

“Aspire not to have more,
but to be more.”



HISTORY CURRICULUM

Progression in historical knowledge and vocabulary

Progression in historical knowledge and vocabulary – EYFS NURSERY

Disciplinary concepts-continuity and change, cause and consequence, similarity and difference, significance

EYFS-Nursery			
<p>Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Chronological understanding today, tomorrow, yesterday, then, now, after, before, days, weeks, months, long ago, old, new, parent, grand parent, remember</p> <p>Historical enquiry/ Organisation and Communication describe, change, object, pictures</p>			
	Key Knowledge	Vocabulary	Books
Chronological Understanding – General.	<ul style="list-style-type: none"> Daily calendar Cross-curricular discussions about seasons, months, days of the week. 	<u>Topic Vocabulary</u> Day, night, morning, afternoon, before, after, today, tomorrow Now, next, later, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, school day, yesterday, today, tomorrow Autumn, Winter, Spring, Summer	
Traditional Tales	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events. 	<u>Topic Vocabulary</u> Once upon a time, long ago, after, next. King, Queen, princess, prince.	Traditional tales, fairy tales.
All About Me	<ul style="list-style-type: none"> Talk about the lives of people around us. Know some similarities and differences between things in the past and now (I used to be a baby...). Drawing on experiences of birthdays and older/younger family members. 	<u>Topic Vocabulary</u> Today, yesterday, tomorrow, long ago, then, now, , new, young, old, parent, grandparent, baby.	
Celebrations	<ul style="list-style-type: none"> What are fireworks and a bonfire. Aware of the story of Christmas Understand the past through settings and characters in stories. 	<u>Topic Vocabulary</u> Today, yesterday, tomorrow, last week, this week, next week, now, after, before, remember.	The Nativity Story

Occupations and Transport	<ul style="list-style-type: none"> ● Talk about the lives of people around us and their roles in society. 	<u>Topic Vocabulary</u> Jobs, police officer, firefighter, doctor, nurse, vet, dentist, bus driver, pilot, lollypop person, teacher, builder, cleaner.	
Dinosaurs	<ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. ● Historical enquiry/ Organisation and Communication- describe, change, object, pictures 	<u>Topic Vocabulary</u> Long ago, then, now, before, dinosaur, animal, egg, volcano, extinct	
Go Outside	<ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. ● Historical enquiry/ Organisation and Communication-describe, change, object, pictures ● Describing the changes in season and weather. 	<u>Topic Vocabulary</u> Season, spring, summer, autumn, winter, hot, warm, cold, grow, seed, plant, flower, leaf	
Animals	<ul style="list-style-type: none"> ● Historical enquiry/ Organisation and Communication- describe, change, object, pictures ● Describing the changes in animals e.g. frogspawn, tadpole, frog. ● Observing and describing the changes in animals as they grow. 	<u>Topic Vocabulary</u> Animals, grow, frog, tadpole, frogspawn,	

Progression in historical knowledge and vocabulary – EYFS RECEPTION

EYFS-Reception			
<p>Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Chronological understanding today, tomorrow, yesterday, then, now, after, before, days, weeks, months, long ago, old, new, parent, grand parent, remember</p> <p>Historical enquiry/ Organisation and Communication describe, change, object, pictures</p>			
	Key Knowledge	Vocabulary	Books
Chronological Understanding – General.	<ul style="list-style-type: none"> Describe when events happen. Measure time in simple ways e.g. counting the number of sleeps to important events. Use of timers to measure durations Use a visual timetable to understand and order important events in the school day. Days of the week Cross-curricular discussions about seasons. Months of the year 	<u>Topic Vocabulary</u> Day, night, morning, afternoon, before, after, today, tomorrow Minutes, seconds, quickly, slowly, Now, next, later, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, school day, yesterday, today, tomorrow Autumn, Winter, Spring, Summer	
All about me	<ul style="list-style-type: none"> I have changed since I was a baby People change as they get older from a baby, toddler, child, adult People I know have changed since they were babies. I can talk about holidays that I go on with my family e.g. the seaside. 	<u>Topic Vocabulary</u> Before I was born, When I was .., birthday, parents, grandparents, old school, new school, photograph, baby, toddler, child, adult, changed	Tiger who came to tea Once There Were Giants Grandma’s Bill
Celebrations	<ul style="list-style-type: none"> I know that I get older each year I know about different celebrations celebrated in my community and can talk about them I can explore past and present toys 	<u>Topic Vocabulary</u> Birthday, years, age Guy Fawkes, gun powder, parliament, firework Remembrance Day – war, soldier, poppy Traditions, stockings, toys, past, present, Christmas, Diwali Photograph, picture, drawing	The Story of Guy Fawkes Rama and Sita Christmas story Lost in the Toy Museum Too Many Toys!
Cold	<ul style="list-style-type: none"> I know that cold can cause a change 	<u>Topic Vocabulary</u>	Emperor’s Egg

	<ul style="list-style-type: none"> • We wear different clothes depending on the weather • Penguins lay an egg that hatches and grows into an adult penguin • I know that the North and South Poles are cold parts of the world. 	Before, after, now, change	
Hot	<ul style="list-style-type: none"> • I know that heat can cause a change • I know about Kings and Queens • I know about castles. • I can name some hot countries e.g. Africa. 	<u>Topic Vocabulary</u> Before, after, now, change King, Queen Castle	Handa's Surprise
Minibeasts	<ul style="list-style-type: none"> • I understand that caterpillars change into butterflies • I know that seeds change into plants 	<u>Topic Vocabulary</u> Change, grow	The Hungry Caterpillar
Pirates	<ul style="list-style-type: none"> • I can talk about pirates from the past • I know that pirates sail on ships 	<u>Topic Vocabulary</u> Past, photograph	
<p>In addition, to support learning in KS1. Through story time/ areas of provision discuss:</p> <ul style="list-style-type: none"> • types of transport and jobs such as pilot, train driver etc • 'exploring' the world/ being an explorer • hot and cold places in the world e.g. North and South Pole/ Africa • being an 'engineer' during construction • dinosaurs lived long ago- bones/fossils dug up from the ground, animals that are extinct- used to live long ago • people who are brave in stories 			

Progression in historical knowledge and vocabulary – YEAR 1

Year 1		
<p>Chronological understanding today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new</p> <p>Historical enquiry/ Organisation and Communication ask, questions, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, sort, similar, different, important, archaeologist, historian, eye-witness account, compare, record</p>		
<u>Explorers and Adventurers 1</u>		
Key Concepts		
<p>Explorers are people who discover and explore places. Captain Oates, Amundsen and Captain Scott were explorers. Helen Skelton is a modern day explorer. In the past, explorers travelled to distant lands on ships. They used different sorts of transport that developed over time. New inventions helped the explorers succeed on their expeditions. Explorers were brave, determined people who might have to put up with hardship.</p>		
Key Knowledge	Vocabulary	Books
<p>Why do you think Captain Scott is so famous today?</p> <p>Why did Scott risk his life going on this expedition to the South Pole?</p> <ul style="list-style-type: none"> ● Explorers are people who go to new places to search for scientific and geographic information about the area. ● Vast, remote, magical, extreme place – Antarctica. No-one had been there. Less and less places like that in World as explorers were visiting all parts of the world at this time. ● Captain Scott and Roald Amundsen raced to be the first people to the South Pole 1910 - 1912. ● Scott was interested in making scientific discoveries, he wanted to explore Antarctica, he was brave and determined and wanted to explore somewhere nobody had ever been, he liked travelling and adventure. ● Captain Oates from Leeds was a member of the Scott expedition and gave his own money towards it. He was in charge of the ponies. He suffered from severe frost-bite in his feet and so sacrificed himself so his team might have a chance of survival. ● There is a memorial to Captain Oates in Meanwood, Leeds that still exists today. ● Know how long ago that was by creating a timeline with known events on it. <p>How did Scott manage to get to the South Pole and what happened when he got there?</p> <p>How would Scott have felt when he arrived at the South Pole after Amundsen and how do we know?</p> <ul style="list-style-type: none"> ● Key events that happened on Scott’s expedition: Journey by boat – Terra Nova, Base Camp set up, scientific experiments – finding out about Emperor penguins, plants and creatures, climate, attempted to use motor sleds, horse and dog drawn sleds, weather conditions expedition encountered, sacrifice of Captain Oates, type of clothing team wore, frostbite, eventual death of the final five. ● Finding the tent in which the final three died 8 months later and the memorial that comrades built for them. <p>https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhgwx</p>	<p><u>Historical concepts</u> Explorer, achievements,</p> <p><u>Topic vocabulary</u> adventurer, clothing, transport, discovery, Robert Falcon Scott, Shackleton, Roald Amundsen, Helen Skelton, Captain Oates, blizzard, man-hauling, bravery, determination, conditions, frostbite</p>	<p>Captain Scott: Journey to the South Pole by Adrian Bradbury</p> <p>Scott of the Antarctic by Evelyn Dowdeswell</p> <p>Into the White: Scott’s Antarctic Odyssey by Joanna Grochowicz</p>

<https://youtu.be/PyMLx2mv1Qg>

https://youtu.be/0e_Llm_AHkk

Why did Scott fail to get there first?

- Some of the reasons why Scott did not win the race – motor sleds broke down, finished scientific experiments before setting off, horses could not cope with work, ran out of food for the dogs, weather unusually bad for time of year, clothing not warm enough, chose a longer route than Amundsen.
- Some of reasons Amundsen won – he did not care for science just wanted to be first, took a shorter route, had many more dogs, team were excellent skiers, they learned from local people about surviving in Antarctic weather.

How should we remember Scott today?

Should we carry on exploring today?

- Women can be explorers or adventurers too.
- Helen Skelton completed lots of challenges around the world before going to Antarctica. Know how hard she had to train to be ready for the trip.
- Helen Skelton used ice bike, snow kite, skied and pulled sleds – man-hauling.
- Know about modern clothing for cold places.

<https://www.theguardian.com/world/gallery/2012/jan/17/south-pole-robert-scott-exploration-centenary> photo gallery of Scott's expedition

Captain Oates and the Terra Nova Expedition

<https://mylearning.org/stories/leeds-explores-the-world/1171>

<https://www.bbc.co.uk/news/uk-17269397> article about Captain Oates

<http://www.bl.uk/turning-the-pages/?id=12878b6a-36b9-44db-a940-365b21bfe524&type=book> Captain Scott's Diary – read out loud

NC coverage

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Explorers and Adventurers 2

Key concepts

Archaeologists find out about the past by digging up artefacts to learn how people lived in the past. Howard Carter was an archaeologist and explored Egypt to make new discoveries.

Archaeologists such as Salima Ikram and Howard Carter contribute to international achievements.

There were ancient civilisations that lived a very long time ago.

Ancient Egypt had kings- Tutankhamun

We can find out about the past by looking at artefacts, writing, buildings, photographs and films.

- Archaeologists find out about the past by digging up artefacts to learn how people lived in the past.
- Archaeologists have to be very careful not to destroy artefacts and use precise, gentle tools. Tools are small brushes, tweezers, hammers.

What made Howard Carter famous? Why is he still famous today?

- Howard Carter is a famous British archaeologist and Egyptologist who worked 100 years ago. 2022 is the centenary of the finding of the tomb.
- He found the tomb of Tutankhamun a young King from Ancient Egypt.

What did Howard Carter find? What did it tell him about how the Ancient Egyptians lived and died?

- Tutankhamun lived 3,300 years ago. Have some idea of where that might be on the timeline of Year 1s known events.
- The tomb was filled with amazing grave goods that tell us how he lived: bed, walking sticks, sandals, statues, chairs.
- Finding Tutankhamun is the most important and famous Ancient Egyptian discovery.
- Tombs can be found in pyramids or underground. Many underground tombs are found in the Valley of the Kings.
- Know that people are still finding more out about Ancient Egyptians and archaeologists are still searching for more tombs and other remains.

How do we remember Howard Carter today? Should we still keep finding out about Ancient Egypt today?

- Salima Ikram is a modern Egyptian Egyptologist who works in Egypt finding remains. She is particularly interested in mummies.
- There is a Mummy in Leeds!

<https://youtu.be/qMzpA5oCGNY> What is archaeology?

<https://youtu.be/zOJlCdMvWAI> - What is an archaeologist?

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-hussein-the-water-boy/zc6d4xs> story of finding Tutankhamun's tomb

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-king-tutankhamun/z824bqt>

<https://youtu.be/YMNnQngPLa4> Discovery of the tomb – walk through with replica artefacts

<https://youtu.be/zTXgppsB4w> film taken at the time of opening tomb

Historical concepts

civilisation, explorer, achievements, kings/ queens

Topic vocabulary

Tutankhamun's tomb, Egyptologist, mummy, treasure
Howard Carter and Salima Ikram, pyramid, artefact, grave goods, shabti

Discovering Tutankhamun's Tomb by Juliet Kerrigan

Adventures in the Real world: Discovering the Tomb of Tutankhamun by Roger Canavan

Tutankhamun's Tomb – I was there- by Sue Reid

Howard and the Mummy by Tracy Fern

Mummies and Tombs by Salima Ikram

Flat Stanley and the Great Egyptian Grave Robbery by Jeff Brown

<p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/the-opening-of-tutankhamuns-tomb-a-reconstruction-relay/ PPT opening tomb</p> <p>https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/ancient-egypt/how-can-we-discover-what-ancient-egypt-was-like-over-5000-years-ago-kq2/</p> <p>https://www.mylearning.org/stories/egyptian-mummy/1468? A mummy in Leeds!</p> <p>NC coverage</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 		
<p><u>Grace Darling/ Seaside</u></p> <p>Key concepts</p> <p>Learning about the past helps us understand the present.</p> <p>Individuals are remembered for their achievements and for heroic acts.</p> <p>Individuals are remembered for their achievements and for heroic acts.</p> <p>There have been improvements in transport/ technology over time -steam boats and rowing boats.</p>		
<p>What did Grace do that made her famous ...and why is she remembered today so long afterwards</p> <ul style="list-style-type: none"> Grace Darling lived in Longstone lighthouse with her family. Her father was the lighthouse keeper. She helped keeping watch for ships in trouble at sea. Lighthouses shine a light out to sea to keep ships away from the nearby rocks. They also have a fog horn to help ships in foggy weather. <p>Why did Grace do what she did and what made her actions so special?</p> <ul style="list-style-type: none"> September 1838 Forfarshire a steam boat crashed into rocks, broke in two and sank. 9/60 survived and were stranded on the rocks in a great storm. Grace saw the survivors on the rocks. The weather was too bad for the lifeboat to rescue them so William and Grace rowed out to help them. William jumped out of the coble onto the rocks and Grace was left to control boat in storm by herself. William got 5 people into the boat and they rowed back to lighthouse. Grace looked after the survivors. William and 2 of crew returned to get remaining survivors from rocks. <p>Did Grace really carry out this brave rescue on her own?</p>	<p><u>Historical concepts</u></p> <p>Achievements</p> <p><u>Topic vocabulary</u></p> <p>Lighthouse, lifeboat, storm, survivor, rescue, protect, save, steamboat, ship wreck, lantern, famous, bravery, determination, hero, Queen Victoria, artist</p> <p>Holiday, Croquet, Punch and Judy, pier, bathing machine, promenade</p>	<p>Grace Darling by Anita Ganeri</p> <p>Grace Darling: The Heroine of the Farne Islands by Christine Bell</p> <p>Friends and Family Readers 5 – Grace Darling</p> <p>The Rockpool Three by Bethany Masoapatali</p> <p>Not As We Know It By Tom Avery</p>

- Know about different versions of the story in newspapers. Know about different paintings that portrayed the events. Talk about what really happened. How do the children know?

