

KPS History Knowledge Intent

KPS Key Historical Threads			
EYFS	Society (My World / Our World)		
KSI	Society	Legacy	
KS2	Society	Settlement	Legacy

KPS History Teaching Overview		
EYFS		
Past and Present		
Year 1		
Toys	Important People	
Year 2		
The Great Fire of London	People from the Past	
Year 3		
The Stone Age	Ancient Egypt (Including an ancient civilisation overview)	
Year 4		
Ancient Greece	The Roman Empire	
Year 5		
Vikings / Anglo Saxons	Exploration	The Mayans (Link with South America)
Year 6		
World War Two	World War Two: My Town	

Year 3

Year 3 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born, a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime, a while ago, when I was younger, evidence, order, historical, significant, eye-witness account, artefacts,</p> <p><u>New general vocabulary</u> Civilisation, ancient, period, before Christ, after Christ, during, documents, prehistory, archaeologist, historian, settlements, raiders, alliance, tribe, connection</p>	<p>Use a time line to place events. – Understand that a time line can be divided into Before Christ and after Christ</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Name the date of one significant event from the past that has been studied and place it in approximately the right place on a time line.</p>	<p>With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Begin to suggest sources of evidence to help answer questions.</p>	<p>Find out about everyday lives of people in period(s) studied and compare with our life today.</p> <p>Identify reasons for and results of people’s actions.</p> <p>Understand why people may have wanted to do something.</p> <p>Use evidence to describe the past.</p> <p>Use evidence to find out about changes and give reasons why changes may have occurred.</p> <p>Describe similarities and differences between some people, events and objects.</p>	<p>Looked at two versions of the same event in history and identify differences in the accounts.</p> <p>Identify and give reasons why there may be different accounts of history.</p>

The Stone Age to Iron Age

Historical Thread - Society		
<u>Enquiry Questions</u>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)	
<u>Stone Age</u> <ul style="list-style-type: none"> Made tools from flint rock. Mesolithic Small nomadic groups hunted and gathered. Neolithic Agricultural society where people farmed their food. They had sewage systems so they must have worked together. 	<u>Bronze Age</u> <ul style="list-style-type: none"> People moved onto weapons made out of bronze as it was a stronger material than flint. There was a difference people between people who had belongings and people who didn't – the rich and poor. People didn't have money but could make things. People often swapped (traded) materials such as metal. People began to trade. People that were able to work with metal were deemed more important. 	<u>Iron Age</u> <ul style="list-style-type: none"> People moved to iron as bronze was getting harder to find.

Historical Thread - Legacy		
<u>Enquiry Questions</u>	How has time changed? How/Why do we remember them? How have they impacted on today?	
<u>Stone Age</u> <ul style="list-style-type: none"> Cave paintings are used to inform historians and archaeologists about the past. 	<u>Bronze Age</u> <ul style="list-style-type: none"> Archaeologists found part of a wheel from 3000 years ago. It was the oldest wheel found in England. Trading is now a massive role in our society. 	<u>Iron Age</u> <ul style="list-style-type: none"> Tools are still made from iron today.

Historical Thread - Settlement		
<u>Enquiry Questions</u>	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?	
<u>Stone Age</u> <u>Mesolithic</u> <ul style="list-style-type: none"> Small nomadic groups hunted and gathered. They roamed different places to follow the food. People lived in thatched houses near rivers so it was easier to catch food. <u>Neolithic</u> <ul style="list-style-type: none"> Lived in settlements with farm land so they could live off the farm. Fighting (land wars) began as the population grew and space was needed for crops. Disease spread between animals and people including tuberculosis. People stayed in one place to tend to the crops and look after their animals. 	<u>Bronze Age</u> <ul style="list-style-type: none"> Hillforts were built with walls around them to stop raiders taking camps or animals. Alliances were between families and tribes started to form. People began to fight for land more and wanted to be in a strong tribe to protect themselves. 	<u>Iron Age</u> <ul style="list-style-type: none"> There were a number of different tribes. It became quite unsettled and fighting was common. Fights = power People still used hillforts to look out for their enemies.

Stone Age to Iron Age Key Knowledge

VOCABULARY

Stone Age: hunter gatherer, Palaeolithic, stone age, Mesolithic, Neolithic, Skara Brae, nomadic, civilisation, hunter, gatherer, spiritual, thatched, fossils, hearth,
Bronze Age: Stonehenge,, religion, technology, travel, compare, contrast, copper,
Iron Age: Druids, Celtic, hill forts, roundhouses, tribal kingdoms, farming, art, culture, compare, contrast, Danebury Hillfort, cave carvings, tools, spears, hammerstone, celts, round houses, smithing, armour, shields, pottery, decay, remains, glaciers, woolly mammoth, homo erectus, homosapiens, Australopithecus, Homo Neanderthals, harpoons, Mesolithic life, trading, agriculture,

Background	Stone Age	Bronze Age	Iron Age / Celts
<p>Use dates and terms related to the study unit and passing of time.</p> <p>Understand that a time line can be divided into before Christ and after Christ.</p> <p>Know that the term ‘prehistory’ means the time before people started writing and being able to record events.</p> <p>The suffix ‘pre’ means ‘before’ so prehistory is literally ‘before history’.</p> <p>Recall main features of a significant period of British history</p> <p>Know that our species is called homo sapiens. When we go back into prehistory humans looked different from us today. Our ancestors include Australopithecus, Homo Erectus and Homo Neanderthals.</p> <p>Use evidence to find out about change during a time period</p> <p>Know that people have been in Britain for about 1 million years (1,000,000 yrs) and the first writing found was from 2000 years ago.</p> <p>This means there is a lot of human history that we don’t know about from written records.</p> <p>Historians and archaeologists, who study history and prehistory, look for evidence to work out what happened and what life was like in the past.</p>	<p>Stone Age – 2.5million years ago – 9600BC Know that Stone Age is named because the people used stones as tools.</p> <p><u>The Palaeolithic Period</u> Lasted to around 12,000 years ago when the end of the Ice Age brought warmer climate and the extinction of megafauna (large animals). Characterised by the early use of basic stone tools such as hand axes. Early man began using fire for warmth, protection and cooking. Small nomadic groups hunted and gathered.</p> <p><u>Mesolithic Life</u></p> <ul style="list-style-type: none"> Know after the glaciers melted Britain was open grassland with lakes and forests. Many animals such as deer, boar, elk and wild cattle roamed and the hunters of the Mesolithic age used tools made from stone to hunt them. They also used deer antlers as spears to hunt land animals or used them as harpoons to hunt fish in the lakes and rivers. People may have lived in small houses with thatched roofs as found in Star Carr in Yorkshire. People lived in caves too. We know from fossils, the Mesolithic people looked more like us and lived in families. They also had spiritual beliefs too. They wore clothes and had possessions such as jewellery and ornaments. They were often buried with their belongings, which gives us a clue that they had spiritual beliefs. Know that we have found out about animals from the Mesolithic period from studying cave paintings. People at this time are known as hunter-gatherers as they hunted for animals and gathered plants to eat. A hunter-gatherer is a human living in a society in which most or all food is obtained by foraging (collecting wild plants and pursuing wild animals). <p style="text-align: center;"><u>Skara Brae in Orkney</u></p> <ul style="list-style-type: none"> Know that Skara Brae in Orkney is known as one of the most important places for archaeologists to learn about the Neolithic period. Know that the remains of eight houses from about 5200 years ago have been found there. They were built by stacking flat rocks on top of each other. The houses had no windows, there was a smoke hole in the roof (made of wood and turf) stone dresser and in the centre there would have been a hearth for fires and cooking. The houses were all connected to a sewer system - this tells us that they must have worked together. The houses were all the same size - this tells us that the people of Skara Brae were seen as equal. They hunted for deer, kept cattle and sheep and also trapped fish, mussels, cockles, oysters and clams. They also ate seabird eggs. Know that stone tools became more sophisticated and were no longer made just by chipping away at the stone to break bits off but were also ground and polished to make them stronger and more effective. <p><u>Neolithic Age (6500 to 2,500 BC)</u></p> <ul style="list-style-type: none"> Know that in the Neolithic period people had begun to grow their own crops and domesticate animals to be used as helpers or as food. Know towns were being formed rather than settlements that were just used to rest for a short time. People were beginning to stay in one place because they needed to stay in one place to tend the crops and look after their animals. This is the start of how most people live today in one particular place and not travelling around. This is known as an agricultural society as agriculture means farming food rather than hunting and gathering it. Neolithic people made pottery, and woven material (they still only had stone tools at this point) Housing – Nomadic, found caves, built basic shelter from natural resources Clothing – Animal skin (basic) Tools – stone and flint, natural resources Know that fighting began as the population grew and space was needed to grow crops. This resulted in land wars to obtain space. A disease called tuberculosis killed many people (this came from the milk of an infected cow) Disease spread quickly and humans got many diseases that the animals had 	<p>Know that the next major age after the Stone age is the Bronze Age. The Bronze Age started about 4000 years ago.</p> <p>People found a way of making tools and weapons with metal. They separated copper (a type of metal) from copper ore (a type of rock). It was then melted and poured into moulds to make tools when it had cooled down. Copper was useful but it was quite a soft metal. When it was mixed with tin it became harder and stronger and this is called bronze.</p> <p>Know that for the first time there was a difference between people who had many belongings and people who didn’t - the rich and poor.</p> <p>People didn’t have money, but could make things. The rich were the people with metal, they began to then swap things and trading began.</p> <p>Know that people with the skills to work metal were seen as more important than others. Know that trading of goods began all over Europe and people would travel to trade.</p> <p>Know that families lived in large huts, they owned animals and made or grew things they needed. Know that Bronze age people travelled by foot or boats. They made boats by chopping trees and hollowing them out until they floated evenly.</p> <p>Know that archaeologists found part of a wheel from 3000 years ago. It is the oldest wheel found in England. People think that this is evidence that people travelled in other ways than just by foot or by boat.</p> <p>Know that hill forts were built with walls around them to stop raiders taking camps or animals. Know that alliances between families meant people began to live in tribes.</p> <p>Know that people began to fight for land more and wanted to be in a strong tribe to protect themselves.</p> <p>Know that the weather became colder and wetter. Parts of England became too cold and wet to farm anymore.</p> <p>Archaeologists have discovered that people often threw bronze axes and swords into rivers and believe this was done as an offering to the water spirits and gods in return for good weather. This shows that people had developed spiritual beliefs.</p>	<p>Know that from around 800 BC the Iron Age began.</p> <p>Know that iron had begun to be used more than bronze as it is thought that maybe the materials needed to make bronze had become harder to find.</p> <p>Know tools and weapons were now being made of iron.</p> <p>Iron Age people are often called Celts.</p> <p>These were a number of different tribes all over Britain. Know that Danebury Hillfort has given archaeologists lots of information from findings there. They have spent decades studying the site.</p> <p style="text-align: center;">Aerial view of Danebury Hillfort</p>  <p>Know many damaged skulls and burial pits have been found there due to wars and fighting.</p> <p>The Iron Age was quite unsettled and fighting was common.</p> <p>Know that the Iron Age ended in 43 AD.</p>

Ancient Egypt

Historical Thread - Society			
<u>Enquiry Questions</u>			
How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)			
<u>Ancient Sumer</u> <ul style="list-style-type: none"> They were several city and states that had their own god or goddess ruler. Sumer contained small farming villages. 	<u>Indus Valley</u> <ul style="list-style-type: none"> They used transport to trade goods including wheeled machines and using the river system to travel. Little is known about the Indus Valley due to political troubles causing problems. 	<u>Shang</u> <ul style="list-style-type: none"> The Shang people lived in small groups. The Shang dynasty was part of the Shang Bronze Age. The King believed to have a special connection with dead royal ancestors who would contact the god Shangdi. Many of the people were peasants working in the fields and living in harsh conditions. 	<u>Ancient Egypt</u> <ul style="list-style-type: none"> In Ancient Egypt, trade and bartering was used. They did not use coins and money as we do. Know that Egyptians worshipped hundreds of different god and goddesses. Ancient Egyptians believed in the afterlife and mummification. People travelled across Egypt trading goods Egyptian social pyramid - Pharaohs, Viziers and Priests, Scribes, Craftsmen and Artists, Peasants and Slaves / Servants. <p>A person buried their belongings for the afterlife.</p>

