



'Working and growing together'

History Scheme of Work

| Date | Review Date | Subject Leader |
|----------------|-------------|----------------|
| September 2020 | August 2021 | Tim Downes |

Introduction

This document provides a developmental programme of History work for the children of Fitzwilliam Primary School. The scheme is reviewed annually. The last review was August 2020.

Continuity and progression

In order to ensure continuity and progression in the History Scheme of Work the following strategies have been adopted:

- The scheme has been developed by the History subject leader in collaboration with all staff.
- The History programmes of study in the National Curriculum are the basis of the scheme.
- Staff meetings have been and will be used to discuss History in our school and implementing the scheme of work.
- History planning follows the same format throughout school and is monitored by the History subject leader.

Structure

The History scheme of work is separated into Foundation Stage and Key Stages 1 and 2 of the National Curriculum. There are two levels of planning:

Long Term Planning

This is the termly plans for each year group, with a history focus in each term, taught throughout the school, and it is reviewed annually.

Short Term Planning

Short term planning is completed on a termly basis by the class teacher, is guided by long term planning, and is monitored by the History subject leader.

Marking and feedback

In accordance with the school marking and feedback policy, class teachers complete a whole class feedback grid which is shared with pupils at the beginning of the following lesson. In addition to this a marking summary sheet is also completed.

E-safeguarding

The history scheme of work adheres to the whole school E-safeguarding Policy.

Links to other Subjects

At Fitzwilliam we use History to promote learning across many areas of the National Curriculum, including: -

- The application of all basic skills (including Reading, Writing and Mathematics) within the History curriculum
- The use of computing both to find and present historical data.
- Citizenship, through moral, social and cultural development.
- Developing language skills, through both reading and writing a variety of texts.
- Application of number, through historical research and enquiry.
- Developing geographical knowledge when learning about past events in other places.
- Looking at art, music and technology from the past as source of evidence.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

Links to Spiritual, Moral, Social and Cultural Development

Pupils' spiritual development is enhanced through history by

- Researching and discussing the beliefs of peoples of the past, and their influence on the beliefs of the peoples of today.

- Gaining a sense of enjoyment and fascination in learning about sense of enjoyment and fascination in learning about themselves, others and the world around them
- The use of imagination and creativity in learning
- A willingness to reflect on experiences.

Pupils' moral development is enhanced through history by

- recognising the difference between right and wrong in historical situations and readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Understanding of the consequences of the actions of people in the past, and applying this understanding to their lives today
- Investigating, and offering reasoned views about, moral and ethical issues from the past, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through history by

- Co-operating well with others and being able to cooperate well with others and resolve conflicts effectively through historical work and roleplay.
- An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through history by

- An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Participating in, and responding to, for example, artistic, sporting, and cultural opportunities
- An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

British Values

At Fitzwilliam Primary School we believe that a good history education supports the development of a good understanding of diversity; of the differences both within and between people. This is the basis of an understanding of history. By helping pupils to understand that people are different, and act in different ways, even in the same situation, we help to develop a feeling of respect and tolerance. In history pupils are challenged to think, what would I do in that situation? Would I do the same, or act differently? By also exploring causation ('*Why* did they do that?') pupils also begin to think about the motives for actions, good or bad, and an understanding of difference that is crucial in understanding the 21st century. Interpretations also show that it is perfectly acceptable to hold different views, as long as they are supported by reasoned evidence, of the same event or person.

Each theme and lesson has a link to at least one of the following British values:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

These links are on the scheme of work and the planning.

Assessment

At Fitzwilliam Primary School assessment in history comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the NC, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. The class teacher will judge children against age related expectations to be at, above or below these expectations. This data is then analysed by the History subject leader.

Foundation Stage

The learning and teaching in Foundation Stage is organised through theme based work. Lower, Middle and Upper Foundation plan to the same set of learning objectives, with differentiation linked to the Early Years Foundation Stage, which change each term. The objectives are organised in a yearly cycle. Historical skills and concepts will be planned for in each term, and one term a year has a History focus within it. It is the aim of the scheme of work that by the end of foundation stage "Children talk about past and present events in their own lives and in the lives of family members." (Early Years Foundation Stage, Early Learning Goals – Understanding the World, People and Communities).

Children will also be developing the concepts and skills and knowledge needed to address History in the National Curriculum.

History in Key Stage One and Two

Pupils at Fitzwilliam Primary School will meet the requirements of the National Curriculum through discrete history lessons, with a different history focus each term.

| Foundation Stage | | | |
|---|---|--|--|
| | AUTUMN | SPRING | SUMMER |
| Theme | Minibeasts / Walking through the jungle / Let's Celebrate! | The three little pigs / Percy the Park Keeper | Me and My World |
| British Key Question | How can we care for our environment to protect minibeasts and jungle animals? | How can we be responsible citizens of Britain? | How can we compare life in Britain with life in another country? |
| Enhancements | Visit: Tropical World Walk: Autumn walk to the Country Park Visitor: Mrs Christmas (cats) / Father John | Visit: Nostell Priory Walk: Spring walk to the Country Park Visitor: Bakers / Park keepers | Visit: Church Walk: Walk around Fitzwilliam Visitor: Keep fit / baby |
| Books | The very hungry caterpillar Walking through the jungle My cat Mrs Christmas | The three little pigs One snowy night After the storm | My history Where we live My granny went to market |
| Addressing Stereotypes | Dame Jane Goodall: World expert on chimpanzees Desmond Tutu: Former Archbishop of Johannesburg and Cape Town and human rights activist. | Dame Zaha Hadid: Iraqi-British female architect Greta Thunberg: Climate change campaigner | Female athletes / footballers Frida Kahlo |
| History (All EYFS subject content covered) | <p>Early Learning Goal / EYFS Ages and Stages: Understanding the World: People and Communities</p> <ul style="list-style-type: none"> • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. • Has a sense of own immediate family and relations. • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. <p>Also:</p> <p>To develop an understanding of growth, decay and changes over time. (Understanding the World: The World) To begin to sequence events. (Mathematics: SSM) [To introduce the concept of a timeline]</p> <p><u>Early Learning Goal: People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> | | |

| Year One | | | |
|--|--|--|--|
| | AUTUMN | SPRING | SUMMER |
| Theme | All About Me | Dungeons and Dragons | Heroes and Villains |
| British Key Question | What is it like to grow up in Britain today? | How have castles in Britain shaped our history? | How has the lives of British people been affected by heroes and villains? |
| Enhancements | Local area exploration - walk to and follow maps around the village Making Table – drawing and making pictures all about themselves | How to train a dragon theme day. Visit - Sandal Castle Roleplay castle | Forest School |
| Books | Paper Dolls My Grandpa is amazing My Family What I like about me The Great Big Book of Families | The Three Wishes Castles texts (Ackworth Library) English Heritage booklet Paperbag Princess Princess Smartyants The Knight and the Dragon The Princess and the Wizard Tell me a Dragon | Traction Man Heroes and Villains texts (Ackworth Library) Supertato and Evil Pea Henry VIII Mary Seacole/Florence Nightmare Pocahontas Grace Darling Nelly Spindler (Wakefield Link) Comics |
| Addressing Stereotypes | Families can be made up of different people (two mums/two dads/one mum/one dad) | Boudicca – barriers about being a warrior Queen Elizabeth I – barriers about being a monarch Stephanie Frappart – European female football referee to ref a male final | Cressida Dick – Chief of Metropolitan Police Norwell Roberts – Britain’s first black police officer |
| History (All NC subject content covered) | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality.</p> | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about 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> |
| Key questions / knowledge and understanding to be explained | <p><u>What has changed during my lifetime?</u></p> <ul style="list-style-type: none"> Some aspects of my life have changed over the course of my life. <p><u>Who was in my family before I was born?</u></p> | <p><u>Why is Sandal castle important in the history of England?</u></p> <ul style="list-style-type: none"> Sandal Castle is where the battle of Wakefield took place on 30th December 1460. The battle was between the House of York and the House of Lancaster in the Wars of the Roses Richard of York lost the battle and was killed. Two months later Richard’s son Edward became King Edward IV | <p><u>Who was Mary Seacole was and why is she an important historical figure?</u></p> <ul style="list-style-type: none"> Mary Seacole was born in 1805 in Jamaica. Mary’s mother was Jamaican and her father was a Scottish soldier. Mary became a nurse like her mother. In 1854, Mary decided she wanted to care for soldiers fighting in the Crimean war. Mary travelled to England and went to the War Office in London. |

Key Knowledge and facts to be recalled

- Some members of my family were alive before I was born.
- Some members of my family died before I was born.

How were some aspects of life different when my parents, grandparents and great-grandparents were alive?

- Toys have existed for thousands of years. They were made out of the materials that were available at the time.
- Toys from a long time ago were mainly made of wood, paper and metal.
- Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with.
- Many modern toys use electricity to work.

- The nursery rhyme 'The Grand Old Duke of York' is believed to have been based on the battle of Wakefield. The Duke of York went up to the castle, then went back down the hill to fight, then lost the battle when in retreat back up to the castle (half way up).

What are the different parts of a castle called and how can I describe them?

- The keep: A strong tower in the middle of a castle.
- The moat - The moat was a deep trench or ditch that was dug all around the outside of the castle walls. Then it was filled with water. If people wanted to invade the castle, they would have trouble crossing the moat.
- The drawbridge - A drawbridge was used as a way to prevent, or allow, people in or out of the castle. It led from the castle gateway, over the moat, to the other side. The drawbridge could be raised up so that invaders could not cross the moat or easily get into the castle.
- The bailey - The bailey was an inner courtyard in the middle of the castle. It was a large piece of open ground. The bailey often had different types of castle buildings on it like the kitchens, chapel, barracks, stables, workshops, forges, stores and halls.
- Arrow loops - Small slit-like windows allowed anyone inside to see out and shoot arrows at their enemies while protecting those inside the walls from arrows being shot back.
- Battlements - Battlements were the square-shaped part of the walls around the top of the castle. They were useful for spying across the fields to check no one was coming to attack the castle. They were also useful for soldiers firing arrows through the gaps, as they offered protection from arrows coming from the enemy.
- Portcullis - The portcullis was also an important feature for defence. It was a very heavy gate made of metal and very strong wood. It had jagged 'teeth' at the bottom. It lifted, but could also be dropped very quickly, to stop people getting in or easily breaking their way in through the gateway.
- Tower - The tower was a circular or square building, which was used as a lookout and for defence.
- Turrets - The castle turrets rested on the main towers and were used to see far across the land to warn when enemies were coming.
- Dungeon - The prison area, usually at the bottom of the castle
- Motte - A motte or a 'mound' is a raised hill, this was where the keep was built.

