



History Curriculum

History Overview

	Term		
Yellow Class	Spring 1	Spring 2	Summer 2
	People Who Helped Us in the Past 	Toys Through Time 	Queen Elizabeth II 
Green Class	Autumn 1	Spring 2	Summer 1
	The Wright Brothers and Amy Johnson 	The Great Fire of London 	Queen Elizabeth I & II 

History Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Blue Class	The Titanic 	Neil Armstrong and Christopher Columbus 	History of Our School 
	Victorian Oldham 	Ancient Greece 	Stone Age to the Iron Age 

History Overview

	Term		
Lime Class	Autumn 2	Spring 1	Summer 2
	Roman Britain 	The Founding Fathers of St Anne's 	The Early Law Makers 
Lilac Class	Autumn 2	Spring 1	Spring 2
	The Gunpowder Plot 	The Anglo-Saxons 	The Ancients: Ancient Egypt 

History Overview

	Term		
	Autumn 1	Autumn 2	Spring 1
Turquoise Class	Slavery 	World War II 	The Mayans 
	Spring 2		
	The Vikings 		

History Overview

	Term		
	Autumn 2	Spring 1	Spring 2
Purple Class	<p>The Islamic Civilization</p> 	<p>Leisure and Entertainment in Shakespearean times</p> 	<p>The Invasions</p> 

Yellow Class Enquiry Questions

Term		
Spring 1	Spring 2	Summer 2
Changes within living memory	Changes within living memory	The lives of significant individuals
Who were Florence Nightingale and Mary Seacole?	Would my Great Grandparents play with toys like mine?	How has the Queen kept herself busy for over 90 years?
Key Questions	Key Questions	Key Questions
<p>Why is Florence Nightingale remembered today and what did she do in her life?</p> <p>Why do you think Florence was brave when she went to the Crimea?</p> <p>What did Florence do to help the soldiers and what did people think of her?</p> <p>What were the most important things Florence did in her life?</p> <p>Who is Mary Seacole and was she like Florence?</p> <p>How should we remember Florence Nightingale and Mary Seacole?</p>	<p>What are our favourite toys now?</p> <p>What was on Great Grandma and Grandad's birthday list?</p> <p>Would my grandparents have bought toys over the internet when they were children?</p> <p>What do toys from the 1960s look like?</p> <p>Do you prefer toys from the 1960s or now?</p> <p>What would your birthday have been like without the internet or electricity?</p>	<p>Who is Queen Elizabeth II?</p> <p>What was it like when Queen Elizabeth was a child?</p> <p>What have Royal weddings been like over the years?</p> <p>When and why did Queen Elizabeth become the queen?</p> <p>What does the Queen do?</p> <p>What has she done in the past?</p>



Yellow Class - Spring 1



Enquiry Question

Who were Florence Nightingale and Mary Seacole?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Reception Expectations:</u></p> <p>Children talk about past and present events in my own life and in the lives of family members.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday</p>	<p><u>Reception Expectations:</u></p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know that some people/famous people have helped our lives be better today.</p>	<p><u>Reception Expectations:</u></p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.</p> <p>Children know that not all sources of information answer the same questions.</p>



Yellow Class - Spring 2

Enquiry Question

Would Great Grandma play with toys like mine?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Reception Expectations:</p> <p>Children talk about past and present events in my own life and in the lives of family members.</p> <p>Year 1 Expectations:</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know how to put up to three objects in chronological order (recent history)</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday</p>	<p>Reception Expectations:</p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Year 1 Expectations:</p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children know how to give examples of objects and events that are different in their life from that of their grandparents when they were young.</p>	<p>Reception Expectations:</p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Year 1 Expectations:</p> <p>Children can find out something about the past by talking to an older person.</p> <p>Children know how to describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.</p> <p>Children know how to spot old and new things in a picture.</p> <p>Children know that not all sources of information answer the same questions.</p>



Yellow Class - Summer 2



Enquiry Question

How has the Queen kept herself busy for over 90 years?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Reception Expectations:</u> Children talk about past and present events in my own life and in the lives of family members.</p> <p><u>Year 1 Expectations:</u> Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new. Children know how to retell parts of history using beginning, middle, and end. Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday</p>	<p><u>Reception Expectations:</u> Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u> Children ask and answer questions using and comparing sources: books, photographs, videos etc. Children know how to give more than one reason for an event in a simple context Children know that we have a queen who rules us and that Britain has had a king or queen for many years.</p>	<p><u>Reception Expectations:</u> Children look closely at similarities, differences, patterns and change. Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u> Children know how to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly, what The Queen has done in the past. Children know how to describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.</p>

Green Class Enquiry Questions

Term		
Autumn 1	Spring 2	Summer 1
The lives of significant individuals	Events beyond living memory	Significant historical events, people and places/ The lives of significant individuals.
Why did The Wright Brothers and Amy Johnson take to the sky?	What was The Great Fire of London and why did it spread so quickly?	What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • Why do you think Amy Johnson was famous? • How did Amy the secretary end up being the first woman to fly to Australia and why was this difficult? • How did people react to Amy Johnson's famous flight and how did things change for her after the famous flight? • How can we solve the mystery of what happened to Amy Johnson? • What do you think the Wright brothers did to make them famous? • How did the Wright brothers manage to be the first to launch a man powered flight? • Why did the Wright brothers succeed where others had failed and how should they be remembered? • How did flight change as a result of the Wright Brothers' work? 	<ul style="list-style-type: none"> • When was the Great fire of London? • How did the fire start? • Why did the fire spread so quickly? • Who was King Charles and why did people listen to him? • How did they try to stop the fire? • How did things change after the Great Fire of London? 	<ul style="list-style-type: none"> • Who is Queen Elizabeth II and when did her reign begin? • What does Queen Elizabeth II do for our country? • Who is Queen Elizabeth I and when did her reign begin? • What was life like during the reign of Queen Elizabeth I? • What was life like for children during the reign of Queen Elizabeth I? • Would I prefer to live under the rule of Queen Elizabeth I or II?



Green Class - Autumn 1

Enquiry Question

Why did The Wright Brothers and Amy Johnson take to the sky?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that some people/famous people have helped our lives be better today.</p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to spot old and new things in a picture.</p> <p>Children know that not all sources of information answer the same questions.</p> <p>Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.</p> <p><u>Year 2 Expectations:</u></p> <p>Children can answer questions by using a specific source, such as an information book.</p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p>



Green Class - Spring 2



Enquiry Question

What was The Great Fire of London and why did it spread so quickly?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know how to retell parts of history using beginning, middle, and end.</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to give more than one reason for an event in a simple context e.g. why the Great Fire spread or why The Titanic sank.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an even took place.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that not all sources of information answer the same questions.</p> <p>Children know how to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly, what The Queen has done in the past.</p> <p>Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.</p> <p><u>Year 2 Expectations:</u></p> <p>Children can answer questions by using a specific source, such as an information book.</p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys.</p>



Green Class - Summer 1



Enquiry Question

What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that we have a queen who rules us and that Britain has had a king or queen for many years.</p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.</p> <p>Children know how to explain how their local area was different in the past.</p> <p>Children know how to make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past would have been used, possibly through simple role play.</p> <p>Children show understanding of the concept of change and can offer reasons why simple changes occur. Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to spot old and new things in a picture.</p> <p>Children can find out something about the past by talking to an older person.</p> <p>Children know how to describe how features of life today, such as holidays, differ from those of Victorian times, referring to subject-specific detail, eg: in pictures, can describe and explain a mangle.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p>

Blue Class Enquiry Questions

Term		
Autumn 1	Autumn 2	Spring 1
Events beyond living memory	The lives of significant individuals Comparison between periods of time.	Significant historical events, people and places in their own locality
What was The Titanic and why was it so important?	What was so important about Neil Armstrong's and Christopher Columbus' journeys?	What is our school made of?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • What do we already know about The Titanic and what can I work out from evidence presented? • Can I order the events that led to the sinking of The Titanic on a timeline? • What was so special about The Titanic and what was life on board like? • Why and how did the unsinkable Titanic sink? • Why were more people not saved from the Titanic? • How did they stop a disaster like that every happening like that again? 	<ul style="list-style-type: none"> • Can I make a timeline of Neil Armstrong's life? • Can I sequence events of the moon landing and explain what happened? • Can I think about why astronauts risk their lives to go to the moon? • Can I make a timeline of Christopher Columbus' life? • Can I investigate and explain the journeys Christopher Columbus went on and why they were so significant? • Can I compare the journeys of Neil Armstrong and Christopher Columbus? • Can I investigate whether these kinds of journeys and explorations continue today? 	<ul style="list-style-type: none"> • Can I use sources of evidence to explain how the local area has changed over the years? • Can I find important dates from around school to understand its history? • Can I find important dates and signs of heritage from around in the local area? • Can I ask other people what life was like at my school and in my local area when they were young? • Can I give a clear explanation why school was built offering two or three reasons why it happened? • Can I find out what a day at our school was like 100 years ago compared to now?



Blue Class - Autumn 1



Enquiry Question

What was The Titanic and why was it so important?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an even took place.</p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys.</p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Children can answer questions by using a specific source, such as an information book.</p>



Blue Class - Autumn 2

Enquiry Question

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children show understanding of the concept of change and can offer reasons why simple changes occur. Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts e.g. Pepys.</p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p> <p>Children can answer questions by using a specific source, such as an information book.</p>



Blue Class - Spring 1



Enquiry Question

What is our school made of?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past would have been used, possibly through simple role play.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an event took place.</p> <p>Children know how to explain how their local area was different in the past.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p>

Orange Class Enquiry Questions

Term		
Autumn 1	Autumn 2	Spring 1
<p>A local history study.</p> <p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.</p>	<p>Ancient Greece-a study of Greek life and achievements and their influence on the western world.</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Overview Unit End: The Romans</p>
<p>How did the Victorian period change Oldham and what does this mean for me?</p>	<p>What can I rediscover about Ancient Greece?</p>	<p>What were the changes in Britain from the Stone Age to the Iron Age?</p>
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • What and when were the Victorian times? • How did Victorian education change children's lives in Oldham today? • How did work in Victorian Oldham change the town? • What happened to work when the cotton industry stopped? • How did Victorian transport change Oldham? • How did Victorian inventions change Oldham? 	<ul style="list-style-type: none"> • How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? • What was life in Athens like in Ancient Greece? • What was life in Sparta like in Ancient Greece? • What were the religious beliefs of Ancient Greeks? • What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? • What were the main features of Ancient Greek culture and has it lasted? • In what ways have the Ancient Greeks influenced our lives today? 	<ul style="list-style-type: none"> • Was Stone Age man simply a hunter and gatherer, concerned only with survival? • How different was life in the Stone Age when man started to farm? • What can we learn about life in the Stone Age from a study of Skara Brae? • Why is it so difficult to work out why Stonehenge was built? • How much did life really change during the Iron Age and how can we possibly know? • Can I solve the mystery of the 52 skeletons? • Who were The Romans and what did they do?



Orange Class - Autumn 1



Enquiry Question

How did the Victorian period change Oldham and what does this mean for me?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>



Orange Class - Autumn 2



Enquiry Question

What can I rediscover about Ancient Greece?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>



Orange Class - Spring 1



Enquiry Question

What were the changes in Britain from the Stone Age to the Iron Age?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children know what life would have been like for the early settlers.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know how Britain changed between the beginning of the stone age and the iron age.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how to identify differences between versions of the same event.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>

Lime Class Enquiry Questions

Term		
Autumn 2	Spring 1	Summer 2
<p>The Roman Empire and its impact on Britain</p> <p>Overview Unit Start: The Stone Age</p>	<p>A local history study</p>	<p>An aspect or theme in British history beyond 1066.</p>
<p>Why were the Romans so powerful and what did we learn from them?</p>	<p>Who were the founding fathers of our school and how is their vision still alive today?</p>	<p>Who were the early lawmakers?</p>
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • What and when was The Stone Age? • Why did Claudius want Britain? • Would you take on the Roman Army? • What was so special about Boudicca? • How were the Romans able to keep hold of such a vast empire? • What were the features of a Roman town? • How did a 400 year empire suddenly come to an end? • What have the Romans ever done for us? 	<ul style="list-style-type: none"> • What was life like in Royton and Britain in 1916? • Who had the idea to build our school and why did they have it? How did the Founding Fathers get the support they needed to build in 1914? • Why did they chose this site and what was here before it? • What clues are there around school? • Would I have liked to go to our school 100 years ago? 	<ul style="list-style-type: none"> • Which monarchs have significantly affected law and order throughout the years? • Who was King John and why did the barons rebel against him? • What was The Magna Carta and did it solve any problems? • How did The Magna Carta affect the feudal system? • How has The Magna Carta helped shaped our lives today?



Lime Class - Autumn 2

Enquiry Question

Why were the Romans so powerful and what did we learn from them?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children know what life would have been like for the early settlers. Children know why certain events happened as they did in history.</p> <p>Children have an overview of how Britain changed between the beginning of the stone age and the iron age.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know that Britain has been invaded by different groups over time.</p> <p>Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know why Britain would have been an important country to have invaded and conquered.</p> <p>Children know about famous figures from historical periods taught.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and re-counts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>



Lime Class - Spring 1



Enquiry Question

Who were the founding fathers of our school and how is their vision still alive today?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and re-counts.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children know how to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>



Lime Class - Summer 2



Enquiry Question

Who were the early lawmakers?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how to identify differences between versions of the same event.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know about famous figures from historical periods taught.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p>

Lilac Class Enquiry Questions

Term		
Autumn 2	Spring 1	Spring 2
An aspect or theme in British history beyond 1066.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Overview Unit Start: The Romans	Overview of ancients Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world. Overview Unit Start: Ancients: Greece, Shang Dynasty, Sumer, Indus Valley
Why should gunpowder, treason and plot never be forgotten?	Who were the Anglo-Saxons?	How can we re-discover ancient Egypt?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> Who ruled Britain in the early 1600's and what was life like under this rule? What was parliament like in the early 1600's compared to now? Who were the Protestants and Catholics? Who was involved in The Gunpowder Plot and why? What was the conspirators' plan and how successful was it? What is treason and how did this play a part in the Gunpowder Plot? What is the real reason that we have Bonfire Night? 	<ul style="list-style-type: none"> Who were The Romans and what did they do? Why did the Anglo-Saxon's invade and how can we possibly know where they settled? What can I find out about Anglo-Saxon settlements? What does the 'mystery of the empty grave' tell us about Saxon Britain? How were the Saxons able to see off the Viking threat? Just how great was King Alfred really? Just how effective was Saxon justice? 	<ul style="list-style-type: none"> What other Ancients have there been? What can we quickly find out to add to what we already know about Ancient Egypt? How can we discover what Ancient Egypt was like over 5000 years ago? What sources of evidence have survived and how were they discovered? What does the evidence tell us about everyday life for men, women and children? What did the Ancient Egyptians believe about life after death and how do we know? What did Ancient Egypt have in common with other civilisations from that time?