Historical Thread - Legacy			
<u>Enquiry Questions</u>			
How has time changed? How/Why do we remember them? How have they impacted on today?			
<u>Ancient Sumer</u> <ul style="list-style-type: none"> Creators of modern civilisation. First civilisation to use schools as a way to pass information between generations to keep society going. They were responsible for many innovations such as language, architecture, mathematics and science. 	<u>Indus Valley</u> <ul style="list-style-type: none"> Indus valley was the first known to have precise measuring system for weights. They created ratios and a working drainage system that allowed sewage waste to move away from homes. 	<u>Shang</u> <ul style="list-style-type: none"> The Ancient Shang writing system is made of pictures and pictographs of things they stood for. These partly resemble Chinese today. 	<u>Ancient Egypt</u> <ul style="list-style-type: none"> Famous discovery of 1922 Howard Carter discovered the tomb of Tutankhamun. Pyramids of Giza The Valley of the Kings <ul style="list-style-type: none"> Hieroglyphics

Historical Thread - Settlement			
<u>Enquiry Questions</u>			
Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?			
<u>Ancient Sumer</u> <ul style="list-style-type: none"> The area was called fertile crescent. It was home to one of the earliest civilisations. Each city was surrounded by a defensive stone wall. First writing to record events. The inventors of the wheel. <p>They invited time keeping, the measures 360 degrees in a circle and 12 inches in a foot.</p>	<u>Indus Valley</u> <ul style="list-style-type: none"> The valley is a fertile area around the river around Pakistan, modern day India and Afghanistan. <p>Little is known about the Indus Valley due to climate. This is due to flooding and rivers failing.</p>	<u>Shang</u> <ul style="list-style-type: none"> They would fight battles with neighbouring settlements. The Shang capital moved a lot. Possible reasons for this are for flooding, disease and natural disasters. Being situated by the yellow river, the land was very rich and fertile. 	<u>Ancient Egypt</u> <ul style="list-style-type: none"> They lived in large settlements. They lived in the desert where they would herd animals and hunt for food. <p>Overtime, the desert grew hotter so they moved closer to the Nile where it was easier to grow crops.</p>

Ancient Egypt Key Knowledge

VOCABULARY

Ancient Egypt, Egyptologists, wealthiest, River Nile, Africa, workers, chisel, hammer, rituals, remedies, merchants, scribes, Vizier, worship, monument, descendants, gods, ceremonial, Cleopatra, Luxor, Howard Carter, royal, Pyramid, Pharaoh, scribes, priests, slaves, tombs, tomb carvings, hieroglyphs, Tutankhamun, mummification, religion, scarab beetle, sickle, mattock, mummy, Canopic jars, coffin, sphinx, Anubis, Horus, Isis, Orisis, Ra, Thoth, Set, afterlife,

Overview of Other Ancient Civilisations

Ancient Sumer

- Ancient Sumer was an ancient civilisation that existed from c. 5300 BC to c. 1940 BC
- This area of land was known as the Fertile Crescent and was home to several early civilisations, located in modern-day Iraq.
- Ancient Sumer are often regarded as the creators of modern civilisation.
- The Ancient Sumerians were responsible for many innovations in areas such as language, architecture, mathematics and science.
- They are also known as the first civilisation to use schools as a way to pass information between generations to keep society developing.
- Ancient Sumer was made up of several individual city-states that had their own god or goddess and ruler. The largest of Ancient Sumerian cities, Uruk, was home to between 40,000 and 80,000 people. Each city was surrounded by a large, defensive stone wall, with small farming villages outside them.
- The Ancient Sumerians are known for a variety of inventions and achievements. From the creation of the wheel to the first use of writing to record events, this wonderful civilisation is responsible for some of the most important innovations throughout history.
- The Ancient Sumerians were the first civilisation credited to have built grand architecture in the form of large-scale monuments and buildings. They would use sophisticated building methods such as brickwork, mosaics, painting and metalwork to build religious structures and homes.
- They got so proficient with their building of monuments that they started creating huge religious pyramid-shaped temples called Ziggurats. The Hanging Gardens of Babylon is one of these which, in modern times, is considered to be one of the Seven Wonders of the Ancient World.
- As well as the Sumerian invention of timekeeping, they also developed other important mathematical principles that we use today. For example, they came up with the idea of there being 360 degrees in a circle and 12 inches in a foot.

Indus Valley

- 3300 BC to 1300 BC
- The Indus is a river which runs through what is now known as Pakistan.
- The Valley is a fertile area around the river basin which spreads across Pakistan, and into modern-day India and Afghanistan.
- Many of the residents of Indus Valley cities were tradesmen or craftsmen, with various pieces of pottery and other evidence having been found.
- The cities themselves were often walled, although it isn't certain that these walls were intended for defence purposes; they may have been to prevent flooding.
- The Indus Valley was one of the first known to have a precise measuring system for weights
- It also used bricks for building work that were formed in standard ratios, and had a drainage system which had drains of a steady gradient allowing waste to be transported away from homes.
- The civilization also used transport to trade goods, including wheeled vehicles and using the river system to travel across wide areas.
- By the turn of the 3rd millennium BC communities had begun to form into towns in the Greater Indus Valley along the rivers. These peoples (often called Harappan, after one of the main cities) were among the first known in the world to introduce sanitation systems. Indus Valley 3300 BC to 1300 BC by Ilona Aronovsky to cities, with a network of drains taking waste water away from homes.
- Relatively little is known about the changes in the society, and indeed it is not certain what led to its decline in the second millennium BC. It is now thought that climate may have had a part to play, with flooding, rivers failing, or political troubles causing problems.

Shang

- 1600BC to 1046BC
- The Shang Dynasty was a time of rule under the Shang Family in China.
- The Shang people lived with each other in small groups.
- They would fight battles with neighbouring settlements.
- The dynasty was ruled by a king.
- The Shang Dynasty was apart of the Shang Bronze Age.
- The king was believed to a special connection with dead royal ancestors who would contact the god Shangdi.
- The Shang capital was moved a lot. It is unsure why this is but the possibilities are flooding, disease and natural disasters.
- Many of the Shang people were peasants working in the fields and living in hard conditions.
- Being situated by the Yellow River, the land was very rich and fertile.
- The main crops grown were millet, wheat and rice.
- Cowry shells were used instead of money.
- The Ancient Shang writing system is made up of pictures and pictographs of things that they stood for. These partly resemble Chinese today.

Background

Know connections with previously taught periods.

People who study Ancient Egypt are called Egyptologists.

Ancient Egypt was one of the wealthiest civilizations of all time.

The terms 'trade' and 'bartering' is taught and the idea that the Egyptians did not use coins and money as we do.

Know that people have lived in Egypt since the Stone Age (Y3 curriculum) and that by 3500BC people were living in large settlements.

Know that a settlement is 'a place where people have come to live and have built their homes'.

Know that the Ancient Egyptian era spanned from 3100 BC to 30 BC.

Know the location of Egypt on a world

Life

Know that Egyptians lived in the desert where they would herd animals and hunt for food.

Over time the desert got hotter and they moved closer to The Nile where it was easier to grow crops like wheat for food. Understand that the Nile was very important to the Egyptians.

Know that around 4000 workers built the pyramids Pyramid buildings

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

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

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

Pharaoh's

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

Know that Pharaohs were believed to be the living descendants of Ra, the sun god. This meant people thought Pharaohs were gods too. It was believed that the world would fall into chaos without them.

The Ancient Egyptians buried their pharaohs in impressive tombs filled with weapons, clothes and jewellery.

On the Nile's west bank is an area known as The Valley of The Kings near the city of Luxor. The Egyptians buried many pharaohs here and over 60 tombs have been found.

The most famous discovery was by Howard Carter in November 1922 when he discovered the tomb of Pharaoh Tutankhamun. Know that Lord Carnarvon funded this expedition to Egypt.

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

Pharaohs built monuments of themselves to impress people and scare their enemies.

Know that Pharaohs often wore a ceremonial beard as a symbol of royal power – even females wore these.

The last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became

Gods

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

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

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

Mummification/After Life

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

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

Mummies were made in several stages:

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

map and the River Nile on a map of the country. Know that Egypt is part of the continent of Africa. The Sphinx is a large statue with the body of a lion and the head of a human.	Know that merchants travelled across Egypt from town to town trading goods. Know that trade was done with bartering. This means that items of similar value were swapped. Ancient Egyptians did not use coins / money as we do. They sold spare grain, salt and gold to other countries in exchange for items that could not be found in the desert such as wood, oils and metals like copper, silver and iron.	part of the Roman Empire. Know the most important official to the Pharaoh was their 'Vizier'. The role of the Vizier included supervising the running of the country, like a prime minister does. The vizier was chosen from the Pharaoh's family Know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had die.		could not afford to be mummified and were often buried in pits in the desert. The tombs of Pharaohs contained many treasures and were a target for thieves who would try to steal these.
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Year 4

Year 4 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born, a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime, a while ago, when I was younger, evidence, order, historical, significant, eye-witness account, artefacts, civilisation, ancient, period, before Christ, after Christ, during, documents, prehistory, archaeologist, historian, settlements, raiders, alliance, tribe, connection</p> <p><u>New general vocabulary</u> Decade, century, periods of time, Before Christ, Anno Domini, contrast, cause and effect, reliable and empire, document, reconstruct, influential, society, archive, parliament, finance</p>	<p>Know and sequence key events of time studied.</p> <p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand that a timeline can be split up into BC (Before Christ) and AD (Anno Domini)</p>	<p>Begin to select and combine information from different sources.</p> <p>Begin to use documents, printed sources (e.g. archive materials) to collect evidence about the past.</p> <p>Suggest reliable sources of evidence to help answer questions.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Describe how some of the things from the past affect life today (how Britain been influenced by the wider world)</p> <p>Describe similarities and differences between some people, events and objects.</p> <p>Begin to recognize the causes and effects of the main events and changes.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at different representations of the period – museum, cartoons etc.</p> <p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p>

Ancient Greece

Historical Thread - Society	
Enquiry Questions	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)
<p style="text-align: center;"><u>Athens</u></p> <ul style="list-style-type: none"> Improvements have been made such as giving women the vote and the general idea of people having an active say can be traced back to the 5th Century BC. Athenian women had to cover up their bodies. Greek women had to avoid public places so they spent much of their time at home. Many wealthy Greek households had separate areas for men and women. Only boys went to school. Girls were educated at home. School was for those who could afford it. Boys were taught from 7 to read, write and count. Girls in Athens were usually married in their teens. Athenian women couldn't vote, have jobs, own land or inherit property. Women managed the household. Becoming a priestess was the only way for women to gain power. 	<p style="text-align: center;"><u>Sparta</u></p> <ul style="list-style-type: none"> Spartan women were encouraged to take up sports. Spartan women were allowed to wear short skirts for running. Girls had a better education than anywhere else in Greece. They were encouraged to exercise and stay healthy; this was so they could produce stronger children that they could train to fight. Spartan women had more rights than women in Athens, they could inherit and own property. They also married later. <p style="text-align: center;">Women took charge of the family and the finances whilst husbands were training for war.</p>

Historical Thread - Legacy	
Enquiry Questions	How has time changed? How/Why do we remember them? How have they impacted on today?
<ul style="list-style-type: none"> Ancient Greece founded the Olympic games Know that the word alphabet comes from the first two Greek letters, alpha and beta. The Greek system of democracy went on to shape the most modern governments and societies including the Houses of Parliament. 	

Historical Thread - Settlement	
Enquiry Questions	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
<ul style="list-style-type: none"> Most cities were by the coast so they could use the sea for food and trade. 	