How do we know about Grace's actions which happened so long ago?

- Story of rescue was in lots of newspapers. Grace became famous.
- No cameras so artists came to paint her.
- Grace and her father received medals for their bravery and Grace got £50 from Queen Victoria.
- Grace did not like all the attention.
- 4 years later she became ill and died.

How should we remember Grace Darling today 180 years after she died?

How did sea rescue improve after her heroic act?

<https://rnli.org/-/media/rnli/downloads/grace-darling-museum-education-pack.pdf?rev=a5eee4de56274f8e8a4e600495d039e2> RNLI work pack

<https://rnli.org/-/media/rnli/downloads/grace-darling-fact-sheet.pdf?rev=eed200f796fa4cf39b328e2ca0e04017> Grace Darling Fact sheet for adults

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/grace-darling/grace-darling-setting-up-the-enquiry/> Introducing concept of fame and linking this to Grace Darling

<https://www.youtube.com/watch?v=xCL1x7WHQLY> Grace's life – her own point of view

<https://www.youtube.com/watch?v=Yv3eS40j0N0> Grace's life own words

<https://www.keystagehistory.co.uk/keystage-1/did-grace-darling-really-carry-out-the-brave-rescue-on-her-own/> Historical interpretation of Grace's bravery

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/grace-darling/how-do-we-know-about-grace-darlings-actions-which-happened-so-long-ago-kq4/> Interpretation of artefacts to work out the rescue happened a long time ago

Seaside Holidays

How did people have holidays by the sea in the past? What did people enjoy doing, wearing and eating in the past?

- Children know seaside holidays were different in the past.
- They know clothing worn on the beach and for swimming has changed from long, baggy outfits that covered all of body to tight, stretchy costumes today.

- Know beach activities used to include Punch and Judy, singers, comedy shows, croquet, walking on pier, riding donkeys, fishing, rowing boats, building sand castles, buying snacks and treats. Know activities that children do on beach today.
- Know the seaside used to be very busy. Large families all together on holiday.
- Know that different beach furniture and food was used in the past – took kitchen chairs with them, parasols, deck chairs, wind breaks, sun tents, sunbeds, blanket, (LINKS to SCIENCE MATERIALS)

Why did people enjoy going to the seaside in the past?

Why do people still enjoy going to the seaside on holiday?

<https://www.keystagehistory.co.uk/keystage-1/designing-an-authentic-edwardian-seaside-poster/> pictures showing activities on beach in past

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/seaside-and-castles/reasons-for-seaside-holidays-100-years-ago-and-now/> advertising posters for resorts showing what people wanted from a holiday

<https://www.keystagehistory.co.uk/keystage-1/how-have-seaside-holidays-changed-over-time-ks1-task/> postcards/photos from past to be ordered

https://youtu.be/1N6peInd_pl film showing Blackpool in Victorian times.

<https://youtu.be/8w-9KpntSg> Pathe film showing beach, paddling and swimming Victorian times

https://www.amazon.co.uk/British-Seaside-Holiday-Memorabilia-Replica/dp/B01B81DJUW/ref=sr_1_4?crid=1NSOUX2Q9P9YN&keywords=seaside+holidays+in+the+past+ks1&qid=1644064395&s=books&prefix=seaside+holidays+in+teh+past+ks1%2Cstripbooks%2C97&sr=1-4

NC coverage

Progression in historical knowledge and vocabulary – YEAR 2

Year 2		
<p>Chronological understanding today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new, modern, sequence, century, chronological order, earlier, later, decade, Historical enquiry/ Organisation and Communication ask, questions, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, similar, different, important, archaeologist, historian, eye-witness account, compare, record, local, research, evidence, information, significant, observe, historical event,</p>		
<u>Inventors and Engineers 1</u>		
Key Concepts		
<p>Before the invention of steam engines people relied on: -animals for transport e.g. canal boats pulled by horses, carts pulled by horses -hand tools and hand driven carts The invention of the steam engine enabled: -The transport of people and goods. People could travel faster and further. -Raw materials could be transported in large quantities. George Stephenson, Matthew Murray and John Blenkinsop were inventors. Inventors design and make things to make life easier. Trains have changed and developed over time.</p>		
Key Knowledge	Vocabulary	Books
<p>Where is the world's oldest working railway?</p> <ul style="list-style-type: none"> ● In 1811 Matthew Murray and John Blenkinsop built the first commercially successful steam locomotives to run on a new railway line from Middleton Colliery to Leeds. The Salamanca was the first commercially successful steam locomotive, built in 1812 by Matthew Murray of Holbeck. ● A colliery is a place where coal is mined. Coal was the main source of power in Victorian times. It was used for cooking and heating, and for driving machinery, trains and steam ships. <p>https://www.middletonrailway.org.uk https://www.mylearning.org/resources/print-of-the-middleton-railway-1829 John Blenkinsop https://www.mylearning.org/stories/originating-in-leeds/124 Matthew Murray https://www.mylearning.org/stories/originating-in-leeds/133 The Salamanca</p>	<p><u>Historical concepts</u> invention, achievements, empire, trade, industry</p> <p><u>Topic vocabulary</u> steam locomotive, Rainhill trials, steam, railway, Industrial Revolution, coal, colliery, George Stephenson, Matthew Murray, Middleton Railway, electric locomotive, diesel locomotive, engineer,</p>	

<https://www.mylearning.org/stories/victorian-leeds/1098>

Who was George Stephenson and what did he do?

- George Stephenson was born in 1781 and was an engineer. He built steam locomotives for the railways. He was known as the 'Father of the Railways'. 1795. George first developed steam engines to transport coal. His first locomotive was 'Blucher' and transported coal in a coal mine in 1814. (He studied the locomotives of Matthew Murray and John Blenkinsop when developing Blucher). Then he developed the first passenger trains. He was a significant inventor in the industrial revolution. The Industrial Revolution occurred during the Victorian period when Britain changed from a land of farms and small villages to a land of factories and big cities.

Time line of his life

<https://www.twinkl.co.uk/blog/george-stephenson-facts-for-kids#:~:text=What%20is%20George%20Stephenson%20famous,engine%20called%20the%20'Rocket'>.

- The word locomotive means 'moving engine'.
- The 'train' is the line of carriages or carts pulled by the locomotive.

What was the Rocket and why was it a significant invention?

- George Stephenson also built the Liverpool to Manchester railway line which opened in 1830. His famous locomotive, the Rocket, which had won the Rainhill Trials the year before, was the first to travel on this railway line. The Rocket became a symbol of Britain's industrial heritage.

http://www.teachinghistory100.org/objects/for_the_classroom/the_first_passenger_locomotive

How did George Stephenson change lives?

- Rail travel was 50% cheaper than coach travel. It was also a lot quicker and opened up Britain in a way that coach travel could not do. Seaside fishing villages became popular destinations for day trips as visits to the coast became more common. Even the poor could afford rail travel as three different classes of travel existed; third class meant travelling in open-topped carriages but the price was affordable. Towns and cities had cheaper food as farmers could get their produce to market quicker and more cheaply. Inland towns could now get fresh fish. Many thousands of miles of rail were built and they transformed Britain, improving trade and travel.

Leeds makes trains

- In 1812, Leeds became home to the world's first steam railway in the shape of the Middleton Railway and by the 1890s Hunslet was the base for eleven firms manufacturing locomotives They included The Hunslet Engine Company, Hudswell Clarke and Manning Wardle who built historic engines like Aldwyth, Elizabeth and Junin.
- Leeds made many products that travelled, either as objects or ideas, across the world as part of the British Empire. One of our major exports as a city were trains and engines. Nellie was exported to Sierra Leone, which was a British Colony from 1800-1961. She was used at the docks to transport goods for trade across the globe as part of the British Empire.

<https://www.mylearning.org/stories/leeds-to-the-world-the-story-of-two-leeds-engines/resources>

Which locomotive deserves to be named 'Britain's best steam locomotive?'

- In 1829 father and son team George and Robert Stephenson entered their steam locomotive, Rocket, into the Rainhill Trials. This was a competition to find a locomotive for the new Liverpool to Manchester Railway line. Six locomotives started the competition but the Rocket won. To many people the Rocket will always be the greatest steam locomotive. It was the fastest of its day reaching a record speed of 29 miles per hour in the Rainhill trials.
- The Flying Scotsman was designed by Sir Nigel Gresley and built in Doncaster in 1923. The Flying Scotsman was named because it provided a passenger service between
- London and Edinburgh. The Flying Scotsman was the first steam locomotive to travel non-stop from London to Edinburgh in 1928 and in 1934 it was the first steam locomotive to reach a top speed of 100 miles per hour.
- The Mallard was another of Sir Nigel Gresley's designs. It was very fast, sleek and could pull long passenger trains at more than 100 miles per hour. On 3 July 1938 the Mallard reached a top speed of 126 miles per hour. This world record still stands today. In its time the Mallard travelled nearly one and a half million miles. It stopped working on the railway lines in 1963 and is now on display at the NRM in York.
- The Evening Star was famous before it was even built in 1960 because it was to be the last steam locomotive to be made. It pulled heavy goods trains and carried passengers in its time. It often travelled at speeds of over 90 miles per hour. The Evening Star stopped working for the railways in 1965. The introduction of diesel locomotives in the 1960s meant that steam locomotives were used less and less. The golden age of the steam locomotives had come to an end.

How have trains changed over the last 200 years?

- Steam locomotives- Coal is burned in a firebox and the heat creates steam which powers the locomotive.
- Electric locomotives are powered by electricity which runs in the overhead cables. Some electric trains have a battery instead.
- Diesel locomotives run on diesel. The diesel is mixed with air and compressed (squashed) which makes it explode and create power.
- The first high speed train railway (the Shinkansen), was opened in Japan in 1964. The trains travelling these lines became known as bullet trains because of their shape and high speeds. HSTs may be electric, diesel or diesel-electric.

<ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ▪ significant historical events, people and places in their own locality. 		
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Inventors and Engineers 2
Key concepts
 The invention of aeroplanes meant that people could travel across oceans quickly. More people could travel across the world. Aeroplanes are also used in the military. The Wright brothers were inventors. Planes have developed and changed over time. Explorers such as Amelia Earhart have travelled to different places by aeroplane.

<p>When was the first flight and how do we know it happened?</p> <ul style="list-style-type: none"> • The Wright brothers designed, built and flew the first aircraft. In 1903, Orville made the first attempt at a powered flight but the engine stalled and the plane was damaged. After repairs, they tried again and this time it lasted for 12 seconds. Over the next few years, the brothers improved their design. By 1905, their aircraft could stay in the air for 39 minutes. • We know the flight happened because there is evidence (plans, photographs, film, newspapers, diary entries) <p>Original film of first flight https://archive.org/details/WrightBrothersFirstFlight https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/wright-brothers/ https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-pilot/zdgtscw https://www.bbc.co.uk/bitesize/topics/zvb76v4/articles/zdcskmn</p> <p>What was the 'Golden Age of Aviation'? Who were the first pioneers of air travel?</p> <ul style="list-style-type: none"> • People designed and made planes that could travel further. Explorers set record and travelled across the English Channel (Louis Bleriot -1909) and then the Atlantic (1919-John Alcock and Arthur Whitten Brown) Aeroplanes were used in combat during the First World War (1914 – 1918) and again in the World War 2. The twenty year period between the end of World War One and the beginning of World War Two is known as the 'Golden Age of Aviation'. There were more leaps forward in engineering and record-setting during those years than any other time in history. Brave and determined men and women set records by travelling to different places. These people were known as pioneers and the start of the twentieth century was known as the 'golden age of aviation.' Here are five of these pioneering aviatrixes: 1. Harriet Quimby was the first woman to fly across the English Channel (1912). 	<p><u>Historical concepts</u> Achievements, invention</p> <p><u>Topic vocabulary</u> Orville and Wilbur Wright, man-powered flight, aircraft, transatlantic flight, Amelia Earhart, aerial combat, passenger, aviator, aviatrix, aviation, pilot, Harriet Quimby, Hilda Hewlett, Bessie Coleman, record breaker, pioneer, bravery, determination, international, explorer</p>	
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<p>2. Hilda Hewlett was the first British woman to gain her pilot's licence (1911).</p> <p>3. Bessie Coleman was the first woman of colour to gain her pilot's licence (1921).</p> <p>4. In 1930, Amy Johnson travelled from Austria to Hull. She was an engineer also. Why do you think people still remember Amy Johnson? https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/ https://www.heritage-learning.com/uncategorised/amy-johnson-resource</p> <p>5. In 1932, Amelia Earhart became the first woman (and first person since Lindbergh) to fly non-stop across the Atlantic Ocean from Canada to Ireland. Later that same year, she made the first, solo non-stop flight by a woman across the United States. This took around 19 hours. She became the first person to fly solo from Hawaii to the US mainland. This was a very dangerous route. She travelled 2400 miles in 18 hours. https://www.bbc.co.uk/teach/class-clips-video/ks2-amelia-earhart/zv6k382 https://www.history.org.uk/publications/resource/9545/three-first-class-ladies-teaching-significant-in</p> <p>How has flight changed since the Wright brothers' time? Look at changes in aircraft over time. Explorers set record and travelled across the English Channel (Louis Bleriot -1909) and then the Atlantic (1919-John Alcock and Arthur Whitten Brown) Aeroplanes are used in combat during the First World War (1914 – 1918)In 1919, the world's first international passenger flights began. 1920s Bi-Planes made out of metal not wood 1940 First Jet-powered planes 1960s Fast airliners travelling long distances and carrying lots of passengers, by being wider. These were called 'Jumbo' jets. 1970 Really fast planes, like Concorde, which fly faster than the speed of sound 2013 Huge planes with two storeys of passengers so people can sit upstairs too.</p>		
<p><u>Kings and Queens</u></p> <p>Key concepts Kings and queens have ruled Britain for many years. The powers the King or Queen has have changed over the last 1000 years. In the past the king or queen made all the rules. Now the Queen or King does not have the same powers as they used to in the past. Over time, power has been shared amongst more people. Today the queen has less power and elected representatives in parliament make laws. National traditions and celebrations have continued over many years.</p>		
<p>Can you tell me about some of England's kings and queens from the past? What happens at a coronation?</p> <ul style="list-style-type: none"> ● England has been ruled by Kings and Queens for many years. ● Her Royal Highness Queen Elizabeth II is our Queen. ● The Kings and Queens of England go to a special ceremony (event) called the coronation. ● The coronation takes place at a special place called Westminster Abbey. Coronations have happened at the site of Westminster Abbey since 	<p><u>Historical concepts</u> monarchy, parliament, democracy, prime minister</p> <p><u>Topic vocabulary</u> Queen Victoria, Queen Elizabeth 11, jubilee,</p>	

1066. See Bayeux Tapestry record of William I's coronation.

<https://www.royal.uk/coronation>

<https://www.westminster-abbey.org/about-the-abbey>

<https://www.bbc.co.uk/news/uk-england-28018096>

Explain for many years there have been people who have ruled over the land where we live.

