

History



Newlands Junior School
We are Proud

Health & Wellbeing



Environment



Global Community



Creativity



Possibilities



National Curriculum

CHRONOLOGICAL UNDERSTANDING

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST

- Note connections, contrasts and trends over time

HISTORICAL ENQUIRY

- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
 - Construct informed responses that involve thoughtful selection and organisation of relevant historical information

USING EVIDENCE

- Understand how our knowledge of the past is constructed from a range of sources

	Y3	Y4	Y5	Y6
	Early Man	Invaders and Settlers	North America	Victorians
1.	<u>I know how historical artefacts (primary resources) build up a picture of life in the past</u> - Know how historic items and artefacts have been used to help build up a picture of life in the past The stone age started 2.5 million years ago in 800,000 BC - Most of our evidence from the Stone Age to the Iron Age comes from archaeology and artefacts Provide children with artefacts which have been cut up to into jigsaws. Children to piece together the artefacts. What do you think they are? What might it tell us about the past? Children begin to create their own lines of enquiry (What do you already know? What do you want to find out?) Vocabulary: archaeologist, artefact historical Red pen link: learning powers - questioning, analysing, interpretation, making links, imagining, noticing, reflection	<u>I can find out key facts about Boudicca, Claudius and Julius Caesar</u> - In 55 BC, Julius Caesar first attempted to invade Britain - In AD43, the Roman Army first successfully invaded Britain - Claudius was the emperor and conquered many new areas for Rome and added Britain to the Roman empire - The Romans had an agreement with Boudica's husband, the queen of the Iceni tribe, but they wouldn't recognise her as the leader of the tribe. Research 1 famous person during the Roman Empire (Boudicca, Claudius and Julius Caesar) identifying who, what, where, when and why. Share knowledge with others Vocabulary: Julius Caesar, Boudicca, Claudius, invade, tribe, conquered	<u>I know the significance of the American Flag</u> 4th July 1776 USA was founded - The American flag was first approved in 1777. The Flag consists of 50 stars to represent the 50 states; 13 stripes to represent the 13 original British colonies that declared independence from GB becoming the first states of the union. The colours were chosen to represent valour (red), liberty and purity (white) and justice and loyalty (blue). As more states joined the union more stars were added. There have been 27 versions Label the flag, identifying all key information. Vocabulary: flag, founded, stars, states, stripes, colonies, independence, valour, justice, loyalty	<u>I understand key events of Queen Victoria's life</u> Queen Victoria was Britain's second-longest reigning monarch (over 60 years). She is one of the most famous queens in history. She was the Queen of Britain, as well as a vast empire. 'The Victorian Age' was a period in time which was named after her. Following the death of her three uncles, Victoria became Queen on 20th June 1837. She was 18 years old. In 1840, During Victoria's reign, Britain became very prosperous and its empire grew to be the largest in history. There were new developments in medicine, transportation, communication and industry. This included the building of railroads and the invention of electric light bulbs, the penny-farthing bicycle and the telephone. Prince Albert died in 1861 and Victoria entered a period of mourning which lasted until her death. She dressed in black for the rest of her reign. Children use the information around the room to collect facts about key points in Queen Victoria's life. Record on a double page. Vocabulary: Queen Victoria, reign, legacy, era, accomplishments. Red pen link: MUST DO link back to whilst all this was happening, Harriet Tubman (Y5) was escaping from slavery

				using the Underground Railway (1849). THESE EVENTS WERE HAPPENING CONCURRENTLY.
2.	<u>I know facts about the Palaeolithic period and that this is known as the old stone age</u> - Identify what they want to know about life in the past and find answers to those questions - The Paleolithic Age, also known as the Old Stone Age, was the earliest period of the Stone Age, lasting from about 2.5 million years ago to 10,000 years ago. During this time, humans were primarily hunter-gatherers, moving from place to place in search of food. They developed simple stone tools and lived in caves or forests for shelter, often creating cave paintings WHAT WILL YOU DO Vocabulary: palaeolithic, tribal, hunter-gatherer, prey, shelter	<u>I understand the significance of Hadrian's Wall</u> - In AD122, Hadrian started to build his wall - Hadrian's wall was constructed. It was to be 10 Roman feet wide. At every Roman mile there was a small fort, or fortlet, with a gate, most likely topped with a tower. These towers could hold about 30 soldiers. Ditches were dug on the north side of the wall. The wall was painted white to dazzle approaching barbarians Around the room, find facts, write on a wall Vocabulary: Hadrian, Picts, defence, soldiers, Roman, fort Red pen link: What remains of Hadrian's wall today?	<u>I can sequence key events within a period on a time line</u> - The leader of the USA is called a president. Since 1800 every president has lived and worked in the White House. - George Washington was the first US President. His term of office was 1789 to 1797 - Abraham Lincoln was the 16th US president. He led the US during the American Civil war. His term of office began in 1861 and ended with his assassination in 1865. - The American Civil War between the Northern and Pacific States and the Southern States (slave-holding states) was fought between 1861 to 1865 - The president today is Donald Trump. He was first elected in 2016 and again in 2024 Investigate key events and sequence them Vocabulary: leader, president, White House, office, American Civil War, term of office	<u>I understand Queen Victoria's ancestry</u> Queen Victoria was the only daughter of Edward, Duke of Kent. Her father died shortly after her birth and she became heir to the throne because the three uncles who were ahead of her in the succession had no legitimate children who survived. Victoria married a German prince named Albert. Together, they had nine children. Look at what 'ancestry' means. Children to investigate Victoria's family tree. Use information cards to fill in her family tree. Vocabulary: ancestry, Victorians, relative, sibling Red pen link: Relate to the modern day by linking to step parents and half siblings (No outsiders)
3.	<u>I understand the changes that occurred in the Mesolithic period</u> - Identify what they want to know about life in the past and find answers to those questions - The Mesolithic Age, also known as the Middle Stone Age, was a period	<u>I can use secondary sources to research the role of a Roman soldier</u> Any territory conquered by the Romans was raised to the status of a Roman province	<u>I know why Harriet Tubman is a significant person</u> Harriet Tubman was born around 1820 on a plantation in Maryland. She was born a slave person but managed to escape in 1849. She was responsible for leading hundreds of enslaved people to	<u>I can use artists' impressions as a source of historic evidence</u> Recognise a range of primary and secondary sources: eg; pictures, documents, printed sources, posters, online materials, pictures, photos,