Ancient Greece Key Knowledge		
VOCABULARY	Ancient Greek, Myths, Gods, Goddesses, Democracy, legacies, influences, temples, amphitheatre, Ekklesia, Boule, Dikastria, voting, election, Olympics, pottery, Athens, Sparta, Troy, Marathon, Battle of Troy, Parthenon, Alexander the Great, Greek Empire, tunic, Dark Age, Mosaic, inherit, property, priestess, high priestess, Oracle at Delphi, Zeus, wreath, truce, kotinos, alpha, beta, gamma, delta, epsilon,	
Background	Athens / Sparta	Olympic Games
<ul style="list-style-type: none"> Know connections with previously taught periods. The Ancient Greek period being studied is from 3000 BC to 146 BC. (Place key events on a timeline). Know that BC means 'Before Christ' and know that anno Domini (AD) means 'in the year of our lord' in Latin. Know that AD and BC are also increasingly known as CE (Common Era) and BCE (before the Common Era) Know that Ancient Greece was one of the greatest human civilisations and its achievements are still influential today. Children need to know the locations of important cities in Ancient Greece such as Athens, Sparta, Troy, and Marathon. Greek civilisation started around 3000 BC. Between 1200 BC and 800 BC very little is known and this is called the Dark Age for this reason. The language from that time has been lost and there was very little art produced to show what life was like. 	<ul style="list-style-type: none"> Greek women were expected to avoid public places so they spent much of their time at home. Many wealthy Greek households had separate areas for men and women. Women would manage daily household tasks like weaving and looking after children. The men's area was often beautifully decorated with an intricate mosaic on the floor and elaborate furniture including couches for men to lie on during parties. Only boys went to school in Athens - girls were educated at home. Boys could only go to school if their parents could afford it. They started school at the age of seven and were taught to read, write and count. They also did physical education and music. Girls had a better education in Sparta than elsewhere in Greece. They were encouraged to exercise and stay healthy - they could practice racing, wrestling and horse-riding. The Spartans believed this would help their women produce stronger babies who would grow up to be taught soldiers. Girls in Ancient Athens were often married by their early teens, usually to an older man who might be more than twice their age. Married women managed the household and brought up children. Athenian women couldn't vote, own land or inherit property. They couldn't have jobs and were often expected to avoid public areas. Becoming a priestess was one of the only ways a Greek woman could get into a position of power. In fact, the high priestess of the goddess Athena was the most important religious figure in Athens. 	<p>Know that the Ancient Greeks founded the Olympic games.</p> <p>Know that they took place every four years in Olympia.</p> <p>They were also a religious festival in honour of Zeus (the king of the gods)</p> <p>Winners received a wreath of sacred olive leaves called a kotinos. Olive leaves were sacred as the olive tree was seen as a gift from the goddess Athena (it was even a crime to chop down an olive tree)</p> <p>There was a truce in place during the games.</p> <p>Know how to compare Ancient Greek Olympics and modern Day Olympics.</p>

- From 800BC onwards, Ancient Greece became an impressive civilization.
- Civilisation means human society with its own social organization.
- As the Dark Age came to an end **city states** developed all over Greece and became rich and powerful. City states were areas of land in Ancient Greece made up of a main city and the surrounding countryside. Each city state was separate from the others and had its own way of life, but they all shared the same language and beliefs. Most city states were near the **coast** so they could use the sea for food and trade.
- By 146 BC the Romans had taken control of Greece but they were so impressed with Greek culture that they adopted many of their ideas and spread them across their **empire** (refer to previous learning on Romans in Y3) - many still survive today.
- Know that the word alphabet comes from the first two greek letters **alpha** and **beta**. The first five letters of the Greek alphabet were - Alpha, Beta, **Gamma, Delta, Epsilon**
- The Greek system of democracy went on to shape the most modern governments and societies including the **Houses of Parliament**. Improvements have been made such as giving women the vote and the general idea of people having an active say in how their country is run can be traced back to Athens in the 5th Century BC.

- The **Oracle at Delphi** was the most famous priestess in Greece. The Ancient Greeks believed she had **visions** of the future. They went to her for advice before making important military decisions.
- Spartan women had more rights than women in Athens - they could inherit and own their own property. They also married later (between the ages of 18 and 20). While their husbands were training for war, Spartan women took charge of family **finances** and ran the family farm.
- Spartan women were encouraged to take up sports. Spartan women were allowed to wear short skirts for running whereas Athenian women had to cover up their bodies.

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

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

Romans

Historical Thread - Society

Enquiry Questions	
	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)
	<ul style="list-style-type: none"> • Rome was ruled by a dictator. • Rome had a government who collected taxes and an army that conquered many different countries. • Only male Roman citizens who were at least 20 years old could join the army. They had to stay for 25 years and were not allowed to get married. • Romans had a highly organised military with better equipment and well developing fighting strategies. • The people that were conquered were allowed to join the army but were paid less.

Historical Thread - Legacy

Enquiry Questions	
	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> • Many roman buildings still remain. • The Romans built straight roads which let them take the shortest route across the country. The Romans levelled the land where they needed to. • Hadrian's Wall which stretches 73 miles across England.

Historical Thread - Settlement

Enquiry Questions	
	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
	<ul style="list-style-type: none"> • The Roman Emperor Hadrian, decided to built a wall to keep Scotland separate to the rest of England. This became Hadrian's Wall. It was 3m wide and 3-6m high built of stone and earth. • Along the wall, forts were bult where soldiers lived to keep watch of attacking tribes. Turrets were also built to keep watch. • The Picts from Scotland and the Saxons from England started to carry out raids on towns and cities. (They surrounded the Romans). The Romans were unable to defend their territory so the raiders from Scotland, Ireland and Europe moved in.

Romans Key Knowledge

VOCABULARY

Roman Empire, developed, dictator, government, taxes, conquered, temples, military, power, citizens, foot soldiers, standard bearers, legions, Londonium, dirt tracks, archers, slingshots, centurion, public baths, rebel, Celts, Boudicca, resistance, invasion, conquest, Roman armies, Caesar's invasion, withdrawal, Romanisation, beliefs, Roman forts, Eboracum, armour, battle tactics, weapons, empire, emperor, toga, chariot, mosaic, baths, gladiator, Colosseum, Julius Caesar, Hadrian's Wall, Hadrian, forts, defend, raiders, withdrew

Background	Caesar	Army	Influence	Hadrian's Wall	End of the Roman Empire
<p>Know connections with previously taught periods.</p> <p>Know that Rome is a city in Italy</p> <p>Towards the end of the Iron Age and Bronze Age (studied in year 3) life in Britain was very different to life in Rome.</p> <p>Begin to use 'centuries' to describe the past. Romans – 31BC – 1453AD 54BC/55BC/43AD 1st century BC - 5th century AD</p> <p>Rome was more developed than Britain - it had better facilities for the Roman people.</p> <p>Rome was ruled by a dictator - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly.</p> <p>Rome had a government which collected taxes and a very organised army which had conquered many different countries.</p> <p>There were lots of grand buildings in Rome where people could gather including temples and public baths.</p> <p>In the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.</p>	<p>In 55BC an army general from Rome called Julius Caesar invaded Britain</p> <p>Caesar and his army were not used to British weather as he was used to the Mediterranean Sea climate. This meant that his army struggled to cope with rough seas.</p> <p>Caesar won some battles and took some hostages.</p> <p>Caesar attempted an invasion of Britain for the second time in 54 BC. An invasion is when a foreign army enters another country by force. He brought 25,000 men and 800 ships.</p> <p>He planned to return to conquer Britain the following year.</p> <p>Roman soldiers lined up in battle with shields facing outwards (called a phalanx). They advanced slowly forward knocking enemies to the ground. If a man in the front was killed, he was replaced by the man behind. If Romans feared attack from the air they created a 'shell' of shields around them called the 'testudo' or tortoise formation.</p> <p>The Celt fighters were more disorganised and rushed forward in groups or individually to attack then run back.</p> <p>After much fighting Caesar took hostages again and returned to Gaul as the people of Gaul had begun to rebel against him.</p> <p>After defeating the people of Gaul, Caesar returned to Rome to fight there. He became the ruler of the Roman Empire but was killed a few years later. The Roman Empire was a group of countries that Rome ruled over. (Children should be shown a map of the empire.)</p>	<p>The Romans had a highly-organised military force with better equipment and well-developed fighting strategies.</p> <p>The Roman army gave Rome the power to create the Roman Empire.</p> <p>Only male Roman citizens who were at least 20 years old could join the army.</p> <p>Once they joined the army they had to stay for at least 25 years and were not allowed to get married (at least until AD 197)</p> <p>Many boys wanted to join the army because it paid well and when you retired you were given a gift of land or a pension to buy land.</p> <p>Most men were foot soldiers but there were many different roles in the Roman Army.</p> <p>Some soldiers called Standard Bearers carried the badge of a group of soldiers on a wooden pole to help groups of soldiers stick close together in battle.</p> <p>Other soldiers used slingshots to throw stones, rode horses and some were archers firing arrows.</p> <p>The armies also had doctors and weapon makers. Soldiers in the Roman Army were divided into groups of about 80 men called centuries. Each of these was lead by a centurion. Centuries joined together to form groups of around 5,000 men called legions.</p> <p>The people they conquered were allowed to join the army but were paid less to fight. This helped the Romans in two ways - it provided fresh troops for battle and kept the young men busy which stopped them trying to rebel against the Romans.</p> <p>Know that Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61</p>	<p>Around AD 50 the Romans built a small city called Londinium which we now know as London.</p> <p>Many Roman buildings still remain and we can learn a lot by studying them.</p> <p>Claudius's army in the South East of England decided to conquer the South West of Britain. There weren't many proper roads in Britain at this time as they were mostly dirt tracks.</p> <p>The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today. The Romans levelled the land where they needed to. They laid down different layers of materials to make sure the roads were strong with smooth hand-cut stone on top.</p> <p>Soldiers built the roads but were helped by slaves. Everything had to be dug by hand as there were no machines to help them.</p> <p>Roads were built to London and Exeter so that the Romans could attack tribes living near.</p>	<p>After Boudicca's rebellion the Romans pushed forward North up the country conquering the land as they travelled.</p> <p>They eventually reached Scotland where many battles took place with the tribes living there. As the Roman army was needed elsewhere in the Roman Empire they eventually withdrew from Scotland in AD 100.</p> <p>The Roman Emperor, Hadrian, decided to build a wall to keep Scotland separate from the rest of England. This wall became known as Hadrian's Wall and it stretches for 73 miles right across England.</p> <p>It was 3m wide and 3-6 m high and built of stone and earth. It took about 15,000 soldiers 6 years to build the wall.</p> <p>At points along the wall, forts were built which were home to about 600 soldiers who kept watch for attacking tribes. Turrets were also built to keep watch.</p>	<p>Around AD 250 the Roman Empire started to come under attack from different groups.</p> <p>The Picts from Scotland, the Scots from Ireland and the Saxons from Europe started to carry out raids on English towns and cities. The Roman Empire struggled to deal with these attacks as Roman soldiers were off fighting in other parts of the Roman Empire.</p> <p>The Roman Empire had become very big and they needed more and more soldiers to defend the land they had conquered. These soldiers needed paying so it became too expensive to keep the empire under control.</p> <p>The Romans tried to continue to rule in Britain but after attacks became more frequent in AD 400 the Roman army left Hadrian's wall and in AD 410 the Roman Army left Britain completely.</p> <p>The raiders from Scotland, Ireland and Europe moved in and the people of Britain no longer had the Roman soldiers to protect them.</p>

Year 5

Year 5 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born, a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime, a while ago, when I was younger, evidence, order, historical, significant, eye-witness account, artefacts, civilisation, ancient, period, before Christ, after Christ, during, documents, prehistory, archaeologist, historian, settlements, raiders, alliance, tribe, connection, decade, century, periods of time, Before Christ, Anno Domini, contrast, cause and effect, reliable and empire, document, reconstruct, influential, society, archive, parliament, finance</p> <p><u>New general vocabulary</u> Primary, Secondary, Millennium, traditional, society, database, peasantry, reasoning, analyse, impact, consequence, research, feature, religion, technology, continuity, collapse, kingdom, economy,</p>	<p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in the past.</p> <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Know and sequence up to 10 events on a timeline. (of a period studied)</p>	<p>Begin to identify primary and secondary sources to collect evidence about the past.</p> <p>Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions.</p> <p>Begin to frame historically-valid questions.</p>	<p>Show knowledge and understanding of aspects of history.</p> <p>Describe the characteristic features of past societies and periods.</p> <p>Identify changes within and across periods.</p> <p>Compare an aspect of life with the same aspect in another time period.</p> <p>Describe some of the main events, people and changes.</p> <p>Give some of the causes and consequences of the main events and changes.</p>	<p>Choose reliable sources of factual evidence to describe the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence from research.</p> <p>Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology)</p>

Vikings / Anglo Saxons

Historical Thread - Society	
<u>Enquiry Questions</u>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)
<p><u>Vikings</u></p> <ul style="list-style-type: none"> Norse men valued bravery and a 'good death' in battle. Vikings believed the world was made of nine worlds. The Vikings told many stories about their gods. 	<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> Anglo Saxons built their own settlements with each village having a chief who protected the villagers. Anglo Saxons grew their own food. England had been broken up into small kingdoms each ruled by a different leader. People lived in wooden houses with thatched roofs and lived in villages for farming (Link to other topics) Animals shared the rooms in the house during the winter. Houses were heated with an open fire. Toilets were a pit dug underground. Many people died at a young age due to illness. Anglo Saxons followed pagan religions and worshipped many gods and goddesses.