What was life like in a castle?

- Rich lords or kings lived in castles. The rooms were decorated with tapestries and had large open fires. They slept in four-poster beds which had curtains which could be drawn at night-time to keep out draughts.
- Knights would practice their fighting skills and soldiers would constantly defend and protect the castle.
- Many people would have lived and worked in the castle. They would cook and clean for the lord or king. There would also be a gardener, stable hands, a blacksmith, a baker and a treasurer who counted all the money.
- Life in a medieval castle was very dark and cold. Windows were narrow open slits. Toilets were benches with holes in. The waste would drop into a stinky cesspit or the moat.
- Sometimes, huge meals (known as medieval banquets) were held in the castles.
- A medieval banquet was a meal with many courses enjoyed by the king (or lord) and his guests. The banquet would take place in the Great Hall. The table had a fine linen tablecloth, with gold and silver plates and cups. There were no glasses or forks - they had not been introduced yet.
- The best meats and fish were served. Sweet dishes were served together with the meat and fish, not separately. Some cookery books from the middle ages have survived. They list the types of dishes that would have been served to kings and queens at banquets. A banquet

She wanted to help with the work Florence Nightingale had started but was turned away.

- In those days there was a lot of racial prejudice which meant people were treated differently because of the colour of their skin.
- Mary was so keen to help that she paid for herself to travel to Crimea.
- Mary cared for the soldiers, provided them with food and treated them with her herbal remedies. She became known as 'Mother Seacole'.
- Mary Seacole improved the lives of soldiers by opening a hospital to look after them, treating soldiers with herbal remedies and even helping them on the battlefield
- Mary Seacole was a great role model for women. She made her way in the world independently and was proud to be half Scottish and half Jamaican.

Who was Henry VIII was and why is he an important historical figure?

- Henry VIII was King of England from 1509-1547.
- He had six wives.
- Henry believed he needed to be succeeded by another king, so he thought it very important that he had a son.
- His first wife only gave birth to a girl, so he divorced her.
- His second wife only gave birth to a girl. His advisors told him she was a witch so she was executed.
- His third wife gave birth to a boy, but then died.
- Henry also divorced his fourth wife and executed his fifth wife. His sixth wife outlived him.

Who was Pocahontas and why is she an important historical figure?

- Pocahontas was a Native American who was born around 1595, she was the daughter of a Powhatan chief.
- Her real name was actually Matoaka – 'Pocahontas' was given to her as a nickname.
- An English explorer and soldier called John Smith later wrote that Pocahontas had saved his life by throwing herself over him as he was about to be executed by a Powhatan hunting party, but nobody really knows if this story is true.
- She married an English colonist called John Rolfe and became Rebecca Rolfe, and together, they had a son called Thomas. This marriage helped bring some peace between the settlers and the Powhatan in Jamestown.
- Pocahontas died of smallpox when she was around 22 years old.

How can I argue, using evidence, why an historical figure might be a hero or a villain?

- There are lots of sources of evidence for historical events and people.
- Some of these sources are facts and some are opinion. It is important as historians that we can tell the difference between fact and opinion.
- When making an historical argument we need to use historical evidence to support our argument.

| | | | | |
|-------------------------|---|--|--|---|
| | | <p>could sometimes have 7 courses with lots of dishes served in each course.</p> <p><u>Who is Richard of York was and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> • Richard of York was the head of the house of York during the first part of the Wars of the Roses. • He was Lord Protector (caretaker for the King) while King Henry VI was ill. • When Henry VI was well again he tried to undo what Richard had done, so Richard tried to take the throne • Richard had a claim to be king, but never became king. • He died at the battle of Wakefield, and his son became king. <p><u>Who is Saint George was and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> • Saint George is the patron saint of England and is admired because he was a good man and a Christian • Saint George was a soldier in the roman army • Saint George was Turkish • People believed that Saint George fought a dragon, but this is just a story to show he believed in fighting evil things • Saint George died as a martyr because he was a Christian and refused to worship other gods | | |
| Vocabulary | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Parent •Grandparent •Great grandparent •Family •compare •Family tree <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •artefact •century •chronological order •living memory •memories •opinion •fact •source •interpret •enquire/enquiry | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> • Castle • Keep • Moat • Drawbridge • Bailey • Arrow loops • Battlement • Portcullis • Tower • Turret • Dungeon • Motte • Knight • Banquet • War of the roses • Richard of York • Lord Protector • Saint George • Patron Saint • Martyr | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • artefact • century • chronological order • living memory • memories • opinion • fact • source • interpret • enquire/enquiry | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Tudor •Henry VIII •Mary Seacole •Crimean War •King •Queen •Pocahontas •Native American <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •artefact •century •chronological order •living memory •memories •opinion •fact •source •interpret •enquire/enquiry |
| Outdoor Learning | <p>Art- Self-portraits using natural resources</p> <p>Geography- building human/physical features and landscapes of Fitzwilliam</p> | <p>Geography- compass directions and directional language</p> | | <p>Science- plants</p> |
| Other Provision | <p>Science area of provision linked to seasons in Fitzwilliam</p> | <p>Castle role play/ science area of provision linked</p> | | <p>Super hero reading area/ science area of provision linked</p> |

| Year 2 | | | |
|---|--|--|---|
| | AUTUMN | SPRING | SUMMER |
| Theme | The Great Fire of London | Explorers | World Kitchen |
| British Key Question | How can the British community work together to prevent a disaster? | How have the people of the past shaped our Modern Britain? | How has food changed in a Modern Britain? |
| Enhancements | Samuel Pepys - Hot seating and using the diary extracts to tell the children about him. Community Walk – materials in the village | Treasure Hunt around school Parents Assembly Forest School Community Walk – explore the country park Visitor – Explorer Neal | Whole School Sports Day MAT Mini Olympics Community Walk – Food that can be bought in Fitzwilliam Visitor – cook |
| Books | Guided Reading: Orange/Turquoise FICTION – Lila and the Secret of the Rain NON-FICTION – Houses Now and Then POETRY – Gunpowder Plot Class Readers <i>Lila and the Secret of Rain</i> by David Conway Great Plague texts (Ackworth Library) | Guided Reading: Purple FICTION – Space School/Survival Adventure NON-FICTION – Making a space shuttle POETRY – Space/Pirate Poem Class Readers Meerkat Mail by Emily Gerrett Man on the Moon/Dougal’s Deep Sea Dive Traction Man by Mini Grey Explorer Texts (Ackworth Library) | Guided Reading: Gold/White FICTION – Kate’s Garden NON-FICTION – Human Body Adventures POETRY – Seed Poems Food texts (Ackworth Library) Class Readers Children’s Recipe Books Oliver’s Vegetables Where Does my Food Come From? Good Enough to Eat James and The Giant Peach |
| Addressing Stereotypes | Role of women in today’s fire-fighting community | Amelia Earhart – explorer Books written by women to read in story times | Art-Barbara Hepworth Books written by women to read in story times |
| History (All NC subject content covered) | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally; significant historical events, people and places in their own locality.</p> | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about 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>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> |
| Key questions / knowledge and | <p><u>What was the Great Fire of London and The Gunpowder Plot?</u></p> <ul style="list-style-type: none"> The great fire of London was a devastating fire that | <p><u>Who was Marco Polo and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> Marco Polo was an Italian merchant who travelled | <p><u>What is rationing and why was it needed in World War II?</u></p> <ul style="list-style-type: none"> During World War II all sorts of essential and non-essential foods were rationed, as well as clothing, |

**understanding to be explained
Key Knowledge and facts to be recalled**

- swept through London 2nd-6th September 1666.
- Samuel Pepys recorded the fire in his diary.
- The Gunpowder plot was a plot to kill King James I and his government by blowing up the houses of parliament.
- Robert Catesby, Guy Fawkes, Thomas Percy and five of their friends were involved.
- Under the rule of James I, Catholics were treated unfairly. The plotters were all catholic and wanted King James removed from the throne.
- A letter was sent to Lord Monteagle, who was due to go to the houses of parliament, warning him of the plot.
- He told the king, who sent guards to search the cellars. They found Guy Fawkes and the gunpowder.
- King James ordered that people should celebrate his survival on the 5th November.
- To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.

How did the Great Fire of London begin?

- The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
- The fires used for baking were not put out properly.

How did the Great Fire of London affect people?

- The fire burned 13000 houses, nearly 90 churches and destroyed 80% of the city, but only 6 people are known to have been killed by the fire. Only one fifth of London was left standing.
- The Thames was full of boats taking many people escaping the fire and their possessions.
- Many people thought the city was being attacked and armed themselves with weapons, others thought that the fire had been started on purpose and went looking for arsonists.
- Many people were made homeless and money was collected from all over the country to help them.
- The fire affected many of the slums in London but also many of the richest areas.
- The whole city would have looked extremely different before the Great Fire of London.
- London had to be almost completely rebuilt after the fire, and this led to many positive changes in the city:
- Houses and buildings were rebuilt from brick or

- from Venice to China in the 13th Century.
- He travelled about 15,000 miles, and was one of the first Europeans to travel into Asia.
- When he returned from China, he brought some of the Chinese ideas with him and introduced them to Europe. This includes paper money, ice cream and pasta.

Who is Helen Sharman and why is she an important historical figure?

- Helen Sharman is an astronaut, and was the first British person to go into space.
- She trained for 18 months before she flew into space.
- She spent 8 days in space in 1991
- She completed medical and farming tests and took photographs from space of Great Britain.
- She took part in a radio link up with schools.

Who was Amelia Earhart and why is she an important historical figure?

- Amelia Earhart was a pilot in the early 20th Century.
- She was the first woman to fly across the Atlantic Ocean solo.
- She actively encouraged other women to fly, forming 'The Ninety Nines', an organisation of women pilots.
- She was considered a pioneer leading the way so that others could follow to greater achievements.
- She tried to fly around the world in 1937, but disappeared during one of the flights and was never seen again

How has exploring changed over time?

- Throughout history people have always wondered what was beyond the next mountain, ocean, river, or even planet. Explorers are pioneers, people who have blazed the trail in going to new places.
- The way we explore has changed as transport and the boundaries of our known world have changed. This has changed how and where we explore.

How have the actions of explorers in the past impacted on our lives today?

- We have a greater awareness of different parts of our world, without having to go there. Maps are more accurate.
- Our knowledge is increased as we bring back knowledge of what has been explored to add to our own.