Lilac Class - Autumn 2

Enquiry Question

Why should gunpowder, treason and plot never be forgotten?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know why certain people acted as they did in history.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know about famous figures from historical periods taught.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p>Children can identify differences between versions of the same event.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children are able to see two sides of a question and can offer arguments on both sides.</p> <p>Children sustain an answer. Ideas are beginning to have some shape and provide supporting evidence for statements made.</p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to identify and explain their understanding of propaganda.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p>



Lilac Class - Spring 1

Enquiry Question

Who were the Anglo-Saxons?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know that Britain has been invaded by different groups over time.</p> <p>Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know why Britain would have been an important country to have invaded and conquered</p> <p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.</p> <p>Children sustain an answer. Ideas are beginning to have some shape and provide supporting evidence for statements made.</p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p> <p><u>Year 5 Expectations:</u></p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p>



Lilac Class - Spring 2

Enquiry Question

How can we re-discover ancient Egypt?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know that Ancient means thousands of years ago.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>

Turquoise Class Enquiry Questions

Term		
Autumn 1	Autumn 2	Spring 1
An aspect or theme in British history beyond 1066.	An aspect or theme in British history beyond 1066.	A non-European society that provides contrasts with British history.
Why should Britain be ashamed of slavery?	How did Great Britain stand firm against the German threat?	Who were the Mayans and what can we learn from them?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • What was the slave trade and what was this like in Britain? • What was life like on board a transportation ship? • What were the slave auctions like and what role did Britain play in these? • What did it feel like to be a slave on the duties and plantations? • How did the cotton slave trade directly link to the industry in Britain? • How long did the slave trade last for and when were the significant turning points? • Has the slave trade ended? A look at modern slavery. 	<ul style="list-style-type: none"> • Why did Britain have to go to war in 1939? • Why was it necessary for children to be evacuated and what was evacuation really like? • How was Britain able to stand firm against the German threat? • How did the people manage to carry on normal life during the war and how do we know? • Why is it so difficult to be sure what life on the Home Front was really like? • What was VE day really like? • How were individual families living on the Home Front affected by the war? 	<ul style="list-style-type: none"> • Why study the Maya? • Why did the Mayan empire grow and how did they become so significant? • What was life like for the Maya and how did it differ from British life at the same time? • How did the Maya worship and is it similar/different to other civilisations we have studied? • How and why did the Mayan empire decline so quickly?

Turquoise Class Enquiry Questions

Term

Spring 2

**The Viking and Anglo-Saxon struggle
for the Kingdom of England to the time of Edward the Confessor
Overview Unit Start: The Anglo Saxons**

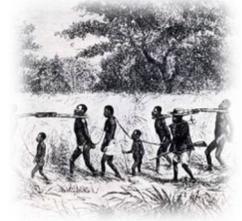
Were the Vikings always so Vicious and Victorious?

Key Questions

- Who were the Vikings and what images do we have of them?
- Why did the Vikings gain such a bad reputation?
- How did the Vikings try to take over the country and how close did they get?
- How have recent excavations changed our view of the Vikings?
- What can we learn about Viking settlement from a study of place name endings?
- Raiders or settlers: How should we remember the Vikings from what we know and what is still around us?



Turquoise Class - Autumn 1



Enquiry Question

Why should Britain be ashamed of slavery?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>



Turquoise Class - Autumn 2



Enquiry Question

How did Great Britain stand firm against the German threat?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p>Children can identify differences between versions of the same event.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened./</p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p> <p>Children know how to identify and explain their understanding of propaganda.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.#</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account</p>



Turquoise Class - Spring 1



Enquiry Question

Who were the Mayans and what can we learn from them?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know that Ancient means thousands of years ago.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account</p>



Turquoise Class - Spring 2



Enquiry Question

Were the Vikings always so Vicious and Victorious?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children can identify differences between versions of the same event.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account</p>

Purple Class Enquiry Questions

Term		
Autumn 2	Spring 1	Spring 2
The achievements of the earliest civilisations.	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.	Overview of Romans to Vikings (Chronological understanding)
Why was the Islamic Civilization around AD900 known as 'The Golden Age'?	To be, or not to be? That is the question.	What if Great Britain had never been invaded?
Key Questions	Key Questions	Key Questions
<ul style="list-style-type: none"> • Can I find out about Baghdad's role in the early Islamic Civilisation? • Can I find out about the House of Wisdom and how it became a centre for learning? • Can I explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world? • Can I describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph? • Can I identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques? • Can I identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume? 	<ul style="list-style-type: none"> • Can I recall what I already know about The Tudor Age? • Can I prepare for the arrival of Queen Elizabeth? • Can I use advise the film director? • Can I justify my advice? • Can I recreate a journey to the theatre? • Can I present my learning? 	<ul style="list-style-type: none"> • Can I plan timeline to show the chronology of Romans to Vikings? • Why did the Romans invade England, what impact did this have and why did they leave? • Why did the Anglo Saxons invade England, what impact did this have and why did they leave? • Why did the Vikings invade England, what impact did this have and why did they leave? • Who does the evidence suggest was the most victorious of all invaders?



Purple Class - Autumn 2

Enquiry Question

Why was the Islamic Civilization around AD900 known as 'The Golden Age'?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know about the impact that the ancient civilizations had on the world.</p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>



Purple Class - Spring 1



Enquiry Question

To be, or not to be: that is the question?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society</p>	<p><u>Year 6 Expectations:</u></p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>



Purple Class - Spring 2



Enquiry Question

What if Great Britain had never been invaded?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>

Core Concepts

Core Concept	Definition	Times Explored
	<p>Empire</p>	<p>A group of nations or people under one ruler or government.</p> <p>13</p>
	<p>Invasion</p>	<p>To enter a country or group's land as an enemy, by force, in order to conquer or plunder.</p> <p>6</p>
	<p>Rebellion</p>	<p>An armed fight or uprising against the rulers of the area that one lives within.</p> <p>5</p>
	<p>Civilisation</p>	<p>The society, culture, and way of life of a particular area.</p> <p>5</p>

Core Concepts

Core Concept	Definition	Times Explored
	Parliament/ Democracy	An assembly of people who deal with matters of state and law. 11
	Ancient	Belonging to the very distant past and no longer in existence. 3
	Exploration	Travelling across or through something to discover new places. 7
	Cultural Change	Changes to the way that a society or culture is run, how it functions or is governed. 24

Core Concepts

Core Concept		Definition	Times Explored
	Technological Advancement	Changes in technology over time within a specific society or civilisation	15
	Crime and Punishment	Laws and subsequent actions for those that do not follow set rules.	5

Coverage of Core Concepts

Yellow Class

Changes within living memory

Who else has helped me in the past?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Changes within living memory

Would Great Grandma play with toys like mine?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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The lives of significant individuals

How has the Queen kept herself busy for over 90 years?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Green Class

The lives of significant individuals

Why did The Wright Brothers and Amelia Earhart take to the sky?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Events beyond living memory

Was the Great Fire of London really great?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Significant historical events, people and places/ The lives of significant individuals.

What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Blue Class

Events beyond living memory

What was The Titanic and why was it so important?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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The lives of significant individuals Comparison between periods of time.

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Significant historical events, people and places in their own locality

What is our school made of?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Orange Class

A local history study.

A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

How did the Victorian period change Oldham and what does this mean for me?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Ancient Greece-a study of Greek life and achievements and their influence on the western world.

What can I rediscover about Ancient Greece?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Changes in Britain from the Stone Age to the Iron Age

Overview Unit End: The Romans

What were the changes in Britain from the Stone Age to the Iron Age?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Lime Class

The Roman Empire and its impact on Britain

Overview Unit Start: The Stone Age

Why were the Romans so powerful and what did we learn from them?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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A local history study

Who were the founding fathers of our school and how is their vision still alive today?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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An aspect or theme in British history beyond 1066

Who were the early lawmakers?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Lilac Class

An aspect or theme in British history beyond 1066.

Why should gunpowder, treason and plot never be forgotten?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Overview Unit Start: The Romans

Who were the Anglo-Saxons?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Overview of ancients Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world.

Overview Unit Start: Ancients: Greece, Shang Dynasty, Sumer, Indus Valley

How can we re-discover ancient Egypt?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Turquoise Class

An aspect or theme in British history beyond 1066.

Why should Britain be ashamed of slavery?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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An aspect or theme in British history beyond 1066.

How did Great Britain stand firm against the German threat?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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A non-European society that provides contrasts with British history.

Who were the Mayans and what can we learn from them?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Overview Unit Start: The Anglo Saxons

Were the Vikings always so Vicious and Victorious?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Coverage of Core Concepts

Purple Class

A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.

To be, or not to be: that is the question?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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Overview of Romans to Vikings: Chronological Understanding

What if Great Britain had never been invaded?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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The achievements of the earliest civilisations.

Why was the Islamic Civilization around AD900 known as 'The Golden Age'?

Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Technological Advancements	Crime and Punishment
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History Knowledge Organisers



British History—Year 1 Yellow class

Who were Florence Nightingale and Mary Seacole?

Key Vocabulary

past	Time gone by
future	A later time yet to come
Long ago	In the distant past
before	Previous to.
change	Make or become different
now	At the present time or moment
next	Coming immediately after



Overview

Why is Florence Nightingale remembered today and what did she do in her life?
Why do you think Florence was brave when she went to the Crimea?
What did Florence do to help the soldiers and what did people think of her?
What were the most important things Florence did in her life?
Who was Mary Seacole and was she like Florence?
How should we remember Florence Nightingale and Mary Seacole?

Key Dates

Florence Nightingale

1820

Florence Nightingale was born on the 12th of May in 1820.



1851

Florence became a nurse.



1854

Florence went to Turkey to care for wounded soldiers.



Mary Seacole



Mary Seacole was born in 1805 in Kingston, Jamaica.



Mary's mother was a nurse. At 12, Mary started to help her mother take care of the sick.



In 1854, Mary decided she wanted to help care for soldiers fighting in the Crimean War.

British History: Year 1

Who were Florence Nightingale and Mary Seacole?

Key Knowledge

1853

The Crimean War
broke out.



Both Florence Nightingale and Mary Seacole travelled to Crimea to help wounded soldiers.



1854

Florence was named 'Lady of the Lamp' as she cared for people through the night with a lamp in hand.



Mary was so keen to help that she paid for herself to get to Crimea.

Key Knowledge

Both Florence Nightingale and Mary Seacole were recognised for their bravery.

1883

Queen Victoria awarded Florence the Royal Red Cross.



After the war, Mary received bravery medals from Britain, Turkey and France.



British History—Year 1 Yellow class

Would my Great Grandparents play with toys like mine?

Key Vocabulary

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



Overview

What are our favourite toys now?

What was on Grandma and Grandad's birthday list?

Would my Grandparents have bought toys over the internet when they were children?

What do toys from the 1960s look like?

Do you prefer toys from the 1960s or now?

What would your birthday have been like without the internet?

Key Dates



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

British History: Year 1

Would my Great Grandparents play with toys like mine?

Key Knowledge

19th century

Toys: wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toys soldiers, leather footballs.



20th century

Toys: teddy bears, Barbie dolls, Action Man, electronic toys, computers, games consoles.



21st century

Toys: handheld games consoles, virtual reality.



Key Knowledge

dolls



Meccano



teddy bears



board games



doll house



ball and cup



building blocks



computer games and consoles





British History—Year 1 Yellow class

How has the Queen kept herself busy for over 90 years?

Key Vocabulary

royal	A King or Queen or member of their family.
monarch	A King, Queen or Emperor who rules a country.
reign	The time that a monarch rules a country.
heir	The person who is going to become King or Queen next.
Government	The people who are in charge of Queen Elizabeth II running the country.
Prime Minister	The head of the government.
Buckingham Palace	The Palace where the monarch of the United Kingdom lives when they are in London.



Overview

Who is Queen Elizabeth II?
What was it like when Queen Elizabeth was a child?
What have Royal weddings been like over the years?
When and why did Queen Elizabeth become queen?
What does the Queen do?
What has she done in the past?

Key Dates

Kings and Queens over the last 100 years



George V

Reign: 6th May 1910 –
20th January 1936



Edward VIII

Reign: 20th January 1936
– 11th December 1936



George VI

Reign: 11th December
1936 – 6th February 1952



Elizabeth II

Reign: 6th February
1952 – Present



British History: Year 1

How has the Queen kept herself busy for over 90 years?

Key Knowledge



20 November 1947: The future Queen Elizabeth II and Prince Philip, Duke of Edinburgh



29 July 1981: Prince Charles and Lady Diana Spencer



29 April 2011: Prince William and Catherine Middleton



19 May 2018: Prince Harry and Meghan Markle

Key Knowledge

Date of birth:
21st April 1926.



Date of coronation:
2nd June 1953.



British History: Green Class – Wright Brothers and Amy Johnson

Why did the Wright Brothers and Amy Johnson take to the sky?

Key Vocabulary	
Chronological	Events in a order.
Travel	Moving from one place to another.
Pilot	A person who operates the flying controls of an aircraft.
Aviatrix	A woman who is a pilot.
Career	An occupation (job) that has the opportunities for progression.
Continent	One of the main landmasses of the globe.
Aeroplane	A powered flying vehicle with fixed wings
Aircraft	Machine capable of flying
Aviation	The world of aircraft and air travel.
Cabin	Room or space on an aircraft.
Century	Period of 100 years.
Engine	Machine that provided power.
Landing gear	Wheels and other part that bear the weight if an aeroplane.
Fuselage	Body of the aircraft.
Significance	Importance .



Key People
Wilbur Wright
Orville Wright
Amy Johnson

Key Places
America
North Carolina
England
Hull
London
Australia
Darwin

Key Dates	
1899	The wright brothers built there first gilder, it flew like a kite
Dec 1903	Orville piloted the first ever powered aeroplane. He flew 120 feet, lasting for 12 seconds .
Nov 1904	Using a newly designed craft named Flyer II, Wilber took to the skies. This flight lasted for over 5 minutes.
May 1910	This was the first and only time the wright brother flew together. They took a six minute flight piloted by Orville with Wilber as his passenger.
1928	Amy gained her pilots License.
1928	Amy bought a DH Gypsy Moth Plane
5th May 1930	Amy set off from London, England to Darwin, Australia.
1931	Amy set a record for the fastest flight from Siberia, Russia to Tokyo, Japan
1932	Amy set another record for a solo flight to Cape Town, South Africa.
1939	Amy flew planes and did jobs for the RAF during world war two.



British History: Green Class – Wright Brother and Amy Johnson

Why did the Wright Brothers and Amy Johnson take to the sky?