Historical Thread - Settlement	
<u>Enquiry Questions</u>	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
<ul style="list-style-type: none"> Vikings came from the lands we now call Norway, Sweden and Denmark. They travelled across the seas in longships (Use maps to look at route) The first raids were used to steal treasure and take slaves. The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time. Anglo Saxon settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. 	

Historical Thread - Legacy	
<u>Enquiry Questions</u>	How has time changed? How/Why do we remember them? How have they impacted on today?
<ul style="list-style-type: none"> Vikings are known for trading over vast areas. 	

Vikings and Anglo Saxons Key Knowledge

VOCABULARY

Uncivilised, barbarians, conquered, invasion, invaders, settlement, kingdoms, place names, village life, Christian conversion, raids, resistance, Alfred the Great, Athelstan, Danegeld, Edward the confessor. Thatched house, Thor, Odin, Freyja, horn cup, Wessex, long boat, runes, Bayeux Tapestry, East Anglia, Northumbria, Wessex, Lindisfarne, monks, monastery, priory, Guthrum, Jorvik, Norsemen, longships, East Anglia, thatched, Midgard, Asgard, Vanaheim, Jotunheim, Nifiheim, Muspelheim, Alfheim, Svartheim, Helheim, Offa, Valhalla,

Background	Invasion	Alfred the Great	Vikings	Anglo Saxons																				
<p>Know that the Romans had ruled over Britain for nearly 400 years at the start of the 5th Century.</p> <p>Know that the Roman Empire had started to collapse. It had become too big to defend itself and the Empire couldn't afford to pay all the soldiers it needed to hold on to its lands so bit by bit the empire was conquered by invaders that the Romans called barbarians.</p> <p>In former times, barbarians were people from other countries who were thought to be uncivilized and violent.</p> <p>Know that In AD 410 the Romans left Britain.</p> <p>Although the Romans could read and write the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as 'the dark ages'.</p> <p>Anglo Saxon Kingdoms By about AD 550 Britain had been broken up into many small kingdoms each ruled by a different leader.</p> <p>The name England is derived from 'Angle Land' meaning land of the Angles. By AD 660 the Anglo-Saxons controlled most of Britain. The map shows the kingdoms at this time.</p>  <p>Mercia was the most powerful kingdom during the Anglo-Saxon period. Offa was the king of Mercia from AD757 to AD 796. He was a great warrior and is famous for building. Offa's Dyke a defensive barrier made of earth which ran along the border between Wales and Mercia. Some of it can still be seen today.</p> <p>Know how the Anglo Saxons eventually settled into smaller Kingdoms, each ruled by a different leader.</p> <p>This knowledge is an important basis when understanding the next topic, 'The Vikings' as the Viking and Anglo Saxon leaders fought for power over these</p>	<p><u>The Attack on Lindisfarne</u> The first planned Viking raid was on the island of Lindisfarne in 793 AD. A small community of monks lived on Lindisfarne in an undefended priory. Like most monasteries at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books. The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets. They were all in isolated places far from help. The raid on Lindisfarne terrified the church (differentiate between the two meanings of church 1. a building 2. the institution - we are referring to the institution of the church in this instance).</p> <p>The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others. A description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain. The description says that great lightning storms warned people of the Vikings coming. We now know that this could not be true.</p> <p>Lindisfarne Priory is a monastery, which was built on Holy Island in around AD 630. Locate Lindisfarne on a map of the UK</p> <p>A monastery is a building or collection of buildings in which monks live. The monks at Lindisfarne wrote the famous Lindisfarne Gospels.</p>	<p><u>Resistance by Alfred the Great</u> The Vikings managed to defeat all the Anglo-Saxons kingdoms except for Wessex where King Alfred reigned. In 871 AD Alfred became king of Wessex and made peace with the Vikings. Alfred managed to pay off the Vikings and keep the peace for five years but in 876 AD a new leader of the Danish Vikings called Guthrum attacked Wessex.</p> <p>Alfred fought against Guthrum's armies for two years but in 878 AD A great battle took place at Chippenham where many of Alfred's men were killed. Alfred ran away to Somerset.</p> <p>Alfred raised an army and beat the Danish Vikings in 878 AD.</p> <p>Alfred and Guthrum made a treaty. As part of the treaty Guthrum had to be baptised as a Christian. Guthrum had to leave Wessex and retreat to East Anglia. England was safe from Viking raids for now.</p> <p>Alfred became known as Alfred the Great. Peace lasted in Wessex until 884 AD when Guthrum attacked again but was defeated by Alfred's army. Alfred forced Guthrum to sign another treaty.</p> <p>Mercia was split with Alfred taking the south and west and the Danish Vikings taking the east and north. The Danes now owned an area of Britain, which they ruled from York. This area was called the Danelaw. Jorvik (pronunciation: yor-vik) (which we now know as York) was an important town in the Danelaw.</p> <p>Further Viking invasions and Danegeld Alfred the Great had a grandson called Athelstan who became known as the first king of England.</p> <p>He was crowned king of the Anglo-Saxons and began moving up England from the south taking back the land from the Vikings. In 928 AD Athelstan had retaken York from the Vikings. His idea was to unite all of Britain but could not fully defeat the Scottish King Constantine.</p> <p>The border between Scotland and England was set and Athelstan became the first king of England and Constantine remained as king of Scotland.</p> <p>A new period of Viking raids began in 978 AD after a new king called Aethelred was crowned. Aethelred could not stop the raids and became known as 'Aethelred the Unready'.</p> <p>He gave in to the Vikings and paid them to go away. This was known as paying Danegeld. Aethelred paid 3300kg of silver (over a million pounds in today's money) He hoped this would stop further invasions. It didn't. Further Viking attacks happened and Danegeld was paid many times to different groups of Vikings.</p>	<p>The Vikings came from the lands we now call Norway, Sweden and Denmark. This area is called Scandinavia. The Vikings were Norsemen - meaning 'Men of the North'</p> <p>Viking raids and invasion of The Vikings began with the exploring and raiding from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD) They travelled across the seas in longships.</p> <p>The first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.</p> <p>Know the location of Norway, Denmark and Sweden and understand the routes that the early Viking raiders took. The Vikings often carried out raids to fit in with the cycle of farming. They would plant crops in spring and then carry out raids until harvest time. Norse Beliefs Know that Vikings valued bravery and a 'good death' in battle. How brave you were in battle decided where you would go in the 'afterlife'</p> <p>Know that The Vikings believed the world was actually made of nine worlds:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">World</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Midgard</td> <td>- The only place where humans lived</td> </tr> <tr> <td>Asgard</td> <td>- Home of the Aesir gods and goddesses (Aesir gods fought by the rules of plain combat with weapons and brute force)</td> </tr> <tr> <td>Vanaheim</td> <td>- The home of the Vanir gods and goddesses (Vanir gods used magic)</td> </tr> <tr> <td>Jotunheim</td> <td>- The home of the giants</td> </tr> <tr> <td>Niflheim</td> <td>- A world if ice</td> </tr> <tr> <td>Muspelheim</td> <td>- A world of fire</td> </tr> <tr> <td>Alfheim</td> <td>- The home of the elves</td> </tr> <tr> <td>Svartalfheim</td> <td>- the home of the dwarves</td> </tr> <tr> <td>Helheim</td> <td>- Home of the goddess Hel and the kingdom of the dead</td> </tr> </tbody> </table> <p>The Vikings told many stories about their gods. These stories often involved mythical creatures like giants and elves. Know the following Norse gods: Odin Father of the gods Frigg Odin's wife - the goddess of love Thor God of thunder and protected humans Tyr God of war and justice Loki the god of firelight - a sly and mischievous god who can change form into different animals etc.</p> <p>Know that if a Viking died bravely, they believed they would go to Valhalla (a hall in Asgard where Odin ruled) it was believed they</p>	World	Description	Midgard	- The only place where humans lived	Asgard	- Home of the Aesir gods and goddesses (Aesir gods fought by the rules of plain combat with weapons and brute force)	Vanaheim	- The home of the Vanir gods and goddesses (Vanir gods used magic)	Jotunheim	- The home of the giants	Niflheim	- A world if ice	Muspelheim	- A world of fire	Alfheim	- The home of the elves	Svartalfheim	- the home of the dwarves	Helheim	- Home of the goddess Hel and the kingdom of the dead	<p>Anglo-Saxons built their own settlements with each village having a chief who protected the villagers.</p> <p>A settlement is a place where people have come to live and have built homes.</p> <p>Place names tell us where the Anglo Saxon settlements were set up. East Anglia on the east coast of Britain is named after the Angles who settled there. Some towns and villages have old Anglo-Saxon words in their names for example -ton and -ham both mean 'village' e.g. Luton, Taunton, Birmingham etc....</p> <p>Anglo-Saxon Village Life Anglo Saxons grew their own food and farmed animals to eat. Houses were simple - built of wood and had thatched roofs made of straw. The walls were plastered with a mixture of mud, animal dung, and hair and chopped up straw. Most houses only had one room and sometimes the animals would share this room during Winter. Kings had large impressive halls to entertain guests in. Settlements were usually built near rivers or streams to ensure that there was drinking water and water for cooking and cleaning. Houses were heated with an open fire. Toilets were a pit dug in the ground. Food was often bread and a type of vegetable soup called pottage made with peas and beans, leeks, onions and turnips. Farm animals provided meat, milk and eggs. There were no medicines and lots of illness - many people died at a young age. Anglos Saxons worked hard farming the land and did not have a comfortable life. Many children died very young (about a third died before their 5th birthday) due to illness. Most children didn't go to school unless they were training to be a priest, nun or monk. Most children worked hard helping in the home.</p> <p>To begin with Anglo Saxons followed Pagan religions. Pagan religions often worship many gods and goddesses and nature plays a big part. In AD 596 the Roman Christian church sent</p>
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Svartalfheim	- the home of the dwarves																							
Helheim	- Home of the goddess Hel and the kingdom of the dead																							

<p>parts. (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria).</p> <p>This also teaches the children about Anglo Saxon settlements and way of life.</p> <p>Know about the building of houses with thatched roofs and farming.</p> <p>Know about the importance of religion and the Viking attack on the Lindisfarne Monastery.</p> <p>This can also be linked back again to the Romans (Year 4) as the Anglo Saxons were Christians due to Roman influence and the Lindisfarne Gospels were written in Latin by monks.</p>		<p>In 1002 AD Aethelred took revenge on the Vikings and ordered that all Danish men in Britain should be killed. It became known as the St Brice's Day Massacre. Archaeologists have found mass graves containing the skeletons of young men who it is believed died during this time.</p> <p><u>Edward the Confessor and his death in 1066</u></p> <p>After Aethelred died the next king of England was King Canute. When Canute died one of Aethelred's sons, Edward, became King in 1042 AD. He became known as 'Edward the Confessor'. England was very peaceful and safe under his rule. He died in 1066.</p>	<p>would be heroes in the afterlife and every day they would feast and drink mead (an alcoholic drink made with honey)</p> <p>Know that Norsemen that didn't die bravely would go to Helheim. In one part of Helheim evil and dishonest people were punished. There were also areas for the good people that were not warriors.</p>	<p>missionaries to convert the Anglo-Saxons to Christianity. The missionaries were led by a monk called Augustine. Augustine began his mission by visiting King Aethelbert, the Pagan king of Kent. The king had married a Christian princess named Bertha. Together Bertha and Augustine converted Aethelbert to Christianity.</p> <p>By about AD 700 Christianity was a big part of life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too.</p> <p>The church in England was organised around ministers. These were places where a group of monks, priests and nuns organised worship.</p> <p>Christianity helped to develop Anglo-Saxon society and culture.</p> <p>The Anglo-Saxons had started off as invaders. They settled in Britain, developed its culture and made it wealthy again. But after a few hundred years the Anglo-Saxons became threatened by overseas raiders themselves - the Vikings.</p>
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The Mayans

