

# John Keble CE School

## History Curriculum



**Rooted together in love, growing without limits.**

*Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.*

### **History Intent, Implementation and Impact:**

#### **Subject specific intent: History**

At John Keble school, we aim to provide a curriculum that meets the aims of the National Curriculum whilst providing a structure and sequence to support teachers in inspiring our pupils to become curious learners and give them an understanding of how relevant history is to their lives in a global world. Our curriculum content allows pupils to gain a secure, chronological knowledge of local, British and world history. We aim for our pupils to be able to ask questions about the past; to experience and interact with objects and locations of historical significance; to evaluate sources and form their own understanding of the story of history. As our pupils progress, they will be well-equipped to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History teaching at John Keble will support pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the relevant knowledge and history disciplinary skills to ensure they are ready to take their place in modern Britain as global citizens who understand Britain's part in world history and also the development and achievements of human civilisation across the globe. Our curriculum is broad and balanced and intends to support a creative approach to learning. It is inclusive and supports pupils to develop the skills to be self-motivated, independent learners.

#### **Implementation and impact**

All learning begins by revisiting prior knowledge to support pupils to recall previous learning and make connections. Staff model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Learning is supported through the use of knowledge organisers that provide pupils with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of reviewing the learning.

Consistent learning walls in every classroom provide constant scaffolding for pupils. Subject specific vocabulary is displayed on the learning wall along with key facts and questions, and model examples of the work being taught. History assessment is ongoing throughout the relevant cross-curricular themes to support teachers with their planning and adaptive teaching. Summative assessment is completed in the form of synoptic tasks at the end of each unit. Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities and to further support and develop their understanding. Pupils at John Keble develop as confident historians and are able to talk about what they have learnt in history using subject-specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned for pupils working at greater depth. Work demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

**John Keble Key stage 1 and 2 History curriculum overview 2024 - 2025**

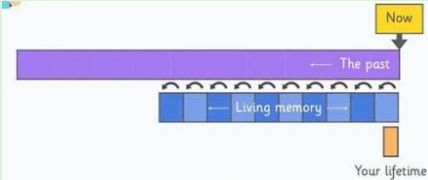
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	All about Me	Toys			Past and Present	
<b>Reception</b>	All about Me	Toys	Transport		People Who Help Us	
<b>Year 1</b>	Transport Past and Present	The Gunpowder Plot Great Fire of London		Hospitals and healthcare (Mary Seacole etc.		
<b>Year 2</b>	Change Makers of the World		Stone Age		Ancient Egypt	
<b>Year 3</b>	Bronze Age Britain and the Celts		Cradles of Civilization		Ancient Greece	
<b>Year 4</b>	Roman Britain		HMT Empire Windrush		Arabia and Early Islam	
<b>Year 5</b>	Anglo Saxon		Vikings in Britain 1 and Norse Culture		The Maya	
<b>Year 6</b>	Changes to British cities through Time		World War II and the Battle of Britain including the Blitz (2026)		Post war Britain	

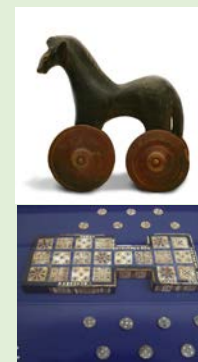
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Begin to talk about significant events in their life	<p>Talk about things that happened yesterday/are happening tomorrow.</p> <p>Explore different toys from past/present</p>			To talk about events in their life with confidence, using appropriate vocabulary (yesterday, tomorrow, today).	
<b>Reception</b>	<p>Talk about similarities and differences between things they used in the past and things they use now (bottles/cups, rattles/toy cars etc).</p> <p>Sequence events from the past in chronological order</p>	<p>Talk about why and how events are celebrated and compare this with the past.</p> <p>To explore the difference between toys in the past and toys now.</p>	<p>Compare what boats were like in the past and boats now.</p> <p>Discuss why boats have changed.</p>		Compare then and now when talking about the roles of people in society; teachers, doctors, policemen, shopkeepers etc.	


	Autumn 1	Vocabulary	Spring 1	Vocabulary	Summer 1	Vocabulary
Year 1	<p><b>Transport</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● To recognise similarities and differences between ways of life in different periods</li> <li>● To understand that transport was different in the past and identify significant inventions</li> <li>● begin to understand a chronology of the history of cars; trains and bicycles.</li> <li>● To place information chronologically on a timeline over different centuries.</li> <li>● To understand different methods of enquiry for history within and beyond living memory.</li> </ul> <p><i>Disciplinary focus: Continuity and Change: how has transport changed and developed over the years?</i></p>	<ul style="list-style-type: none"> <li>● Modern</li> <li>● Rare</li> <li>● Valuable</li> <li>● (beyond) living memory</li> <li>● Ancient</li> <li>● Interview</li> <li>● Antiques</li> <li>● Earliest</li> <li>● Locomotive</li> <li>● invent(ed)/Invention</li> <li>● Horses and carts</li> <li>● Coal</li> <li>● Steam power</li> <li>● Automated</li> <li>● Earliest</li> <li>● Locomotive</li> <li>● invent(ed) Invention</li> <li>● Horses and carts</li> <li>● Coal</li> <li>● Steam power</li> <li>● Automated</li> <li>● Carriages</li> <li>● Omnibus</li> <li>● Convenience</li> <li>● Positive impact</li> <li>● Negative impact</li> <li>● Motor</li> <li>● Impact</li> <li>● Convenience</li> <li>● Extension</li> <li>● Evidence</li> <li>● Developed</li> </ul>	<p><b>The Gunpowder Plot and The Great Fire of London</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● The Gunpowder plot happened as a result of religious intolerance.</li> <li>● The gunpowder plot was a failed attempt to assassinate the King and other Lords in the hope of placing a catholic monarch on the throne.</li> <li>● What happened to the conspirators after they were caught.</li> <li>● Why we celebrate Bonfire Night.</li> <li>● How the Great Fire of London started and spread so quickly.</li> <li>● How destructive the Great Fire was including the destruction of St Paul's Cathedral.</li> <li>● How London changed its building practices after The Great Fire.</li> </ul> <p><i>Disciplinary focus: Historical significance: Why is the Gunpowder Plot and The Great fire of London still remembered today?</i></p>	<ul style="list-style-type: none"> <li>● Timber</li> <li>● Jutted out/overhang</li> <li>● Monarch</li> <li>● 17th century</li> <li>● Parliament</li> <li>● plot</li> <li>● Gunpowder</li> <li>● Alight</li> <li>● Restore(d)</li> <li>● Barrels</li> <li>● House of Lords</li> <li>● Foiled</li> <li>● Discovered</li> <li>● Lantern</li> <li>● Arrested</li> <li>● Treason</li> <li>● Traitor</li> <li>● Imprisoned</li> <li>● Dungeons</li> <li>● Tortured</li> <li>● Death Penalty</li> <li>● Execution</li> <li>● Timber</li> <li>● Wattle and daub</li> <li>● Flammable</li> <li>● Fanned</li> <li>● Parish</li> <li>● Warehouses</li> <li>● Cloths and oils</li> </ul>	<p><b>Hospitals and healthcare</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>● That Florence Nightingale was significant in improving the quality of healthcare.</li> <li>● About Florence Nightingale's achievements after the Crimean War.</li> <li>● About Mary Seacole's achievements, the discrimination she faced and the posthumous campaign to have her recognised as a significant individual in British history.</li> <li>● How healthcare has developed since the Victorian Era.</li> </ul> <p><i>Disciplinary focus: Historical Significance: How have individuals in the past made a change to modern society?</i></p>	<ul style="list-style-type: none"> <li>● Conditions</li> <li>● War</li> <li>● Expectations</li> <li>● Ambition</li> <li>● Unsanitary</li> <li>● Contributed</li> <li>● Comparing</li> <li>● Improve(ment/d)</li> <li>● Healthcare</li> <li>● Significant figure</li> <li>● Research</li> <li>● Queen Victoria</li> <li>● Statues.</li> <li>● Cholera</li> <li>● Epidemic</li> <li>● Chronological</li> <li>● Discrimination</li> <li>● Campaign</li> <li>● Local</li> <li>● Pumps</li> <li>● Wells</li> <li>● Compare</li> <li>● Waste</li> <li>● Victorian Era</li> <li>● Techniques</li> <li>● Medical care</li> <li>● Effective</li> <li>● Skilled</li> <li>● Educated</li> </ul>

Year 1: Autumn – Transport Past and Present

**Disciplinary focus: Continuity and Change**  
**How has transport changed in the last few centuries?**

Les	Learning objective	Pupils will :	Vocabulary
1	<p>To know what is meant by beyond living memory.  <i>Plan Bee Toys</i>  <i>Lesson 2</i></p>	<ul style="list-style-type: none"> <li>Recap on learning from Reception about <b>old</b> and <b>new</b>. Use props, photographs and pictures to explore the features of toys from the past (materials made from, no electronics) and organise these into “<b>old</b>” and “<b>modern</b>”.</li> <li>Learn that some very old toys are now <b>rare</b> and are <b>valuable</b> to collectors and consider why this might be. We call old items that are rare <b>antiques</b>.</li> <li>Learn the term <b>living memory</b> to describe recent history that people alive today can help give us information about. Children are shown images of an <b>ancient</b> toy (such as the 2,000 year old Ancient Greek horse) to exemplify that this is <b>beyond living memory</b>. Understand that as it is very rare, it is very valuable and so belongs in a <b>museum</b>.</li> </ul>  <ul style="list-style-type: none"> <li>Predict how <u>ancient toys were played with</u> (such as the Royal Game of Ur from Ancient Egypt) and learn that because they are beyond living memory we cannot be certain that they were even toys as there is no-one to ask.</li> <li>Using dated toys, encourage children to sort which toys are within living memory and consider whom we could ask to find out more information about them (marbles, dominoes, yoyos) etc.</li> <li>Children will generate questions and <b>interview</b> their parents, carers and grandparents about the toys they played with, and how they liked to play.</li> <li>By the end of this session children should be able to: <ul style="list-style-type: none"> <li>Explain what is meant by <b>modern</b> and <b>living memory</b>.</li> <li>Ask relevant questions to find out answers about the past.</li> <li>Explain why some ancient artefacts are valuable.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Modern</li> <li>Rare</li> <li>Valuable</li> <li>(beyond) Living memory</li> <li>Ancient</li> <li>Interview</li> <li>Antiques</li> </ul>
2	<p>To know how transport has changed over time.</p>	<ul style="list-style-type: none"> <li>Recap that historians learn about the past by asking people who lived in that time if it is “within living memory” but to learn about the past “beyond living memory” historians have to look at <b>artefacts, images, and texts</b>.</li> <li>Look closely at <u>John Constable’s The Haywain</u> and learn that it was painted 200 years ago (1825 - beyond living memory). Children examine the image to ascertain how the people <b>travelled</b> in the 1825 (cart) and how the cart is being <b>powered</b> by horses. Children consider what effect this must have had on the traveller.</li> <li>Look closely at <u>JMW Turner’s Battle of Trafalgar</u> painting and learn that it was painted 200 years ago also (1824). Children examine the image to ascertain how people <b>sailed</b> in 1825 and how the ship is being</li> </ul>	<ul style="list-style-type: none"> <li>Artefacts</li> <li>Images</li> <li>Texts</li> <li>travelled</li> <li>powered</li> <li>Sailed</li> <li>Oars</li> <li>Modes of transport</li> </ul>



		<p><b>powered</b> by the wind (and <b>oars</b>) . Children learn how ships are powered by motor engines today. Children consider what effect this must have had on a traveller.</p> <ul style="list-style-type: none"> <li>● Look closely at the image of the <u>Laufsmachine (also known as a Swiftwalker)</u> from 1825 and learn that it is the first type of bicycle made 200 years ago. Children examine the image to see how it is different from bikes today (no brakes, no pedals and chain, no rubber tyres) and consider what effect this must have had on the traveller.</li> <li>● Use the images to conclude that <b>modes of transport</b> have <b>developed</b> over time.</li> <li>● Learn how to arrange dates in <b>chronological</b> order and apply their understanding by ordering inventions of different transport and their major developments on a <b>timeline</b> that crosses the <b>19th, 20th and 21st centuries</b>.</li> </ul> <p>By the end of this session children should be able to:</p> <ul style="list-style-type: none"> <li>○ Explain what a timeline is and how to use it</li> <li>○ Sequence decades in chronological order</li> <li>○ Know that transport has developed over time by giving an example.</li> </ul>	<ul style="list-style-type: none"> <li>● Chronological order</li> <li>● Timeline</li> <li>● Century</li> </ul>
3	<p>To know how trains have changed over time.</p> <p><i>Plan Bee Travel and Transport Lesson 2</i></p>	<ul style="list-style-type: none"> <li>● Recap on lesson 1 with images/props of train sets for the children to discern which are <b>antique</b> and which are <b>modern</b>.</li> <li>● Once the dates are revealed for the trains, children explain which was the <b>earliest</b> train toy in the collection and offer suggestions as to why we cannot source earlier examples. (Look for answers that include degraded, lost, as well as trains not being invented).</li> <li>● Learn that the first train to carry passengers wasn't <b>invented</b> until Richard Trevithick's <b>locomotive</b> carried workers to their factory in 1804. Add this to a class timeline.</li> <li>● Learn how humans' land travel, until the <b>invention</b> of trains, was dependent on <b>horses and carts</b> (or your own two feet) and that this meant that most people never travelled very far from their own village or town. The invention of the locomotive changed this.</li> <li>● Use timelines and images to compare how trains have changed over time: <ul style="list-style-type: none"> <li>■ Speed (use simplified timetables for children to interpret that modern trains are quicker).</li> <li>■ Coal and steam powered to diesel and electric engines (use images and videos as source material)</li> <li>■ Signal boxes (manned) to automated increases safety.</li> </ul> </li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain that before the invention of the locomotive, humans used horses or feet for travel</li> <li>○ Give examples of how trains have changed over time.</li> <li>○ Use a timeline to help determine the chronology of change.</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>● Earliest</li> <li>● Locomotive</li> <li>● invent(ed) Invention</li> <li>● Horses and carts</li> <li>● Coal</li> <li>● Steam power</li> <li>● Automated</li> </ul>
4	<p>To know how cars have changed over time.</p> <p><i>Plan Bee Travel and Transport Lesson 3</i></p>	<ul style="list-style-type: none"> <li>● Recap on previous lesson to remind how the <b>invention</b> of trains meant people could travel between towns and cities. Recap also on how trains have changed since they were invented.</li> <li>● Use video footage <a href="#">▶ Old London Street Scenes (1903)</a> of the streets of London from 1903 as source material to establish how people travelled around London noting that <b>carriages</b> and <b>omnibuses</b> were pulled</li> </ul>	<ul style="list-style-type: none"> <li>● Carriages</li> <li>● Omnibus</li> <li>● Convenience</li> <li>● Positive impact</li> <li>● Negative impact</li> </ul>

		<p>by horses. Refer to the timeline in class to establish that trains had been invented but that trains can only go where <b>railway lines</b> are laid.</p> <ul style="list-style-type: none"> <li>• Use video footage of streets of London from 1918 as a source material to establish how people travelled about London <a href="#">Unseen Color Footage of England 1918   Remastered</a> . Note that some carriages are pulled by horses but others are moving by themselves (thanks to the invention of the <b>motor car</b>).</li> <li>• Use video footage of the streets of London from the 1930s to note the absence of horse drawn carriages. <a href="#">A Day in London 1930s in color [60fps, Remastered] w/sound design added</a></li> <li>• Learn the key milestones in the development of cars including the first motor car invented by Carl Benz in 1886 and chart the changes made to the car over the years. <ul style="list-style-type: none"> <li>■ Speed</li> <li>■ Roofs and the need to wear goggles</li> <li>■ Lights</li> <li>■ Seatbelts</li> <li>■ Sat Nav</li> </ul> </li> <li>• Consider how cars have had a positive <b>impact</b> on our lives (<b>convenience</b>, movement) and also the negative impacts (accidents/environment)</li> <li>• By the end of this session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that carriages were pulled by horses before the invention of the motor car</li> <li>○ Describe what early cars were like and how they are different from cars today.</li> <li>○ Provide examples of the positive and negative impact of cars on our lives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Motor</li> <li>• Impact</li> <li>• Convenience</li> </ul>
5	To know how the London Underground network has changed in living memory. (local history)	<ul style="list-style-type: none"> <li>• Recap on the term “living memory” and the footage of transport around London and how it has changed since 1903. Children consider how people travel around London today.</li> <li>• Look at the photograph of <a href="#">Queen Elizabeth II opening the Heathrow Extension of the Piccadilly line in 1972</a> and determine that “<b>extension</b>” written on the ribbon means a piece was added to the line. This is <b>evidence</b> that the Underground has <b>developed</b> over time - It has been built over time.</li> <li>• Children learn that the first railway line <a href="#">built underneath London</a> was made in <a href="#">1863</a> and the train ran using steam. It wasn’t until electricity was used to drive trains and power lifts (and escalators) that the Underground system really started to grow. At the start of the 20th century. Using examples of the London Underground map from <a href="#">1908</a>, <a href="#">1932</a>, <a href="#">1950</a>, and <a href="#">1979</a> and <a href="#">2024</a> children comment on how the London Underground network has developed over time and place the maps on a timeline in chronological order.</li> <li>• Understand how the Underground trains have changed over time (smoking, comfort, safety, ticketing - not tap-in, some sty) using images to support this.</li> <li>• With support, use the maps to determine how a Londoner would have travelled to various destinations served by the Underground and not served by the underground (Buckingham Palace, Houses of Parliament, Windsor Castle, Scotland) in the different time periods.</li> <li>• By the end of this session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain how the Underground has changed over time.</li> <li>○ Sequence different maps that show the growth of the Underground.</li> <li>○ Explain that the Underground serves London.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Extension</li> <li>• Evidence</li> <li>• Developed</li> </ul>
6	Synoptic Task	How has transport changed in the last few centuries?	

Year 1: Autumn 2 – The Gunpowder Plot / Great fire of London

**Disciplinary focus: Historical significance:**

***Why are the Gunpowder Plot and the Great Fire of London still remembered today?***

Lesson number	Learning objective	Pupils will:	Vocabulary
1	<p>To know why the Gunpowder plot happened.</p> <p><i>Gunpowder plot</i> <i>BBC Teach L1</i></p>	<ul style="list-style-type: none"> <li>● Recap on prior topic by explaining that we will be looking at an important event that happened on 5th November 1605. Ask the children to use their timelines from the last topic to understand that this was before cars, trains and bicycles were invented. Note that people sailed in ships or used horses to travel around the country (when they moved at all).</li> <li>● Look closely at images of <u>houses</u>, <u>clothing</u> and characters of this period to gain an understanding of life in this era. Through teacher prompts and questioning they ascertain: <ul style="list-style-type: none"> <li>○ Houses were made of <b>timber</b></li> <li>○ They <b>jutted out</b> and <b>overhang</b> and are close together.</li> <li>○ There are no electrical street lamps.</li> <li>○ Clothes use buttons not zippers.</li> </ul> </li> <li>● Remember, Remember the 5th of November’. What do you know about Bonfire Night? What do you enjoy about it? What is a tradition and why are traditions important to people?</li> <li>● Learn who James VI of Scotland and I of England was and how the religion of the <b>Monarch</b> was an important issue in Britain at the start of the <b>17th Century</b>. By discussing the end of the Tudor and beginning of Stuart reign. When a Protestant monarch was on the throne, Catholics weren’t happy and when a Catholic monarch was on the throne, Protestants weren’t happy. <u>Video link</u></li> <li>● Learn it was the law to attend Protestant mass and illegal to go to Catholic mass in 1605</li> <li>● Learn that arguments about religion were happening all over Europe. Learn that Catesby’s <b>plot</b> was to kill James I and ensure a Catholic monarch would be <b>restored</b> to the throne by using <b>gunpowder</b> to set <b>Parliament alight</b>. Guido (we know him as Guy) Fawkes was to light the gunpowder.</li> <li>● As an activity children might hot seat as Catesby and try to convince people to join his gang, outline his plot and his reasons for doing so.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Outline that the Gunpowder Plot occurred beyond living in memory in 1605.</li> <li>○ Link today’s Bonfire Night celebrations to this event.</li> <li>○ Explain why Catesby wanted to kill King James I</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Timber</li> <li>● Jutted out/overhang</li> <li>● Monarch</li> <li>● 17th century</li> <li>● Parliament</li> <li>● plot</li> <li>● Gunpowder</li> <li>● Alight</li> <li>● Restore(d)</li> </ul>
2	<p>To know what happened during The</p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson. Children consider what life was like if you were a Catholic living in King James I’s England and remind themselves of what Robert Catesby thought would solve the problem. Children consider how they would feel if they were told that one headteacher would ban the use of the playground for</li> </ul>	<ul style="list-style-type: none"> <li>● Barrels</li> <li>● House of Lords</li> <li>● Foiled</li> </ul>

