













# Bugle School

Aspire Academy Trust



## History Curriculum

# History Overview

	Autumn Term		Summer Term
	British History		Exploration and Civilisation
	Autumn 1	Autumn 2	Summer Term
Year 1	<u>All About Me</u> 		<u>Toys Through Time</u> 
Year 2	<u>The Great Fire of London</u> 	<u>Guy Fawkes</u> 	<u>Christopher Columbus</u> 
Year 3	<u>Stone Age Britain</u> 	<u>Iron Age Britain</u> 	<u>Ancient Egyptians</u> 
Year 4	<u>Roman Rule of Britain</u> 		<u>Ancient Greece</u> 
Year 5	<u>Vikings and Anglo Saxons</u> 		<u>WW1</u> 
Year 6	<u>The Victorians</u> 		<u>WW2</u> 

# Enquiry Questions

	Autumn Term		Summer Term	
	British History		Exploration and Civilisation	
	Autumn 1	Autumn 2	Summer 1	Summer 2
Year 1	<u>All About Me</u>		<u>Toys Through Time</u>	
	<i>What can I tell you about me and my family?</i>		<i>How are the toys I play with different to those 50 years ago?</i>	
Year 2	<u>The Great Fire of London</u>	<u>Guy Fawkes</u>	<u>Christopher Columbus</u>	
	<i>Who was to blame and who helped in the Great Fire of London?</i>	<i>How do we remember Guy Fawkes?</i>	<i>Columbus – a hero or a villain?</i>	
Year 3	<u>Stone Age Britain</u>	<u>Iron Age Britain</u>	<u>Ancient Egyptians</u>	
	<i>What was 'new' about the New Stone Age (and how do we know)?</i>	<i>What was better, the bronze or the iron age?</i>	<i>Should the Ancient Egyptians have been proud of their pyramids?</i>	<i>Was the Nile the source of Ancient Egypt's success?</i>
Year 4	<u>Roman Rule of Britain</u>		<u>Ancient Greece</u>	
	<i>How did the Romans invade Britain and how successful were they?</i>	<i>How did the Romans influence the culture of people already living in Britain?</i>	<i>How can we find out about the civilisation of the Ancient Greeks?</i>	<i>Can we thank Ancient Greece for anything in our lives today?</i>
Year 5	<u>Vikings and Anglo Saxons</u>		<u>WW1</u>	
	<i>Was life better in Anglo Saxon Britain or Roman Britain?</i>	<i>The Vikings – ruthless killers or peaceful settlers?</i>	<i>What led to Germany's defeat in WW1?</i>	<i>What were the dangers of Trench warfare?</i>
Year 6	<u>The Victorians</u>		<u>WW2</u>	
	<i>Was it really better to be rich than poor as a child in Victorian times?</i>	<i>How did daily life change over the reign of Queen Victoria?</i>	<i>Why was it necessary for children to be evacuated?</i>	<i>How was Britain able to stand firm against the German threat?</i>



# Core Concepts

Core Concepts		Definition	Times examined
	<b>Exploration</b>	Travelling across or through something to discover new places.	7
	<b>Invasion</b>	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.	7
	<b>Cultural Change</b>	Changes to the way that a society or a culture is run, how it function or is governed.	18
	<b>Rebellion</b>	An armed fight or uprising against the rulers of the area that one lives within.	8
	<b>Empire</b>	A group of nations or people under one ruler or government.	12
	<b>Technological Advancement</b>	Changes in technology over time within a specific society or civilisation.	9
	<b>Crime and Punishment</b>	Laws and subsequent actions for those that do not follow set rules.	9

# Coverage of Core Concepts

Year 1							
Autumn	<u>All About Me</u> What can I tell you about me and my family?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer	<u>Toys Through Time</u> How are the toys I play with different to those with 50 years ago?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 2							
Autumn 1	<u>Great Fire of London</u> Who was to blame and who helped in the Great Fire of London?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Autumn 2	<u>Guy Fawkes</u> Why do we remember Guy Fawkes?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer	<u>Exploration</u> Columbus – A hero or a Villain?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 3							
Autumn 1	<u>Stone Age</u> What was 'new' about the New Stone Age (and how do we know)?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Autumn 2	<u>Iron Age</u> What was better, bronze or iron?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 1	<u>Ancient Egyptians</u> Should the Ancient Egyptians have been proud of their pyramids?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 2	<u>Ancient Egyptians</u> Was the Nile the source of the Ancient Egyptians success?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

# Coverage of Core Concepts

Year 4							
Autumn 1	<u>Roman Rule of Britain</u> How did the Romans invade Britain and how successful were they?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Autumn 2	<u>Roman Rule of Britain</u> How did Romans influence the culture of people already living in Britain?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 1	<u>Ancient Greece</u> How can we find out about the civilisation of the Ancient Greeks?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 2	<u>Ancient Greece</u> Can we thank Ancient Greece for anything in our lives today?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 5							
Autumn 1	<u>Anglo Saxon Britain</u> Was life better in Anglo Saxon Britain or in Roman Britain?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Autumn 2	<u>Anglo Saxon Britain</u> The Vikings – ruthless killers or peaceful settlers?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and punishment
Summer 1	<u>WW1</u> What lead to Germany's defeat in WW1?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 2	<u>WW1</u> What were the dangers of trench warfare?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Year 6							
Autumn 1	<u>Victorian Britain</u> Was it really better to be rich than poor in Victorian Britain?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Autumn 2	<u>Victorian Britain</u> How did daily life change in the reign of Queen Victoria?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 1	<u>WW2</u> Why was it necessary for children to be evacuated?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment
Summer 2	<u>WW2</u> How was Britain able to stand firm against the German threat?						
	Exploration	Invasion	Cultural Change	Rebellion	Empire	Technological Advancement	Crime and Punishment

# Exploration

**Travelling across or through something to discover new places.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?

# Invasion

**To enter a country or group's land as an enemy, by force in order to conquer or plunder.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?



# Cultural Change

**Changes to the way that a society or culture is run, how it functions or is governed.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?

# Rebellion

**An armed fight or uprising against the rulers of the area that one lives within.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?

# Empire

**A group of nations or people under one ruler or government.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?

# Technological Advancement

**Changes in technology over time within a specific society or civilisation.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?

# Crime and Punishment

**Laws and subsequent actions for those that do not follow set rules.**

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British History	Autumn 1	<u>All About Me</u>  What can I tell you about me and my family?	<u>Great Fire of London</u>  Who was to blame and who helped in the Great Fire of London?	<u>Stone Age</u>  What was 'nice' about the new Stone Age and how do we know?	<u>Roman Rule of Britain</u>  How did the Romans invade Britain and how successful were they?	<u>Anglo Saxon Britain.</u>  Was life better in Anglo Saxon Britain or Roman Britain?	<u>Victorian Britain</u>  Was it really better to be rich than poor in Victorian times?
	Autumn 2		<u>Guy Fawkes</u>  Why do we remember Guy Fawkes?	<u>Iron Age</u>  What was better, bronze or gold?	<u>Roman Rule of Britain</u>  How did the Romans influence the culture of people already living in Britain?	<u>Anglo Saxons Britain</u>  The Vikings- ruthless killers or peaceful settlers	<u>Victorian Britain</u>  How did daily life change over the reign of queen Victoria?
Exploration and civilisation	Summer 1	<u>Toys through Time</u>  How are the toys I play with different to those 50 years ago?	<u>Exploration</u>  Columbus – a hero or a villain?	<u>Ancient Egyptians</u>  Should the Ancient Egyptians have been proud of their pyramids?	<u>Ancient Greece</u>  How can we find out about the civilisation of the Ancient Greeks?	<u>WW1</u>  What lead to Germany's defeat in WW1?	<u>WW2</u>  Why was it necessary for children to be evacuated?
	Summer 2			<u>Ancient Egyptians</u>  Was the Nile the source of Ancient Egypt's success?	<u>Ancient Greece</u>  Can we thank Ancient Greece for anything in our lives today?	<u>WW1</u>  What were the dangers of trench warfare?	<u>WW2</u>  How was Britain able to stand firm against the German threat?