- Kings and Queens sometimes wear special items: a crown, and hold special things such as an orb and sceptre.
- A crown is a symbol for royalty.
- When somebody becomes a king or a queen they wear a crown and ring, sit on a throne and hold a sceptre and orb.

- -The King or Queen wears the following items during the coronation:

Golden robe called the Supertunica, the royal stole (embroidered long length of cloth like a scarf), the imperial mantle (special cape).

- Elizabeth II became Queen on 6th February 1952 when she was young (25). She has reigned for 70 years. **This year (2022) we will be celebrating the Queen's Platinum Jubilee.** Explain that a long time ago there was another Queen called Elizabeth. Show a picture of the coronation of Elizabeth I.

Who is our queen today and what powers does she have?

- The powers the King or Queen has have changed over the last 1000 years.
- The first Anglo-Saxon king of all of England was Athelstan (895-939 AD)
- The monarchy passed to the first born son of the King until Henry VIII daughter's Jane and Mary became the Queen in 1553.
- The Kings and Queens did not have a last name/surname until after World War I. Our Queen's surname is Windsor.
- Now the Queen or King does not have the same powers as they used to in the past. (In the past, Kings of England held lots of power and did not have to consult with parliament before making decisions. Recap that our queen is the head of state. Introduce pupils to the concept that as head of state the important roles she does have to do: she officially opens Parliament each year. Although the people of England vote for the Prime Minister, the Queen officially appoints and meets the new Prime Minister. She goes on special visits abroad to other countries and invites heads of states from abroad to visit England. She appoints new bishops and archbishops. Each day a red box is delivered to the Queen with lots of reports and documents from Parliament, she has to read them and sign most of them. She also can give out knighthoods and other special awards. She can declare war on another country but only acting on the advice of the government and Prime Minister.)
- Queen Elizabeth II rules over other countries not just the United Kingdom 16 countries, they are called the Commonwealth: Antigua and Barbuda, Australia, The Bahamas, Barbados, Belize, Canada, Grenada, Jamaica,

coronation, crown, crowned, sceptre, orb, ring, majesty, royalty, reign, bow, curtesy, King John, laws, prison, Magna Carta, Houses of Parliament, Westminster, Platinum Jubilee, succession, prime minister, commonwealth

New Zealand, Papua New Guinea, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, the Solomon Islands, Tuvalu, and the United Kingdom.

- The Queen or King now is called the Head of State.

Facts about Queen Elizabeth 11 life.

<https://kids.britannica.com/kids/article/Elizabeth-II/353095>

<https://www.bbc.co.uk/newsround/44370212>

How do we celebrate the monarch's jubilees now and how did we celebrate them in the past?

(Lessons are currently being developed on Historical Association website).

<https://www.royal.uk/history-jubilees>

Who was King John and what promise did he make to the people of England?

- Long ago England's King John made a special document that promised he would change rules for people in England. King John promised not to take too much money from people. King John also promised that he would not throw people in prison for no reason.
- During the times of King John an important set of rules/laws were written that changed the powers the King had. The Magna Carta (1215) was the name of the set of rules/laws that King John agreed to follow –like our school rules.
- Following the signing of the Magna Carta important people came together to talk about the country and what was needed. These groups were called Parliament after the French word Parler meaning to talk.
- However, some kings and queens went on to break some of the promises in the Magna Carta, including King John himself and Charles 1.

BBC Primary History- The Magna Carta

<https://www.bbc.co.uk/bitesize/topics/zcyx2v4/articles/zcg66g8>

The British Library- The Magna Carta (Includes an online viewer of one of the copies of the document)

<https://www.bl.uk/magna-carta>

What is parliament? Who is the Prime Minister?

- Long ago Kings and Queens used to make the rules/laws. Nowadays our Queen has less power. Parliament makes laws.
- We have MP's members of Parliament who get voted in. They make and pass new rules/laws.
- Parliament meets to talk about things in the Houses of Parliament.
- The Palace of Westminster is the meeting place of the House of Commons and the House of Lords, the two houses of the Parliament of the United Kingdom
- A Prime Minister is in charge. Our Prime Minister is called Boris Johnson.

NC coverage

<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 		
<p><u>What is amazing about our city?</u> (Leeds-geography topic)</p> <p>What did Queen Victoria see on her first visit to Leeds in 1858? Which buildings were around during the reign of Queen Victoria?</p> <ul style="list-style-type: none"> Queen Victoria made her first and very important visit to Leeds in 1858. This was the first visit to Leeds by any King or Queen. She came to open the new Town Hall in Leeds. Thousands of people from gathered to see her, Prince Albert, and their daughters, Princesses Helena and Alice. <p>https://www.mylearning.org/stories/victorian-leeds/1090</p> <ul style="list-style-type: none"> The Leeds Town Hall was built in 1853 to a design by architect Cuthbert Brodrick. He also designed the Corn Exchange (1863), The Mechanics Institute 1865 (Leeds Museum). Kirkgate market was designed by Joseph Paxton and built in 1857. (Joseph Paxton also designed Crystal Palace in London-Year 6 Great Exhibition). <p>Leeds Industrial Trail- information about buildings designed by Cuthbert Brodrick. https://www.visitleeds.co.uk/wp-content/uploads/2020/02/Industrial-Heritage-Trail-Map.pdf</p> <ul style="list-style-type: none"> The first ever Marks’ Penny Bazaar opened in 1884 in Leeds Kirkgate Market. <p>https://www.mylearning.org/stories/mands-penny-bazaars/562? Leeds Owl Trail http://www.leedsowltrail.com/</p>	<p><u>Historical concepts</u> monarchy, trade, achievements, industry</p> <p><u>Topic Vocabulary</u> Cuthbert Brodrick, architect,</p>	
<p><u>Knights and Castles</u></p> <p>Key Concepts</p> <p>Nations ruled by monarchs have fought together over time for power or land. People built castles to protect themselves from invaders. They developed weapons to defend and attack. Most castles were built during the medieval period, William the Conqueror built nearly 700 castles during his reign. In the medieval period, the king/ queen had all the power. They gave the powerful families land in return for their support. Monarchs built up armed forces.</p>		
<p>Who was William the Conqueror? Why did he build so many castles?</p>	<p><u>Historical concepts</u></p>	

- William the Conqueror invaded England in 1066. The Battle of Hastings was fought between William of Normandy and his army from France (called the Normans), and King Harold II and his English army (the Anglo-Saxons) William is crowned King of England shortly after the battle. William then sets about protecting his new throne by building a number of impressive castles - the best known of which is the Tower of London.
- From 1066 to 1087 William and the Normans built nearly 700 motte and bailey castles across England and Wales.
- Most British castles were built during the medieval period (around 500AD to around 1500AD)

Useful planning, resources and animations

http://teach.files.bbci.co.uk/teach/history/castles_and_knights/castles_and_knights_notes.pdf

- The Tower of London (1078) was one of the first castles to be built by William, Duke of Normandy, following his successful conquest of England. It has had many functions over the centuries. William originally built the tower to defend London. It has also been used to house jewels and as a prison. Queen Elizabeth I was imprisoned in the Tower in 1554 by her half-sister, Mary I.
- Skipton Castle is a medieval castle. REFER TO SKIPTON CASTLE throughout topic questions.

History of Skipton Castle <https://www.skiptoncastle.co.uk/>

Skipton Castle Teacher booklet (to be ordered)

What did castles look like? How did they keep people safe in the castle?

- At first castles were made of wood (motte and bailey castle, later they were made from stone.
- Castles were often built on a hill e.g. Edinburgh Castle and near a water supply.

Barnaby Bear visits Edinburgh Castle

<https://www.bbc.co.uk/programmes/p0114393>

- Medieval castles had different defences to protect those inside from a seige – portcullis, moat, drawbridge, thick walls, battlements, cannons, slits for windows for firing our arrows. Skipton Castle also has a curtain wall, a watchtower
- There were two main ways of attacking a castle- attack a castle wall and break the defences or stop any food going into the castle so that those inside are forced to surrender. This is called a siege. Two famous sieges were that of Dover Castle in 1265 and of Edinburgh Castle, beginning in 1571.

<https://www.dkfindout.com/uk/history/castles/>

<https://www.youtube.com/watch?v=AesgRREuCQI>

Who lived and worked in castles?

- This may have been royalty, significant families or even garrisons of soldiers. In medieval times there would have been the main family (landed gentry of some description) and then all the people who looked after them. This could mean that the castle was like a small village with many people working there.
- The lord and lady would have needed a small army of people looking after them. This would have included chambermaids, guards and knights, jesters and musicians, blacksmiths, candlemakers, marshals for the horses, spinners and weavers, cooks and general kitchen servants.

<https://www.dkfindout.com/uk/history/castles/who-lived-in-castles/>

What were castles like on the inside?

<http://www.primaryhomeworkhelp.co.uk/castles/inside.htm>

Where did people cook in a medieval castle? What did people eat?

Invaders, settlers, conquest, monarchy

Topic vocabulary

Medieval period, motte and bailey, portcullis, arrow slits, battlements, drawbridge, turret, moat, knight, lord, lady, noble, siege, inherit, king, queen, Dame, Sir, squire, page, dubbing ceremony, Lady Anne Clifford, heraldry, armour, shield, coat of arms, flag, William the Conqueror, Queen Elizabeth 1, ruin, well-preserved, Tower of London, prisoner, siege, Edinburgh Castle,

Castles often have the kitchens remaining – it can be possible to see the enormous fireplaces where whole animals such as pigs, boars or deer would have been spit-roasted. Some castles also have the remains of bread ovens – these would have been kept permanently heated and used daily to feed all the people who lived there. Many of the foods we are familiar with were not available in the past. Everyone ate lots of bread, white for richer people and darker rye bread for the poorer peasants. Pottage, a kind of soup-stew made from oats, would be eaten by everyone. There were no shops in villages so everyone had to grow their own produce; diets often consisted of turnips, beans, peas, leeks etc. in season supplemented with meat from their pigs. Most peasants kept pigs as they ate acorns in the woods and so did not need expensive food. Mutton (older sheep) was also commonly eaten. Rabbit, hare, boar and deer were available to be hunted but tended to be found on land owned by the local lord so poaching was common. Fish from local rivers could also be caught but trout and salmon belonged to the gentry and permission had to be sought to fish. Villagers would have drunk milk and water, but milk does not stay fresh for long and the water in the rivers was not always clean. Ale was made from barley and this was watered down for children. On special occasions there would have been banquets serving whole pigs and swans with sweet dishes. The residents of Skipton Castle would hunt in the nearby Skipton Castle Woods. Skipton Castle Woods was once part of a great hunting woodland that stretched across North Yorkshire. What remains of that great wood is now one of England's rare ancient woodland sites.

Did they have toilets?

People would use a garderobe or a privy. The waste would empty into the moat or stream (Skipton Castle)

How did they keep warm?

No central heating, hence the enormous open fires with tapestries on the walls to try and keep out the draughts. No electricity so candles would be needed in huge quantities. Glass would have been very expensive, so windows were kept small meaning not much natural light.

<https://skipton.woodlandtrust.org.uk/about-skipton/>

What did they do for fun?

During the day the men might have gone hunting, or jousting while the women embroidered, or walked in the gardens. During the evenings the jester and musicians would have been tasked with keeping them entertained. Few people could read and write so it would only be the privileged few who could read books or write letters.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-inside-a-medieval-castle/zrk4jhw>

What was a knight?

- During the medieval period society was organised in the feudal system. The king/ queen ruled the country. Below the king/ queen, were the nobles. The king/ queen gave the nobles land in return for their support. Beneath the nobles, were the knights. Knights were given land by the nobles so the knights had to obey them. At the very bottom, were the poor, ordinary people- peasants.
- In the medieval period it was mainly men who could become a knight. They had to work their way up to being a knight with many years practice before they could go off to a battle. Famous female knights were Joan of Arc (France) and Joane Agnes Hotot (England).
- The medieval knights took many years to train. Firstly, very young children (aged about 6 or 7 years old) would leave their families and move into a castle. They would start life in a castle as a page. They would work with a squire (trainee knight) and a fully-trained knight. They would have to attend reading and writing

lessons and learn how to behave in a castle environment. When, a page became a teenager, he (it was usually boys) would become a squire who had to look after his knight's armour, weapons and horses. A part of a squire's training also included learning to fight in a battle and defend a castle.

- Nowadays men can still be made a knight by the Queen, but it is a very different role. The female equivalent to becoming a knight is to be made a dame. This happens when someone does something important and helpful for other people.
- Jousting was originally used for preparing knights for battle. Then it became a sport.

Why did knights and other important people have special colours and crests on their shields/ armour/ flags?

- Heraldry is the word given to describe the colours, patterns and meanings of the many colours and patterns used in flags and on shields.
- Important families and their knights were given a family crest and a set of colours to wear which were special only to them and their family. This was to help identify a knight who would be wearing full armour. It was easy to know whether someone was your friend or your enemy if you recognised the colours on their flags and/or design on their shield and armour.