	<p>Gunpowder Plot <i>Gunpowder plot</i> <i>BBC Teach L2</i></p>	<p>boys but not for girls but there was a deputy headteacher who would let the boys play in it but not the girls. Who would the children want in charge? This is a useful parallel to the religious context of the story.</p> <ul style="list-style-type: none"> <li>● Watch a video of fireworks setting off and learn how fireworks work (as well as related safety messages: never return to a lit firework; even when it appears to have gone out; never pick up a sparkler that has dropped on the ground; only adults should let off fireworks). Learn how fireworks work in the context of gunpowder and in relation to the 36 barrels of gunpowder that were hidden beneath parliament.</li> <li>● Learn that the plotters (<a href="#">video link</a>) built the barrels up over many months by hiring rooms <u>underneath the House of Lords chamber of parliament</u>.</li> <li>● Learn that the plot was <b>foiled</b> after one of the plotters wrote to their relative who was due to be in Parliament that day and he wanted to keep them safe.</li> <li>● Learn that Guy Fawkes was <b>discovered</b> hiding under parliament with <u>a lantern</u> that would have ignited the gunpowder barrels, and so he was <b>arrested</b> and charged with <b>treason</b>. Learn that Robert Catesby was not found under parliament. He went into hiding.</li> <li>● Create a Wanted poster for Robert Catesby explaining what he is wanted for.</li> <li>● By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain how the gang intended to kill the king.</li> <li>○ Explain why the plot did not work.</li> <li>○ Explain why Guy Fawkes is the “Guy” we burn on Bonfire Night (not Robert Catesby)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discovered</li> <li>● Lantern</li> <li>● Arrested</li> <li>● Treason</li> </ul>
3	<p>To know what happened after the Gunpowder Plot <i>Gunpowder plot</i> <i>BBC Teach L3</i></p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson by recounting the letter to Lord Monteaagle, the discovery of Guy Fawkes under parliament. Recall the meaning of the word treason.</li> <li>● Learn the meaning of the word <b>traitor</b>.</li> <li>● Learn that traitors were <b>imprisoned</b> in the Tower of London’s <b>dungeons</b> and that these were not a pleasant place to be kept (rats, lack of light, little food and water provided, smell) (<a href="#">video link</a>)</li> <li>● Learn that Guy Fawkes did not want to reveal his or the other traitors’ names so that they had more time to escape and so he was <b>tortured</b> for three days until he told the truth.</li> <li>● Learn that Fawkes did receive the <b>death penalty</b>. Some plotters escaped <b>execution</b>. Catesby and others were killed in a gunfight, while another died from illness before he could stand trial.</li> <li>● Look closely at <a href="#">The Execution of the Conspirators of the Gunpowder Plot 1605</a> and <a href="#">The Gunpowder Plot Conspirators 1605</a> as sources to see what happened to the other conspirators learning some grisly details (hung, drawn and quartered, burnt, heads on spikes) from the image as well as noticing the army were used to keep the crowds back and to consider why King James I would have wanted everybody to see this: <ul style="list-style-type: none"> <li>○ Learn that King James I stuck some heads on spikes.</li> <li>○ Learn that King James I passed an <b>act</b> to ensure that his deliverance would be remembered every year on November 5.</li> </ul> </li> <li>● Children complete a synoptic task: Why and how is the Gunpowder Plot still remembered over 400 years later?</li> <li>● By the end of the session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain what happened to the traitors after they were caught.</li> <li>○ Explain why King James I wanted everybody to see their execution.</li> <li>○ Explain that King James I decided we should celebrate Bonfire Night every year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Traitor</li> <li>● Imprisoned</li> <li>● Dungeons</li> <li>● Tortured</li> <li>● Death Penalty</li> <li>● Execution</li> </ul>

4	<p>To know how the Great Fire of London started and grew so big.</p> <p><i>Great Fire of London</i> BBC Teach L1</p>	<ul style="list-style-type: none"> <li>● Use two contemporary engravings of The Great Fire as sources: <a href="#">The Burning of London in the year 1666</a> and <a href="#">London Burning by Day</a> to find out what happened to London in 1666 and consider what questions we might have (How did it start? Who started the fire? When was it put out? Did many people die? etc.)</li> <li>● Recap on previous learning to explain that this event happened in the seventeenth century (just like the Gunpowder plot) and children recall what the houses were like in the seventeenth century (built from timber, built close together, no electricity).</li> <li>● Learn that the fire started in a baker's shop in Pudding Lane in September 1666. (<a href="#">Video link</a>)</li> <li>● Use images and texts to learn that the fire spread quickly because: <ul style="list-style-type: none"> <li>○ The houses were very close together because people built upper floors bigger than the lower floors to save money (You paid for the plot of land) .</li> <li>○ Some houses were built in stone- not all were wood. However, stone was costly and used less frequently. With most buildings made from <b>timber</b> which is <b>flammable</b>, the fire spread easily. Many <b>warehouses</b> on the river contained flammable materials like <b>cloths, oils</b> and <b>gunpowder</b>.</li> <li>○ The dry summer meant the timber was very dry and would catch fire easily.</li> <li>○ The direction of the wind made the fire spread even quicker - it <b>fanned</b> the flames.</li> <li>○ Learn that there was no fire brigade to call. People had to <u>carry buckets of water</u> from the River Thames and use <u>water squirters</u> to fight the fire. Every <b>parish</b> kept resources for this in their churches and people worked together to put out the fires that happened.</li> <li>○ Some people were ordered to tear down their houses (<u>using fire hooks</u>) to create gaps in the fire but some people did not want to do this.</li> </ul> </li> <li>● By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain that there was a great fire in London in 1666.</li> <li>○ Give some reasons for why the fire spread quickly</li> <li>○ Explain that the fire started in a baker's shop in Pudding Lane.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Timber</li> <li>● Wattle and daub</li> <li>● Flammable</li> <li>● Fanned</li> <li>● Parish</li> <li>● Warehouses</li> <li>● Cloths and oils</li> </ul>
5	<p>To know what happened during The Great Fire of London</p> <p><i>Great Fire of London</i> BBC Teach L2</p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson to learn about why the fire spread so quickly.</li> <li>● Look at examples of and make Tudor houses using cardboard to represent <b>wattle and daub</b> and lollipop sticks as <b>timber</b>. Recreate the fire – put the houses together and (safely!) burn to show how the fire spread. An adult will “pull down” some houses to create gaps and also use scale size buckets, and chains of children to collect water from a “River Thames” to show how ineffective this method was at putting the fire out. There should be a central St. Paul's <b>Cathedral</b> that burns down as part of this re-enactment.</li> <li>● By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain how long the fire burned for</li> <li>○ Identify Samuel Pepys' diary as a source of information about the fire.</li> <li>○ Rcount that St. Paul's Cathedral burned down during the Great Fire.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Wattle and daub</li> <li>● Cathedral</li> </ul>
6	<p>To know what happened after The Great Fire of London</p> <p><i>Great Fire of London</i> BBC Teach L2 &amp; Great Fire of</p>	<ul style="list-style-type: none"> <li>● Recap on the previous topic about how 1666 this was beyond living memory and consider how historians know about the Great Fire. Review two images from lesson 3 as one source of information.</li> <li>● Children review other artefacts such as <u>burned glass</u>, <u>burned floor tiles</u>, <u>a picture of St Paul's before the fire</u> (and compare it to the rebuilt version) <u>a copy of the London Gazette from 10 September 1666</u> to see how historians have <b>pieced together the past</b>.</li> <li>● Learn that historians have been able to use Samuel Pepys <b>diary</b> as a <b>source</b> to learn so much about the fire including how people abandoned their houses and camped in the fields around London. Explain that he wrote</li> </ul>	<ul style="list-style-type: none"> <li>● Diary</li> <li>● Source</li> <li>● Cathedral</li> <li>● Eyewitness</li> <li>● Government</li> <li>● Mayor</li> <li>● King</li> </ul>

	<p>London BBC Teach L3</p>	<p>a diary and was an <b>eyewitness</b> to the events of the Great Fire. As he worked for the <b>government</b>, he was quite involved in fighting the fire. He tells us a lot about decisions made by the <b>Mayor</b> and the <b>king</b>. He also tells us about things he did, like burying his cheese in his garden.</p> <ul style="list-style-type: none"> <li>● Learn that St. Paul's Cathedral had to be rebuilt along with much of London's <b>architecture</b> and that King Charles II asked Sir Christopher Wren to do this.</li> <li>● Learn that the houses were re-built further apart and were no longer allowed to overhang. More bricks and stone were used instead of timber and wattle and daub.</li> <li>● Learn that a <u>fire brigade</u> was established to protect London from future fires.</li> <li>● Learn that a <b>monument</b> to the Great Fire was built and is still able to be visited today.</li> <li>● Children complete a synoptic task on how London remembers the Great Fire of London today (architecture, fire safety regulations, monuments)</li> <li>● By the end of the session the children should be able to: <ul style="list-style-type: none"> <li>○ Identify some ways that London was changed by the Great Fire.</li> <li>○ Recognise the name and significance of Samuel Pepys/King Charles II.</li> <li>○ Explain that there is a monument to the fire in London</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Architecture</li> <li>● Monument</li> <li>● Pieced the past together</li> </ul>
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Visits to the London Museum, St. Paul's Cathedral or to Parliament are ideal for this topic.

Year 1: Summer – Hospitals and Healthcare

**Disciplinary focus: Similarities and Differences:**

**Big Question: How is medical care different today than in the past?**

Lesson number	Learning objective	Pupils will:	Vocabulary
1	<p>To know that Florence Nightingale was significant in improving the quality of healthcare.</p> <p><i>Plan Bee Florence Nightingale Lesson 2 &amp; 3</i></p>	<ul style="list-style-type: none"> <li>● Recap on their understanding of chronology and centuries in the previous two units to place the Crimean War beyond living memory and in the 19th Century. Use prior knowledge to understand that this was a war fought with gunpowder on horseback (cars and so tanks had not been invented).</li> <li>● Learn about what <b>conditions</b> were like in the hospital in Scutari during the Crimean <b>War</b> and how Florence Nightingale wanted to help.</li> <li>● Learn that Florence Nightingale had always wanted to be a nurse and despite the <b>expectations</b> of the time and the wishes of her parents she followed her <b>ambition</b>.</li> <li>● Learn that the <b>unsanitary</b> conditions <b>contributed</b> to the number of soldiers who died.</li> <li>● Learn how Florence Nightingale <b>improved</b> the conditions at the Scutari hospital and how these changes impacted the <b>wounded</b> soldiers, <b>comparing</b> conditions before and after Florence’s intervention.</li> <li>● By the end of the session children should be able to: <ul style="list-style-type: none"> <li>○ Explain that Florence Nightingale was a nurse.</li> <li>○ Describe the conditions Florence Nightingale was met with when she reached Scutari?</li> <li>○ Identify how the changes she made improved conditions for the soldiers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Conditions</li> <li>● War</li> <li>● Expectations</li> <li>● Ambition</li> <li>● Unsanitary</li> <li>● Contributed</li> <li>● Comparing</li> <li>● Improve(ment/d)</li> <li>● Healthcare</li> </ul>
2	<p>To know about Florence Nightingale’s achievements after the Crimean War.</p> <p><i>Plan Bee Florence Nightingale Lesson 4</i></p>	<ul style="list-style-type: none"> <li>● Recap on prior lesson to establish why Florence Nightingale is a <b>significant</b> figure in British history</li> <li>● Learn that, when the war was over in 1856, Florence returned home a hero. She was quite famous in Britain - lots of <u>newspaper articles</u> such as <u>this one</u> were written about her and people were fascinated by Florence and her work.</li> <li>● She continued to conduct lots of <b>research</b> about food, death rates and doctors’ training, and wrote lots of letters to important people, trying to persuade them that change was needed</li> <li>● Learn that she established the <u>first official training school</u> for nurses (Nightingale Training School for Nurses at St Thomas’ Hospital in London), and she even published a book called ‘Notes on Nursing’, which is still in print today.</li> <li>● Learn that her work was recognised in 1883 when she received the Royal Red Cross from <b>Queen Victoria</b>, and again in 1907 when she was awarded the Order of Merit.</li> <li>● Learn that she is remembered on International Nurses’ Day 12th May (her birthday) every year.</li> <li>● Explore through sources of information, the work Florence Nightingale, continued to do to improve nursing, and the various ways in which she was recognised for this.</li> <li>● By the end of the session children should be able to:</li> </ul>	<ul style="list-style-type: none"> <li>● Significant figure</li> <li>● Research</li> <li>● Queen Victoria</li> <li>● Statues</li> </ul>

		<ul style="list-style-type: none"> <li>○ Understand the term <b>significant figure</b></li> <li>○ Describe some of Florence Nightingale's achievements after her return from Scutari?</li> <li>○ Give reasons why Florence Nightingale deserved to receive awards from royalty and also <b>statues</b> built of her.</li> </ul>	
3	<p>To know about Mary Seacole's achievements</p> <p><i>Plan Bee Mary Seacole Lesson 1 &amp; 2 &amp; 6</i></p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson to consolidate understanding of the term <b>significant figure</b>.</li> <li>● Examine <u>National Portrait Gallery painting of Mary Seacole</u> closely to look for clues that she was a significant individual (children can see awards on breast/also her portrait is in the National Gallery). Use other photographs to establish she is dressed similarly to Florence Nightingale and so from the same time.</li> <li>● Learn that Mary Seacole had a lifelong love of nursing and how her medical skills helped her treat patients in Kingston Jamaica's <b>cholera epidemic</b>. She was daughter to a nurse in Jamaica and so learnt by watching her mother.</li> <li>● Learn that despite her experience, she was refused by the British government to go to Crimea to help sick and injured soldiers like Florence Nightingale but she went anyway and opened a hospital called The British Hotel using her own money.</li> <li>● Learn that Mary Seacole experienced <b>discrimination</b> at several points in her life because of her colour and sex and compare and contrast with Florence Nightingale's experience. Learn how her story was "lost" for 100 years and was brought back to light following a <b>campaign</b> by Caribbean nurses and <u>a statue was finally erected in 2016</u>. Children will compare this to how Florence Nightingale was celebrated with statues much earlier.</li> <li>● Learn that she is buried in a <b>local</b> cemetery (Kensal Rise).</li> <li>● Use slides to place the main events of Mary Seacole's life into chronological order.</li> <li>● By the end of the session children should be able to: <ul style="list-style-type: none"> <li>○ Explain who Mary Seacole was and why she is a significant figure</li> <li>○ Recount some key events in Mary Seacole's life.</li> <li>○ Place events chronologically.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Cholera</li> <li>● Epidemic</li> <li>● Chronological</li> <li>● Discrimination</li> <li>● Campaign</li> <li>● Local</li> </ul>
4	<p>To know how illnesses were treated in the Victorian era.</p> <p><i>Plan Bee Mary Seacole Lesson 4</i></p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson to remind children where Kingston, Jamaica is.</li> <li>● Learn what cholera is and how an outbreak of this deadly disease killed many people in Kingston, Jamaica in 1851. It <u>also occurred several times in London</u>. Children look at the <u>pictures</u> to see what people in Victorian Britain viewed as the reason for the illness (unclean water).</li> <li>● Learn that in Victorian Britain many people got their water from shared <b>pumps</b> and <b>wells</b> which took their water from the River Thames. Learn that the Victorians dumped their <b>waste</b> water into the River Thames which caused it to be very dirty and smelly.</li> <li>● Learn how Mary Seacole became famous for helping treat patients suffering from cholera and the <b>remedies</b> which she used, including mustard plasters and mercury chloride.</li> <li>● Children learn how cholera is treated today and compare the differences.</li> </ul>	<ul style="list-style-type: none"> <li>● Pumps</li> <li>● Wells</li> <li>● Compare</li> <li>● Waste</li> <li>● Remedies</li> </ul>
5	<p>To know how healthcare has developed since the</p>	<ul style="list-style-type: none"> <li>● Recap on lesson 1 to remind what healthcare conditions were like in the Scutari hospital before Florence Nightingale made changes.</li> <li>● Recap on how she improved the level of medical care in the <b>Victorian era</b> by educating people about the importance of keeping hospitals clean, and encouraged the development of nursing by opening a training school. Her work was very important in developing the <b>techniques</b> that doctors and nurses still use today.</li> </ul>	<ul style="list-style-type: none"> <li>● Victorian Era</li> <li>● Techniques</li> <li>● Medical care</li> <li>● Effective</li> <li>● Skilled</li> <li>● Educated</li> </ul>

	<p>Victorian Era.  <i>Plan Bee Florence Nightingale</i>  Lesson 6</p>	<ul style="list-style-type: none"> <li>● Place the Victorian era on a timeline and relate it to previous learning (such as the invention of the train and after The Gunpowder Plot and Great Fire of London).</li> <li>● Using images of hospitals from the Victorian era and today, discuss the question: What can these pictures tell us about the similarities and differences between <b>medical care</b> in the Victorian era and modern day medical care: <ul style="list-style-type: none"> <li>○ Today when you are sick you do not have to pay for the hospital treatment, but in the Victorian era you had to pay. You also had to pay to visit the doctor who would come to your house. If you were poor, you had to visit an apothecary instead.</li> <li>○ Apothecaries made medicines from natural sources such as plants, roots and berries. They often recommended blood sucking leeches to remove illness from the body. They had no formal training. Today, apothecaries have been replaced by pharmacists. This is a person who has had special training in preparing and dispensing (giving out) prescription drugs. Pharmacists have to train for at least four years before they become qualified. Today better scientific knowledge helps us to create drugs that work faster and are <b>more effective</b>.</li> <li>○ In the first half of the 19th century, all doctors were men. Today, both men and women can be doctors and surgeons. About half of all doctors are women.</li> <li>○ Before Florence Nightingale made improvements to nursing in the 1860s, it was thought that nurses did not need any special skills or training. It was not seen as a respectable career for women. Today, nursing is seen as a very respectable career. Nurses are highly <b>skilled</b>, and <b>educated</b>.</li> <li>○ Operating theatres had lots of medical students watching wearing normal outdoor clothes which would have brought in germs. There was also poor light. Today surgeons must clean and sterilise all the equipment and surroundings. There is better lighting and everybody wears scrubs.</li> </ul> </li> <li>● Learn that the use of <b>anaesthetics</b> to help with surgery began in 1847, before this surgery would have been very painful!</li> <li>● Learn that the use of <b>antiseptics</b> to help with recovery began in 1867 and so more people did not get infections after surgery.</li> <li>● By the end of the session the children should be able to: <ul style="list-style-type: none"> <li>○ Understand that medical care in the Victorian era was different to medical care now.</li> <li>○ Identify and explain some differences and similarities in general medical care today and in the Victorian era</li> <li>○ Explain why healthcare is improved today.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Antiseptic</li> <li>● Anaesthetic</li> </ul>
6	Synoptic Task	<ul style="list-style-type: none"> <li>● How is healthcare different today than in the past?</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><b>Change Makers of the world</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That Alexander Graham-Bell was a game changer in the field of communication.</li> <li>• That Time Berners Lee invented the World Wide Web</li> <li>• The chronology of the development of human flight.</li> <li>• That Yuri Gargarin and Valentina Tereshkova were the first humans in space.</li> <li>• That Neil Armstrong and Katherine Johnson were pioneers of moon exploration.</li> <li>• That Emmeline Pankhurst and Emily Davison's protests helped women to win the right to vote.</li> </ul> <p><i>Disciplinary focus: Significance of individuals</i> <i>Why are these people significant individuals in British/World history?</i></p>	<ul style="list-style-type: none"> <li>• Parchment</li> <li>• Paper</li> <li>• Printing newspapers</li> <li>• Telegraph</li> <li>• Morse Code</li> <li>• Invention</li> <li>• Operator</li> <li>• Inventor</li> <li>• Printing Press</li> <li>• Access Information</li> <li>• Internet</li> <li>• World Wide Web</li> <li>• Email</li> <li>• Information</li> <li>• Misinformation.</li> <li>• Manned flight</li> <li>• Powered flight</li> <li>• Satellite</li> <li>• Orbit</li> <li>• Cosmonaut</li> <li>• Astronaut</li> <li>• Pioneers</li> <li>• Navigate</li> <li>• Feat</li> <li>• Explorer</li> <li>• Noble</li> <li>• Parcels of land</li> <li>• Parliament</li> <li>• Vote</li> <li>• Raise an army</li> <li>• Democracy</li> <li>• universal</li> <li>• Protest</li> <li>• Martyr</li> </ul>	<p><b>Stone age - OW</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That Great Britain was not always an island and people could walk over the landbridge Doggerland.</li> <li>• What is meant by Hunter-Gatherer.</li> <li>• That the Stone Age can be split into three periods.</li> <li>• What pre-history means and how historians can learn about the past when nothing was written down.</li> <li>• The significance of Skara Brae and Stonehenge</li> </ul> <p><i>Disciplinary focus: Continuity and Change:</i> <i>How did life change for people living through the three periods of the Stone Age?</i></p>	<ul style="list-style-type: none"> <li>• Land-bridge</li> <li>• Ancestors</li> <li>• Island</li> <li>• Mainland</li> <li>• Farm/Farming</li> <li>• Hunt</li> <li>• Gather</li> <li>• Doggerland</li> <li>• Ancestors</li> <li>• Nomadic hunters and gatherers</li> <li>• The Stone Age</li> <li>• Flint</li> <li>• Periods</li> <li>• Paleolithic</li> <li>• Mesolithic</li> <li>• Neolithic</li> <li>• Shelters</li> <li>• Settle</li> <li>• Tamed</li> <li>• Climate change</li> <li>• Sea Levels</li> <li>• Cut off</li> <li>• Clay Pots</li> <li>• Prehistoric</li> <li>• Hearth</li> <li>• Jewellery</li> <li>• Cave-Painting</li> <li>• Evidence</li> <li>• Skara Brae</li> <li>• Mounds</li> <li>• Stonehenge</li> <li>• Naturally occurring</li> <li>• Man Made</li> <li>• Heel stone</li> <li>• Altar</li> <li>• Ditch</li> <li>• Druids</li> </ul>	<p><b>Ancient Egypt - (OW)</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How archaeologists help us understand our history.</li> <li>• How Ancient Egyptian civilisation was structured.</li> <li>• How Egyptians worked and played</li> <li>• What the Ancient Egyptians believed in</li> <li>• The importance of written records and how the Ancient Egyptians hieroglyphics were deciphered.</li> </ul> <p><i>Disciplinary focus: Evidential Thinking: What do we learn from evidence about life in Ancient Egypt?</i></p>	<ul style="list-style-type: none"> <li>• Monument</li> <li>• Ancient Civilisation</li> <li>• Archaeologists</li> <li>• Excavate</li> <li>• Remains</li> <li>• Tomb</li> <li>• Valley of the Kings.</li> <li>• Ancient Egyptians</li> <li>• Civilisations</li> <li>• Lower/Upper Egypt</li> <li>• Structure of society</li> <li>• Pharaoh</li> <li>• Fertile</li> <li>• Taxes</li> <li>• Priests</li> <li>• Scribes</li> <li>• Hieroglyphics</li> <li>• Slaves</li> <li>• Hierarchy</li> <li>• Irrigation</li> <li>• Invented</li> <li>• Leisure</li> <li>• Artefacts</li> <li>• Deities</li> <li>• Afterlife</li> <li>• Underworld</li> <li>• Preserving</li> <li>• Decaying</li> <li>• Canopic jars</li> <li>• Natron</li> <li>• Mummification</li> <li>• Sarcophagus</li> <li>• Inscribed</li> <li>• Carved</li> <li>• Privileged</li> <li>• Glyphs</li> <li>• Cartouche</li> <li>• Rosetta Stone</li> <li>• Decipher</li> <li>• Papyrus</li> </ul>