# History: Year 1 -All About Me

## Autumn Term: What can I tell you about me and my family?

### Key vocabulary

marriage	Two people who had a wedding and are married to each other
family tree	A chart or diagram showing the different people in a family
generation	All the people born about the same time
childhood	The time that someone is a child
sibling	A brother or a sister
resemblance	Looks like someone else



### Overview

Who are my relatives?

What are their professions?

Where do they live in the world?

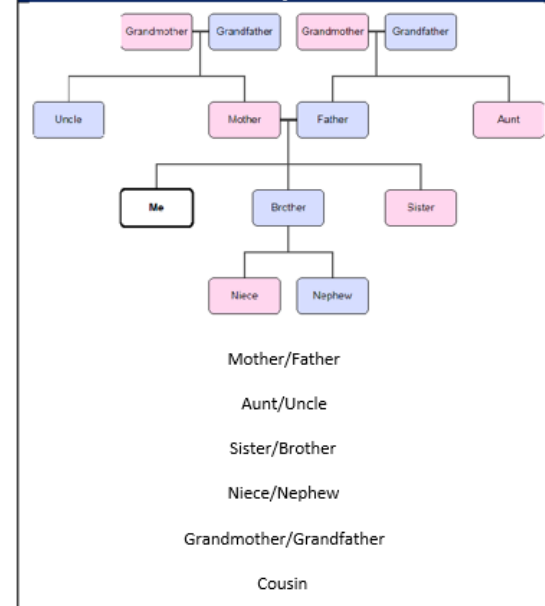
How is my life different to when my parents were children?

How is my life different to when my grandparents were children?

What are my favourite toys and hobbies?

What were my parents'/grandparents' favourite toys and hobbies?

### Family Tree



### Birth Certificate



A document that indicates when you were born. It contains information about a child's birthdate, gender and place of birth. It also states the names and jobs of the parents of the child.

### Red Book



When born, every child receives a red book when they are born. It includes information about a child when they are born and in their early years.

### Marriage Certificate



A marriage certificate is a document that proves two people were married. It contains names, ages, jobs. It also contains the signature of a witness who states that they saw the marriage happen.

## History: Year 1 -Toys Through Time

*Summer Term: How are the toys I play with different to those 50 years ago?*

### Key vocabulary

present	Right <u>now</u>
modern	Having to do with current times
memory	Something that someone remembers
similar	Something being like another
time	A period of events
handle	To touch with the hands



### Overview

*What are the characteristics of modern toys?*

*How can I group and organise modern toys?*

*How can I recognise toys from the past?*

*What questions can I ask and answer about toys from the past?*

*What do I see about how toys have changed over time?*

*When I handle toys from the past, what do I notice about how they were made?*

### Toy Progression



Toys have changed over time. There are many differences between toys from the past and present. Pre-1960 toys were more simple in design and easy to use. Older materials used include wood and metal. Modern toys are made from plastic, nylon or foam. There are now lots of strict rules to make sure modern toys are very safe to play with.

### Current Toys



*Hatchimals*

### Parent's Toys



*Furby*

### Grandparent's toys



*Tin Robot*

## British History: Year 2 – The Great Fire of London

### Autumn 1: Who was to blame and who helped in the Great Fire of London?

#### Key vocabulary

blaze	A dramatic word for a fire which causes damage
River Thames	A river that flows through London
extinguish (a fire)	To stop a fire from burning.
fire brigade	The emergency service whose job is to put out fires
mayor	The chief official of a village, town, or city.
fire break	An area which is cleared of things that can burn to stop a fire from spreading
thatched	Straw, palm leaves, or other dried plant material used as a covering, esp. as roofing.
diary	A daily record, esp. of a person's experiences, reflections, and private thoughts.

#### Artefact 1: Painting of the event



A painting of The Great Fire of London as witnessed by an onlooker from a boat in The River Thames.



#### Overview

The fire started in Thomas Farriner's bakery in Pudding Lane. It may have been caused by a spark from his oven falling onto a pile of fuel nearby.

Following a long, dry summer the city was suffering a drought. Water was scarce and a strong wind from the east meant it spread rapidly from house to house.

Buildings, including houses, were made of timber and roofed with thatch, meaning they caught fire easily. Homes were tightly packed and the city was full of sheds and yards packed high with flammable hay and straw.

There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire, helped by local soldiers. There were some attempts made to open pipes next to burning buildings in order to connect it to a hose or fill buckets.

As soon as the Lord Mayor heard the news, he expressed a lack of concern that the fire would become dangerous before returning back to his home and going back to sleep. Indeed, months earlier, the Mayor had been warned of the danger caused by the narrow streets and overhanging timber houses.

Shortly after, clever businessmen spotted an opportunity to make money by employing men to extinguish fires: the first fire brigades were formed. Sir Christopher Wren was given the task of rebuilding London – he built 52 of the city's churches, including St. Paul's Cathedral.

#### Key dates

Sunday, 2 September 1666	The fire started in Thomas Farriner's bakery
Tuesday, 4th September 1666	St Paul's Cathedral catches fire
Wednesday, 5 September 1666.	The Navy blew up houses in the path of the fire to stop the fire spreading from house to house.
Thursday, 6 <sup>th</sup> September 1666.	The fire officially ends.
Tuesday 11 September, 1666	Christopher Wren submits his new layout for the city to the king.

#### Artefact 2: Pepys' Diary

(Lord's day). Some of our mayors sitting up late last night to get things ready against our fast to-day. Just called to us about three in the morning, to tell us of a great fire they saw in the City. So I rose and slipped on my nightgown, and went to her window, and thought it to be on the backside of Mark Lane at the farthest; but, being stayed on such fires as followed, I thought it far enough off; and so went to bed again and to sleep. About seven rose again to dress myself, and there looked out at the window, and saw the fire not so much as it was and further off. So to my closet to get things to-right after yesterday's cleaning. By and by Jane comes and tells me that she hears that above 300 houses have been burned down to-night by the fire we saw, and that it is now burning down all Fish-street, by London Bridge. So I made myself ready presently, and walked to the Tower, and there got up upon one of the high places, Sir J. Robinson's little son going up with me; and there I did see the houses at that end of the bridge all on fire, and an infinite great fire on this and the other side the end of the bridge; which, among other people, did trouble me for poor little Mr. Bell and our Sarah on the bridge. So down, with my heart full of trouble, to the Lieutenant of the Tower, who tells me that it began this morning in the King's baker's house in Pudding Lane, and that it hath burned St. Magnus's Church and most part of Fish-street already.

An entry from Samuel Pepys' diary on Saturday 2 September 1666 detailing the events of the fire in significant detail.

## British History: Year 2 – Guy Fawkes

### Autumn 2: Why do we remember Guy Fawkes?

#### Key vocabulary

Catholics	A type of Christian religion, relating to the Roman Catholic Church
monarch	A ruler such as a king, queen, or emperor.
Houses of Parliament	The buildings in which important government decisions and laws are made
gunpowder	an explosive mixture of substances in the form of a powder
conspirators	A person who is involved in a secret plan to do something against the law or harmful
treason	The crime of betraying (showing no loyalty to) your country
vault	A large room or chamber used for storage, especially an underground one.
bonfires	A large outdoor fire, often made for entertainment

#### Artefact 1: Illustration



An illustration of the plotters, led by Robert Catesby. It is important to note the number of plotters in the illustration whilst the main person remembered in history is Guy Fawkes.



#### Overview

Guy joined a group of fellow English Catholics, led by Robert Catesby, in a plot to blow up the Houses of Parliament and kill the king.