	of prehistory that followed the Paleolithic Age and preceded the Neolithic Age. It spanned roughly from 9000-4300 years ago in Britain and around 11,500 years ago in other parts of Europe. During this time, humans were hunter-gatherers who lived a largely nomadic lifestyle, moving around in search of food like nuts, fruits, roots, fish, and meat What key changes do you see? What do you think the reason could be for this change? Vocabulary: Palaeolithic, Mesolithic, tribal, hunter-gatherer, prey, nomadic	- Roman soldiers fought in battles, built infrastructure, and maintained order in conquered territories - Roman soldier formations were designed for both defence and attack, with the tortoise and wedge formations being most common. The tortoise involved soldiers interlinking their shields to create a shield wall for protection, while the wedge was a triangular formation used to charge at enemy lines Use secondary sources (shield, helmet, text books and the internet) to find information about the different formations. Act out a Roman battle formation. Vocabulary: territory, province, infrastructure, formations, protection Red pen link: collaboration and teamwork	freedom before the American Civil War in 1861. She used a system that was called the Underground Railroad. She was also a nurse, a civil rights activist, a Union spy and a supporter of women's suffrage Write a biography Vocabulary: slave, plantation, escape, Underground Railway, civil rights, activist	artefacts, historic sites and compare the information they give us about the past Children write speech bubbles about what the pictures tell us of life in the Victorian era. Discuss/contrast between rich and poor. Vocabulary: primary (first hand/direct) source, interpret
4.	I can ask questions about the lifestyle changes that took place in Neolithic times - Identify what they want to know about life in the past and find answers to those questions - The Neolithic, also known as the New Stone Age, is a period which saw the transition from a hunter-gatherer lifestyle to a settled, agricultural one. This shift, often referred to as the Neolithic Revolution, occurred in various regions of the world around 10,000 years ago and involved the domestication of plants and animals. People began to grow	<u>I understand the legacy of the Romans in Britain</u> In AD410, Roman rule in Britain ended. The Romans left a legacy in Britain: long, straight roads; arches and aqueducts; baths, underground drains, coin; laws; a written language (Latin) Diamond 9 – Which legacy is most important? Vocabulary: Legacy Red pen link: How have Romans impacted life today?	<u>I can investigate the impact of the Black Civil Rights Movement</u> The Black Civil Rights Movement was a pivotal period in American history, primarily occurring in the 1950s and 1960s, where African Americans fought for equality and an end to segregation and discrimination. Vocabulary: civil rights, pivotal, equality, segregation, discrimination Red pen link: British values, human rights, protected characteristics	<u>I understand the main changes in Victorian times with the demise of rural life as cities grew rapidly</u> - Victorian times saw a demise of rural life as cities grew rapidly. Between 1801 and 1871 the population of the UK doubled. By the 1901 census around 30 million people lived in the UK - Transporting people and goods across the country became much faster with the development of canals, roads and railways. People lived near factories where they worked. Coal and steam were used to power large machines. The Industrial Revolution was also built on new developments in transport.

	<i>crops, raise livestock, and build permanent settlements</i> • <i>Neolithic times saw the first man-made pottery. The most important and earliest was Beaker pottery</i> What jobs do you think would have been advertised in a Neolithic village? Present information about the Neolithic period through alternative writing opportunities e.g. comic strips, annotated drawings, diary Vocabulary: artefact, Neolithic, prey, settlement, pottery, agricultural, domestication Red pen link: What benefits do we have living in a town today?			<i>These helped to link towns and boosted trade as goods, such as produce, textiles and coal, were transported across the country quickly and cheaply. This, in turn, helped industry to grow across the country.</i> See geography planning. Write a conclusion to summarise main ideas. Vocabulary: demise, rural, industrial, mass produce, cottage industry, land use, transport, links Red pen link: mass production of goods today can often be by robots. Stress link between industrialisation and pollution (link to global warming today)
5.	<u>I can notice and describe changes that occurred during the Stone Age</u> • <i>Recognise when they are using primary and secondary sources of information to investigate the past</i> Recap the periods. Sort pictures into the 3 periods What is the same and different about the Neolithic and modern-day life? Vocabulary: as lessons 2,3,4 Red pen comment: How has the Neolithic times impacted on life today? (the creation of the wheel)	<u>I can ask questions about how Britain changed under Anglo-Saxon rule exploring similarities and differences</u> • <i>By AD450 Anglo-Saxons had started to settle in Britain.</i> • <i>After the Roman rule of Britain, groups of people came to Britain who were called the Anglo-Saxons (eventually). The Anglo-Saxons were the various groups of Germanic-speaking people who inhabited England from the 5th to the 11th century. The Anglo-Saxon period of British history ended with the Norman Conquest in 1066. They were made up of farmer-warriors from different tribes. They sailed across the North Sea to England due to floodwaters rendering farming</i>	<u>From known information, I can think what else I would like to know and research relating to Martin Luther King</u> • <i>Martin Luther King born in 1929. He was a minister and wanted all people to be treated fairly. He gave a famous speech in 1963. He said he had a dream that everyone would be treated fairly. He wanted to make a difference. He protested peacefully, but was arrested 29 times. He was one of the most prominent leaders of the civil rights movement from 1955 until his assassination in 1968. He helped change the laws so that Black people could vote. He received the Nobel Peace Prize in 1964 for helping make changes to how Black people were treated. He died on 4th</i>	<u>I can use primary and secondary sources to explore children's jobs</u> <i>Children worked to earn money to help support families. The kind of work children took on was dependent on where they lived. In cities and towns, children could work in factories or mills. In rural areas, farm work was more common. Jobs included: servant to a rich family, chimney sweep, work in the coal mines, crossing sweeper (swept in front of rich people walking in the street), selling wares in the street</i> Children match a job title, picture and information Vocabulary: street vendor, working hours, farm hands, mill/factory worker, injury, death

		<i>impossible and Britain having suitable land for farming</i> Investigate a variety of information about Anglo-Saxon settlements. Label pictures and answer a range of questions using the information available. Compare to settlements in Roman times. Vocabulary: settlement, community, farming, trade, farmer-warriors, tribes	<i>April 1968. He was shot by James Earl Ray. King's death is believed to be the result of his prominence in the civil rights movement, as he had received numerous death threat</i> Research the significance of MLK, identifying key events in his life and actions carried out by him Vocabulary: significance, achievements, civil rights, democracy, figure, movement, Red pen link: human rights, British values, protected characteristics	Red pen link: living wage/minimum wage today, workers' rights, job protection
6.	<u>I can recognise key changes over time and give reasons for these</u> <i>The Bronze Age was from 2,200 to 800 BC</i> <i>The Bronze Age used bronze to make tools and weapons replacing stone as the main material. Metal objects were usually cast in moulds</i> <i>This period saw advancements in metalworking, agriculture, and the development of societies</i> <i>1500 BC saw the origin of villages, fields, hedgerows and trackways. Field systems were laid out and the first roundhouses were built</i> Recall the key inventions Why were these important changes? Make comparisons to the Stone Age Vocabulary: Bronze Age, bronze, metal, moulds, societies, villages, trackways, hedgerows	<u>I understand what everyday life was like in Anglo Saxon times</u> <i>The Anglo-Saxons were farmer-warriors from different tribes.</i> Using pictures around the room, complete an artefact enquiry sheet in pairs. Label pictures and answer a range of questions using the information available. Identify what Sutton Hoo told us about life in Anglo-Saxon times. Vocabulary: dangerous, poisonous, wood, straw, pottage, festival, tough	<u>I can consider the reliability and accuracy of different sources, understanding there may be bias, opinion and mis-information</u> <i>In 1954, the Supreme Court in America ruled that schools should no longer be segregated. It took a number of years for black children to be able to go to white schools and, even then, there was a lot of resistance. Ruby Bridges was the first black child to go to an all-white school after desegregation in southern America. At this time, she was only six. She had to be driven to school by 4 marshals to keep her safe. Only one teacher agreed to teach her. She is now a civil rights activist focussing on making life fair for Black and White people living together</i> Using spotlight photos, identify what you can see as the spotlight gets bigger. Link what we think we see each time, to what actually happened.	<u>I understand about education in the Victorian era and the changes impacted on people at the time and in later years</u> <i>At the start of the Victorian era, very few children attended school. Poor children had to work. Those from rich families were educated at home by a governess (a female teacher). At the age of ten, boys would go to public schools, such as Eton or Harrow, and girls would continue their education at home. Poor children sometimes attended a church school.</i> <i>After the Education Act of 1870 was passed, many schools were built with a focus on reading, writing and arithmetic</i> <i>The 1880 Education Act made education compulsory for all children to the age of 10</i> <i>However, from 1880 the law changed and all children between</i>