Year 2: Autumn – Change Makers of the World

**Disciplinary focus: Significance of individuals.**

**Big Question: Why are these people significant individuals in British and World History?**

Lesson number	Learning objective	Pupils will	Vocabulary
1	<p>To know Alexander Graham-Bell was a game changer in the field of communication.</p> <p><i>Communication Then and Now Lesson 3 &amp; 4</i></p>	<ul style="list-style-type: none"> <li>● Recap on year 1 learning by considering which people from history they have learned about who are significant and why we might refer to them as “game-changers” (i.e. Mary Seacole, Florence Nightingale, Richard Trevithick)</li> <li>● Learn about ways in which people sent messages to each other in the past: drawing on cave walls, writing on materials (<b>parchment</b> and <b>paper</b>, <b>printing newspapers</b>, sending letters) before looking at how telegraphs changed the way people communicated. Explain that even though information could now be printed and carried to other places in books, pamphlets or newspaper, there was still no quick way to send messages to people without sending letters that were carried by horse and carriage or other slow modes of transport (link to transport unit). This changed with the invention of the <b>telegraph</b> in 1837 and Morse Code. (One use was that one train station could now send a message to another train station to say the train was late before it arrived!)</li> <li>● Learn about Morse code and learn to translate simple Morse code words.</li> <li>● Learn about the <b>inventor</b> Alexander Graham Bell and the invention of the telephone and how his invention was received by the public.</li> <li>● Examine examples of early telephones and how they worked and think about how phones have developed over the years including understanding that phones have not always been “smart”. <ul style="list-style-type: none"> <li>■ They needed an operator to connect the calls.</li> <li>■ Phones were fixed to a line.</li> <li>■ The invention of the dial and then touch keys.</li> </ul> </li> <li>● By the end of the session children should be able to: <ul style="list-style-type: none"> <li>○ Explain why Alexander Graham Bell is a significant individual</li> <li>○ Describe what the earliest telephones were like</li> <li>○ Can children describe some of the ways in which telephones have developed since Alexander Graham Bell’s first invention.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Parchment</li> <li>● Paper</li> <li>● Printing newspapers</li> <li>● Telegraph</li> <li>● Morse Code</li> <li>● Invention</li> <li>● Operator</li> <li>● Inventor</li> </ul>
2	<p>To know Tim Berners-Lee was a game changer in the field of</p>	<ul style="list-style-type: none"> <li>● Learn that before William Caxton brought the <b>printing press</b> to Britain in 1476, books were handwritten and very expensive so not many people learned how to read and were not able to <b>access</b> to information was <b>limited</b>.</li> <li>● Recap the developments in communication up to the invention of the telephone. Children learn that the next big invention to change the way people communicate was the internet. In the 1960s, computer scientists</li> </ul>	<ul style="list-style-type: none"> <li>● Printing Press</li> <li>● Access Information</li> <li>● Limited</li> <li>● Internet</li> <li>● World Wide Web</li> </ul>

	<p>communication. <i>Communication Then and Now Lesson 5</i></p>	<p>started exploring ways of linking computers together so they could communicate with each other. They called this an <b>internet</b>.</p> <ul style="list-style-type: none"> <li>● Learn that in 1989 Tim Berners-Lee invented the <b>World Wide Web</b> and that this is withing living memory (link to Year 1 learning). A good analogy is that the internet is the library building but the world wide web is the organised shelf space for the books (webpages) inside the library.</li> <li>● Learn that <b>email</b> is short for electronic mail - It allows for messages, videos and images to be sent to a computer (or smart phone) anywhere in the world instantaneously.</li> <li>● Consider how the internet has changed people’s lives now that information (and misinformation). is at everybody’s fingertips by considering how they would complete tasks without the internet today.</li> <li>● Examine how a pupil and teacher’s life at school was different before and after the advent of the world wide web.</li> <li>● By the end of the session children should be able to: <ul style="list-style-type: none"> <li>○ Explain who Tim Berners-Lee is and that he invented the World Wide Web.</li> <li>○ Explain how the internet has changed the way people communicate.</li> <li>○ Explain what information and misinformation means.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Email</li> <li>● Information</li> <li>● Misinformation.</li> </ul>
3	<p>To know that Yuri Gagarin, Valentina Tereshkova and Neil Armstrong were <b>pioneers</b> in space exploration. <i>Plan Bee Travel and Transport Lesson 4 &amp; 5</i></p>	<ul style="list-style-type: none"> <li>● Look at an images of <u>Leonardo Da Vinci’s design for an Ornithopter 1485</u>, <u>Aerial Screw 1489</u> and <u>Glider</u> and use it to identify features that help predict that Leonardo da Vinci wanted to make something that flew (wings, propellers.) Learn that these designs never became working inventions because the means to power them had not been invented yet.</li> <li>● Use a range of sources to construct a timeline to learn the chronology of manned flight and consider which are within living memory and which are not <ul style="list-style-type: none"> <li>○ Learn that the <b>first manned flight</b> by humans was in a <u>hot air balloon</u> on 21st November 1783 (Joseph and Etienne (Stephen) Montgolfier. The balloon was launched from the centre of Paris and flew for a period of 20 minutes.</li> <li>○ Learn that the Wright brothers invented the first <b>powered flight</b> in 1901.</li> <li>○ Learn that the first <b>satellite</b> (<u>Sputnik 1</u>) was sent into <b>orbit</b> by Russia in 1957. It orbited the Earth in just under 100 minutes.</li> <li>○ <u>First human in space</u> was a Russian <b>cosmonaut</b> called Yuri Gagarin in 1961 and the first woman was a Russian cosmonaut Valentina Tereshkova in 1963.</li> <li>○ <u>First human on the moon</u> was an American <b>astronaut</b> Neil Armstrong and his co-pilot Buzz Aldrin in 1969.</li> <li>○ No human has yet set foot on any other planet.</li> </ul> </li> <li>● Learn some of the inventions that have resulted from development of space travel.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain that people had tried to design flying aircraft for hundreds of years before the Montgolfier brothers were successful in 1789.</li> <li>○ Recognise that the development of space travel has happened within living memory</li> <li>○ Give the names of some space pioneers and explain what they achieved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Manned flight</li> <li>● Powered flight</li> <li>● Satellite</li> <li>● Orbit</li> <li>● Cosmonaut</li> <li>● Astronaut</li> <li>● Pioneers</li> </ul>
4	<p>To know that Katherine Johnson was</p>	<ul style="list-style-type: none"> <li>● Recap on previous learning about Neil Armstrong having explored the moon.</li> <li>● Learn that there have been many famous <b>explorers</b> in human history (Christopher Columbus, Amelia Earhart, Roald Amundsen) and some of the feats that they achieved.</li> </ul>	<ul style="list-style-type: none"> <li>● Navigate</li> <li>● Feat</li> <li>● Explorer</li> </ul>

	<p>a significant individual in space exploration.</p> <p><a href="#">Link</a></p>	<ul style="list-style-type: none"> <li>● Learn that these explorers could not have done these <b>feats</b> on their own. Columbus could not have sailed to the Americas without people having designed bigger and stronger ships, Amelia Earhart could not have flown the Atlantic without better planes having been built; Yuri Gargarin could not have travelled to space without scientists having invented a space suit etc.</li> <li>● Learn that Neil Armstrong is one of only 12 humans to have walked on the moon and that they could not have travelled to the moon without the help of other scientists and mathematicians such as Katherine Johnson.</li> <li>● Use <u>photographs, interviews and Factfiles</u> as <u>sources of information</u> to learn about her life recognising that because her life-span is within living memory we can rely on <u>video</u>-footage and talking to <u>people who knew her</u> as sources of information. <ul style="list-style-type: none"> <li>○ She attended university at a time in American history when many Black Americans were unable to do so.</li> <li>○ She was regarded as more accurate than a computer by some American astronauts.</li> <li>○ Her mathematical calculations enabled Neil Armstrong’s Apollo 11 craft to accurately <b>navigate</b> to the moon.</li> <li>○ She was recognised for her contribution to space travel in 2015 by being awarded the Presidential Medal of Freedom by the President of the United States of America.</li> </ul> </li> <li>● By the end of this session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain the role that Katherine Johnson played in the history of the moon landings.</li> <li>○ Recognise that the moon landings could not have happened without her skills.</li> <li>○ Recognise that education was important to Katherine Johnson and enabled her to contribute to space exploration.</li> </ul> </li> </ul>	
5	<p>To know how women protested to get the vote at the start of the twentieth century.</p>	<ul style="list-style-type: none"> <li>● Recap on how King James I in 1605 had nearly been killed by a gunpowder plot in the house of Lords.</li> <li>● Learn that at this time, the <b>monarch</b> ruled the UK country with the help of <b>noble</b> friends whom he (usually a he) gave <b>parcels of land</b> to look after on his behalf. These nobles were known as <b>Lords</b>. The King with his nobles made the laws inside <b>parliament</b> and everybody had to obey them. Nobody could <b>vote</b> for the king and that as long as he kept his nobles happy, nobody would dare to <b>raise an army</b> against him.</li> <li>● Learn that in 1642 the nobles did go to war with the King (English Civil War) over who should make the laws of the country and that since this time, the UK parliament (House of Lords and House of Commons) has made the laws, not the monarch.</li> <li>● Learn that today people vote for MPs to go to parliament and make the laws and that this is called <b>democracy</b> but that the right to vote for who makes the laws has not always been <b>universal</b>.</li> <li>● Learn that in 1910 if you were a man, aged over 21 and owned your own house then you were allowed to vote but women could not and compare this to the rights of today.</li> <li>● Learn the different means that Suffragette and Suffragists used to <b>protest</b> for the right to vote through photographs and newspaper clips.</li> </ul>	<ul style="list-style-type: none"> <li>● Monarch</li> <li>● Noble</li> <li>● Parcels of land</li> <li>● Parliament</li> <li>● Vote</li> <li>● Raise an army</li> <li>● Democracy</li> <li>● universal</li> <li>● Protest</li> <li>● Martyr</li> </ul>

The NUWSS used a range of tactics to raise awareness for their campaign, such as:

- Petitions
- Writing letters to politicians
- Speeches
- Posters

Over time they won some publicity, and their membership grew, but by 1903 some women were increasingly frustrated at the lack of progress the NUWSS was making. Lack of action from Parliament meant that some campaigners felt that more aggressive action was needed.

Tactics used by the suffragists, led by Millicent Fawcett

### Who were the suffragettes?

In 1903, Emmeline Pankhurst, and her daughters Christobel and Sylvia, formed the Women's Social and Political Union (WSPU). They became known as the suffragettes. Their slogan was 'Deeds not words'.

The suffragettes wanted to use direct action as they believed the peaceful methods of the suffragists were ineffective. Suffragettes used tactics such as:

- Chaining themselves to the railings of Buckingham Palace. Queen Victoria had called the campaign for women's suffrage a 'mad and wicked folly'.
- Burning down the homes of MPs who opposed women's suffrage.
- Burning down churches. The suffragettes felt the Church of England was opposed to women's suffrage.
- Breaking shop windows on Oxford Street, the main shopping street in London.

The government decided to take a hard line when the WSPU became more militant. Women were banned from political meetings and women who engaged in violence were imprisoned.

Tactics used by the suffragettes, led by Emmeline Pankhurst

- Learn that in 1913 Emily Davison became a **martyr** to the suffragette cause by throwing herself in front of the King's horse in the Epsom Derby. Using photographs of her funeral draw conclusions as to whether many people supported her protest.
- Learn that in 1918 women over 30 were given the right to vote and that in 1928 women and men were
- By the end of the session, children should be able to :
  - Explain that women have not always been allowed to vote.
  - Recount some of the ways that the suffragettes protested.
  - Explain who Emily Davison or Emmeline Pankhurst were.

**Disciplinary focus: Continuity and Change?**

**Big Question: How did life change for people living in the three periods of the Stone Age?**

Lesson number	Learning objective	Pupils will:	Vocabulary
1	<p>To know that Great Britain was not always an island. <i>OW Stone Age (1)</i></p>	<ul style="list-style-type: none"> <li>● Link to prior learning (Year 1 History Transport): Children consider how we travel between Europe and Great Britain today and consider the question how humans first arrived on the island of Great Britain.</li> <li>● Learn that people who lived before us are known as our <b>ancestors</b>.</li> <li>● Learn that during the <b>paleolithic</b> (Early Stone Age) More than 10,000 years ago Britain was not an <b>island</b>, it was part of <b>mainland</b> Europe. Learn about how people from Europe were able to use a <b>landbridge (Doggerland)</b> to cross from the European continent.</li> <li>● Humans would have taken <b>shelter</b> in caves (we know this because we have found bones and tools as well as paintings in caves).</li> <li>● Learn that humans had learnt to make a fire by rubbing together dry sticks - this was important as it helped them to cook food (which helps make the food healthier by removing some bacteria) and also to keep warm.</li> <li>● Learn that <b>tens of thousands of years</b> ago humans had not learned to grow (<b>farm</b>) their own food and so people would have walked in search of food to <b>hunt</b> and <b>gather</b> across Europe. Learn that between 5,000 years ago, the land-bridge flooded creating an island (which we call Great Britain).</li> <li>● By the end of the session, children should be able to :             <ul style="list-style-type: none"> <li>○ Explain that Great Britain was many thousands of years ago connected to Europe by a landbridge.</li> <li>○ Identify the landbridge as Doggerland.</li> <li>○ Explain what is meant by ancestors</li> </ul> </li> </ul>	<p>Land-bridge Ancestors Island Mainland Tens of thousands Hundreds of thousands Farm Hunt Gather Doggerland</p>
2	<p>To know what is meant by</p>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson to remind how humans were able to walk to Britain before Doggerland flooded to create the island of Great Britain, Ireland and several smaller islands</li> </ul>	<p>Ancestors</p>



	<p>hunter-gatherers OW Stone Age (2)</p>	<p>(Wight, Isle of Man etc.)</p> <ul style="list-style-type: none"> <li>● Learn that our <b>ancestors</b> were <b>nomadic hunters and gatherers</b> collecting and hunting for their food and not staying in one place for long periods of time.</li> <li>● Learn that our ancestors ate berries and seeds from plants but that they would not have known what was poisonous until they tried something!</li> <li>● Learn that our ancestors also ate meat from animals and fish that they hunted. Learn that to do this they would have <u>needed to make sharp tools</u> from the stones (<b>flint</b>) they found on the ground. This is why we call this period <b>The Stone Age</b>.</li> <li>● Recap on prior learning that we have found evidence of these tools and paintings of animals that they have hunted such as the <b>woolly mammoth</b>.</li> <li>● Learn that they would have used many parts of the animals that they hunted (fur for clothing, tusks and bones to make sharp tools and jewellery, meat for eating).</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that what is meant by hunter-gatherer</li> <li>○ Explain why we call this era the stone age.</li> <li>○ Explain different ways hunted animals were used.</li> </ul> </li> <li>●</li> </ul>	<p>Nomadic hunters and gatherers The Stone Age Woolly Mammoth Flint</p>
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3	<p>To know that the Stone Age is divided into three periods</p> <p><i>BBC Teach The Stone Age</i></p>	<ul style="list-style-type: none"> <li>Recap on lesson 1 to remind how humans were able to walk to Britain before Doggerland flooded to create the island of Great Britain, Ireland and several smaller islands (Wight, Isle of Man etc.) Learn that humans first walked over to Britain 30,000 BC</li> <li>Recap on the previous lesson to remind why the period is called the Stone Age.</li> <li>Learn that the Stone Age can be categorised into three different <b>periods</b>: <ul style="list-style-type: none"> <li><u>Early Stone Age (paleolithic)</u>, this is when the land was very cold and covered in ice three metres thick! Humans hunted and gathered their food, wandering from place to place and sheltering in caves. Britain would have been home to lions, rhinoceroses and mammoths and giant elk. Consider how historians know these animals roamed Britain (bones)</li> <li><u>Middle Stone Age (mesolithic)</u>. About 8000 BC humans started to build their own <b>shelters</b> and <b>settle</b> close to rivers and lakes for fishing and drinking. They used stones and animal skins to make their shelters. They made bows, arrows and spears using <b>stones</b>. They also <b>tamed</b> wolves to help them hunt bigger animals. Consider how historians know that wolves were tamed (bones found inside shelters).</li> <li><u>Late Stone Age (neolithic)</u>. About 4000BC Doggerland flooded because of <b>climate change</b>. Northern Europe which was covered in ice experienced a rise in temperature and the ice began to melt which caused the <b>sea levels</b> to rise. This <b>cut off</b> Great Britain from mainland Europe. Humans in Britain learned to farm the land and grow their crops. They used <b>flint, antlers</b> and <b>bone</b> to make tools, and developed the skill of making <b>clay pots</b>.</li> </ul> </li> <li>By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>Explain that the Stone Age is divided into three periods.</li> <li>Recount some key features of each period.</li> <li>Explain why Doggerland flooded.</li> </ul> </li> </ul>	<p>Periods</p> <p>Paleolithic</p> <p>Mesolithic</p> <p>Shelters</p> <p>Settle</p> <p>Tamed</p> <p>Neolithic</p> <p>Climate change</p> <p>Sea Levels</p> <p>Cut off</p> <p>Clay Pots</p>
4	<p>To know what is meant by prehistoric.</p> <p><i>OW Stone Age (3&amp;4)</i></p>	<ul style="list-style-type: none"> <li>Recap on prior learning by recalling what we have learned about Stone Age Britain so far and what evidence we have for this.</li> <li>Learn that humans from the Stone Age did not write things down. Learn the etymology of the word pre-history and use it in context e.g. prehistoric tools/prehistoric animals/prehistoric paintings: <ul style="list-style-type: none"> <li>history word we use to describe when humans started to write things down.</li> <li>Pre means before.</li> </ul> </li> <li>Learn that there is <u>cave-painting evidence</u> for several Stone Age societies around the world. Examine similarities and differences between them and deduce what we can tell about how these societies lived and hunted i.e. animals that were hunted (mammoth/elk; bows and spears were used).</li> <li>Learn that humans originated from Africa.</li> <li>Recap on lesson three how during the middle Stone Age (<b>mesolithic</b>), some people stopped being nomadic and built shelter.</li> <li>Learn that <u>Skara Brae</u> is evidence of a <b>prehistoric village</b> in the British Isles (Orkney).</li> <li>Use images of Skara Brae to identify evidence of Stone Age living and make some deductions</li> </ul>	<p>Prehistoric</p> <p>Hearth</p> <p>Farming</p> <p>Jewellery</p> <p>Cave-Painting</p> <p>Evidence</p> <p>Skara Brae</p>

		<p>about what this tells us including</p> <ul style="list-style-type: none"> <li>○ the <b>hearth</b> in the centre in the centre of the building as evidence of being able to start fires (to keep warm and for cooking),</li> <li>○ beds in the same room as evidence that they ate, slept and lived all in the same room.</li> <li>○ Fish bones including eels (evidence of what was eaten).</li> <li>○ pig and sheep bones (animals being kept for their wool and meat)</li> <li>○ Tools for hunting.</li> <li>○ Tools for growing plants as evidence of <b>farming</b>.</li> <li>○ <b>Jewellery</b> made from animal bones.</li> </ul> <ul style="list-style-type: none"> <li>● By the end of the session, children should be able to : <ul style="list-style-type: none"> <li>○ Define prehistoric</li> <li>○ Explain some of the ways that we have evidence of prehistoric peoples.</li> <li>○ Explain how Skara Brae helps historians learn about the past.</li> </ul> </li> </ul>	
5	<p>To know the significance of the prehistoric site Stonehenge. <i>OW Stone Age (5&amp;6)</i></p>	<ul style="list-style-type: none"> <li>● Learn that by the end of the Stone Age 2,500 years ago, people began piling up huge earthen <b>mounds</b> but that historians are not sure what these were used for.</li> <li>● Learn that near to a prehistoric mound in Silbury Hill is a large circle of heavy stones, <b>Stonehenge</b>. Children look at images to find clues to determine if these stones are <b>naturally occurring</b> or do they think they were <b>man made</b> and placed there. (A perfect circle, similar shaped stones, stacked on top of each other).</li> <li>● Learn that historians are unsure what the purpose of Stonehenge is but they do know that it was built about 5,000 years ago - recap on prior learning by comparing with Skara Brae (approximately 3,000 years old)</li> <li>● Use a map of Stonehenge and artist's impression of what Stonehenge might have looked like to identify a <b>heel</b> stone, an <b>altar</b> stone and a <b>ditch</b> around the circle of stones that would indicate a path leading to Stonehenge.</li> <li>● Learn that on Midsummer's Day and Midwinter's Day the sun rises from behind the heel stone and shines directly into the centre of the arches which makes historians think that Stonehenge was a place of worship, for <b>druids</b> worshipping a Sun god.</li> <li>● Learn how Stonehenge was built over 800 years and how some of the stones were transported all the way from Wales.</li> <li>● Learn that there are other stone circles in Great Britain but how Stonehenge is the most well <b>preserved</b> example.</li> <li>● By the end of the session, children should be able to : <ul style="list-style-type: none"> <li>○ Recognise Stonehenge from images.</li> <li>○ Explain why Stonehenge is historically significant.</li> <li>○ Recount how Stonehenge might have been built.</li> </ul> </li> </ul>	<p>Mounds Stonehenge Naturally occurring Man Made Heel Altar Ditch Druids</p>
6	Synoptic Task: <i>How do we know about what life was like in the British Isles in the Stone Age?</i>		