They were unhappy about how they were being treated under his leadership; he was not tolerant of their religion.

To carry out their plan, the conspirators got hold of 36 barrels of gunpowder and stored them in a cellar, just under the House of Lords.

As the group worked on the plot, it became clear that innocent people would be hurt or killed in the attack, including some people who even fought for more rights for Catholics.

Fawkes was responsible for lighting the fuse to the barrels of gunpowder, which they hid under the Houses of Parliament.

After a warning reached the King, the authorities found out and Guy Fawkes, who was in the cellar of the parliament with the 36 barrels of gunpowder, was caught, tortured and executed.

On the very night that the Gunpowder Plot was foiled bonfires were set alight to celebrate the safety of the King.

Since then, November 5th has become known as Bonfire Night. Some people recognise that Guy Fawkes was trying to stand up for a minority (the Catholics) in the face of persecution.

#### Key dates

March, 1603	King James I of England becomes king of England. Catholics are hopeful he will reverse some of the anti-Catholic laws in place.
February 1604	Ringleader Robert Catesby, his cousin Thomas Wintour and John Wright meet in London and start their plans
April 1604	Guy Fawkes is recruited while fighting for the Spanish army as the <u>explosives</u> expert
4 November	After receiving a warning letter, King James orders an investigation and a search party discovers Guy Fawkes loitering near the vault.
5 November	Just after midnight, Fawkes is found dressed for departure and in possession of fuses and matches. He's arrested.

#### Artefact 2: Letter



The letter sent to Lord Monteagle warns of a 'terrible blow this parliament' will receive.



## History: Year 2 – Explorers

### Summer Term: Columbus – a hero or a villain?

#### Key vocabulary

explorer	A person who travels to an unfamiliar place in order to discover what is there
expedition	A journey that is made for a particular purpose
ocean	A huge body of salt water
island	A piece of land surrounded by water
trade	To buy and sell or to exchange goods between countries
natives	Original inhabitants of a country
India	A country in Asia that Columbus wanted to find a new route to
San Salvador	An island in the Bahamas, located in the continent of South America



#### Overview

Columbus wanted to find a new sea route to Asia so he could trade with them. No one had ever considered sailing west before. This showed great initiative and bravery in the face of the unknown.

Columbus had to persuade people to give him the money he needed to hire a crew and supplies for his expedition.

After receiving the money he needed, Columbus set sail. He was courageous and demonstrated sheer determination in sailing across an uncharted ocean in wooden sailing ships that were not designed to take on the punishing waters of the Atlantic.

On his journey, he accidentally stumbled upon the Americas and called this new island San Salvador. He discovered a world new to Europeans that allowed Europeans to explore new lands and develop new cultures.

As a result of more Europeans arriving at these islands, fatal diseases spread which the Natives' bodies were defenseless against.

In search of gold, Columbus enslaved and inflicted harm upon the Native people and days after landing, Columbus wrote in his journal, "they can be made to do what is required of them."

When Columbus returned to Spain, he provided things from the New World (such as hammocks and pineapples) that they had never seen before, suggesting that some of his actions were indeed selfless.

At the same time, he also sent a boat load of slaves back to Spain in an attempt to impress the Queen but she was appalled and sent them back.

#### Key dates

Oct 1451 CE	Christopher Columbus was born in Genoa, Italy.
Aug 1492 CE	Columbus set sail hoping to reach China.
Oct 1492 CE	A sailor on board The Pinta spotted an island (San Salvador) and went ashore. This is now celebrated as 'Columbus Day'.
Dec 1492 CE	The Santa Maria hit a reef and sank. Columbus was forced to leave 40 men abandoned.
Mar 1493 CE	Columbus landed back in Spain.

#### Artefact 1: The Landing of Columbus



*Garnelo's painting shows Columbus arriving at San Salvador and the attention and amazement he is receiving from the local people. They were, at first, very welcoming when he arrived.*

#### Artefact 2: Columbus before the Queen



*Painted by Emanuel Leutze, the painting shows Columbus' return to Spain. The attention he is getting makes it clear that in this picture Columbus is seen as a hero returning from a faraway land.*



## History: Year 3 – Stone Age Britain

### Autumn 1: What was 'new' about the New Stone Age (and how do we know)?

#### Key vocabulary

hafting	Attaching stone tools to handles
flint	A type of stone that was used to make many tools in the Stone Age
barrow	A large <u>mount</u> of earth where a person was buried
cairn	A pile of stones that marked a burial, a battle or a path
grave goods	Objects that were buried in graves alongside a body
<del>henge</del>	A monument that included a circle of upright stones or pieces of wood
settlement	The place where people make their homes
Palaeolithic Era	The Early Stone Age
Mesolithic Era	Middle of the Stone Age
Neolithic ERA	New Stone Age

#### Artefact 1: Stone Age Painting



A stone age painting found in a cave. Paint was made from dirt or charcoal mixed with spit or animal fat. They painted what they saw around them – this is one reason we know so much about this time.



#### Overview

Stone tools were used to chop up meat, cut plants and animal skins

From 3700 BCE long barrow tombs were used to bury the dead.

Clothes were made from skins of animals, holes made with a stone tool before being stitched together with a needle made from bone using the stems of stinging nettles.

#### Palaeolithic era:

Human moved constantly following animals like deer for meat; they also hunted mammoths with stone spears.

Humans lived in caves and did not have settlements in which they stayed. 'Cheddar man' – the bones of a human that lived in this era were found in a cave and his bones indicate that he died a violent death.

#### Neolithic era:

Human started farming by planting crops; animals such as boar were tamed and bred for meat.

Instead of moving around, humans made clearings in woodland near drinking water to live. They began to live in huts building walls of mud mixed with straw. Animal skins were used as a protection from wind and rain.

~~Henges~~ began to be built either for religious ceremonies, to celebrate the seasons or for trade; it is unclear.

Flint was used to build more complex tools like axes – these were often mined building tunnels ~~underground~~ and deer antlers to extract the stone.

#### Key dates

1.7 MYA	Early people being shaping stone tools into <del>handaxes</del>
1 MYA	First use of fire found in South Africa
1 MYA	Early humans begin living in Britain
300,000 years ago	Hafting is first used
70,000 years ago	The first symbols are drawn
35,000 years ago	Modern humans live in caves and make paintings in them
12,000 years ago	People start farming and keeping animals
2,000 BCE	Start of the Bronze Age, people start to make metal tools

#### Artefact 2: Skarae Brae



A settlement of eight houses on an island in Scotland from about 3,200 BCE. As a community they fished, grew barley and wheat and kept sheep and cattle. No weapons were found suggesting it was a peaceful time.

## History: Year 3 – The Iron Age

### Autumn 2: What was better, bronze or iron?

#### Key vocabulary

alliance	Where groups agree to work together to help each other
bronze	A metal made by combining copper with tin
iron	A metal found in rocks called iron ore
hillfort	An area of settlement built on high ground and enclosed within a wall
loom	A structure used to weave material from
sickle	A hand-held tool used to harvest crops
harvest	Where farmers gather the <u>crops</u> they've grown
Celts	People who lived during the iron age (made up of a group of people)
Summer Solstice	The longest day of the year
Winter Solstice	The shortest day of the year

#### Artefact 1: Bronze Sword



The introduction of bronze meant that knives could be longer and stronger which led to swords being created. Large numbers of bronze swords have often been found in large piles suggesting that they were dumped and replaced by more powerful iron swords.



#### Overview

As trading became more common, so did people travelling. The Beaker People travelled from Europe to England and brought important skills with metal and pottery.

People began to mix copper with tin that made a soft metal harder and stronger – weapons and tools were now more effective.

Bronze metal was very valuable – people swapped this for other items. Those that could create bronze became very rich.

Iron was much more common than copper or tin so more tools could be made; it did however need to be melted at a much higher temperature.