<https://kids.kiddle.co/Heraldry>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt>

<https://www.dkfindout.com/uk/history/castles/knights/>

<https://www.keystagehistory.co.uk/keystage-1/spying-on-your-rival-lords-latest-new-castle/>

Progression in historical knowledge and vocabulary – YEAR 3

Year 3		
<u>Chronological understanding</u> today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new, modern, sequence, century, chronological order, earlier, later, decade, era, period, thousands of years, pre-historic, ancient, AD, BC, during, duration, millennium, calendar		
<u>Historical enquiry/ Organisation and Communication</u> ask, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, similar, different, important, archaeologist, historian, eye-witness account, compare, record, local, research, evidence, information, questions, significant, observe, historical event, historical site, investigate, locality, excavation, beliefs, aspects of life, effects, causes, consequences, sources, experts, continuity		
<u>Who lived in the rainforest long ago?</u>		
Key concepts Mayans were rainforest people and the height of the Mayan Civilisation was between 1100BC and 900AD. It lasted 2000 years. Maya were around at the same time period as the Ancient Egyptians. A civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations. They became successful due to farming and trade. They could transport goods and feed large communities. They were an organised, hierarchical society. Each of the ancient Maya cities was ruled by a different king or queen. Important leaders are remembered- Pakal the Great. They were a civilised and educated people who placed a high value on learning. They believed in many gods and performed ceremonies. The Mayans created many things that we still use today- number system, calendar, use of cacao bean. They built pyramids, temples, palaces, and observatories. The decline of the Mayan civilisation was brought about by: -excessive farming (deforestation) - Spanish Conquistadors. The Spanish Conquistadors were some of the first men to travel to the new world. They got their name from being both conquerors and explorers. They were mostly in search of gold and treasure. Read more at: https://www.ducksters.com/biography/explorers/spanish_conquistadores.php		
Key Knowledge	Vocabulary	Books
<u>Who were the Maya and when and where were they around?</u> <ul style="list-style-type: none"> • The Maya lived in the rain forest of Central America. This area is now in the countries of Mexico, Guatemala, Belize, Nicaragua and Honduras. • The Maya were an ancient civilisation lasting 2000 years from 1100BC – 900AD. Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations. https://www.ducksters.com/history/maya/maya_civilization_timeline.php Timeline	<u>Historical concepts</u> settlements, civilisation, explorer, city state, society, trade, kings <u>Topic vocabulary</u> MesoAmerica, sacrifice, observatory, hieroglyphics,	

<ul style="list-style-type: none"> ● They built the largest cities in the world at the time – including Palenque and Chichen Itza ● Chichen Itza, in Mexico, is a site of important Maya ruins https://www.bbc.co.uk/bitesize/topics/zq6svcw Maya Civilisation ● Maya writing has been found on sculpture, public buildings, pottery and objects made of shell, obsidian, bone, wood, jade and other stones and screenfold books called codices. Only 4 codices survive ● The Maya erected stelae—i.e., stone slabs or pillars—on which they carved representative figures and important dates and events in their rulers’ lives. <p>Dr Dianne Davis – Maya archaeologist https://www.mayaarchaeologist.co.uk/about-me/about-me-schools/</p> <p>Why did the Maya thrive?</p> <ul style="list-style-type: none"> ● Maya thrived in jungle and mountain environments because they knew how to grow crops like maize, irrigate fields, how to hunt and how to trade ● Maya cities were found near trade routes and good farmland. ● Merchants drove human caravans along roads, rivers and around the coast to trade. Because of the geography they relied on trade to get the things they needed maize, fish, salt, stingray spines (for bloodletting) and valuable stones jade and obsidian <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw Why was farming so important to Maya’s</p> <p>What was life like at the height of Maya civilisation?</p> <ul style="list-style-type: none"> ● Maya cities had similar layouts and included a palace for the ruler, a plaza for the market and temples in the form of pyramids. ● Society was hierarchical – King...priests..warriors.. craftspeople and merchants/traders... farmers, workers and slaves. ● The most famous ruler was Pakal the Great, who ruled from 615-683. He began his rule at 12 and constructed some of Palenque’s finest buildings. His funeral mask was carved from Jade it was discovered in 1952 during an excavation of the Temple of Inscriptions in Palenque <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw Why was Pakal great?</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw What was life like for the Ancient Maya?</p> <p>Why did the Maya believe in human sacrifice?</p> <ul style="list-style-type: none"> ● The Maya ruler was at the centre of life – his role on earth mirrored by the role of the gods. ● The Maya believed in many nature gods or deities. They had lots because they had different aspects eg sun, rain, nature, medicine one important god was Itzamna - the creator god and ruler of day and night Chac, rain god and Kinich-Ahau sun god ● Priests performed ceremonies (including sacrifices) to please the gods and Kings were thought to turn into gods after they died. ● Maya believed the world was divided into 3 parts Heaven, Earth and Underworld linked together by a giant world tree <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw What did the Ancient Maya believe in?</p> <p>What did the Maya create that we still use today?</p>	<p>conquistadors, agriculture, zero, Chichen Itza, Pakal the Great, deities, merchant, indigenous, Jade, Obsidian, codices, Stelae, Pok-a-tok, ballcourts, Cacao bean, fertile, deforestation, erosion, drought</p>	
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- The Ancient Maya developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture such as The ancient Maya were avid astronomers, recording and interpreting every aspect of the sky. They believed that the will and actions of the gods could be read in the stars, moon, and planets, so they dedicated time to doing so, and many of their most important buildings were built with astronomy in mind.
- The Maya built observatories at many of their cities, and aligned important structures with the movements of the stars and planets
- Maya calendar ,(Tzolkin) dating system of the ancient Maya civilization is the basis for all other calendars used by Mesoamerican civilizations. The calendar was based on a ritual cycle of 260 named days and 13 months.
- The Maya invented a base 20 number and created number 0 system

<https://www.mayaarchaeologist.co.uk/school-resources/maya-world/mayamaths/>

- The ancient Maya were the first to discover the many uses of the cacao bean between 250 and 900 AD. They mixed the cacao bean with pepper and cornmeal to make a fiery chocolate drink.

What did the Maya do for fun?

- They enjoyed entertainment -a lot of their entertainment was centred around religious ceremonies. They played music and danced, Maya peoples had no stringed musical instruments, and they relied on percussion and wind instruments to make their music.
- They played games such as the Maya ball game – pok-a-tok. They built ball courts which were like stadia.

<https://www.bbc.co.uk/bitesize/topics/zq6svcw> What games did Maya play?

What caused the demise of the Maya civilisation?

- By AD 600 the Maya population exceeded 5,000,000 people. Excessive farming and deforestation led to the land becoming less fertile. This also led to erosion and drought.
- Cities were deserted

Why did the Maya civilisation collapse? – you tube

<https://www.bbc.co.uk/bitesize/topics/zq6svcw> What happened to the Ancient Maya?

- Around AD 900, some cities were suddenly abandoned. Not all Maya cities were abandoned though – cities in the north continued to grow for hundreds of years.
- In AD 1500, Maya society was still thriving, but it was about to change forever – Spanish invaders arrived. Spanish conquerors arrived in 1502: they destroyed books and buildings because they wanted to stamp out Mayan religious practices. The Spanish Conquistadors were some of the first men to travel to the new world. They got their name from being both conquerors and explorers. They were mostly in search of gold and treasure.

https://www.ducksters.com/biography/explorers/spanish_conquistadores.php

- More than half the Maya population died of new diseases brought by the Spanish

Where are the Maya today?

- Maya population today – There are still 6 million indigenous Maya people living in Central America - in Guatemala, Mexico and BelizeBBC bitesize the Maya people of the Lacandon forest

<ul style="list-style-type: none"> • The Maya people have continued to hold on to their unique way of life. They still worship the old gods as well as Christianity, they farm in the same way and weave clothing in a similar way. • Maya were around at the same time period as the Ancient Egyptians (compare) and Anglo Saxons in Britain. <p>NC coverage a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		
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What changed in Britain from the Stone Age to the Iron Age?

Key concepts

History would have been impossible without prehistory. It was during prehistory that Britain acquired its languages, landscape and regional identities. Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans

The Maya were a Stone Age society too.

During the Stone Age, Man moves from hunter-gatherer to farmer, from nomadic lifestyle to small settlements. People move from place to place to find food and other resources. People developed tools for farming so could build settlements. People began to look after animals and grow their own crops. People invented tools and transport for hunting. They developed shelters and clothing. People began to communicate through images and symbols. People began to make jewellery. People developed religious ceremonies.

The discovery and wider use of bronze improved life in many ways and marked the end of the Stone Age and the beginning of the Bronze Age.

During the Bronze Age, people travelled huge distances to trade (exchange) tin and other objects, including salt. Boats were used to transport things like tin, copper, and finished bronze objects. Local trade was encouraged by the increasing size of communities and improved boating and cart technologies.

During the Iron Age, people built hill forts for protection, as meeting places and for trade. In the Iron Age, people lived in tribes and they were often at war with each other.

<p>What does pre-history mean?</p> <ul style="list-style-type: none"> • History would have been impossible without prehistory. It was during prehistory that Britain acquired its languages, landscape and regional identities. • Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans • The Maya were a Stone Age culture too • Man moves from hunter-gatherer to farmer, from rural to urban, from fighting for survival to sophisticated society. • The climate warmed very rapidly around 9600 BC and this marks the start of post-glacial prehistory and the arrival of a new set of communities labelled Mesolithic, or Middle Stone Age 	<p><u>Historical concepts</u> ceremony, settler, tribe, religion, society, trade</p> <p><u>Topic vocabulary</u> Stone Henge, tribe, hill forts, hunter gatherer, ancestors, Paleolithic, Mesolithic, Neolithic, Lascaux cave</p>	<p>Stone Age Boy – Satoski Kitamura</p> <p>Stig of the dump – Clive King</p> <p>The boy with the bronze axe – Kathleen Fiddler</p>
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<ul style="list-style-type: none"> ● Historians split the Stone Age into three main parts. Paleolithic Mesolithic Neolithic ● In the early part of the Stone Age, people were hunters and they found food by roaming from place to place in different seasons. Britain was joined to the mainland of Europe. ● The middle Stone Age began at a time when sea levels rose and Britain became an island. During this period, tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals. ● In the late Stone Age, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops. <p>How did hunter gatherers survive in the Stone Age?</p> <ul style="list-style-type: none"> ● Stone Age hunter-gatherers had to catch or find everything they ate ● During the Ice Ages, Britain was covered by ice and snow. Herds of mammoths, reindeer and woolly rhinoceroses roamed across the snow and brown bears sheltered in caves. ● The last Ice Age ended around 15,000 years ago and the British climate became very similar to how it is today. The forests were full of foxes and red squirrels. Wolves and bears lived in the hills. ● Britain was home to most of the species of birds, fish and shellfish we have today, so people had a wide range of food to eat. ● Early Stone Age people hunted with sharpened sticks and simple hand-axes out of stones. Middle Mesolithic inventions helped them hunt - hammers from bones or antlers, sharpened sticks for bow and arrows, sharpened stones to make tiny knives, spears tipped with flint or bone, canoes, clay pots for storing food or water ● People gathered nuts and fruits and dug up roots. They went fishing using nets and harpoons. ● Stone Age people cut up their food with sharpened stones and cooked it on a fire. They used animal skins to make clothes and shelters. <p>BBC bitesize How did stone age hunter gatherers live? You tube - The Middle Stone Age The Story of Britain BBC Teach (Hunter gatherer family)</p> <p>What was Stone Age cave art? Why is it important?</p> <ul style="list-style-type: none"> ● (Palaeolithic and Mesolithic), humans travelled a lot to find food. This meant moving house a lot too. As these hunter-gatherer humans followed animal herds across the land or searched for greener pastures for foraging, they set up temporary shelter for themselves. Caves were a quick and easy place to shelter. Humans would ensconce themselves in the mouth of the cave; where it was cool during the summer but warm and dry in the winter. They created grass bedding for themselves and decorated the cave walls with Cave Paintings. ● If there were no caves nearby (or worse, it was inhabited by a cave bear or a pack wolves!), then Stone Age humans would create temporary structures by making a frame out of branches, animal bones or tusks and then covering it with animal hides. Some of these temporary shelters were also easily portable, meaning people could pack them up and carry them on their travels, a bit like modern day campers do with tents 	<p>paintings, flint, megaliths, Midsummer, copper, tin, bronze, smelting, Celts</p>	<p>The secrets of Stonehenge – Nick Manning</p> <p>The first drawing – Mordicai Gerstein</p> <p>Ug – Raymond Briggs</p> <p>Wolf Brother – Michelle Paver</p> <p>The stolen spear – Saviour Pirotta</p> <p>DK Findout – The Stone Age</p>
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- Stone Age Britons made necklaces and bracelets from tusks, bones and shells. They also drew patterns on their bodies, using a kind of paint made from ochre (a type of red clay).
- People living in caves decorated their walls with pictures of animals. Carvings found on cave walls show giant bulls, stags, horses, bison and birds.
- No cave paintings have been found in Britain, but Stone Age Britons probably painted scenes like the ones found at Lascaux in France. The Lascaux cave paintings were created around 14,000 years ago. They show animals as well as some human hunters.
- Some historians believe that Stone Age paintings had a religious meaning. They think the painted animals were meant to represent powerful spirits.

Why did people become farmers?

- Around 4,000BC people in Britain began to set up farms.
- The early farmers chopped down trees so they could grow crops and vegetables. They kept cattle, sheep and pigs. People began to settle down in one place and build permanent homes.
- The farms marked the start of a new age in Britain – the Neolithic period (or new Stone Age).

BBC teach – New Stone Age (animation)

What was Skara Brae?

- At this time, humans created stronger, permanent shelters, often made from timber, stones or wattle and daub (a frame of sticks coated with mud or clay). The roof would have been made from straw layered across the top of the structure. Stone Age houses in settlements such as Skara Brae even had furniture!
- Most Neolithic people built houses with wooden frames. But there were some places where wood was hard to find.
- On the Orkney Islands, off the coast of Scotland, there are no trees. Neolithic people on the islands built their houses from stone.
- The Skara Brae settlement on the Orkney Isles dates from between 3200 and 2700BC. It is made up of a group of one-roomed circular homes.

Why are there so many mysteries about Stonehenge?

- Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones can be seen from miles around.
- Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people made many changes to the monument. The last changes were made in the early Bronze Age, around 1500 BC.
- Archaeologists don't know exactly why Stonehenge was built, but people probably gathered there for religious ceremonies.
- Some people think that Stonehenge was used to study the movements of the Sun and Moon. The ancient Britons believed that the Sun and Moon had a special power over their lives. It is very likely that they held special ceremonies at Stonehenge on Midsummer's Day (the longest day of the year) and on Midwinter's Day (the shortest day of the year).