- furniture and petrol.
- To make the British weak, the Germans tried to create an embargo on supplies of food and other goods reaching the UK. German submarines attacked many of the ships that brought food to Britain creating a blockade.
- Before the war, Britain imported 55 million tons of food, a month after the war had started this figure had dropped to 12 million.
- The government was worried that as food and other items became scarcer, prices would rise and poorer people might not be able to afford things. There was also a danger that some people might hoard items, leaving none for others.
- Rationing was introduced to make sure that everyone had a fair share of the items that were hard to get hold of during the war.
- Rationing was introduced at the beginning of 1940.
- Every person in the UK was issued with a ration book. They were books which contained coupons that shopkeepers cut out or signed when people bought food and other items. People still paid for the goods with money.
- The colour of your ration book was very important as it made sure you got the right amount and types of food needed for your health:
Buff-coloured ration books - For most adults
Green ration books - For pregnant women, nursing mothers and children under 5. They had first choice of fruit, a daily pint of milk and a double supply of eggs.
Blue ration books - For children between 5 and 16 years of age. It was felt important that children had fruit, the full meat ration and half a pint of milk a day.
- Fourteen years of food rationing in Britain ended at midnight on 4 July 1954, when restrictions on the sale and purchase of meat and bacon were lifted. This happened nine years after the end of the war.
- How has what we eat for our meals changed over time?
- The first peoples were hunter gatherers. This meant that they moved from place to place hunting animals and gathering roots, nuts and berries to eat.
- This left them little time to do other things, and was dangerous. They could be injured by the animals they were hunting or if they could find no food they might starve.
- People probably used trial and error to decide which

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| | <p>stone, unlike the old wooden houses they would not set alight easily.</p> <ul style="list-style-type: none"> • Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart. • Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire. • There had been a plague not long before but the fire killed many of the rats which carried the deadly disease. • Sir Christopher Wren was given the task of re-building London, and his masterpiece St. Paul's Cathedral was started in 1675 and completed in 1711. Wren also rebuilt 52 of the City churches, and his work turned the City of London into the city we recognise today. <p><u>How has firefighting changed throughout time?</u></p> <ul style="list-style-type: none"> • People used leather buckets and water squirts to try to put the fire out, but these did not work. • Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. • Before The Great Fire of London, London had no organised fire protection system. • After the Great Fire, the City Council established the first fire insurance company, "The Fire Office", in 1667. This employed small teams of Thames <u>watermen</u> as firefighters and provided them with uniforms and arm badges. • In the 17th century the first fire engines were used, they were pulled by horses. • In 1672, the <u>fire hose</u> was invented. • The first organised fire brigade in the world was established in Edinburgh 1824, London followed in 1832. <p><u>How is life in London at the time of the great fire different to life in London now?</u></p> <ul style="list-style-type: none"> • In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread • London was a dirty place where disease could spread quickly. <p><u>Who was Guy Fawkes and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> • <u>Guy Fawkes</u>, who was in the cellar of the parliament with the 36 barrels of gunpowder when the | <ul style="list-style-type: none"> • We develop relationships with other peoples and places. | <p>plants were safe to eat. They probably watched local wildlife and ate the plants they saw other animals eating. If one person became sick after eating a plant, they probably quickly learned not to eat that plant. They might have discovered that many poisonous plants, such as berries, will sting the tongue—an early warning sign not to swallow a food.</p> <ul style="list-style-type: none"> • About 50,000 years ago people began roasting food, which made it taste better, and was healthier and easier to eat. • Soon after, people learned to boil food in vessels or pits in the ground. • Later, people learned to cultivate crops and raise livestock. They became farmers. This one change affected every aspect of their lives. They no longer had to move around to find food. They were less likely to starve or be hurt. • Ancient peoples ate local and seasonal foods. Later they learned to make cheese and dairy products. • They learned to preserve food with salt or by drying it in the sun. Later they learned how to pickle or ferment food. • Clean drinking water was difficult to find. Most people drank grape juice, wine or ale. • Food has also changed over time as people have travelled to different places and brought new foods back with them. • This could be new plants that were discovered and brought back to the UK, for example potatoes and tomatoes from the Americas and spices from the east. • As transport has improved more different foods are brought to the UK for people to eat. |
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| | <p>authorities stormed it in the early hours of November 5th, was caught, tortured and executed</p> <ul style="list-style-type: none"> • The Gunpowder Plot struck a chord for the people of England. In fact, even today, the reigning monarch only enters the Parliament once a year, on what is called "the State Opening of Parliament". • On the very night that the Gunpowder Plot was foiled, on November 5th, 1605, bonfires were set alight to celebrate the safety of the King. • Since then, November 5th has become known as <u>Bonfire Night</u>. The event is commemorated every year with fireworks and burning effigies of Guy Fawkes on a bonfire. | | |
| Vocabulary | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •The great fire of London •Thomas Farriner •Samuel Pepys •diary •Guy Fawkes •Parliament •treason <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • impact • research • evidence • significant • recent | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Explorer •Pioneer •Marco Polo •Merchant •Helen Sharman •Astronaut •Amelia Earhart •Pilot <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • impact • research • evidence • significant • recent | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Ration •Second world war •embargo •Ration book •blockade •Hunter gatherer •Farmer <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • impact • research • evidence • significant • recent |
| Outdoor Learning | Mapping the UK Recreating scenes from the Great Fire of London | Treasure Hunt Creating explorer Vehicles | Mapping the continents |
| Other Provision | Open Ended Homework tasks | Open Ended Homework tasks | Open Ended Homework tasks |

| Year 3 | | | |
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| | AUTUMN | SPRING | SUMMER |
| Theme | The Stone Age | Extreme Environments | Travelling Through China |
| British Key Question | How has modern Britain been shaped by our Neolithic ancestors? | How does the British climate compare with the climates of other countries? | How can we compare British and Chinese cultures and traditions? |
| Enhancements | Trip: N/A Visitor: Wakefield Cathedral- RE Walk: Fitzwilliam War Memorial | Trip: N/A Visitor: The Gospel Hall- RE Walk: Country Park | Trip: The Royal Armouries Visitor: Walk: Nostell Priory- Church- RE |
| Books | Wizard of Oz- (Classic) Stone Age Boy- Satoshi Kitamura | The Pebble in my Pocket- Meredith Hooper | The Firework Maker's Daughter- Phillip Pullman |
| Addressing Stereotypes | Dorothy (Lit)- Gender Satoshi Kitamura- Race/Ethnicity | Amy Johnson (His) – Gender | Lila (Lit)- Gender Ottoline (Lit)- Gender Barbara Hepworth (Art)- Gender |
| History (All NC subject content covered) | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China</p> |
| Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled | <p><u>Where do the Stone Age, Bronze Age and Iron Age fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> •The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain. •The Stone Age is named after the stone tools that the earliest humans used to help them survive. •2100BCE: Bronze begins to be used in Britain to make weapons and tools Bronze is a metal alloy (combination) made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone. •800BCE: Iron begins to be used in Britain to make tools and weapons instead of bronze. Iron is a metal that is stronger and harder than bronze. | <p><u>How has exploring changed over time?</u></p> <ul style="list-style-type: none"> • The way we explore has changed as transport and the boundaries of our known world have changed. This has changed how and where we explore. This is from people exploring on foot, through horses, boats, cars, aeroplanes, spaceships and now satellites. • The era known as the Age of Exploration, sometimes called the Age of Discovery, officially began in the early 15th century and lasted through the 17th century. This is the time when Europeans began exploring the world by sea in search of new trading routes, wealth, and knowledge. The impact of the Age of Exploration would permanently alter the world and transform geography into the modern science it is today. <p><u>Who was Captain R.F. Scott and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> • Captain Robert Falcon Scott was born in 1868 and died in | <p><u>Where does the Shang dynasty of ancient China fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> • The Shang dynasty lasted for over 5 centuries, from 1600BCE-1046BCE • The Shang Dynasty is the first well-documented, through written texts and archaeology, dynasty in China though earlier ones are mentioned in Chinese legend. • It was based around the Yellow River in central China and is sometimes called the cradle of Chinese civilisation. • It was a Bronze Age culture, so they didn't have knowledge of iron working. This time can be compared and contrasted to the Bronze Age in Britain. • Writing was first developed in China in this period and many written texts were incised onto bones found in archaeological excavations. |