Iron could be turned into strong, longer lasting tools that made day-to-day life easier.

Iron allowed axe heads and blades for new heavy ploughs. Farming increased in efficiency and trees could be cut down much more easily.

Tribes became more common and people lived in roundhouses or in hillforts protecting themselves using walls made of chopped down logs.

Druids were important members of a tribe who people went to for advice believing that they could communicate with the gods.

In both the bronze age and the iron, people still lived in roundhouses, farmed the land, practiced crafts and traded goods such as pottery, metals and salt.

#### Key dates

4,000 BCE	Start of the 'New Stone Age'
3,100 BCE	Stonehenge is built
2,500 BCE	Beaker people came to western England – they are skilled with metal and pottery
2,000 BCE	Start of the Bronze Age, people start to make metal tools
1,650 BCE	People begin to trade their items along trade routes
750 BCE	Start of the Iron Age
50 CE	Trade increases with Roman Gaul and Britain
43 CE	Romans invade – end of the iron age

#### Artefact 2: Bronze Torc



A stiff neck ring made out of bronze that is created by twisting strands together. Many of them seem like they have been designed for being worn permanently and would have been difficult to remove.

## Ancient Civilisation: Year 3 – The Egyptians

### Summer 1: Should the Ancient Egyptians have been proud of their pyramids?

#### Key vocabulary

pharaoh	Name for the monarch of Ancient Egypt
pyramid	A structure whose outer surfaces are triangular and converge to a point at the top
mummification	The process of preserving the skin and flesh of a corpse
canopic jar	Used to contain organs for use in the afterlife
afterlife	The Land of Two Fields where Ancient Egyptians believed they headed to when they died
Nile	The longest river in the world that runs through the entirety of Egypt
hieroglyphics	A pictorial form of writing used by Ancient Egyptians
Giza	A city in Egypt containing three pyramids including the Great Pyramid (King Khofu's tomb)
architect	A person who plans and designs the construction of buildings
quarry	A large pit from which stone is extracted



#### Overview

There are 138 identified pyramids from Ancient Egypt

Pyramids were built as tombs for pharaohs and their queens

Egyptians created three types of pyramid – bent, smooth and stepped

The pyramids of Giza took between 10 and 20 years to build and the largest pyramid is over 150m tall

Approximately 20,000 workers were needed to build a pyramid

Pyramids were made from lime and granite blocks that were quarried and usually transported using the Nile

Blocks to construct pyramids weighed 2.5 tonnes on average (equivalent to two cars)

It is generally agreed that slaves were used for large amounts of the construction process

A pharaoh's tomb contained a wide variety of expensive jewellery, weapons, oils and sometimes even a boat!

As well as the tomb, a pyramid also contained a wide variety of passageways, rooms and courtyards

Hieroglyphics could be found on the walls detailing stories, information and prayers

Cities and towns often developed alongside a pyramid due to the amount of people that were working there

#### Key dates

4000 BCE	First use of hieroglyphic writing
2700 BCE	First stone pyramid built by Pharaoh Djoser
2600 BCE	Pyramids of Giza built
2300 BCE	Pyramid building stopped (political instability)
2000 BCE	Pyramid building resumed
1790 BCE	Last Egyptian pyramid built
300 CE	Last use of hieroglyphic writing
969 CE	City of Cairo built using blocks from Giza pyramid
1700 CE	Travellers and explorers began exploring the pyramids
1972 CE	Pyramid fields listed as a UNESCO world heritage site

#### Artefact 1: Shabti



A wooden or stone figurine placed in an ancient Egyptian tomb used to complete any work the dead person might require in the afterlife. Before the use of Shabti, a pharaoh's slaves were killed to complete this task and buried with him.

#### Artefact 2: Sarcophagus



A box-like shell used for a corpse. These were very elaborate for a pharaoh. They were used to protect the corpse from scavenging animals and tomb robbers. In a tomb they were surrounded by a variety of objects for use in the afterlife.

## Ancient Civilisation: Year 3 – The Egyptians

### Summer 2: Was the Nile the source of Ancient Egypt's success?

#### Key vocabulary

Nile	The longest river in the world that runs through the entirety of Egypt
fertilizer	Something that adds things to the soil to help plants grow better
sluice	A board across a ditch that can be lifted or shut to let water out or hold it in
inundation	The time when the River Nile flooded, and all the fields were underwater
plough	A tool that turns over the soil to break it up
arura	A piece of land big enough to grow food to feed a family for a year
corvee	All Ancient Egyptians who had to work on the pharaoh's land for a set number of days each year
crops	Plants that farmers grow for food or to use in other ways (e.g. making baskets)
sickle	A curved blade designed for harvesting crops
reeds	Tall grass-like plant that is grown in the wetlands

#### Artefact 1: Boat Painting



Rich people had their own boats made of reeds or wood. The finest ones contained a crew to row north and were constructed of cedarwood which was imported from Lebanon.



#### Overview

The Nile flooded every year (inundation) and farmers constructed ditches around fields and sluices to divide them to hold back the water to speed up the watering of fields

In Egypt the soil was so fertile that farmers were able to produce enough food for the whole population – this allowed other people to

During inundation farmers did building work or had a second job such as basket making

All towns and rivers in Ancient Egypt grew up along the banks of the Nile meaning that most people usually travelled by boat

Boats sailed south because the wind blew in that direction, when travelling north they relied on a team of oarsmen

Reeds around the Nile were used to create mats and the core of the ~~Cyperus~~ papyrus plant was dried and used as papyrus which people wrote on

Papyrus was also used to create strong ropes which allowed workers to pull heavy weights including stone blocks involved in building the pyramids

Boats allowed trade with other areas of the country and with other nations moving food and other valuable items around quickly

Fish was a major source of ~~sustenance~~ both from the river and from the ~~Mediterranean~~ sea in the north

#### Key dates

6000 BCE	Early people settled in the Nile Valley
5000 BCE	Many Egyptians were farming sheep and cattle, growing wheat and barley in the Nile Valley
4500 BCE	The earliest discovered boat for the Nile made for King Khufu
3600 BCE	Numerals and writing started to be used
3000 BCE	Walled towns and villages were built in Egypt
3000 BCE	Papyrus began to be used
2600 BCE	Pyramids of Giza built
1550 BCE	Many of the royal tombs were built in the <del>Valley</del> of the Kings
1300 BCE	The shaduf was introduced
270 BCE	World's first lighthouse built on the island of Pharos facing the port of <del>Alexandria</del>

#### Artefact 2: Shaduf



A method of extracting water from the Nile. The pole balanced on a post whilst the stone on one end acted as a counterweight and helped pull up the bucket.



## British History: Year 4 – Roman Rule of Britain

### Autumn 1: How did the Romans invade Britain and how successful were they?

#### Key vocabulary

testudo	A formation of shields creating a tortoise effect
legion	Usually 5,000 Roman soldiers
auxiliary	A soldier from a non-Roman tribe
ballista	A machine that fired arrow-like bolts at targets a far distance away
tribe	A small group of people living in the same area and working together
hill-fort	A settlement on top of a hill making it easier to protect
conquest	Taking over a country or area by force
rebel	A person against the people in charge of a country
resistance	Refusing to accept something or do what is instructed
alliance	Groups of people working together, usually between countries

#### Artefact 1: Hadrian's Wall



Known as Vallum Hadriani in Latin, this 73 mile wall ran from the west coast to the north coast of England. It had a variety of forts along it to garrison the men that protected the Romans from the Picts in the north.



#### Overview

Emperor Claudius planned the invasion of Britain as an attempt to win the respect of his legions and keep them loyal.

Two failed attempts were made by Julius Caesar 10 years before the successful invasion of Britain.

Claudius sent his general Aulus Plautius with between 40,000 and 60,000 men to land near Richborough in Kent.

Claudius arrived in Britain with a number of elephants which amazed and frightened the Britons.

