words / sounds Recognise some basic symbols for '**mountain, sun, jaguar, fire, water, lord**'

Know a symbol could represent a syllable in a word then this was combined with another symbol to make a word.

Cities

Know that **Tikal**, 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 **palaces, pyramids, temples** and **plazas** were planned and designed by skilled architects and constructed by strong labourers

Know each city had plenty of fresh water build by systems of **aqueducts**.

Know the following terms and definitions –

| Term | Definition |
|---------|---|
| Palace | A palace is a very large impressive house, especially one which is the official home of a king or queen. |
| Pyramid | Pyramids are ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt but the Mayans built many pyramids too. |

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|-----------|---|--------|---|-------|--|-----------|--|
| | <table border="1"> <tr> <td>Temple</td> <td>A temple is a building used for the worship of a god or gods</td> </tr> <tr> <td>Plaza</td> <td>A plaza is an open square in a city</td> </tr> <tr> <td>Aqueducts</td> <td>An aqueduct is a long bridge with many arches, which carries a water supply or a canal over a valley.</td> </tr> </table> | Temple | A temple is a building used for the worship of a god or gods | Plaza | A plaza is an open square in a city | Aqueducts | An aqueduct is a long bridge with many arches, which carries a water supply or a canal over a valley. |
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| Plaza | A plaza is an open square in a city | | | | | | |
| Aqueducts | An aqueduct is a long bridge with many arches, which carries a water supply or a canal over a valley. | | | | | | |
| | <p>Trade</p> <p>The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce. They did not use money.</p> <p>Know that trade is ‘the activity of buying, selling, or exchanging goods or services between people or countries.’</p> <p>The Maya trade was centered 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. Mayans transported their goods for trading on large seagoing canoes.</p> <p>Mayan farmers, artisans, architects and artists would also exchange their services for goods.</p> <p>End of Unit Outcome:</p> <p>Essay - What was life like for the Mayan people?</p> | | | | | | |

| | |
|---|---|
| Term: Y6 Summer 2 | Focus of Study: Local study - Stevenage |
| NC Objectives | Key Knowledge and Vocabulary |
| <p>Pupils should learn about:</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p>Context of Study</p> <p><i>This unit links to the Romans (Year 4 Autumn term) where children learn about aspects of Stevenage which link to Roman times. It also links to the Great Fire of London (Year 2, Spring term).</i></p> <p>Stevenage Old Town</p> <p>Stevenage lies near the line of the Roman road from Verulamium to Baldock</p> <p>Some Romano-British remains were discovered during the building of the New Town</p> <p>A hoard of 2000 silver Roman coins was discovered during house building in the Chells Manor area in 1986.</p> |

Stevenage dates to before the **Domesday Book** of 1086.

Stevenage was granted a **Royal Charter** in 1251 to hold a weekly market and annual fair – this is still held in the High Street. During the 17th and 18th centuries, **Six Hills Way** was the haunt of highwaymen who would use the mounds as a hiding place. James Whitney, the namesake of the Highwayman pub in Graveley, was hanged at Newgate in 1693 for robbing travellers. On 10th July 1807 the **Great Fire of Stevenage** destroyed 42 properties in Middle Row. It is believed to have started when a chambermaid threw embers in the street which then ignited thatched roofs and spread quickly through the timber framed buildings due to strong winds. It was stopped by pulling down a house as a firebreak.

Stevenage New Town

Stevenage New town developed after the Second World War when the **Abercrombie Plan** called for a ring of new towns around London.

On 1st August 1946, Stevenage was designated the first New Town under the **New Towns Act**.

Residents opposed this and protested at a meeting before **Lewis Silkin** a minister in the Labour government of Clement Atlee. Silkin told the people there was no point jeering, that it was going to happen.

The town was planned with 6 self-contained neighbourhoods to keep with the sociological outlook of the time, starting with **Stoney Hall** and **Monks Wood** (1951), **Bedwell** (1952), Broadwater and **Shephall** (1953), **Chells** in the 1960s. **Pin Green** and **Symonds Green** followed later.

The **population** exploded in the 1950s and 1960s from 6 906 in 1951 to 62 495 in 1971. By 2001, the population was 79 715, in 2011 it was 83 957.

Industrial Area

The industrial area is near to but separate from residential area.

British Aerospace was the largest employer until **GlaxoSmithKline** built a large pharmaceutical research laboratory complex **Astrium**, as part of British Aerospace has manufactured spacecraft as Prime Contractor and equipment supplier.

Airbus has built aspects of the Mars Rover.

The new science park, **Stevenage BioScience Catalyst**, is aimed at attracting small life-sciences enterprises.

Stevenage Town Centre

The **pedestrianised** town centre was the first purpose-built traffic free shopping zone in Britain, taking its inspiration from Lijnbaan in Rotterdam.

It was **officially opened** in 1959 by Queen Elizabeth II.

By the **clock tower** and ornamental pool is a mother and child, Joyride, by Franta Belsky

Transport

Stevenage has a distinctive urban landscape. It has many roundabouts, few traffic lights, a network of completely segregated cycleways and some of the tallest street lights in Britain. The cycle network was planned and implemented by Eric Claxton.

He also decided that Stevenage should have roundabouts instead of traffic lights.

Education

Many schools were built in the 1950s and 1960s due to an influx of Londoners who wanted affordable terraced housing in areas such as Shephall, Broadwater, Chells and St Nicholas. There are now around 23 primary schools in Stevenage.