- Many experts believe that Stonehenge was used for funerals. They suggest that people carried the dead along the River Avon, and then walked up to Stonehenge in a grand procession. The most important funeral ceremony of the year was probably held on Midwinter's Night at Stonehenge.
- Stonehenge is just one of hundreds of stone circles that have been found in Britain. During the early Bronze Age, circles built from stone or wood played a very important part in the religious life of the British people.

BBC Bitesize - Stonehenge

You tube – Why is Stonehenge so important?

How did bronze replace stone in the Bronze Age? Why was bronze so important?

- Bronze is an alloy (two metals mixed together), made up of 90% copper and 10% tin.
- Bronze can easily be melted and poured into moulds to make different things like weapons or tools.
- Bronze was far easier to make than iron.
- It is also really hard when set and this makes it useful because it doesn't break into pieces easily.
- With the introduction of bronze, people could make much better tools. Bronze axes could hold a sharper edge than stone axes and last much longer. It made cutting trees much faster and allowed farmers to clear more land for planting. The stone hoe and plow were replaced with the bronze plow
- The discovery and wider use of bronze improved life in many ways and marked the end of the Stone Age and the beginning of the Bronze Age.
- During the Bronze Age, people travelled huge distances to trade (exchange) tin and other objects, including salt. Boats were used to transport things like tin, copper, and finished bronze objects.
- Local trade was encouraged by the increasing size of communities and improved boating and cart technologies.

BBC Teach – Life in the Bronze age

What do grave goods tell us about the Bronze Age?

- When people died, they were buried with their most important possessions.
- Many of these burial objects have now been discovered and they help historians to know more about what life was like during the Bronze Age

What was life like in an Iron Age hill fort?

- From about 1200 BC we see the construction of the first hill-forts which seem to have been built, not so much as forts in the modern military sense of the word, but as centres of regional communal authority.
- Most hill-forts were carefully positioned in the landscape to dominate the surrounding fields and settlements. These would have been the places where people came at regular intervals to meet and exchange goods, livestock and services
- Iron replaced bronze as the main material for making tools and weapons.
- People lived in tribes and they were often at war with each other. Tribes had tribal leaders.
- Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls.
- Sometimes people from the Iron Age are called 'Celts'.
- This period of history ended when the Romans invaded Britain in AD 43.

NC coverage

changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Progression in historical knowledge and vocabulary – YEAR 4

Year 4		
<p><u>Chronological understanding</u> today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new, modern, sequence, century, chronological order, earlier, later, decade, era, period, thousands of years, pre-historic, ancient, AD, BC, during, duration, millennium, calendar, time difference</p> <p><u>Historical enquiry/ Organisation and Communication</u> ask, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, similar, different, important, archaeologist, historian, eye-witness account, compare, record, local, research, evidence, information, questions, significant, observe, historical event, investigate, locality, excavation, beliefs, aspects of life, effects, causes, consequences, sources, experts, historical site, opinion, argument, interpret, impact, evidence, reasons, this suggests...</p>		
<p><u>Did the Ancient Greeks change the world?</u></p> <p>Key concepts About 2,500 years ago, Greece was one of the most important places in the ancient world. The Ancient Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. They were inventors and explorers. They set sail to trade and find new lands and expand the Ancient Greek empire. Goods which were traded within Greece between different city-states and goods were imported from outside Greece. Conquerors such as Alexander the Great expanded the empire. Their successful army enabled the empire to expand. Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives. Greeks built temples in honour of their gods/goddesses where they would hold religious ceremonies and festivals. They also built community buildings. Greece was divided into city-states that each had their own laws and way of life. Athens had a democratic government – people who lived there made decisions by voting. Democracy, the Olympic Games, alphabet and language, science and medicine, philosophy, theatre, architecture and maths were all part of their legacy. The Romans worshipped different gods. The Celts also worshipped different gods before the Romans invaded Britain. Both were pagans. Later Christianity became the official Roman religion. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</p>		
Key Knowledge	Topic Vocabulary	Books
<p>Who were Ancient Greek and when were they around?</p> <ul style="list-style-type: none"> About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. The Greeks called themselves Hellenes and their land was Hellas. The name ‘Greeks’ was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4</p> <ul style="list-style-type: none"> They set sail to trade and find new lands. Goods which were traded within Greece between different city-states and goods were imported from outside Greece. <p>https://www.worldhistory.org/article/115/trade-in-ancient-greece/</p>	<p><u>Historical concepts</u> civilisation, democracy, conquest, empire, government, religion, education, invasion, settler, war, colony, invention, legacy, education, army, city state, trade</p> <p><u>Topic vocabulary</u> Battle of Marathon, Olympics, Acropolis, Peloponnesian Wars,</p>	<p>Antigone</p> <p>Leo and the Gorgan’s Curse</p> <p>Greek myths and legends for young children.</p>

<p>How did the Ancient Greeks worship their Gods?</p> <ul style="list-style-type: none"> Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. The Parthenon in Athens was dedicated to Athena. The Panathenaic Festival was held there. <p>https://www.mylearning.org/stories/ancient-greeks-everyday-life-beliefs-and-myths/415 https://www.britishmuseum.org/collection/object/G_1816-0610-78</p> <p>What is democracy and what part did the Greeks have in creating it?</p> <ul style="list-style-type: none"> Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. Athens had a democratic government – people who lived there made decisions by voting. Women, slaves and foreigners were not classed as citizens and couldn't vote. Athenians also held ostracisms. <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</p> <p>Would you rather have been Spartan or Athenian?</p> <ul style="list-style-type: none"> Sparta was ruled by two kings. Athens was a democracy. In Sparta, there was a strong emphasis on military warfare. In Sparta, boys and girls went to school to learn combat skills. In Athens, boys went to school. Girls could not take part in education. <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</p> <p>What happened at the Battle of Marathon?</p> <ul style="list-style-type: none"> In 490BC, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. <p>https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-hoplites</p> <p>How did Alexander the Great expand the Greek empire?</p> <ul style="list-style-type: none"> Alexander the Great was a military general who expanded the Greek empire. <p>Would you have enjoyed being an Olympian?</p> <ul style="list-style-type: none"> The first Olympic games were held in 776 BC in the city-state Olympia. <p>https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</p> <p>How were the Ancient Greeks entertained?</p> <ul style="list-style-type: none"> In Athens, Greek styles of art, architecture, philosophy and theatre were developed. Sophocles was a playwright and wrote Antigone. <p>https://www.mylearning.org/stories/ancient-greeks-everyday-life-beliefs-and-myths/412</p> <p>How did the Romans change religion?</p> <ul style="list-style-type: none"> Before the Romans came, the native Britons were pagans. They believed in lots of different gods and spirits. The Romans were pagans too, but they didn't believe in the same gods as the Britons. They let the Britons worship their own gods, as long as they were respectful of the Roman ones too. Christianity arrived in Britain during the second century. At first only a few people became Christian. When Christianity started to get popular, the Romans banned it. Christians refused to worship the Roman emperor and anyone who was caught following the new religion could be whipped or even executed. 	<p>Alexander the Great, Sophocles, Pericles, hoplite, chiton, ostraca, voting, Parthenon, peplos, procession, sacrifice, vase, slave, mosaic, playwright, Mount Olympus, amphitheatre, general, gods and goddesses, religious festival, citizens,</p>	<p>Who let the God's out?</p>
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<ul style="list-style-type: none"> By the beginning of the 4th century, more and more people were following Christianity. In AD313 the Emperor Constantine declared that Christians were free to worship in peace. By 391, Christianity was the official Roman religion, but pagan beliefs were still popular in Britain. <p>https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx</p> <p>What else did we learn from the Ancient Greeks?</p> <ul style="list-style-type: none"> The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. Corinthian columns can be seen on Leeds Town Hall (built by Cuthbert Broderick in the Victorian era) Some of our alphabet came from the one that the Ancient Greeks used. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. <p>NC coverage</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		
<p>Who was Julius Caesar? Why did Hadrian build a wall?</p> <p>Key Concepts</p> <p>The Roman invasion coincided with the Iron Age. Before the Romans invaded Britain, people lived in tribes, each one ruled separately by warrior kings and queens. The Roman empire spread due to its advanced army. An emperor rules the entire empire. The emperor appoints governors to rule Britannia. The Romans invaded Britain for resources and slaves. The Romans wanted to create wealth, increase their resources, land and power. The British invasion was resisted by Celtic tribes. In Britain, the Romans protected their border by building Hadrian's Wall. The Romans brought many advancements to Britain.</p>		
<p>Where, when and how did the Roman Empire begin?</p> <ul style="list-style-type: none"> When Rome was founded in 753 BC, Rome was not an empire yet, but just a city. Over the next several hundred years, Rome became a republic and increased in power, beginning to conquer other places, like Greece and Spain. In 27 BC, Rome became an empire under the leadership of Emperor Augustus. This empire came to an end in 476 AD. The Roman Empire coincided with the Iron Age. <p>How did the Romans become more and more powerful?</p> <ul style="list-style-type: none"> To know the extent of which the Roman empire had spread by AD55, as a context to the invasions of Celtic Britain. The Roman army was very advanced for its time. There were two main types of Roman soldiers: legionaries and auxiliaries. Their battle formations included pig's head, the square and the tortoise. <p>What was life like before the Romans invaded?</p> <ul style="list-style-type: none"> Before the Romans invaded Britain, people lived in tribes, each one ruled separately by warrior kings and queens. <p>Why did the Romans want to invade Britain?</p> <ul style="list-style-type: none"> The Romans came to Britain looking for land, slaves and resources such as iron, lead, zinc, copper, silver and gold. 	<p><u>Historical concepts</u></p> <p>empire, revolt, invasion, settler, government, conquest, achievement, tribe, emperor, rebellion, army, legacy, invention</p> <p><u>Topic vocabulary</u></p> <p>legionaries, auxiliaries, legion, Hadrian's Wall, king, queen, battle, Roman roads, Celt, Colchester, Iron Age, aqueduct, baths, Boudicca, Julius Caesar, Iceni, King Prasutagus, Emperor Hadrian, Dalton Parlours Roman Villa (Leeds)</p>	<p>Julius Caesar</p>

- Julius Caesar attempted to invade Britain (Britannia) in 55BC and in 54BC. Emperor Claudius successfully invaded in AD43.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt>

Who were against the Romans?

- The British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. King Prasutagus was married to Queen Boudica.

<https://www.ks2history.com/boudica-info-guide>

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j>

How did the Romans protect their empire?

- Hadrian's Wall in Northern England was built to mark the boundaries of the Roman Empire and to keep the Scottish tribes out. Constructed after the visit of Emperor Hadrian in 122AD by the Roman army, Hadrian's Wall was protected by the Roman soldiers living in forts alongside it.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/zxv6pv4>

What have the Romans done for us?

- The Roman invasion had a lasting influence on Britain. Their legacy included new towns, roads, food, a calendar, language, a legal justice system.
- In Britain, there are many Roman place names.
- There is some evidence of the Romans in Leeds, although Roman York (Eboracum) was a much bigger and more important town. Dalton Parlours Roman Villa

<https://www.mylearning.org/stories/the-romans-in-leeds/980>

- Britain then remained part of the Roman Empire for almost 4 centuries, until 410 AD.
- The Empire became too big to rule and In 285, Emperor Diocletian split the Empire in two halves, East and West. The Western Empire ended in 476, and the Eastern Empire carried on until 1453. Britain was part of the Western Empire, but the Romans left it in 410 AD because the soldiers and leaders who ruled Britain were needed to defend other parts of the Empire.

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z2dr4wx>

NC Coverage

the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Progression in historical knowledge and vocabulary – YEAR 5

Year 5		
<p><u>Chronological understanding</u> today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new, modern, sequence, century, chronological order, earlier, later, decade, era, period, thousands of years, pre-historic, ancient, AD, BC, during, duration, millennium, calendar, nineteenth century (e.g. for 1845), twentieth century, within a time period, between different time periods</p> <p><u>Historical enquiry/ Organisation and Communication</u> ask, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, similar, different, important, archaeologist, historian, eye-witness account, compare, record, local, research, evidence, information, questions, significant, observe, historical event, investigate, locality, excavation, beliefs, aspects of life, effects, causes, consequences, sources, continuity, opinion, experts, historical site, argument, interpret, perspective, impact, evidence, reasons, this suggests...my conclusion is that... primary and secondary sources, infer, perspective, reliable, version, propaganda, motive, contrast, collect evidence, analyse, influence, account, to weigh up both sides, on one hand, this source suggests that..., this source doesn't show that.., the purpose, different experiences, my conclusion is that...</p>		
<p>How and why has trade changed in the UK and USA?</p> <p>Key Concepts Trade is an important way for countries to make money and has been happening across the world for hundreds of years. Trade has increased over time due to technological advancements in transport. Throughout history, people have traded people for cheap labour and to increase their wealth. It helped empires expand. Slaves were not treated as people but as property. Some slaves were treated inhumanely. The abolishment movement brought an end to slavery. Significant individuals were instrumental in the abolition of slavery.</p>		
Key Knowledge	Topic Vocabulary	Books
<p>What is trade? https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr#:~:text=What%20is%20trade%3F,to%20port%20and%20by%20aeroplane.</p> <ul style="list-style-type: none"> • Buying and selling things is called trade. • Trade is an important way for countries to make money and has been happening across the world for hundreds of years. • Today, goods are carried around the world in container ships from port to port and by aeroplane. <p>Which countries does the UK trade with? Which trade links are important to the UK? Top trade: https://www.worldstopexports.com/united-kingdoms-top-import-partners/ UK export goods: https://www.statista.com/statistics/281807/largest-export-commodities-of-the-united-kingdom-uk/</p> <p>How and why has trade changed in the UK?</p>	<p><u>Historical concepts</u> Rights, slave, colony, empire, trade, civil war, army, freedom, immigration, migration, democracy, rules/law</p> <p><u>Topic vocabulary</u> auction, plantation, abolition, segregation, overseer, master, Underground Railroad, Transatlantic, trade, Fairtrade, import, export, state, fixed price, set wage.</p>	

<https://www.english-heritage.org.uk/learn/story-of-england/victorian/commerce/>

- Overseas trade and an extensive commercial infrastructure made Britain in the 19th century the most powerful trading nation in the world. Its manufactures were sold on every continent through a vast network of free trade.
- Discuss similarities and differences and why they have occurred.
- Know that Britain once traded in people

What was slavery? How were the UK involved?