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| | <ul style="list-style-type: none"> • Traditionally the end of the Iron Age is marked by the second Roman invasion under Claudius in 43CE <p><u>What was life like for someone living in the Stone Age?</u></p> <ul style="list-style-type: none"> • For most of prehistory people who lived in Britain were hunter-gatherers. • During the Ice Ages they hunted woolly mammoth, reindeer and wild horses and, as the climate warmed, new species such as red deer, roe deer, aurochs (wild cattle) and wild pig. • The warmer climate also brought more plant life to forage, including fruit, nuts, berries, mushrooms and leafy plants. • In the warmer phase that followed, rich returning plant and animal life meant that groups did not have to move around quite as much and may have had very small territories. • People would farm, but often travelled with their animals rather than settling in one space. • Communities came together regularly to feast, exchange gifts and perhaps marriage partners. • Significant places in the landscape were elaborated with stone or earth monuments, often associated with the dead. Stonehenge was built at the end of the Stone Age. <p><u>What was life like for someone living in the Bronze Age?</u></p> <ul style="list-style-type: none"> • People in the Bronze Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. • People began to settle into territories and farm the land. • Communities came together regularly to feast, exchange gifts and perhaps marriage partners. • Significant places in the landscape were elaborated with stone or earth monuments, often associated with the dead. <p><u>What was life like for someone living in the Iron Age?</u></p> <ul style="list-style-type: none"> • People in the Iron Age also lived in roundhouses. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'. • People were much more likely to settle into territories and farm the land. <ul style="list-style-type: none"> • Significant places in the landscape were elaborated with stone or earth monuments, often associated with the dead. • Celts is modern term for the people living in Europe | <p>1912.</p> <ul style="list-style-type: none"> • He was an explorer and officer in the British Royal navy. He led 2 expeditions to the Antarctic. • Scott led the National Antarctic Expedition in 1901. Although the team did not reach the South Pole, they made it further south than anyone before them. Scott's second Antarctic expedition took place in 1910. • Captain Scott reached the South Pole in January, 1912 only to discover a Norwegian explorer, Roald Amundsen had reached there a month earlier. • Captain Scott and his team died on 29th March 1912 from the extreme cold on the return journey. • Earlier in their journey the team spent some time researching Emperor Penguins and collecting their eggs. It was the first time that the flightless bird had been observed with its eggs. • Captain Scott and his team also left behind films they took of wildlife in the Antarctic. • A fossil from a 250 million old tree was found next to Scott's body. It helped to prove that the continents were once all joined together and that trees once grew in Antarctica. • After his death, a memorial service was held at St Paul's Cathedral and the explorers' heroism and determination was celebrated. Captain Scott became a national hero. Over 30 memorials were built to him in Britain and around the world, and the Scott Polar Research Institute was established. <p><u>Who was David Livingstone and why is he an important historical figure?</u></p> <ul style="list-style-type: none"> • He was a Scottish doctor born in 1813. • He died in 1873 in Africa • He was a missionary in Africa, telling African people about Christianity. • He explored Africa, naming Victoria Falls after Queen Victoria and was the first European to travel the width of Southern Africa. • He made great contributions to European understanding and knowledge of African geography and culture. • He was an abolitionist, someone who is very opposed to slavery and campaigned against it. <p><u>How have the actions of explorers in the past impacted on our lives today?</u></p> <ul style="list-style-type: none"> • Explorers learned more about areas such as Africa and the Americas and brought that knowledge back to Europe. • Explorers and the countries they were from became much richer because of trade in goods, spices, and precious metals. • Methods of navigation and mapping improved. • New food, plants, and animals were exchanged between the explored areas and Europe. • Many people in the newly explored areas died because the explorers arrived, because of disease, overwork or fighting. • Some explorers captured people from the areas and made them slaves. This has an impact on perspectives on race today. • Even today there is an impact on attitudes, with many of the | <p><u>What was life like for someone living in the Shang dynasty of ancient China?</u></p> <ul style="list-style-type: none"> • Buildings were built from mud and wood. The palaces had rammed earth floors and pillars to keep up the roof, while lower ranking people lived in wooden houses. • Horses were the fastest form of transport. • People ate bread, wheat and cheese and drank beer. • Poor people lived difficult lives with very little food and often nowhere to live. • Rich and powerful people lived easier lives, had plenty to eat and drink, fine clothes and jade jewellery. The richest had servants. • The people of the Shang dynasty believed in many gods including the gods of wind, clouds, sun and moon. The supreme god was Shang Di. • The Shang people performed rituals and prayers, offering food and human sacrifices to make sure Shang Di was happy. • Families would also worship their ancestors. • Priests interpreted messages from the gods and predicted the future. Shang kings also acted as high priests and led religious ceremonies. • The king could do almost anything he liked and ruled with complete power over his people. • The Shang army was powerful. Most were foot soldiers armed with bronze weapons, including daggers, spears and ji (long pole with bronze spear on end). There were also archers and war chariots pulled by horses, with a driver, warrior and archer on board. • In the Shang dynasty people weren't allowed to choose the job they did, it depended on what class you belonged to. • At the top of society were the wealthy ruling class, then came priests, soldiers, craftsmen, farmers and prisoners. • The ruling class worked on important jobs for the government and were very wealthy. • Priests were thought to be able to predict the future. • Soldiers were respected and honoured for their fighting skills. • Craftsmen were in the middle class. Their job was to make pottery, sculpture and metal work. • Most people were in the lower class and worked as farmers. Although respected for the food they grew it was a tough life and most of the work was done by hand. • Prisoners were the lowest class of all and were captured in battle. They were forced to do anything their masters wanted. <p><u>What were the major achievements of the Shang dynasty in ancient China?</u></p> <ul style="list-style-type: none"> • The Shang dynasty was located near the Yellow River. The river made the land good for growing crops and food. Great advances in farming were made by the Shang dynasty. |
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| | <p>during the Iron Age.</p> <ul style="list-style-type: none"> • Druids were the priests of the tribes we call 'Celts'. Their job was to communicate with the more than 400 gods that the people of the tribes believed in. They believed the gods lived in nature. The main festivals were based around important times in the farming year. The Druids sacrificed food, precious objects and even humans to keep the gods happy. • Druids were also like doctors and lawyers. <p><u>How did Britain change from the Stone Age to the Iron Age?</u></p> <ul style="list-style-type: none"> • The change from hunter-gatherer to settlements • The change in climate affecting what was hunted, used and eaten. • The development of tools as metals were mined and made. <p><u>How has life in the stone, bronze and iron ages impacted on our lives today?</u></p> <ul style="list-style-type: none"> • Some of the major advances in technology were achieved during this period, such as control of fire, metalworking and farming, and the development of the wheel, without which our modern life would not be possible. • Some believe that British culture, though disturbed and modified by incursions of Romans, Anglo-Saxons and Vikings, was also forged in this period, including British belief in individual freedom. • The development of the economy from a mobile hunter-gatherer lifestyle to settled farming, contrasting long-distance trade and gift exchange to the adoption of coinage can all be explored in this period. | <p>world's former colonies still considered the "developing" world, while colonisers are the 'developed' countries, holding most of the world's wealth and annual income.</p> <ul style="list-style-type: none"> • Exploration had a significant impact on geography. By travelling to different regions around the globe, explorers were able to learn more about areas such as Africa and the Americas and bring that knowledge back to Europe. • As technology advanced and known territory expanded, maps and mapmaking became more and more sophisticated. • The explorations also introduced a whole new world of flora and fauna to Europeans. Corn, now a staple of much of the world's diet, was unknown to Westerners until the time of the Spanish conquest, as were sweet potatoes and peanuts. Europeans had never seen turkeys, llamas, or squirrels before exploring the Americas. | <ul style="list-style-type: none"> • The Shang dynasty developed the crafts of bronze work and jade work. During the Shang period bronze was the most important metal. Weapons, armour and tools were all made from bronze. People also used the precious stone jade to create beautiful jewellery and treasures. Jade carving was a special skills and was highly respected. • Fu Hao was the only female head of the army during the Shang dynasty. She was the wife of the king and a great military leader. She won many famous victories and was also a priest performing ceremonies and sacrifices. • The development of writing happened within the Shang Dynasty and made it easier for the government to conduct wars, organise craftsmen, and generally create a bureaucracy. Oracle bones (animal bones with inscriptions on them, are an important primary source of evidence and show that the Shang dynasty used early writing. <p><u>How have the achievements of the Shang dynasty in ancient China impacted on our lives today?</u></p> <ul style="list-style-type: none"> • Modern Chinese writing has evolved directly from the early written symbols developed in the Shang period. • The writing was developed to express calendar dates and so is linked with the organisation of the year into time periods that helps farmers plan ahead. These developments are paralleled in the development of writing and calendars in Europe. | | | |
| Vocabulary | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> • Stone Age • Bronze Age • Iron Age • Hunter-gatherer • Skara Brae • Stonehenge • Hill fort • Druid • Celts | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • Era/period • BCE (Before Common Era) • CE (Common Era) • BC (Before Christ) • AD (Anno Domini) • Archaeologists / archaeology • Museum • Pre-history • Bias • Excavate | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> • Explorer • Expedition • Heroism • Memorial • Missionary • Slavery • Abolitionist | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • Era/period • BCE (Before Common Era) • CE (Common Era) • BC (Before Christ) • AD (Anno Domini) • Archaeologists / archaeology • Museum • Pre-history • Bias • Excavate | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> • China • Dynasty • Shang Dynasty • Emperor • Sacrifice • Class • Bureaucracy • Oracle bones | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • Era/period • BCE (Before Common Era) • CE (Common Era) • BC (Before Christ) • AD (Anno Domini) • Archaeologists / archaeology • Museum • Pre-history • Bias • Excavate |
| Outdoor Learning | Make Stonehenge | | Science- Plants | | | |
| Other Provision | | | | | | |

| Year 4 | | | |
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| | AUTUMN | SPRING | SUMMER |
| Theme | Were the Romans really rotten? | The Groovy Greeks | Vicious Volcanoes and Raging Rivers |
| British Key Question | How has modern Britain been shaped by other cultures? | What impact did the Ancient Greeks have on modern democracy? | How has Britain's physical characteristics affected the way we live? |
| Enhancements | Trip: Murton Park Visitor: Walk: Fitzwilliam Station | Trip: n/a Visitor: Walk: Country Park Residential: School Sleepover | Trip: n/a Visitor: Walk: Nostell Priory |
| Books | The Hobbit (classic) | The Iron Man Percy Jackson and the Lightning Thief | The Boy at the Back of the Classroom |
| Addressing Stereotypes | Zosha Di Castri- female composer (mus) Women in the military (his) Physical appearance/qualities (novel) | Universal suffrage/right to vote (his) Comparing the rights of men/women in Athens/Sparta/Modern Britain (his) | Refugees (novel) Mary Cassatt (art) |
| History (All NC subject content covered) | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about the Roman Empire and its impact on Britain</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about the Roman Empire</p> |
| Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled | <p><u>Where does the Roman conquest of Britain fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> Roman Britain was a province of the Roman Empire from 43 to 409 From 400 Britain suffered repeated attacks from barbarian invasions and in c. 409 Roman officials departed. 54BC Julius Caesar's invasion attempt 43 Successful invasion ordered by Claudius 51 Defeat of Caratacus 61 Iceni revolt led by Boudicca 122 Construction of Hadrian's wall 200 Introduction of Christianity 408 Devastating attacks by the Picts, Scots and Saxons 409 Britons expel Roman officials and fight for | <p><u>Where does Ancient Greece fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> Ancient Greek culture begins with the Minoan civilisation in around 2700 BCE and ends with the collapse of the Hellenistic period in 150 BCE 505 BCE Cleisthenes introduces democracy in Athens 461 BCE Peloponnesian wars begin between Sparta and Athens (to 446 BCE) 449 BCE Construction of Parthenon begins 386 BCE Plato founds the Academy 384 BCE Aristotle born 359 BCE Philip II becomes King of the Greeks 356 BCE Alexander the Great defeats Persians at Issus and is given Egypt 323 BCE Alexander the Great dies at Babylon | <p><u>Where does the eruption of Mount Vesuvius fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> Mount Vesuvius is an active volcano in southern Italy. It is famous for an eruption that happened in 79CE. <p><u>What happened when Mount Vesuvius erupted in 79 CE?</u></p> <ul style="list-style-type: none"> Mount Vesuvius erupted on 24 August 79AD and it is thought that about 1.5 million tonnes of rock and ash per second created a huge pillar-looking cloud that was over 20 miles up into the sky. The eruption happened the day after the religious festival of Vulcan, who was the Roman god of fire and lasted for more than 24 hours. This is where we get the word 'volcano' from. The people of Pompeii didn't know what was happening and didn't immediately evacuate the city. The cloud began |