Year 2: Summer - Ancient Egypt

***Disciplinary focus: Evidential thinking.***

***Big Question: What do we learn from evidence about life in Ancient Egypt?***

Year 2: Summer - Ancient Egypt			
<b><i>Disciplinary focus: Evidential thinking.</i></b>			
<b><i>Big Question: What do we learn from evidence about life in Ancient Egypt?</i></b>			
Less o n u n b	Learning objective	Pupils will	Vocabulary

er			
1	<p>To know how archaeologists help us understand our history.</p> <p><i>OW Ancient Egypt (1)</i></p>	<ul style="list-style-type: none"> <li>Recap on prior learning from previous unit remembering how we were able to learn so much about the Stone Age peoples of Britain even though there was nothing written down (prehistory).</li> <li>Recap on prior learning about Stonehenge to remember how we deduce that it is a <b>manmade monument</b> and not naturally occurring. Show an image of the Great Sphinx/pyramid at Giza to discern that these monuments are also manmade and therefore evidence of an <b>ancient civilisation</b>.</li> <li>Look closely at other <u>Egyptian monuments</u> (Karnak/Valley of the Kings) for clues that suggest they are manmade.</li> <li>Learn that the pyramid at Giza was built in 2500 BC which makes it over 4000 years old approximately the same age as Stonehenge. It is located on the east bank of the River Nile. Compare the heights of both monuments: Stonehenge 9m, Pyramid of Giza 146m (16 times taller). Remember how Stonehenge was built and deduce that the building of the pyramid was a colossal undertaking.</li> <li>Learn that <b>archaeologists excavate</b> the ground to find <b>remains</b> from the past.</li> <li>Learn that archaeologists excavated the ground near to the river Nile because they <b>predicted</b> that they might find more evidence of an ancient civilisation because of the many <b>ruined temples</b> (such as Karnak) and monuments that they found nearby.</li> <li>Read the story of Howard Carter and how he found the <b>tomb</b> of an Egyptian <b>ruler</b> in the <b>Valley of the Kings</b>.</li> <li>By the end of the session, pupils should be able to: <ul style="list-style-type: none"> <li>Explain what an archeologist does using correct terminology such as “excavate”, “remains” and “evidence”.</li> <li>Explain how historians find out about the past when there is no written record.</li> <li>Explain what Howard Carter found in the Valley of the Kings.</li> </ul> </li> </ul>	<p>Manmade Monument Ancient Civilisation Archaeologists Archaeologist Excavate Remains Tomb Valley of the Kings.</p>
2	<p>To know how Ancient Egyptian civilisation was structured.</p> <p><i>OW Ancient Egypt (2)</i></p>	<ul style="list-style-type: none"> <li>Recap on prior learning from the previous lesson to remember what evidence Howard Carter had found of an ancient civilisation in Egypt and what prompted archaeologists to start excavating the ground around the River Nile.</li> <li>Learn that the <b>Ancient Egyptians</b> are one of the oldest known <b>civilisations</b> in the world. Define the term. Reflect on how in Britain in 3000 BC humans were together in small groups not large groups with a ruler such as Howard Carter had discovered in Egypt.</li> <li>Learn what is meant by the <b>structure of society</b>.</li> <li>Learn how the ancient civilisation lived along the banks of the Nile in <b>Lower Egypt</b> and <b>Upper Egypt</b> which were united by a ruler known as a <b>pharaoh</b>. The river provided food, water and <b>fertile</b> land on which Egyptians were able to <b>farm</b> enough crops to feed themselves and sell to others (making them a rich civilisation).</li> <li>Learn that pharaoh created laws and determined which <b>taxes</b> should be paid by the people so that he could pay for an army to defend them.</li> <li>Learn that <b>priests</b> told the ancient Egyptians that the pharaoh was a god and had to be obeyed.</li> <li>Learn that <b>scribes</b> were important people in Egyptian society who wrote down the laws the pharaoh made for people to follow, records of what taxes needed paying and also recorded important events. Learn that scribes used <b>hieroglyphics</b> to do this. (note hieroglyphs is also covered in session 6).</li> </ul>	<p>Ancient Egyptians Civilisations Lower Egypt Upper Egypt Structure of society Pharaoh Fertile Farm Taxes Priests Scribes Hieroglyphics Slaves Hierarchy</p>

		<ul style="list-style-type: none"> <li>● Learn that most Egyptians could not read, nor write and most of them were farmers. Many rich Ancient Egyptians owned <b>slaves</b>. It was the slaves who were made to build the many huge monuments.</li> <li>● By the end of the session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Identify the pharaoh as the ruler of a united kingdom of Egypt.</li> <li>○ Explain the <u>hierarchy</u> of priests, scribes, farmers and slaves.</li> <li>○ Define the term ancient civilisation.</li> </ul> </li> </ul>	Irrigation Invented Leisure Artefacts
3	To know how Egyptians worked and played <i>OW Ancient Egypt (3)</i>	<ul style="list-style-type: none"> <li>● Recap on the previous lesson to remind how society was structured.</li> <li>● Learn about the importance of the River Nile for Ancient <u>Egyptian farming</u>.</li> <li>● Learn that there were three seasons in the Egyptian calendar: <ul style="list-style-type: none"> <li>○ <b>Akhet</b> The flooding season. Heavy summer rain in the highlands of Ethiopia caused the Nile to flood in Egypt. Fields were completely under water.</li> <li>○ <b>Peret</b> When the flooding went down, there was thick mud which was perfect for planting crops. Farmers used this season to plant grain, barley and other fruits and vegetables.</li> <li>○ <b>Shemu</b> This was the harvest, when farmers picked the food and saved seeds for next year.</li> </ul> </li> <li>● Learn that Egyptian farmers dug channels to guide water from the River Nile towards their fields. This was called basin <b>irrigation</b>.</li> <li>● Learn that they also <b>invented</b> tools like the <b>shaduf</b>. to move water onto the land.</li> <li>● Learn that farming meant the ancient Egyptian civilisation became very rich.</li> <li>● Look at <b>artefacts</b> of <u>Ancient Egyptian</u> games and jewellery to learn how Ancient Egyptians spent their <b>leisure</b> time. Understand that because not all the rules were written down, historians can only guess at how they were played.</li> <li>● By the end of the session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain why the River Nile was so important to Ancient Egypt's success</li> <li>○ Explain how the Egyptians used the Nile to help them grow crops.</li> <li>○ Say how we know the Ancient Egyptians liked to make jewellery and play games.</li> </ul> </li> </ul>	
4	To know what the Ancient Egyptians believed in <i>OW Ancient Egypt (4 &amp; 5)</i>  Focus on lesson 5 more and use reading lessons to deliver information about Egyptian deity.	<ul style="list-style-type: none"> <li>● Recap on lesson 2 how the pharaoh was revered as a living god.</li> <li>● Learn that the Ancient Egyptians <u>worshipped many deities</u> and their concept of the <b>afterlife</b> and <b>underworld</b>.</li> <li>● Examine <u>artefacts</u> of Egyptian gods and understand these are sources of information along with the writing that scribes left us.</li> <li>● Learn that the Ancient Egyptians believed that everyone had a soul called <b>ba</b> which would return to a dead body at night and so the body needed <b>preserving</b> to stop it from <b>decaying</b>.</li> <li>● Learn how the Ancient Egyptians put the bodies organs in <b>canopic jars</b>, and covered the body in <b>natron</b> to help dry it out before wrapping the body in bandages. This process is called <b>mummification</b>.</li> <li>● Learn how Ancient Egyptians decorated the <b>sarcophagus</b></li> <li>● By the end of the session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain the process of mummification</li> <li>○ Explain why Ancient Egyptians mummified their dead</li> <li>○ Give examples of evidence for historians of mummification and Egyptian deities</li> </ul> </li> </ul>	Deities Afterlife Underworld Preserving. Decaying Canopic jars Natron Mummification Sarcophagus.

5	<p>To know how the Ancient Egyptians wrote</p> <p><i>OW Ancient Egypt (6)</i></p>	<ul style="list-style-type: none"> <li>Recap that historians can learn much about a civilisation from the monuments and artefacts left behind but written records are also <b>invaluable</b>. Recap from lesson 3 how, as no written rules remain for some Ancient Egyptian games historians know that they played games but not how they were played.</li> <li>Recap on lesson 1 and what Howard Carter found in Tutankhamun's tomb and also at photos of the columns in the temple of Karnak. Look closely at the photographs to identify the <u>hieroglyphics</u>.</li> <li>Learn that these were <b>inscribed (written)</b> by scribes on the walls and then <b>carved</b> by Egyptian workers.</li> <li>Learn that scribes were <b>privileged</b> members of Egyptian society by recapping lesson 2 who went to school to learn how to scribe from the age of 12. They had to learn several hundred different symbols (<b>glyphs</b>). Only scribes, priests and pharaohs and other nobles ever learned to read hieroglyphs: most Ancient Egyptians could not read.</li> <li>Learn that hieroglyphs are written top to bottom in columns.</li> <li>Learn that names of gods or pharaohs were written in <b>cartouches</b> because they believed that this protected the being.</li> <li>Learn the story of the discovery of the <b>Rosetta Stone</b> and how this allowed historians to <b>decipher</b> Ancient Egyptian hieroglyphics.</li> <li>Learn that scribes also wrote on <b>papyrus</b> as paper was not invented.</li> <li>By the end of the session, pupils should be able to: <ul style="list-style-type: none"> <li>Identify hieroglyphs in images of Ancient Egyptian artefacts and photos.</li> <li>Understand the importance of written records.</li> <li>Explain the importance of the discovery of the Rosetta stone.</li> </ul> </li> </ul>	<p>Inscribed Carved Privileged Glyphs Cartouche Decipher Rosetta Stone Decipher Papyrus</p>
6	Synoptic Task: <i>What do we learn from evidence about life in Ancient Egypt?</i>		



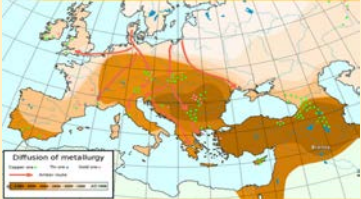
	Autumn 1	Vocabulary	Spring 1	Vocabulary	Summer 1	Vocabulary
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<p><b>Year 3</b></p>	<p><b>Bronze Age Britain and the Celts</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The timescale of human prehistory on the island of Great Britain.</li> <li>• The effect that the discovery of smelting bronze had on the people living there.</li> <li>• How iron supported a farming and warrior-based society.</li> <li>• That there was no “united kingdom” during the Iron Age.</li> <li>• That written sources may contain bias.</li> </ul> <p><i>Disciplinary Focus: Continuity and Change.</i></p> <p><i>How did life in Britain change from the Stone Age to the Iron Age?</i></p>	<ul style="list-style-type: none"> <li>• Prehistory</li> <li>• Archaeologist</li> <li>• Stone Age,</li> <li>• Iron Age,</li> <li>• Bronze Age,</li> <li>• Clans</li> <li>• Tribes</li> <li>• Change</li> <li>• Development</li> <li>• Prehistory vs history</li> <li>• Civilisation</li> <li>• Civilised/Barbarian</li> <li>• Warrior-based society</li> <li>• Evidence</li> <li>• Bias</li> </ul>	<p><b>Cradles of Civilisations</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The land between Ancient Egypt and Mesopotamia was known as the fertile crescent.</li> <li>• Civilisations in the fertile crescent were able to settle because of the surplus of goods they could produce.</li> <li>• Cradles of civilisation around the world centred around rivers.</li> <li>• Of the similarities and differences between the ancient civilisations.</li> <li>• About the art and buildings of the ancient civilisations and how historians use these to learn about the past.</li> </ul> <p><i>Disciplinary focus: Similarities and differences.</i></p> <p><i>In what ways were the cradles of civilisation similar and different?</i></p>	<ul style="list-style-type: none"> <li>• Ancient Sumer</li> <li>• Mesopotamia</li> <li>• Fertile Crescent</li> <li>• Irrigation</li> <li>• Settle</li> <li>• Surplus of goods</li> <li>• Trade</li> <li>• Cuneiform</li> <li>• Religious significance</li> <li>• Animal husbandry</li> <li>• Cloth weaving</li> <li>• Cradles of civilisation</li> <li>• Indus Valley</li> <li>• Shang</li> <li>• Artefacts</li> <li>• Evidence</li> <li>• Nomadic</li> <li>• Altar</li> <li>• Sacrifice</li> <li>• Decipher</li> <li>• Pyramid</li> <li>• Ziggurat</li> <li>• Hieroglyph</li> <li>• Cuneiform</li> <li>• King</li> <li>• Pharaoh,</li> <li>• (not) deciphered</li> <li>• Rivers</li> <li>• Farming</li> <li>• Irrigation</li> </ul>	<p><b>Ancient Greece</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Ancient Greece was a collection of disunited city-states.</li> <li>• The birth of democracy in Athens.</li> <li>• The religious beliefs of the Ancient Greeks and that it was important to please/placate Gods who meddled.</li> <li>• The architectural features of classical architecture and its influence on the modern world.</li> <li>• The Greek love of philosophy and the importance of free speech and critical thinking.</li> </ul> <p><i>Disciplinary focus: Significance</i></p> <p><i>What is the influence of Ancient Greece in the Western World?</i></p>	<ul style="list-style-type: none"> <li>• prosperity/prosperous</li> <li>• Polis Acropolis</li> <li>• Agora Gymnasium</li> <li>• Democratic</li> <li>• Conscripted</li> <li>• Taxes</li> <li>• Laws</li> <li>• Democracy</li> <li>• assembly/assemble</li> <li>• Laws</li> <li>• Citizens</li> <li>• Parliament</li> <li>• Vote</li> <li>• Shrines</li> <li>• (Im)mortal</li> <li>• Depiction</li> <li>• Zeus</li> <li>• Athena</li> <li>• Poseidon</li> <li>• Ares</li> <li>• Hera</li> <li>• Parthenon</li> <li>• Ionic</li> <li>• Doric</li> <li>• Corinth</li> <li>• Column</li> <li>• Pediment</li> <li>• Frieze</li> <li>• Dedicated</li> <li>• Classical Architecture</li> <li>• Philosophy</li> <li>• Academy</li> <li>• Lyceum</li> <li>• Socrates</li> <li>• Plato</li> <li>• Aristotle</li> <li>• Critical thinking</li> <li>• Republic</li> </ul>
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Year 3: Autumn - Bronze and Iron Ages

**Disciplinary focus: change/continuity**

**Big Question: How did life in Britain change between the Bronze Age and the Iron Age ?**

Les	Learning objective	Pupils will:	Vocabulary
1	To know the timescale of human prehistory.	<ul style="list-style-type: none"> <li>● Link to prior ‘prehistory’ learning in Year 2 “Stone Age” to understand when the Bronze and Iron Ages are, relative to the Stone Age.</li> <li>● Understand why the Ages are known as the Stone Age, Bronze Age and Iron Age.</li> <li>● Learn how archaeologists find out about the past when there is no written history.</li> <li>● By the end of this session, the children should be able to:                             <ul style="list-style-type: none"> <li>○ define ‘prehistory’</li> <li>○ Recount the names of three periods of prehistory</li> <li>○ Describe how historians have found out about the prehistoric past</li> </ul> </li> </ul>	Prehistory Archaeologist Stone Age, Iron Age, Bronze Age, Clans Tribes Change Development Prehistory vs history Civilisation Civilised/Barbarian Warrior-based society Evidence Bias
2	To know what the cause and consequence of the discovery of the smelting of Bronze was.	<ul style="list-style-type: none"> <li>● Link to prior lesson, recounting the three periods of <b>prehistory</b> (Stone Age, Bronze Age and Iron Age) and recall why the Bronze Age was called the Bronze Age.</li> <li>● Learn that copper and tin <b>ore</b> were mined in the British Isles. That they are metals, but not very strong until they are <b>smelted</b> together to make Bronze.</li> </ul>  <ul style="list-style-type: none"> <li>● Once the peoples of Bronze Age Britain had learnt to smelt Bronze they were able to make strong tools for farming, and making jewellery as well as weapons for fighting!</li> <li>● By the end of this session children should be able to:                             <ul style="list-style-type: none"> <li>○ Explain how Bronze was made.</li> <li>○ Explain the effect that this <b>development</b> had on the lives of the people living in the British Isles at the time.</li> <li>○ Explain how historians know.</li> </ul> </li> </ul>	Evidence Bias
3	To understand how people used Iron in the Iron Age (Warrior / Hill forts / weaponry	<ul style="list-style-type: none"> <li>● Link to prior lesson, remembering how Bronze was made and how it caused change to the lives of the peoples of the British Isles. Explain that the discovery of iron would have a similar effect. Children recount how Bronze was made.</li> <li>● Teacher introduces how iron is made from a different ore (a more common ore) How it requires higher temperatures and harder hammering.</li> <li>● Learn that knowledge of the process of creating iron began in Turkey 1250 BCE from the Hittites <b>civilisation</b> (Modern day Turkey) eventually reaching the British Isles by 750 BCE. Children consider how this knowledge reached the British Isles (2,700 miles away) and why it took 500 years using the following prompts: What methods of communication were there? Word of mouth (Archaeologists have no written evidence we</li> </ul>	

		<p>are in <b>prehistory</b>)</p> <p>Why might one civilisation want to keep the process a secret? (advantage in trade and warfare).</p> <ul style="list-style-type: none"> <li>● Children learn about how we know about Iron Age Forts (earthenworks)</li> <li>● Learn that Celtic peoples were a warrior-based society that lived in clans - there was no 'United Kingdom'</li> <li>● Learn that different clans belonged to tribes which would war and trade with each other (needed to defend themselves from other tribes due to pressure of needing land to farm).</li> <li>● Children look at examples of iron age weaponry/armour.</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain why iron was preferred to bronze.</li> <li>○ Explain why we cannot describe Britain as a "United Kingdom".</li> <li>○ Explain how historians know these Iron Age forts existed.</li> </ul> </li> </ul>	
4	To understand how people used Iron in the Iron Age (Settlements/farmer art and culture)	<ul style="list-style-type: none"> <li>● Link to previous session, children recount how people in Britain lived in different tribes which warred and traded with each other.</li> <li>● Learn about the key features of the Celtic religion and its importance on how they viewed farming and settlement life.</li> <li>● Learn that Celtic peoples kept animals for food and for clothes.</li> <li>● Learn that settlements were by today's standards small and rural and how houses were constructed.</li> <li>● Learn how historians have used evidence to find out about Celtic life.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain what is meant by a warrior-based society.</li> <li>○ Detail some aspects of Iron-Age Celtic living (farming, religion, settlements, war and trade)</li> <li>○ Explain how historians have found out about Iron Age ways of living.</li> </ul> </li> </ul>	
5	To understand that written historical sources may be biased and therefore inaccurate.	<ul style="list-style-type: none"> <li>● Link to prior lesson. Children recount what they have learned about Iron Age celts so far.</li> <li>● Learn that what we know about Celtic life comes from archaeological evidence but we also have some written evidence. Therefore we are moving from <b>prehistory</b> to <b>history</b>.</li> <li>● Consider the <b>bias</b> that may inform our judgements of this written evidence i.e. that the Romans considered that the Celts were <b>barbarians</b> as they wanted to be viewed as the <b>civilised</b> people invading Britain.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain the difference between prehistory and history.</li> <li>○ Explain what bias means.</li> <li>○ Explain why some historical sources may not be accurate.</li> </ul> </li> </ul>	
6	Synoptic Task Assessment: <i>How did life change on the island of Great Britain between the Stone Age and the Bronze Age?</i>		

Year 3: Spring - Cradles of Civilisation

**Disciplinary focus: similarity and difference.**

**Big Question: In what ways were the cradles of civilisation similar and different?**

Lesson	Learning objective	Pupils will:	Vocabulary
1	To know that between Ancient Egypt and Mesopotamia was known as the fertile crescent. <i>OW Cradles of Civilisation (1)</i>	<ul style="list-style-type: none"> <li>● Link to learning in Year 2 about Ancient Egypt and how the river Nile kept the lands fertile.</li> <li>● Locate the region of Mesopotamia and understand its meaning as “between rivers”. Understand that the civilisation of the Ancient Sumer benefited from the rich soils around the Tigris and Euphrates rivers.</li> <li>● Learn that the area between the civilisations of Ancient Egypt and Ancient Sumer was known as the ‘fertile crescent’.</li> <li>● Learn that <b>archaeologists</b> discovered the first evidence of human writing (on clay tablets) in Mesopotamia.</li> <li>● Learn that the Ancient Sumer had learned to use the river to take water to their farmlands (<b>irrigation</b>) which meant they could grow an abundance of crops and so remain/<b>settle</b> in one place instead of moving around and hunting and gathering food.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain where in the world the fertile crescent is.</li> <li>○ Explain why it is called the fertile crescent and the meaning of “Mesopotamia”</li> <li>○ Know that ancient civilisations were found living in the fertile crescent.</li> </ul> </li> </ul>	Ancient Sumer Mesopotamia Fertile Crescent Irrigation settle
2	To know that civilisations in the fertile crescent were able to settle because of the surplus of goods they produced. <i>OW Cradles of Civilisation (2)</i>	<ul style="list-style-type: none"> <li>● Link to Stone Age unit in Year 2. Remember how during the Stone Age (3000BC), people in Britain were living a hunter gatherer existence and compare this to what we know of how the Ancient Sumer civilisation were farming in communities in the fertile valley. There was no evidence of “writing” in Britain during this time, but archaeologists have found evidence of writing on clay tablets in Mesopotamia.</li> <li>● Use images from the Standard of Ur as a source of evidence to establish cloth weaving, animal husbandry and farming crops were activities of the time. (Available in the British Museum)</li> <li>● Learn that growing crops and producing goods in the fertile valley meant that the Sumer had a <b>surplus of goods</b> which they could <b>trade</b> with the people around them. This in turn led to the <b>Cuneiform</b> writing as a way of recording what had been grown and sold.</li> <li>● Learn that Ziggurats were built in Ancient Sumer and compare this to the small homesteads and stone circles achieved by the Stone Age civilisations on the island of Great Britain. Understand that Ziggurats had <b>religious significance</b> that allowed the kings and priests to be closer to their gods.</li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Explain why the Ancient Sumer did not need to be nomadic because of the success of their farming.</li> <li>○ Explain what is meant by a surplus.</li> <li>○ Explain what evidence has been found to show that the Ancient Sumer settled in Mesopotamia.</li> </ul> </li> </ul>	Surplus of goods Trade Cuneiform Religious significance Animal husbandry Cloth weaving
3	To know that cradles of civilisations across the world centred	<ul style="list-style-type: none"> <li>● Link to previous lessons on <b>cradles of civilisation</b> and Ancient Egypt to consider what evidence have historians found that ancient civilisations existed by the Rivers Nile, Tigris and Euphrates. .</li> <li>● Learn that early civilisations settled by rivers and that there are other examples across the world including the <b>Indus Valley</b> and the Yellow River in China (<b>Shang</b>).</li> <li>● Remember that the fertile land provided for farming that produced surpluses of food and other goods which</li> </ul>	Cradles of civilisation Indus Valley Shang Artefacts Evidence