It took the next 35 years to capture and conquer the rest of Britain as far as the Scottish Highlands.

Not all Britons accepted Roman rule, Boudicca rebelled with the  Iceni tribe in 61CE – they destroyed the Roman capital in Colchester.

Boudicca and her tribe were finally defeated in battle and she, and a number of her warriors, took poison to avoid being captured.

In 122 CE Emperor Hadrian ordered the construction of a wall to defend the Roman empire from the Picts in the north.

The wall was 73 miles long with regular forts containing garrisons of troops – it took just six years to complete.

In 142 CE the Roman Emperor Antonius Pius ordered the construction of the Antonine wall, significantly further north to extend the Roman territory – it was abandoned only eight years after it was completed

#### Key dates

55 BCE	Julius Caesar attacks Britain but only remains for a few weeks
54 BCE	Julius Caesar attacks Britain again but does not remain
43 CE	Romans invade Britain and settle
51 CE	British Rebels including <u>Catagagus</u> are defeated
61 CE	Rebellion by Boudicca and the <u>Iceni</u> trib.
100 CE	8,000 miles of roads are completed – troops can easily travel across the country
122 CE	Construction of Hadrian's wall begins (taking 6 years)
410 CE	Last of the Romans leave Britain

#### Artefact 2: Scutum



This rectangular and curved shield was called a scutum. These were created using layers of wood and leather. The size of them was designed to protect both the legs and main body from harm when in battle.



## British History: Year 4 – Roman Rule of Britain

### Autumn 2: How did the Romans influence the culture of the people already living in Britain?

#### Key vocabulary

amphitheatre	Open-air oval shaped arenas found in large Roman towns
gladiator	Professional fighters that fought in arenas to entertain an audience
villa	A large house often for a governor of a town or city
Latin	The language of the Romans that they taught many Britons to read and speak
papyrus	A type of paper made from reeds
forum	The shopping centre in a Roman town – people went to meet and talk
hypocausts	Underfloor heating
blacksmith	Someone who works with metal to make tools and weapons
merchant	A trader of goods made by other people
citizen	Being a member of a country



#### Overview

Romans encouraged people in Britain to build and live in towns. These contained shops where money was used to pay for local and foreign goods. They also collected taxes from the people that lived there.

Long straight roads were built all over Britain allowed armies and riders to travel more quickly. This also allowed goods to be transported using a cart and a mule or oxen.

Goods and craftsmen worked in the towns, Roman coins of gold, silver and bronze (with the face on the Emperor) were used to buy products.

Romans used wool produced by British farmers to make clothes; togas were only worn by rich men on special occasions.

Shoes were made of leather wrapped around the room. Iron was often nailed to the bottom of the shoe to make it stronger.

Slaves were brought to Britain and trained as gladiators; they fought for the entertainment of the crowd in an arena or amphitheatre. The loser was usually killed.

Romans introduced bathing to Britain – they build public baths where people sat in hot rooms, had massages and swam. Strigils were used to scrape off dirt before oils were rubbed into the body.

Romans had strict rules about burial, cemeteries were placed outside the towns along the main roads that led out of the town. This continued after the Romans had left Britain.

#### Key dates

Before invasion	Britain is divided into a large number of small tribes
43 CE	Romans invade Britain and settle
50 CE	Roman towns begin to grow in places like Dorchester, Colchester, St. Albans and London
75 CE	Construction of Roman Baths in Bath begin
100 CE	8,000 miles of roads are completed
211 CE	Britain is split into two provinces – Britannia Superior (Capital: Londinium), Britannia Inferior (Capital: Eboracum)
259 CE	A riverside wall around Londinium is completed
400 CE	Roman troops are withdrawn from Britain to defend Italy

#### Artefact 1: Steelyard



An object for weighing goods. Objects would be placed on the hook (or on an attached pan). The weight slid along the bar marked at intervals of weight. Usually seen in a market or forum.

#### Artefact 2: Pottery



Romans used sculptors to build ornate pottery. These sometimes depicted battles or events – on this piece of pottery you can see two Roman Gladiators fighting.

## British Civilisation: Year 4 – Ancient Greece

### Summer 1: How can we find out about the civilisation of the Ancient Greeks?

#### Key vocabulary

City-state	A city and its surrounding territory forming an independent state.
Civilisation	The society, culture or way of life of a particular area.
Persian War	A series of conflicts between the Persian empire and Greek city-states.
Hoplite	A heavily armed foot soldier.
Amphora	A tall ancient Greek jug with two handles and a narrow neck.
Phalanx	A body of soldiers standing in close formation.
Trireme	Ancient Greek war ship
Tyrant	A ruler who inherited power or seized it unconstitutionally.
gynaeceum	Women's quarters in an Ancient Greek home
Mythology	A collection of mythological stories belonging to a culture or religion.

#### Artefact 1: Chigi Vase



Found in an Etruscan tomb, this frieze depicts hoplite warfare. The army can be seen fighting in formation (phalanx) along with the flute player who keeps the soldiers marching in step. The source depicts the weaponry of the Ancient Greeks as well as their armour.



#### Overview

Athens and Sparta were rival city states with their own distinct laws, customs, rulers and culture.

Ancient Greek fighters were so powerful due to their fighting in formation (phalanx) along with their use of armour, shields and weaponry including the catapult. Triremes were used to raid rival coastal communities. Alexander the Great revolutionised the way the army through his use of spear bearers, lighter armour and scouts to observe the terrain before battle.

Religion was highly important to the Ancient Greeks and was incorporated into many aspects of life. Athena (the goddess of war, wisdom and craft) is featured in many artefacts. Zeus, her father, is king of the gods and is identified by his thunderbolts and throne in imagery.

The Parthenon was commissioned by the great orator Pericles and built in the acropolis of Athens; it was dedicated to Athena and built to celebrate the end of the Persian war and Athenian power.

Theatres were a popular form of entertainment; plays were performed only by men and often characters included gods. They used theatre masks to depict new characters and to amplify their voices. Theatres were themselves dedicated to the gods to honour them and pray to them e.g. the Epidaurus Theatre was dedicated to Asclepius, the god of medicine.

The role of women in Sparta and Athens contrasted dramatically. In Athens, women were perceived to have the role as being solely caregivers and wives, not being allowed to go out in public (unless for a special occasion) and confined to women's quarters. In Sparta, women were treated more equally and allowed to partake in sport, own land and considered tasks like weaving to be demeaning.

#### Key dates

500 BCE	The Classical period begins
490 BCE	The start of the Persian Wars
432 BCE	The Parthenon was built
431 BCE	The Peloponnesian Wars between Athens and Sparta
339 BCE	Warfare and weaponry developed as the catapult was invented
336 BCE	Alexander the Great ruled Greece
330 BCE	Epidaurus Theatre was built
323 BCE	Alexander the Great died and Ancient Greece civilization started to decline

#### Artefact 2: Olive Oil Amphora



Amphora depicting the farming and collection of olive oil, revealing not only ancient farming methods but also the importance of the product.

## British Civilisation: Year 4 – Ancient Greece

### Summer 2: Can we thank Ancient Greeks for anything in our lives today?

#### Key vocabulary

democracy	A system of government by eligible members of a state (male citizens aged 18+ who could speak)
Justice	The administration of law or authority
Olympics	A major sporting event involving the city-states of Ancient Greece held in honour of Zeus
Frieze	A board horizontal band of sculpture
Ionic order	A column typical of Ancient Greek architecture marked by its scroll detail at the top
Doric	A plain column, masculine in connotation as it was perceived to be the strongest order
Classical	Of the period of the annexation of modern-day Greece and the 'high point' of culture
Legacy	Something that resulted from events in the past
Paidagogos	A slave used to supervise boys at school to ensure that they behaved
agoge	Spartan military boot camp for boys aged 7+

#### Artefact 1: Boxing scene pottery



Two boxers fighting during an Olympic match, both are wearing leather things (straps) around their hands and one has already got a facial injury as shown by the blood detail.