			How would different people's opinions be different and bias have an impact (think specifically about the teacher who taught Ruby and the parents who did not want her in the school)? Vocabulary: Supreme Court, segregated, resistance, desegregated Red pen link: How would you feel if you had to go through this to get an education?	<i>the ages of 5 to 10 had to go to school. This impacted on the finances as children brought money into the family</i> ▪ <i>Teaching was monotonous. Children would sit in rows, in silence, and watch the teacher write on the blackboard. They'd then copy down what the teacher had written. Children used a slate to write on, which could be wiped clean. They might also use a quill pen (like a feather), which was dipped in ink from an ink well on the desk. The most common form of punishment was the cane. This was a long, thin stick used to strike children on the hand if they'd told lies, been insolent or arrived late to school. Boys and girls were separated. All children wrote with their right hand</i> Active lesson - place names of acts around the hall, read out the description of the act and children move to whichever one they think is being described. A day in the life of a Victorian school child. Vocabulary: education, act, law, slate, Red pen link: compare to modern schools (online learning, use of technology, group work) How has this impacted our lives?
7.	<u>I can recognise key changes and give reasons for these</u> • <i>The Iron Age was from 800 BC to 43 AD and ended with the Roman</i>	<u>I understand the significance of the Viking raids on Lindisfarne</u> • <i>In AD789, the Vikings invaded Britain. Their rule lasted until AD</i>	<u>I can ask questions about Rosa Parks in the Civil Rights Movement relating to why and how</u>	<u>I know the impact of Victorian reformers on children's lives</u> <i>Lord Shaftesbury was a prominent social reformer in 19th-century England,</i>

	<i>invasion of Britain. By the end of the Iron Age, Britain was divided into a number of tribal territories.</i> <i>The Iron Age replaced bronze as the main material. Towards the end of the period, coins were starting to be made. People continued to live in roundhouses but settlements became bigger. Some iron age sites show evidence of defence (hillforts and brochs)</i> <i>The Stone Age, Bronze Age, Iron Age are named after the main material used for tools and weapons at the time</i> What are the key changes from the Iron Age? Present information about the Iron Age period through alternative writing opportunities e.g. comic strips, annotated drawings, diary Vo/+c-abulary: Bronze Age, bronze, Iron Ag, hillfort, broch, iron, tools	<i>1066 when the Normans started to rule</i> <i>The Vikings' homeland was Scandinavia (modern Norway, Sweden and Denmark).</i> <i>The attack on Lindisfarne (in 793 CE) was the first major Viking raid on the British Isles</i> <i>The Vikings attacked using longboats crewed by about 30 warriors who could land, attack, and leave quickly</i> <i>Priories like those in Lindisfarne were centres of manuscript production and filled with valuable religious objects. The Vikings murdered monks and stole these objects for trade and their own wealth</i> Using a variety of sources, and information around the room, learn about Lindisfarne (where it is, what happened). Record information onto a mind map. Vocabulary: Lindisfarne, attack, raid, monastery, Viking, monk, treasures Red pen link: Link to attacks currently taking place in Ukraine. How must it feel to be attacked in such a way?	<i>In 1955 Rosa Parks was returning from work on the bus. She sat in the seats designated for white people. Soon the white only seats were full so her and three others were asked to move. Rosa refused and the police were informed. Rosa did not see why she should have to move and said she was tired of giving in. Rosa was arrested and fined. A bus boycott was set up and in Dec 1956 the bus segregation was removed</i> Research Rosa Parks, identifying why the bus boycott was so important. Vocabulary: significance, civil rights, achievements, democracy, figure, movement, boycott Red pen link: SEQUENCE THE EVENTS OF THE CIVIL RIGHTS TIME PERIOD BEFORE making links between Abraham Lincoln, Harriet Tubman, MLK, Ruby Bridges and Rose Parks MUST DO: understand how the past, present and future are connected and how events from the past influence the present. MUST MAKE LINKS AND IDENTIFY THIS.	<i>particularly known for his efforts to improve working conditions, especially for children, and his work in reforming the lunacy laws. He was a strong supporter of Ragged Schools, which provided education for poor children and aimed to help them escape poverty. He is often referred to as the "Poor Man's Earl" due to his dedication to helping the poor and his advocacy for social change</i> <i>Dr Barnado, born 1845, a doctor, was one of the most famous men in Victorian Britain due to his work with orphans. The Victorians thought poverty was the result of laziness and an unwillingness to work. He was determined to give any child the best possible start in life, no matter where they had come from. He opened a school in the East End and began educating poor children. The first Barnardo's home was opened in 1870 for boys. Following the death of a boy who was turned away, Barnardo's motto was 'No Destitute Child Ever Refused Admission.' At his death, in 1905, the Barnardo's charity was established, housing over 8000 children. Today Barnardo's helps over 110 000 vulnerable children and families through projects. The main aim of Barnardo's continues to be to support and encourage disadvantaged children to achieve success in their lives.</i>
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				Fact files on Lord Shaftsbury and Doctor Barnardo. Vocabulary: reform, benefits, life expectancy, vulnerable, disadvantaged Red pen link: link to y3 charities: Barnardos, Children in Need
8.	<u>Identify the impact the Stone Age, Bronze Age and Iron Age had on the world today</u> What impact have these ages had on the world today? (Communities, settlement patterns, farming practices, the invention of tools, weapons and machinery) I think this is the most important because... I think this is the least important because... Vocabulary: as above Red pen link: How has the Early Man impacted life today?	<u>I understand how Jorvik shows what life was like under Viking rule</u> York, a major settlement in the Anglo-Saxon kingdom was captured by the Vikings in 866 CE. It was an important location between the Ouse and Foss rivers, making it easy to defend and good for trade. The Vikings restored the old Roman walls and it quickly became the main Viking city in Britain. The Vikings called it Jorvik, which was also the name they used for their kingdom in Britain Use a variety of sources to answer questions in a quiz about Jorvik. Vocabulary: Jorvik, defend, archeologists, shops, workshops, streets, pens, wells	<u>I know why Amelia Earhart was a trailblazer</u> Amelia Earhart was an American aviator born in 1897. She worked to pay for flying lessons. In 1928, she became the first woman to fly across the Atlantic Ocean, alongside two male pilots. In 1932, Amelia became the first woman to fly solo and non-stop across the Atlantic Ocean. In January 1935, she became the first person to fly solo across the Pacific Ocean. In 1937 Amelia set out to break yet another record. She wanted to be the first person to fly all the way around the world (29,000 miles) but she never came back. Amelia was determined to break records and embrace challenges. She was courageous and fearless. She wrote. "Women must try to do things as men have tried. When they fail, their failure must be but a challenge for others." Have pictures of Amelia, her plane, etc. What do we learn from them? What can we surmise? Use facts around the room to fill in any blanks Vocabulary: aviator, solo, Atlantic, Pacific	<u>I can form opinions about historical events based on evidence from various sources</u> - In 1847, London's Metropolitan Commission of Sewers ordered that all cesspits should be closed and that house drains should connect to sewers and empty into the River Thames. As a result, a cholera epidemic followed killing 14,137 Londoners (in 1849) - In 1858, the year of the Great Stink, Parliament passed an enabling act, and Bazalgette's proposals to revolutionise London's sewerage system began to be implemented. By 1866 most of London was connected to a sewer network - There were 2 cholera epidemics in 1847 and 1853. In 1858, the year of the Great Stink, Parliament passed an enabling act, and Bazalgette's proposals to revolutionise London's sewerage system began to be implemented. By 1866, most of London was connected to a sewer network devised by Bazalgette Look at the data of deaths from cholera before and after sewers, and deaths before the Great Stink (when nobody thought it was cholera). Use the data

				and other information to make statements about what happened and how the problem was solved by Bazalgette. Finish with a statement about Bazalegette's impact on Victorian lives. Vocabulary: cholera, sewerage, the Great Stink, pumping stations, epidemic Red pen link: Bazalgette's impact on life today. Link to keeping healthy/personal hygiene (Citizenship). Link to recent COVID epidemic around the round and how epidemics can still happen and need a nation/world-wide approach to solve them.
9.	<u>Understand the chronological order of key time periods in early history</u> - Sequence several time periods, identifying similarities and differences, and artefacts on a timeline - Understand that a timeline can be divided into BC and AD Arrange timeline cards in the correct order Note changes, similarities and differences over the periods Vocabulary: sequence, chronological, BC, AD, timeline Red pen link: Learning powers- reflect on prior knowledge, making links to previous learning	<u>I understand the legacy of the Viking Gods</u> The names for the days of the week come mainly from Norse Gods or Viking words: Sol = Sun, which became Sunday Mani = Moon, which became Monday Tuesday = Tyr (god of Justice and War) Wednesday = Woden (Odin) (rules everything) Thursday = Thor (strongest of all the gods) Friday = Frigg (Odin's wife) Saturday links to Loki, but translates as hot water day or wash day Using BBC Bitesize (and other sources), learn about Norse Gods and their link to our days of the week.		<u>I know the significance of Victorian inventions and how they have impacted us today</u> The Victorian Era saw a surge in inventions which were showcased at Prince Albert's Great Exhibition; eg; telephone, photographs, cars, typewriters, stamps Research a Victorian invention, answer key questions and create an information poster. (Share learning with parents at afternoon tea) Vocabulary: impact, change, design, modify Red pen link: many inventions from Victorian times are still used in some form today