Key Knowledge: Wright Brothers

Orville and Wilber Wright, known as the Wright Brothers, invented the aeroplane; this was a huge milestone in the world of international transportation. Today people can take trips that previously would have taken months by train or boat, now taken a few hours by plane.

The brothers grew up in America. As children they enjoyed coming up with new inventions. Their interest in flight began when their father bought them a toy 'helicopter' which flew with the help of rubber bands. They experimented with making their own helicopters. As they grew older they learned how to make effective propellers and studied how birds flew to aid their wing designs.

Orville made the first flight in North Carolina in 1903. He flew 120 feet, lasting 12 seconds. As the day went on, both brothers had flights which lasted increasingly longer periods of time. The Wright Brothers didn't stop with their first flight. They continued to perfect their craft. Around a year later, in November 1904 they took their newly designed aeroplane, the Flyer II, to the air. The flight lasted over five minutes.



Key Knowledge: Amy Johnson

Amy Johnson is Britain's most famous female pilot.

Amy worked in an office before she became interested in flying.

Amy gained her pilot's license in 1928 and joined the London Aeroplane Club. She was determined to break records other pilots had set for flying long distances. Amy decided to try flying from London to Australia.

Amy brought a DH Gypsy Moth Plane for her record-breaking journey and named it Jason. Amy set off on 5th May 1930 from London, England to Darwin, Australia hoping to break the record of 16 days. Sadly for Amy, the journey took her 19 days to complete. She had not broken the world record.

Even though Amy failed to break the record for the fastest journey, she was very popular in the newspapers. People admired her daring attitude.





British History: Green Class – Events beyond living memory

What was the Great fire of London and why did it spread so quickly?

Key Vocabulary

Fire Hook	A pole having a hooked metal head and used in firefighting for tearing down walls or ceilings.
Pudding lane	A street in London known for being the location of Thomas Farrier's bakery where the Great fire of London started.
River Thames	A river in England .
Leather Bucket	A water container made of leather used in an attempt to put out the fires.
Diary	A book in which a person keeps a record of events and experiences
St Paul's Cathedral	A very large church that was destroyed in the Great Fire of London
Fire	The hot, bright flames produced by things that are burning.
Axe	A tool used for cutting wood and other materials
Bakery	A building where bread, pastries and cake are baked, or the shop where they are sold.
Cart	An old– Fashioned wooden vehicle that is used for transporting goods or people.
City	A large town.
Destroyed	To have so much damage to it that it is completely ruined or does not exist anymore.



Key People

Thomas Farriner
Mary Farriner
Samuel Peppys
King Charles II
Thomas Bludworth

Key Places

Britain
London

Key Dates

Sunday 2nd September 1666	The Fire started in Thomas Farriner's Bakery.
Tuesday 4th September 1666	St Paul's Cathedral Catches fire.
Wednesday 5th Septmeber 1666	The Navy blew up houses in the path of the fire to stop the fire spreading from house to house.
Thursday 6th September 1666	The fire officially ends.
Tuesday 11th September 1666	Christopher Wren Submits his new lay-out for the city to the king.





British History: Green Class – Events beyond living history?

What was the Great fire of London and why did it spread so quickly?

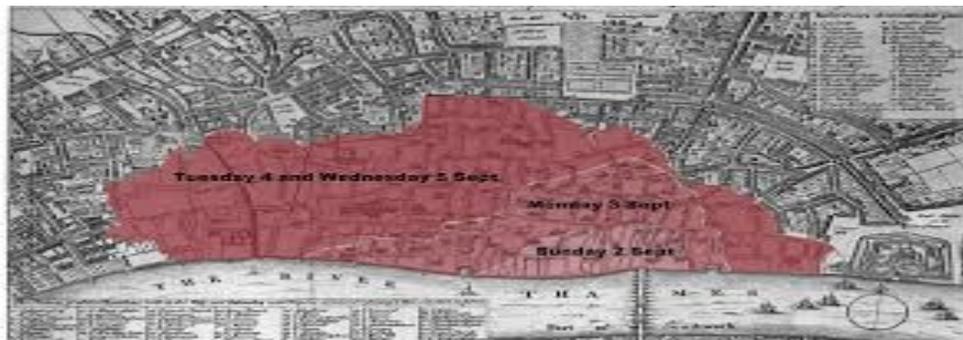
Key Knowledge

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

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

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

There was no fire brigade in London in 1666 so Londoners themselves had to fight the fire, helped by local soldiers. .



Key Knowledge

There were some attempts made to open pipes next to burning buildings in order to connect it to a hose or fill buckets.

As soon as the Lord Mayor heard the news, he expressed a lack of concern that the fire would become dangerous before returning back to his home and going back to sleep.

Indeed, months earlier, the Mayor had been warned of the danger caused by the narrow streets and overhanging timber houses.

Shortly after, clever businessmen spotted an opportunity to make money by employing men to extinguish fires: the first fire brigades were formed.

Sir Christopher Wren was given the task of rebuilding London –he built 52 of the city's churches, including St. Paul's Cathedral.



British History: Green Class – Queen Elizabeth I and Queen Elizabeth II

What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?

Key Vocabulary

Chronological	A list of event in time order.
Heir	A person legally entitled to the property or rank if another person's death
Coronation	The ceremony of crowning a king or queen.
Jubilee	A particular anniversary of an event, usually denoting the 25th, 40th, 50th, 60th, or 70th anniversary of the reign of a king or queen.
Monarch	A person who reigns over a kingdom or empire such as a king or queen.
Reign	The period of one monarch's rule.
Royal	A king or queen or member of their family.
Empire	A group of countries ruled over by one monarch.
Government	The people who are in charge of running the country.
Prime Minister	The head of the government.
Buckingham Palace	The palace where the monarch of the United Kingdom lives when they are in London.
Elizabethan Era	The time period in which Elizabeth I was Queen of England and Ireland.



Key People

Queen Elizabeth I
King Henry VIII
Queen Elizabeth II
Prince Charles
Anna Bolau
Key Places
London
England
Britain
Spain
South Africa

Key Dates –Queen Elizabeth I

7th September 1533	Birth of Princess Elizabeth
17th November 1558	The Queen begins her reign.
15th January 1559	Coronation of the Queen.
30th November 1601	Queen Elizabeth I gave her golden speech to parliament.
24th March 1603	Queen Elizabeth I died.

Key Dates –Queen Elizabeth II

21st April 1926	Birth of Princess Elizabeth.
1936	Princess Elizabeth becomes heir.
6th February 1952	The Queen begins her reign.
2nd June 1953	Coronation of the Queen.
1977	Queen's silver jubilee
2012	Queen's diamond jubilee celebrated..
2017	Queen's sapphire Jubilee celebrated. Queen Elizabeth II is the only British monarch to have reigned for 65 years



British History: Green Class – Queen Elizabeth I and Queen Elizabeth II

What is it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?

Key Knowledge– Queen Elizabeth I

Elizabeth I was Queen of England and Ireland for 45 years (1558 to 1603). She was born on 7th September 1533 (more than 400 years ago!).



She was the daughter of Henry VIII and Anne Boleyn. Elizabeth I is famous for having red hair like her father, Henry VIII. During Elizabeth I's reign, lots of English explorers searched for new lands and treasures. The time when Elizabeth I was Queen is known as England's Golden Age.

Key Knowledge– Queen Elizabeth II

Queen Elizabeth II is the current Queen of Great Britain. Queen Elizabeth II was born on 21st April 1926. Now, she is 92 years old! She is the longest reigning monarch ever in Britain. The Queen celebrates two birthdays! Her actual birthday (21st April) and her official birthday which is on a Saturday in June when the weather is better!



Key Knowledge

Music back in the Elizabethan era was calm and soothing. They had instruments like Cornett, pipe Organ and Shavn. Native folk music was seen being played at dinner tables when families came together for a meal. The interesting part of the era was that most instruments were still in their experimental phase, while vocal music was already well-explored. That resulted in an unusual blend of new styles in music composed with the exceptionally talented vocalist who sang poetry composed by people who are famous to this day. Music is a lot different now. Today we have R&B, rock and roll, country and lots of other. There are a lot of others. Music is played at anytime of the day. When you're working out, reading, sitting at home or talking to your friends. Lyrics in songs have no true meaning anymore. Artists wear insane costumes and put on shows.

The majority of people in those days were self-employed and partially self-sufficient, growing much of their own food, making their own clothes. Nowadays, most people work for wages rather than being self-employed, working for fixed hours for fixed wages. Elizabethans would work during daylight hours, so summer was usually their busiest time, winter their quietest. Whereas now the opposite is the case, we think of summer as a time for holidays. The home and workplace were not separate, as they are now, most people worked where they lived. Most Elizabethans had practical skills that few modern people possess; they would think we were helpless, with our reliance on ready-made goods, and our inability to do things for ourselves. Fast forwards 400 years and you will find that we are pampered or some may say spoiled. We have vehicles that guide you when you travel. Plumbing inside and baths and showers, TVs in all sizes and computers with the internet that will allow you to research just about anything. Doctors who know how to cure many diseases and multiple of religions to choose from.



British History: Blue Class– Events beyond living memory

What was The Titanic and why was it so important?

Key Vocabulary

Titanic	The name of the luxury passenger liner that the largest man-made moveable object ever built
White Star Line	The company that owned The Titanic .
Southampton	A city in the UK, where The Titanic was launched
New York	A city in the USA, where The Titanic was heading
iceberg	A floating piece of ice
lookout	A place where you can keep watch
collide	When something hits an object by accident when it is moving
wreckage	Left over parts of something that has been badly damaged or destroyed
cabin	A private room on a ship.
survivors	People who survive who are alive after and event where other people have died
deck	A floor on a ship
First class	Titanic's first class passengers were rich and upper class.
Second class	Second class on Titanic was the same as first class standard on any other ship at the time.
third class	Third class travel was much less luxurious than second class,
crew	The staff on a ship.



Key People

Captain Edward John Smith

Thomas Andrews

Molly Brown

Thomas Aster VI

Key Places

Southampton

Belfast

Queenstown, Ireland

Liverpool

Atlantic Ocean

New York

Key Dates

29th July 1908	The design for the Titanic is approved.
31st March 1909	Building on The Titanic begins in Belfast, Ireland.
31st May 1911	The hull of The Titanic is successfully launched.
31st March 1912	The Titanic is completed.
3rd April 1912	The Titanic arrives in Southampton.
10th April 1912	The Titanic begins her maiden voyage.
11th April 1912	The Titanic reaches Queenstown, Ireland
14th April 1912	The Titanic hits an iceberg. In the early hours of the 15th April 1912 the huge ship sinks into the sea.
15th April 1912	The Carpathia rescued the first lifeboat.
18th April 1912	The Carpathia arrives in New York





British History: Blue Class– Events beyond living memory

What was The Titanic and why was it so important?

Key Knowledge

Titanic was a British passenger liner. It was the largest ship of her time and it carried over 2000 passengers and crew. It was on its first voyage from Southampton, UK to New York City, US. It never arrived in the US. Titanic sank in the North Atlantic Ocean on April 15th 1912 after hitting an iceberg. 1500 people died when Titanic sank making it one of the worst ocean disasters in modern history.

Titanic was built by Harland and Wolff in Belfast. Harland and Wolff were shipbuilders for the White Star Line. No expense was spared in the construction of Titanic; it took 3 years to build and cost \$7.5 million.

There were 24 double-ended boilers and 5 single-ended boilers which were held in 6 boiler rooms.

The boilers were up to 20 feet long. Titanic had 4 funnels. Only 3 of these funnels worked; the other was to make the ship look more powerful.

Titanic had three propellers which were steam-powered. The propellers powered the ship through the sea.



Key Knowledge

On the Titanic there were: 4 restaurants, a swimming pool, 2 libraries, a gymnasium, a squash court, elevators, spiral staircases, barber shops and 3 galleys.

Titanic's first class passengers were rich and upper class. There were 39 private suites on the bridge deck and 9 on the shelter deck. The suites included bathrooms, private toilets and had up to 5 different rooms.

There were also 350 smaller first class cabins. All the rooms were lavishly decorated. First class passengers had access to all the boat's facilities. First class passengers were accompanied by personal staff such as maids, nannies, chauffeurs and cooks. Second class accommodation was found over 7 decks.

There was a second class dining room which could seat over 2000 people. The room was very elegant and there was a piano to entertain diners. Second class rooms were either two or four berth. Second class rooms had shared bathrooms. Second class on Titanic was the same as first class standard on any other ship at the time.

Third class travel was much less luxurious than second class, but was still luxurious compared to other ships at the time. Third class passengers were called 'steerage passengers'. Many third class passengers were emigrants travelling to the United States from Ireland and Scandinavia. Third class passengers were not allowed to go to the first and second class areas of the ship. There was a third class general meeting room and a smoking room. The third class dining room could seat 470 passengers in each of 3 sittings. Third class passengers slept on bunk beds in crowded cabins of 4 to 6 people. There was 2



History: Blue Class: The lives of significant individuals

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Key Vocabulary

Explorer	A person who travels to an unfamiliar place in order to discover what is there
Expedition	A journey that is made for a particular purpose
Ocean	A huge body of salt water
Island	A piece of land surrounded by water
trade	To buy and sell or to exchange goods between countries
Natives	Original inhabitants of a country
India	A country in Asia that Columbus wanted to find a new route to
San Salvador	An island in the Bahamas, located in the continent of South America
Compass	A item to show direction
Santa Maria	This was the largest of the ships used by Christopher Columbus in his first voyage across the Atlantic Ocean
Navigator	A person in a vehicle who decides the direction in which the vehicle travels
Voyage	A long journey involving travel by sea or in space



Key People

Fillpa Moniz (wife)
 Diego Columbus (son)
 King Philip & Queen Isabella of Spain (financed his trip)

Key Places

America
 Asia
 Europe
 Caribbean
 Atlantic Ocean

Key Dates

1451	Christopher Columbus was born in Genoa, Italy.
1453	The fall of the Constantinople's by the fall of the Ottoman Empire
October 1492	Columbus visits the UK, Ireland, and possibly Iceland.
1476	He marries Felipa Moniz. They have a son together
1492	First voyage—he sets foot on the Caribbean Islands including Cuba
1493 -96	Second voyage—reaches more Caribbean Islands
1498—1500	Third voyage—reaches South America mainland
1502—1504	Columbus makes his final voyage exploring much of Central America
1506	Columbus dies in Valladolid, Spain



History: Blue Class– The lives of significant individuals

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Key Vocabulary

Astronaut	A person who is trained to pilot or serve as a crew member of a spacecraft
spacecraft	A vehicle or machine designed to fly in outer space.
Mission	An important task given to a person or that involves travel out of the country
Earth	The planet that we live on
Moon	The moon is a large natural object that orbits Earth. It is the second brightest object in the sky
Lunar Module	This was the lander spacecraft that was used to orbit the moon's surface during the Apollo programme
Apollo 11	Apollo 11 was the spaceflight that first landed humans on the moon.
Flight	The action of flying through the air
Pilot	The person who controls the flight of an aircraft.
Orbit	An orbit is the path that an object takes in space when it goes around a star, a planet, or a moon.
NASA	National Aeronautics and Space Administration
Commander	Person in charge
USA	United States of America



Key People

Neil Armstrong
Buzz Aldrin
Michael Collins

Key Places

The Moon
Earth
NASA
USA

Key Dates

5th August 1930	Neil Armstrong was born.
August 1946	At the age of 16 Neil Armstrong got his pilot licence
1949	Neil Armstrong flew planes for the US Navy in the Korean War.
1952	Neil Armstrong joins the programme that becomes NASA
1969	Neil Armstrong began to train as an astronaut
March 1966	Neil's first mission into space with David Scott called the Gemini Mission
21st July 1969	Apollo 11 went into orbit around the moon. Neil Armstrong was the first man to walk on the moon.
24th July 1969	Neil Armstrong returns to earth and lands in the Pacific Ocean
1971	He started to teach at a university
1982	Neil Armstrong took part in an expedition to the North Pole
25th August 1912	Neil Armstrong died



History: Blue Class— The lives of significant individuals

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Key Knowledge—Neil Armstrong

Neil Armstrong was a famous American astronaut. He is famous for being the first man on the moon. He was born in 1930. He worked for the United States Navy and then became a test pilot at a High-Speed Flight Station. In 1962 he was chosen to train to be an astronaut and became the commander of the 'Gemini 8' mission. The plan was for two spaceships to dock (connect together) in space, but the mission failed.