Historical Thread - Society		
<u>Enquiry Questions</u>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)	
<u>Pre-classic</u> <ul style="list-style-type: none"> They built permanent villages. Farmers planted crops and raised animals. They fished with nets. Men made stone tools. Small villages evolved into cities lead by chiefs who were the first members of the Maya noble classes. Chiefs served as religious leaders and warriors. They were expected to make sacrifices for the gods. Chiefs were expected to be great warriors and to lead their armies. 	<u>Classic Period</u> <ul style="list-style-type: none"> Dynasties ruled the major cities. <u>Post Classic Maya</u> <ul style="list-style-type: none"> Power economy and strong military which expanded quickly. <u>Spanish</u> <ul style="list-style-type: none"> The Spanish came and started trading with the local people. 	<ul style="list-style-type: none"> Each state had a king or queen. Kings were allowed more than one wife but queens were not. Power was passed from father to son and where was no heir the family line was broken. There was a social order from nobles, priests, tradesmen, merchants, farmers, servants and slaves. It was divided into powerful cities and kingdoms. Farmers, craftsmen and merchants were taught by family. There was an absolute monarchy (King had complete power and that he was seen as a descendent from god) A person buried their belongings for the afterlife. They believed in many gods. Mayans developed trade systems to exchange goods.

Historical Thread - Legacy	
<u>Enquiry Questions</u>	How has time changed? How/Why do we remember them? How have they impacted on today?
<ul style="list-style-type: none"> The Maya were known for developing the early writing of hieroglyphics. They invented the word chocolate. 	

Historical Thread - Settlement	
<u>Enquiry Questions</u>	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
<u>The Spanish</u> <ul style="list-style-type: none"> Invaded and brought disease with them such as measles, small pox and flu causing many Mayans to fall ill. (Link to exploration) Conquered for gold 	<ul style="list-style-type: none"> The rules of the city states tried to dominate their local regions and develop small neighbouring cities to take advantage of farming.

The Mayans Key Knowledge

VOCABULARY

Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices, compare, contrast, warrior, cacao beans, monument, codices, jungle, pyramid, hieroglyphics, Mesoamerica, ancient, civilisation, permanent, noble, political, astronomy, glyphs, dynasties, Chichen Itza, economy, military, natives, small pox, flu, measles, Hernan Cortes, conquer, elite class, shamans, ceremonies, absolute monarchy, Itzaman, sacrifice, Tikal, hereditary, descendent, exchange,

Palace: A palace is a very large impressive house, especially one which is the official home of a king or queen.

Pyramid: Pyramids are ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt but the Maya built many pyramids too.

Temple: A temple is a building used for the worship of a god or gods.

Plaza: A plaza is an open square in a city

Aqueduct: An aqueduct is a long bridge with many arches, which carries a water supply or a canal over a valley.

Background

Periods

The Spanish (Link to Exploration)

Society (Link with Ancient Egypt)

Mesoamerica is a region of North America. It is the thinner strip of land that joins North America to South America. It is one of six areas in the world where **ancient civilization** arose independently. A civilisation is a human **society** with its own **social organisation** and **culture**.

Between 3500 and 2000 BC, humans began to build **permanent** villages in the **region**. These **settlements** formed the Maya civilisation. Farmers planted crops and raised animals, mostly dogs and turkeys, which they kept in pens. They fished with nets and preserved the fish with salt for later use. Meat was cooked in stews or grilled like barbecue and it was also smoked to be preserved for months. Men made stone tools.

Know the timeline of the Maya **civilisation** in South America (Understand how the Maya fit on the history Timeline)

Compare it to other periods of previously studied History including Ancient Greeks, Romans, Stone age.

Locate where the Maya lived on a world map and a map of South America including Central America and Southern Mexico, Guatemala, Belize and Honduras.

Locate the main cities: Chichen Itza and Tikal

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

The Preclassic (1800 BC to 250 AD)

- Between 1800 BC and 250 AD was a time of great growth for the Maya. Small villages evolved into cities led by chiefs who were the first members of the Maya **noble** classes.
- Chiefs served as religious leaders, **political** leaders and warriors. They were expected to make **sacrifices** such as cutting themselves and offering their blood to the gods. Chiefs were expected to be great warriors and lead their armies.
- The Maya made significant cultural advances during the Pre classic period. They developed a system of writing, using **glyphs** to represent words. They also made great strides in mathematics and **astronomy**. They developed one of the first **solar** calendars.

Classic Period (250 - 1000 AD)

The Maya culture flourished during the Classic period. Dynasties ruled the major cities such as Tikal and Calakmul. A dynasty is a series of rulers belonging to the same family. The rulers of these city states tried to dominate their local regions and develop small neighbouring cities to take advantage of their agriculture, quarrying or trade. The more powerful a city's king was, the greater chance of success for its people.

Post Classic Maya (1000 AD onwards)

The city of **Chichen Itza** became a major **power**. It had a powerful **economy** and strong **military**. It expanded rapidly. Most historians believe that Chichen Itza was the biggest city state in Maya history.

Study images of the ruins of Chichen Itza to identify the features of the buildings.



The Spanish Arrive

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

Hernan Cortes

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

The Class System

- The **elite** class of the Maya included kings, their queens and children and their relatives. Kings could have several wives, but women were not allowed to have more than one husband. The line of power passed from father to son. When there was no male **heir** the family line was broken.
- The **nobles** who were at the top of the **social ladder** had many responsibilities including the safety and welfare of their people. Kings had to be warriors to protect their people.
- Priests** were also members of the elite. They could rule over cities and carry out religious **ceremonies**. Many priests were **shamans**. They dealt with illness through prayer, chanting and herbal medicines.
- Mayan nobles often wore **jade, quetzal** feathers and shell jewellery to show their status.
- Artists and skilled **tradesmen** had relatively high social status. They made things such as - jewellery, stone carvings, pottery, feather **headdresses, and embroidery**.
- Know that their **society** was organised into powerful kingdoms and cities
- Know that society is 'the people who live in a country or region, their organisations, and their way of life.'

Society

- Know that **City States** each had their own King or Queen
- Order of importance: **King or Queen of Royal family (seen to have God-like powers) nobles, priests, crafts people, merchants, farmers, servants, slaves.**
- Know that the King or Queen would wear **jaguar skins** and huge **headdresses**
- Know that 'noble birth' children would be educated by priests
- Know that **merchants, craftsmen** and **farming children** were taught skills by parents.
- Know that there was an **absolute monarchy**. Know that an absolute monarchy is where the king or queen holds complete power and their power is not restricted by following laws. This operated a **hereditary** monarchy where the children of the king/queen would become the future monarch. The king was seen as a **descendent** of a god.

The Arts / Science/ Maths/ Religion

- Know the Maya were skilled craftspeople they made pottery for everyday use as well as figures of gods, goddesses and animals
- Know that the Maya were keen on Astrology - they studied Sun, Moon, Planets and Stars
- Know the Maya Maths System - dot for one, bar for five and shell for zero. This helped to create their complex system of dates and calendars.
- Know that in death a person was **buried with belongings** for their journey into the **afterlife**
- Kings and Queens had tombs, others were buried under their house.
- Know that they believed in many gods - the main god was **Itzamna**.
- Know that the Maya held many **rituals and sacrifices** to the gods - this included **human sacrifice**.
- The Maya invented the word **chocolate** due to using the **cacao** beans from the cacao tree. Know that they made a drink named xocolat (similar to chocolate- only the nobles would drink xocolat)

Writing

- Know that The Maya were famous for developing an early system of writing called **hieroglyphics**
- Know that this system is broken down into glyphs which represent words / sounds. Recognise some basic symbols for '**mountain, sun, jaguar, fire, water, lord**'
- Know a symbol could represent a syllable in a word then this was combined with another symbol to make a word.

Cities

- Know that **Tikal**, was one of the largest cities (in modern day **Guatemala** - locate on map) had a population of between 60,000 and 200,000 people. Cities included carefully planned **palaces, pyramids, temples** and **plazas** were planned and designed by skilled architects and constructed by strong labourers
- Know each city had plenty of fresh water build by systems of **aqueducts**.

Trade

- The Maya developed trade systems to **exchange** goods that they could produce for other things that they could not produce. They did not use money.
- Know that trade is 'the activity of buying, selling, or exchanging goods or services between people or countries.'
- The Maya trade was centered around foods like corn, fish, **squash**, potatoes, honey, beans, turkey, fruits and chocolate drinks.
- They also traded materials such as **limestone, marble, jade, wood, copper and gold**.
- They traded goods such as paper books, furniture, jewellery, clothing, toys and weapons.
- They traded with places as far south as Guatemala and Belize and as far as the Caribbean islands. Maya transported their goods for trading on large **seagoing canoes**
- Maya farmers, artisans, architects and artists would also exchange their services for goods

Exploration

Historical Thread - Society	
<u>Enquiry Questions</u>	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)
	<ul style="list-style-type: none"> • Society • Captain James Cook grew up in Whitby. There he got a job as a coal merchant, working on the ships transporting coal. • Impact of exploration: globalisation, colonisation, trade, spread of religion and exchange.

Historical Thread - Settlement	
<u>Enquiry Questions</u>	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
	<ul style="list-style-type: none"> • Motivations of exploration were gold, glory and god. • Due to Captain James Cook's discovery of Australia. Britain started sending prisoners and convicts to Australia to establish British settlements across Australia. This led to great loss as there was a lot of violence and culture of the Indigenous Australians.

Historical Thread - Legacy	
<u>Enquiry Questions</u>	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> • Ranulph Fiennes has broken many records and won many awards. • Ellen Macarthur became the fastest person to sail around the world alone (71 days) Ellen was knighted by Queen Elizabeth. • He is also the only living person who has travelled around the Earth's circumpolar surface. • In Australia, there is a town called Cook's Town named after Captain James Cook. • Captain James Cook named an area of Australia New South Wales. • Cook was one of the first Europeans to conquer Australia. • In Whitby, there is a Captain James Cook statue.

Exploration Key Knowledge

VOCABULARY

Exploration, trade, colonisation, globalisation, religion, glory, God, gold, explorer, circumpolar, navigate, navigation, trader, missionaries, Sir Ranulph Fiennes, expedition, transglobe expedition, polar axis, embarked, commander, HMS Endeavour, Captain James Cook, Cooktown, indigenous, Dame Ellen Macarthur, religion, exchange, route, exchange, Old World, voyage

Background

Ranulph Fiennes

Captain James Cook

Ellen Macarthur

Impact of Exploration

Know that:

- Exploration is the act of travelling/exploring to an unfamiliar place.
- Know that there are different types of exploration such as space travel, island hopping, travelling across oceans, exploring the Arctic and Antarctic.
- More often than not, the world explorers were wealthy men from Europe.
- Many explorers, traders and navigators set out to discover new lands.
- Some explorers would become famous while others would be forgotten and disappear from the pages of history.
- Exploration was very dangerous and many died.
- The main motivations were gold, God and glory.
- Gold - Some might trade goods with people in the new lands they discovered. For example, spices, ivory and slaves were traded. Others might be rewarded by the king or queen for their efforts with money or land on their return home. Others might steal from the people they met, taking treasures or other items of great value
- God - To spread the word of God was considered an important way of showing your faith. In other parts of the world, like Africa and Asia, explorers set out to spread Islam to new lands. Interactions between the two religions were not always peaceful.
- Glory - Successful explorers would be treated like celebrities on their return home. People from all walks of life would want to hear about your adventures in far-off lands.
- Colonisation is where settlers leave one country and establishing a colony in a new land.
- Exploration is where explorers visit a new land and then departing again.
- Trader is where someone who sets out to buy and sell goods.
- Explorer is someone who sets out to discover new or unfamiliar lands.
- Navigator is someone who is an expert in using navigational tools to explore the world.
- Explorers discovered previously unknown lands looking for new trade routes, wealth and knowledge.
- The Old World encountered the New World. People from Europe met people from South America and North America.
- New World refers to North America, South America and Oceania.
- Old World refers to Europe, Asia and Africa.