- The practice of people owning other people is called slavery. Enslaved people have to work for the owners, doing whatever the owners ask them to do. In the past many societies had slavery. Now almost all societies consider slavery to be wrong. They consider personal freedom to be a basic human right.
- The slave trade: It began with Portuguese (and some Spanish) traders, taking mainly West African (but some Central African) slaves to the American colonies they had conquered in the 15th century. British sailors became involved in the trade in the 16th century and their involvement increased in the 18th century when the Treaty of Utrecht (1713) gave them the right to sell slaves in the Spanish Empire. The slave trade made a great deal of profit for those who sold and exchanged slaves. Therefore, they often ignored the fact it was inhuman and unfair.
- At least 12 million Africans were taken to the Americas as slaves between 1532 and 1832 and at least a third of them in British ships.
- Early slaver: Slavery existed throughout the ancient world. It was practiced in China before 1200 bce. There were laws about slaves in the Middle East from about 1750 bce and in India from about 100 bce.
- In Athens, a city of ancient Greece, about one third of the people were slaves. In ancient Rome slaves worked on farms, rowed warships, did construction work, or copied out books. In the later days of the Roman Empire slaves on farms eventually became serfs.
- In the early Middle Ages, after about 500 ce, Europeans took many Slavs (a people of eastern Europe) as slaves. The word slave comes from Slav. Serfs slowly replaced slaves in all of Europe. There were serfs in parts of Europe into the 1800s.
- Slavery also existed in Africa in ancient times. But the African slave trade across the Atlantic Ocean began in the early 1500s. European ship captains bought slaves from African traders. The African traders captured people from many parts of Africa and forced them into slavery. Many slaves were taken from what are now the countries of Togo, Benin, Nigeria, and Angola. Ships then carried the enslaved people to Brazil or a Caribbean island. Conditions on slave ships were terrible, and many people died. The trip across the Atlantic Ocean was known as the Middle Passage.
- Those who survived were sold to owners in many parts of the Americas. Owners put Africans to work in mines or on large farms that grew tobacco or sugar. In many places the farm and mine owners had first used Native American workers. European diseases had nearly wiped out these

Native Americans, though. Therefore the owners wanted African slaves to replace the Native Americans.

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr>

https://school-learningzone.co.uk/key_stage_two/ks2_history/world_history/slavery/slavery.html

<https://kids.britannica.com/kids/article/slavery/353782#:~:text=During%20the%20war%20President%20Abraham,actually%20free%20the%20slaves%2C%20however.>

- Know that the transatlantic slave trade involved the trading of goods and people between Africa, North America and Britain.
- Know that slaves worked on plantations across North America and that most slaves worked in the southern states of America.
- Know what the Underground Railroad was a network that helped slaves to escape slavery
- Know that significant individuals (such as Harriet Tubman) helped slaves to escape from slavery
- Know that the disagreements between the Northern and Southern states of America led to the American Civil War.
- Know that the Northern states won the war and that when this happened America became the United States of America
- Know that the Lascelles family of Harewood House owned plantations in the West Indies that used slaves.

What was it like to be a slave in North America?

- In North America the first enslaved people from Africa arrived in the English colony of Virginia in 1619. All the British colonies permitted slavery, but the large farms that used the most slaves were in the South. At first tobacco was the most important crop. Then in 1793 Eli Whitney invented a machine called the cotton gin. His invention made cotton easier to process. This led to a huge demand for African slaves to work on large cotton farms called plantations.
- Some enslaved Africans worked in cities in people's homes or as tradespeople, such as bakers or blacksmiths. Most, however, lived on plantations. They were divided into those who worked in the house and those who worked out in the fields. The house servants took care of the house and the family. They cleaned, cooked, did laundry, and sewed for the family and for the other slaves. The slaves who worked in the fields planted and harvested crops, built and repaired structures, and managed livestock.
- For enslaved Africans on plantations the work was always hard. They were punished with beatings or other forms of torture for many different reasons. They did not have enough to eat, decent places to live, or good clothes to wear. They were not allowed to learn to read or write. They could also be sold at any time and separated from their family. Some tried to rebel against their owners, but they would be punished or killed for doing so.

How did slavery come to an end in North America?

- During the 1700s some people in Great Britain came to think that slavery was wrong. They began the abolitionist movement, an effort to end slavery. Both Britain and the United States banned

<p>the slave trade in the early 1800s. Starting with Vermont in 1777, the northern parts of the United States banned slavery entirely.</p> <ul style="list-style-type: none"> • However, slavery continued throughout the new country of the United States. The large Southern plantations in particular continued to rely on slave labor. Some slaves sought freedom through a secret organization called the Underground Railroad, but the system of slavery survived. In some states more than half the people were slaves. • The United States was still growing in the early 1800s. The big issue that divided the United States was whether slavery would be allowed in the new territories and states. The Missouri Compromise of 1820 settled the problem for a time. It allowed slavery in some new territories but not others. However, the Kansas-Nebraska Act of 1854 allowed the people in new territories to choose whether to have slavery. In the Dred Scott case of 1857 the U.S. Supreme Court ruled that the government did not have the power to ban slavery in the territories. In 1861 the American Civil War began, partly over the issue of slavery. • During the war President Abraham Lincoln issued the Emancipation Proclamation. The document said that all enslaved people in the Southern states were free as of January 1, 1863. The Southern states did not actually free the slaves, however. That did not happen until northern troops captured each state. The last state to be captured was Texas. When that happened, the last slaves were freed. Today the date of that event is celebrated as Juneteenth. At the end of the war the Thirteenth Amendment to the Constitution finally put an official end to slavery throughout the United States. • Know that in 1833, when owning slaves was abolished in Britain, money was paid to the Lascelles family when slavery and that this money was used to build parts of Harewood House (link this to other people/families and buildings/cities across Britain) • Know that the Transatlantic Slave Trade was abolished in Great Britain in 1807 • Know that William Wilberforce (Hull) campaigned for slavery to be abolished • 1853 the Leeds anti-slavery association was established • Know that slavery was abolished in 1863 in USA by Abraham Lincoln after the American Civil War <p>https://www.bbc.co.uk/history/british/abolition/william_wilberforce_article_01.shtml https://www.keystagehistory.co.uk/Resources/P2-r14.pdf</p>		
<p>What was it like to live in Leeds during WW2?</p> <p>Key Concepts</p> <p>Dictators have often wanted to expand their empire through force.</p> <p>During the Blitz, cities were bombed because they were centres of industry. Coastal areas were bombed because they were central to trade, importing and exporting and were naval bases. It put large numbers of people at risk. Children were evacuated for safety. Because of the interruption to trade, rationing was introduced.</p> <p>Propaganda was used to influence people's behaviour in support of the war effort.</p> <p>Countries made alliances to defeat the Axis nations.</p>		
<p>Why was this war called The Second World War?</p>	<p><u>Historical concepts</u></p>	

- World War Two was the second global conflict and a major event in British and world history. It was fought between the Allied powers - France, Russia, and the United States, and the Axis powers, which were Germany, Italy and Japan.
- Know that Hitler and the Nazi party broke the Treaty of Versailles and began invading countries surrounding Germany.
- Know that a further agreement was negotiated between Neville Chamberlain and Adolf Hitler that Germany would not invade Poland.
- On September 1st 1939 war was declared with Germany when this agreement was broken.

Why was 1939-1945 a time for change in Leeds?

- Know that in Leeds and around Britain children were evacuated from cities to rural areas and sometimes to other countries. Many were evacuated before war was declared.

<https://www.mylearning.org/stories/leeds-in-world-war-2/146>

- Know that sources of evidence suggest that children and parents had different views on evacuation.
- Know that different sources provide conflicting views about whether Britain was winning the war.
- Know that 'the blitz' was the name given to a series of bombing raids by Germany on cities and some towns in Britain.
- Know that many cities and towns in Yorkshire were bombed
- Know that Leeds suffered several serious bombing raids during the course of the Second World War. A lot of local people were affected when their homes were damaged.

<https://www.leedsbeckett.ac.uk/school-of-cultural-studies-and-humanities/leeds-blitz/bomb-map/>

<https://www.mylearning.org/stories/leeds-in-world-war-2/143>

What precautions were taken during WW2?

- Know that the government introduced rationing because 75% of Britain's food was imported and merchant ships were bombed and targeted by Germany.

<https://www.mylearning.org/stories/leeds-in-world-war-2/142>

Did people in Leeds 'dig' their way to victory?

- Know that the government encouraged people to dig for victory by growing their own food.

Did people keep calm and carry on? What was it like in the underground shelters in places like Leeds?

- Know that the government used propaganda posters to promote ideas that they thought would help them to win the war.

<https://www.mylearning.org/stories/leeds-in-world-war-2/145>

What was it really like to live in Leeds during WW2?

- Know that many industries in Leeds changed what they produced to contribute to the war effort.

<https://www.mylearning.org/stories/leeds-in-world-war-2/973>

- Know that the end of World War 2 in Europe was on 8th May 1945
- Know that the end of World War 2 was later that year on September 2nd 1945 after Japan surrendered.

alliance, raid, war, army, enemy, peace, invasion, government, democracy, freedom, Prime Minister, border

Topic vocabulary

Anderson shelter, blackout, blitz, evacuee, gas mask, munitions, Nazis, rations, Star of David, swastika, billeting officer,

<p>How did World War Two end? Alliances</p>		
<p>Why did the Anglo-Saxons come to Britain?</p> <p>Key Concepts</p> <p>When the Romans left, Britain was left undefended. The Anglo-Saxons settled in Britain because they wanted resources and fertile land to farm. The Anglo-Saxons made alliances with the ancient Britons against the Picts.</p> <p>After the fall of the Roman Empire, a lot of the Roman culture and knowledge was lost. This included art, technology, engineering, and history. AD500 to 1000 AD was known as the Dark Ages.</p> <p>Religion was really important to Anglo-Saxon life. The Anglo-Saxons were Pagans when they arrived in Britain but gradually became Christians.</p> <p>Most Anglo-Saxons were farmers and lived off the land. The Anglo-Saxons used barter for trade and some Roman coins were in use, coins then became more widespread.</p> <p>The Anglo-Saxon period came to end when William the Conqueror invaded with a strong army.</p>		
<p>https://www.keystagehistory.co.uk/Resources/P2-2r27.pdf</p> <p>Why did the Anglo-Saxons come to Britain?</p> <ul style="list-style-type: none"> ● To fight: some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around. ● To farm: many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there. ● To make new homes: whole families set sail across the sea to live in Britain. They brought tools, weapons and farm animals with them and built villages with new homes. ● They were invited: with Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave: they took over. <p>https://www.keystagehistory.co.uk/keystage-2/smart-task-key-stage-2-push-or-pull-what-were-the-real-reasons-why-the-saxons-invaded-2/</p> <p>short video: https://www.bbc.co.uk/bitesize/clips/zc3b4wx</p> <p>What happened after the Romans left Britain and when the Anglo-Saxons arrived?</p> <ul style="list-style-type: none"> ● Know that In the AD400s, towards the end of Roman rule, Britain was being attacked by the Picts and Scots from the north, and the Anglo-Saxons from the sea. AD410, the last Roman soldiers were ordered to leave. Britain no longer had the strong Roman army to defend it from the invaders. <p>How we know anything about the Anglo-Saxons?</p> <p>https://thehistoryofengland.co.uk/resource/sources-for-early-anglo-saxon-england/</p> <p>The Anglo-Saxon Chronicle: https://www.bbc.co.uk/bitesize/clips/zw2xpv4</p> <ul style="list-style-type: none"> ● Know that the Dark Ages is usually referring to the first half of the Middle Ages from 500 to 1000 AD. After the fall of the Roman Empire, a lot of the Roman culture and knowledge was lost. This included art, technology, engineering, and history. Historians know a lot about Europe during the Roman Empire because the Romans kept excellent records of all that happened. However, the 	<p><u>Historical concepts</u></p> <p>rules/law, tribe, border, raid, democracy (King Alfred), conquest, religion, invasion, settler, kingdom, church, nobility, monarchy, farming</p> <p><u>Topic vocabulary</u></p> <p>Bayeux tapestry, Beowulf, Lindisfarne, lyre, mead, Offa's Dyke, runes, Sutton Hoo helmet, thatch, wattle-and daub, pillage, aristocracy, settlement, pagan, Scandinavia , archaeologist, legacy, Christianity.</p>	

time after the Romans is "dark" to historians because there was no central government recording events. This is why historians call this time the Dark Ages.

- Children need to evaluate whether information from the 'dark ages' is reliable?
- Look at where the Saxons came from - picts, scots and Anglo-Saxons:: They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.
- If we use the modern names for the countries they came from, the Saxons were German-Dutch, the Angles were southern Danish, and the Jutes were northern Danish.

clip: <https://www.bbc.co.uk/bitesize/clips/z3q2tfr>

Dark ages: <https://www.keystagehistory.co.uk/keystage-2/just-how-dark-were-the-dark-ages-really-kq7/>

What did the Anglo-Saxons believe and how did Christianity come back to Britain?

- Religion was really important to Anglo-Saxon life. The Anglo-Saxons were Pagans when they arrived in Britain but gradually became Christians.
- Many English traditions we still have come from Paganism. The king of the Anglo-Saxon Gods was called Woden, and he had two pet wolves and a horse with eight legs. Religion was a means of securing success in material things. By praying for particular Gods, you could request things such as a bountiful harvest or victory in battle. AD597 the Pope in Rome decided it was time the Anglo-Saxons in Britain heard about Christianity. He sent a monk called Augustine to persuade the king to become a Christian. Over the next 100 years, many Anglo-Saxons turned to Christianity and new churches and monasteries were built.

<https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/anglo-saxon-britain/how-did-peoples-lives-change-when-christianity-came-to-britain/>

What myths and legends come from Anglo-Saxon times? https://kids.kiddle.co/Anglo-Saxon_mythology

<https://www.youtube.com/watch?v=yVxKCn2NP9A>

What was daily life was like for Anglo-Saxons?

- Most Anglo-Saxons were farmers and lived off the land. They were able to make equipment such as ploughs and tools to help them in their work. They would grind wheat to make flour so they could make bread. Some Anglo-Saxons were skilled craftsmen who made decorative jewellery such as brooches and necklaces.
- The earliest Anglo-Saxon coins were used by rich and important people as gifts, to buy land, to pay fines and taxes and for long distance trade. Most people used barter, which involved exchanging goods rather than coins.

https://anglosaxondiscovery.ashmus.ox.ac.uk/anglosaxondiscovery/Life/dailylife/coin_info.html#part2

- During the later ninth to eleventh centuries (AD850-AD1066) coins became more common. Therefore more people could use them to buy objects.