On December 23, 1968, Neil Armstrong was offered the chance to command the space mission Apollo 11. This would be the first manned landing on the moon.

On 16th July 1969, after months of practice and preparation, the Apollo 11 spacecraft launched on its mission to the moon. The ship landed on the moon on 20th July 1969. Neil Armstrong, along with Michael Collins and Buzz Aldrin, landed on the moon and Neil became the first man to walk on the moon. He stepped out onto the moon's surface on 21st July 1969 and said, "That's one small step for man, one giant leap for mankind." The astronauts arrived back on earth on July 24th 1969.

After Apollo 11, he decided that he would not fly into space again, and decided to teach at a university. In 1985, Armstrong went on an expedition to the North Pole. Neil Armstrong said he wanted to see what it looked like from the ground, as he had seen it only from the moon.

He died in 2012 in Ohio, USA.

First Moon Landing

The Apollo 11 mission landed the first two people on the moon. Neil Armstrong stepped onto the moon first. Buzz Aldrin stepped out 19 minutes after him. Michael Collins stayed in the command module. They landed in a place called the 'Sea of Tranquillity' (a piece of flat land on the moon, between mountains, not sea). Neil Armstrong and Buzz Aldrin spent about 2 hours collecting rocks and soil to bring back to Earth. They also left a United States of America flag.

Key Knowledge—Christopher Columbus

Christopher Columbus was born in Genoa, Italy, which was a very busy port. His father wove and sold wool, hoping to get rich by selling it to others.

At the age of 13, young Christopher went to sea, hoping to return home a rich man having sold the family wool. Whilst at sea, he learned about the winds and the tide. He also learned how to find his way by looking at the stars and the Sun.

Later in his life, Columbus realised that people wanted to begin trading with countries in the east, such as China and India, but nobody was quite sure of the fastest way to get there. Columbus' map reading skills told him that sailing west to China was the best idea, but many people thought that this was a ridiculous idea. He tried to persuade rich people to help him, but they would laugh at his plan. Finally, the King and Queen of Spain gave Columbus the money that he needed for ships.

Columbus set sail in August 1492 with three ships. Each ship had space for about 30 men. It wasn't a comfortable journey; men had to work in shifts and sleep on the deck. The ships let water in so the men had to work pumps to stop the ships from sinking.

Using a compass, Columbus navigated the way but the journey was taking much longer than anyone had thought. The men got scared because their food and water supplies were running very low.

36 days after setting sail, an island was spotted in the distance. Columbus named the island San Salvador; it was an island in the Bahamas.

Christopher explored this new world which became known as the 'New World'.

There were people living on the islands. At first, they were pleased to meet the explorer but weren't very happy when Columbus claimed the islands for Spain. He also took some of the native people back with him. On the journey back to Spain, one of the ships hit a reef and was wrecked. The other two ships made it home safely. Columbus went back to save his men but by that time, they had all died.

Spain now ruled over the islands which he discovered. Columbus returned a number of



History: Blue Class– Significant historical events, people and places in their own locality

What is our school made of?

Key Vocabulary

Local area	The area immediately close to us where we live
Mill	A large building where people worked
Site	An area of ground on which a town, building, or monument is constructed.
Source	The place where evidence comes from
Primary evidence	First-hand evidence such as a written letter or an artefact from the time.
Secondary Evidence	Evidence which has come from elsewhere such as a non-fiction book.
Foundation Stone	A stone laid at a ceremony to celebrate the beginning of construction of a building.
Founding Fathers	A person who starts or helps to start a movement or institution.
Founding	Involved in establishing or originating an institution or organisation.
Curate	A member of the clergy engaged as assistant to a vicar, rector, or parish priest.



Key People

Reverend Ormerod – curate
Temple Moore - architect

Key Places

Ormerod Avenue
Windmill Close
Edge Lane
Royton - used to be called Rye-Meadow
Oldham

Key Dates

1912 - 1914	Edge Lane Hollow was demolished
1914	World War One begins
1914	Construction of the school begins
1916	The junior school building was opened
1918	World War One ends
1927	The church tower was added
1933	Construction of the Infant building begins
1936	The Infant building opens





History: Blue Class– Significant historical events, people and places in their own locality

What is our school made of?

Key Knowledge

The foundation stone of the old school on Edge Lane was laid in 1878 and the school opened on 26th May 1879 and was extended 1898. Despite the extension children were being turned away due to lack of space. After the church was built the Board of Education wrote to complain about the condition and size of the school, saying it was inadequate for the needs of the growing area.

The site chosen for the school and 350 pupils was Edge Lane Hollow. Thirty five cottages were demolished and the hollow (Formed by the completion of the new turnpike road to Rochdale) filled in with earth from Industry St (now St Philip's Drive).

Miss C H Ormerod, daughter of the Vicar laid the foundation stone on the Eve of All Saints Day, 31st Oct 1914. The 2 acre site cost £2000. The school, also designed by Temple Moore, was dedicated by the Bishop of Manchester on 2nd Nov 1916. The children transferred to their new school on 27th Nov 1916. The total cost of the school including the site was £12,248. The old school was used as an infant school for 234 children until the Parish could provide a new infant school.

In Jan 1929 the school became a Central School for Senior Children in Royton while St Paul's became the Junior School. In order to provide every child in the two parishes from 5 – 15 with a choice to attend church school a site was purchased next to the church and the foundation stone laid by Mrs Ormerod on 1st July 1933 and dedicated & opened on 21st July 1934. The total cost was around £9,000. In 1944, under the Education Act the school was transformed into a Secondary Modern School. In Nov 1951 it was granted Aided Status. Because the school became a Central School it meant that a new school needed to be built for the infants. In 1967 Royton & Crompton Secondary School was built at Luzley Brook and St Anne's was modernised and corridors built around the quadrangle. The building once again re-opened as a primary school in 1970. The school celebrated its centenary (100 years) in 2016

Key Knowledge

.WAYSIDE CROSS

The Wayside Cross was erected at the junction of Oldham Rd and Windmill St. It was part of Temple Moore's original plan and with the end of the war it was decided to make it a memorial to those who had died. It cost about £900.

The cross, which contains over 100 names, was unveiled in 1922 by Mrs Ormerod. With the increase in traffic and the building of Broadway in 1926, it was re-sited on an island at the top of Broadway where it remained until it was demolished by a lorry in January 1938. After remaining in the Royton Council yard for many years it was re-erected in a modified form in the graveyard of St Anne's Church



British History: Orange Class – Victorians

How did the Victorian period change Oldham and what does this mean to me?

Key Vocabulary

ragged school	A type of charity school where poor children would be educated
Slums	An area of bad housing with poor hygiene and sanitation
governess	A tutor who taught rich girls skills including sewing, singing, dancing and languages
textile mill	A factory where cloth and linen were created
workhouse	A place where the very poor, young and elderly got food and a bed in return for work
gruel	A thin form of porridge fed to people in the workhouse
reign	The length of time that a monarch is king or queen.
poverty	Not having enough money for basic needs.
British Empire	The areas of the world ruled by the United Kingdom.
transport	The movement of people or things from one place to another.
education	The process of learning.
invention	The creation of something new.
wealth	A large amount of money or possessions.
telephone	A device for communicating over distance.



Key People

Queen Victoria
 Prince Albert
 Dr Barnardo
 Isambard Kingdom Brunel
 Alexander Graham Bell

Key Places

Royton
 Oldham
 The UK
 London

Key Dates

1837	Queen Victoria crowned (aged 18 years).
1840	Queen marries her cousin, Prince Albert.
1840	First ragged schools set up.
1844	Children had to have 2 hours schooling daily
1847	factory act states women and children under 18 could only work 10 hours or less daily.
1861	Prince Albert dies.
1863	First underground railway opens in London.
1870	Dr Barnardo opens first home for
1871	First FA cup for football.
1877	Queen declared 'Empress of India'.
1880	Children 5-13 required to attend school
1891	Education made free and compulsory for children 5-13
1901	Queen Victoria dies.



British History: Year 3 – Victorians

How did the Victorian period change Oldham and what does this mean to me?

Key Knowledge

The Victorian period is named after Queen Victoria who reigned over Britain and a world Empire from her coronation in 1837 to her death in 1901 – 64 years. Life in Victorian England was very different to today. It was a time of great wealth and poverty, as well as invention and scientific discovery. Changes in the following make a difference to our lives today:

Education – During Victorian times going to school first became free and compulsory for all children aged 5 – 13 years old. It was the start of the education system we have today.

Work – Working long hours in mills was common in Victorian Oldham. The work was dangerous and until 1880 many children also had to work instead of going to school. Mills provided lots of jobs and helped Oldham to grow into the larger town that it is today. The kind of work available to people led to growth in population.

Transport – At the start of the Victorian period horse-drawn carriages and steam trains provided transport for wealthy people. By the end of the Victorian period, there were bicycles, more trains, trams and motor cars - all types of transport we use today in modern Oldham.



Key Knowledge

Inventions – key Victorian inventions include the postage stamp, the telephone, electric trains, the motor car and the electric light bulb. Life in Oldham would be very different today without these things. By the 1850s the main parts of the UK were connected – Isambard Kingdom Brunel build a number of bridges and tunnels to allow the trains to cross difficult terrain. The railways allowed quick transport of goods and people; fresh food from farms and mail from all over the country could easily be moved hundreds of miles. Seaside holidays became popular with families leaving the polluted cities to places like Eastbourne, Brighton and Blackpool.

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

Communications between parts of the UK and abroad became much more efficient, with the mail service, the electric telegraph and finally the telephone which was invented by Alexander Graham Bell. At the start of the Victorian era only rich land owners were able to vote, this changed over time and in 1832 all men could vote – women had no right to vote at all.



British History: Orange Class – Ancient Greece

What Can I Re-discover About Ancient Greece?

Key Vocabulary

City state	A city and its surrounding territory
Civilisation	The society, culture or way of life of a particular area.
Hoplite	A heavily armed foot soldier
Amphora	A tall ancient Greek jug with two handles and a narrow neck.
Tyrant	A ruler who inherited power or seized it unconstitutionally.
Mythology	A collection of mythological stories belonging to a culture or religion.
Democracy	A system of government by eligible members of a state (male citizens aged 18+ who could speak)
Olympics	A major sporting event involving the city-states of Ancient Greece held in honour of Zeus
Classical	Of the period of the annexation of modern-day Greece and the 'high point' of culture
Legacy	Something that resulted from events in the past .
Parthenon	Temple to the goddess Athena.
Mount Olympus	The highest mountain in Greece.



Key People

Philosophers: Plato, Socrates, Aristotle. Scientists/mathematicians: Euclid, Archimedes, Anaximander, Aspasia the Physician Writers: playwrights (Aeschylus, Euripides, Sophocles. Aristophanes) poets (Sappho) historians (Thucydides, Herodotus) Athletes: Milo of Croton, Cynisca of Sparta, Theagenes of Thasos Gods/Goddesses: Zeus, Athena, Apollo, Demeter, Poseidon, Artemis, Ares, Hera

Key Places

Greece

Sparta

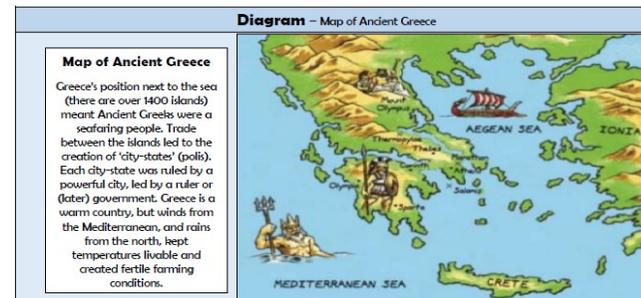
Athens

Crete

Mount Olympus

Key Dates

776BC	The first Olympic games takes place in honour of Greece.
600BC	The first Greek coins are used to buy and sell goods.
570BC	Pythagoras is born. He made major
508	Democracy begins in Athens giving greater power to the people.
432	The Parthenon, the most famous building in Athens, is completed.
400-300	Plato, Socrates and Aristotle are
336 BC	Alexander the Great is king and completes many conquests.
146 BC	Rome conquers Greece making it





British History: Year 3 – Ancient Greece

What Can I Re-discover About Ancient Greece?

Key Knowledge

Athens and Sparta were rival city states with their own distinct laws, customs, rulers and culture. Ancient Greek fighters were so powerful due to their fighting in formation (phalanx) along with their use of armour, shields and weaponry including the catapult. Triremes were used to raid rival coastal communities. Alexander the Great revolutionised the way the army through his use of spear bearers, lighter armour and scouts to observe the terrain before battle. Religion was highly important to the Ancient Greeks and was incorporated into many aspects of life. Athena (the goddess of war, wisdom and craft) is featured in many artefacts. Zeus, her father, is king of the gods and is identified by his thunderbolts and throne in imagery. The Parthenon was commissioned by the great orator Pericles and built in the acropolis of Athens; it was dedicated to Athena and built to celebrate the end of the Persian war and Athenian power. Theatres were a popular form of entertainment; plays were performed only by men and often characters included gods. They used theatre masks to depict new characters and to amplify their voices. Theatres were themselves dedicated to the gods to honour them and pray to them e.g. the Epidaurus Theatre was dedicated to Asclepius, the god of medicine. The role of women in Sparta and Athens contrasted dramatically. In Athens, women were perceived to have the role as being solely caregivers and wives, not being allowed to go out in public (unless for a special occasion) and confined to women's quarters. In Sparta, women were treated more equally and allowed to partake in sport, own land and considered tasks like weaving to be demeaning.