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| | <p>themselves</p> <ul style="list-style-type: none"> 410 Britain is independent <p><u>How did the Roman Empire achieve its invasion of Britain?</u></p> <ul style="list-style-type: none"> After Julius Caesar's failed invasions of 55 & 54 BC, a successful Roman invasion, led by Aulus Plautius landed in 43. Plautius' forces quickly took control of the country, building alliances with local tribes. During the early years after the invasions the tribes of Wales (initially led by Caratacus) proved difficult to defeat & occupied much of the Roman army. In 60, a rebellion started in the SE of England, led by Queen Boudicca, widow of Prasutagus, king of the Iceni. The Iceni attacked first Colchester, then London, and then St Albans, leaving between seventy & eighty thousand people dead. Paulinus met Boudicca's Iceni forces at the Battle of Watling Street. Despite being massively outnumbered the superior battle discipline of the Roman army won the day and the Iceni forces were scattered. After the initial rebellions of Caratacus and Boudicca, the Romans controlled the lands south of Hadrian's wall in relative peace & a distinctively Romano-British culture developed Gradually the Roman administration took firm control of the south of the British Isles, although they never defeated the tribes of Scotland. <p><u>What was life like for someone living in Roman times?</u></p> <ul style="list-style-type: none"> People mainly lived in small villages of wooden houses with thatched roofs, much as they had before the Romans arrived. Some wealthy Romans lived in villas and palaces. Villas were large farms with a big house for the owners. They had lots of slaves to help run the villa and farm. Men were in charge of the family in Roman Britain. Mothers were thought to be less important than fathers. Life for women in Roman times was often hard. Women were expected to run the home, cook meals and raise children. Wealthy women were | <p><u>What are the major achievements of Ancient Greece?</u></p> <ul style="list-style-type: none"> Democracy: The Greeks were one of the first peoples to introduce democracy into government. Learning and thought: The Greeks put a lot of importance on and developed learning and thought, particularly in Mathematics, Science, History, Drama, Literature and philosophy and argument. Architecture: The ancient Greeks developed architecture and many of their building still stand today. Greek ideas spread far and wide due to Alexander, the young king of Macedon. He led his army to take over Greece, Persia, Egypt and even parts of India. He ruled so much of the world they called him 'Alexander the Great'. Wherever he went, Alexander took Greek ideas. <p><u>What was life like for someone living in Ancient Greece?</u></p> <ul style="list-style-type: none"> The Ancient Greeks did not think of themselves as belonging to a single country; what made you Greek was a shared culture and language. Your citizenship was of your town or city; you were Athenian first and Greek second. Greek homes were simple. The door from the street opened onto a courtyard and all rooms opened off from this. Women were second class citizens at best in most cities. They were expected to spend most of their time in the home Many boys were formally educated but only within rich families. Girls received a domestically focused education teaching them skills such as needlework. Children played with small pottery figures, and dolls made of rags, wood, wax or clay - some of these dolls even had moveable arms and legs. Other toys were rattles, hoops, yo-yos and hobby horses Slavery was a key element of Greek society. Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists. The Greeks believed that gods and goddesses watched over them. These gods were a bit like humans, but they lived forever and were much more powerful. They felt human emotions, like love, anger and jealousy, and they did not always behave themselves. The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below. From time to time, they | <p>to block out the sun and rock and ash rained down on the city from the volcanic cloud.</p> <ul style="list-style-type: none"> The people of Pompeii probably thought that if they went outside to leave the city they might get hit by falling rocks (some people tied pillows to their heads to protect themselves), so as a result many stayed put with the aim of sitting it out. Once the debris had stopped falling people went out into the streets and found the city covered in ash, rock and dust. However, what they didn't realise was that the volcanic 'mushroom' cloud was about to collapse in on itself, which would send out what is called a pyroclastic flow. This is a deadly flow of extremely hot gas, rock and ash that moves around 400 miles an hour and is as hot as 999°C, destroying everything in its way. Sadly there is no escape from a pyroclastic flow as it travels too fast and is too hot to survive. As a result the people of Pompeii were killed instantly as it arrived in the city and covered them. It is thought that 16,000 people died as a result of the eruption. The cities were forgotten until archaeologists began digging up their ruins in the 1700s. The remains of many items, buildings and people were found in a 'petrified' state (as they were at the time of the eruption). <p><u>What sources do we have that tell us about the eruption of Mount Vesuvius in 79 CE?</u></p> <ul style="list-style-type: none"> We know so much about the destruction of Pompeii because of letters written by a man called Pliny the Younger, who witnessed the eruption. He also spoke to survivors and asked them about their experiences. The ash that buried the city and its people preserved everything where it was at the time of the disaster. This helps historians to understand a bit more about Roman life as it is a bit like having a snap-shot of the city in 79AD. Archaeologists found cavities or holes around the skeletons of some of the people they found in Pompeii. These holes were where the bodies of these people had once been and by pouring plaster into them, casts of the people have been formed. These casts can be found dotted around Pompeii, showing where these people were when they were hit by the pyroclastic flow. <p><u>What was the impact of the eruption of Mount Vesuvius in 79 CE?</u></p> |
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| | <p>lucky: they had slaves to do the work for them.</p> <ul style="list-style-type: none"> Country run by Governor, whose role was primarily military, but also maintaining diplomatic relations with local client kings, building roads, ensuring the public courier system functioned, supervising the civitates and acting as a judge in important cases Druids were outlawed by Claudius, however, Britain's continued to worship Celtic deities until Christianity introduced to Britain in c. 200. <p><u>What was the impact of the Roman Empire on life in Britain?</u></p> <ul style="list-style-type: none"> Before the invasions the tribes of Britain had already established cultural and economic links with continental Europe, but the Roman invaders introduced new developments in agriculture, urbanisation, industry, and architecture. The Romans introduced the idea of living in big towns and cities. They created long straight roads as a transport network. The Romans were the first people to build arches into big buildings and aqueducts, and they created and used cement. They harnessed water as energy for powering mines and mills. They developed or refined ways to effectively plant crops and to irrigate and drain fields. Their techniques are still used by modern farmers, such as crop rotation, pruning, grafting, seed selection, and manuring. The Romans also used mills to process their grains from farming. Towns and forts had underground drains to take away dirty water and sewage The Romans created mosaic art. <p><u>How has the Roman Empire impacted on our lives today?</u></p> <ul style="list-style-type: none"> Romans established a number of important settlements, many of which still survive. They introduced the idea of a town as a centre of power and administration. The Romans introduced Christianity to Britain in c. 200. The Romans built long, straight roads to transport legions, supplies, trading goods and messages | <p>would interfere in what was going on. They could send storms if they were angry and decide who was victorious in wars.</p> <p><u>How has Ancient Greece impacted on our lives today?</u></p> <ul style="list-style-type: none"> The Ancient Greeks have given a huge legacy to modern Europe: Civilisation, democracy, scientific and mathematical knowledge and written history Our system of government, and most systems around the world, is based on democracy, invented by the Greeks. Much of mathematics has its roots in the work of Greeks in this period The three greatest ancient Greek philosophers were Aristotle, Plato, and Socrates. Socrates taught Plato, then Plato taught Aristotle. These three thinkers turned early Greek philosophy into the beginnings of Western philosophy as it is today. Aristotle taught Alexander the Great. Aristotle thought that knowledge from the senses was very important. These thoughts became some of the roots of the scientific method used for hundreds of years. Plato was Aristotle's teacher. He wrote about many ideas in philosophy that are still talked about today. Plato wrote his books in the form of people talking about ideas, and sometimes disagreeing about them. This makes his books more interesting to read. Socrates was Plato's teacher. He showed how argument, debate, and discussion could help people to understand difficult issues. The Greeks were one of the first to write history down and study it. The reason we are in a history lesson today is because of the Greeks! Many towns and cities will have some elements of architecture in Greek style, including Ionic, Doric and Corinthian columns. Many Greek myths are still told as stories today. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years. | <ul style="list-style-type: none"> The people of Pompeii didn't know that Mount Vesuvius was a volcano and in fact there wasn't even a word for volcano in Latin (the language spoken by Romans) as they were not aware of their existence until Vesuvius erupted. The 79CE eruption of Mount Vesuvius was the first time the volcano had erupted for 1,800 years. After the disaster Pompeii wasn't rebuilt. The city had been buried in over 14 feet of ash and debris and so was left and eventually forgotten for over 1,600 years. A lot of what we know about Roman life comes from the discovery of Pompeii. |
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| | <p>from the emperor. Some of these roads, or their routes, are still used today.</p> <ul style="list-style-type: none"> • They gave us new towns, plants, animals, a new religion and ways of reading and counting. Even the word 'Britain' came from the Romans. • Before the Romans came, very few people could read or write in Britain. Instead, information was usually passed from person to person by word of mouth. • The Romans spoke Latin, which is the basis of a lot of our language today. | | |
| Vocabulary | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Romans •Invasion •Britons <ul style="list-style-type: none"> • Colony •Caesar •Boudicca •Empire •Latin •Mosaic •Villa •Slave <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •impact •effects •consequences •continuity •cause / causation •infer •conclusion | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Greek •Democracy •Architecture •Alexander the Great •Socrates •Plato •Aristotle •Sparta / Spartan •Athens / Athenian •Slave •Myth •Olympics <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •impact •effects •consequences •continuity •cause / causation •infer •conclusion | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Vulcan •Vesuvius •Pompeii •Pliny the younger •Archaeologist •Petrified •Pyroclastic flow <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •impact •effects •consequences •continuity •cause / causation •infer •conclusion |
| Outdoor Learning | <p>Mapping out the Roman Empire</p> <p>Simulating trade</p> | <p>Investigating living things in the environment</p> | <p>Recreating the water cycle</p> <p>Drawing landscapes in the local area</p> |
| Other Provision | <p>Swimming</p> | <p>Swimming</p> | <p>Swimming</p> |