		Vocabulary: Thor, Odin, Tyr, Frigg, gods, goddesses, Loki		
10.		<u>I can chronologically order events from Roman times to 1066, comparing and contrasting the different periods</u> Place pictures in chronological order. Compare timelines with others. Compare and contrast the different time periods. Vocabulary: chronological, linear, Anglo-Saxons, Vikings, Romans, invaders, settlers Red pen link: understand that the past impacts on today and has made us what we are.		

	Ancient Egypt	European Study - Italy	South America	Africa and the slave trade
1.	<u>I can identify what I want to know about life in the past and use secondary sources to find answers</u> Ancient Egypt was a civilization that flourished along the Nile River in Northeast Africa, starting around 3150 BC. It lasted for approximately 3,000 years and was known for its pyramids and pharaohs Look at some pictures from ancient Egypt. Ask questions and research the answers. Vocabulary: civilisation, Ancient, BC, Pyramids, pharaohs	I understand the significance of the Pope to Italy and Catholics - The first Pope was Peter, one of Jesus disciples - Vatican City became a separate state in 1929, but Popes lived in Rome previously - The current Pope is Leo XIV. He was elected in May 2025 - Vatican City is the official residence of the Pope, the head of Catholic bishops. - Vatican City became a separate state in 1929, but Popes lived in Rome previously. - The first Pope is Peter, one of Jesus disciples - Constantine 1 ordered the construction of a basilica in 324. This would become the spiritual centre for Christians - Popes are elected by Cardinals of the Catholic Church. Once they are elected, they hold the position until they die or resign - The current Pope is Leo XIV. He was elected in May 2025 Fact file about Popes and the Vatican City Vocabulary: Cardinal, residence, Pope, spiritual, basilica, elected, Catholics	<u>I can identify significant events within the Maya civilisation</u> The Maya civilisation lasted from 1000BC to 1697AD. The Maya civilisation began in 'Mesoamerica' (made up of Mexico and part of Central America). The Maya shared a common culture and religion, but each city had its own ruler and governed itself Sort the timeline cards into the correct order. Vocabulary: Mayan, Mesoamerica, chronological	<u>I understand the timeline of key events of, and people involved with, the slave trade</u> - In 1562, Sir John Hawkins became the first English slave trader. He took 300 Africans and traded them with the Spanish and Portuguese - In 1607, the colony of Virginia was founded and the area soon became one of the main areas for enslaved Africans - In 1672, the Royal African Company was formed to regulate the English slave trade. By now, over 5,000 slaves are being transported every year - By 1730, Britain had become the largest slave trading country in the world. - In 1787, the Society for the Abolition of the slave trade was established - In 1807, the Transatlantic Slave Trade was abolished by the British Parliament and the US Congress - In 1823, the Anti-Slavery Committee was formed in London to campaign for the total abolition of Slavery - In 1833, the Abolition of Slavery Act was passed. It came into force in 1834. To begin with, only children under the age of six were freed - By 1838, all enslaved people in the Caribbean were given their freedom, although many of them still faced great hardship

			• <i>Often, enslaved people are captured by force, then bought and sold like property. Slavery goes against a person's human rights and is now against international law</i> • <i>Portugal was one of the first countries to transport slaves they had bought from African tribes in exchange of guns, cloth and brandy</i> • <i>From the 16th century for nearly 300 years, Britain was involved in the Transatlantic Slave Trade, where people from European countries travelled to West Africa and bought enslaved people</i> • <i>The transatlantic slave trade was called the triangular trade because the trading happened in a triangular shape, from Europe, through to Africa, then on to America and the Caribbean and then back to Europe</i> • <i>William Wilberforce was a British politician who played a significant role in the fight to abolish the slave trade. He campaigned tirelessly, particularly in Parliament, to end the practice of transporting enslaved people from Africa to the West Indies</i> Using information around the room, children are to put key dates/events in order on a timeline. Add facts about the triangular slave trade, Sir John Hawkins, the Royal Africa Company, William Wilberforce, the Abolition of Slavery Act.
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				Vocabulary: enslavement, slavery, slaves, slave trade, abolish, anti-slavery, plantations, slave market, Transatlantic Red pen link: Ancient Egypt (Y3), Ancient Rome (Y4), Harriet Tubman (Y5), link slavery to a lack of human rights/citizenship, British values, protected characteristics
2.	<u>I know the pharaohs of Ancient Egypt were supreme leaders</u> <i>The Pharaohs were the supreme leaders of the land. These were also believed to be gods. Ancient Egypt's rulers were called pharaohs. They were believed to be both gods and humans and could be either kings or queens. They owned all the land, made laws and collected taxes. Famous pharaohs include Tutankhamun and Cleopatra</i> Apply to become a pharaoh. What qualities and skills will you need? Vocabulary: pharaoh, god Red pen link: qualities needed to be a great leader and the impact these people can have	<u>I understand the impact on Pompeii when Mount Vesuvius erupted from different sources</u> <i>Mount Vesuvius, a volcano in Italy, erupted in AD 79</i> <i>It spewed smoke and toxic gas 20 miles into the air, which spread to the town. Almost overnight, Pompeii—and many of its 10,000 residents—vanished under a blanket of ash</i> <i>The ash preserved everything exactly as it was at the time of the disaster. This gave historians a vivid picture of life in the Roman Empire. Archaeologists continue to excavate Pompeii, one third still remains uncovered</i> <i>Vesuvius last erupted in 1944, but is still classed as an active volcano</i> <i>Pompeii is now a world heritage site (an area considered to have cultural or historical significance) and is one of the most popular tourist attractions</i> Around the room photos of objects found in Pompeii. Match objects to	<u>I understand the religious beliefs of the Mayan Civilisation</u> <i>The Maya believed in many gods who influenced all aspects of life, from the natural world to human affairs. They believed the gods were responsible for the success of crops, the weather, and even the cycle of life and death. They also believed that human sacrifice and rituals could be used to communicate with and appease the gods. Maya gods were often depicted as having human-like qualities, with good and bad aspects, and were capable of helping or harming.</i> Research a God and present your findings to other children. Vocabulary: worship, priest, ritual, sacrifice	<u>I can use historical sources, evaluating the reliability and accuracy whilst investigating the Zulu Kingdom</u> <i>The Zulu Kingdom in Africa was initially led by King Shaka Zulu. The Zulu Kingdom was strong from 1816-1897. Queen Victoria reigned from 1837-1901</i> Identify what the artefacts are and what they are used for. Play 'Tell me, Teach me'. Historical bias: how events are portrayed depending on the person retelling events. Vocabulary: colonies, British Empire, colonialism, bias, artefacts, timeline, Zulu Empire, moral compass, cultural expectations Red pen link: moral compasses and cultural expectations