Key Knowledge

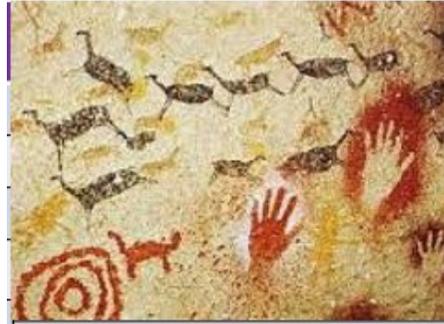
Only boys from wealthy families attended school. Classes consisted of 10-15 children and were taught by male teachers in the teacher's home. Children attended from sunrise to sunset and only had days off to attend religious festivals. In Sparta, boys from the age of 7 were forced to attend agoge to become powerful warriors to fight for the city-state in adult life. For 100 years, Athens had direct democracy, meaning that citizens had to take an active part in government (women, children and slaves were not included) The bodies of government included the courts (which handled lawsuits), the council (chosen at random each year, oversaw the daily running of government) and the assembly (all citizens could vote on issues like new laws or joining wars) The Olympic games were a 5-day sporting event held in honour of Zeus and other Olympian gods, most notably Poseidon, the god of horses. All wars and internal conflicts were put aside for the games allowing contestants and spectators to travel to the games unharmed. Only men could compete and they competed nude. Sports that were competed in were to show the strength of warriors. The pankration was notoriously blood thirsty and the only rules were no eye-gouging and no biting.

British History: Orange Class – Stone Age to Iron Age

What were the changes in Britain from the Stone Age to the Iron Age?

Key Vocabulary

BC	The time and date in years before Christ was born.
Archaeology	Scientific study of human life using artefacts from the past.
Bronze Age	A period of time when people used bronze to make tools and weapons.
Stone Age	A period of time when people used stone to make tools and weapons.
Megalith	Stone Age monuments built by people.
Settlement	A place where a group of people live together.
Hunter Gatherer	A person who hunts and forages for food.
Artefact	An object left as evidence of life in an earlier time.
Palaeolithic	A period of history from early humans until about 9,500 BC.
Mesolithic	A period of history from 9,500 BC until about 4,000 BC.
Neolithic	A period of history from about 4,000 BC until about 2,100 BC.



Key Places

Stonehenge: stone age megalithic monument in Wiltshire, England.

Skara Brae: Neolithic village in Orkney, Scotland.

Star Carr: a Mesolithic archaeological site in N Yorks, England.

Callanish: megalithic monument in Harris, Scotland.

Avebury: site of large-scale megalithic monuments.

Key Dates

2,000,000 BC	The Paleolithic Age (Old Stone Age) The first humans arrive. They live in caves or shelters. They survive by hunting and fishing.
9,500 BC	The Mesolithic Age (Middle Stone Age) Britain is connected to the rest of Europe by a land bridge called Doggerland that disappears beneath the sea in 6000 BC making Britain an island. People live in camps along the coasts and rivers and hunt in teams with spears, bows and arrows.
4000 BC	The Neolithic Age (New Stone Age) People start to live in larger groups. Farming begins and crops such as barley and wheat are grown. People use flint, antler and bone to make tools. People make clay pots.
3180 BC	Skara Brae is built in Orkney.
2800 BC	The first part of Stonehenge is built.
2100 BC	The Bronze Age People start to use metal instead of stone for weapons and tools. They mix copper and tin to make bronze.
750 BC	The Iron Age People start to use iron instead of bronze. It is harder and can stay sharp for longer.



British History: Year 3 – Stone Age to Iron Age

What were the changes in Britain from the Stone Age to the Iron Age?

Key Knowledge

The stone-age period is said to have started just over 3000 year ago when humans started to live in Europe.

The stone-age was followed by the bronze –age period. This is when humans started to use metal.

The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.

During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.

During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history.



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



Key Knowledge

As trading became more common, so did people travelling. The Beaker People travelled from Europe to England and brought important skills with metal and pottery. People began to mix copper with tin that made a soft metal harder and stronger – weapons and tools were now more effective. Bronze metal was very valuable – people swapped this for other items. Those that could create bronze became very rich. Iron was much more common than copper or tin so more tools could be made; it did however need to be melted at a much higher temperature. Iron could be turned into strong, longer lasting tools that made day-to-day life easier. Iron allowed axe heads and blades for new heavy ploughs. Farming increased in efficiency and trees could be cut down much more easily. Tribes became more common and people lived in roundhouses or in hillforts protecting themselves using walls made of chopped down logs. Druids were important members of a tribe who people went to for advice believing that they could communicate with the gods. In both the bronze age and the iron, people still lived in roundhouses, farmed the land, practiced crafts and traded goods such as pottery, metals and salt



British History: Lime Class – Roman Rule of Britain

Why were the Romans so powerful and what did we learn from them?

Key Vocabulary	
Invasion	Invading a country with armed force.
Empire	A group of states or countries ruled by one monarch or leader.
Soldier	A person who serves in the army.
Auxiliary	Fought in the Roman Army but was not a Roman citizen.
Legionary	The elite soldiers.
Emperor	A sovereign ruler of an empire.
Slave	A person who is the legal property of another and is forced to obey them.
Minerals	Are solid substances that are present in nature.
Conquer	Overcome and take control of (a place or people) by military force
Election	A formal and organized choice by vote of a person for a political office or other position.
Conquer	Overcome and take control of (a place or people) by military force.
Fort	A fort is a <u>strong</u> building or a place with a wall or <u>fence</u> around it where <u>soldiers</u> can <u>stay</u> and be <u>safe</u> from the
Rebellion	The action or process of resisting authority, control, or convention.
Resist	Try to prevent by action or argument.
Military	Relating to or characteristic of soldiers or armed forces.



Key People
Julius Caesar
Emperor Claudius
Boudicca
Emperor Hadrian
Romulus Augustulus

Key Places
Britain
Europe
Italy/Rome
Colchester
Castleshaw
Chester

Key Dates	
	Julius Caesar's invasion attempt
54 BC	
AD 43	Successful invasion ordered by Claudius
AD 51	Defeat of Caratacus
AD 61	Iceni revolt led by Boudicca
AD 122	Construction of Hadrian's wall
AD 200	Introduction of Christianity
AD 306	Constantine proclaimed emperor in York
AD 406	Suevi, Alans, Vandals and Burgundians attack Gaul, and break contact between Rome and Britain: Remaining Roman army in Britain mutinies
AD 408	Devastating attacks by the Picts, Scots and Saxons
AD 409	Britons expel Roman officials and fight for themselves
AD 410	Britain is independent
AD 440-500	Civil war and famine in Britain; Pictish invasions: Many towns and cities are in ruins.



British History: Lime Class – Roman Rule of Britain

Why were the Romans so powerful and what did we learn from them?

Key Knowledge

Emperor Claudius planned the invasion of Britain as an attempt to win the respect of his legions and keep them loyal. Two failed attempts were made by Julius Caesar 10 years before the successful invasion of Britain. Claudius sent his general Aulus Plautius with between 40,000 and 60,000 men to land near Richborough in Kent.

Claudius arrived in Britain with a number of elephants which amazed and frightened the Britons. It took the next 35 years to capture and conquer the rest of Britain as far as the Scottish Highlands.

Not all Britons accepted Roman rule, Boudicca rebelled with the Iceni tribe in 61CE – they destroyed the Roman capital in Colchester. Boudicca and her tribe were finally defeated in battle and she, and a number of her warriors, took poison to avoid being captured.

In 122 CE Emperor Hadrian ordered the construction of a wall to defend the Roman empire from the Picts in the north. The wall was 73 miles long with regular forts containing garrisons of troops – it took just six years to complete. In 142 CE the Roman Emperor Antonius Pius ordered the construction of the Antonine wall, significantly further north to extend the Roman territory – it was abandoned only eight years after it was completed



Key Knowledge

Romans encouraged people in Britain to build and live in towns. These contained shops where money was used to pay for local and foreign goods. They also collected taxes from the people that lived there. Long straight roads were built all over Britain allowed armies and riders to travel more quickly. This also allowed goods to be transported using a cart and a mule or oxen. Goods and craftsmen worked in the towns, Roman coins of gold, silver and bronze (with the face on the Emperor) were used to buy products. Romans used wool produced by British farmers to make clothes; togas were only worn by rich men on special occasions. Shoes were made of leather wrapped around the foot. Iron was often nailed to the bottom of the shoe to make it stronger. Slaves were brought to Britain and trained as gladiators; they fought for the entertainment of the crowd in an arena or amphitheatre. The loser was usually killed. Romans introduced bathing to Britain – they build public baths where people sat in hot rooms, had massages and swam. Strigils were used to scrape off dirt before oils were rubbed into the body. Romans had strict rules about burial, cemeteries were places outside the towns along the main roads that led out of the town. This continued after the Romans had left Britain.

Local History Study: Lime Class – Founding Fathers of St Anne’s

Who were the founding fathers of our school and how is their vision still alive today?

Key Vocabulary

Foundation Stone	a stone laid at a ceremony to celebrate the beginning of construction of a building.
Parish	(in the Christian Church) a small district typically having its own church and a priest or pastor.
Curate	a member of the clergy engaged as assistant to a vicar, rector, or parish priest.
Population	all the inhabitants of a particular place
Industry	economic activity, processing of raw materials and manufacture of goods in factories.
Expansion	the action of becoming larger or more extensive.
Increasing	becoming greater in size, amount, or degree; growing.
Founding	involved in establishing or originating an institution or organization
Demolished	pull or knock down (a building).
Vision	the ability to think about or plan the future with imagination or wisdom.
Local	relating or restricted to a particular area or one’s neighbourhood.
Perseverance	persistence in doing something despite difficulty or delay in achieving success.
Resilience	the capacity to recover quickly from difficulties; toughness.
Values	the regard that something is held to deserve; the importance, worth, or usefulness of something.



Key People

Rev J T Ormerod, Chairman
 Mr W Hall
 Mr J Buckley
 Mr T Evans
 Mr D Graham
 Mr G Sladen
 Mr S Tattersall
 Mr G Whittaker

Key Places

Ormerod Avenue
 Royton
 Edge Lane
 St Phillips Drive
 Windmill Close
 Broadway
 Turnpike Road
 Oldham Road

Key Dates

1784	Windmill built
1875	All Saints Mission opens
1879	Edge Lane Mission opens due to an increase in numbers (1896 became called St
1901	Royton coal mine closes
1906	Rev. Ormerod appointed curate
1907	Royton library opens
1908	Sty Anne’s Church foundation stone
1914	The date stone for the junior building . Building begins.
02/11/1916	The school opens its doors.
1922	Wayside Cross unveiled
1927	St Anne’s Church tower added
21/07/1934	Infant building opened
1970	St Anne’s becomes a primary

Local History Study: Lime Class – Founding Fathers of St Anne's

Who were the founding fathers of our school and how is their vision still alive today?

Key Knowledge

CHURCH

In 1906 The Rev Joseph Thomas Ormerod was appointed a Curate at St Paul's with special responsibility for St Anne's. He came to St Anne's with a view to forming a separate parish. On 5th Sept 1906 the first meeting of the Congregation was held for making plans to build a church. The following formed the building committee: Rev J T Ormerod, Chairman, Mr W Hall, Mr J Buckley, Mr T Evans, Mr D Graham, Mr G Sladen, Mr S Tattersall, Mr G Whitaker.

In April 1908 Mr Temple Moore was appointed architect and on 5th June his plans were accepted. The church was built by Eshelby & Son of Sheffield using stone from Oldham Edge. It cost £10,043 excluding architects fee and the upper portion of the tower. This was added in 1927 at a cost of £2,500. The church was designed in C14th Gothic Decorated style. The ground plan is in the form of a cross. The sanctuary and Baptistery are higher than the nave and the Lady Chapel is situated behind the High Altar.

The foundation stone of the church was laid by Miss C M Cocker of New Bank, Crompton on 27th June 1908 and the church was consecrated on 27th Jan 1910.

Key Knowledge

SCHOOL

The foundation stone of the old school on Edge Lane was laid in 1878 and the school opened on 26th May 1879 and enlarged in 1898. Despite the extension children were being turned away due to lack of space. After the church was built the Board of Education wrote to complain about the condition and size of the school, saying it was inadequate for the needs of the growing district.

The site chosen for the new school to accommodate 350 pupils was Edge Lane Hollow. Thirty five cottages were demolished and the hollow (Formed by the completion of the new turnpike road to Rochdale) filled in with earth from Industry St (now St Philip's Drive). Miss C H Ormerod, daughter of the Vicar laid the foundation stone on the Eve of All Saints Day, 31st Oct 1914. The 2 acre site cost £2000. The school, also designed by Temple Moore, was dedicated by the Bishop of Manchester on 2nd Nov 1916. The children transferred to their new school on 27th Nov 1916. The total cost of the school including the site was £12,248. The old school was used as an infant school for 234 children until the Parish could provide a new infant school.

In Jan 1929 the school became a Central School for Senior Children in Royton while St Paul's became the Junior School. In order to provide every child in the two parishes from 5 – 15 with a choice to attend church school a site was purchased next to the church and the foundation stone laid by Mrs Ormerod on 1st July 1933 and dedicated & opened on 21st July 1934. The total cost was approx £9,000. In 1944, under the Education Act the school was transformed into a Secondary Modern School. In Nov 1951 it was granted Aid Status. Because the school became a Central School it meant that a new school needed to be built for the infants. In 1967 Royton & Crompton Secondary School was built at Luzley Brook and St Anne's was modernised, the corridors built around the quadrangle and the building once again re-opened as a primary school in 1970.





British History: Lime Class – Rule of Britain

Who were the early law makers?

Key Vocabulary

Magna Carta	The Great Charter (book of Laws)
Charter	an official document setting out the rights and duties of a group.
Baron	a member of the lowest order of the British nobility, usually referred to as a Lord.
Crusade	a series of medieval military expeditions.
Scroll	a roll of parchment or paper for writing on.
Feudal system	The feudal system was a way of organising society into different groups based on their roles. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work.
Taxes	an amount of money that you have to pay to the government so that it can pay for public services.
Democracy-	is a form of government in which the common people hold power and can rule either directly or through chosen people
Rule of Law-	no person or government is above the law . No government or its officials can enforce laws that are unfair or unjust.
British Values-	Being British means having freedom in the country, but respecting democratic laws. Also to have tolerance with everyone and treating them with equality,
Tyrant	a ruler who shows absolute power
Medieval Times-	The Middle Ages , or Medieval Times , in Europe was a long period of history from 500 AD to 1500 AD. That's 1000 years!