| Year 5 | | | |
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| | AUTUMN | SPRING | SUMMER |
| Theme | Kingdoms | Invaders | Treasure Hunters |
| British Key Question | How did the Anglo-Saxon era end and what was their impact on life in Britain? | How did the Vikings influence life in Britain? | How did the Mayan era end and how does this provide contrasts with British History? |
| Enhancements | VISITOR – Warburton’s WALK – Fitzwilliam – Maths Data Collection PARENTS ASSEMBLY RESIDENTIAL –Eureka Sleepover FOREST SCHOOL | VISITOR – Stardome Planetarium TRIP – Yorvik York WALK – Science Link INSPIRE MORNING | VISITOR – TRIP – Ackworth Mini Olympics WALK –Nostell Priory |
| Books | Beowulf | How to train your dragon- <i>Cressida Cowell</i> | Treasure Island- <i>Robert Louis Stevenson</i> |
| British Values | Democracy – Friend or Foe Rule of Law –Friend or Foe Individual Liberty – R.E Mutual Respect & Tolerance – Spider & the Fly | Democracy - History Rule of Law - Oranges in No Mans Land Individual Liberty – History Mutual Respect and Tolerance – Greek Myths | Democracy-History Rule of Law -History Individual Liberty -PSHE Mutual Respect and Tolerance - History |
| History (All NC subject content covered) | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history: Mayan civilization c. AD 900</p> |
| Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled | <p><u>Where does the settlement of Anglo-Saxons and Scots fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> The Anglo-Saxon period is usually considered to begin from around 410 following the withdrawal of the Romans from Britain, although some Saxon incursions had taken place earlier. The Anglo-Saxon period in England extended over 600 years, right up to the invasion of William the Conqueror in 1066. <p><u>How did the Anglo-Saxons achieve their invasion of Britain?</u></p> <ul style="list-style-type: none"> In the years after the departure of the | <p><u>Where does the settlement of the Vikings in Britain fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> 787 CE First Scandinavian raids 793 CE Viking attacks on Lindisfarne 842 CE Viking raids on London 865 CE Great Heathen Army invade 878 CE Battle of Edington 927 CE Athelstan unites English kingdoms 950 CE Vikings from Ireland & Isle of Man raid the west coast of Wales 991 CE Battle of Maldon leads to the first payments of Danegeld 994 CE Danish attack on London fails 1000 CE Vikings reach Newfoundland | <p><u>Where does the Mayan civilisation fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> The Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America. The classical Mayan period stretches from approx. 250-950AD. The Spanish conquest of the Americas resulted in centuries of cruelty towards the Maya people, causing their population to decline Today there are over seven million Maya people, most of whom live in Central America and southern Mexico. |

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| | <p>Romans from Britain, Angles and Saxons from Germany and Jutes from Denmark settled in various places across what is now England.</p> <ul style="list-style-type: none"> • In the past it was thought that these were all invasions, but more recent historians suggest that coexistence was agreed, although with Celtic Britons becoming 'lesser' citizens. <p><u>What are the similarities and differences between the Anglo-Saxon invasion of Britain and other invasions?</u></p> <ul style="list-style-type: none"> • By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support. • The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions. • Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. • Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape. • Traditionally the Anglo-Saxon period has been thought of as a series of invasions. However, more recently historians have doubted this simple narrative, explaining that some settlements may have been far more peaceful <p><u>What was life like for someone living in Anglo-Saxon times?</u></p> <ul style="list-style-type: none"> • Families usually lived all under one roof in small communities living in wooden houses with thatched roofs. • During this period most communities were self-sufficient with relatively little trade between communities, although this changed significantly by the later Anglo-Saxon period. • The Anglo-Saxons were great craftsmen too. | <ul style="list-style-type: none"> • 1013 CE King Sven of Sweden lands and becomes King of England • 1016 CE King Cnut becomes King of England • 1042 CE Saxon Edward the Confessor returns to become King of England • 1066 CE Edward the Confessor dies, leading to several contenders claiming the throne. Harold Godwinsson becomes King, but is killed by William the Conqueror at the Battle of Hastings <p><u>How did the Vikings achieve their invasion of Britain?</u></p> <ul style="list-style-type: none"> • Several Viking raids took place during the 8th Century, with increasing numbers towards the end of the century. The period is often considered to have begun with the raiding of Lindisfarne in 793. • In 865, a substantial army was raised to conquer England, known in the Anglo-Saxon Chronicle as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year. • Over the next 10 years the Vikings took over more land, leading to Wessex as the only unconquered kingdom. • Battles between the two groups continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings. • Consequently, the Treaty of Alfred and Guthrum was agreed which separated England into parts ruled by the Saxons and by the Vikings, ruling over 'Danelaw' in the north of England. <p><u>What are the similarities and differences between the Viking invasion of Britain and other invasions?</u></p> <ul style="list-style-type: none"> • When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. • The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. • Not all the Vikings were bloodthirsty warriors, some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings. • The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. The Vikings were pagans, not Christians like most people living in Britain at the time, and so did not think twice about raiding a monastery. Christian monasteries were easy | <p><u>What was life like for someone living in Mayan civilisation?</u></p> <ul style="list-style-type: none"> • Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs. • Farming was at the centre of ancient Maya life. But Mayas are also remembered for other amazing creations, like their spectacular buildings and beautiful objects made from jade, a rare and valuable material. • The ancient Mayas played a ball game, which they called pitz. At the end of a game, the captain of the losing team could be sacrificed to the gods. The ball game was not played for enjoyment. The main reason was to keep the gods happy. It's also believed that the game was played instead of going to war. • The Mayas believed in many gods, each representing a different aspect of life. Communities made regular offerings to them, in the form of animal (and sometimes human) sacrifices. • They believed the Earth had the form of a giant turtle that floated on an endless ocean and that the sky was held up by four mighty gods called Bacabs. • The Mayas believed the sky was made up of 13 levels. Those who were sacrificed or who died in battle went to one of the top levels. Those who died of natural causes went to Xibalba, the shadowy underworld, which had nine levels. • Each of the ancient Maya cities was ruled by a different king or queen. The Mayas believed these rulers had the task of keeping the gods happy. • To keep the gods happy rulers offered sacrifices, sometimes human, conducted mass prayers and held parades through their cities. • They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits. • One of the most famous Maya rulers was K'inich Janaab Pakal, whom we know today as 'Pakal the Great'. He was king of Palenque for 68 years, longer than any other ruler in the Ancient Maya world • Mayan settlements appear to not have been planned, but a general centre point was the temple. It is thought that the stepped temples were built both as a statement of grandeur and as a route to the heavens above. Each settlement also had wide-open plazas which served as a meeting point, as well as a ball court where games were |
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| | <p>Metalworkers made iron tools, knives and swords. The Anglo-Saxons were skilled jewellers, who made beautiful brooches, beads and ornaments from gold, gemstones and glass.</p> <ul style="list-style-type: none"> • The residents of Britain were largely pagans at the start of the period, although Christianity was brought to the islands particularly in the 7th Century. • Common clothing included tunics for men, and longer robes for women. • A common diet was made up of bread and items such as eggs and cheese. Popular drinks included beer and mead, which were brewed and therefore much safer to drink than water. • Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. • Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale. • Boys learned the skills of their fathers. They learned to chop down trees with an axe, plough a field, and use a spear in battle. They also fished and went hunting with other men from the village. • Only a few girls and boys learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools were run by the Christian church, in monasteries. Some children lived there to train as monks and nuns. <p><u>What was the impact of the Anglo-Saxons on life in Britain?</u></p> <ul style="list-style-type: none"> • Originally settling in small communities they gradually developed into larger kingdoms, and by the middle of the 6th Century there were 7 main kingdoms in England, stretching from Northumbria in the north, to Wessex on the south coast. • During this period, Christianity was first brought to England by St Augustine in 597, and spread widely over the following centuries. | <p>targets as the monks had no weapons and the building were full of valuable treasures such as gold, jewels and books. There was also food, drink, cattle, clothes and tools.</p> <ul style="list-style-type: none"> • By AD 874 the Vikings had battled through most of northern England, taking control of Northumbria, East Anglia and most of Mercia. This was known as the Danelaw. • The only kingdom not to fall was Wessex, which was ruled by Alfred the Great. Alfred beat the Vikings in battle but wasn't able to drive them out of Britain. • In the early 11th century the English king Ethelred the Unready tried to stop the Vikings from invading by giving them gold and land. This money was called 'Danegeld'. But it didn't work, the Vikings took the gold and attacked anyway. • In 1002, Ethelred's soldiers killed many families in the Danelaw. This made King Sweyn of Denmark angry. He invaded England and Ethelred fled to France. • In 1016 Sweyn's son Cnut became king of England. Cnut (also known as Canute) was a Christian and a strong ruler. For the next few years England was part of his Viking empire, along with Denmark and Norway. He ruled well, but left much of the government in England to noblemen, now called "earls" (from the Danish word "jarl"). • King Cnut was regarded as a great king, and subdued the Viking raids and England prospered under his rule, but when he died his two sons turned to fighting each other and the empire fell apart. • On the death of Cnut's sons, Edward the Confessor became king. <p><u>What was life like for someone living in Viking times?</u></p> <ul style="list-style-type: none"> • Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. • Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste. • When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. • With some invasions in the 10th Century, invaders were bought off with silver, known as Danegeld, which was raised by taxing locals. The Danegeld land tax became permanent. <p><u>What was the impact of the Vikings on life in Britain?</u></p> | <p>held.</p> <p><u>How does Mayan civilisation compare and contrast to British history at the same time (Vikings and Anglo-Saxons)?</u></p> <ul style="list-style-type: none"> • The Mayan civilisation existed at the same time as the Viking and Anglo-Saxon times in Britain. How does life in England and South America compare and contrast at this time? <p><u>What were the major achievements of Mayan civilisation?</u></p> <ul style="list-style-type: none"> • The Mayas built amazing cities like Tikal (which they called 'Yax Mutal') and Palenque. Even though they lived in different cities, ruled by different kings and queens, the Mayas shared a lot of common beliefs and traditions. • They were experts at reading the stars and even built their cities as a map of the sky. • The Mayas were very successful farmers. One reason for this was because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them. Most people grew their own crops in small fields. • There were three types of Maya farming • Raised field: The Mayas used this method to farm areas of land that otherwise would have been too wet to use. Small canals were created by digging out soil from beneath the water and piling up to create small islands. Maya farmers could then grow crops on these islands while they harvested the fish that swam in the canals. • Terrace farming: This is where walls are built to make small flat fields one on top of the other. It was useful for increasing the amount of farmland in mountain areas. Most terraces were small, but in some parts of the Maya lowlands, they dramatically transformed entire regions. • Slash and burn: Also known as 'shifting', this is when jungle areas are chopped down and burnt. The ash is high in nutrients, so it was perfect for growing crops. However, within a few years, the nutrients would be used up and the farmers would have to move elsewhere to let the forest regrow. <p><u>How have the achievements of Mayan civilisation impacted on our lives today?</u></p> <ul style="list-style-type: none"> • Mathematics: The Mayas developed a number system independent of Arabic that was more advanced and logical. It is thought that the Maya invented the concept of 'zero'. This meant that they were able to do complex |
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| | <ul style="list-style-type: none"> By the last 8th Century power had begun to centralise with stronger kingdoms either over-taking or combining with others, such that by 757 Offa – king of Mercia – became King of the whole of England below the River Humber King Offa issued England’s first penny coins. They were made from silver and were known as ‘Offa’s pennies’. He put a picture of himself on the coins with the words ‘Offa Rex’, which means ‘King Offa’ in Latin. <p><u>How have the Anglo-Saxons impacted on our lives today?</u></p> <ul style="list-style-type: none"> One of the most obvious legacies of the post-Roman period is the language we use. English has its roots in Old English which was spoken during the time of the Saxons. Many words that we use today are based on Saxon original words, including the days of the week. The administration of England is still very much based on Saxon lines in lots of cases. The modern counties are often based on – sometimes even identical to – old Saxon shires. Also, many county courts are still based in the same place as a court from Saxon times. Coins with the monarch’s picture on were begun by the Anglo-Saxons. The land the Anglo-Saxons settled they called ‘Anglo-land’ the origin of the name ‘England’ today. | <ul style="list-style-type: none"> The English language was greatly affected by the invasions of the Vikings, in particular through town and village names in the north and east of England. It is also thought that Vikings may have been the first Europeans to have explored the Americas, around 1000. The Vikings also were responsible for the world’s now oldest parliament – the Tynwald – in the Isle of Man | <p>calculations, which allowed them to create very detailed and accurate calendars.</p> <ul style="list-style-type: none"> Astronomy: As well as mapping the sky the Maya made very accurate charts of the moon Sculpture: Mainly of the human form, highly advanced when compared to similar empires. Architecture: Stepped temples providing a route into understanding their religion. Medicine: Many natural cures used by the Mayas are still in use today |
| <p>Vocabulary</p> | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> Anglo-Saxons Jutes Britons Picts Scots King Offa Kingdom Settlement Resistance <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> primary source/evidence secondary source/evidence reliable | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> Viking Invasion Raid Settle Anglo-Saxon Chronicle Great Heathen Army Wessex Northumbria East Anglia Mercia King Alfred the Great Danelaw Pagan King Ethelred the Unready | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> Mayans Pitz Bacabs Pakal the great Sacrifice Pyramid Temple Priest Civilisation Society <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> primary source/evidence secondary source/evidence |