	<p>around rivers. <i>OW Cradles of Civilisation (4)</i></p>	<p>meant they could be traded and that the people no longer needed to be <b>nomadic</b>.</p> <ul style="list-style-type: none"> <li>● Define the term “Cradle of Civilisation”.</li> <li>● Learn that the ancient civilizations were smelting copper and tin to make bronze long before the Celts of Great Britain and consider why this was the case (willingness and ability to communicate).</li> <li>● Examine evidence for the existence of these cradles of civilisation across the world (writing, art, <b>artefacts</b>) <ul style="list-style-type: none"> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Name some of the ancient civilisations of the world.</li> <li>○ Identify that they all appeared near rivers which aided farming.</li> <li>○ Identify that these civilisations were creating buildings and artefacts that were larger and using more advanced techniques than those being made on the island of Britain.</li> </ul> </li> </ul> </li> </ul>	<p>Nomadic</p>
<p>4</p>	<p>To know similarities and differences between cradles of civilisations across the world. <i>OW Cradles of Civilisation (5)</i></p> <p>+</p> <p><i>OW Indus Valley booklet page 7</i></p>	<ul style="list-style-type: none"> <li>● Link to lesson 2 to remind that there is evidence to support the Ancient Sumer built large ziggurats for the king, cuneiform writing to record trade of their surplus goods and that they used irrigation of the rivers to ensure farming could be successful and so no longer be nomadic.</li> <li>● Remember that there is evidence for other “cradles of civilisation” across the world and learn that there is evidence for ancient civilisations in Meso and Andean Americas. (Buildings, Artefacts, Writing)</li> <li>● Learn that all of these cradles of civilisations made <b>sacrifices</b> to their gods.</li> <li>● Learn that all of these cradles of civilisations have evidence of writing but not all (e.g. Indus valley) can be <b>deciphered</b> (Cuneiform, Hieroglyphs, Shang have been) <i>See Indus Valley booklet page 7.</i></li> <li>● Compare the similarities and differences between these civilisations using language such as: <b>pyramid, ziggurat, hieroglyph, cuneiform, king, pharaoh, (not) deciphered, rivers, farming, irrigation, fertile, crescent, names of continents.</b></li> <li>● By the end of this session children should be able to: <ul style="list-style-type: none"> <li>○ Use the correct terminology when comparing ancient civilisations’ buildings, hierarchy and society.</li> <li>○ Explain some ways that these civilisations were similar.</li> <li>○ Explain some ways that these civilisations were different.</li> </ul> </li> </ul> <div data-bbox="1420 584 1760 1046" data-label="Image"> <p>But the Indus Valley was very different from ancient Egypt and Mesopotamia! The Indus Valley civilisation is full of puzzles.</p> <p>The ancient Egyptians wrote in cuneiform on clay tablets.</p> <p>Do you remember the pyramids in Egypt and the ziggurats in Sumer? There are no big monuments like these in the Indus Valley. Do you remember how much the Egyptians and the Sumerians wrote? We know their stories. We know what they believed. We know the names they gave their gods and goddesses. We even know their rulers' names!</p> <p>In the Indus Valley, archaeologists have found over 400 symbols that might be writing. But no one has worked out what the symbols mean! The symbols are on seals. These are images stamped onto clay. Look at these seals. Do you think that the symbols could be writing?</p> </div>	<p>Altar Sacrifice Decipher Pyramid, Ziggurat</p> <p>hieroglyph, cuneiform, king, pharaoh, (not) deciphered, rivers, farming, irrigation, fertile, fertile crescent, names of continents.</p>
<p>5</p>	<p>To compare the art of different ancient civilisations <i>OW Cradles of Civilisation (6)</i></p> <p>+ <i>Indus Valley Booklet page 1,21,22 and 26</i></p>	<ul style="list-style-type: none"> <li>● Reflect on their learning in the topic to date and use vocabulary banks to talk about what they now know about ancient civilisations.</li> <li>● Examine Cuneiform, Indus Valley and Hieroglyph to discern that they all make use of symbols and pictures.</li> <li>● Examine Bronze ram head from Ancient Sumer and remember that bronze is a mixture of tin and copper not yet known in Britain. Learn that also Shang and Indus valley artefacts reveal sculptures in bronze.</li> <li>● Examine that the ancient civilisations made sculptures in clay and that the sculpture of an ox and cart and also that of a ship (toy) revealed that Indus civilisation travelled.</li> <li>● Examine the Dancing Girl (<i>See Indus Valley Booklet page 3 and page 8</i>) made of Bronze closely to ascertain what it tells us about Indus art and culture (love of</li> </ul> <div data-bbox="1514 1129 1783 1495" data-label="Image"> <p>1. The dancing girl</p> <p>Look at this statue of a young girl. What do you think she is doing?</p> <p>Her right arm rests on her hip. With her left leg, she is stepping forwards. She seems to be dancing! Look at her face. She seems confident and happy. Historians call her 'the dancing girl'.</p> <p>The dancing girl is wearing a necklace with three large beads. Her long hair is gathered in a loose bun. On her arms she wears lots of bangles.</p> <p>Can you count the bangles on her left arm?</p> <p>When archaeologists found this statue, they were delighted. This bronze statue of a dancing girl gave them clues about an ancient civilisation. The statue is four thousand years old!</p> </div>	<p>Sculpture</p>

		music, jewellery) when combined with other artefacts found such as clay whistle, images of a harp and jewellery. Using pages 21,22 and 26 of the Indus Valley book to support, establish how historians have been able to prove that Mesopotamia and Indus valley civilisations traded (via a sea route).	
	Synoptic Task: <i>In what ways were the cradles of civilisation similar and different?</i>		










Year 3: Summer - Ancient Greece

**Disciplinary focus: significance**

**Big Question: *What is the influence of Ancient Greece in the Western World?***

Les s c r	Learning Objective	Pupils will:	
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1	<p>To know that Ancient Greece began as a collection of separate polises.</p> <p><i>OW Persia &amp; Greece (3)</i></p>	<ul style="list-style-type: none"> <li>● Learn that in 800BC Greece was not a unified nation but a collection of city states, <b>polis</b> (Athens, Sparta, Corinth) that raised their own <b>taxes</b>, decided their own <b>laws</b> and were competing against each other to be the most <b>prosperous</b> city state. These disputes eventually led to a Peloponnesian War.</li> <li>● Learn that they also had several features in common such as temples <b>acropolis</b>, a common religion, a common language (Greek), similar buildings: market places, <b>agora</b>, <b>gymnasium</b>, theatre.</li> <li>● Use a case study of growing up in Sparta to better understand life at this time and consider why Sparta felt it necessary to raise <b>warriors</b>.</li> <li>● Learn that an attack from the Persian Empire in the East forced the city states to work together to defend each other.</li> <li>● Compare the similarities and differences between Sparta and another Greek polis (Athens): <ul style="list-style-type: none"> <li>○ Athens allowed a group of rich men to make the law; Sparta allowed a single king to do this.</li> <li>○ Men in Athens volunteered to join the army, in Sparta they were <b>conscripted</b>.</li> </ul> </li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that Greece was a collection of separate city states (polises)</li> <li>○ Explain some of the common features of these city states.</li> <li>○ Explain the differences between some of these city states.</li> </ul> </li> </ul>	<p>prosperity/prosperous Polis Acropolis Agora Gymnasium Warrior Democratic Conscripted Taxes Laws</p>
2	<p>To know that democracy was born in Athens.</p> <p><i>OW Ancient Greece (1)</i></p>	<ul style="list-style-type: none"> <li>● Link to the previous lesson by remembering the different approach to deciding laws that Athens and Sparta had. Link also to Year 2 'Change Makers of the World' to remember how the British democratic system works.</li> <li>● Learn that an Athenian called Cleisthenes had an idea for people (Demos) power (Kratos). Each year 500 people would <b>assemble</b> to choose new <b>laws</b>, which then all <b>citizens</b> would vote on them.</li> <li>● Children consider how laws in <b>democratic</b> countries like the United Kingdom are made today. In France they still call their institution <b>Assemblée</b>. In Britain we call our assembly a <b>parliament</b> (a place to talk).</li> <li>● Learn that Athens defined citizens as free men and learn to judge this through a historical perspective to compare this sharing of power to other Greek City States. Learn how this is different to our notion of democracy today where age (not sex) is the only barrier to voting.</li> <li>● Learn that Athens grew prosperous and powerful and consider how the Spartans and other city-states might react to this.</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that democracy means "people power"</li> <li>○ Explain that the idea for Democracy began in the Greek city state of Athens.</li> <li>○ Explain how the United Kingdom or other countries are founded on democratic principles.</li> </ul> </li> </ul>	<p>Democracy assembly/assemble Laws Citizens Parliament vote</p>
3	<p>To know the religious beliefs of the Greeks and how this affected daily life.</p> <p><i>OW Persia and Greece(4)</i></p>	<ul style="list-style-type: none"> <li>● Link to lesson 1 and remember that Greek city states shared common religious beliefs and that they each built temples (acropolis).</li> <li>● Learn that Greek Gods had stories that provided entertainment and instruction for the Greek people and that these stories continue to this day (most notably in the form of superheroes).</li> <li>● Learn that it was important to please the Gods with <b>shrines</b> as they could hurt, punish, reward or help humans. Consider how the Greeks believed that the Gods interfered in the lives of <b>mortals</b> unlike the theological thinking of modern Christianity. This was important as Greek City states could believe that one or other Gods may support one city-state over another.</li> <li>● Through Ancient Greek statues and pottery, children learn the depiction of Zeus and that he was regarded as the king of the Gods.</li> </ul>	<p>Shrines (Im)mortal Depiction Zeus Athena Poseidon Ares Hera</p>

		<ul style="list-style-type: none"> <li>● Learn the significance of Mount Olympus as the home of the Gods.</li> <li>● Learn about the key features and <b>depictions</b> of other Greek Gods: Poseidon, Ares, Hera, Athena</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that Greeks worshipped many different Gods.</li> <li>○ Explain that the Greek gods interfered in the lives of mortals and so needed to be pleased.</li> <li>○ Identify features/names of some Greek Gods.</li> </ul> </li> </ul>				
4	<p>To know that the architecture of Ancient Greece has influenced buildings across modern Europe.</p> <p><i>OW Ancient Greece (3)</i></p>	<ul style="list-style-type: none"> <li>● Link to Lessons 1 and 2 to remember that Greek city-states were in competition with each other to become the most powerful and prosperous.</li> <li>● Using the destruction and rebuilding of the Parthenon as a case study, learn about the importance of careful planning and architectural skills of the Ancient Greeks.</li> <li>● Learn that there are three types of Ancient Greek columns and identify their features (Ionic, Doric and Corinth)</li> </ul> <div data-bbox="555 517 1167 839" style="text-align: center;"> <table border="0"> <tr> <td style="width: 33%; text-align: center;"> <p>1.</p> <p>These columns are simple, thick and plain at the top.</p>  <p>These are Doric columns.</p> </td> <td style="width: 33%; text-align: center;"> <p>2.</p> <p>These columns are decorated with scrolls on either side of the top.</p>  <p>These are Ionic columns.</p> </td> <td style="width: 33%; text-align: center;"> <p>3.</p> <p>These columns are the most decorative of all and have scrolls and leaves.</p>  <p>These are Corinthian columns.</p> </td> </tr> </table> </div> <ul style="list-style-type: none"> <li>● Learn the terms <b>pediment</b> and <b>frieze</b> and using images of Greek architecture identify these.</li> <li>● Learn how the frieze, pediment or statues inside of the buildings help historians learn who the temple was <b>dedicated</b> to.</li> <li>● View images of buildings in modern Britain and around the world (Bank of England, British Museum, US Senate etc.) and identify these features of "<b>classical architecture</b>".</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Explain that Greek architecture featured many columns!</li> <li>○ Identify some of the architectural features of a Greek Temple</li> <li>○ Explain that Greek architecture has influenced modern architecture and demonstrate with examples.</li> </ul> </li> </ul>	<p>1.</p> <p>These columns are simple, thick and plain at the top.</p>  <p>These are Doric columns.</p>	<p>2.</p> <p>These columns are decorated with scrolls on either side of the top.</p>  <p>These are Ionic columns.</p>	<p>3.</p> <p>These columns are the most decorative of all and have scrolls and leaves.</p>  <p>These are Corinthian columns.</p>	<p>Parthenon Ionic Doric Corinth Column Pediment Frieze Dedicated Classical Architecture</p>
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5	<p>To know that the Greeks valued wisdom.</p> <p><i>OW Ancient Greece (6)</i></p>	<ul style="list-style-type: none"> <li>● Learn that the Ancient Greek word Philosophy means love of wisdom and that the Greeks explored ideas particularly with regards to maths, architecture and how to rule a country.</li> <li>● Explore philosophers' ideas about how to run a country effectively and link to lesson 2 on democracy.</li> <li>● Explore some of the philosopher's key discoveries in mathematics.</li> <li>● Learn about Socrates, Plato and Aristotle and the establishment of the academy.</li> <li>● Learn that sometimes their ideas were regarded as dangerous because they challenged the Gods and resulted in Socrates' death</li> <li>● Learn that the philosophers did not always agree with each other and that this encouraged <b>critical thinking</b>. Learn that it is important to be given a space to explore different ideas openly and that it is okay to disagree.</li> <li>● By the end of the session, children should be able to:</li> </ul>	<p>Philosophy Academy Lyceum Socrates Plato Aristotle Critical thinking Republic</p>			

		<ul style="list-style-type: none"> <li>o Identify the names of some famous Ancient Greek philosophers.</li> <li>o Know that free thinking led to Socrates' death because it challenged the Gods.</li> <li>o Explain that teachers and pupils did not always agree but that having a space to discuss ideas is important.</li> </ul>	
6	Synoptic Tasks: What is the influence of Ancient Greece in the Western World?		

*N.B. This unit revises and combines the Opening Worlds: 'Persia & Greece' and 'Ancient Greece' units to focus more on the legacy of Ancient Greek ideas on the modern world (as per the National Curriculum) and to remove much reference to the Peloponnese wars and the struggle with the Persian Empire - where there is additional space in the timetable, teachers may wish to bring these aspects back in at their discretion.*

	Autumn 1	Vocabulary	Spring 1	Vocabulary	Summer 1	Vocabulary
Year 4	<p><b>Roman Britain</b> Children will learn:</p> <ul style="list-style-type: none"> <li>● How Roman military tactics and organisation helped them to maintain their empire over a large area.</li> <li>● When the Romans began their invasion of Britannia.</li> <li>● Some Celtic tribes welcomed Roman rule and others resisted.</li> <li>● Significant leaders and their role in the battle for Britannia such as Boudicca, Claudius and Septimus Severus</li> <li>● What a typical Roman town in Britannia looked like.</li> <li>● That our understanding of Roman Britain is shaped by a range of sources.</li> </ul> <p><i>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<ul style="list-style-type: none"> <li>● Empire</li> <li>● Frontier</li> <li>● Province</li> <li>● Governor</li> <li>● Military tactic</li> <li>● Centurion</li> <li>● Legion</li> <li>● Forts</li> <li>● Rebels/Rebellion</li> <li>● Gaul</li> <li>● Breastplates</li> <li>● Britannia</li> <li>● veni, vedi, vici</li> <li>● invasion</li> <li>● Celtic tribes</li> <li>● Repulsed</li> <li>● Gaul</li> <li>● chieftain</li> <li>● ambushed</li> <li>● forces</li> <li>● placed in chains</li> <li>● heavy taxes</li> <li>● stationed</li> <li>● revolt/rebel</li> <li>● Icenii</li> <li>● raised an army</li> <li>● razed the ground</li> <li>● increased in number</li> <li>● Aquae Sulis</li> <li>● fortune</li> <li>● strigil</li> <li>● hypocaust</li> <li>● furnaces</li> <li>● palestra</li> <li>● branched off</li> <li>● aqueducts</li> <li>● forum</li> <li>● basilica</li> <li>● theatre</li> <li>● temple</li> <li>● frontier</li> <li>● Height of</li> <li>● Vindolanda</li> <li>● wooden tablets</li> <li>● Hadrian's Wall</li> </ul>	<p><b>HMT Windrush</b> Children will learn:</p> <ul style="list-style-type: none"> <li>● That Britain once had an empire that spanned the globe.</li> <li>● After World War II, Britain needed its infrastructure rebuilding and repopulated but had a shortage of working-age people.</li> <li>● The reasons why people from British colonies were willing to migrate to Britain after 1945.</li> <li>● How local communities changed as a result of migration.</li> <li>● Through case studies of the Notting Hill Race Riots and the Bristol Bus Boycott, how Britains' race relations were challenged.</li> <li>● To analyse and record how Britain has changed since 1945.</li> </ul> <p><i>Disciplinary focus: change and continuity How has Britain changed since the arrival of HMT Windrush in 1948?</i></p>	<ul style="list-style-type: none"> <li>● Empire</li> <li>● Colony/colonised</li> <li>● Infrastructure</li> <li>● Institution</li> <li>● Emigration</li> <li>● "Mother country"</li> <li>● Infrastructure</li> <li>● Institution</li> <li>● Migrate/Migrant</li> <li>● Act (law)</li> <li>● Landmark Event</li> <li>● Immigrate</li> <li>● Generation</li> <li>● Riots</li> <li>● Civil unrest</li> <li>● Independence</li> <li>● Poverty</li> <li>● British Culture</li> <li>● Boycott</li> <li>● 'Colour bar'</li> <li>● 'Race relations'</li> </ul>	<p><b>Arabia and early Islam:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>● About the establishment of the Byzantine Empire, in the east of the Roman Empire.</li> <li>● Arabia at this time was a land of disunified tribes and Bedouin nomads.</li> <li>● The commercial and religious significance of the city of Makkah to the pagan tribes of Arabia.</li> <li>● The significance of Muhammad and the challenge that his Islamic faith presented to the Quraysh tribes and the subsequent unification of Arab tribes under Islamic faith.</li> </ul> <p><i>Disciplinary focus: significance What change did Muhammad bring about in Arabia?</i></p>	<ul style="list-style-type: none"> <li>● Height (of the Roman Empire)</li> <li>● Decline &amp; Fall (of the Roman Empire)</li> <li>● Dominated</li> <li>● Byzantine Empire</li> <li>● Pilgrimage</li> <li>● Pagan</li> <li>● Shrine</li> <li>● Idol</li> <li>● Kabba</li> <li>● Bedouin</li> <li>● Nomad</li> <li>● Clan</li> <li>● Tribe</li> <li>● Quraysh Tribe</li> <li>● Frontier</li> <li>● Merchant</li> <li>● Nomad</li> <li>● Bedouin</li> <li>● (Blood) Feud</li> <li>● Caravan Trade</li> <li>● Hanifs</li> <li>● Pastoral</li> <li>● Reared</li> <li>● Oases</li> <li>● Site of significance</li> <li>● Turning Point</li> <li>● Existing Order/Status Quo</li> <li>● Followers</li> <li>● Bounty</li> <li>● Negotiated a truce</li> <li>● Dispute</li> <li>● Caliphs</li> <li>● Factors</li> <li>● Muster soldiers</li> <li>● War machines</li> <li>● Exhausted (in the sense of money and supplies)</li> <li>● Zeal</li> <li>● Taxes</li> <li>● Conquerors</li> <li>● Liberators</li> <li>● Tolerant</li> <li>● Spoils of war (Booty take captives)</li> <li>● cavalry</li> </ul>

**Disciplinary Focus: Evidential Thinking**

**Big Question: What have historians been able to find out about the Romans in Britain from sources?**

Lesson	Learning objective	Pupils will:	Vocabulary
1	<p>Understand why the Roman Army was able to establish such a wide empire through military might.</p> <p><i>OW The Roman Empire (1)</i></p>	<ul style="list-style-type: none"> <li>● Link to Bronze Age unit to consider what we know life in Britain was like before the Romans arrived.</li> <li>● Use maps to demonstrate the growth of the Roman <b>Empire</b> since its founding in 753 BC to 55BC (prior to the invasion of Britannia). This map will label provinces according to how the Romans knew them (e.g. Gaul) and children will match these areas to their modern day equivalents.</li> <li>● Learn that the edge of the Empire is known as its <b>Frontier</b>.</li> <li>● Learn that the Romans took command of each area, labelling them <b>provinces</b> and appointing a <b>governor</b> to them.</li> <li>● Learn that the Romans were able to do this because of their <b>military tactics</b> and organisation, including the terms <b>centurion</b> and <b>legion</b>.</li> <li>● Learn that Roman soldiers remained in provinces and built <b>forts</b> to quell any <b>rebels/rebellion</b>.</li> <li>● By the end of this session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain that the Romans started their Empire from the city of Rome.</li> <li>○ Explain that the Empire spread from Rome in all directions with a frontier in Gaul .</li> <li>○ Explain why the Romans were able to maintain control of such a large area.</li> </ul> </li> </ul>	<p>Empire Frontier Province Governor Military tactic Centurion Legion Forts Rebels Rebellion Gaul Breastplates</p>
2	<p>To know when the Roman Empire began the conquering of Britain.</p> <p><i>OW The Roman Britain (1)</i></p>	<ul style="list-style-type: none"> <li>● Link to the previous lesson to consider why the Romans would have felt they could conquer Britannia (military successes so far, organisation of the military).</li> <li>● Use maps to review the extent of the Roman Empire in 55BC.</li> <li>● Learn that the island of Great Britain labelled Britannia by the Romans lay outside of the Roman Empire in 55 BC.</li> <li>● Remember that there was no “King of Britain” as Celtic tribes were not united and were often at with each other. Children to consider whether Caesar would have found this an advantage or disadvantage to his decision to conquer Britain.</li> <li>● Learn that the Roman Empire (under Julius Caesar) attempted twice to conquer Britannia in 55 and 54 BC (first with two and then with four legions) but repulsed by the people living on the island.</li> <li>● Learn that in 43AD the emperor Claudius began a third invasion of Britannia to prove that he could be a great emperor, to extend the Pax Romana and also to gather the resources from the isles) which finally established the Roman Empire in Britain.</li> <li>● Draw a map that demonstrates, (using arrows, dates, Emperor names and the place names Britannia, Gaul) the three invasion attempts on the isle of Britannia.</li> </ul> <div data-bbox="1093 1043 1599 1318" data-label="Image"> </div>	<p>Britannia veni, vedi, vici invasion Celtic tribes Claudius Repulsed Gaul</p> <p>the war Julius Caesar) 54 BC was third</p>

		<ul style="list-style-type: none"> <li>● By the end of this session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain that Britannia was invaded successfully by the Romans (in 43AD)</li> <li>○ Explain that there was no single “British” army to defend Britannia.</li> <li>○ Give a reason why the Romans wanted to invade Britannia</li> </ul> </li> </ul>	
3	<p>To know that some Celtic tribes accepted Roman rulership and chose not to fight.</p> <p><i>OW Roman Britain (2)</i></p> <p><i>OW Roman Britain (3)</i></p>	<ul style="list-style-type: none"> <li>● Link to the Bronze Age topic to remember that the Celts of Britannia were a warrior-based society that had disputes with each other.</li> <li>● Use a map to see that when the Romans visited Britannia they found an island filled with many different tribes.</li> <li>● Listen to the story of Caratacus, identifying/plotting his tribe (Catuvellauni) on the map and his retreat to the Silures (south Wales) and subsequently north Wales and then Brigantes. Labels on the map should include the vocabulary “retreat” and “ambush “ at the relevant points. Using the crossed swords symbol for the battles at the Thames/Medway and in the ambushes in Silures should be used.</li> <li>● Children compare images of a Roman Soldier with a Catevellauni tribesman to ascertain the body armour and weapons used. Children consider what this suggests about the two forces:</li> </ul> <div data-bbox="555 612 1646 890" data-label="Image"> </div> <ul style="list-style-type: none"> <li>● Children learn the difference between raise and army and raze to the ground (using hand gestures).</li> <li>● Children learn that the Romans established a capital city not in London but in Colchester (called Camulodunum).</li> <li>● Children learn that some tribes revolted/rebelled against Roman rule. Boudicca managed to raise an army of 30,000 warriors (Iceni tribe) she razed the capital city of Colchester (Camulodunum) and the city of Londinium before being captured and defeated by the Romans on Watling street.</li> <li>● Children should answer the question: Why did some Celtic tribes decide to accept the Romans as their new rulers? Answers should refer to the better armour, larger numbers of Romans, disunity amongst the tribes in their answers.</li> <li>● By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain that the people of Britannia were not a unified nation.</li> <li>○ Explain why some Celts welcomed Roman rule.</li> <li>○ Explain why some Celts rebelled against Roman rule</li> </ul> </li> </ul>	<p>chieftain ambushed forces placed in chains heavy taxes revenge capital city stationed revolt/rebel Iceni raised an army razed the ground increased in number heavily outnumbered without delay showed no mercy</p>
4	<p>To know what a typical Roman town</p>	<ul style="list-style-type: none"> <li>● Link to Topic of Cradles of Civilisation and Ancient Greece to remember how historians were able to piece together details of settlements. Also to remember the features of Ancient Greek towns.</li> </ul>	<p>Aquae Sulis spring fortune strigil</p>