Key People

King John

Richard The Lion-Heart

The Barons

Key Places

King John of England put his seal on the Magna Carta at Runnymede, near Windsor, on 15 June 1215.



Key Dates

1199	King John becomes King. He has no money as it has been spent by Richard the Lionheart on the Crusades.
1203	Arthur, John's nephew and rival for the throne is murdered. He is only 16.
1203-04	John is defeated in war with France. He loses most of his French lands.
1207	John falls out with the Pope. He doesn't like the man the Pope has chosen for Archbishop of Canterbury.
1208	Pope bans all church services.
1209	Pope excommunicates John. John steals Church land and money.
1214	John tries to win back lands in France. He loses and short of money tries to make the barons pay more.
1215	Barons rebel against John. They force him to sign the Magna Carta. His power is limited.



British History: Lime Class – Rule of Britain

Who were the early law makers?

Key Knowledge

Causes:

King John was unpopular due to high taxes and losses in his war with France. He was a poor soldier in comparison to the previous King, his brother Richard.

King John angered people by trying to control the Church. This led to the Pope closing all Churches in England for 7 years.

The barons were angry at paying scutage—a high tax and giving John their best fighting men.

Events:

In 1215, the barons gave the king a choice: change the way the country was run or face a fight against the barons' armies. The barons came up with 63 rights they thought all barons should have. This list of rights became known as The Magna Carta. When John refused to listen, they raised an army and captured London. This meant that John had to listen. Key promises included: The King not demanding taxes without the barons' permission, not interfering with the church, fair trials for all freemen, no inheritance tax and a reduction in fines for crimes.

Impact:

It limited the King's power and John could not back out of the agreement without a war.

The laws covered everyone in society (e.g. fair taxes).

It was the start of the idea of parliament—we still have this today.

Countries like America based their constitution on the Magna Carta.

It involved ordinary people in the running of England (e.g. barons, bishops and knights)

Key Knowledge

Magna Carta Libertatum

is Medieval Latin for "the Great Charter of the Liberties", commonly called the

Magna Carta (also **Magna Charta**; "Great Charter").

It is a charter of rights agreed to by King John of England in 1215. It set out the first laws and everyone, including the monarch, must obey the law of the land.





Lilac Class: An aspect or theme in British History beyond 1066.

Why should gunpowder, treason and plot never be forgotten?

Key Vocabulary

The Gunpowder Plot	A plot to blow up the Houses of Parliament to kill King James I and his government.
Catholics	Members of the Catholic church.
Protestants	Christians who are not Catholic.
Houses of Parliament	The building in London where the government works.
Gunpowder	An explosive powder that was used in guns.
Arrest	To stop someone and put them in a cell until they are questioned.
Bonfire	A fire outdoors to burn rubbish or celebrate an event.
Conspirator	A person who plans to do something illegal or harmful.
Executed	To kill someone as a punishment for a serious crime.
Hangman	An executioner, somebody who kills somebody Lawfully.
Monarch	A King or Queen.
Plot	A secret plan to do something that is illegal or wrong
Treason	When somebody betrays another person or their country-wanting to kill or get rid of the King or Queen.
Law	Rules to help run the country.



Key People

- Guy Fawkes
- King John I
- Thomas Percy
- Robert Catesby

Key Places

- London
- Houses of Parliament
- Tower of London
- Westminster Hall

Key Dates

- 13th April 1570** Guy Fawkes is born.
- 24th March 1603** King James I becomes King of England.
- May 1604** The group begin to plot against King James I.
- March 1605** The plotters rent a cellar under the Houses of Parliament.
- 26th October 1605** Lord Monteagle, who is a Catholic, receives an unsigned letter that warns him not to go to the opening of Parliament on the 5th November.
- 5th November 1605** Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards.
- 31st January 1606** Guy Fawkes is executed.





Lilac Class: An aspect or theme in British History beyond 1066.

Why should gunpowder, treason and plot never be forgotten?

Key Knowledge

What was the Gunpowder Plot? The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament.

Who was involved in the plot? Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved.

Why were they plotting? Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne.

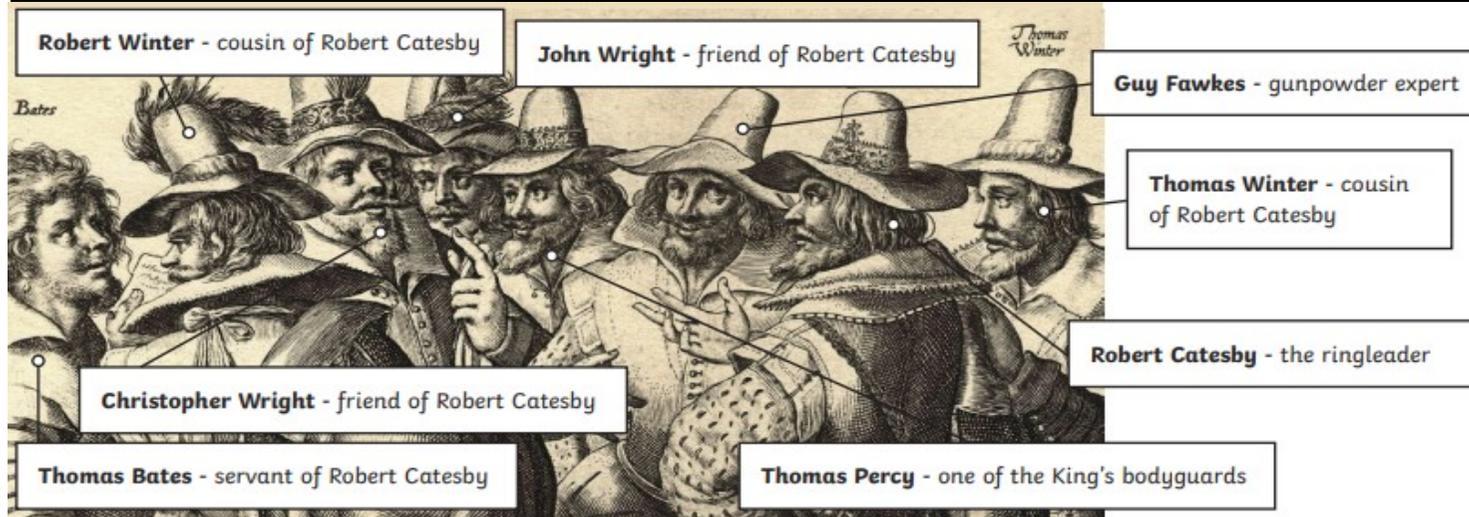
How was the plot stopped? A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder.

Why do we celebrate Bonfire Night? King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.

Key Knowledge

What happened to Guy Fawkes and the other conspirators?

All the co-conspirators (except for Thomas Winter's brother, Robert) were killed or arrested by 12 November and taken to the Tower of London. They were probably subjected to extensive torture which formed part of the punishment for treason at the time. Fawkes and the conspirators who remained alive, were tried for high treason in Westminster Hall on 27 January 1606 and all were convicted and sentenced to death. The executions took place on 30 and 31 January (Fawkes was executed on 31) and included hanging, drawing and quartering. The heads and other portions of the conspirator's bodies were set up at different points around Westminster and London.





Lilac Class: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Who were the Anglo-Saxons?

Key Vocabulary

AD	Anno Domini—"in the year of our lord".AD is used to show dates after the birth of Jesus
Anglo-Saxons	The name given to a variety of different tribes who invaded Britain from mainland Europe following the retreat of the Romans.
Conflict	A disagreement about something important.
Conquer	To get or gain force: win by fighting
Danelaw	The name given to parts of the country ruled by the law of the Danes.
Invade	An armed force enters a country or region in order to occupy it.
Pagan	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.
Runes	The letters used in the Runic alphabet. This is how the Anglo Saxons wrote.
Settle	To live and take up residence
Settlement	A colony or any small community of people
Unified	A word that means being together
Kingdom	A country whose ruler is a king or queen.
Longship	A long, narrow warship, powered by both oar and sail with many rowers,.
Burial	The action or practice of burying a dead body



Key People

- King Alfred
- Athelstan
- Guthrum
- King Cnut
- Edward the Confessor

Key Places

- Tatton Park, Cheshire
- Sutton Hoo, Suffolk
- Butser Ancient Farm, Hampshire
- Alice Holt Forest, Hampshire
- West Stow Anglo- Saxon Village, Suffolk

Key Dates

350 CE	Some arrivals from north Europe
410 CE	Last Romans leave Britain
430 CE	First Christian church in Britain is built in Whithorn, Scotland
450 CE	German Saxons settle in Kent
516 CE	Battle of Mount Badon
600 CE	Anglo-Saxons gradually take over Britain
613 CE	Northumbrian kings rule over most of England
633CE	Lindisfarne monastery built
664 CE	Synod of Whitby held
731 CE	Bede completes ecclesiastical history
757 CE	Offa becomes king of Mercia and arguably first king of all England
789 CE	First recorded Viking attack (Dorset)
793 CE	Viking attack on Lindisfarne
871CE	Alfred the Great becomes king of Wessex
886CE	The Vikings and King Alfred divide England
1014CE	King Cnut of Denmark becomes King of England
1042CE	Edward the Confessor becomes king



Lilac Class: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Who were the Anglo-Saxons?

Key Knowledge

The Anglo-Saxon period is usually considered to begin from around 410 following the withdrawal of the Romans from Britain, although some Saxon incursions had taken place earlier. The Anglo-Saxons came from modern-day areas of northern Germany, southern Denmark and the borders of the Netherlands. Tradition also suggested that some invasions of Gaels from the north or Ireland had taken place on the west coast of Scotland, although more recent findings indicate that there is no evidence for such an invasion, and that rather the Scot cultures existed alongside one another in the two modern nations, sharing a common language. The Anglo-Saxon period in England extended over 600 years, right up to the invasion of Wil-



Key Knowledge

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

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

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

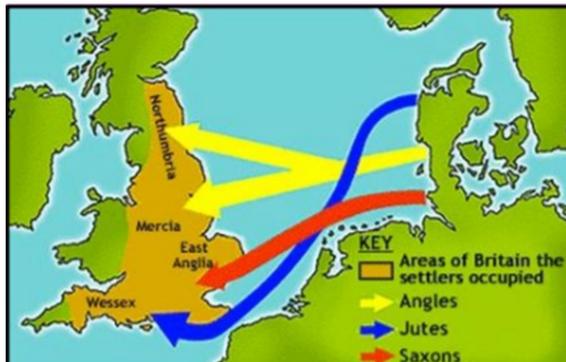
Most people were farmers and had to work very hard just to stay alive; food took a lot of effort to produce. Some others were craftsmen – Anglo-Saxons were expert metal workers.

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

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

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

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





Lilac Class: Ancient Egypt – a study of Egypt life and achievements and their influence on the western world

How can we re-discover Ancient Egypt?

Key Vocabulary

Giza-	A place where several large pyramids and the Great Sphinx were built.
Hatshepsut-	A powerful queen who became one of Egypt's most successful pharaohs.
Hieroglyphics-	A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.
Mummy	A dead body that has been specially preserved using embalming so that it won't rot.
Papyrus-	A plant that grew on the banks of the Nile. The Ancient Egyptians used it to make paper, boats, sandals, baskets, and rope.
Pharaoh-	The supreme ruler of all of Ancient Egypt. He or she was considered a god.
Pyramid-	A giant tomb built for the pharaohs of Egypt.
Sarcophagus-	A large stone box that held a mummy's coffin.
Scribe-	An Ancient Egyptian that was specially trained to read and write.
Sphinx-	A mythological beast with the body of a lion and the head of a pharaoh or god.
Tutankhamun-	A pharaoh of Egypt that is famous for his tomb that was discovered. The tomb was largely untouched and was full of treasure.
Canopic jars-	Special jars that held the organs of a mummy including the lungs, intestines, liver, and stomach
Book of the Dead-	A text that had a number of magic spells that were supposed to help a person in the afterlife.



Key People

Howard Carter
Hatshepsut
Narmer
Khufu
Tutankhamun
Ramses II
Cleopatra VII

Key Places

Amarna
The River Nile.
Memphis
Thebes
Alexandria

Key Dates

7500 BCE	First settlers in Nile valley
3500 BCE	First use of hieroglyphic symbols
3100 BCE	Narmer unites regions of Lower and Upper Egypt.
2650 BCE	First step pyramid built
2550 BCE	Pyramids at Giza built
2335 BCE	Pyramid texts written (magical spells to protect pharaohs)
1472 BCE	Hatshepsut becomes caretaker ruler. (Later declares herself pharaoh)
1336 BCE	Tutankhamen becomes pharaoh
1279 BCE	Ramses II becomes pharaoh
1100 BCE	Upper & Lower Egypt split 332 BCE Alexander the Great conquers Egypt
196 BCE	Rosetta stone carved 30 BCE Egypt becomes a Roman Province
1279 BCE	Ramses II becomes pharaoh
1922 CE	Carter discovers Tutankhamen's tomb

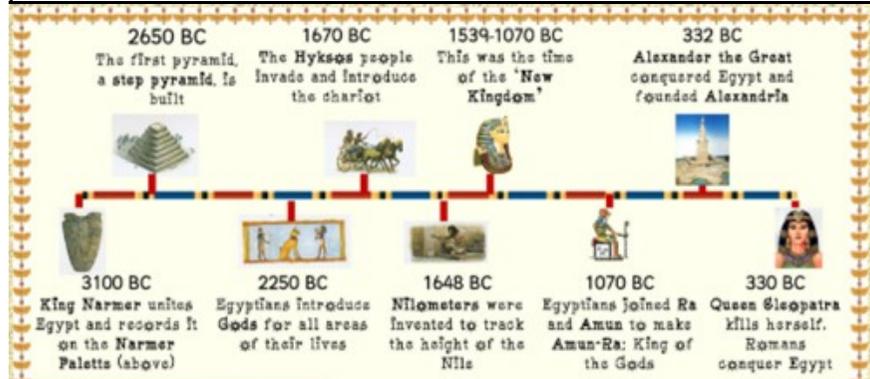


Lilac Class: Ancient Egypt – a study of Egypt life and achievements and their influence on the western world

How can we re-discover Ancient Egypt?