		descriptions and write what it tells us about life in Pompeii Vocabulary: Pompeii, Mount Vesuvius, past, eruption, evidence		
3.	<u>I know facts about Tutankhamen</u> <i>Tutankhamun, often called "King Tut", was a pharaoh of ancient Egypt, famous for the discovery of his tomb almost perfectly intact in 1922. He became pharaoh at around 9 years old, and ruled for about 10 years before dying around 18. His tomb, located in the Valley of the Kings, was filled with many treasures, including his golden coffin and thousands of artifacts</i> Provide children with pictures relating to Tutankhamen which have been cut up to resemble jigsaws. Children piece together. What do you think they are? What might it tell us about the past? Introduce captions- can children match the correct caption to the correct image? Vocabulary: pharaoh, mummification, tomb Red pen link: What makes a person significant?	<u>I can work out from known information, what else I would like to know and find answers to those questions</u> <i>The Colosseum is a large, ancient Roman amphitheatre in Rome, Italy, used for various forms of entertainment, including gladiator fights, built between 70 and 80 AD by the Flavian emperors, it was a significant part of Roman life, able to hold up to 50,000 spectators</i> <i>Roman gladiators were professional fighters who fought with each other or wild animals for entertainment. These fights were held in public arenas like the Colosseum, and the gladiators were often prisoners of war, slaves, or criminals. It was a form of entertainment that was popular in ancient Rome and was often seen as a display of power</i> Look at pictures of the Colosseum. Ask questions about its use etc. Research the answers about its use etc. e.g. Gladiators Vocabulary: amphitheatre, gladiator, emperor, spectator, arena Red pen link: human rights	<u>I can identify and understand how Maya society was organised.</u> <i>The Maya civilisation, with a clear structure to its society, was considered an advanced society in relation to that period of time in Europe. Many Maya were farmers. Some were slaves who worked for the priests and important people. They built temples and buildings out of stone.</i> Use information around the room to decide on and record the hierarchy of the different members of society. Vocabulary: hierarchy, constitutional monarchy, democracy	<u>I understand the role apartheid played in the development of South Africa</u> <i>South African society was ruled by a system called apartheid from 1948 until 1994. Apartheid was a system whereby people, depending on their race, were forced to live, work and socialise separately. Apartheid literally translates as 'apartness' in the Afrikaans language</i> <i>Laws separating people by their race were put in place by the National Party who were in government at the time</i> <i>Apartheid laws include: Land was divided up so that white people and black people lived separately; people were forced to attend segregated places of worship; relationships and marriage with someone from a different race was illegal; native South Africans were not allowed to vote; children were forced to attend schools depending on the colour of their skin; black people were forced to carry identification called a 'Pass book'.</i> <i>In the 1950s the African National Congress (ANC) led the resistance to apartheid, setting up several peaceful protests with the help of Nelson Mandela and his ANC youth league. The ANC were banned from</i>

				<i>protesting and in 1962, Nelson Mandela was imprisoned for treason</i> ▪ <i>Nelson Mandela was offered release from prison on the condition that he stop his fight against apartheid laws. Mandela refused freedom, twice</i> ▪ <i>Mandela was finally released from prison in 1990. He continued to fight for equality until apartheid was finally abolished in the early 1990s</i> ▪ <i>In 1994, Nelson Mandela took part in the first democratic election, having voted for the first time in his life. It was also the election that saw Nelson Mandela become the first black president of South Africa</i> Using information around the room, children are to put key dates/events in order on a timeline. Add facts about apartheid, the ANC and Nelson Mandela. Vocabulary: apartheid, segregation, African National Congress (ANC), global pressure, abolished Red pen link: Nelson Mandela (Y4 famous person), Black civil rights (North America Y5), human rights and British values (links to all) and why it is important to fight against segregation, protected characteristics
4.	<u>I know Cleopatra was a female pharaoh who ruled Egypt</u> <i>Cleopatra, the last active Pharaoh of ancient Egypt, was a ruler known for her intelligence and persuasion. She was</i>		<u>I use a wider range of primary and secondary sources to further my understanding about everyday life of the Maya people</u>	

	<i>part of a Greek family that ruled Egypt after Alexander the Great's conquest. Cleopatra ruled for about 21 years, from 51 BC until her death in 30 BC</i> Provide children with different opinions of Cleopatra e.g. Cleopatra was a great leader because... Children debate whether they agree/disagree with the statement and why that may be. Vocabulary: pharaoh		• <i>The Maya relied on maize, beans and squash for food, maize being the most important. The Maya used maize, which we call corn, to make tamales (vegetables and meat wrapped up in a corn husk and like a pasty), and a nutritious corn drink which is very nourishing. Milpa is the term for corn-based agriculture. The Maya also ate turkey, deer, rabbit, tomatoes, avocado and other fruits. They would trade with other people along the coast for fish and seafood.</i> • <i>Farming was very important to the Maya. All work was done by hand. The methods used were driven by the physical geography: In the rainforests they used shifting agriculture (slash and burn), where trees and plants were cut down to clear the space and provide nutrients from the ash. Raised beds were made by digging up mud from swampy areas and placing it on woven reeds. Canals ran between the beds where aquatic life thrived, producing fertiliser. This method could produce up to three crops a year. Mountainous areas needed terrace farming – small fields cut into the side of the hill with a wall holding the growing land level and preventing erosion.</i> • <i>The Maya were great artists and used a variety of materials including</i>	
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			<i>limestone and other stone, clay, wood, stucco (fine plaster), shell, bone and jade. The Maya used chert (flint) and obsidian to make tools and weapons.</i> • <i>Music was important in ancient Maya life. A variety of instruments, including small and large drums made of wood, hides and turtle shells, rattles made of clay or gourds, and rasps made from deer antlers or jaguar bones were used. Trumpets and whistles made from wood, leather, clay and shells were played. The Maya also created a stringed instrument made from a gourd. Music was played on many occasions, during ballgame events, warfare, to festivities at court.</i> • <i>Men typically wore a loincloth around the waist with sometimes a cotton sleeveless shirt. Women wore a huipil, a loose-fitting tunic with an opening for the head and arms, or a traje which reached to the floor, held in a place by a faja, or sash.</i> • <i>Maya weavers worked mainly with cotton which had to be washed and picked clean of seeds. Cotton was associated with richer people. The loose fibres were spun into threads and made using a loom. The cotton was often dyed to make multi-coloured clothes. Dyes were made from insects, molluscs (shellfish), indigo and plants.</i>	
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			Partake Day. After Partake Day, generate a list of questions to research. Feedback to class/group. Vocabulary: maize, obsidian, woven, tunics, merchants, farmers Red pen link: Compare to own lives.	
5.	<u>I understand the importance of the pyramids to Ancient Egyptians</u> <i>Egyptians built pyramids as burial places for pharaohs and their families.</i> <i>They were seen as a way to ensure the pharaoh's successful transition to the afterlife. The scale of the pyramids was a display of the pharaoh's wealth and power.</i> <i>They were mainly built of limestone, though other materials like granite were also used. It is believed Egyptians used ramps, sledges, ropes, rollers, and levers to move and lift the massive stone blocks</i> Write a fact-file and build into a pyramid Vocabulary: pharaoh, tomb, afterlife, pyramid, wealth		<u>I can use a wide range of sources to research a historical place</u> <i>By 600 AD, Chichen Itza had become one of the largest and most important centres in Maya civilisation. It was a centre for politics, economics, and trade. By the 9th century, Chichen Itza was the capital of the Maya civilisation, and its rulers controlled much of the land. Chichen Itza's design and layout were clearly planned and constructed. The Kukulcan Pyramid (El Castillo), is a 24-metre- high pyramid. Other sites include Las Monjas, a government building and the Cenote Sagrado (sacred well and the site of human sacrifice). Other structures that still exist today include: the Great Ball Court, the North Temple, the Steam Bath Temple of the Warriors, the Venus Platform, Tzompantli - the Wall of Skulls, El Mercado. These sites make up the temples, roads and buildings that are believed to have been used for worship, gatherings and marketplaces.</i> Use photos, 3D virtual tour, documentary, web pages, to make notes. Write an information booklet. Vocabulary: the cultural sites, sacrifice, politics, economics, trade,	