#### Overview

Only boys from wealthy families attended school. Classes consisted of 10-15 children and were taught by male teachers in the teacher's home. Children attended from sunrise to sunset and only had days off to attend religious festivals.

In Sparta, boys from the age of 7 were forced to attend agoge to become powerful warriors to fight for the city-state in adult life.

The word alphabet is derived from the words *alpha* and *beta*. Many words in the English language derive from ancient Greek including the prefixes 'mono' and 'micro.'

Ancient Greek temples were typically built using one of three column styles: the *doric*, perceived to be masculine and the strongest, the ionic and Corinthian. Ancient Greek orders were used in the 18<sup>th</sup>/19<sup>th</sup> century Greek architecture revival.

For 100 years, Athens had direct democracy, meaning that citizens had to take an active part in government (women, children and slaves were not included)

The bodies of government included the courts (which handled lawsuits), the council (chosen at random each year, oversaw the daily running of government) and the assembly (all citizens could vote on issues like new laws or joining wars)

The Olympic games were a 5-day sporting event held in honour of Zeus and other Olympian gods, most notably Poseidon, the god of horses. All wars and internal conflicts were put aside for the games allowing contestants and spectators to travel to the games unharmed. Only men could compete and they competed nude. Sports that were competed in were to show the strength of warriors. The pankration was notoriously blood thirsty and the only rules were no eye-gouging and no biting.

#### Key dates

C. 850 BCE	The Greek alphabet was developed from the Phoenician alphabet
C. 800 BCE	Homer composed his epic poems <i>The Iliad</i> and <i>The Odyssey</i>
776 BCE	The first Olympic games were held.
508 BCE	Education was revolutionised in Athens
508 BCE	Democracy was established across the city-states of Ancient Greece
380 BCE	The Academy was founded by Plato in Athens, being one of the first academic institutions in the world.
Late 18 <sup>th</sup> Century CE	Ancient Greek architecture revival movement across northern Europe and the United States. Used notably in civic and cultural buildings.
1896 CE	Modern Olympic Games were established in 1896.

#### Artefact 2: Teaching scene pottery



All teachers in Ancient Greece were male and lessons were taught in the teacher's homes. Boys had to recite epic poems including *The Iliad* and *The Odyssey* aloud in front of their teacher.



## Ancient Civilisation: Year 4 – Ancient Greece

### Autumn 1: Was life better in Anglo Saxon Britain or Roman Britain?

Key vocabulary	
territory	Land that is ruled by someone
scop	An Anglo-Saxon poet who either recited or sang their poems
estate	A large area of land belonging to a noble
churl	A free man, woman or child in Anglo-Saxon society
bloodletting	The act of draining blood from a patient to make them better
reared	Bring up and care for (an animal)
thane	A lord in Anglo-Saxon England
charms	Magical powers
embroidery	Cloth with patterns or figures sewn on it
cremation	The act of burning a dead body until it becomes ash

#### Artefact 1: Combs



Combs were made from animal bones (from livestock that the Anglo-Saxons kept) or from the antlers of deer. Combs are very commonly found items suggesting that the Saxons cared about their appearance!



#### Overview

For the last 300 years of the Anglo Saxons, there were many ongoing wars and people lived in fear of Viking raids, especially if they lived on the sea or near a river.

The Anglo-Saxons created the first books; using animal skin parchment the pages were bound together and were only really read by nobles and kings.

There were a wide variety of outdoor sports including hunting, riding and the tug-of-war. Feasts were common and music including harps and pipes were enjoyed.

Most people were farmers and had to work very hard just to stay alive; food took a lot of effort to produce. Some others were craftsmen – Anglo-Saxons were expert metal workers.

Men were buried with their tools and weapons whilst women were often laid to rest with a bowl and a spoon. Rich Anglo-Saxons were sometimes buried in a boat or sometimes cremated as a hero.

There were few cities – instead most people lived in villages in small one roomed homes (which often included their animals) grouped around their thane's home.

There were few doctors, a few people knew Greek or Roman medicine. Herbs and ointments were used to treat most ailments and bloodletting was common.

Before converting to Christianity, as pagans many spells were also used including the ritual of a pregnant woman stepping three times over a dead man's grave to ensure a healthy baby.

#### Key dates

400 CE	Last of the Roman's leave Britain
449 CE	Angles and Saxons arrive by boat in South east Britain
540 CE	Invading Angles, Saxons and Jutes conquer England
585 CE	Five separate kingdoms form with each having its own king
664 CE	England begins to follow the Christianity of Rome
789 CE	First recorded Viking attack
865 CE	A large Viking force arrives and rampages across the country for 14 years.
878 CE	England is split between the Anglo-Saxons and the Danes
937 CE	Athelstan (King of Wessex and Mercia) defeats the Vikings and rules over all of England
1066 CE	Anglo Saxon age comes to an end

#### Artefact 2: Fuller Brooch



The Fuller Brooch was made in the 800s possibly in King Alfred's workshops. The different sections of the silver showcase the different senses.

# Ancient Civilisation: Year 5 – Anglo Saxons

## Autumn 2: The Vikings – ruthless killers or peaceful settlers?

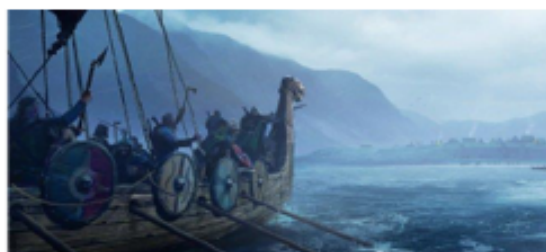
### Key vocabulary

longship	A narrow wooden boat with boat sails and oars that were used by the Vikings
hoard	A supply of precious items hidden away
bribe	Persuade someone to act in a certain way by giving them money
fleet	A group of ships sailing together
customs	The way a particular group of people behave or do something
boundary	A dividing line between two areas
stronghold	A place that has fortifications or defences to protect it from attack
raid	A surprise attack
terrorize	To fill a group of people with terror and fear
intrepid	Fearless and adventurous

### Artefact 1: Viking Hoard



A number of hoards have been discovered in the UK worth millions of dollars. These boxes contained gold, jewellery and other expensive items that the Vikings had received through threats and raids.



### Overview

The Vikings had outgrown their homeland and sailed around many places in Europe looking for somewhere to settle.

Vikings used longships that could be sailed up rivers to attack towns and villages inland.

Their raids made off with money, valuables and people to sell as slaves.

The Vikings were fearless fighters because they believed that those who died in battle were promised entrance to a special paradise.

Merchant ships called knarrs had a pit in the middle to hold goods – they traded across much of the world carrying furs, slaves and amber and returned with luxury goods like silver, spices and silk.

Occupied lands in England became known as Danelaw and Vikings settled to live as farmers – places ending in thwaite, ness, thorp, and by are named by the Vikings.

After Viking rulers were defeated, many settlers remained – the town of Jorvik was a large settlement that many lived in.

Jorvik became the Viking's capital – they repaired Roman walls, built new rows of houses and constructed new fortifications.

Vikings attacked the Anglo-Saxon shield wall with a wedge shape charge known as a 'boar's snout' – with the best warriors at the point in the triangle using their weight to drive through the shield wall.

Many of the Saxon's manuscripts and beautiful objects that they created were destroyed by the constant battles with the Vikings.