Key Knowledge

The majority of the people who lived in Ancient Egypt were farmers. The land around the River Nile provided excellent soil for agriculture as a result of the annual flooding of the rivers between June and September. Many cereal crops were grown, much of which was in turn developed into bread and beer. These became staple foodstuffs in the kingdoms. Farmers' produce was owned by the landowner or the state. Other Ancient Egyptians worked in professional roles, such as doctors and engineers, while the upper classes of scribes and officials could be identified by their white kilts. Slavery existed in Ancient Egypt, although it was possible for a slave to buy his freedom, and they were often shown some good treatment, including access to doctors' services. Women in Ancient Egypt had more rights than in many civilizations of similar times, including the right to own land and property, and to trade and make contracts. It was also possible for a number of women – including the infamous Cleopatra – to become pharaohs of the kingdom.



Key Knowledge

In the period around 3100 BCE the lands around the Nile in Egypt were united under a single pharaoh – possibly called Menes. This began the first of the main dynastic periods in Egypt. The period of the Old Kingdom is noted for its significant building projects, including the pyramids at Giza and the Sphinx. This period also saw the construction of a canal system to support irrigation of crops during the dry months. However, towards the end of the period, significant droughts caused problems for Egypt leading to a period of famine. The Middle Kingdom saw an increase in spending and organisation of defences to protect the kingdom. Religion became more widespread, and pyramids were gradually replaced by more hidden tombs. During the period of the New Kingdom, the reign of Egyptian pharaohs was initially spread over a greater area. However, the country's riches made it vulnerable to attack and many territories were lost. The kingdoms eventually came to a demise after a period of Greek Rule, when the Romans ended the reigns of Marc Antony and Cleopatra.

Turquoise Class : An aspect or theme in British History beyond 1066.

Why should Britain be ashamed of slavery?

Key Vocabulary

Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Rebellion	an act of armed resistance to an established government or leader.
Colony	a country or area under the full or partial political control of another country and occupied by settlers from that country.
Prejudice	preconceived opinion that is not based on reason or actual experience.
Trade	the action of buying and selling goods and services
Stowage	the action of stowing something space for stowing something in.
Segregation	the enforced separation of different racial groups in a country, community, or establishment.
Liberty	the state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour, or political views.
Sanitation	conditions relating to public health, especially the provision of clean drinking water
Captives	a person who has been taken prisoner or an animal that has been confined.
Abolished	formally put an end to (a system, practice, or institution).
Empire	an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state.



Key People

William Wilberforce— British MP who campaigned for the abolition of slavery in Parliament.

Sir John Hawkins—Given permission by Elizabeth I to transport slaves, he is known as the 'father of the slave trade'.

Granville Sharp—Sharp campaigned to improve the position of black slaves and former slaves in Britain.

Olaudah Equiano - An Ex-Slave who moved to England and wrote a book about being a slave.

Key Places

Africa
Spain
Portugal
Great Britain
West Indies
North America

Key Dates

1562	Sir John Hawkins was given permission by Elizabeth I to begin transporting captured African slaves to
1582	First English Slavery voyage to Africa
1787	Thomas Clarkson set up the Abolition Society
1789	Olaudah Equiano published autobiography
1791	The slave rebellion on St Domingue
1804	The slaves on St Domingue won the rebellion and re name the island Haiti
1807	The Slave Trade is abolished in Britain
1831	'The History of Mary Prince a Slave'
1833	Slavery is abolished in the British Empire
1865	Slavery abolished in America

Turquoise Class : An aspect or theme in British History beyond 1066.

Why should Britain be ashamed of slavery?

Key Knowledge

The Atlantic slave trade or triangular trade involved the forced enslavement of many millions of Africans and their transport to the Americas, where they were made to work without wages in often inhumane conditions. The trade was at its height during the 18th century when Britain was the most active trading nation.

The slave trade was huge—British ships transported 2.6 million slaves. It has been estimated that, overall, about 12 million Africans were captured to be taken to the Americas as slaves. Over 55% of the slaves were taken to Brazil and Spanish South America. About 35% were taken to the West Indies and less than 5% of slaves were sold in North America.

The death rate of slaves was horrific. Unknown millions died in Africa before they even made it to the ships. It has been estimated that perhaps 20% of the slaves died on the Middle Passage across the Atlantic (between Britain and the Caribbean). In the Americas, the death rate amongst the slaves was also very high. Some historians suggest that the death rate in the 'seasoning camps' was up to 50%.

Slave auction images



Key Knowledge

The slave trade began with Portuguese and some Spanish traders taking African slaves to the American colonies they had conquered in the 15th century. British sailors became involved in the trade in the 16th century.

In the 18th century, perhaps 6 million Africans were taken to the Americas as slaves, at least a third of them in British ships.

For the British slave traders it was a three-legged journey, called the 'triangular trade'.

Goods such as guns and brandy were taken to Africa to exchange for slaves. The slaves were then taken on the 'Middle Passage' across the Atlantic to sell in the West Indies and North America. Finally a large cargo of rum and sugar were taken back to sell in England. Conditions on the Middle Passage were terrible.



Turquoise Class – An aspect or theme in British History beyond 1066.

How did Great Britain stand firm against the German threat?

Key Vocabulary

Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
Evacuee	Someone who was evacuated, moved from a danger area to a safer place (normally from the cities to rural areas)
Nazi	Member of the fascist German political party which came to power in 1933. Symbol = swastika
Fascism	Right wing political view associated with not allowing opposition and total control by a dictator.
Black out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes
Rationing	The controlled distribution of scarce resources (mainly food & clothing)
Blitzkrieg	Translated as 'lightning war'. German quick strike invasion of Western Europe
Trenches	A long, narrow ditch used for troops to shelter from enemy fire or attack
Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939-1941))
Luftwaffe	The German Air Force (responsible for the Blitz)
Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham
Holocaust	Mass murder of Jews and other groups of people by the Nazis



Key People

Winston Churchill—UK Prime Minister 1940-1945 (and again from 1951-1955)

Adolf Hitler—Leader of the Nazi Party and Chancellor of Germany, 1933-1945 (also referred to as Fuhrer, meaning leader)

Neville Chamberlain—UK Prime Minister, 1937-1940

Key Places

Great Britain

Germany

Munich (Germany)

France

London

Dunkirk

Poland

Key Dates

1st September, 1939	Germany invades Poland
3rd September, 1939	Britain and France declare war on Germany
January 1940	Rationing introduced in the UK
May-June 1940	Dunkirk evacuated and France surrenders to Germany. Germany uses Blitzkrieg to take over much of Western Europe.
July 1940	Germany launches air attacks on Great Britain (The Battle of Britain and The Blitz begins)
7th December, 1941	The Japanese attack US navy in Pearl Harbor. The next Day the USA enters the war.
6th June, 1944	D-Day and the Normandy invasion. Allied forces invade France and push back the Ger-
30th April, 1945	Adolf Hitler commits suicide
7th May, 1945	Germany surrenders & victory in Europe is declared the next day
August 1945	Atomic bombs dropped in Hiroshima & Nagasaki, Japan by the US
2nd September, 1945	Japan surrenders signalling the end of WW2
July 1954	Rationing ends in UK



Turquoise Class – An aspect or theme in British History beyond 1066.

How did Great Britain stand firm against the German threat?

Key Knowledge

World War 2 was a battle between two groups of countries – the “Allies” and the “Axis”. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.

Before World War 2 began, Germany was ruled by a man named Adolf Hitler. Together with the Nazi Party, he wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.

During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxemburg, Denmark, Norway, Greece, Yugoslavia and the USSR.

Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German Hitler wanted to create what he thought was the “best” and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities. In an attempt to eliminate a “racial enemy” outside of Germany, such groups were also persecuted in the countries invaded by German forces.



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



Key Knowledge

The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.

The US didn't join the war until 1941, when Japan attacked the United States – at their Naval Base at Pearl Harbor in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.

The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.

Turquoise Class – A non-European society that provides contrasts with British History.

Who were the Mayans and what can we learn from them?

Key Vocabulary	
Archaeologist	someone who digs up remains of old societies
Empire	A group of states or countries ruled by one monarch or leader.
Conquer	Overcome and take control of (a place or people) by military force.
Civilization	an advanced state of human society, in which a high level of culture, science, industry, and government has been reached.
Peninsula	a piece of land almost surrounded by water or projecting out into a body of water.
Hieroglyphs	writing that is made of pictures
Agriculture	the science or practice of farming
Urbanisation	the process of making an area more urban
Drought	a prolonged period of abnormally low rainfall, leading to a shortage of water.
Maize	a Central American cereal plant that yields large grains (corn or sweetcorn) set in rows on a cob



Key People

The Mayans did not have 'great' historical figures, but each city had important people

The Priest – Held the regular rituals surrounding the temple possibly including sacrifice.

The Pharmacist – provided natural medicines which kept the people very healthy.

Key Places

Mesoamerica (a historical region and cultural area in North America)

Yucatan Peninsula

Honduras

Belize

Guatemala

Central Mexico

Key Dates

2000 BCE	The Mayan civilisation emerges in Central America
100 BCE	First city states appear
250 CE	The 'classical' period begins, urbanisation begins and continues
300 CE	Mayan settlements become centres for trade across the region. Good such as stone and chocolate are traded with neighbouring city
600 CE	Mayan settlements support an increasing population, growing at a fast rate due to plentiful food sup-
650 CE	Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becom-
900 CE	Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged



Turquoise Class – A non-European society that provides contrasts with British History.

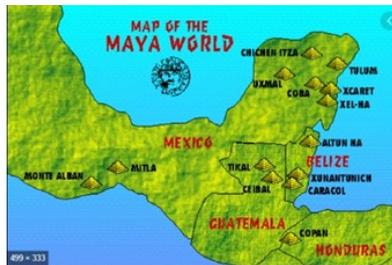
Who were the Mayans and what can we learn from them?

Key Knowledge

The Mayan people still exist today and have survived numerous attempts to wipe them out over the course of their history. The classical Mayan period stretches from approx. 250-950AD. During this time society became more organised around urban areas and society became more organised. Advances were made in astronomy, maths and language, as well as architecture and agriculture.

Mayan settlements appear to not have been planned, but a general centre point was the temple. It is thought that the stepped temples were built both as a statement of grandeur and as a route to the heavens above. This is something the Mayans have in common with many other civilisations across the ancient world. Rumours of human sacrifice have seeped into popular culture, but appear to be overblown. Each settlement also had wide-open plazas which served as a meeting point, as well as a ball court where games were held.

There does not appear to have been a central point of authority in the Mayan empire, rather society was organised through a number of rulers at local level. This is perhaps the reason the Mayans endured; without a central powerbase that could be decapitated, agreements had to be made with a number of rulers. In a way this is similar to the Indian, or even European, city-states.



Key Knowledge

During the classical period and after, the Mayan civilisation evolved hugely. Their system of writing can be characterised as using hieroglyphs. Urbanisation was a characterising trend of the period, centred on cities/towns with strategic geographical importance. Through these urban areas the Mayans traded extensively with the surrounding region and established links throughout the Central American continent.

Agriculture was hugely important as it was in many early civilisations, with population growth entirely dependent on the ability of the land to support its people. It is through this lens that the theory about the collapse of the classical Mayan empire being caused by droughts comes from.



Turquoise Class – The Viking and the Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor.

Were the Vikings always vicious and victorious?

Key Vocabulary

Invasion	Invading a country with armed force.
Empire	A group of states or countries ruled by one monarch or leader.
Conquer	Overcome and take control of (a place or people) by military force.
Civilization	an advanced state of human society, in which a high level of culture, science, indus-
Monarchy	supreme power or sovereignty held by a single person. (King or Queen)
Kingdom	a state or government having a king or queen as its head
Scandinavia	Norway, Sweden and Denmark
Conquest	the act or state of conquering or the state of being conquered.
Monastery	a house or place of residence occupied by a community of persons, especially monks,
Conflict	a fight, battle, or struggle, especially a prolonged struggle; strife.



Key People

King Alfred – King of Wessex from 871 to 899, defended Wessex from the Viking conquest

Aethelstan – First King to unite English kingdoms, 927

Guthrum – King of the Vikings in Danelaw at the time of the treaty with the Saxons

King Cnut – King of England, Denmark and Norway between 1028 and 1035

Edward the Confessor – penultimate Saxon King of England (before Harold II who lost at Hastings)

Key Places

Britain

Europe

Scandinavia—Norway, Sweden and Denmark

Key Dates

787 CE	First Scandinavian raids
793 CE	Viking attacks on Lindisfarne
842 CE	Viking raids on London
865 CE	Great Heathen Army invade
878 CE	Battle of Edington
927 CE	Aethelstan unites English king-
950 CE	Vikings from Ireland & Isle of Man raid the west coast of Wales
991 CE	Battle of Maldon leads to the first payments of Danegeld
994 CE	Danish attack on London fails
1000 CE	Vikings reach Newfoundland
1013 CE	King Sven of Sweden lands and becomes King of England
1016 CE	King Cnut becomes King of
042 CE	Saxon Edward the Confessor returns to become King of England
1066 CE	Edward the Confessor dies, leading Harold Godwinsson becomes King, but is killed by William the Con-



Turquoise Class – The Viking and the Anglo-Saxon struggle for the Kingdom of England at the time of Edward the Confessor.

Were the Vikings always vicious and victorious?

Key Knowledge

Vikings were largely from Denmark, Norway and Sweden and it is not known for certain why they began to raid other lands and settle in places such as England. Within a century Vikings had taken over large parts of the land in northern England, although failed to overrule the large kingdom of Wessex. By 884, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the north of England.

Vikings have traditionally had a fierce reputation as invaders and for violent attacks. This was only true sometimes; there is evidence that some attacks were very violent– including that at Lindisfarne in 793.

The Vikings occupied much of north-eastern England, including their stronghold of York. We now know that the city was a busy place with up to 15,000 inhabitants. Gradually as the Vikings spread.

Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England.

Key Knowledge

After years of small-scale attacks and invasions, and the start of the main attacks in 793, Viking raids continued into the 9th Century. In 865, an army was raised to conquer England, known as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year.

Over the next 10 years the Vikings took over more land, leaving Wessex as the only unconquered kingdom. Battles with the Saxons continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings. In 954AD Eric Bloodaxe – king of the Vikings – was killed, the Saxon king, Eadred took control of the kingdom.

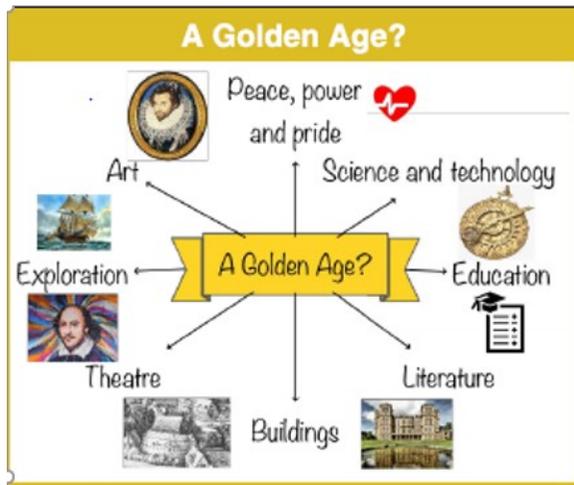
Following this period, a series of Saxon kings ruled, interrupted by the reign of Danish king Sweyn and later Cnut and his grandsons, before Edward the Confessor.