Artifacts: <http://www.staffordshirehoard.org.uk/the-story-of-the-hoard/what-is-the-staffordshire-hoard>

How does the Anglo-Saxon era come to end in Britain?

<p>William the Conqueror fought King Harold at the Battle of Hastings 1066. The Normans won, Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule. A new age of Norman rule in England started.</p> <p>https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z8q487h</p> <p>NC coverage</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <div style="border: 1px solid black; padding: 5px;"> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> ▪ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ▪ Scots invasions from Ireland to north Britain (now Scotland) ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ▪ Anglo-Saxon art and culture ▪ Christian conversion – Canterbury, Iona and Lindisfarne </div>		
<h2 style="text-align: center;">What did we learn from the Ancient Egyptians?</h2> <p>Key Concepts</p> <p>The Ancient Egyptian civilisation spanned 3070 years, until they were conquered by the Romans in 30BC. It is one of the earliest civilisations and was very advanced for its time.</p> <p>Some of the earliest civilisations formed beside rivers where people could grow crops.</p> <p>To strengthen their civilisation Ancient Egyptians forged trade links with other countries across the Mediterranean, Red and Aegean seas, goods were shipped in and out from ports and in along the River Nile.</p> <p>The ancient Egyptians were ruled by kings and queens called pharaohs.</p> <p>Religion was an important part of their civilisation. They worshiped over 2,000 gods and goddesses.</p> <p>The ancient Egyptians were experts at farming and construction. Their legacy included a solar calendar (a calendar based on the sun) and a writing system called hieroglyphs.</p>		
<p>Summer 1</p> <p>Ancient Egyptians:</p> <p>Who were the ancient Egyptians?</p> <ul style="list-style-type: none"> -Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -The ancient Egyptians settled in north east Africa in 3100BC. -Their civilisation spanned 3,070 years until the death of Cleopatra VII in 30 BC, when they were conquered by the Romans. 	<p><u>Historical concepts</u></p> <p>civilisation, religion, ceremony, education, settler, trade, monarchy, invention, farming, democracy, politics, society</p> <p><u>Topic vocabulary</u></p>	

- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations.

Why was the River Nile important to the Ancient Egyptians?

-Know that the earliest civilisations, including Ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops.

-When rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept. The Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids)

-The River Nile is the longest river in the world. It is over 4,100 miles long. It flows north through Egypt and into the Mediterranean Sea.

-Know that during the time of ancient Egypt, the Nile flooded every year.

-Know that irrigation is the control of water supplies – watering dry land by a series of canals, streams and pipelines. It is very important to agriculture.

Why was trade so important for the ancient civilisation and empire?

-Know that trade was important to all of the ancient civilisations.

-To strengthen their civilisation Ancient Egyptians forged trade links with other countries across the Mediterranean, Red and Aegean seas, goods were shipped in from ports and in along the River Nile.

- ancient Egyptians were skilled traders, among their exports were gold, papyrus, linen, and grain for cedar wood, ebony, copper, iron, ivory, and lapis lazuli (a lovely blue gem stone).

<https://www.keystagehistory.co.uk/Resources/P2-2r36.pdf>

-They traded gold, papyrus, linen, and grain for cedar wood, ebony, copper, iron, ivory, and lapis lazuli (a lovely blue gem stone.) Ships sailed up and down the Nile River, bringing goods to various ports. Once goods were unloaded, goods were hauled to various merchants by camel, cart, and on foot. (Donkeys were used by farmers, not traders usually.) Egyptians traders met traders from other civilizations just beyond the mouth of the Nile, to trade for goods brought to them, but they did not often travel themselves much beyond the Nile River. For social ranking, merchants were right under scribes in importance. They were respected. The ancient Egyptians bought goods from merchants. They traded goods through their shops and in the public marketplaces.

<https://egypt.mrdonn.org/trade.html#:~:text=The%20ancient%20Egyptians%20were%20wonderful,bringing%20goods%20to%20various%20ports.>

Goods, both imported and created by craftsmen at home, were purchased in four main ways - using grain banks, a barter system, metal weights, and bread and beer.

<https://egypt.mrdonn.org/grainbanks.html>

What did the Ancient Egyptians give to the world?

- From as early as 3000 BC, the ancient Egyptians began using pictures and symbols as a form of written communication.

Canonic jar, cartouche, pharaoh, hieroglyphics, irrigation, mummy, sarcophagus, scarab, tomb, papyrus, pyramids, reign, dynasty,

Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China.

- Hieroglyphics can tell us about life in Ancient Egypt.
- The Rosetta Stone helped people to understand hieroglyphics.
- At first the symbols would be inscribed on walls and stones. Hieroglyphics was a very complicated way of writing involving thousands of symbols. The word Hieroglyph comes from two Greek words; hieros meaning holy and glyphe meaning writing.
- Some of these symbols represented individual sounds, much like our modern day alphabet, and others represented entire words. Hieroglyphics could be written in almost any direction: left to right, right to left or top to bottom without punctuation. One of the main goals in writing hieroglyphics was that the writing would look like art and be beautiful to look at.
- They used papyrus harvested on the banks of the River Nile to make papyrus paper.

Learn Ancient Egyptian Hieroglyphs! Alphabet Part 1 - YouTube

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/history/ancient-egypt/writing-in-hieroglyphs/>

BBC Schools explains the importance of the Rosetta Stone

<https://www.bbc.co.uk/ahistoryoftheworld/objects/awwjbloORUaQXm9LmiTz8A>

Who were the Pharaohs?

- Pharaohs were Ancient Egyptian rulers. Ancient Egyptians believed Pharaohs represented Gods on earth.
- A couple were women, but most pharaohs were men. (In ancient Egypt, whether the pharaoh was a man or a woman, all pharaohs were kings).
- Pharaohs were the leaders of government and religion. There were about 170 different pharaohs over time but there was only one pharaoh at a time.
- The Ancient Egyptians believed that all the wealth of Egypt and all the wealth in the world belonged to Pharaoh. Every house, brick, stone, animal, amulet, jewel, statue, man, woman, child, clothing, temples, store house, tomb, eggs found along the Nile, everything, absolutely everything, belonged to Pharaoh. In exchange for all Pharaoh owned and controlled, Pharaoh was responsible for Ma'at - for the health and happiness of ancient Egypt. If Pharaoh did not do his or her job, the Nile would not rise and leave rich soil behind for planting as the waters receded. If the people did not obey Pharaoh, the Nile would not rise. Pharaoh, like everyone in Ancient Egypt, had a job to do. His (or her) job was to take care of the people. Every decision made had to be in the best interest of the people.
- In 1922, an archaeologist and Egyptologist named Howard Carter discovered the hidden tomb of King Tutankhamun. The tomb was found in the Valley of the Kings at Thebes, a traditional burial place for Pharaohs. The tomb was untouched and in almost perfect condition. It was full of jewellery, decorated furniture and many artefacts that Ancient Egyptians believed would be needed in the afterlife. King Tutankhamun's gold burial mask can be seen in the Egyptian Museum in Cairo.

<https://www.youtube.com/watch?v=JT0QmtcatBs>

<https://www.youtube.com/watch?v=mfLKtzmDaSQ>

British museum

<https://www.britishmuseum.org/visit/object-trails/twelve-objects-see-children>

What sources of evidence have survived and how were they discovered? What secrets of Ancient Egypt are revealed by the pyramids?

Pupils know at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs

Know that much of our understanding of the Ancient Egyptian civilization came within the last 200 years
Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.

What did the Ancient Egyptians believe about life after death and how do we know?

- Know that after their death, some people in ancient Egypt were mummified; this was an expensive process so not many people could afford it.
- Pharaohs were mummified along with some other more powerful people; bodies were mummified due to the ancient Egyptians belief that they would need their bodies in the afterlife
- Know that mummification involved the removal of the internal organs of the body, except for the heart, drying the body and then wrapping the body up in linen.
- A fundamental ancient Egyptian belief was that there was life after death. Today's myth will explore Egyptian beliefs about the Duat or the Underworld. The ancient Egyptians believed that once they had passed away, their soul would travel down to the Duat and they would continue to live on. Once in the afterlife, their soul needed a body so the ancient Egyptians went to great lengths to preserve the bodies of the dead. This process was called mummification.
- There were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife.

What did Ancient Egypt have in common with other civilizations from that time?

- Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map: • Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China.

Early Islam/Baghdad

Why do you think it is important to study Islam in this period, c.900?

- pupils know the importance of Arab Muslims' contribution to the world of mathematics and science, books, geography, astronomy, medicine etc. They know Baghdad was a major city of learning and printing. Over 100 booksellers and was 10 x size of London at the time. By middle of 8th century Islam spread from Arabia to as far as Spain in the west and India in the east, larger area than that of the Roman Empire, covering almost a third of the world's population

What can we learn about Islam from the way they set up the capital at Baghdad? e.g. how a new capital city was established by the caliphs in Baghdad, how the layout of the city gives us information about early Islamic civilisation about daily life in Baghdad

- Pupils can creatively construct an image of what Baghdad would have looked like as a team working collaboratively. Pupils understand that nothing remains but we can reconstruct from written reports of visitors etc. Pupils grasp that workers came from every city in the empire to build the city and that the network of canals supplied water to farms and allowed food and other goods to be brought into the city by boat..

Which of the early Islamic achievements has most effect on our lives today?

- <https://www.keystagehistory.co.uk/Resources/P2-2r25.pdf>
- Benin <https://www.keystagehistory.co.uk/Resources/P2-2r26.pdf>

Why do we learn about Benin in school? It is a wonderful example of an African society producing superb works of art that those who discovered them thought must have been from Ancient Egypt. The idea that Africa could be producing the quality of sculpture usually associated with renaissance Europe serves as a wonderful counterweight to the cultural chauvinism shown in the west.

What sort of place was Benin 1,000 years ago and how do we know? Introduction to the nature of sources, especially oral testimony and artefacts.

- Pupils grasp that we have to rely on written accounts that come from a later period mainly four or five hundred years later. They learn that Dutch and Portuguese were impressed by the order of the city. esp. of the palace which comprised about a third of city. Pupils are able to use site plan of Benin city to locate important landmarks e.g. Oba's palace. Pupils grasp that the brass plaques are a rich source of evidence. We rely a lot on these 15th plaques but they show only MEN. They realise that some illustrations from a later period might not be accurate by pointing out weaknesses in visual sources. The artists might not even have been there. Pupils are aware that evidence we have does not show how the ordinary people lived in villages outside the city as farmers, growers of yams and vegetables. They know that the king was the most important person in government and treated with great respect. In the city there were two types of chief - palace chiefs and town chiefs.
- Soap, Margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people?
- Pupils grasp that in the years after 1700 Benin lost much of its land but it contained resources valued by Europe. In the 1890s almost all of Africa was controlled by European nations, except Benin. Pupils understand about events of 1895 when Benin closed trade routes for spices and palm oil. Pupils can explain the reasons for the clash between Victorian empire builders and Benin. They can explain actions of Captain Phillips and other British soldiers. <https://www.artic.edu/collection>

NC coverage

the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Progression in historical knowledge and vocabulary – YEAR 6

Year 6		
<p><u>Chronological understanding</u> today, tomorrow, yesterday, then, now, after, before, hours, days, weeks, months, years, century, past, present, long ago, ancient, old, new, modern, sequence, century, chronological order, earlier, later, decade, era, period, thousands of years, pre-historic, ancient, AD, BC, during, duration, millennium, calendar, nineteenth century (e.g. for 1845), within a time period, between different time periods</p> <p><u>Historical enquiry/ Organisation and Communication</u> ask, describe, change, object, people, artefact, books, pictures, maps, photographs, used for, time line, date order, similar, different, important, archaeologist, historian, eye-witness account, compare, record, local, research, evidence, information, questions, significant, observe, historical event, investigate, locality, excavation, beliefs, aspects of life, effects, causes, consequences, sources, continuity, opinion, experts, historical site, argument, interpret, perspective, impact, evidence, reasons, this suggests...my conclusion is that... infer, reliable, version, propaganda, motive, contrast, collect evidence, analyse, influence, account, to weigh up both sides, on one hand, this source suggests that..., this source doesn't show that.., primary and secondary sources, this source omits to mention that.. evaluate</p>		
<p>Why was the reign of Queen Victoria a significant time of change in Leeds?</p> <p>Key Concepts In the 18th and 19th centuries, Britain changed from a mainly agricultural society into a society based on larger scale manufacturing in mills and factories (Industrialisation) Industrialisation was due to the development of machinery that could do jobs more quickly than humans. One of the most important inventions was the steam engine. It provided power for transportation and powered most of the machines in the new factories. The development of canals and later railways meant that raw materials and goods could be moved quickly and cheaply. Raw materials were imported from the empire. Goods were exported. People moved to towns and cities to work in the mills and factories. Cities grew in size. Living and working conditions were poor for many. Children worked in the mills. Industrialists became wealthier. By the end of the industrial revolution living standards had improved.</p>		
<p>https://www.visitleeds.co.uk/wp-content/uploads/2020/02/Industrial-Heritage-Trail-Map.pdf</p> <p>https://www.mylearning.org/collections/leeds-curriculum/industrial-leeds</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4</p> <p>https://www.mylearning.org/stories/history-of-leeds--poverty-and-riches/8?</p> <p>https://www.mylearning.org/stories/history-of-leeds--poverty-and-riches/77</p>	<p><u>Historical concepts</u> trade, kingdom, monarchy, empress, empire, colonisation, migration, immigration, poverty, education, nation, prime minister (Benjamin Disraeli), ceremony, slave, society, colony, achievements, inventions, industry</p>	<p>Oliver Twist Street Child</p>

<https://www.nationalarchives.gov.uk/victorians/>

Who was Queen Victoria and what is the British Empire?

- I know that the Victorian era began in 1873 and ended in 1901 with the death of Queen Victoria
- I know who Queen Victoria was (reading comp lit shed)
- I know what the British Empire was (reading comp lit shed)

Which significant events happened in Leeds during Queen Victoria's reign?

- I know that the Victorian era was a time of great change in Britain and in Leeds because of the Industrial Revolution and the expansion of the British Empire. (invention timeline)
- I know some of the key events that happened in Leeds (timeline)

<https://www.thoresby.org.uk/content/chronology.php#18th>

<http://www.visitoruk.com/Leeds/timeline.html>

- I know that these changes did not affect everyone equally

What did the Victorians invent? Who was Isambard Kingdom Brunel?

Photographs - invented in 1838.

Postage stamps - first introduced in 1840.

Telephones - invented in 1876.

Electric lightbulbs - invented in 1879.

Cars - invented in 1885.

Pedal bicycles - invented in 1839.

Radio - invented in 1896.

Pasteurised food - invented in 1856.

