

History



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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

Y3	Y4	Y5	Y6
- Sequence and compare time periods; eg; early man, bronze age identifying similarities and differences - Understand that a timeline can be divided into BC and AD	- Compare and contrast different periods, such as the Roman Empire and Vikings - Sequence key events within a specific period being studied; eg; WW2	- Sequence different periods within history and key events within a period on a timeline - Understand how the past, present and future are connected, and how events in the past influence the present - Understand how some historical events/periods occurred concurrently in different locations	- Sequence an increasing number of significant events, periods and dates on a timeline - Use dates and terms to describe historical events across a period - Use timelines to illustrate how long certain periods lasted and how things changed over time - Understand and describe the main changes to an aspect in a period of history

Early Man • The stone age started 2.6 million years ago in 800,000 BC • The Stone Age is divided into Palaeolithic (old stone age), Mesolithic (middle stone age) and Neolithic (new stone age) • The Bronze Age was from 2,200 to 800 BC • The Iron Age was from 800 BC to 43 AD and ended with the Roman invasion of Britain Ancient Egypt • The civilisation of ancient Egypt lasted from around 3,000 BC to 0 AD lasting three thousand years Local History • In 1575, the first British coal mine was opened • Humphry Davy invented his Davy Lamp in 1815 as a light source in highly flammable areas • On 4th August 1842, a law was passed that stopped women and children under ten years from working underground in mines in Britain • 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. Coal miners went on strike between 1984-1985.	Invaders and Settlers • In 55 BC, Julius Caesar first attempted to invade Britain • In AD43, the Roman Army first successfully invaded Britain • In AD122, Hadrian started to build his wall • In AD410, Roman rule in Britain ended. • By AD450 Anglo-Saxons had started to settle in Britain. • In AD789, the Vikings invaded Britain. Their rule lasted until AD 1066 when the Normans started to rule European Study (Italy) • The first Pope is 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 World War Two • The second world war was fought between 1939 and 1945 • 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 • VE Day, 8th May 1945, marked the end of the war in Europe	North and South America • 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 in the civil war. His term of office was 1861 to his assassination in 1865 • Harriet Tubman was born in 1820 • She escaped slavery in 1849 • The American Civil War between the Northern and Southern States (slave-holding states) was fought between 1861 to 1865 • Martin Luther King was born in 1929 • The 1950s and 1960s saw the height of the Black Civil Rights Movement in America • In 1954, the American Supreme Court ruled schools should no longer be segregated. Ruby Bridges became the first black child to attend an all-white school • In 1955, Rosa Parks refused to give up her seat on a bus to a white person • In 1955/56, the Montgomery Bus Boycott was held. Segregation was finally removed from buses in December 1956 • Martin Luther King made his 'I have a dream' speech in 1963 • He received the Nobel Peace Prize in 1964 • He was assassinated in 1968 • The Maya civilisation lasted from 1000BC to 1697AD London • 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	The Victorians • Between 1801 and 1871 the population of the UK doubled. By the 1901 census around 30 million people lived in the UK • 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. • 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. • A cholera epidemic in 1849 killed 14,137 Londoners • In 1858, the year of the Great Stink, Parliament passed an enabling act which would revolutionise London's sewerage system • By 1866 most of London was connected to a sewer network • After the Education Act of 1870 was passed, many schools were built with a focus on reading, writing and arithmetic • The 1880 Education Act made education compulsory for all children to the age of 10 Africa • 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
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Famous People Tutankhamun, Cleopatra Humphry Davy, Arthur Scargill	Famous People Hadrian, Boudicca The Pope Winston Churchill, Adolf Hitler	Famous People George Washington, Abraham Lincoln, Harriett Tubman, Martin Luther King, Rosa Parks, Ruby Bridges, Amelia Earhart Emmeline Pankhurst, Millicent Fawcett, Emily Davison	Famous People Queen Victoria, Joseph Bazalgette, Lord Shaftesbury, Dr Barnardo Sir John Hawkins, William Wilberforce Sir Robert Peel, Dick Turpin

**National Curriculum
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

- Identify what they want to know about life in the past and find answers to those questions - Formulate simple questions about what happened and how things changed - Investigate historical events using different sources	- From known information, work out what else they would like to know and find answers to those questions - Formulate informed questions that explore similarities and differences about the past - Investigate the impact of historical events on people at the time using different sources	- From known information, formulate what else they would like to know and research this using a range of sources and analysing the evidence - Formulate informed questions that explore cause and significance, moving on from simple questions about 'what happened' to more complex questions about 'why' and 'how' - Investigate the impact of historical events on people at the time and in later years using different sources	- From known information, formulate what else they would like to know and research this using a range of sources and analysing evidence to draw conclusions - Formulate informed questions that explore change and impact, moving on from simple questions about 'what happened' to more complex questions about 'why' and 'how' - Investigate the impact of historical events on people at the time and in later years using different sources, constructing responses and forming opinions
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**National Curriculum
USING EVIDENCE**