	<p>in Britain was like</p> <p><i>OW Roman Britain (4)</i></p>	<ul style="list-style-type: none"> <li>• Children use the town of Aquae Sulis as an example of a Roman town, learning about bathhouses &amp; Palestra, forum, basilica, aqueducts and how the streets were planned out. Children consider why there might have been more than one bath house.</li> <li>• Children create a plan of their own prototype Roman village, based on this example.</li> <li>• Children could use cutouts of various buildings and correctly place them in their Roman town (some red herrings such as Greek Acropolis, Mosques, Car parks could be added to the selection for the children to sift out before adding to their own plans.</li> <li>• If time, children could model the village using cardboard or other suitable materials.</li> <li>• By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain that a Roman town was well organised and planned.</li> <li>○ Give examples of the types of buildings that Romans built in Britannia.</li> <li>○ Explain how historians know these buildings existed.</li> </ul> </li> </ul>	<p>hypocaust</p> <p>furnaces</p> <p>palestra</p> <p>intersecting branched off grid</p> <p>aqueducts</p> <p>forum</p> <p>basilica</p> <p>theatre</p> <p>temple</p>
5	<p>To learn that Britannia was at the very edge of the Roman Empire.</p> <p><i>OW Roman Britain (5)</i></p>	<ul style="list-style-type: none"> <li>• Link to lesson 1 to review the geographical extent of the Roman empire both prior to and after the invasion of Britannia.</li> <li>• Children learn about the building of Hadrian's Wall and using maps of Europe and of Britain explore the extent and frontiers of the Roman Empire at its height.</li> <li>• Children learn about what was on the other side of the Roman wall.</li> <li>• Children make links to their geography work to consider the different climate and weather the soldiers stationed/born in the mediterranean and Egypt would have experienced compared to those stationed in northern Britain. Children make links to what they have learned about life in a Roman town and suggest some of the pastimes that the soldiers stationed at Vindolanda might miss about home.</li> <li>• Children write letters home to their families explaining what life is like as a Roman soldier in fort Vindolanda. The paper they write on should be made to look like wood.</li> <li>• By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ Explain that Britain was at the furthest reaches of the Roman Empire.</li> <li>○ Explain the purpose of building Hadrian's Wall.</li> <li>○ Explain how we know what life was like being posted to the edge of the Empire.</li> </ul> </li> </ul>	<p>frontier height</p> <p>Hadrian approaching</p> <p>Vindolanda</p> <p>wooden tablets</p> <p>Hadrian's Wall</p>
6	<p>To know a range of sources of evidence that help us learn about Roman Britain.</p> <p><i>OW Roman Britain (6)</i></p>	<ul style="list-style-type: none"> <li>• Link back to the ancient Egypt topic in Year 2 to remember how historians can find out about the civilizations of the past through sources.</li> <li>• Children revise their understanding of how we use sources and artefacts to learn about the past using examples such as remains of Roman Bath houses, coins, statues and forts.</li> <li>• Children follow a historian's view of African soldiers that were stationed in a garrison in Hadrian's wall.</li> <li>• Using examples of sources (props or images of primary sources). Including some red herrings (e.g. plastic children's toy, a coin from the 20th century). The children make suggestions as to which sources reveal that Romans were in Britain and what these sources suggest e.g. Hadrian's Wall. Roman Coins with Emperors' names on them, Bath house ruins, Mosaic floors revealing Romans of Africans of Roman descent, a list of visitors to a garrison, etc.</li> <li>• By the end of this session the children should be able to: <ul style="list-style-type: none"> <li>○ List some of sources historians have about life in Roman Britain.</li> <li>○ Use the resources to draw information in Roman Britain.</li> </ul> </li> </ul>	<p>garrison</p>
<p>Synoptic Task: What have historians been able to find out about Roman Britain from sources?</p>			

Year 4: Spring - HMT Empire Windrush

**Disciplinary Focus: Continuity and Change-**

**Big Question: How was Britain changed by the arrival of HMT Empire Windrush?**

Les	Learning objective	Pupils will:	Vocabulary
1	To know that Britain once had an Empire that spanned the globe.	<ul style="list-style-type: none"> <li>● Link to the prior unit of work on the Romans to revise the term <b>empire</b>.</li> <li>● Through maps and timelines, learn that in the 16th, 17th and 18th centuries the United Kingdom colonised many countries around the world “discovering” new countries and using its armed forces to keep control of the native populations.</li> <li>● Many people born in Britain <b>emigrated</b> to these countries to establish new settlements and seek employment (as slavers, miners, prospectors). This resulted in the spread of the English language across the world. Children make links to countries around the world that share English as a first language and draw similarities with how the Romans used Latin as their shared language across their empire.</li> <li>● Using maps and timelines to learn that many European countries competed with each other to colonise many parts of the world since the sixteenth century resulting in many wars.</li> <li>● Consider why these countries sought colonies and were willing to go to war over them.</li> <li>● Learn that colonies were required to fight on behalf of the “mother country” in these wars, resulting in “World Wars” such as World War I and World War II.</li> <li>● By the end of this session pupils should be able to:               <ul style="list-style-type: none"> <li>○ Explain what is meant by the term Empire and Colony(ies)</li> <li>○ Identify examples of former British colonies.</li> <li>○ Explain why many countries around the world have English as a first language.</li> </ul> </li> </ul>	Empire Colony/colonised Infrastructure Institution Emigration “Mother country”
2	To know that after the end of World War II, Britain needed to be rebuilt.	<ul style="list-style-type: none"> <li>● Link to prior lesson about the location of the colonies of Great Britain in 1945 and consider how when Britain declared war on Germany, what this meant for Britain’s colonies and the people who lived there.</li> <li>● Learn that in 1945 the world had emerged from a second world war that had left many countries including the United Kingdom needing to be rebuilt. Define rebuilding a country as physical buildings, <b>infrastructure</b> rails, roads and bridges needing to be rebuilt as well as <b>institutions</b> such as public transport, and the newly formed National Health Service needing to be repopulated.</li> <li>● Learn that the government had spent so much money on weapons, (planes, tanks, bombs, ammunitions) that it had to borrow billions of pounds from the United States of America and consider how this might have affected the government’s plans for rebuilding. Learn that so many people had been killed there was also a shortage of working-age men and women to help do this.</li> <li>● Learn that the government called upon its colonies to help come and rebuild Britain.</li> <li>● Understand that the British Nationality <b>Act</b> was passed in 1948, which gave everyone who lived in the UK or any of the British colonies around the world the same rights to live and work in the UK. Make links to the previous lesson to consider why people might choose to <b>migrate</b>.</li> <li>● By the end of this session pupils should be able to:               <ul style="list-style-type: none"> <li>○ Explain how Britain was affected by World War II.</li> <li>○ Explain how the government intended to rebuild Britain.</li> </ul> </li> </ul>	Infrastructure Institution Migrate/Migrant Act (law)

3	To use a range of sources to understand the experiences of the Windrush Generation	<p style="text-align: center;">○ Provide reasons why people came to Britain between 1948-1971?</p> <ul style="list-style-type: none"> <li>● Recap on the prior lesson's learning by explaining why Britain requested help from its colonies after 1945.</li> <li>● Use photographic/video sources to learn that the HMT Empire Windrush arrived at Tilbury Docks in Essex in the UK, carrying 1,027 passengers on 21st June 1948 following an advertising campaign encouraging <b>migrate</b> to Britain. This was a <b>landmark event</b> that was the start of many more people from British colonies, including India, South Africa and Pakistan in search of jobs and a better quality of life <b>immigrating</b> to the UK between 1948 and 1971. Today, people who arrived during these years are often called the Windrush <b>generation</b>, named after the ship that brought the first migrants to the country.</li> <li>● Take a moment to look at the photos of people arriving on the Empire Windrush. Ask children to discuss the photos, i.e. <i>what do they notice about the people in the photographs?</i> Ensure the children are able to identify when their conclusions are opinions or facts. Children to consider how else we might learn more about the experiences of the Windrush Generation? (written, video and audio accounts). Children consider whether these events are "beyond living memory".</li> <li>● Review recounts and source material to examine the experiences and occupations of those onboard the HMT Empire Windrush. Use a visitor to the school to provide a first (or second-hand experience) of being a part of the Windrush generation. Alternatively, watch an interview clip of a member of the Windrush generation speaking about his/her experience.</li> <li>● Take the children to see the "You Called, We Came" Windrush poster situated on Harlesden High Street. Children consider what this message means.</li> <li>● By the end of this session, pupils should be able to: <ul style="list-style-type: none"> <li>○ Recount some of the experiences the migrants faced upon arriving in Britain?</li> <li>○ Describe what we mean by the 'Windrush generation'?</li> <li>○ Provide reasons why people came to Britain between 1948-1971?</li> </ul> </li> </ul>	Landmark Event Immigrate Generation
4	To understand the impact on local communities of immigration.	<ul style="list-style-type: none"> <li>● Link to prior learning by defining <b>invasion</b> (Romans) and <b>immigration</b> (previous lesson) and clarify the difference.</li> <li>● Use a dated photograph taken during the Notting Hill race riots of 1958 to consider the following questions: What do they think is happening in the photograph? Why do they think it is happening? How had Britain changed since 1945 until this date in 1958?</li> <li>● Learn that by the 1950s, some white working-class teenagers were beginning to display hostility toward black families in Notting Hill, London which led to rioting on the streets during the summer of 1958.</li> <li>● Learn about the chronology of the main events of the riots.</li> <li>● Learn that there were several reasons for the violence: <ol style="list-style-type: none"> <li>1) Competition over housing.</li> <li>2) The area had a high rate of poverty, crime and violence.</li> <li>3) A feeling that British culture was under threat.</li> <li>4) British colonies pushing for independence from Britain.</li> </ol> </li> <li>● Children use newspaper and video reports from the time as sources of evidence and consider the advantages (contemporary accounts) and disadvantages (dependent on the view of the writer - link to Bronze Age Unit Year 3) of using newspapers as a source of evidence.</li> <li>● By the end of this session pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain the reasons for the racial tension between the black and white communities in Notting Hill.</li> <li>○ Discern between immigration, emigration and invasion correctly.</li> </ul> </li> </ul>	Riots Civil unrest Independence Poverty British Culture

		<ul style="list-style-type: none"> <li>○ Explain the advantages and disadvantages of using newspaper reports as sources of historical evidence.</li> </ul>	
5	To understand the legacy of the Windrush story.	<ul style="list-style-type: none"> <li>● Link to session 2 and consider why Britain called upon the black communities from its colonies after the second World War.</li> <li>● Learn about the events surrounding the '<b>colour bar</b>' Bristol Bus <b>Boycott</b> of 1963 putting the key events into chronological order using Windrush immigration and the arrest of Rosa Parks as context, to understand links and causality.</li> <li>● Learn about how the boycott was resolved and using the idea of links (see previous point) consider whether the resolution had wider implications for other employers in the United Kingdom.</li> <li>● Learn how the UK parliament passed the Race Relations Act in 1965 which made discrimination based on race unlawful in public places.</li> <li>● Using the London 2012 Olympics as a case study, consider how the Windrush Generation was celebrated as part of the opening ceremony. Reflect on what message Britain was trying to send out to the world by celebrating this moment in history. What parts of the story does it focus on? Which parts does it not focus on.</li> <li>● By the end of this session pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain what the Bristol Bus Boycott was</li> <li>○ Explain that the Race Relations Act of 1965 enacted.</li> <li>○ Explain how the lives of black people in Britain have changed since the end of the Second World War?</li> </ul> </li> </ul>	Boycott 'Colour bar' 'Race relations'
6	Synoptic Task: How has Britain changed since the arrival of the HMT Windrush in 1948?		

Year 4: Summer - Arabia and Early Islam and Islamic civilisations

**Disciplinary focus: significance**

**Big Question: What kind of change did Muhammad bring about in Arabia?**

Les	Learning objective	Pupils will	Vocabulary
1	<p>To understand Arabia lay outside of the Roman Empire.</p> <p><i>OW Christianity in Three Empires (3) OW Arabia and Early Islam (1)</i></p>	<ul style="list-style-type: none"> <li>Recap on their learning of the Roman Empire. Using a map they will recognise the extent of the Roman Empire at its <b>"height"</b>. And learn that the empire became so large that the Emperor Constantine decided to split it in half: an eastern half and a western half. The capital of the western half was Rome, and the capital of the eastern half was a city called Byzantium (which the Emperor Constantine renamed after himself, Constantinople).</li> <li>Constantine also declared that Christianity was allowed to be practised, and he became the first Christian Emperor of Rome (thereby replacing the old Roman Gods).</li> <li>Learn that the western empire <b>declined</b> and had <b>fallen</b> by 500AD leaving only the eastern <b>Byzantine empire</b> which <b>dominated</b> the mediterranean.</li> <li>Learn that to the east of the Byzantine Empire lay Arabia.</li> <li>Learn about the importance of the city of Makkah which. A place of <b>pilgrimage</b>, of <b>pagan shrines</b> and <b>pagan idols</b> around the <b>Kabba</b>. It is a marketplace where <b>Bedouin nomads</b> with their <b>camel caravans</b>. (OW Arabia and Early Islam 1)</li> <li>By the end of the session the pupils should be able to:             <ul style="list-style-type: none"> <li>Explain what happened to the Roman Empire between 55BC and 500AD</li> <li>Explain that the Emperor Constantine became the first Christian Emperor of the Roman Empire.</li> <li>Identify Makkah as a place of religious and commercial significance in Arabia.</li> </ul> </li> </ul>	<p>Height (of the Roman Empire) Decline &amp; Fall (of the Roman Empire) Dominated Byzantine Empire Pilgrimage Pagan Shrine Idol Kabba Bedouin Nomad</p>
2	<p>To understand the Arabian world before the birth of Muhammad.</p> <p><i>OW Arabia and Early Islam (2&amp;3)</i></p>	<ul style="list-style-type: none"> <li>Recap on previous lesson to identify Arabia on a map and identify the powerful Byzantine Empire to the west of it. Add also that to the north was the <b>frontier</b> of a Persian Empire and that to the south was the empire of Aksum. Makkah is a city that attracts Bedouin nomads for trade and also for the religious idols around the Kabba.</li> <li>Learn about the Bedouin nomadic lifestyle and why owning camels was seen as important in Arabia: carry goods for trade; be a successful merchant; fight and be a successful warrior; buy a marriage partner; make payments for wrongdoing (like a fine); show others that they were important.</li> <li>Learn that about 100 families formed a clan and that approximately ten clans formed a tribe. Link to the Bronze Age and Iron Age unit in Year 3 to discuss whether Arabia could be described as a 'United Kingdom'. Children understand that clans may have blood feuds with each other.</li> <li>Learn that the Quraysh tribe was powerful and controlled Makkah.</li> <li>Learn about Arabia as a land of trade, how <b>oases</b> permitted farming of dates and other fruit and farmers reared young animals (goats, horses and camels) in the desert and then sold them in the city of Makkah. That trade</li> </ul>	<p>Clan Tribe Quraysh Tribe Frontier Merchant Nomad Bedouin (Blood) Feud Caravan Trade Hanifs Pastoral Reared Oases</p>



		<p>would have brought them into contact with Jews and Christians. Reinforce the importance of Makkah as a <b>site of significance</b>.</p> <ul style="list-style-type: none"> <li>Learn that Arabia was a world of different pagan religions (make links to paganism in Iron Age unit) that did not believe in an afterlife which caused them to make the most of love and glory in this life. That they would have also had contact with the “one God” and afterlife Christian traditions from the Empires of Aksum and Byzantium and that Jewish settlers had communities in Arabia. Some Arabs believed in one God, <b>Hanifs</b> but they were not Jewish, nor Christian, nor Muslim</li> <li>By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>Explain the features of a nomadic lifestyle.</li> <li>Explain that Arabia was not a unified country but a land containing many warring clans and tribes.</li> <li>Explain that the tribes of Arabia had pagan religions that were not concerned with one God or an afterlife.</li> </ul> </li> </ul>	Site of significance
3	<p>To know how the Muslim faith began in Arabia. <i>OW Arabia and Early Islam (4&amp;5)</i></p>	<ul style="list-style-type: none"> <li>Recap on the previous lesson that Arabs were not a united society and had pagan beliefs that did not reference the afterlife.</li> <li>Learn that Muhammad according to Muslim belief spent a night in a cave in Mount Hira and received a message from God. Learn to discern between religious belief and historical significance of the event, that this was a <b>turning point</b>.</li> <li>Learn that the Quraysh tribe began to attack Muhammed’s Muslim followers due to his religious beliefs challenging the <b>existing order/status quo</b>. i.e. and a <b>bounty</b> (of 100 camels) was placed on his head.</li> <li>Learn that pilgrims from Yathrib (north of Makkah) offered Muhammad protection for him and his Muslim followers. Their tribe were also powerful with weapons.</li> <li>By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>Explain what is meant by a turning point in history.</li> <li>Explain that Muhammad began teaching Arabs to be submissive to their God and that this was not what many Arabs wanted to hear.</li> <li>Explain that Muhammad needed to flee Makkah to Yathrib because of his religious teachings.</li> </ul> </li> </ul>	<p>Turning Point Existing Order/Status Quo Followers Bounty</p>
4	<p>To know that Muhammad returned to Makkah and united the tribes in the Muslim faith. <i>OW Arabia and Early Islam (6)</i></p>	<ul style="list-style-type: none"> <li>Recap on the previous lesson that Muhammad’s teachings of Islam had brought him into conflict with the powerful Quraysh tribe in Makkah, forcing him to flee to Yathrib (later to be renamed Medina).</li> <li>Learn that Muhammad and his followers in Medina clashed with the Quraysh attacking the camel caravans that fed the trade of Makkah.</li> <li>Learn that in 628, Muhammad <b>negotiated a truce</b> with the Quraysh and in 629 led his Muslim followers into Makkah peacefully. The Muslim followers’ visit to the Kabba impressed the leaders of the Quraysh who subsequently converted to Islam.</li> <li>Learn that In 630 Muhammad was able to return to Makkah with 10,000 Muslims and was able to smash the idols of the pagan gods and spirits without causing offence to the Quraysh</li> <li>By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>Explain that Muhammad negotiated a truce with the Arabs of Makkah</li> <li>Explain that Many Arabs converted to Islam when Muhammad returned to Makkah</li> </ul> </li> </ul>	Negotiated a truce

5	<p>To know that Islam spread far and fast.  <i>OW Cordoba City of Light (1&amp;2)</i></p>	<ul style="list-style-type: none"> <li>● Recap on lesson 1 how Arabia had been surrounded by three powerful empires: The Byzantines, The Persians and the Aksum empires. Because Arabia before Muhammad had been made of warring, separate tribes with their own blood feuds and <b>disputes</b>, none of these Empires feared Arabia, nor did they see any reason to conquer it.</li> <li>● Using maps, learn the extent and rate of growth of territories under muslim <b>caliphs</b> control.</li> <li>● Learn the <b>factors</b> that enabled the Arab muslim armies to conquer so much territory so quickly and consider which might have been most important. <ul style="list-style-type: none"> <li>○ Persians and Byzantines at war with each other meant they were unable to <b>muster soldiers</b> and pay for replacement <b>war machines</b> that had been <b>exhausted</b>.</li> <li>○ Muslims driven by their faith and <b>zeal</b>.</li> <li>○ Persian and Byzantine empires taken by surprise.</li> <li>○ High <b>taxes</b> meant that people in Byzantine and Persian empires sometimes viewed the Muslim <b>conquerors</b> as <b>liberators</b>. They often had to pay lower taxes under Muslim leaders.</li> <li>○ In Egypt and Syria the Byzantines had persecuted the Jews and Christians whose worship differed to their own. Muhammad taught his Muslim rulers to be more <b>tolerant</b>.</li> <li>○ Arab soldiers were encouraged to get rich with <b>spoils of war (booty and take captives)</b>.</li> <li>○ Speed of Arab <b>cavalry</b> vs protection but slowness of Byzantine armour.</li> </ul> </li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Use a map to explain that the Arab Muslim Empire conquered the lands of the Byzantine Empire and reached the south of France.</li> <li>○ Suggest some reasons why Arab Muslims managed to create such a large empire.</li> <li>○ Say whether the Arab Muslim Empire conquered the island of Great Britain.</li> </ul> </li> </ul>	<p>Dispute  Caliphs  Factors  Muster soldiers  War machines  Exhausted (in the sense of money and supplies)  Zeal  Taxes  Conquerors  Liberators  Tolerant  Spoils of war (Booty take captives)  cavalry</p>
6	Synoptic task: What kind of change did Muhammad bring about in Arabia?		