Know that:

- Sir Ranulph Fiennes is a British expedition leader who has broken world records, won many awards and completed expeditions on a range of different modes of transport. These include hovercraft, riverboat, manhaul sledge, snowmobile, skis and a four-wheel drive vehicle.
- He is also the only living person who has travelled around the Earth's circumpolar surface.
- **Circumpolar** means to go around the Earth's North Pole and South Pole.
- His father was killed during the Second World War and after the war, Ranulph's mother moved the family to South Africa. He lived there until he was 12 years old. He returned to the UK where he continued his education, later attending Eton College.
- Ranulph joined the British army, where he served for eight years in the same regiment that his father had served in, the Royal Scots Greys.
- After leaving the army, Ranulph and his wife decided to earn money by leading expeditions.
- In 1979, Ranulph, his wife Ginny and friends Charles Burton and Oliver Shepherd embarked on an expedition to the Antarctic which was planned by Ginny, an explorer in her own right.
- They were the first people to circumnavigate the world along the polar axis during the Transglobe Expedition. This means that they travelled around the globe from the North Pole to the South Pole.
- This 52,000-mile expedition took three years to complete. It took a lot of careful planning and complex communication while travelling.
- From 1968 to 1969, Ranulph led the first hovercraft expedition along the world's longest river, the Nile in Egypt.
- In 1993, Ranulph and Mike Stroud became the first people to cross the Antarctic continent in an unsupported expedition. This was the longest unsupported polar journey in history.
- He has also endured temperatures of -30°C, removed the ends of his own frostbitten fingers.
- Watch this four-minute film of Sir Ranulph Fiennes talking about some of his life choices and experiences.

Know that:

- He was born in a small village called Marton, West Yorkshire. He had seven brothers and sisters.
- His father was a farm labourer and his mother was a housewife. He grew up on the farm where his father worked.
- From an early age he had a fascination with sailing and the sea
- When he was 17, Cook moved to the coast in Whitby, North Yorkshire. There he got a job as a coal merchant, working on the ships transporting coal up and down the east coast of England.
- His family were disappointed that he did not follow in his father's farming footsteps.
- In 1755, he joined the Royal Navy and he learned to sail. He also developed his skills in cartography or map-making.
- In 1768, he was promoted to commander of a ship called the HMS Endeavour.
- Captain James Cook set out on three great journeys.
- In 1769, the planet Venus was due to pass in front of the Sun, a rare event visible only in the southern hemisphere.
- The British government sent an expedition to observe this event and as commander of HMS Endeavour, Cook led this expedition.
- He was also given an envelope containing secret instructions. He was told to only open it once he had reached the Pacific Ocean.
- Cook and his crew sailed to the Pacific Ocean and watched the planet Venus pass across the Sun.
- There he opened the mysterious envelope. His secret instructions were to explore the land known as New Holland (Australia).
- In April 1770, Cook's crew spotted the east coast of Australia, the first Europeans ever to do so.
- Cook continued to sail along the Australian coast and eventually set foot on land in Australia at Botany Bay. He claimed it as British territory and named it 'New South Wales'.
- After Cook had claimed Australia, he sailed north along the east coast.
- The HMS Endeavour was almost shipwrecked on the Great Barrier Reef in treacherous rough seas.
- However, the ship was able to limp into what is now called Cooktown where his crew repaired the ship.
- Cooktown is named after Captain James Cook.
- Cook returned home to England in 1771, having sailed 50 000kms and charted over 8000kms of coastline.
- Cook's actual contact with Indigenous Australians was limited to several brief encounters and observation from a distance.
- However, the impact on Indigenous Australians of his discovery of the east coast of Australia was catastrophic.
- Within 20 years of his discovery, the British Empire would begin sending convicts to Australia and establishing European settlements across the country.
- This would lead to a great loss of life from violence and disease, loss of culture and, in many cases, near total destruction of Indigenous Australian society.
- Cook and many others believed a huge continent existed even further south than New Holland. They called this land, Terra Australis
- Terra Australis means South land
- In 1772, Cook set out with two ships in search of Terra Australis. Twice he sailed below the Antarctic Circle but both times he had to turn back due to the cold and ice.
- It was the first time anyone had sailed this far south.

Know that:

- Ellen MacArthur is a British sailor. She was born in 1976, in a small village in Derbyshire.
- Her first experience of sailing was when she was just a child – she went out to sea on her aunt's boat. From then on, Ellen wanted to get her own boat. So, she saved her school dinner money for three years and finally managed to buy her first boat.
- After Ellen had finished school, she worked at a sailing school in Hull. At 17 years old, she bought another boat called Iduna.
- In 1995, aged 19 years old, Ellen sailed around Great Britain on her own.
- In 2001, Ellen decided she wanted to do more sailing and exploring. So, she completed a special sailing race in which she sailed all around the world single-handed. She was the youngest person in the race and came second.
- In 2004, Ellen set off on an even bigger adventure. She sailed around the **whole world** on her own!
- After 71 days, Ellen had sailed 26,000 miles and became the fastest person to sail around the world on their own.
- In 2005, Ellen was knighted by Queen Elizabeth II. Ellen became **Dame Ellen MacArthur**.
- Ellen has retired from professional sailing now.

Know that:

- There are 5 impacts of exploration
1. Globalisation
 - Globalisation made explorers and the countries they were from wealthy and left the countries they explored poor.
 2. Colonisation
 - Settlers from European countries would move to a newly discovered land to set up a new community. This new community was called a colony.
 - Often, the new countries did not want the settlers to come.
 - Know that disease was spread from colonisation.
 3. Trade
 - Countries began to buy and sell goods they hadn't seen before.
 - Traders who bought and sold these goods became very wealthy.
 - However, trade was not always fair.
 - The most valuable traded goods included gold, silver, spices and ivory. Slaves were also traded.
 4. Spread of religion
 - Missionaries followed in the footsteps of explorers, navigators and traders.
 - People across the globe began to convert to new religions.
 - Christianity rose to become the largest religion in the world.
 - Islam also began to spread widely around the globe.
 - People were forced to change religions by the missionaries.
 5. Exchange
 - Animals, food, plants, disease, culture and people spread around the world. This was called the Columbian Exchange.

	https://vimeo.com/117673069	<ul style="list-style-type: none"> • Giving up on his quest for Terra Australis, Cook instead explored new parts of the Pacific Ocean. • In 1775, Cook finally set sail for England via South America and Africa. • He returned home a national hero. • Cook's third and final voyage was to discover the mysterious Northwest Passage from the Atlantic to the Pacific Ocean. He set out in 1776. • He searched long and hard along the coastline of Canada and Alaska but failed to find the passage. • Instead, he chose to turn south to explore Hawaii. • On 14th February 1779, Cook had a dispute with a Hawaiian tribe over a stolen boat. • Cook tried to recover the boat by kidnapping the chief. • In the fighting on the beach that followed, Cook was killed. His men later recovered his body and buried him at sea. • His crew completed the voyage and successfully returned to England. 		
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Year 6

Year 6 Disciplinary Knowledge				
VOCABULARY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL ENQUIRY	HISTORICAL KNOWLEDGE AND UNDERSTANDING	HISTORICAL INTERPRETATION
<p><u>Previously taught vocabulary</u> after, before, yesterday, today, tomorrow, memory, family, life, life story, same, different, important, now, then, past, present, later, earlier, time, older, newer, younger, old, new, born, a long time ago, years, events, source, timeline, beyond living memory, within living memory, oldest, newest, difference, similarity, change, overtime, a while ago, when I was younger, evidence, order, historical, significant, eye-witness account, artefacts, civilisation, ancient, period, before Christ, after Christ, during, documents, prehistory, archaeologist, historian, settlements, raiders, alliance, tribe, connection, decade, century, periods of time, Before Christ, Anno Domini, contrast, cause and effect, reliable and empire, document, reconstruct, influential, society, archive, parliament, finance, primary, Secondary, Millennium, traditional, society, database, peasantry, reasoning, analyse, impact, consequence, research, feature, religion, technology, continuity, collapse, kingdom, economy,</p> <p><u>New general vocabulary</u> Generation, social, religious, political, economic, technological, cultural, useful, irrelevant, architecture, historical, parliament, enquiry, persuade, propaganda, misinformation, interpretation, opinion, accuracy.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.</p> <p>Name the date of any significant event from the past and place it in the right place on a time line.</p> <p>Use words such as social, religious, political, technological and cultural to describe changes.</p>	<p>Recognise primary and secondary sources</p> <p>Using their knowledge and understanding, evaluate historical sources.</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Frame historically-valid questions.</p>	<p>Look at different versions of the same event in history and identify differences in the accounts.</p> <p>-Know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>-To understand the connections between local, regional, national and international history.</p>	<p>Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Consider ways of checking the accuracy of interpretations</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Show on a time line, the changes that have been identified.</p>

WW2

Historical Thread - Society	
Enquiry Questions	<p>How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)</p>
<p><u>German Society</u></p> <ul style="list-style-type: none"> Jewish shop owners had to display a yellow star to identify themselves as Jewish. Doctors, teachers, lawyers and University professors were forced out their jobs Propaganda documents were published by the Germans, which described the Jews as dangerous. Boycott of Jewish businesses 'Jews not wanted here' signs put up at swimming pools Jews were not allowed to marry Germans or vote in elections Jewish children were forbidden from attending school Homes and synagogues attacked Jews were forced to wear the yellow Star of David Violence increased and many Jews were attacked or killed Know that due to the government's anti-semitic rules, violence increased and many Jews were attacked or killed. Know that many families feared persecution and sent children to safety - called refugees. Know that some of these refugees fled to Britain. Many families feared persecution and sent children to safety - called refugees. Many Jewish people were caught and sent to Concentration Camps. Jews were killed in WW2 - this is known as the holocaust. Know that Hitler began holding rallies/meeting for the Nazi Party - these meetings grew from a few people attending to thousands of people attending. Know that the Nazi Party at this time was in opposition to the current German government and was building up support ready for the next election. Hitler became chancellor (equivalent to our Prime Minister) but is now known as a tyrant. 	<p><u>British Society</u></p> <ul style="list-style-type: none"> Winston Churchill was Britain's Prime Minister for most of World War II. Rationing due to factories being destroyed, lack of trade taking place from other countries and lack of food. Evacuees sent to the country side where it was less likely to be bombed. Propaganda to get people to enrol in the army. Know that rationing of food continued long after the war ended as food was still difficult to import and rationing in Britain did not end until 1954. People were told to cover their windows at night to stop any light guiding the German bombers to towns and cities. These were called blackouts. External lights such as streetlights were switched off, or dimmed and shielded from above. Essential lights such as traffic lights and vehicle headlights were fitted with covers to deflect their beams down to the ground.

Historical Thread - Legacy	
Enquiry Questions	<p>How has time changed? How/Why do we remember them? How have they impacted on today?</p>
<ul style="list-style-type: none"> Remembrance Day Memorials all around the world. 	