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| | <ul style="list-style-type: none"> • extent of change • extent of continuity • evaluate • reliable • eye-witness • Monarchy | <ul style="list-style-type: none"> • Danegeld • King Sweyn • King Cnut • King Edward the Confessor • Tynwald <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> • primary source/evidence • secondary source/evidence • reliable • extent of change • extent of continuity • evaluate • reliable • eye-witness • Monarchy | <ul style="list-style-type: none"> • reliable • extent of change • extent of continuity • evaluate • reliable • eye-witness • Monarchy |
| <p>Core Skill Application across the curriculum</p> | <p>READING: Information / NC Reports about Anglo-Saxons / Scots invasion Information / NC Reports about Anglo-Saxon religion</p> <p>WRITING: Diary Entry based on Scots' Invasion Letter to King Ethelbert</p> <p>MATHS:</p> | <p>READING: Non-Fiction texts about Vikings Information text about Danegald and Viking Law Information text about Edward the Confessor</p> <p>WRITING: Diary entry about Viking Invasion Biography about Alfred the Great and Athelstan Persuasive speech about joining town/village Letter from Edward the Confessors Death bed.</p> <p>MATHS: Timeline</p> | <p>READING: Research a chosen area in Non-Fiction Books about Mayans. Text about Mayan religion.</p> <p>WRITING: Choice of writing presented to the class. Diary entry as Mayan sacrifice.</p> <p>MATHS: Timeline, Mayan Calendar</p> |

| Year 6 | | | |
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| | AUTUMN | SPRING | SUMMER |
| Theme | Power | Law Breakers | Structures of Wonder |
| British Key Question | How is power distributed in modern Britain? | How have laws and punishments changed over time? | How have structures in the modern world been influenced by the past and other cultures? |
| Enhancements | Trip: Mining Museum Visitor: Aiming High – Heather Local community member with knowledge of pit Walk: Country Park | Trip: N/A Visitor: Meet a Creature Walk: Country Park / Station | Trip: Aiming High – York University Residential: Little Deer Wood Visitor: High School Walk: Nostell Priory |
| Books | A Christmas Carol (Classic) The Eye of the Wolf | Holes The Highwayman | There's A Boy in the Girls' Bathroom |
| Addressing Stereotypes | Margaret Thatcher (His) - gender Africa (Lit) – race / ethnicity Queen / Elton John (Mus) – sexuality | The Warden (Lit) - gender Kissing Kate Barlow (Lit) - gender Sam (Lit) – race / ethnicity Mary Anning (Sci) – gender McNaught, Simpson, Rhodes (Art) - gender | Bradley (Lit) – main character - with SEN Lori, Melinda (Lit) – gender Frida Kahlo (Art) – gender Carole King (Mus) - gender |
| History (All NC subject content covered) | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about a local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> |
| Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled | <p><u>Where does the closure of Fitzwilliam colliery fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> The colliery was called 'Fitzwilliam Main' and opened in 1876. The mine later changed its name to Hemsworth Colliery. In 1905, a dispute led to all the miners being expelled from their homes which were owned by the Fitzwilliam family – this was known as the 'Kinsley Eviction' Hemsworth Colliery closed in 1969 Kinsley Drift Mine was opened on the site | <p><u>What do we mean by crime and punishment and what have been some of its main features over time?</u></p> <ul style="list-style-type: none"> A crime is an action that breaks the law of the land. A punishment is the consequence for breaking the law of the land. Although there have been many serious crimes, the majority of crimes and punishments have been much less serious. The Roman system of law and punishment is the basis of many laws that we still use today. In Anglo Saxon times the church and local lords had the power to decide punishments. The church had its own courts and a different system of punishment. In the 12th Century King Henry II set up the system of local courts and trial by jury we still use today. | <p><u>Where does Ancient Egypt fit chronologically on a timeline?</u></p> <ul style="list-style-type: none"> The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. The timeline of Ancient Egyptian studies runs over a lengthy period of time, usually focusing on the period from the late part of the fourth millennium BCE, and the unification of Upper and Lower Egypt, up until the domination of the Roman Empire some 3000 years later. <p><u>What was life like for someone living in Ancient Egypt?</u></p> <ul style="list-style-type: none"> There was a large variety of jobs in Ancient Egypt including bakers, scribes, farmers, priests, doctors, craftsmen, |