Purple Class: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.

To be, or not to be?: that is the question.

Key Vocabulary:	
theatre	A building or outdoor area in which plays and other dramatic performances are given.
exploration	The action of exploring an unfamiliar area.
poverty	The state of being extremely poor.
beggars	A person, typically a homeless one, who lives by asking for money or food.
vagabond	A dishonest or unprincipled person.
armada	A fleet of warships
privateers	An armed ship owned and crewed by private individuals holding a government commission and authorized for use in war, especially in the capture of merchant shipping
circumnavigation	The action or process of sailing or otherwise travelling all the way around something, especially the world.
voyages	A long journey involving travel by sea or in space.
enclosure	The practice of dividing up land which was once owned by the people, (typically large open fields) into smaller 'enclosed' pieces of land that instead belonged to one person only.
The Globe Theatre	A theatre in London associated with William Shakespeare.



Poverty:

Not everyone in Elizabethan England benefited from the increased prosperity and trade. A growing population, bad harvests and enclosure created a very poor group at the bottom of society. The poor were categorised into : the deserving poor who could not help themselves; the undeserving poor who were untrustworthy and die not want honest work and the able poor. Beggars could be whipped, branded, have a hole burned in the ear or hung. Towns such as York, Ipswich and Norwich had their own ways to deal with the poor. The 1601 Poor Law taxed the wealthy to care and support the old, sick and vulnerable. The fit and healthy were to be given work. The iddle could be whipped and placed in a house of correction.

Key Dates:	
1558	Elizabeth I was Queen of England and Ireland.
1564	William Shakespeare was born in Stratford-upon-Avon 
1576	The Theatre was opened by James Babbage
1582	Shakespeare married Anne Hathaway
1583	Shakespeare's daughter Susanna was born
1585	Anne and William's twins, Hamnet and Judith Shakespeare, were born
1587	The Rose opened 
1588	The Spanish Armada set sail.
1593	Shakespeare's first poem was published, and his plays started to be performed by different theatre groups in London
1594	Shakespeare's first plays were performed by the Lord Chamberlain's Men. 
1599	The Globe opened
1603	James I was crowned king, and Shakespeare's theatre group was renamed the King's Men when the King became their patron.
1609	Shakespeare's sonnets were published
1611	Shakespeare moved from London back to Stratford-upon-Avon 
1616	William Shakespeare died



Purple Class: A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: leisure and entertainment in 20thC.

To be, or not to be?: that is the question.

Key Individuals:

Queen Elizabeth I:



Elizabeth I was Queen of England and Ireland from 17 November 1558 until her death on 24 March 1603. Sometimes called the Virgin Queen, Gloriana or Good Queen Bess, Elizabeth was the last of the five monarchs of the House of Tudor.

King James I:



James VI and I was King of Scotland as James VI from 24 July 1567 and King of England and Ireland as James I from the union of the Scottish and English crowns on 24 March 1603 until his death in 1625

Sir Walter Raleigh:



Sir Walter Raleigh (1544–1618) was one of the most famous explorers of Elizabeth I's reign. He was a courtier, seaman and explorer. He was a pioneer in the English colonisation of North America. Raleigh (originally spelt Ralegh) was a favourite of Queen Elizabeth I and helped defend England against the Spanish Armada.

John Hawkins:



Sir John Hawkins (1532–1595) was one of the most notable sailors and naval commanders of the sixteenth century. He is known for his pivotal role in the maritime history of England and the rise of the

William Shakespeare was a famous British playwright of Tudor times. He is considered to be one of the most talented writers of all time.

Famous friends of William Shakespeare:

Sir Walter Raleigh (c.1552 – 1618) – Sir Walter Raleigh visited America and helped start colonies there, and some people think that he was the first one to bring tobacco and potatoes into England. He also founded the Friday Club in 1603, which was a group for poets and playwrights that Shakespeare belonged to.

Ben Johnson (1572-1637) – Ben Johnson wrote plays and poems around the same time that Shakespeare did. Both he and Shakespeare belonged to the Friday Club that Sir Walter Raleigh began. Ben wrote a poem in the introduction of Shakespeare's First Folio, which is the collection of works that was published a few years after Shakespeare died.

Henry Wriothesley, Earl of Southampton (1573-1624) – Henry Wriothesley was a wealthy man, and the patron of William Shakespeare. He loved the theatre and plays.

Richard Burbage (1568-1619) – Richard Burbage was a famous actor, and part of William Shakespeare's theatre group. He often played the lead role in Shakespeare's plays.

Christopher Marlowe (1564-1593) – Christopher Marlowe was born the same year as Shakespeare, and also famous for writing plays. Shakespeare didn't start writing plays and hav-



Purple Class: Overview of Romans to Vikings (Chronological understanding)

What if Great Britain had never been invaded?

Key Vocabulary:

aqueduct	A man-made channel used for delivering water to Roman towns. .
barbarian	A term used by the Romans to refer to people who lived outside the Roman Empire
censor	A government official who counted the people of Rome. He also was responsible for public morality and some of the government finances.
consul	The highest position in the Roman government. There were two consuls elected each year for a one year term.
forum	The area of a Roman town that was the centre of Roman life. Government meetings, public speeches, and business all took place in the forum.
legion	The main unit of the Roman army. It generally had around 5400 soldiers and was divided up into groups of men called cohorts and centuries.
senate	A group of prestigious men who advised the consuls. In most cases the consuls did what the Senate recommended.

An elected representative of the

Romans Invade Britain!!

- Before the Romans arrived, Britain consisted of a patchwork of small areas, each with its own king. Life was hard for the Celtic tribes.
- The Celts were mainly farmers who grew, gathered or hunted for their own food. They were also fierce warriors who were often at war with each other.
- The infamous warrior Queen Boudicca was the wife of the ruler of the Iceni, a Celtic tribe who lived in eastern England.
- The Romans invaded Britain and started ruling it in 43 AD. They based themselves in London, which they called Londinium.
- The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next people to rule England.

The Romans– Important dates:

753 BC	Rome was founded
509 BC	The Roman Republic was founded
55-54 BC	Julius Caesar invaded Britain twice
44 BC	Julius Caesar was killed
27 BC	Caesar Augustus became the first Roman Emperor, which marked the start of the Roman Empire
43 AD	Britain was invaded again, and this time the Romans stayed.
64 AD	A fire in Rome lasted for six days, which affected most of the city – it is known as the 'Great Fire'
79 AD	Mount Vesuvius erupted, covering Pompeii and Herculaneum in ash
80 AD	The Colosseum opened
83 AD	The battle of Mons Graupius took place in northern Scotland
122 AD	Hadrian's Wall was built
410 AD	The Romans left Britain, ending their rule.



The Romans introduced many things into Britain...

- The calendar we still use today
- The census – the practice of counting a population
- High-quality straight roads
- Central heating
- Aqueducts (water bridges)
- Indoor plumbing
- Towns
- Public libraries
- Public noticeboards
- Firemen
- Police
- Cats
- Paved streets
- Cement
- Bricks
- Heated baths
- Language (Latin)
- Many fruits and vegetables...





Purple Class: Overview of Romans to Vikings (Chronological understanding)

What if Great Britain had never been invaded?

Key Vocabulary:

invaders	People who attack and try to take land from other people.
raiders	People who attack, then take what they find away with them.
Paganism	The religion of the Anglo-Saxons who believed in many gods.
Christianity	The religion of the Romans, based on the teachings of Jesus and belief in one God.
monastery	Building where monks live.
society	The people who live in a place and their way of life.
Anglo-Saxons	The main group of people living in Britain when the Vikings invaded.
Danegeld .	Money paid to Vikings to stop them from raiding.
longship	A Viking ship used for fighting and carrying out raids.
pagan	A person who believes in many gods.
rune	A letter from the alphabet used by Vikings. There were only 16.
Scandinavia	The countries of Norway, Sweden and Denmark. This is the area Vikings came from.
Valhalla	The place Vikings believed they would go to after death if they died fighting bravely in battle

Anglo-Saxon key knowledge:

<p>Sutton Hoo: In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk.</p> <p>Place names: Many of today's place names come from Anglo-Saxon words: e.g.: Birmingham, Oxford, Butterwick.</p> <p>Language: Many of today's English words are based on Saxon words Eg: days of the week, England.</p>
<p>Vortigern: King left in charge when the Romans left Britain</p> <p>St Augustine: Sent by the Pope to spread Christianity</p> <p>King Aethelbert: King of Kent who created the first written law code and helped spread Christianity.</p> <p>Bede: Monk who wrote about the history of the English church and people.</p> <p>King Offa: King of Mercia. A powerful king, he built Offa's dyke, to divide England & Wales.</p>

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors. Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made

Anglo-Saxon/Viking

Important dates:

<p>410</p> <p>The Romans left Britain, to return to Rome, leaving it unguarded by armies and open to invasion by others.</p>
<p>455-585</p> <p>The kingdoms of Kent, Sussex, Wessex Essex, Northumberland East Anglia and Mercia were formed in Britain.</p>
<p>597</p> <p>St. Augustine came to England and introduced people to Christianity.</p>
<p>757-796</p> <p>Offa was king of the kingdom of Mercia and declared himself king of all England. Around the end of the 8th century there were many Viking raids. These marked the start of a long struggle between the Anglo-Saxons and the Vikings for control of Britain.</p>
<p>802</p> <p>Egbert was the first Anglo-Saxon king of all England.</p>
<p>899</p> <p>Alfred the Great ruled. He stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw.</p>
<p>954</p> <p>The Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king.</p>
<p>1016-1035</p> <p>Canute the Great ruled as the first Viking king.</p>
<p>1066</p> <p>The Battle of Hastings took place, resulting in the Normans defeating the Anglo-Saxons.</p>

Purple Class : The achievements of the earliest civilisations.

Why was the Islamic Civilization around AD900 known as 'The Golden Age'?

Key Vocabulary:

Allah:	The Arabic term for God.
Adhan:	The call to prayer which is said in Arabic at the start of the prayer time interval.
Five pillars of Islam:	5 central practices of Muslims to help establish a spiritual relationship with God. They are: shahada or profession of faith; salat or five daily prayers; zakat, or mandatory donation; sawm or fasting in Ramadan; and hajj or pilgrimage to Mecca at least once in a lifetime if one is able.
Imam:	The leader of congregational prayer, or a religious leader.
Ka'bah:	Building in Mecca that is believed to be the first house of worship to God, which Muslims believe was built by the Prophet Abraham and his son Prophet Ishmael. Muslims face the Ka'bah when they pray. The building is cubical in shape and usually covered with a black cloth for protection.
Qur'an:	The Holy Book of Islam, which is believed to be the words of God that were revealed to the Prophet Muhammad. The word Qur'an literally means "the recitation."
Surah:	A chapter of the Qur'an. There are 114 surahs in the Qur'an.

Baghdad Timeline:

750 CE	Abbasid dynasty become rulers of Muslim Empire
751CE	Arabs learn to make paper from Chinese prisoners of war
762 CE	Caliph Al-Mansur founds city of Baghdad
764-768 CE	Construction of city of Baghdad
786-809 CE	Fifth Abbasid Caliph, Harun al-Rashid, establishes the House of Wisdom and the Baghdad hospital
830 CE	Al-Khwarizmi writes his book on algebra
950 CE	Death of the philosopher Al-Farabi, who spent most of his life in Baghdad
1021 CE	Ibn Al-Haytham publishes his Book of Optics
1037 CE	Death of Avicenna, philosopher and physician who made important discoveries regarding the transmission of disease
1055 CE	Baghdad captured by Seljuk Turks
1065 CE	Foundation of Al-Nizamiyya university in Baghdad
1096 CE	Crusades begin
1258 CE	Mongols sack Baghdad

Key Figures (people):



The early Islamic doctor **Al-Zahrawi** is known as 'the father of surgery'.



Ibn Al-Haytham made the world's first camera or pinhole camera.



Al-Khwarizmi worked at the House of Wisdom. He is famous for his contributions to the development of **algebra**.



The early Islamic doctor **Muhammad Ibn Zakariya Razi** made a significant contribution to the history of medicine.

An artist's impression of Baghdad during the Golden Age:



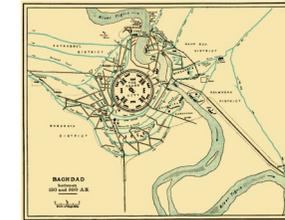
Purple Class : The achievements of the earliest civilisations.

Why was the Islamic Civilization around AD900 known as 'The Golden Age'?

Top 10 facts:

- In 762 CE the Abbasid Caliphate, under the Caliph al-Mansur, moved the capital of the Muslim world to the newly founded city of Baghdad.
- The city, known as 'the Round City', was built as two large semicircles with a mosque at the centre and housed the caliph's palace, libraries, government and military buildings. It also contained parks, gardens, squares and wide avenues.
- Residential areas for all but the most important people, markets and businesses were built outside the city walls.
- Until its destruction by the Mongols in 1258, Baghdad was a world centre of culture and learning. This period is sometimes known as the Golden Age of Islam.
- It is estimated that during the period c900-1200 the population of Baghdad reached between 1,200,000 and 2,000,000 people.
- The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. Much ancient knowledge was preserved and the development of Islamic theology, philosophy, science and medicine was stimulated.
- Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. This enabled them to explore and develop new areas of mathematics such as algebra, algorithms and the tessellation of shapes.
- Besides the Shi'ite and Sunni Muslims who lived in the city, Baghdad was home to many different religious and ethnic communities. These included Christians, Jews, Gnostics and Zoroastrians who regulated their own communal affairs and lived in different areas of the city. Many elements of Persian and Egyptian culture were also adopted.
- Baghdad was situated on the banks of the Tigris. The city's docks accommodated hundreds of different boats including trading vessels, pleasure crafts and warships. Merchants and sailors brought precious goods, news and knowledge from around the world into the city.
- Islamic (Sharia) law and Arabic grammar were standardised during this time. The use of a common Arabic language helped to unify the people of the Empire and meant that knowledge could be spread more widely.

The Importance of Location:



The Middle East was a natural crossroads for travellers and traders from Europe, Asia and Africa. Baghdad, located at the point where the Tigris flows closest to the Euphrates, was ideally placed for global trade. It swiftly became an important centre for the collection and dispersal of knowledge and ideas from around the known world. The spread of agricultural knowledge and techniques and the introduction of new crops and food stuffs may have, in turn, encouraged population growth