Historical Thread - Settlement	
Enquiry Questions	<p>Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?</p>
<ul style="list-style-type: none"> WW2 sides – Allies and Axis (Look at position and size of countries in terms of Germany) The Luftwaffe initially targeted coastal towns and ports, to stop supplies reaching the UK. Know that due to ports being attacked, more rationing of food was needed. Know that the RAF retaliated and began bombing German cities. Know that this meant that Germany changed their strategy and began to attack RAF airfields and factories involved in aircraft production. Know that as the Battle of Britain continued into 1940 a significant number of British towns and cities were attacked, as the Luftwaffe began to target factories. These include - London, Aberdeen, Bristol, Birmingham and Portsmouth. Know that the Luftwaffe accidentally dropped a bomb on London, causing loss of life and destruction to the city. Know that as the German strategy changed and night raids became a focus for German Luftwaffe the period of attack became known as the Blitz 	

WW2 Key Knowledge

VOCABULARY

Gas mask, military, army, rifle, tank, bomb, prisoner, radio, evacuee children, Anne Frank, Adolf Hitler, ration book, Victoria Cross, Gestapo Officer, Blitz, Nazi, Nazi Flag (swastika), Star of David, Winston Churchill, hand grenade, Anderson Shelter, air raid shelter, fatalities, alliance, conflict, Treaty of Versailles, economic depression, hyperinflation, The Allies, The Axis, anti-Semitism, Jews/Jewish, Kristallnacht, persecution, blitz, Air raid sirens, missile, troops, supplies, rallies, refugees, Auschwitz, gas chambers, Anne Frank, Otto Frank, annex, Pearl Harbour, Battle of Britain, Dunkirk, Royal Air Force, Luftwaffe, D-Day, blackout, rationing, submarines, civilians, surrender, executed, defeated, fatalities

Background

Know that unfortunately WW1 was not the “war to end all wars” as the second World War (Often referred to as World War 2) occurred 21 years later and was the deadliest conflict in human history with 50-56 million fatalities.

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

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

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

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

Treaty of Versailles

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

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

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

- Know that, due to paying money back, Germany was very poor, so the government began printing more money. This led to hyperinflation, meaning that the money was worthless and this caused an economic depression in the country.
- Know that in 1938 German troops invaded Austria and then in 1939 troops invaded Czechoslovakia. (Czechoslovakia is now split into two countries, the Czech Republic and Slovakia)
- Know that on the 1st September, 1939, German forces invaded Poland in order to claim the land for Germany.
- Know that the UK and France had promised to help the Poles if they were attacked so gave Hitler an ultimatum (final demand) by threatening war if his troops did not withdraw by 3rd September.
- Know that World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, Neville Chamberlain, declared war on Germany after Hitler had refused to abort his invasion of Poland.
- Know that most families in the UK heard the news on the radio, announced by the Prime Minister, Neville Chamberlain at 11:15am. He told them, “This country is at war with Germany”.
- The majority of the world’s countries became involved in the conflict forming two military alliances: The Allies and The Axis.
- The Allies included Britain, France, USA
- The Axis included Germany, Italy and Japan

Germany / Hitler

Hitler’s Rise

- Know that Adolf Hitler was arrested for treason and served 9 months in prison.
- Know that in prison Hitler wrote ‘Mein Kampf’, which was a book about his political beliefs and ideas. Know that in this book he discussed his beliefs about some humans being better than others based on their physical appearance. (Fair skin, blonde hair, blue eyes)
- Know that Hitler became the leader of the Nazi Party in 1921.
- Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive.
- Know that Hitler promised the German people new jobs and a better quality of life.
- Know that Hitler began holding rallies/meeting for the Nazi Party - these meetings grew from a few people attending to thousands of people attending.
- Know that the Nazi Party at this time was in opposition to the current German government and was building up support ready for the next election.
- Know that Hitler claimed he could make Germany a more powerful and wealthy country - the people of Germany were very interested in this as they were struggling to survive.
- Know that Hitler promised the German people new jobs and a better quality of life. Hitler promised to make his country great again.
- Know that in 1933 the Nazi party came to power in Germany. Hitler became chancellor (equivalent to our Prime Minister)
- Know that the Nazi Party was led by Adolf Hitler who called himself the ‘Führer’ (German word meaning leader). This term is now used to describe a tyrannical leader. A tyrant is someone who treats the people they have authority over in a cruel and unfair way.
- He claimed he could make Germany a more powerful and wealthy country.

Holocaust

Know that the Axis forces targeted Jewish communities.

Jewish people were discriminated against in a number of ways.

This was known as anti-Semitism -

- Jewish shop owners had to display a yellow star to identify themselves as Jewish.
 - Doctors, teachers, lawyers and University professors were forced out their jobs
 - Propaganda documents were published by the Germans, which described the Jews as dangerous.
 - Boycott of Jewish businesses
 - ‘Jews not wanted here’ signs put up at swimming pools
 - Jews were not allowed to marry Germans or vote in elections
 - Jewish children were forbidden from attending school
 - Homes and synagogues attacked
 - Jews were forced to wear the yellow Star of David
 - Violence increased and many Jews were attacked or killed
 - Know that due to the government’s anti-semitic rules, violence increased and many Jews were attacked or killed.
 - Know that one of the worst attacks on the Jewish community is known as Kristallnacht, which translates to ‘The night of broken glass’. Know that this attack occurred on 9 Nov 1938 – 10 Nov 1938 and Jewish businesses, synagogues and homes were attacked and destroyed.
 - Know that civilians carried out this attack, but the German authorities looked on without intervening.
 - Know that as the war progressed, life in German-occupied countries was getting worse for Jewish people.
 - Know that many families feared persecution and sent children to safety - called refugees. Know that some of these refugees fled to Britain.
 - Many families feared persecution and sent children to safety - called refugees.
 - Many Jewish people were caught and sent to Concentration Camps.
 - One of the most prominent concentration camps was called Auschwitz and was located in Poland. In concentration camps people were made to work extremely hard, they were starved; they lived in overcrowded conditions in dormitories with up to ten people sharing a bed.
- Germans developed gas chambers in the concentration camps to kill many people quickly. (People claim that around 6 million Jews were killed in WW2 - this is known as the holocaust.)

Anne Frank

- Know that Anne Frank was born in 1929 and that she was Jewish.
- Anne Frank is an important historical figure as she wrote a diary that showed what life was like for a Jewish girl during the Second World War.
- Know that Anne’s father Otto Frank moved the family from Germany to Amsterdam in the Netherlands when Anne was four years old to get away from Nazi Regime.
- The Germans invaded the Netherlands and the Frank family became trapped.
- Otto Frank built a secret annex behind his office for the family to hide from the German soldiers. Anne and her family hid from the Nazis for two years. Anne wrote in her diary every day.
- Know that her family were betrayed and captured by German soldiers. The family were split up and sent to concentration camps.
- Know that Anne probably died a month before the war ended from a

Battles

Battle of Britain

- Know that the Battle of Britain was a battle fought in WW2.
- Know it has been described as the first major military campaign fought entirely by air forces. Know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.
- Know that Germany’s next step was to take control of Britain, as it was the last line of defence and if Germany took control of Britain, they would have won WW2.
- Know that the Royal Air Force (RAF) defended the UK against attacks by Nazi Germany’s air force (Luftwaffe).
- Know that the primary objective of the German forces was to cut British supplies and force Britain to surrender.
- Know that the Battle of Britain lasted from 10 July until 31 October 1940.
- Know that the Luftwaffe initially targeted coastal towns and ports, to stop supplies reaching the UK. Know that due to ports being attacked, more rationing of food was needed.
- Know that the RAF retaliated and began bombing German cities.
- Know that this meant that Germany changed their strategy and began to attack RAF airfields and factories involved in aircraft production.
- Know that as the Battle of Britain continued into 1940 a significant number of British towns and cities were attacked, as the Luftwaffe began to target factories. These include - London, Aberdeen, Bristol, Birmingham and Portsmouth.
- Know that the Luftwaffe accidentally dropped a bomb on London, causing loss of life and destruction to the city.
- Know that Hitler saw the impact of this and thought that ‘terror bombing’ civilians would be a good strategy to break the spirit of the British people and force them to surrender.
- Know that as the German strategy changed and night raids became a focus for German Luftwaffe the period of attack became known as the Blitz

The Blitz and Impact on The Home Front

- Know that the term ‘blitz’ is derived from German word ‘Blitzkrieg’ meaning ‘Lightning War’ (Blitz = lightning and Krieg = war). It lasted from September 1940 to May 1941
- Know that bomber planes attacked at night.
- Know that Air Raid Sirens were used to warn people of the raids. (Recognise the air raid siren and all clear siren)
- Know that the planes aimed for cities, ports and factories.
- Know that thousands of people were killed.
- Know that after an air raid, fire fighters, ambulance workers and air raid wardens rushed to rescue people.
- Know that children were taught drills on how to get out and get to safety in case of an air raid

Blackouts

People were told to cover their windows at night to stop any light guiding the German bombers to towns and cities. These were called blackouts. External lights such as streetlights were switched off, or dimmed and shielded from above. Essential lights such as traffic lights

		<p>disease called typhus aged 15.</p> <ul style="list-style-type: none"> • Know that Otto survived and published her diary “The Diary of a Young Girl’ It was an important book because it showed a first person account of what life was like for Jewish people during this time. This is a primary source of evidence about World War 2. 	<p>and vehicle headlights were fitted with covers to deflect their beams down to the ground. Air Raid Precaution Wardens (ARP wardens) came round to check that blackouts were in place. Those who did not put them up were liable for fines.</p>
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Life in Britain	End of the War
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<p><u>Politics</u> Winston Churchill was Britain's Prime Minister for most of World War II. He was a member of the Conservative political party (compare with the political party of the current Prime Minister). Know that Winston Churchill became Britain's Prime Minister after taking over from Neville Chamberlain in 1940. He was a member of the Conservative political party (compare with the political party of the current Prime Minister). He was famous for his speeches, and for his refusal to give in.</p> <p><u>Propaganda</u> Know that propaganda is a way of spreading ideas and influencing people. Know that propaganda played an important part for both the Axis and the Allies as it was used to inform the public and raise morale. Know that in the UK posters, radio messages and cinema adverts were all used to spread propaganda messages. Know that propaganda posters were used to encourage citizens to act safely and support the war effort. Know that catchy slogans were used in propaganda, as people would remember them. Know that in the UK propaganda were used to:</p> <ol style="list-style-type: none"> 1. Spread the importance of reducing waste and avoiding unnecessary consumption. Make Do and Mend: Save Kitchen Waste to Feed the Pigs 2. Boosting production. Dig for Victory: Lend A Hand On The Land Use spades not ships! 3. Public health messages. Coughs and sneezes spread diseases: Look Out In The Blackout Put that light OUT! 4. Encouraging people to sign up for jobs. Britain needs you! It's far better to face the bullets, than to be killed home by a bomb. Join the Women's Land Army. 5. Campaign to stop gossiping. Loose Lips Sink Ships Careless Talk Costs Lives 6. Boosting morale. Keep Calm and Carry On. Let us go forward together. 	<p><u>Children at War</u> Know that cities would be targeted by bombing raids. Know that mothers, children, in some cases teachers were evacuated to the countryside Know that in September 1939 evacuation began Know that children met the billeting officer at the stations whose job it was to place children with local families. Know that children were known as evacuees and that many children lived away from their parents for a number of years during the war.</p> <p><u>Rationing</u> Before the Second World War started Britain imported about 55 million tons of food a year from other countries. After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing. Rationing made sure that people got an equal amount of food every week. Ration books and coupons were used to record what each family were allowed to buy from shops Know food and goods began to be rationed as supply ships were attacked coming in to the county Understand that butter, meat, cheese, milk, sugar, eggs were rationed. Know that rationing of food continued long after the war ended as food was still difficult to import. <u>Britain preparing for war/ Home Front</u> Know that Britain started building war ships and increasing their weapon supplies. Know that the government cut down street railings so they could be melted down to create weapons. Know that in WW1, German submarines sank many ships importing food to Britain. Britain almost had to surrender, due to British people starving. Britain did not want to make the same mistake again. Know that the government anticipated rationing would be needed to avoid food shortages, so in 1938, before the war started, the government encouraged people to plant and grow vegetables on any spare land. Know that rationing began in the UK in January 1940. Know that the government made and printed ration books ready for if war was to break out. Know that between 1938 - 1939 the government began preparing British civilians for war. They did this by: - recruiting for essential jobs such as air wardens - teaching people how to stay safe during an air raid or gas attack Know that the Government issued gas masks to everyone in Britain (including babies) Know that this was due to the use of gas in WW1. Know that the Government issued gas masks to everyone in Britain (including babies) Know that children were taught drills on how to get out and get to safety in case of an air raid Know that air raid shelters were built in gardens called Anderson Shelters. Know that a shelter under stairs or in a house was called a Morrison Shelter.</p>	<p><u>End of the War</u> Know that the Allies started the invasion of Germany in January 1945, before eventually reaching Berlin. Know that German Commanders understood that they were going to lose and were plotting against Hitler. Know that Adolf Hitler began killing his own commanders and locked himself in a bunker. Know that Hitler knew he would be captured by the Allies and tried for war crimes, so committed suicide on 30th April 1945. Know that on 8th May 1945 Germany surrendered, Germany was then divided up between the Allies. Know that Hitler committed suicide to avoid being captured and tried for war crimes Know that in Britain there were street parties - flags , banners, bunting Know that soldiers returned/ surviving prisoners of war returned</p> <p><u>Long term impacts of WW2</u> Know that soldiers and surviving prisoners of war returned home after the war ended, although this took years to achieve. Know that rationing of food continued long after the war ended as food was still difficult to import and rationing in Britain did not end until 1954. Know that many evacuees were returned home, although some did not have home to return to. These children often stayed with their host family. Know that many country's borders needed to be re-set and governments re-established where Germany or Japan had taken over. Know that many of the countries in the west returned to the same governments and borders they had prior to the war. Know that Germany was divided up into Eastern and Western Germany. The Eastern part was controlled by the USSR (Russia) and the Western part by the Allies. Know that Europe was in much need of financial aid due to all the roads, bridges, buildings and more that had been destroyed in the fighting. The United States offered Aid money to help Europe recover. Know that after the war, many leaders from Japan and Germany were brought to trial. They had violated the rules of war and had also committed crimes against humanity. These crimes included the Holocaust, slave labour, and the terrible treatment and torture of prisoners of war. Know that many of these leaders were executed for their crimes. Know the Allies formed the United Nations in order to try and prevent World War III from happening. The United Nations was formed on October 24, 1945.</p>
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WW2 - My Town