			Red pen link: Spanish words	
6.	<u>I can make connections within Ancient Egypt</u> Connect significant people, places and objects and explain why they have been put together identify their links. Vocabulary: as above		<u>I know the Maya had a number system, a calendar and a written language</u> <i>The early civilisations gave much to the world. The Maya had an elaborate and accurate calendar system – because of this they became great astronomers, noting the movements of the sun, moon, stars and even planets! The Maya used what is now known as the calendar round which is made up of 3 interlocking cycles. A cycle of 20 names and a cycle of 13 numbers (which forms the 260-day sacred calendar – the Tzolk'in) and a 365-days solar year (Haab).</i> <i>In their numeral system, the ancient Maya only used three symbols to represent all numbers. A dot has a numerical value of 1, a line (or bar) a numerical value of 5, and a shell has the value of 0. The Maya wrote their numbers from top to bottom rather than from left to right. Multiples of five are represented by lines, with extra dots being added to complete the numbers</i> <i>The Maya wrote what we call hieroglyphs (glyphs for short). Maya writing was phonetic.</i> Children make a calendar round, represent and read numbers and identify some glyphs. Vocabulary: calendar round, sacred, solar, symbols, hieroglyphs, phonetic	

7.	<u>I know that hieroglyphics is writing used by the Ancient Egyptians and includes pictures and symbols including the scarab</u> • Hieroglyphics is writing used by the Ancient Egyptians that used pictures/symbols • The scarab beetle (kheper) held symbolic importance, representing the sun god Re and the cycle of rebirth. The Egyptians believed that a giant scarab propelled the sun across the sky each day, making it a powerful symbol of creation and renewal. • The scarab is used within hieroglyphics In groups record facts on a scarab beetle Write a code word for a partner who has to work out what it says Vocabulary: hieroglyphics, scarab, symbolic		<u>I understand where the Maya sit in the timeline of world history</u> <i>Some historical events/periods occurred concurrently in different locations (The Maya and Ancient Egypt).</i> Children look at a world history timeline and identify cultures who existed concurrently. Vocabulary: Ancient Maya, Ancient Egypt	
8.	<u>I know that mummification and the afterlife were significant to Ancient Egyptians</u> • Mummification is the process of preserving a body after death. Canopic jars held the internal organs of a mummy. They would have the head of a baboon, human, cow or a falcon, which represented Horus's four sons • Egyptians believed in the afterlife (the Duat) and eternal life. This journey was challenging and the			

	deceased's success depended on their behaviour during their lifetime Write a step by step manual for mummification with diagrams Vocabulary: mummification, mummy, canopic jars, afterlife, sarcophagus, internal organs Red pen link: organ donation			
9.	<u>I know when I am using a primary or secondary source and can describe what I learn from them</u> Look at Egyptian artefacts (relate back to archaeologist Howard Carter) What artefacts would be found from us today? How else would people know about us e.g. internet, TV documentaries, newspaper articles (secondary sources) Which of these artefacts are primary and secondary? (mobile phone: and coins are primary, Vocabulary: as above Red pen link: advances in technology			

	The local area	World War 2	London	Crime and Punishment
1.	<u>I know what coal mining is and how it was important to life in Britain</u> - Up until the mid-16th century, wood was the main source of fuel to provide heating. However, with many trees being cut down to build boats and buildings, woodlands began to disappear. Coal largely replaced wood as fuel - In 1575, the first British coal mine was opened under the sea in the Firth of Forth in Scotland - Coal is a non-renewable energy source (or fossil fuel) because of the length of time it takes to form. Today's coal was formed about 300 million years ago from plants that grew in swamps - Coal mining is the process of removing coal from the ground. Over the course of history, different techniques have been used for extracting coal. Hundreds of years ago, miners worked underground by hand and removed coal from coal seams using picks. Coal was then carried in baskets or sledges. It was very hard, physical work. In the 19th century, cutting tools were introduced to make coal removal easier Find information around the room. Sequence the information and make a report Vocabulary: coal, mining, fuel, non-renewable, extract, picks	<u>I know there can be different perspective of history and suggest reasons</u> - The second world war was fought between 1939 and 1945 - Hitler wanting to take back Germany's land which was taken at the end of WW1 led to the outbreak of WW2 - The Allied forces consisted mainly of the UK, France, Russia and the USA. These countries were led by Neville Chamberlain/Winston Churchill, Joseph Stalin and Franklin D. Roosevelt. - The Axis forces were mainly Germany, Italy and Japan. These countries were led by Adolf Hitler, Benito Mussolini and Hideki Tojo. Listen to the announcement of WW2 being declared. Identify and discuss the 5 Ws (who, what, where, when, why) Watch clips from the point of view of different eye witnesses. COMPARE HITLER AND CHAMBERLAIN AND THE DIFFERENT OUTCOMES THEY WANTED AT THIS TIME. Vocabulary: World War 2, outbreak, eye witness, announcement, axis forces, allies Red pen link: empathy	<u>I understand London's development from the Roman Times to today</u> - In AD43-AD60, the Roman settlement of Londinium was built - In AD60, Londinium was destroyed by Boudica and the Iceni. It was quickly rebuilt and began to grow - Up to AD410, Londinium grew rapidly, reaching a population of 60,000. It replaced Colchester as the capital city of Roman Britain - Between 1066 and 1485, the Normans built many fortresses in the London area, including the Tower of London. They also built London Bridge to replace several older bridges. It was the only bridge across the River Thames until 1739 - London is now a centre of commerce, particularly known for its financial services sector. The City of London (also called the Square Mile) is the historic financial district and a global hub for business Have information around the room. Children collect information and sequence in the correct order. Vocabulary: Londinium, Colchester, fortress, commerce, financial services, global hub	<u>I understand crime and punishment in Roman times.</u> Roman times dated from 753BC to 476AD. Roman laws were called 'The Twelve Tables'. There were laws to cover every crime, harsh punishments to deter crime. These were decided by a judge and jury. Roman law served as the foundation for legal systems for much of western Europe and beyond. Children to sort crimes using a decision tree. Vocabulary: victim, defendant, confess, arrest, hearsay, prison, verdict, innocent, sentences, trial, witness, fraud, guilty, evidence, murder, highwaymen, convict, treason, hanging, CSI, execution, transportation Red pen link: link to modern legal system as it is still used today

	Red pen links: impact of coal on the environment			
2.	<u>I understand the importance of coal mining to the local area</u> - Clipstone Colliery opened in 1922 and operated until 2003. Its ownership transferred to the National Coal Board in 1947 and it was operated by RJB Mining from 1994 - Clipstone Village was built by the Bolsover Colliery Company in 1926 (on a former army camp) to house the growing workforce of Clipstone Colliery - Clipstone Colliery headstocks (completed in 1953) are Europe's tallest coal mining headstocks (at over 200 feet) Link to geography, how the village evolved and DT building a headstock Vocabulary: colliery, headstocks Red pen links: pride in our local community	<u>From known information, work out what else I would like to know and find answers</u> Look at primary sources e.g. suitcase, ration book to find out about life during WW2. - What do you think it is? - What do you think it was used for? - What does it tell you about everyday life? Vocabulary: artefact, primary, secondary, sources, everyday life	<u>I can formulate how and why questions about the history of London landmarks and research information</u> Big Ben: Big Ben is the bell in the clock tower of the Houses of Parliament. It is the 'Great Bell', accompanied by four smaller bells. The original bell cracked. This is the second bell, which also cracked. However, it was found that the hammer was too heavy. The cracked bell was repaired and rotated slightly and is still used today. The tower was designed by Augustus Pugin and was finished in 1859. The tower is now called 'The Elizabeth Tower' in honour of Queen Elizabeth's Diamond Jubilee in 2012. Tower Bridge: The present Tower Bridge was built in 1894. It is a Bascule bridge (which means the road deck actually lifts up). The Tower of London: The construction of the White Tower was begun in 1078. It has been expanded over the centuries. The tower has had many roles over the years (fortress, prison, place of execution, palace, royal mint, barracks, place to keep the crown jewels, home of the beekeepers (guards), home to the ravens). Legend has it if the ravens leave, power will fall. Buckingham Palace: It was originally built as Buckingham House in 1703. It has been the monarch's residence since 1837, when Queen Victoria became the	<u>From known information, I can ask questions about why and how crimes were punished in Anglo-Saxon times</u> Anglo-Saxon times dated from 410-1066AD. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law) unless they made it to a church. Most crimes demanded compensation (weregild). Trials were heard in courts or ordeal were held. Children are to decide on the punishment for a variety of crimes. Vocabulary: weregild, executed, fines, ordeals, outlaws Red pen link: choices and consequences, school rules, societal rules, rule of law, British values