### Key dates

793 CE	Viking raids begin
865 CE	The Danish Great Army lands in England.
871 CE	King Alfred of Wessex paid Viking army not to attack his people
876 CE	Peace was made between the Vikings and King Alfred – having a boundary between their lands
924 CE	King Athelstan (Alfred's grandson) defeats the Saxons and unites the country
978 CE	10,000kg of gold is given to the Vikings to stop them returning – they continue their raiding
1012	20,000kg of gold is given to the Vikings to keep them away
1013 CE	Viking Sweyn takes the throne
1066 CE	Battle of Hastings – William of Normandy claims the English throne
1066 CE	Anglo-Saxon age comes to an end

### Artefact 2: Valkyrie Pendant



This jewellery is of 'valkyries' who were terrifying spirits of war and brought warriors who died in battle to Valhalla.



## History: Year 5 – World War One (WW1)

*Summer 1: WW1 – What led to Germany's defeat in WW1?*

*Summer 2: WW1 – What were the dangers of Trench Warfare?*

### Glossary

1	Alliance	when countries join forces or work together to achieve a certain goal
2	Armistice	a formal agreement of warring parties to stop fighting
3	Conscription	the requirement by law to join the armed forces
4	Front Line	the area where the armies are engaged in fighting
5	The Great War	the name used for World War One at the time
6	No Man's Land	the area of land between two enemy trench systems
7	Treaty	a written agreement between two or more countries
8	Trench	long ditches dug into the ground where soldiers lived

### Trench Warfare

Many battles were fought using trench warfare.

Long ditches were dug in the ground. Soldiers lived in the trenches and sometimes climbed out to attack.

A famous example of trench war was the Battle of the Somme which started in July 1916.



### Archduke Franz Ferdinand

The assassination of Franz Ferdinand (Archduke of Austria) sparked the outbreak of World War One.

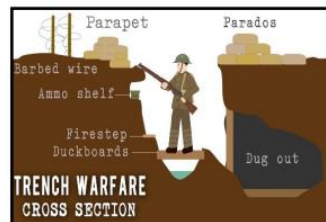


### The Alliance system

Many countries had made alliances with one other. They agreed to protect each other. If one was attacked, the others would defend them.

The war was fought between:

- **The Triple Alliance:** Germany, Austria-Hungary and their allies.
- **The Triple Entente:** Great Britain, France and Russia.



## History: Year 5 – World War One (WW1)

*Summer 1: WW1 – What led to Germany's defeat in WW1?*

*Summer 2: WW1 – What were the dangers of Trench Warfare?*

### Key Dates

June 1914: Assassination of Franz Ferdinand  
August 1914: Germany invades Belgium. Britain declares war on Germany  
August 1914: Battle of Mons  
October 1914: Battle of Ypres  
December 1914: Christmas truce  
April 1915: Gas attack on Ypres  
April 1915: Allied landings at Gallipoli  
February 1916: Britain introduces conscription  
July 1916: Battle of the Somme begins  
July 1917: The United States declares war on Germany  
March 1918: Start of German Spring Offensive  
November 1918: Armistice  
June 1919: Treaty of Versailles signed

### The Treaty of Versailles

World War One ended at 11 am on 11 November, 1918—this became known as **Armistice Day**. The leaders of the USA, Great Britain and France met in Versailles to decide what should happen next. The agreement was called the **Treaty of Versailles**.

Terms of the treaty included:

- Germany had to accept total blame for starting the war.
- They could not join the new League of Nations
- Some places Germany used to own were taken from them.
- Germany were banned from having an army of more than 100,000 men and from having any submarines or an air force.
- The country had to pay 132 billion gold marks to repair the damages of war. They became poor because of this.



### New Technology

There were major developments in technology during World War One. New weapons and machines changed the way war was fought forever. Britain used **tanks** in battle for the first time in September 1916.

**Aeroplanes** were recent inventions. As aircraft technology developed, planes became more important.

**Battleships**— conflicts which took place on the sea were known as naval battles.



**Artillery field guns** fired shells that exploded when they hit something.

**Machine guns** fired up to 600 bullets a minute and were extremely dangerous.



### Recruitment

- In the first weekend of the war, 100 men an hour (3,000 a day) signed up to join the armed forces.
- In 1916 Conscription was introduced.
- Men were encouraged to join up with their friends, these were known as 'Pals Battalions'.
- Some men—called conscientious objectors—refused to fight for moral or religious reasons. They said their consciences would not allow them to kill.
- A white feather was used as a symbol to mean a man was a coward. The idea was to shame the man and make him join the army.



### Remembrance day

Every year on 11 November, people in the UK stop for a short moment of reflection. Poppies, which grew on the barren fields of World War One, are used to remember soldiers who died.



## British History: Year 6 – Victorian Britain

### Autumn 1: Was it really better to be rich than poor as a child in Victorian times?

#### Key vocabulary

<b>Ragged School</b>	A type of charity school where poor children would be educated
<b>slums</b>	An area of bad housing with poor hygiene and sanitation
<b>governess</b>	A tutor who taught rich girls skills including sewing, singing, dancing and languages
<b>textile mill</b>	A factory where cloth and linen were created
<b>workhouse</b>	A place where the very poor, young and elderly got food and a bed in return for work
<b>gruel</b>	A thin form of porridge fed to people in the workhouse
<b>boarding school</b>	A school where children live during term time, coming home for the holidays
<b>agricultural gang</b>	A group of workers in the countryside doing jobs like weeding, sowing seeds and harvesting crops
<b>dame school</b>	A type of school that was run by a woman in their house
<b>shaft</b>	Deep vertical hole leading to the underground tunnels of a coal mine

#### Artefact 1: Games



Poor children were forced to play outside, often on the streets, due to their cramped conditions in their houses. Games included hoop and stick, marbles and spinning tops.



#### Overview

At the start of the Victorian era, children could be sent to work at a young age and used as cheap labour in mines and factories.

Small boys would be driven up chimneys to clean out the soot – many died of lung disease while they were very young

Rich children were expected to be 'seen and not heard'

Sons of wealthy parents were sent to boarding public schools that became well known for bullying them

The aim for wealthy girls was for them to get married – a governess taught them skills to make them an attractive bride

Parents were expected to pay for their children to go to school – many families were too poor to afford this.

Churches ran schools for poor children with as many as 100 pupils in it

In 1891 the government gave money for education testing students in the three Rs, Reading, writing and arithmetic

Punishments in school included the dunce cap, punishment baskets and the cane

Rich children often played inside with rocking horses, toys, and board games

Poor children had home-made toys with everyday objects often

playing outside because their homes were too small

#### Key dates

<b>1830</b>	Victoria becomes queen regent
<b>1833</b>	Factories act: Children restricted to working no more than 12 hours per day
<b>1833</b>	Factories act: Compulsory that children aged 9 – 13 have two hours of school daily
<b>1837</b>	Victoria ascends to the throne
<b>1847</b>	Factories act: Children restricted to working no more than 63 hours per week
<b>1850</b>	Libraries act: Public libraries are established
<b>1863</b>	London underground railway opens (Metropolitan line only)
<b>1878</b>	Law makes it illegal for children under 10 to work – all children under 10 must be educated
<b>1891</b>	Free education act: State pays for education up to 10 shillings per week
<b>1901</b>	Death of Queen Victoria aged 82

#### Artefact 2: Ragged School



Children that were incredibly poor attended a Ragged school that was run by a charity. Taught in huge classes, the children also were trained to work in industries as they weren't expected to be successful.

## British History: Year 6 – Victorian Britain

### Autumn 2: How did daily life change over the life of Queen Victoria?

#### Key vocabulary

pollution	Contamination in the air or natural environment
labourer	A person doing manual work (e.g. a builder)
manufacturing	The production of items for use or sale
pastime	Leisure or free time
terraced	A series of houses in a row with adjoining walls
sewage	<u>Waste water</u> and excrement usually found in the sewers
industrialisation	The build-up of industries and factories in a country
deportation	The expulsion of a person or group from a place or country
resort	A place where people go for rest, sport, entertainment or a holiday
promenade	A path for walking on built next to the sea

#### Artefact 1: Penny Farthing



The first 'bicycle' that became popular in the 1870s and the 1880s. It was quickly replaced by the 'boneshaker' because of the danger of falling from a great height whilst riding.