Historical Thread - Society	
Enquiry Questions	How did they live in the past? How did they live differently to us? How did they live similarly and/or differently to other topics studied? Were all people treated equally? How was their society organised? (hierarchy/democracy/dictator)
	<ul style="list-style-type: none"> A colliery is a coal mine and the buildings and equipment associated with it. In 1700 Britain outputs around 3 million tonnes of coal each year. This increases due to the invention of the steam engine. In 1842 The Mines and Collieries Act is passed to prevent all women, girls and boys under 10 from working in coal mines. In 1926 Miners strike over pay and dangerous working conditions. Coal is valued for its energy content and since the 1880s, has been widely used to generate electricity. Steel and cement industries use coal as a fuel for extraction of iron from iron ore and for cement production. In 1939, and for a long time afterwards, coal was the main fuel used in households and in factories. Every household would have had a coal fire. This is where coal is added onto a fire to make it burn. This would heat the house and heat the water. The coal mines were incredibly important as the World relied upon coal to generate heat and electricity. Coal fuelled factories that made products for every use such as glass and steel. Coal was the most used fuel at the time and without it nothing could be made. Barnsley is a former industrial town centred on coal mining and glassmaking. Many people were employed at the coal mines. Many of the men in Barnsley will have worked in the coal mines. Coal was central to the war effort. It not only kept people warm but powered industry, railways and shipping. It powered factories such as munitions factories where bombs and weapons were made and all other factories producing uniforms, equipment, tools, food etc.

Historical Thread - Legacy	
Enquiry Questions	How has time changed? How/Why do we remember them? How have they impacted on today?
	<ul style="list-style-type: none"> After the war, Bevin Boys received neither medals nor the right to return to the jobs they had previously held. Like Forces veterans, they were entitled to participate in the Government's Further Education and Training Scheme, which paid university fees and an annual means-tested grant of up to £426 to cover living expenses whilst studying. The role played by Bevin Boys in Britain's war effort was not fully recognised until 1995, 50 years after VE Day, when Queen Elizabeth II mentioned them in a speech.

Historical Thread - Settlement	
Enquiry Questions	Where did they settle? What did their settlement look like? Why did they settle there? If they left the settlement, why?
	<ul style="list-style-type: none"> Most of South Yorkshire, West Yorkshire and a small part of North Yorkshire. The exposed coalfield outcrops in the Pennine foothills and dips under Permian rocks in the east. Its most famous coal seam is the Barnsley Bed. Coal has been mined from shallow seams and outcrops since medieval times and possibly earlier.

WW2 MY TOWN Key Knowledge		
VOCABULARY	Colliery, Firth of Forth, The Davy Lamp, Sir Humphry Davy, The Mines and Collieries Act, pit ponies, union, miners, strike, companies, government, nationalised, Margaret Thatcher, coal mine, pledge, tradition, The South Yorkshire Coalfield, conscripted, Bevin Boys, volunteer, declined, National Service, prosecuted, conscripts, veterans,	
Background of Coal Mining	South Yorkshire / WW2	Bevin Boys
Know that: <ul style="list-style-type: none"> A colliery is a coal mine and the buildings and equipment associated with it. In 1575 The first UK coal mine is built under the sea in the Firth of Forth, Scotland. In 1700 Britain outputs around 3 million tonnes of coal each year. This increases due to the invention of the steam engine. In 1815 The Davy lamp is invented by Sir Humphry Davy to prevent many underground explosions and gas leaks. In 1842 The Mines and Collieries Act is passed to prevent all women, girls and boys under 10 from working in coal mines. In 1913 Around 70,000 pit ponies work underground to replace children and women workers in the mines. In 1926 Miners strike over pay and dangerous working conditions. In 1945 The National Union of Mineworkers is formed to help miners fight for their working rights. In 1947 The coal industry is nationalised and is run by the government instead of private companies. In 1984-1985 Miners go on strike to try and stop the National Coal Board and the 	Know that: <ul style="list-style-type: none"> Barnsley is a small town in South Yorkshire. Barnsley is a former industrial town centred on coal mining and glassmaking. Barnsley's culture is rooted in its industrial heritage and it has a tradition of brass bands, originally created as social clubs by its mining communities. Coal mining is the process of extracting coal from the ground. The South Yorkshire Coalfield is so named from its position within Yorkshire. It covers most of South Yorkshire, West Yorkshire and a small part of North Yorkshire. The exposed coalfield outcrops in the Pennine foothills and dips under Permian rocks in the east. Its most famous coal seam is the Barnsley Bed. Coal has been mined from shallow seams and outcrops since medieval times and possibly earlier. Show an awareness of mines that were operating during WW2 (see link below) https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/yorkshire-coalfield/barnsley/ During the war, all men were ordered to fight in the war unless they were unwell or had an important job to do. These jobs included railway and dockworkers, miners, farmers, agricultural workers, schoolteachers and doctors. With the outbreak of World War Two, demand for coal grew. 	Know that: <ul style="list-style-type: none"> On 12 November 1943, Bevin made a radio broadcast aimed at sixth-form boys, to encourage them to volunteer to work in the mines when they registered for National Service. He promised the students that, like those serving in the armed forces, they would be eligible for the government's further education scheme. The men enlisted from this broadcast were known as <u>The Bevin Boys</u> Bevin Boys were young British men conscripted to work in the coal mines of the United Kingdom between December 1943 and March 1948, in order to increase the rate of coal production, which had declined through the early years of World War II. To make the process of conscription random, one of Bevin's secretaries each week, from 14 December 1943, pulled a digit from a hat containing all ten digits, 0-9, and all men liable for call-up that week whose National Service registration number ended in that digit were directed to work in the mines, with the exception of any selected for highly skilled war work such as flying planes and in submarines, and men found physically unfit for mining. An appeals process was set up, to allow conscripts the opportunity to challenge the decision to send them to the pits, although decisions were rarely overturned. Those who refused to serve in the mines were imprisoned. By 31 May 1944, 285 conscripts had refused to serve as miners, of whom 135 had been prosecuted and 32

<p>government of Prime Minister Margaret Thatcher from shutting down coal mines.</p> <ul style="list-style-type: none"> • In 1994 The coal industry is privatised. Some businesses open up coal mines that had previously been closed. • In 2001 Britain begins to import more coal from other countries than it produces. • In 2015 The last deep coal mine in the UK, Kellingley colliery in North Yorkshire, closes. • In 2015 The UK government pledges to close all coal power stations by 2025. • In 2019 Plans are submitted to open a new deep coal mine in Cumbria. • Coal is valued for its energy content and since the 1880s, has been widely used to generate electricity. Steel and cement industries use coal as a fuel for extraction of iron from iron ore and for cement production. • In 1939, and for a long time afterwards, coal was the main fuel used in households and in factories. • Every household would have had a coal fire. • This is where coal is added onto a fire to make it burn. This would heat the house and heat the water. • The coal mines were incredibly important as the World relied upon coal to generate heat and electricity. • Coal fuelled factories that made products for every use such as glass and steel. • Coal was the most used fuel at the time and without it nothing could be made. • Many people were employed at the coal mines. • Many of the men in your families will have worked in the coal mines. 	<ul style="list-style-type: none"> • Coal was central to the war effort. It not only kept people warm but powered industry, railways and shipping. It powered factories such as munitions factories where bombs and weapons were made and all other factories producing uniforms, equipment, tools, food etc. • At the beginning of the war the Government, underestimating the value of strong younger coal miners, conscripted many miners into the armed forces. • By mid-1943 the coal mines had lost 36,000 workers, and they were generally not replaced, because other likely young men were also being conscripted to the armed forces. • In the first half of 1942, there were several local strikes over wages which also reduced the amount of coal being mined. • In response, the government increased the minimum weekly pay to 83 shillings (for those over the age of 21 working underground). • In late summer, a bonus scheme was proposed to reward workers in mines that exceeded their output targets. These measures resulted in an increase in production in the second half of 1942, although volumes were still short of the tonnage required. • Absenteeism (miners taking time off work as a result of e.g. sickness) also rose through the war from 9.65% in December 1941 to 10.79% and 14.40% in the Decembers of 1942 and 1943. • By October 1943, Britain was becoming desperate for a continued supply of coal, both for the industrial war effort and for keeping homes warm throughout the winter. • On 23 June 1941, Ernest Bevin (a former trade union official and then British Labour Party politician) made a broadcast appeal to former miners, asking them to volunteer to return to the pits, with an aim of increasing numbers of mineworkers by 50,000. • He also issued a 'standstill' order, to prevent more miners being called up to serve in the armed forces. 	<p>had been given a prison sentence. By the end of November 1944, out of a total of 16,000 conscripts, 143 had refused to serve in the mines and had been sent to prison, some with the imposition of hard labour.</p> <ul style="list-style-type: none"> • Boys when they were nearly 18 years old received an official postcard instructing them in five days time to report to a training centre such as at Barnsley Maine Colliery. • Bevin Boys with no previous experience of mining, were given six weeks' training. For their first four weeks of underground work, they were supervised by an experienced miner. • The Bevin Boys were not directly involved in cutting coal from the mine face, but acted instead as colliers assistants, responsible for filling tubs or wagons and hauling them back to the shaft for transport to the surface. • Conscripts were supplied with helmets and steel-capped safety boots. • Almost as soon as the first Bevin Boys had reported for training, there were complaints that their wages (44 shillings per week for an 18-year-old) were barely sufficient to cover living costs. • Some 140 went on strike in Doncaster for two days before their training had finished. There were also complaints from experienced miners, who resented the fact that a 21-year-old recruit received the same minimum wage as they did. • Bevin Boys did not wear uniforms or badges, but the oldest clothes they could find. Being of military age and without uniform caused many to be stopped by police and questioned about avoiding call-up. • Many Bevin Boys suffered taunts as they wore no uniform, and there were accusations that they were deliberately avoiding military conscription. Since a number of <i>conscientious objectors</i> were sent to work down the mines as an alternative to military service. People thought they were all cowards who did not want to fight in the war so went to the mines instead. This was NOT the case. • Within a few months of the first Bevin Boys starting work, there were calls for a badge to be awarded in recognition of the importance of their national service. • After the war, Bevin Boys received neither medals nor the right to return to the jobs they had previously held. • Like Forces veterans, they were entitled to participate in the Government's Further Education and Training Scheme, which paid university fees and an annual means-tested grant of up to £426 to cover living expenses whilst studying. • The role played by Bevin Boys in Britain's war effort was not fully recognised until 1995, 50 years after VE Day, when Queen Elizabeth II mentioned them in a speech.
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