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| | <p>of the old Hemsworth Colliery in 1977</p> <ul style="list-style-type: none"> • The Miners' Strike ran from 1984 to 1985 • During the Miners' Strike, a riot took place in Fitzwilliam on July 9th 1984 • Kinsley and Nostell Pits were closed in 1986 and 1987. • Between 2003 and 2006, The City Estate, was demolished to clear derelict properties <p><u>What sources can we use to find out about the history of mining in Fitzwilliam?</u></p> <ul style="list-style-type: none"> • The internet • Books • Newspaper articles • Maps • Oral history <p><u>What was the impact of the opening of the colliery on Fitzwilliam?</u></p> <ul style="list-style-type: none"> • The village was built as a pit village. • Fitzwilliam railway station initially opened in 1937, closed in 1967 and reopened in 1982 • Fitzwilliam railway line was electrified in 1989 <p><u>What were the causes of the closure of Fitzwilliam colliery?</u></p> <ul style="list-style-type: none"> • Margaret Thatcher and the Conservative Government did not think the mining industry was efficient • In 1984, the National Coal Board announced that 20 mines were to be closed • Kinsley and Nostell Pits were closed in 1986 and 1987 following the miners' strike 1984-85 led by Arthur Scargill, the President of the National Union of Miners. <p><u>What was the impact of the closure of the colliery on our lives today?</u></p> <ul style="list-style-type: none"> • The name 'Fitzwilliam' was taken from the family name of the colliery's proprietor • Between 2003 and 2006, The City Estate, was demolished to clear derelict properties, and 'The Realm' was built on the site in 2014. • The railway station was established in the village to support the mine. | <ul style="list-style-type: none"> • The Magna Carta is an important medieval document that limited the right of the king to do as he wished without regard to the law. It is world-famous as a symbol of justice, fairness, and human rights. • Magna Carta means 'big charter' in Latin (a charter is a legal document which guarantees certain rights). When it was signed in 1215 it was intended to protect the barons and a limited class of free men from the worst excesses of the king. The Magna Carta is often seen as the basis of rights to equal and fair treatment under the law for all citizens. <p><u>What have been some of the main changes over time to the types of crime committed?</u></p> <ul style="list-style-type: none"> • There have been many changes to the types of crime over time. • Attitudes to punishment have altered considerably over time. • Some actions have always been considered crimes, such as murder and theft. • Other actions are sometimes considered crimes depending on the context, including time, place and society. <p><u>How and why have punishments changed over time?</u></p> <ul style="list-style-type: none"> • The Romans designed their punishments to discourage potential criminals. How you were punished depended on who you were and your position in Roman society. The Roman Empire had many slaves, as well as citizens who were free men and women. They were often treated differently if they broke the law. • Whipping and fines were the most common punishments. Wooden shoes were sometimes placed on the feet of prisoners, making escape difficult. A slave could be forced to carry a piece of wood around their neck that stated their crime. For very serious crimes you could be killed by crucifixion, thrown from a cliff, into a river or even buried alive. Crucifixion was saved for serious crimes such as revolts against the empire. • The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. Regular offenders were punished very harshly. If they were found guilty of stealing more than once they might have their hands cut off. Weregild, which means 'blood price', was a system of fines where, if you injured someone, the victim received money. • In Tudor times people believed if a criminal's punishment was painful enough, then it would stop others from doing it as well and act as a deterrent. Whipping was a common punishment for a wide variety of crimes. Vagrants (homeless people), thieves who stole goods worth less than a shilling and those who refused to attend church could all be whipped. Being branded (burned) with a hot iron was another common punishment. Criminals were also locked in 'stocks'. These were large wooden frames that held your head between two planks of wood. Stocks were placed in the centre of the village so everyone could see you were being punished and could make fun of you. • The worst punishments were reserved for the most serious crimes. Executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king) or heresy (following the wrong religion). Executions were public events that people would come to watch. They were very popular and huge crowds would attend. • In the 19th Century, for the first time in history, prisons became the main form of punishment in this period. They were awful places. | <p>merchants and many more.</p> <ul style="list-style-type: none"> • The majority of the people who lived in Ancient Egypt were farmers. • The land around the River Nile provided excellent soil for agriculture as a result of the annual flooding of the rivers between June and September. • Other Ancient Egyptians worked in professional roles, such as doctors and engineers, while the upper classes of scribes and officials could be identified by their white kilts. • Slavery existed in Ancient Egypt, although it was possible for a slave to buy his freedom, and they were often shown some good treatment, including access to doctors' services. • Women in Ancient Egypt had more rights than in many civilizations of similar times, including the right to own land and property, and to trade and make contracts. It was also possible for a number of women, including the infamous Cleopatra, to become pharaohs of the kingdom. • Jobs were usually inherited from parents, if the father was a farmer, it would be very likely that children would become farmers too. • There were no schools in Ancient Egypt, meaning even children had jobs. • Because they were built a very long time ago, not many examples of ancient Egyptian houses have survived. Houses would have been built of mud-bricks with floors made from earth. There would be living rooms for chatting and socialising, kitchens for preparing food, and bedrooms for sleeping. • Many of the large objects that we can move around (like seats and ovens) were built into the house. Food was cooked in stone ovens, using a fire for heat. To keep food and drinks cool, pits were dug and food was stored below ground level. • Often the food Egyptians ate depended on their class. Richer people (like priests and pharaohs) ate meat, eggs, figs and grapes. Poorer people, like farmers, ate bread and onions. Everyone loved garlic. • The ancient Egyptians liked to play lots of board games. These games were all played with ancient Egyptian versions of dice called throw sticks or knuckle bones. This was because they were all games of chance. For the ancient Egyptians, the element of chance symbolised that their fate was in the hands of the gods. • In Ancient Egypt, the people who wrote hieroglyphs were called scribes. A scribe had to go to a special school to learn how to do it, because it was very complicated. Hieroglyphs included around 700 different signs of objects and animals. Some signs were pictorial or symbolic and stood for whole words. Some signs were phonetic, which means they stood for sounds. • The ancient Egyptians were ruled by kings and queens called pharaohs. Religion was an important part of their civilisation. They worshipped over 2,000 gods and goddesses • Gods created the universe and maintained order, but they were also involved in everyday life. • Egyptians believed that a long time ago, only chaos existed. Out of chaos a hill emerged (called the Benben). The first |
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| | <ul style="list-style-type: none"> Many who people who lived in Fitzwilliam when the mine was open were miners, now they do a wide variety of jobs, and may well commute. | <ul style="list-style-type: none"> Many criminals were sent to Australia for hard labour. This was called 'transportation'. The law allowing this was eventually changed in 1857. 'Prison hulks' were ships that moored in the harbour and housed criminals who were to be transported or taken to court. Hard labour was a common punishment. Many Victorians believed that having to work very hard would prevent criminals committing crime in the future. The crank and the treadmill: Prisons often made prisoners do pointless tasks such as turn a crank up to 10,000 times a day. Or walk for hours on giant circular tread mills. In 1854, special youth prisons were introduced to deal with child offenders. These were called 'Reformatory Schools'. Other forms of punishment included fines, hanging or being sent to join the army. <p><u>How have crimes been investigated over time?</u></p> <ul style="list-style-type: none"> There has not always been a professional police force – it has only been in fairly recent times. Ways of detecting crime have improved considerably over time. There was no police force in Roman times but they did have a group called the Vigiles. There were about 7000 Vigiles, who dealt with criminals like thieves and runaway slaves. In Anglo Saxon times there wasn't a police force like we have today. Keeping law and order was the responsibility of everyone in the village. If someone was seen committing a crime then the witness could raise a 'hue and cry' (shouting for help). Everyone who heard it was expected to help chase and capture the suspects. If a jury couldn't decide if a person was innocent or guilty then there was the option of 'trial by ordeal'. Examples of ordeals were: Walking at least nine feet on hot coals, putting your hand in boiling water to retrieve a stone, picking up a red hot iron. If your wounds healed cleanly after 3 days, then you were considered to be innocent in the eyes of God. There was no police force during Tudor times. Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed 'Parish Constables' who would be responsible for keeping the peace and catching criminals. In 1829, a politician called Sir Robert Peel introduced the first English police force in order to improve public order in London. Over the next ten years, many other areas of the country formed their own police force. Policemen were poorly paid and they would patrol a certain area, known as their 'beat'. Policemen carried truncheons and rattles to raise the alarm. Many people did not trust the new police force. However, over time, the police proved they could reduce crime and so they became more trusted and popular. The police today have new ways of detecting crime, including forensic, fingerprinting, CCTV, DNA and changes to police forces with specialist units. <p><u>How have our views about crime changed over time?</u></p> <ul style="list-style-type: none"> People's perception of a crime change as attitudes and technology changes, e.g. Penalising the poor, witchcraft, highwaymen, smuggling and Puritan laws against theatres and Christmas during the Commonwealth period This includes modern crimes such as conscientious objectors, fraud, car crime, drugs and drinking, race riots, vandalism, and the digital age | <p>god, Atum, was sitting on the hill. Atum, realising he was alone, created two children called Shu and Tefnut. His children left to create the world. Shu and Tefnut were away for a long time so Atum sent his eye to look for them. Shu and Tefnut returned with Atum's eye and he was so grateful the eye started crying. The tears dropped to the earth on the hill and from them the first humans were created.</p> <ul style="list-style-type: none"> The Ancient Egyptians worshipped their many gods and goddesses due to the qualities and characteristics they believed that they brought to the afterlife. The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death. The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids. Ancient Egyptians worshipped many animals for thousands of years. Animals were revered for different reasons. Dogs were valued for their ability to protect and hunt, but cats were thought to be the most special. Egyptians believed cats were magical creatures, capable of bringing good luck to the people who housed them. <p><u>What were the major achievements of Ancient Egypt?</u></p> <ul style="list-style-type: none"> Agriculture and irrigation: The ancient Egyptians were very effective farmers. The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. To make the most of the annual rising and falling of the Nile, the Egyptians dug channels and walls to divert flood water away from cities and towards fields for farming. This was called basin irrigation. They also invented tools like the shaduf. A shaduf is a long pole with a bucket attached to the end, which people could use to raise and move water from rivers or lakes onto land. Economy, trade and paper: Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper. Architecture and invention: The ancient Egyptians were experts at farming and construction because they were very inventive. The pyramids of Giza took 20 years to build and were considered a significant architectural achievement, then and now. Over 130 pyramids have been found in Egypt so far. Mathematics: The original pyramids serve as a testament to the mathematical skill of the Egyptians, a skill that stimulated Greek mathematicians, including Pythagoras, to perfect their work. Medicine: The Egyptians were renowned throughout the Mediterranean world for their medical skills, skills that were eventually passed on to the Greek and the Roman doctors that followed them. Writing and calendars: They invented a solar calendar (a |
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| | | <p>including hacking, human trafficking, race and hate crime.</p> <ul style="list-style-type: none"> • People's perception of whether a crime has been committed depends of their point of view. E.g. Terrorism or fighters for a just cause (Guy Fawkes, Peasants Revolt, Prayer Book and other religious rebellions, industrial and agricultural unrest, suffragettes). • Punishments over time have also changed to reflect the new developments and changes in attitude, including transportation, development of prisons with experiments such as separate and silent systems, parole, community service, electronic tagging, attitudes to young criminals, • Many people have campaigned to reform prison, including Elizabeth Fry. In 1813 Elizabeth Fry made her first visit to Newgate prison where she observed women and children in terrible conditions. She began working for reform, campaigning for segregation of the sexes, female matrons for female prisoners, education and employment (often knitting and sewing) and religious instruction. In 1823 prison reform legislation was introduced in Parliament. <p><u>How realistic are stories about crime and punishment in the past?</u></p> <ul style="list-style-type: none"> • The way some crimes have been depicted, such as in stories, has not always been very realistic. • People's perceptions of crime are influenced by how they are portrayed in stories. • Stories can be written to make the detective or the criminal seem heroic. Examples include Robin Hood, Sherlock Holmes, smugglers and highwaymen. | <p>calendar based on the sun), a writing system called hieroglyphs and paper using papyrus plants.</p> <p><u>How have the achievements of Ancient Egypt impacted on our lives today?</u></p> <ul style="list-style-type: none"> • Egyptian culture was the foundation of mathematics, religious belief, medicine, farming, government and writing that influenced societies that came after it, and so our lives today. • The ancient Egyptians invented one of the earliest known writing systems. The symbols they used were called hieroglyphs, which comes from a Greek word meaning 'sacred carving'. This is because the ancient Egyptians believed that hieroglyphs had been invented by the gods. This is not surprising because hieroglyphs were very beautiful. • Hieroglyphs were obviously a precursor to more modern forms of writing relating to spoken sounds. • Related to this, the Egyptians were the first to form writing material in the form of papyrus. • The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read. Linguists translated the hieroglyphs by comparing the languages, like code breakers. It took 20 years to translate all the text into modern language. • In farming, some of the earliest ploughs were used in Ancient Egypt, and the first ploughs drawn by oxen too. • Egyptians also invented the first key-operated locks. • Tutankhamun reigned for roughly 10 years. He died around the age of 18 and was buried in a tomb in the Valley of the Kings. His burial place was hidden for many centuries. It was discovered by the Egyptologist Howard Carter in 1922. It contained many amazing artefacts, including Tutankhamun's famous golden death mask, a chariot and a dagger made from meteorite iron. This was a very significant discovery and meant that we now know much more about ancient Egyptian civilisation. | | | |
| <p>Vocabulary</p> | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Mine •Colliery •Strike •Margaret Thatcher •Arthur Scargill •Regeneration | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •legacy •ambiguous •consequences •omits •decade | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Crime •Punishment •Law •Court •Trial •Trial by ordeal •Jury •Magna Carta •Context •Perception •Treason •Traitor <ul style="list-style-type: none"> •Heresy •Fine •Weregild •Deterrent •Prison •Transportation •Vigiles •Hue and cry •Parish constable •Sir Robert Peel •Elizabeth Fry | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •legacy •ambiguous •consequences •omits •decade | <p><u>Content Specific:</u></p> <ul style="list-style-type: none"> •Scribe •Pharaoh •Slave •Cleopatra •Tutankhamun •Class •Hieroglyphics •Atum •Shu •Tefnut •Afterlife •Mummification •Pyramid •Papyrus •Rosetta Stone | <p><u>Subject Specific:</u></p> <ul style="list-style-type: none"> •legacy •ambiguous •consequences •omits •decade |