- Isambard Kingdom Brunel was an English inventor and civil engineer.
- Civil engineers design and build structures for the public.
- Brunel designed bridges, railroads, and the first steamship to travel regularly across the Atlantic Ocean.
- He is considered to be one of the greatest civil engineers of the 1800s.
- In 1833 Brunel was appointed chief engineer to the Great Western Railway.
- The Great Western Railway ran about 120 miles (190 kilometers) from London west to Bristol.
- Brunel went on to build more than 1,000 miles (1,600 kilometers) of railroads in Great Britain and Ireland.
- He also helped to build railroads in Italy, Australia, and India.

What is Industrialisation and how did it change Leeds?

- I know what industrialisation is.
- I know that the industrial revolution was the beginning of the expansion of Leeds into its suburbs
- The textile industry was important in Leeds and other new industries developed during Victorian times. The engineering, chemical, leather, clothing, footwear and printing industries all became successful in Leeds. These industries depended on each other for materials. For example, the

Topic vocabulary

Mourning, industrial, cholera, Great Exhibition, hanging, Houses of Parliament, library, Mines Act, railway, canal stamps, steam engine, textile workhouse, moral, sanitation, slum, polluted, Cholera, mill, mine, Mines Act (1842), Education Act (1870), Industrial Revolution, industrialist, city, nobility, Michael Marks and Thomas Spencer, Cuthbert Broderick, Benjamin Gott, John Atkinson Grimshaw (artist)

woollen industry relied on the engineering industry for machinery and on the chemical industry for dyes.

<https://www.mylearning.org/stories/victorian-leeds/1098>

Create a reading comp using the following: <https://www.mylearning.org/stories/history-of-leeds--poverty-and-riches/8?>

Compare Nathan Fielding painting of Leeds to JMW Turner (1816 Turner paints, Leeds from Beeston Hill, the first ever panorama of an industrial scene)

Use digimaps to compare modern day Whinmoor to 1890 Whinmoor and 1950 Winnmoor

Video 2012 Olympic opening

Video bbc teach 'industrialisation'

- I know that transport (canals and trains); coal mining and significant individuals were catalysts in the expansion of Leeds.
- I know that different classes were affected differently in Leeds, eg: factory/mine owners grew rich on profits

What was life like for Victorians in Leeds? What can we learn from Census information?

- I know how demanding factory life was for people in Leeds
- I know what a census is and that they help historians to understand what life was like for different people across time.

What was it like to be a child during the Victorian times? How does it differ from our lives today?

- I know that some people including children had to be sent to a workhouse and that the workhouse in Leeds is where the present day St James' hospital and Thackray Medical Museum are.

What was the Great Exhibition? Did everyone think it was great?

- I know that the great exhibition was and how it showcased important inventions from around the empire
- I know that the Victorians manipulated images

Analyse different sources for historical interpretation of the great exhibition

<https://www.nationalarchives.gov.uk/victorians/ViewSection.aspx?SubjectID=4>

How does a Victorian Christmas compare to today?

- Many of today's favourite Christmas traditions were popularised by Queen Victoria and the royal family in the 19th century.

Decorating Christmas trees

Turkey or bird for Christmas dinner

Christmas crackers

Giving of gifts

Christmas pudding

NC Coverage

Industrial Revolution in Leeds

<p>Armley Mills or Thwaite Mills a local history study</p> <div style="border: 1px solid black; padding: 5px;"> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ▪ a depth study linked to one of the British areas of study listed above ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. </div> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <div style="border: 1px solid black; padding: 5px;"> <p>Examples (non-statutory)</p> <ul style="list-style-type: none"> ▪ the changing power of monarchs using case studies such as John, Anne and Victoria ▪ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ▪ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ▪ a significant turning point in British history, for example, the first railways or the Battle of Britain </div>		
<p>Raiders or Traders: How should we interpret the lives of the Vikings in Yorkshire?</p> <p>Key Concepts</p> <p>Trade, raid, invade- Vikings had trade routes. They imported goods from abroad. Traded in silver, weapons, ivory and silk. The Viking worshipped different gods (Pagans). The Anglo- Saxons (at that time Christians) and Vikings (Pagans) lived alongside each other e.g. in York. The Vikings invaded and settled in England. They were farmer and wanted England's fertile land. They traded goods overseas and were expert navigators (long boats). They were great explorers and made the first known voyages to Greenland, Iceland and North America (long boats) The Vikings did not have a central government. Instead, each village or town had its own king or chief. The kings were the most powerful people in Viking society. Later on, King Cnut became the first ruler since the fall of Rome to rule over all of England.</p>		
<p>https://www.mylearning.org/stories/multicultural-york-the-vikings/128?</p> <p>Who were the Vikings and when were they around?</p> <ul style="list-style-type: none"> ● I know that the Viking Era in Britain overlaps the Anglo-Saxon Era, but both Eras end in 1066. ● I know that some Vikings were raiders and that some were settlers looking for fertile land to farm. <p>Is what we know about the Vikings reliable?</p> <ul style="list-style-type: none"> ● I know that we have misconceptions about what the Vikings were like because most of the written evidence from the time is written by monks (who had been raided) <p>How did the Vikings try to take over Britain and how close did they get?</p>	<p><u>Historical concepts</u> church (monasteries), religion, culture, multi-cultural, migration, raiding settling, power, ruler, trade, exploration</p> <p><u>Topic vocabulary</u></p>	<p>Beowolf</p>

- I know that Vikings began to raid Britain in the 8th century and first raided Lindisfarne in 793.
- In 866 different groups of Vikings formed a great army. They fought their way through England and finally came to York. They took over the Anglo-Saxon (and previously Roman) town and decided to stay there.
- They built farms there and began trading goods.
- I know that Daneland was created in 886 when Alfred the Great agreed with the Vikings that they could control a Kingdom in Britain.
- After the Vikings settled in York different leaders fought each other, trying to take power. There were more than ten different kings between 900-950.
- I know that Viking coins found in Jorvik tell us about who ruled and also how they included symbols linked to Christianity and Pagan gods to appease all cultures.
- I know that the Viking era in Britain came to an end in 1066 when Harald Hadrada's army was defeated by Harold Godwinson at the Battle of Stamford bridge.

What evidence do we have that Jorvik was a settlement and the centre of Viking trade?

- I know that York 'Jorvik' was the centre of Viking craft, trade and exploration.
- I know that the Vikings traded with Russia; Mediterranean countries; Arabian territories and Asian territories based on the artefacts found on York.

<https://www.mylearning.org/stories/multicultural-york-the-vikings/865>

<https://www.mylearning.org/resources/map-showing-the-sources-of-viking-trade-goods>

- I know that the Vikings went on voyages in longboats.
- Once the Vikings began to settle in England they made their own coins. The Vikings only had one type of coin – the silver penningar (or penny). Because coins were valued by their weight, the Vikings would chop their coins into smaller pieces so they could pay for cheaper items.

https://www.thecollectionmuseum.com/assets/downloads/Investigate_Viking_Money.pdf

What was life like for the Viking people who settled in Yorkshire? What can we learn from artefacts and settlement names?

- I know what a Viking house in Jorvik looked like.

<https://www.keystagehistory.co.uk/keystage-2/what-can-we-learn-about-viking-settlement-from-a-study-of-place-name-endings/>

Raiders or Traders: How should we interpret the lives of the Vikings in Yorkshire?

<https://www.keystagehistory.co.uk/keystage-2/raiders-or-settlers-how-should-we-remember-the-vikings-kq6/>

NC Coverage

Anglo-Saxon, archaeologist, monasteries, multicultural, raiders, settlers, farming, fertile, remains, Scandinavia, ruler, reign, Pagan, symbol, trade, vessel, cargo;

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Who were the Tudors and what impact did the Tudor period have on modern Britain?

Key Concepts

Monarchs can make huge changes within a country e.g. King Henry VIII making England a Protestant nation.

During the Tudor reign voyages took place all over the world. Countries wanted to discover and claim ports and colonies in the race to become empires with strong trade routes.

Who were the Tudors and when did they rule England?

- The Tudors were the ruling dynasty of England between 1485 and 1603. Having brought the Wars of the Roses to an end at the Battle of Bosworth, Henry Tudor became Henry VII and ruled England for 23 peaceful years. After decades of war, he re-established stable government in England.
- In 1485, Richard III became the king of England, but he did so in a way that turned many people against him; Henry Tudor, who also had a family claim to the throne, gathered an army, defeated Richard III and became Henry VII, the first Tudor monarch
- Henry VII, part of a family called the House of Lancaster, married Elizabeth of York, attempting to gain the loyalty of another powerful family with links to the throne of England, the House of York; to symbolise this attempt at unity, the symbols of each family, a red rose (Lancaster) and a white rose (York) were combined into the Tudor rose.
- Henry VIII was the second Tudor King after his father Henry VII. -Henry's first wife was a Spanish princess named Catharine of Aragon. She did give him a daughter called Mary, but did not have a son.
- Henry is famous for his large weight and six wives, but as a young King he was a keen sportsman and talented soldier.
- Henry VIII took power aged only 18, and England was a prosperous and growing European power. At first, Henry was a popular King, renowned for his good looks and love of sport. However, he married the Spanish Catherine of Aragon, who was six years older than him and could not give him a son.
- Henry would spend the rest of his reign worrying about producing a male heir.

Portrait young Henry VIII 1509

Historical Concepts

monarchy, parliament, religion, power, ruler

Topic Vocabulary

Heir, jousting, tyrant, Catharine of Aragon, Protestant, Catholic, Pope, Latin, Reformation, nun, monk, Rome, Church of England, monasteries, dissolution, 'break with Rome,' divorce, Church of England, succession, beheaded, reign

<https://englishhistory.net/wp-content/uploads/2017/03/henry8unknown3.jpg>

Portrait of Field of the cloth of gold

<https://www.rct.uk/collection/themes/trails/the-art-of-monarchy/the-field-of-the-cloth-of-gold>

BBC bitesize

<https://www.bbc.co.uk/bitesize/articles/z47cydm>

Hampton Court Palace

<https://www.hrp.org.uk/hampton-court-palace/#gs.f672ey>

What is the difference between Catholicism and Protestantism? Who started the Reformation?

- The Catholic Church is a Christian institution that claims to be originally founded by the disciples of Jesus and is based in Rome; it was a particularly powerful institution to which European monarchs have often turned for legitimacy (i.e. to show that God wanted them to be the monarch)
- In Catholicism, the bible is in Latin, the Pope is head of the church, and churches are beautifully decorated with lots of gold and paintings.
- Protestantism has simpler churches without much decoration, and the pope is not in charge.
- Martin Luther protested against Catholicism because he thought it was too wealthy and corrupt, and started the Protestant church. This was called the 'Reformation.' The Reformation is the process by which the English Church is split off from the Roman church. Rather than the pope, the king would be the spiritual head of the English church. The word reformation is made from two Latin words: re = "again" and formare = "to form or make"
- The formation of the Church of England meant that the monasteries of England had their land and wealth confiscated.

Why did Henry VIII make England a Protestant country? Marriage, religion, power or money?

- Henry VIII wanted to divorce Catharine of Aragon and marry Anne Boleyn so that he could have a son.
- Henry was a Catholic, and the Pope would not allow him to have a divorce.
- In 1534, Henry was declared head of the Church of England and England became a protestant nation. He was now able to have his divorce. This was known as the 'break with Rome'.

BBC learn

<https://www.bbc.co.uk/bitesize/clips/zpmd2hv#:~:text=Henry's%20motives%20for%20breaking%20with,o f%20the%20Church%20of%20England.>

What were Henry VIII's reasons to dissolve monasteries in England?

- Before the Reformation, England had many monasteries and abbeys full of monks and nuns, which owned an enormous amount of land and were very rich.
- Once England became Protestant, these institutions were all closed down, and their wealth was seized by the king.
- This was called the 'Dissolution of the Monasteries', and it made a lot of money for Henry VIII.
- Having become head of the church of England, Henry married Anne Boleyn. He also made an enormous amount of money. Monasteries and Abbeys, which were home to monks and nuns,

were not required for a Protestant country, as they were part of the Catholic church. These buildings had huge amounts of land, and expensive goods such as gold and paintings, all of which Henry seized and sold off.

Primary source materials:

Letter from Cardinal Wolsey

<https://storymaps.arcgis.com/stories/eabbb11e62b941c1bf1474a83b5ce8a1>

Images of ruins of abbeys and monasteries

<https://www.bbc.co.uk/programmes/p00w4qx3>

Why did Henry VIII try so hard to have a son?

- Since Henry VIII was so worried about having a male heir, he married six times! As the rhyme goes: divorced, beheaded, died. Divorced, beheaded, survived!
- After Henry VIII's death his only son was crowned Edward VI, but he died six years later.
- By the end of his life, Henry VIII was sad that he had never produced a healthy male heir to be king. He died overweight and depressed.
- Henry VIII's 38 year reign was highly eventful. He invaded France twice, founded the Royal Navy, married six times, executed two Lord Chancellors, and established the Church of England. However, he had one ongoing frustration. He was desperate to have a son, but despite marrying six times, he only had one son called Edward who suffered from ill health. Part of Henry's concern was that he knew if he did not have a male heir, England could again fall into civil war, just like the brutal War of the Roses the previous century, which his father ended. Towards the end of his life, Henry grew overweight, angry and sad.

Why did Tudor monarchs want establish colonies across the New World?

- Christopher Columbus was a voyager (who had secured sponsorship from Spain) in 1492 sailed across the Atlantic to find a sea route to the riches of the Orient. He mapped Caribbean islands, past the Azores back to Europe.
- Within a generation of that first voyage around the tip of South Africa, and of Columbus's 'discovery' of the Americas, European sailors ventured across all the world's oceans and completed the first circumnavigation of the Earth.
- The Portuguese and Spanish discovered and claimed many ports and colonies in the race to become empires with strong trade routes.
- In 1496, Henry VII granted John Cabot, Cabot's sons, and other Bristol merchants authorization (known as Letter Patents) to discover, search, and settle lands which were "unknown to Christians".
- John Cabot and his son Sebastian set sail and discovered Newfoundland (Canada).
- During Edward VI's reign he sent explorers to Morocco.
- During Elizabeth I's reign voyages took place around the globe.

- | | | |
|---|--|--|
| <ul style="list-style-type: none">● Phillip II of Spain in 1588 decided to attack England, angered by Drake and pirating of Spanish ships. Setting sail from Calais France, the Spanish armada are defeated by the English led by Francis Drake using fire ships and stronger cannon/ship guns. | | |
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“Aspire not to have more,
but to be more.”



History

Progression in Key Concepts