			first monarch to live there. Buckingham Palace has over 700 rooms. Downing Street: This is where the Prime Minister (No. 10) and the Chancellor of the Exchequer (No. 11) live. British Prime Ministers have lived in Downing Street for over 200 years. No. 10 is famous for its black front door (which Mrs Matthews has knocked on!). Cabinet meetings are held at Downing Street. The London Eye: Also known as the Millennium Wheel, it is a large metal Ferris wheel. It opened on 31st December 1999. By 5th June 2008, 30 million people had ridden in the 32 pods. The London Eye is the most popular paid tourist attraction in the UK The Tate Modern: This is an art gallery with almost 70,000 modern and contemporary works grouped by themes. It opened in 2000 and is actually a refurbished power station. St Paul's Cathedral: Designed by Sir Christopher Wren and completed in 1710, this Anglican cathedral is found on Ludgate Hill (the highest point of the City of London). This cathedral was reconstructed after the Great Fire of London. The Gherkin: Officially called 30 St Mary Axe, this famous skyscraper was designed by Sir Norman Foster. Built in 2003, The Gherkin is known for its unique spiralling design and use of lots of glass.	
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			The Shard: Designed by Renzo Piano, an Italian architect, The Shard is the tallest building in the UK. It was completed in July 2012. The Thames Tunnel: Construction began in 1825. Being the first ever tunnel beneath a river, the Thames Tunnel opened in 1843. It was designed by Marc Brunel and his son Isambard, initially as a pedestrian tunnel. It was converted to a railway tunnel as part of the London Underground in 1869. The London Underground: Affectionately known as 'The Tube', the world's oldest railway opened in 1863. Taking three years to build, the Metropolitan Line between Paddington and Farringdon has the honour of being the first working line. Approximately five million people use the tube every day, often using the iconic tube map designed by Harry Beck in 1931 and adopted for use in 1933. Vocabulary: all of the above	
3.	<u>I can recognise the dangers of working in a coal mine</u> The shafts (long, narrow passages) were hot, dark, damp and extremely cramped. Miners, and even children as young as five were often working in spaces less than a metre high. There was a risk of shafts becoming flooded or collapsing. Use of candles increased the chance of gas explosions. There was a lack of clean air to breathe	<u>I can use a range of sources to find out about life during WW2</u> - The blitz was the name given to German air raids where bombs were dropped on Britain to weaken major cities and industrial areas. - The blackout was a night-time ban on all lights so cities and buildings could not be identified by German bombers - When bombers were suspected, air raid sirens sounded and people went into basements, shelters or the	<u>I understand the effect the Gunpowder Plot could have had on democracy in England</u> - The UK is a democracy which originated in Ancient Greece. The seat of government in England is the House of Parliament. - The Gunpowder Plot was a plan was to blow up the House of Lords during the state opening of Parliament on Tuesday 5 November 1605.	<u>I can form an opinion about historical events based on evidence from various sources</u> - Norman times dated from 1066-1216 - Tudor times dated from 1485 to 1603 - Public executions; eg; hanging, were popular during Tudor times, with families, food stalls and people queuing for hours to get a good spot. People were shamed; eg; stocks.

	On 4th August 1842, a law was passed that stopped women and children under ten years from working underground in mines in Britain Write a letter as a child explaining why you should not be working down the mine Vocabulary: shafts, passages, cramped, collier Red pen link: comparison to life today, must be 16 to work, must be in education until 18	London underground for safety. The most common shelters were Anderson shelters, partially buried in gardens, and Morrison shelters used indoors Listen to air raid siren and act out getting into the shelter. Identify evidence from primary sources (diary entries, pathe news reports, radio announcements) and secondary sources (text books, documentaries, films and the internet). Vocabulary: blitz, black out, bombers, sirens, Anderson shelter, Morrison shelter Red pen link: coping with emotions of fear and anxiety	The conspirators planned to kill the King (James I) and take control of the country. It is thought that the King was not tolerant of many people, particularly Catholics. Robert Catesby and his fellow conspirators were captured after one of the conspirators wrote to warn a friend not to be in the House of Lords for the state opening. The letter was seen by the King who sent his guards to Parliament to find the conspirators. They found Guy Fawkes and 36 barrels of gunpowder preparing to blow up Parliament. Use a variety of sources to identify the importance of the Houses of Parliament and democracy. Add information about the reasons for the Gunpowder Plot. Add the impact it could have had on democracy in this country if it had been successful. Vocabulary: democracy, government, state opening, conspirators, tolerant, Catholics, Houses of Parliament and Lords	- The idea was that severe punishments: eg; mutilations, would put others off from committing crimes. It is estimated that approximately 70,000 people were executed during the reign of Henry VIII - Forest Law and Church court (sanctuary) ruled in Norman times. This led to constables, watchmen, beadles and justices of the peace in Tudor times. Children are to match Tudor people and their punishments. Use quotes from different people at the hanging (people watching, the hangman, an innocent victim) to form opinions about hanging as a method of execution. Vocabulary: constables, watchmen, beadles, justices of the peace, hanging, stocks, execution, mutilation, Forest law, church court, sanctuary Red pen link: British law says we can't punish in this way today. However, some countries still do. Discuss. Is it ever right to take another life? Link back to the case of Ruth Ellis, the last woman to be hanged in Britain – why was she hanged?
4.	<u>I can investigate how animals were used in the mines using different sources</u> - Identify what they want to know about life in the past and find answers to those questions - Animals that used to work in the mines were ponies (small and	<u>I can use different sources, primary and secondary, to understand and empathise with evacuees</u> Evacuation was the moving of children to the countryside away from the bombings to live with families to keep them safe	<u>I can use a wide range of sources to research the suffragette movement and compare the information they give us</u> The Suffragette movement was a campaign in the late nineteenth and early twentieth century for women to be able to vote in elections.	<u>I understand why highwaymen acted as they did</u> - Georgian times dated from 1714 to 1837 - Dick Turpin lived during the Georgian period. Born in 1705 in Essex. He was captured and hung in 1739. During this time,