	Autumn 1	Vocabulary	Spring 1	Vocabulary	Summer 1	Vocabulary
Year 5	<p><b>Anglo Saxons</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• That the fall of the Roman Empire left Britannia undefended.</li> <li>• The Anglo-Saxons is a catch-all term for different tribes (Angles, Saxons and Jutes that invaded and settled in England.</li> <li>• There were several different kingdoms, not one single united kingdom. This was known as the heptarchy</li> <li>• The Anglo-Saxon kingdoms traded, married and feuded with each other in an attempt to become 'Bretwalda'</li> <li>• The importance of Bede and the discovery at Sutton Hoo to our understanding of Anglo-Saxon Britain.</li> </ul> <p><i>Disciplinary Focus: Evidential Thinking</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p>	<ul style="list-style-type: none"> <li>• Outposts</li> <li>• Empire</li> <li>• Germanic invaders</li> <li>• Jutes</li> <li>• Angles</li> <li>• Saxons</li> <li>• Abandoned</li> <li>• Settlements</li> <li>• North Sea</li> <li>• Britannia</li> <li>• Picts</li> <li>• Scots</li> <li>• Hibernia</li> <li>• Castrum</li> <li>• Pillaged</li> <li>• Throwing Axe/Battle Axe</li> <li>• Dark Ages</li> <li>• Legends</li> <li>• Withstand</li> <li>• Invasion</li> <li>• United Kingdom</li> <li>• Cyning</li> <li>• Britannia</li> <li>• Ængel-land</li> <li>• Frankish</li> <li>• High-born</li> <li>• Noblemen/women</li> <li>• Compensation</li> <li>• Scilling(shilling)</li> <li>• Law code</li> <li>• Blood Feud</li> <li>• Settle differences</li> <li>• Vassals</li> <li>• Prowess in battle</li> <li>• Authority</li> <li>• Bretwalda</li> <li>• Minted</li> <li>• Overlord</li> <li>• Charter</li> <li>• Annexed</li> <li>• Offa's Dyke</li> <li>• Security/Defences</li> <li>• Border</li> </ul>	<p><b>Vikings</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• Who the Vikings were and where they came from.</li> <li>• That the Vikings pillaged and then invaded and settled in parts of Great Britain to establish a Danelaw.</li> <li>• That some Anglo-Saxon kingdoms were destroyed by the Vikings and others survived.</li> <li>• Why Alfred is known as "the Great" and how peace with the Vikings was bought with Danegeld</li> <li>• What life in a Viking settlement was like.</li> <li>• How the Viking and Anglo-Saxon kingdoms became united into a single country called England.</li> </ul> <p><i>Disciplinary focus: Change and Continuity</i> <i>How did the Vikings go from raiders to rulers in England?</i></p>	<ul style="list-style-type: none"> <li>• Norse</li> <li>• Norseland</li> <li>• Norsemen</li> <li>• Scandinavia</li> <li>• Drakkars</li> <li>• Raid</li> <li>• Pillaged</li> <li>• Plundered</li> <li>• Ransack</li> <li>• Monastery</li> <li>• Massacred</li> <li>• Slaughtered</li> <li>• Heathens</li> <li>• Anglo-Saxon Chronicle</li> <li>• Colonise</li> <li>• Settle</li> <li>• Invade</li> <li>• Control</li> <li>• Danegeld</li> <li>• Danelaw</li> <li>• Bribe</li> <li>• Treaty</li> <li>• Convert</li> <li>• Epithet</li> <li>• burhs</li> <li>• Fortified</li> <li>• Navy</li> <li>• Settlement</li> <li>• Smiths</li> <li>• Tanners</li> <li>• Chieftain</li> <li>• Thatched</li> <li>• Turf</li> <li>• Sagas</li> <li>• Runes</li> <li>• Prosperous</li> <li>• Golden Age</li> <li>• Inherited</li> <li>• Throne</li> <li>• Exile</li> </ul>	<p><b>The Maya</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• Where and when the Maya civilisation existed, locating it in Mesoamerica and placing it on a historical timeline alongside other ancient civilisations.</li> <li>• How historians know about the Maya through artefacts, ruins, hieroglyphic writing and archaeology.</li> <li>• How the Maya adapted to the rainforest environment using innovations such as cisterns and terrace farming.</li> <li>• Why the Maya civilisation became successful due to natural resources, farming methods, trade routes and large cities.</li> <li>• How Maya society was organised, including the social hierarchy, rulers (Ajaw), priests, nobles, merchants and farmers.</li> <li>• That the Maya civilisation was made up of independent city-states rather than a single empire.</li> <li>• How historians use evidence and inference to learn about Maya life and society.</li> <li>• Why Chichén Itzá became a powerful city, including the importance of trade routes, ports and resources.</li> <li>• Why some southern Maya cities were abandoned around 900 CE and the theories historians have about this..</li> </ul> <p><i>Disciplinary focus: Evidential Thinking</i> • <i>Big Question: How do historians know about the Maya?</i></p>	<ul style="list-style-type: none"> <li>• civilisation</li> <li>• Mesoamerica</li> <li>• BCE</li> <li>• CE</li> <li>• dynasty</li> <li>• bloodletting</li> <li>• Obsidian</li> <li>• limestone</li> <li>• porous</li> <li>• irrigate</li> <li>• cistern</li> <li>• terrace farming</li> <li>• artisan</li> <li>• hierarchy</li> <li>• artefact</li> <li>• archaeologist</li> <li>• historian</li> <li>• hieroglyphs</li> <li>• inference</li> <li>• ruler</li> <li>• empire</li> <li>• city-state</li> <li>• council</li> <li>• stela</li> <li>• trade</li> <li>• port</li> <li>• trade route</li> </ul>

Year 5: Autumn - Anglo-Saxon Britain

**Disciplinary focus: evidential thinking**  
**Big Question: How did historians learn about Anglo-Saxon Britain?**

Les	Learning objective	Pupils will	Vocabulary
1	<p>To understand why the Romans abandoned Britannia.</p> <p><i>OW Anglo-Saxon Britain (1)</i></p>	<ul style="list-style-type: none"> <li>Recap on their learning of the Roman Empire. Using a map they will remember that the Roman Empire at its height reached as far as the British Isles but in the 5th century attacks on Rome meant that the Roman Empire could no longer defend its <b>outposts</b>. (Year 4 unit on Arabia)</li> <li>Recap that Romans in <b>Britannia</b> needed to maintain their outposts with soldiers as the <b>Picts</b> (from Scotland) and the <b>Scots</b> (from Ireland: “<b>Hibernia</b>”) kept attacking the Romans which necessitated the building of Hadrian’s Wall</li> <li>Learn that by the mid 3rd century, the Romans were also being continually attacked by <b>Germanic invaders: Jutes</b> (Jutland in Denmark and Netherlands), <b>Angles</b> (from the Angeln region of Germany/Denmark) and <b>Saxons</b> (from the Saxony region of Northern Germany) who crossed the North Sea to do so.</li> <li>Learn that the Romans built forts along Britain’s south coast “Saxon Shore Forts” to repel the invaders but these were not enough. By 410 AD the Romans abandoned Britannia for good. The Anglo-Saxon period had begun.</li> <li>Learn that the decision to abandon Britannia meant that Roman cities and roads were left to fall into disrepair because the <b>Anglo-Saxon invaders</b> preferred to build their own <b>settlements</b>. They did however make use of the old Roman forts. Where Romans had built forts (<b>Castrum</b>) new settlements arose (these can be seen in place names such as <b>Manchester</b>, <b>Lancaster</b>, <b>Cirencester</b> and <b>Leicester</b> and <b>Caister</b> on Sea.</li> <li>By the end of the session the pupils should be able to:             <ul style="list-style-type: none"> <li>Explain that Germanic tribes (Angles, Saxons and Jutes) began to cross the North Sea and attack the Romans.</li> <li>Explain that Romans were also under attack from the Picts and the Scots.</li> <li>Explain that the Romans were unable to commit soldiers to defend their Britannia outpost as Rome itself was under attack and by 410 they abandoned Britannia.</li> </ul> </li> </ul>	<p>Outposts                      Empire                      Germanic invaders                      Jutes                      Angles                      Saxons                      Abandoned Settlements                      North Sea                      Britannia                      Picts                      Scots                      Hibernia                      Castrum                      pillaged</p>
2	<p>To understand why the Angles,</p>	<ul style="list-style-type: none"> <li>Recap on previous lesson to identify 410 as the date of the final abandonment of the isle of Britannia by the Romans. Pupils recall why the Romans decided to leave.</li> </ul>	<p>Throwing Axe                      Battle Axe</p>



	<p>Saxons and Jutes migrated to Britain</p> <p><i>OW Anglo-Saxon Britain (2)</i></p>	<ul style="list-style-type: none"> <li>Learn that the isle of Britannia was an island with rich soils and farmland with several different tribes now in a position to take control of this land now that the Romans were unable to defend it.</li> <li>Learn that the Picts, Scots, the Celtic Britons, the Jutes, the Angles and the Saxons all wanted to make use of the land to feed their tribes.</li> <li>Learn that the Saxons, Jutes and Angles all came from coastal areas in northern Germany, the Netherlands (which means low lands) and Denmark which flooded frequently and made the land difficult to farm. They therefore wanted/needed better <b>fertile</b> farmland.</li> <li>Learn that the Anglo-Saxons were not a single <b>unified</b> tribe invading a country but a migration of different tribes who were willing to fight to claim land in the British Isles.</li> <li>Learn that the Germanic Tribes placed great importance on skilled fighters and we know this because their stories centred on brave warriors and fearsome weapons such as <b>throwing axes, battles axes</b> and <b>spears</b>.</li> <li>Learn that the Anglo-Saxon tribes brought with them animals and new tools with which to create their own <b>settlements</b> with.</li> <li>Learn that historians are not sure what happened to the Britons - there is little written evidence and so we call this period of history <b>The Dark Ages</b>. Legends are stories told orally that were written down later and may provide some clues. Children should explore these legends in Reading lessons. <ul style="list-style-type: none"> <li><i>We know that centuries of Roman rule had left them unable to defend themselves as the Romans had prevented them from building their own armies so we can assume they were easily defeated in battles with the Germanic tribes, Picts and Scots after the Romans left. <b>Legends</b> such as the Legend of King Arthur suggest the Britons tried to fight.</i></li> <li><i>Historians also assume some Britons married into the Germanic tribes and tried to make <b>pacts</b> with them. The <b>legend</b> of Hengist and Horsa tells of a British King Vortigern who asked for a Jutish king's help to defeat the Picts but was ultimately betrayed by Hengist There is a place called Hengistbury Head in Dorset which may have been where Hengest was eventually buried but we have no evidence.</i></li> </ul> </li> <li>By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>Explain reasons why the Germanic tribes migrated to England. - No strong defensive army - Rich and fertile farm</li> <li>Explain why the Britons were unable to withstand the Jutes, Angles and Saxons invading their ancestral land.</li> <li>Explain why historians find it difficult to know exactly what happened to the Britons.</li> </ul> </li> </ul>	<p>Dark Ages Tribes Farmland Coastal areas Legends Withstand Settlement Invasion</p>
3	<p>To know that the Germanic tribes set up different kingdoms in Britain</p> <p><i>OW Anglo-Saxon Britain (3)</i></p>	<ul style="list-style-type: none"> <li>Recap on the reasons why the Germanic tribes were able to invade and settle in the Britannia</li> <li>Learn the different areas of the island where the different Germanic tribes settled and the new kingdoms they formed understanding that there was no single United Kingdom.</li> <li>They brought with them their own Germanic language and so Britannia (Roman Latin) would eventually become Ængel-land (which is the derivation of 'England').</li> </ul>	<p>United Kingdom Cyning Britannia Ængel-land Frankish High-born Noblemen/women Compensation</p>



		<ul style="list-style-type: none"> <li>● Learn that each group was led by a “Cyning” which is where we derive the name “king” from.</li> <li>● Learn that these groups would have mingled through marriage and trade they would also have fought each other over feuds. Because the groups mixed, historians refer to them as a single group: The Anglo-Saxons, however they would not have called themselves this.</li> <li>● Use a case study (such as Opening Worlds Booklet chapter 3 of the Jutish King, Aethelbert) to understand how Cyning’s retained power and a hold on their kingdom. Refer back to the previous lesson to consider that the germanic tribes valued <b>prowess in battle</b>. <ul style="list-style-type: none"> <li>○ Marriage: married a <b>Frankish</b> (modern day northern France) noblewoman called Bertha. That marriage would have helped keep the peace between neighbouring kingdoms.</li> <li>○ Gift Giving and the control of trade: Archaeologists have uncovered brooches and other precious stones and gifts (amber, myrrh) which shows that the giving of gifts to other <b>high-born noblemen and women</b> (whilst coins minted with their likeness helped them to control trade).</li> <li>○ Reputation: Aethelbert claimed lineage from the <b>legendary</b> Hengest to impress those he ruled over</li> <li>○ Maintaining law and order: Aethelbert created a <b>law code</b> to <b>settle differences</b> amongst his <b>vassals</b>. (make links to blood feuds from the Year 4 Muslim unit). Explore the concept of <b>compensation</b> and <b>shilling (scilling)</b> as a method of currency used. 1 shilling was roughly the price of an ox (therefore quite expensive).</li> <li>○ Converting to Christianity meant the support of powerful Christian kings in Europe who would support their claim to be a Cyning. Bertha’s father was a king of the Franks who only let his daughter marry Aethelbert if he converted.</li> </ul> </li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain that the Anglo-Saxons were not a unified people but actually different tribes that spread over northern, southern and eastern England creating different kingdoms.</li> <li>○ Explain that the leader of each of these tribes was called a Cyning and that this is where we get the term King from.</li> <li>○ Explain some of the ways that a Cyning maintained peace between his tribe and another as well as control of his own people.</li> </ul> </li> </ul>	<p>Scilling(shilling)  Law code  Blood Feud  Settle differences  Vassals  Prowess in battle</p>
4	<p>To know that different Anglo-Saxon Cynings attempted to unite the the country under a single “Bretwalda”  OW Anglo-Saxon Britain (5)</p>	<ul style="list-style-type: none"> <li>● Recap on the names and locations of the different Anglo-Saxon kingdoms in Britain and that the Anglo-Saxons is not a term that they would have recognised for themselves from the previous lesson. Remind the children that each kingdom would have had feuds with neighbouring kingdoms.</li> <li>● Use images from sources to establish what life in a typical Anglo-Saxon kingdom might look like.</li> <li>● Recap on how a Cyning kept control. Learn that a Cyning would decide what towns would be built by issuing a <b>charter</b>. As the towns grew bigger, able to grow more and trade more this would make the Cyning richer and therefore more powerful.</li> <li>● Use a case study of an Anglo-Saxon kingdom (such as Mercia in Chapter 5 of the Opening Worlds booklet) to understand that each Cyning sought to increase their land and power and claimed the title of “<b>Bretwalda</b>” (ruler of Bretyn) both through war and also through displays of power (Offa <b>minted</b> coins that made him and his wife look like Roman emperors).</li> <li>● Use maps to chart the ebb and flow of kingdoms’ powers. Eventually four kingdoms rose above the rest: Mercia, Northumbria, Wessex and East Anglia. Use terms such as <b>overlord</b>, <b>annexed</b>, <b>authority</b> to describe these power dynamics, but none achieved a <b>total overlordship</b> of England.</li> </ul>	<p>Authority  Bretwalda  Minted  Overlord  Charter  Annexed  Offa’s Dyke  Security/Defences  Border</p>

		<ul style="list-style-type: none"> <li>● Learn that although Mercia became very powerful under King Offa, he was unable to conquer the Welsh Britons (who had lived in Britannia before the arrival of the Romans), and so like the Emperor Hadrian built <b>defences</b>: not a wall but a <b>dyke</b>. We know this because it can be seen today. Consider why a wall might not have been built (to put into context how impressive and wealthy the Romans must have been to be able to do this centuries earlier) and also understand that this is still almost identical to the position of the Welsh <b>border</b> today.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Give the names of some of the Anglo-Saxon kingdoms</li> <li>○ Understand that there was no Bretwalda although many Cynings claimed the title by attempting to conquer their neighbouring kingdoms. There was no single united country we could call England.</li> <li>○ Explain that between 410 (exit of the Romans ) and 850, the power of the different kingdoms ebbed and flowed.</li> </ul> </li> </ul>	
5	<p>To know the significance of the discovery at Sutton Hoo.  OW  <i>Anglo-Saxon Britain (6) And also OW Anglo-Saxon (4) for Bede</i></p>	<ul style="list-style-type: none"> <li>● Recap on the many different pieces of evidence that historians have to inform themselves of Anglo-Saxon Britain (despite it being known as the Dark Ages). <ul style="list-style-type: none"> <li>○ Coins</li> <li>○ Weapons</li> <li>○ Brooches</li> <li>○ King Aethelbert's Law Code</li> <li>○ Offa's Dyke</li> </ul> </li> <li>● Learn that Christian monks in <b>abbeys</b> and <b>monasteries</b> were often the only people who were <b>literate</b> and so because not many people were writing things down and also the <b>vellum</b> (animal skins) they were writing on have disintegrated, or been destroyed or lost there is little written evidence. Although there is some.</li> <li>● Learn that a monk called Bede in 791 wrote a <i>Historia ecclesiastica gentis Anglorum (a History of the English Church and People)</i> which still survives today and that historians have used his writing as a source to find out more about Anglo-Saxon history.</li> <li>● Recognise that Bede's writing covers 700 years of history and that as he was not alive for all that time, we cannot be sure that everything he had written is true. Consider where he would have got his information from and how <b>reliable</b> as a source he is.</li> <li>● Use videos and text to learn what was <b>unearthed</b> at Sutton Hoo and understand how the artefacts have helped historians to gather information about Anglo Saxon Britain.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain why Bede is an important source of information</li> <li>○ Explain why Bede's information is not completely reliable.</li> <li>○ Explain what was found at Sutton Hoo and why it is likely the burial place of an Angle King.</li> </ul> </li> </ul>	<p>Unearthed  Earthen Mounds  Abbey  Monastery  Vellum  Literate  Reliable  Silverware</p>
6	Synoptic task: How did Historians find out about Anglo-Saxon Britain?		





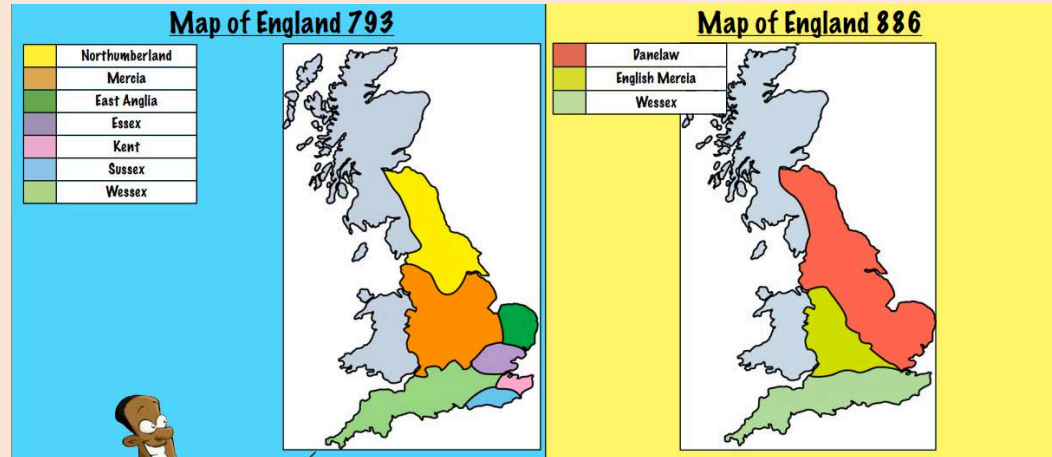
Year 5: Spring - Viking Invasion of Britain

**Disciplinary focus: Change and Continuity**

**Big Question: How did the Vikings go from raiders to rulers in England??**

Lesson	Learning objective	Pupils will	Vocabulary
1	<p>To know who the Vikings were. <i>Plan Bee Vikings vs Anglo Saxons Lesson 2</i></p>	<ul style="list-style-type: none"> <li>● Recap on the seven Anglo-Saxons kingdoms “heptarchy” and a disunited England (autumn Anglo-Saxon unit)</li> <li>● Learn who the Vikings were and where they came from. That they were from Scandinavian countries of Norway, Sweden and Denmark which were known then as the <b>Norse</b> lands and so the Vikings were also known as <b>Norsemen</b>.</li> <li>● Use maps to explore how Scandinavia had long coastlines and so Vikings used the sea and sailing as a regular means of transport. Learn that the Vikings longships were known as <b>Drakkars</b> and were a sign of a Viking chieftains’ power and wealth.</li> <li>● Learn how the Drakkars were used to <b>raid</b> the British Isles. How their shallow hulls made them ideal for sailing right up onto a beach and therefore made it easier for the Vikings to raid wherever there was a beach.</li> <li>● Learn about the first Viking invasions and the events surrounding the documented <b>ransack</b> of Lindisfarne in 793. Understand that the monastery’s silver and jewellery was <b>pillaged and plundered</b> and the <b>monastery</b> was burnt down and the monks were <b>massacred/slaughtered</b>.</li> <li>● Learn about the Christian activities of monks at the monastery and how Christians and that the Vikings, not being Christian, did not care that they were destroying a Christian place of worship. Understand that the Christians would have referred to the vikings as <b>heathens</b> using extracts from the <b>Anglo Saxon Chronicle</b> as sources of information to establish the Anglo-Saxon viewpoint.</li> <li>● Learn how this would have shocked Christian Anglo-Saxon chiefs of the seven kingdoms because they did not attack monasteries when fighting with each other.</li> <li>● Learn that the Vikings worshipped different gods and the names of some of the most prominent. (In reading lessons children should explore some of these Norse Myths and legends more closely).</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain where the Vikings came from.</li> <li>○ Explain why the Vikings attacked monasteries and coastal settlements.</li> <li>○ Explain why Drakkars were important to the Vikings.</li> </ul> </li> </ul>	<p>Norse Norseland Norsemen Scandinavia Drakkars Raid Pillaged Plundered Ransack Monastery Massacred Slaughtered Heathens Anglo-Saxon Chronicle</p>
2	<p>To know that the Vikings began to settle in the British Isles. <i>Plan Bee Vikings vs Anglo Saxons Lesson 3</i></p>	<ul style="list-style-type: none"> <li>● Recap on the invasion of Lindisfarne and why this was a significant event in British history (first appearance of the Vikings in the British Isles).</li> <li>● Learn about subsequent Viking invasions after Lindisfarne.</li> <li>● Ask and explore the historical question Why did the Vikings raid and then <b>invade</b> the British Isles? Why did they decide to <b>settle/colonise</b>? <ul style="list-style-type: none"> <li>■ Needed new land to farm and feed their growing population.</li> <li>■ Monasteries were not well defended (as Britain was Christian country) and they contained lots of riches.</li> </ul> </li> </ul>	<p>Colonise Settle Invade Control Danegeld Danelaw Bribe Treaty Convert</p>

- Compare two maps of the British Isles and describe how the power in the UK has changed.