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

- Know how historic items and artefacts (primary sources) have been used to help build up a picture of life in the past - Learn to use secondary source evidence to build a picture of the past - Recognise when they are using primary and secondary sources of information to investigate the past, and describe what they can learn from them	- Identify different types of sources, including primary sources (eg; artefacts and letters) and secondary sources (eg; textbooks, documentaries, the internet) - Know that there can be different interpretations and perspectives of history and begin to suggest reasons for these differences; e.g. the allied and axis forces - Show an awareness of the concept of propaganda	- Use a wider range of primary and secondary sources; e.g. documents, printed sources, online material, pictures, photos, artefacts, historic sites and compare the information it gives us - Compare the information we can gain from primary and secondary sources - Consider the reliability and accuracy of different sources, understanding that there might be bias, opinion or misinformation	- Develop the ability to form their own opinions about historical events based on evidence from various sources - Evaluate the accuracy and reliability of sources, and draw conclusions based on evidence - Learn how to identify bias (how interpretations may differ) in sources and to consider different interpretations of the past
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National Curriculum

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

Y3	Y4	Y5	Y6
- Find out about the everyday lives of people in the past - Identify key features, aspects and events of the time studied	- Describe the everyday lives of people in the past - Know key features, aspects and events of the time studied	- Find out about key events of the past, including attitudes, beliefs and the impact people can make - Examine causes and results of great events and the impact these had on people	- Describe the key events of the past, including attitudes, beliefs and the impact people can make - Explain causes and results of great events and the impact these had on people
Early Man - 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 - The Mesolithic Age, also known as the Middle Stone Age, was a period 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 - 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	Invaders and Settlers - The Romans invaded Britain in 43 AD - Claudius was the emperor who 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. - Any territory conquered by the Romans was raised to the status of a Roman province. - 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 - 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	North and South America North America 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 - The leader of the USA is called a president. Since 1800 every president has lived and worked in the White House. - In 1789 George Washington became the first president. - Abraham Lincoln was the president during the American Civil war between states in the north and south - The president today is Donald Trump. He was first elected in 2016 and again in 2024 - Harriet Tubman was born around 1820 on a plantation in Maryland. She was born a slave person but managed to	The Victorians - 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. 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. - The Victorian era saw a surge in inventions which were showcased at Prince Albert's Great Exhibition e.g. telephone, photographs, cars, typewriters, stamps - 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