	<i>strong to pull the barrows of coal) and canaries (smelt gases and warned miners to evacuate)</i> <i>A typical day for a pit pony involved working underground, pulling coal carts, and spending most of their time in stables. They would be stabled near the pit shaft for easier access to food and bedding. Their daily routine would include an eight-hour shift, pulling 30 tons of coal on the underground railway</i> A day in the life of a pit pony Vocabulary: shift Red pen link: Animal cruelty, RSPCA	Role play being an evacuee. Immerse self into emotions and impact. Identify evidence from primary sources (diary entries, letters home, suitcase, gas mask) and secondary sources (text books, documentaries, films and the internet) Vocabulary: evacuation, countryside	<i>Before 1918, women were not allowed to vote in general elections.</i> <i>Two groups of women campaigned for the right for women to vote. the suffragists, led by Millicent Fawcett, wanted to act within the law. The suffragettes, led by Emmeline Pankhurst, displayed militant tactics which shocked society. A large number of the suffragettes were middle-class women from respectable families and such behaviour was considered scandalous. Behaviour included smashing windows, burning politicians unoccupied homes, disrupting political meetings and handcuffing themselves to railings. Along with her daughters, Pankhurst spent time in prison where she went on hunger strike in pursuit of her goal.</i> <i>Emily Davison, a suffragette activist, died after being struck by King George V's horse at the 1913 Epsom Derby. She ran onto the racetrack and was knocked down by the horse. Davison's actions were a form of protest and a desperate attempt to gain public attention for the suffragette movement.</i> <i>In 1918, a law was passed which allowed certain women the right to vote. This was a big step in equality between men and women - and many would argue that, for a large</i>	<i>highwaymen would rob people while they were travelling on the road. There was still no police force.</i> Using evidence, children are to sort into hero and villain categories. They will make a final decision as to whether Dick Turpin was a hero or villain. Vocabulary: highwaymen, villain, hero Red pen link: Is it ever okay to break the law?
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			<i>part of this, we have Emmeline to thank</i> Use a variety of sources to research suffragettes. Write a diary of a suffragette. Use original source newspapers to help you to write a newspaper report about Emily Davison. Vocabulary: Suffragettes, Suffragists, general elections, militant tactics, scandalous, hunger strike Red pen link: recognise the importance of the Suffragettes to democracy and life today	
5.	<u>I know by wearing helmets, miners reduced the risk of head trauma and enhanced their safety</u> <i>Prior to the 1920s, miners wore a soft cap made of cloth or canvas with a leather brim and lamp bracket to hold their light. But in 1919, Edward D. Bullard of California developed the first hard hat to protect miners from falling debris.</i> Design a helmet of the future Vocabulary: canvas, brim, debris Red pen link: Health and Safety laws	<u>I understand the impact that WW2 had on everyday life by using different sources</u> <i>Food and clothes were rationed due to shortages and people were given ration books and clothing coupons</i> Use different sources to find out about the impact. Links to maths – what can I buy? quantities Vocabulary: ration books, coupons Red pen link: compare weekly shop today to times in the war	<u>I understand how the past, present and future are connected and how events from the past influence the present</u> List all the women studied throughout our work this year (Harriet Tubman, Catherine Johnson, Emmeline Pankhurst, Emily Davison, Rosa Parks, Amelia Earhart). Identify what life would be like today without these women's achievements. Match protected characteristics and British values to their actions. Vocabulary: British values, protected characteristics Red pen link: MUST DO: sequence the different periods studied throughout our school journey so far	<u>I understand transportation as a punishment for crimes</u> <i>Transportation as a form of punishment began in 1670. It was an alternative to execution.</i> <i>America and Australia were chosen for transportation of convicts as they were far away from Britain, it was cheaper to send convicts to colonies than jail them in Britain (where prisons were overcrowded anyway), it discouraged crime for fear of being transported.</i> <i>Transportation to America from Britain stopped when America gained independence</i> <i>Transportation to Australia began in 1787.</i> <i>Businessmen had contracts for transportation</i> <i>If transportation was imposed for number of years, the offender could return home after serving their time, but had to make their own</i>

				way back home. Many didn't return (as they couldn't afford to), so stayed in the colony as a free person. Between 1788 and 1868, more than 162,000 convicts were transported to Australia Children are to debate whether transportation is a good or bad thing. Who wrote/made the source? Was this person there at the time? Are they trustworthy? Have sources that say it's a good thing to punish people for crimes, but then it turns out he is the owner of a company who transports convicts. Vocabulary: transportation, convicts, Australia, America Red pen link:
6.	<u>I can use evidence to build a picture of the past</u> - Recognise when they are using primary and secondary sources of information to investigate the past - Know how historic items and artefacts have been used to help build up a picture of life in the past - Humphry Davy invented his Davy Lamp in 1815 as a light source in highly flammable areas 1816 Davey lamps were used in the mines as they were safer than candles Enquiry How do you think miners were able to see down the mine?	<u>I understand the role of the home guard and how propaganda was used to rally their support</u> - Land Girls, members of the Women's Land Army, played a crucial role in ensuring Britain's food supply by working on farms and in the countryside. They performed a wide variety of tasks, including milking cows, ploughing fields and harvesting crops - The home front were the people helping with the war back in Britain. Lots of people worked in factories to make things needed for the war Research different roles and make a presentation to feed back to class. Focus on the role propaganda played in		<u>I can identify bias in sources and consider different interpretations of the crime and punishment in Victorian times</u> - The police force was first introduced in London in 1829 by Sir Robert Peel - By 1839, other areas of the country were developing their own police force. Victorians: Anyone accused of a crime would be put in a 'lock-up' until they could see a magistrate who - would decide whether they could be released or if they needed to be sentenced by a judge. Gaols (jails) were built to try to prevent people

	Sequence a series of artefacts and pictures of light sources used in the mines. Vocabulary: primary, secondary, artefacts, flammable, gas Red pen link: how inventions in the past impact life today	encouraging people to see the importance of these roles. Vocabulary: Homeguard. Land Girls Red pen link – How the role of women changed, protected characteristics		<i>re-offending, although many were sent out to the Empire to serve sentences abroad</i> <i>The end of transportation led to the development of prisons and workhouses (for dealing with the poor). Hulks (prison ships) were also used as prisons became overcrowded. These were dilapidated ships moored at various ports around the country.</i> Answer a range of questions identifying ages of offenders, crimes committed and punishments. Debate: is prison the answer? Bias: poster of 'dangerous criminal sent to prison', but then show the picture of a young child who stole an apple to feed their family, etc. Vocabulary: police force, Robert Peel, magistrate, jails, prisons, workhouse, hulks
7.	<u>I understand why the miners went on strike and the consequences which followed</u> <i>In 1984-1985 the miners went on strike. The NUM President, Arthur Scargill, made the strike official across Britain but the lack of a national ballot beforehand caused a split and most miners in Nottinghamshire didn't strike. Here, the pits were seen to be more efficient. The strike was a major conflict between miners and the government's efforts under Margaret Thatcher, to close</i>	<u>I can identify key events from the ending of WW2</u> <i>D-day was the 6th June 1944. This was the date the allied forces landed in Normandy, France marking the beginning of the end of WW2</i> <i>VE, 8th May 1945, marked the end of the war in Europe</i> Listen to radio announcement. Write a radio speech to declare the end of the war. Vocabulary: D-day, VE-day Red pen link: recognising and displaying emotions		<u>From known information I can think what I would like to know about crime and punishment today and analyse evidence to draw conclusions</u> Modern Times: <i>Crime ranges from physical to digital crime. Prisons work hard to help rehabilitate people so that they do not re-offend and technological advances have meant catching criminals can be done by identifying fingerprints or even DNA</i> Do prisons mean rehabilitation? (debate). Is there a better way to deal with crime? Look at technological

	<i>unprofitable mines The strikes led to economic disruption, including job losses and financial hardship for many families. The strikes left a lasting legacy in former mining communities, which have faced significant challenges since the closure of collieries</i> Debate on the miners' strike. Was Arthur Scargill the main driving force? Should Nottinghamshire have gone on strike? Balanced argument: It could be argued Scargill was the biggest influence because... however.... Vocabulary: strike, union, ballot, solidarity, union, conflict, legacy Red pen link: British Values, democracy, solidarity			advances (tagging, fingerprinting, CSI and DNA). Vocabulary: physical crime, digital crime, rehabilitate, re-offend, technological advances
8.		<u>I can sequence key events within a specific period</u> Recap all the events of WW2 on a timeline. Make links as to how people would have been feeling at those times.		