#### Overview

By the 1950s the main parts of the UK were connected – Isambard Kingdom Brunel built a number of bridges and tunnels to allow the trains to cross difficult terrain.

The railways allowed quick transport of goods and people; fresh food from farms and mail from all over the country could easily be moved hundreds of miles.

Seaside holidays became popular with families leaving the polluted cities to places like Eastbourne, Brighton and Blackpool.

Infectious were better understood and vaccination against dangerous diseases like smallpox were discovered.

Communications between parts of the UK and abroad became much more efficient, with the mail service, the electric telegraph and finally the telephone which was invented by Alexander Graham Bell.

At the start of the Victorian era only rich land owners were able to vote, this changed over time and in 1884 all men could vote – women had no right to vote at all.

As manufacturing increased, more people moved to the cities to work. As a result, the streets became crowded, busy and dirty. Slums developed with whole families living in a single room. 30% of children died before becoming adults.

Victoria's husband opened the Great Exhibition in 1851 which showcased inventions and engines that had been created over her reign.

#### Key dates

1830	Victoria becomes Queen Regent
1837	Queen Victoria ascends to the throne
1840	National post service is introduced
1851	The Great Exhibition opens
1863	London Underground railway opens (Metropolitan line only)
1869	Suez Canal opens
1870	Over half of harvesting in the UK is completed by machinery
1876	Bell invents the telephone
1890	Electric trains replace steam on the London underground
1901	Death of Queen Victoria aged 82

#### Artefact 2: Telegraph



A machine that sent messages using Morse Code along telegraph wires. The first telegraph was sent between the UK and Britain during the Victorian period.



## History: Year 6 – World War Two (WW2)

*Summer 1: Why was it necessary for children to be evacuated?*

*Summer 2: How was Britain able to stand firm against the German Threat?*

	Date	Key events
1	September 1, 1939	Germany invades Poland
2	September 3, 1939	Britain and France declare war on Germany ( <i>start of WW2</i> )
3	January, 1940	Rationing introduced across the UK
4	May to June, 1940	Dunkirk evacuated and France surrenders to Germany Germany uses blitzkrieg to take over much of Western Europe
5	July, 1940	Germany launches air attacks on Great Britain ( <i>The Battle of Britain and the Blitz begins</i> ) Germany, Italy and Japan signed the Tripartite Pact creating the axis alliance
6	December 7, 1941	The Japanese attack the US navy in Pearl Harbor. The next day, the USA enters the war fighting with the allies
7	June 6, 1944	D-day and the Normandy invasion. Allied forces invade France and push back the Germans
8	April 30, 1945	Adolf Hitler commits suicide
9	May 7, 1945	Germany surrenders & victory in Europe is declared the next day
10	August 1945	Atomic bombs dropped on Hiroshima & Nagasaki, Japan by the US killing approximately 226,000 people
11	September 2, 1945	Japan surrenders signaling the end of WW2
12	July, 1954	Rationing ends in the UK

Leaders		
1	Adolf Hitler	Leader of the Nazi Party and Chancellor of Germany, 1933 - 1945 ( <i>also referred to as the Führer meaning leader</i> )
2	Winston Churchill	UK Prime Minister, 1940 - 1945 (and again from 1951 - 1955)
3	Neville Chamberlain	UK Prime Minister, 1937 - 1940 ( <i>infamous for failed attempts to satisfy Hitler's demands prior to the war</i> )
4	Franklin D. Roosevelt	US President, 1933 - 1945 ( <i>took the US into the war following the Pearl Harbor attacks</i> )
5	Harry S. Truman	US President, 1945 - 1953 ( <i>responsible for the decision to drop Atomic bombs on Japan</i> )
6	Joseph Stalin	General Secretary of the Communist Party and Leader of the USSR, 1929 - 1953



*'History will be kind to me for I intend to write it.'*  
Churchill



*'It is not truth that matters, but victory' – Hitler (performing Nazi salute above)*

	Term	Definition
1	Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
2	Evacuee	Someone who was evacuated, moved from a danger area to a safer place ( <i>normally from the cities to rural areas</i> )
3	Black out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes
4	Rationing	The controlled distribution of scarce resources ( <i>mainly food &amp; clothing</i> )
5	Air raid shelter	A building to protect people from bombs dropped by planes Anderson Shelter: Made of corrugated iron. Usually at the end of the garden Morrison Shelter: Metal cage used inside the house. Could double as a kitchen table
6	Trenches	A long, narrow ditch used for troops to shelter from enemy fire or attack
7	Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939-1941))
8	Nazi	Member of the fascist German political party which came to power in 1933. Symbol = swastika
9	Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham
10	Holocaust	Mass murder of Jews and other groups of people by the Nazis
11	Fascism	Right wing political view associated with not allowing opposition and total control by a dictator.
12	Blitzkrieg	Translated as 'lightning war'. German quick strike invasion of Western Europe
13	Luftwaffe	The German Air Force (responsible for the Blitz)
14	Enigma	A machine used by the Nazis to send coded messages



*Above left: Enigma machine*  
*Above right: Swastika (symbol of Nazis)*

*Below: Remains of a house after a bombing raid during the Blitz*



## History: Year 6 – World War Two (WW2)

*Summer 1: Why was it necessary for children to be evacuated?*

*Summer 2: How was Britain able to stand firm against the German Threat?*

### Did you know? – KNOWLEDGE

- World War 2 was a battle between two groups of countries – the Allied powers and the Axis Powers. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.
- Together with the Nazi Party, Hitler wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
- The bombing of London, known as The Blitz, lasted for 57 consecutive nights. Hitler wanted to quash the British spirit so they would surrender.
- The Battle of Britain was the first military campaign fought solely in the air.
- Both the allies and the axis powers used propaganda posters to boost the morale of people at home and those fighting. It was also used to decrease the morale of the enemy.
- The US didn't join the war until 1941, when Japan attacked the United States – at their Naval Base at Pearl Harbor in Hawaii.
- The atomic bomb, dropped by the US on Hiroshima was known as 'Little Boy' and is the only nuclear weapon used in battle. It ended the war.



**The Battle of Britain (10th July - 31st October 1940):** This was a military campaign, in which the Royal Air Force (RAF) defended Britain against attacks by Nazi Germany's air force, the Luftwaffe.



**Propaganda:** During World War 2 the British government wanted all men and women to help win the war. The government produced poster campaigns to spread ideas and influence people. It played an important role during World War 2.



**Evacuation:** Fears that the German bombing would cause civilian deaths meant that children and mothers with infants were evacuated from British towns and cities during the Second World War.

**Rationing:** During the war food was rationed by the British government to ensure fair shares for all at a time of national shortage.



**Code Breakers:** Germany believed that its secret codes for radio messages were indecipherable to their enemy (Allies). However, the work of code breakers at Bletchley Park cracked the secrets and played a crucial role in the final defeat of Germany.



**D-Day, Codenamed Operation Overlord (6th June 1944):** More than 160,000 troops landed on a 50 mile stretch of heavily-fortified French coastline to fight Nazi Germany on the beaches of Normandy, France. More than 5,000 ships and 13,000 aircrafts supported the D-Day invasion.



**The Holocaust:** This was systematic persecution and murder of six million Jews by the Nazi regime. The discovery of Nazi concentration camps towards the end of WW2 revealed the full horror of Hitler's plans to exterminate Europe's Jews and other minorities.



**The End of the War (VE (Victory in Europe) Day) 8th May 1945:** After the suicide of Hitler on 30th April 1945, Nazi Germany surrendered to the Allies. It meant an end to nearly six years of a war that had cost the lives of millions and had destroyed homes, families, and cities. The war against Japan did not end until August 1945 (VJ (Victory in Japan) Day).