ago and involved the domestication of plants and animals. People began to cultivate crops, raise livestock, and build permanent settlements • Neolithic times saw the first man-made pottery. The most important and earliest was Beaker pottery • The Stone Age, Bronze Age, Iron Age are named after the main material used for tools and weapons at the time • The Bronze Age used bronze to make tools and weapons replacing stone as the main material. Metal objects were usually cast in moulds • This period saw advancements in metalworking, agriculture, and the development of societies • 1500 BC saw the origin of villages, fields, hedgerows and trackways. Field systems were laid out and the first roundhouses were built • 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) • The Iron Age ended with the Roman Invasion of Britain in 43AD. By the end of the Iron Age, Britain was divided into a number of tribal territories. • Most of our evidence from the Stone Age to the Iron Age comes from archaeology and artefacts Ancient Egypt • Ancient Egypt was a civilization that flourished along the Nile River in Northeast Africa, starting around 3150 BC. It lasted for approximately 3,000	the wedge was a triangular formation used to charge at enemy lines • The Roman left a legacy in Britain: long, straight roads; arches and aqueducts; baths, underground drains; coins, laws, a written language (Latin) • 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 impossible and Britain having suitable land for farming • The Vikings' homeland was Scandinavia (modern Norway, Sweden and Denmark). • The attack on Lindisfarne (in 793 CE) was the first major Viking raid on the British Isles • The Vikings attacked using longboats crewed by about 30 warriors who could land, attack, and leave quickly • Pories 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 • 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	escape in 1849. She was responsible for leading hundreds of enslaved people to 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 • 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. • 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 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 • 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	revolutionise London's sewerage system began to be implemented. By 1866, most of London was connected to a sewer network devised by Bazalgette ▪ 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. • 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. • 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
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years and was known for its pyramids and pharaohs • 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 • 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. • 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 • Egyptians built pyramids as burial places for pharaohs and their families. 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. 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	called it Jorvik, which was also the name they used for their kingdom in Britain • 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 Italy • Mount Vesuvius, a volcano in Italy, erupted in AD 79 • 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 • 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 • Vesuvius last erupted in 1944, but is still classed as an active volcano • 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 • 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	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 • 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 3 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 • 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." South America • 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,	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 • 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. However, from 1880 the law changed and all children between the ages of 5 to 10 had to go to school. 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 ▪ Lord Shaftesbury was a prominent social reformer in 19th-century England, 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
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• Hieroglyphics is writing that used pictures/symbols and is used within hieroglyphics Local History • Up until the mid-16th century, wood was the main source of fuel to provide heating. However, with many trees being cut down for timber 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 • 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 • Animals that used to work in the mines were ponies (small and strong to pull the	• 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 • 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 spectator • 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 World War Two • 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. • The blitz was the name given to German air raids where bombs were dropped on	but each city had its own ruler and governed itself • 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 • The Maya civilisation, with a clear structure to its society, was considered an advanced society in relation to that period of time in Europe. The Maya were a civilised society who had a clear structure to their society. Many Maya were farmers. Some were slaves who worked for the priests and important people. They built temples and buildings out of stone. • 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 paste), 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. • Farming was very important to the Maya. All work was done by hand. The methods used were driven by the physical geography:	helping the poor and his advocacy for social change ▪ Dr Barnardo, 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 Africa ▪ 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 ▪ Portugal was one of the first countries to transport slaves they had bought from African tribes in exchange of guns, cloth and brandy ▪ 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
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barrows of coal) and canaries (smelt gases and warned miners to evacuate) A typical day for a pit pony involved working underground, hauling 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, hauling 30 tons of coal on the underground railway • 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 • 1816 Davey lamps were used in the mines as they were safer than candles • 1842 Mines and Colliers Act passed stopping women and girls from working in mines and boys under 10) • 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 are Europe's tallest coal mining headstocks (at over 200 feet) • 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 unprofitable mines The strikes led to economic disruption, including job losses and financial hardship for many families. The strikes left a lasting legacy	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 London underground for safety. The most common shelters were Anderson shelters, partially buried in gardens, and Morrison shelters used indoors • Evacuation was the moving of children to the countryside away from the bombings to live with families to keep them safe • Food and clothes were rationed due to shortages and people were given ration books and clothing coupons • 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	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. • The Maya were great artists and used a variety of materials including 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. • 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. • 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. • Maya weavers worked mainly with cotton which had to be washed and	▪ 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 ▪ 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 ▪ 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 ▪ 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 ▪ Laws separating people by their race were put in place by the National Party who were in government at the time ▪ 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 were 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'
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in former mining communities, which have faced significant challenges since the closure of collieries		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. • 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. • 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).	▪ 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 protesting and in 1962, Nelson Mandela was imprisoned for treason ▪ Nelson Mandela was offered release from prison on the condition that he stop his fight against apartheid laws. Mandela refused freedom, twice ▪ Mandela was finally released from prison in 1990. He continued to fight for equality until apartheid was finally abolished in the early 1990s ▪ 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 Crime and Punishment ▪ Romans: Roman laws were called 'The Twelve Tables' There were laws to cover every crime, harsh punishments to deter crime and these were decided by a judge and jury. Roman law, served as the foundation for legal systems in much of Western Europe and beyond. ▪ Anglo-Saxons: 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 – Wergild. Trials were heard in court or ordeals were held ▪ Normans and Tudors: Public executions e.g. hanging were popular during Tudor times, with families, food stalls and
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		• 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 • The Maya wrote what we call hieroglyphs (glyphs for short). Maya writing was phonetic. • Some historical events/periods occurred concurrently in different locations (The Maya and Ancient Egypt). London London Landmarks 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 beefeaters (guards),	people queuing for hours to get a good spot. People were shamed e.g. stocks. The idea was that severe punishments 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 law (sanctuary) ruled in Norman times. This led to constables, watchmen, beades and justices of the peace in Tudor times ▪ Georgians: Dick Turpin lived during the Georgian period. Born in 1705 in Essex. He was captured and hung in 1739. During this time, highwaymen would rob people while they were travelling on the road. There was still no police force. ▪ Transportation: 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 transportation ▪ Transportation to America from Britain stopped when America gained independence ▪ Transportation to Australia began in 1787 ▪ Businessmen had contracts for transportation ▪ If transportation was imposed for a number of years, the offender could return home after serving their time, but had to make their own 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
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		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 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. The Shard: Designed by Renzo Piano, an Italian architect, The Shard is the tallest building in the UK. It was completed in July 2012.	▪ 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 re-offending, although many were sent out to the Empire to serve sentences abroad ▪ 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. ▪ Modern Times: 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
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		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. • 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. • 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. • The Suffragette movement was a campaign in the late nineteenth and early twentieth century for women to be able to vote in elections.	
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