- Learn that in In 865, the Danish 'Grand Army' marched into England and over the next few years conquered East Anglia and Northumberland. They set up a base in York. They also attacked and seized Nottingham in Mercia. The kings of the seven kingdoms could not unite against the Vikings to defeat them.trol
- Learn Vikings turned their attention to the most powerful of the kingdom Wessex and fought many battles against king, Ethelred in 871 and his brother King Alfred.
- Learn that in such a turbulent time, the throne passed from brother to brother instead of father to son to ensure that there was a strong king and not a child on the throne.
- This resulted in a stand-off in which King Alfred agreed to pay **Danegeld (Gold to the Danes)** in order to **bribe** the Vikings not to invade Wessex. Part of the country was now controlled by the Vikings known as **Danelaw**.
- Use the Anglo-Saxon Chronicle as a source to Learn how In 886 a peace **treaty** was eventually signed to give **control** of the northeast of England to the Vikings provided their King Guthrum agreed to **convert** to Christianity. This also made King Alfred the first King of the Angelcynn (English People). The first time we begin to think of England as a country although its borders are much smaller (due to the Dane law than present day England.
- By the end of the session the pupils should be able to:
  - Explain that the Vikings settled in Britain after the 8th century raids on Britain
  - Describe where in the British Isles the Vikings were able to control.
  - Explain how the Vikings were able to control so much of the British Isles.

3 To know why King Alfred was known as "The Great"  
Bee Vikings vs Anglo Saxons  
Lesson 4

- Recap on the terms Danelaw and Danegeld from the previous lesson and how King Alfred paid the Vikings to halt their invasion before eventually signing a peace treaty.
- Consider what King Alfred gained from the treaty:
  - Peaceful neighbours
  - Grateful Saxons who were tired of constant warfare.
  - He became recognised as the King of all the English people.
  - Vikings converted to Christianity.
- Learn that he is the only British monarch with the **epithet** "The Great" and consider whether this is justified.

Epithet  
burhs  
Fortified  
Navy

		<ul style="list-style-type: none"> <li>● Learn about his lineage (fifth in line to the throne) and his childhood in Rome which affected his idea of the importance of education. For example, despite being the youngest of five brothers he was the first to learn to read.</li> <li>● Learn that all of Alfred’s older brothers had to battle the Vikings Althelstan, Ethelbad, Ethelbert, Ethelred and finally Alfred. Learn that by the age of twenty two he had already fought five battles against the Vikings and became the King of Wessex. When he signed the peace treaty with the Vikings he became recognised as the King of England (the part not controlled by the Vikings).</li> <li>● Learn that when he became King he built <b>burhs</b> (derivation of the word borough today) which were <b>fortified</b> towns and consider why he would have done this even though he had signed a peace treaty with the Vikings.</li> <li>● Learn that Alfred built many improved ships that were more like the Viking longboats to create a <b>navy</b> to help defend England.</li> <li>● Learn how Alfred re-organised the army into two groups so that one group could continue to farm and tend the land for six months before swapping over with the group that was responsible for defence. Consider why he would have done this even though he had signed a peace treaty with the Vikings.</li> <li>● Alfred set up a school for noble children and translated many books from Latin (the language of Rome) into the language of the Anglo Saxons (Englisc). Link the importance of education with his own childhood.</li> <li>● Learn how he also introduced many new laws that needed to be obeyed by people not living under Viking law. This helped unite the people of the different Anglo-Saxon kingdoms. These laws were also written in Englisc.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Describe the role that King Alfred played in making England a unified country.</li> <li>○ Suggest reasons why he was dubbed “the Great”</li> <li>○ Provide some details about how his childhood affected his thinking in later life.</li> </ul> </li> </ul>	
4	<p>To know what life in a Viking settlement is like.</p> <p><i>Plan Bee Vikings vs Anglo Saxons Lesson 5</i></p>	<ul style="list-style-type: none"> <li>● Recap on how the Anglo-Saxon kingdoms were established after the Romans left the island of Britannia (Great Britain) undefended pushing the Celts who already lived there into Wales and Scotland from around 410AD.</li> <li>● Recap on how the Vikings then started attacking nearly 400 years later and began settling in the North East of the island forcing Alfred to sign a peace treaty to share the island.</li> <li>● Learn how the Vikings would not have followed the laws written down by Alfred the Great. They followed their own <b>Danelaw</b>.</li> <li>● Use images from sources to establish what life in a typical <b>settlement</b> at this time would have looked like.</li> <li>● Learn that life for both sets of peoples would have been similar: <ul style="list-style-type: none"> <li>▪ Farmers would work the land, growing crops to eat and raising animals for meat, leather, wool etc.</li> <li>▪ Craftworkers: <ul style="list-style-type: none"> <li>● would work with metal (<b>Smiths</b>) to forge weapons and jewellery</li> <li>● would work with leather (<b>tanners</b>) to create belts, boots and purses.</li> <li>● Would work with clay (potters) to create pots and toys</li> <li>● Would work with animal horns and antlers to make drinking horns, jewellery and toys such as game pieces.</li> </ul> </li> <li>▪ Both societies had a king. Saxons had nobles whereas Vikings had chieftains - both owned land and would lead people who lived on their lands into battle if necessary.</li> </ul> </li> </ul>	<p>Settlement</p> <p>Smiths</p> <p>Tanners</p> <p>Chieftain</p> <p>Thatched</p> <p>Turf</p> <p>Sagas</p> <p>Runes</p>

		<ul style="list-style-type: none"> <li>▪ In Both societies the women worked in the home preparing the food, looking after the children and making clothes. Most children did not go to school and could not read or write but learned how to help their parents do their jobs (boys learned to farm, hunt and fight), girls learned how to cook and make the clothes).</li> <li>▪ In both societies people told stories that were learned by heart and passed down to generations (such as Beowulf). Viking tales were known as sagas. (Opportunity to link with Reading lessons).</li> <li>▪ Homes were made from wood and mud with <b>thatched</b> roofs. Some Viking roofs were made with <b>turf</b>.</li> <li>● Learn how the lives were different: <ul style="list-style-type: none"> <li>▪ Some Vikings learned to read and write using <b>runes</b>. Runes were used to label possessions and gravestones and keep track of sales. They were not used to write stories or religious texts (link to Alfred lesson previously). They were also used to tell fortunes (written on stones and pulled from a bag).</li> <li>▪ Runes were carved into stand wood not written on parchment like the Anglo-Saxons.</li> <li>▪ Vikings brought their own <b>Norse</b> language (Donsk Tunga - Danish Tongue). Some words we used today come from this language (e.g. they, skull, skin, window, knife) and many places where Vikings settled have Viking names today.</li> <li>▪ Vikings brought their own religion with them. Norse Gods were similar to the old Anglo-Saxon gods that Anglo-Saxons worshipped before converting to Christianity. Some of our days of the week are still named after these Norse Gods: (Tyr - Tue, Odin-Wed, Thor-Thu and Freyja-Fri).</li> </ul> </li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Describe what life was like for Vikings living in Britain.</li> <li>○ Identify differences between Anglo-Saxons and Vikings living in Britain.</li> <li>○ Identify similarities between Anglo-Saxon and Viking life.</li> </ul> </li> </ul>	
5	<p>To know how and when England became a unified kingdom.</p> <p><i>Plan Bee Vikings vs Anglo Saxons Lesson 6</i></p>	<ul style="list-style-type: none"> <li>● Recap on how the Treaty of Wedmore 886 established two kingdoms in the territory that would become England: the land of the Danelaw and the land of the Anglo-Saxons (Aengel-land).</li> <li>● Learn that during the 10th century (900AD to 1000AD) the Anglo-Saxon kings were enjoying a “<b>Golden Age</b>”. King Edgar “The Peaceful” who ruled from 959 to 975 was admired by kings across Europe and the island of Britannia was enjoying a more peaceful and <b>prosperous</b> era. The Vikings and the Anglo-Saxon kingdoms lived next to each other relatively peacefully until Edgar died and the Anglo-Saxon nobles became divided...</li> <li>● Learn that when Edgar died he had two sons. Edward who was 13 <b>inherited</b> the throne but his younger half-brother Ethelred (and Ethelred’s mother) killed him three years later! Ethelred was only 7 when he took the throne. He had to be advised by his mother and other nobles but he was not advised well and was a weak king.</li> <li>● Understand that as a consequence, the king of the Danelaw, King Sveyn decided to take advantage of the Anglo-Saxons fighting amongst themselves and began attacking. After losing the battle of Maldon in Essex, King Ethelred was advised to try paying king Sveyn more Danegeld not to attack anymore, but Sveyn invaded the Anglo-Saxon land with a huge Viking army in 1009, causing Ethelred to flee to Normandy in France. So in 1013 Sveyn declared himself King of all England. England now had two Kings: King Ethelred (in <b>exile</b>) and King Sveyn.</li> </ul>	<p>Prosperous Golden Age Inherited Throne Exile</p>

		<ul style="list-style-type: none"> <li>● Both King Sveyn and King Ethelred's sons believed they should be the king of England when their fathers died. Some Anglo-Saxon nobles thought that Ethelred's son, Edmund Ironside should be king but other Anglo-Saxon nobles believed Sveyn's son, Cnut should be the king to promote peace as having a Viking king would mean the Anglo-Saxon nobles would not have to keep paying Danegeld to stop Viking attacks.</li> <li>● Learn that it was agreed by the Anglo-Saxon nobles, that England would remain divided until one or the other kings died, with the survivor inheriting all of England. Cnut became the first king to be ruler of all the kingdoms of England in November 1016 (He was also the King of Denmark and most of Norway too!)</li> <li>● Learn that this is not the end of the story and that the right to be the King of all England continued with arguments, marriages and treaties between several Viking and Anglo-Saxon nobles for fifty years until William the Conqueror invaded England from France in 1066 and was victorious at the Battle of Hastings.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain that by 1016, England was a unified country under the control of a single King, Cnut.</li> <li>○ Explain why the Vikings under King Sveyn decided to re-invade the Anglo-Saxon kingdom after a relatively peaceful 10th century.</li> <li>○ Give the names of some of the key characters in this period of England's history.</li> </ul> </li> </ul>	
€ Synoptic task: How did the Vikings change Britain?			

*Use Norse Culture book in Reading lessons.*

**Disciplinary focus: Evidential Thinking**

**Big Question: How do historians know about the Maya?**

	Learning objective	Pupils will:	Vocabulary
1	To understand where and when the Maya civilisation existed and place it within a historical timeline	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>● Ask chn:               <ul style="list-style-type: none"> <li>○ What does ancient mean?</li> <li>○ What does modern mean?</li> <li>○ What is a civilisation?</li> </ul> </li> <li>● Show a map of ancient Maya and a modern day map, Explain: The Maya lived in Central America in Mesoamerica. The Maya civilization was located in the Yucatan Peninsula of Central America between 2000BC and 1700 in <b>Mesoamerica</b>.</li> <li>● Modern countries include:               <ul style="list-style-type: none"> <li>○ Mexico</li> <li>○ Guatemala</li> <li>○ Belize</li> <li>○ Honduras</li> <li>○ El Salvador.</li> </ul> </li> <li>● Share the timeline and compare the chronology of the Ancient Maya Civilisation with that of other studied Ancient Civilisations. Particularly Indas Valley - yr 3, Ancient Egypt - yr 2, Ancient Greece - yr 3 and Rome - Yr 4.</li> </ul> <div data-bbox="504 837 1780 1428" data-label="Figure"> </div> <ul style="list-style-type: none"> <li>● Explain timeline dates:               <ul style="list-style-type: none"> <li>○ 2000 BCE – Maya civilisation begins</li> </ul> </li> </ul>	<p>Dynasty Bloodletting Civilisation Mesoamerica BCE CE</p>

- Classic period: around 250–900 CE
- 1700 CE – end of major Maya civilisation
- Introduce BCE and CE.
- Use Stop and Jot 1 to practise understanding dates.
- Ask chn:
  - How do we know about the Maya?
- Explain historians learn about the past using artefacts, ruins and writing.
- Evidence they use:
  - Hieroglyphic writing
    - tells us about rulers
    - marriages, births, battles and rituals
  - Ruins of cities
    - Chichén Itzá
    - El Mirador
    - built near rivers (similar to Egypt and Mesopotamia)
  - Artefacts discovered by archaeologists
- Introduce chn to activity 1 – Timeline
- Children study a timeline and place key events in chronological order.
  - Examples of events:
  - 11,000 BCE – hunter gatherers arrive
  - 2000 BCE – farming villages established
  - 250 BCE – kings shown on stela
  - 450 CE – city of Tikal dominates
  - 800 CE – some Maya cities abandoned
- Chn to answer questions such as:
  - When did the first hunter-gatherers settle?
  - How do we know kings ruled by 250 BCE?
  - What happened in 800 CE?
  - Challenge question: Why might archaeologists think something unusual happened when cities were abandoned?
- Stop and Jot Plenary Activity: chn place artefacts in chronological order based on how archaeologists find them underground.
- Discuss:
  - Why are deeper artefacts usually older?
- Plenary
- Ask:
  - Who were the Maya?
  - Where did they live?
  - When did they live?
  - How do historians know about them?
- By the end of the lesson, chn will:

		<ul style="list-style-type: none"> <li>○ explain where the Maya civilisation was located.</li> <li>○ say when the Maya civilisation existed.</li> <li>○ place events on a timeline.</li> <li>○ understand how historians learn about the Maya.</li> </ul>	
2	To understand how the Maya adapted to their environment and explain why their civilisation became successful.	<ul style="list-style-type: none"> <li>● Recap on the previous learning and ask chn: <ul style="list-style-type: none"> <li>○ Where did the Maya civilisation live?</li> <li>○ When did the Maya civilisation exist?</li> <li>○ What evidence helps historians learn about the Maya?</li> </ul> </li> <li>● Children should recall: <ul style="list-style-type: none"> <li>○ The Maya lived in Mesoamerica in Central America (Yucatán Peninsula).</li> <li>○ They existed from around 2000 BCE to 1700 CE.</li> <li>○ Evidence comes from hieroglyphs, ruins, artefacts and archaeology.</li> </ul> </li> <li>● Optional recap activity: Children place 3–4 key events on a mini timeline from the previous lesson.</li> <li>● Pose the following question to chn: What helps a civilisation become successful?</li> <li>● Prompts: <ul style="list-style-type: none"> <li>○ Food</li> <li>○ Water</li> <li>○ Materials</li> <li>○ Trade</li> <li>○ Jobs</li> </ul> </li> <li>● Explain that the Maya had access to important materials: <ul style="list-style-type: none"> <li>○ Limestone – used for building cities and temples</li> <li>○ Chert and obsidian – used for tools and weapons</li> </ul> </li> <li>● These materials helped them build structures and tools easily.</li> <li>● Explain: The Maya lived in rainforest areas where: <ul style="list-style-type: none"> <li>○ Soil was shallow</li> <li>○ Water drained quickly through porous rock</li> </ul> </li> <li>● To solve this problem they invented clever solutions.</li> <li>● Cisterns: <ul style="list-style-type: none"> <li>○ Structures that collected rainfall and stored water for farming. Explain: Rainwater entered through an opening and Buckets were used to collect the water</li> </ul> </li> <li>● Terrace Farming <ul style="list-style-type: none"> <li>○ The Maya cut steps into hillsides so crops could grow without soil washing away.</li> </ul> </li> <li>● Discuss: Why would this help farmers?</li> <li>● Explain that because the Maya had: <ul style="list-style-type: none"> <li>○ good water systems</li> <li>○ farming techniques</li> <li>○ natural building materials</li> </ul> </li> <li>● So their civilisation grew and became successful.</li> <li>● Important Maya cities included: <ul style="list-style-type: none"> <li>○ Tikal</li> </ul> </li> </ul>	<p>obsidian limestone porous irrigate cistern terrace farming artisan hierarchy</p>

- Copán
- Palenque
- Calakmul
- Chichén Itzá
- Some cities had up to 100,000 people. These cities grew because they controlled trade routes and resources.
- Introduce the Maya social hierarchy:
  - 1. King / High Priest (Ajaw)
  - 2. Council (Priests)
  - 3. Nobles
  - 4. Merchants and artisans
  - 5. Farmers and enslaved people
- Explain that jobs determined a person's importance in society.
- Introduce Itzel and her husband Kabil, a jewellery maker who creates jewellery from jadeite.
- Discuss:
  - What job does Kabil have?
  - Where would he fit in the hierarchy?
- Task 1 – Main Task
- Chn answer the enquiry question: What made the Maya civilisation successful?
- Using their worksheets they explain how the Maya adapted to the rainforest environment. Focus on:
  - water collection systems (cisterns)
  - terrace farming
  - building materials
  - roads called sacbeob. These raised stone roads helped people travel through the rainforest without mud.
- Challenge: Do you agree that the Maya were an advanced civilisation? Why?
- Evidence could include:
  - engineering solutions
  - farming innovations
  - large cities
  - trade networks
- Plenary True or False Quiz:
  - The Maya did not need to store water.
  - The Maya used terrace farming to grow crops.
  - Jewellery was made from jadeite.
  - Cities grew because of trade routes.
- By the end of the lesson, chn will:
  - Explain how the Maya used natural resources to build tools and cities.
  - Describe how the Maya solved problems such as farming and water shortages.
  - Understand that successful cities grew through trade, resources and population growth.
  - Identify different roles in Maya society.
  - Explain why historians consider the Maya civilisation advanced.

3	<p>To understand how historians and archaeologists learn about the Maya civilisation using artefacts, writing and images.</p>	<ul style="list-style-type: none"> <li>● Recap learning from the previous lesson: <ul style="list-style-type: none"> <li>○ What made the Maya civilisation successful?</li> <li>○ What farming techniques did the Maya invent?</li> <li>○ Why did their cities grow?</li> </ul> </li> <li>● Children should recall: <ul style="list-style-type: none"> <li>○ Cisterns were used to collect and store water.</li> <li>○ Terrace farming helped grow crops on hillsides.</li> <li>○ The Maya used natural materials like limestone and obsidian.</li> <li>○ Cities grew because of resources, farming and trade routes.</li> </ul> </li> <li>● Ask: <ul style="list-style-type: none"> <li>○ If the Maya lived over 1,000 years ago, how do historians know about them today?</li> </ul> </li> <li>● Explain that historians use evidence from the past.</li> <li>● Show images of Maya artefacts or wall art.</li> <li>● Ask pupils: <ul style="list-style-type: none"> <li>○ What do you notice?</li> <li>○ What do you think this object was used for?</li> <li>○ What might it tell us about Maya life?</li> </ul> </li> <li>● Explain that historians study: <ul style="list-style-type: none"> <li>○ artefacts</li> <li>○ wall paintings</li> <li>○ hieroglyphs</li> <li>○ ruins of buildings</li> </ul> </li> <li>● to understand the Maya civilisation.</li> <li>● Explain that archaeologists discover artefacts through excavations.</li> <li>● Examples include: <ul style="list-style-type: none"> <li>○ jewellery made from jadeite</li> <li>○ pottery and vases</li> <li>○ tools</li> <li>○ carvings and statues</li> </ul> </li> <li>● These objects help historians learn about: <ul style="list-style-type: none"> <li>○ daily life</li> <li>○ religion</li> <li>○ trade</li> <li>○ social hierarchy.</li> </ul> </li> <li>● Explain that the Maya were famous for their detailed wall paintings and writing. These images show: <ul style="list-style-type: none"> <li>○ kings and nobles</li> <li>○ farmers and workers</li> <li>○ religious ceremonies</li> <li>○ everyday activities.</li> </ul> </li> <li>● From these pictures historians can reconstruct what Maya society looked like.</li> <li>● Give chn a picture of Maya wall art. Using the Maya hierarchy, pupils label what jobs the people might have.</li> </ul>	<p>artefacts – archaeologist – historian hieroglyphs inference</p>
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- Examples:
  - king or high priest
  - nobles
  - artisans
  - farmers.
- This helps pupils practise interpreting evidence.
- Show an artefact and ask:
  - What material is it made from?
  - Who might have used it?
  - What does it tell us about Maya life?
- Explain that artefacts also tell us about Maya beliefs and religion.
- Chn to choose one artefact and complete an inference grid:
  - What is the object?
  - Who might have used it?
  - What does it tell us about Maya life?
- Explain that life was very different depending on social status.
- Introduce two characters:
  - Aapo: A poorer Maya worker.
  - Xoc: A richer Maya noble.
- Chn to discuss:
  - What was life like for Aapo?
  - What was life like for Xoc?
- They compare:
  - houses
  - food
  - clothing
  - jobs.
- Share the following statement: “Aapo was a more important member of Maya society.”
- Chn to decide whether they agree or disagree and explain why.
- Give chn the following question: How do we know about the Maya?
- Using four Maya artefacts chn should explain what they tell us about Maya civilisation.
- Sentence starters:
  - I think this object is...
  - It might have been used for...
  - This tells us that...
- Plenary Class discussion:
  - What evidence do historians use to study the Maya?
  - What can artefacts tell us about the past?
  - Why might artefacts be important for historians?
- By the end of the lesson, chn will:
  - Explain how archaeologists and historians learn about the Maya civilisation.

		<ul style="list-style-type: none"> <li>○ Identify different Maya artefacts and explain what they tell us about Maya life.</li> <li>○ Understand that wall art and hieroglyphic writing provide evidence about Maya society.</li> <li>○ Describe differences between rich and poor Maya people.</li> <li>○ Use historical inference to explain what artefacts reveal about the past.</li> </ul>	
4	<p>To understand how Maya society was organised and how the Maya city-states were ruled.</p>	<ul style="list-style-type: none"> <li>● Recap learning from the previous lesson <ul style="list-style-type: none"> <li>○ Where and when did the Maya live?</li> <li>○ What made the Maya civilisation successful?</li> <li>○ How do historians know about the Maya?</li> </ul> </li> <li>● Chn should recall: <ul style="list-style-type: none"> <li>○ The Maya lived in Mesoamerica (modern Mexico, Belize, Guatemala, Honduras and El Salvador).</li> <li>○ They solved environmental problems using cisterns, terrace farming and natural materials.</li> <li>○ Historians know about them through artefacts, hieroglyphs, wall art and ruins.</li> </ul> </li> <li>● Ask chn: <ul style="list-style-type: none"> <li>○ Were the Maya one empire?</li> </ul> </li> <li>● Explain that the Maya were not one large empire like Ancient Egypt. Instead: <ul style="list-style-type: none"> <li>○ The Maya lived in separate city-states.</li> <li>○ Each city had its own ruler and government.</li> <li>○ City-states sometimes went to war with each other.</li> </ul> </li> <li>● Examples of Maya city-states: <ul style="list-style-type: none"> <li>○ Tikal</li> <li>○ Palenque</li> <li>○ Copán</li> <li>○ Calakmul.</li> </ul> </li> <li>● Introduce chn to the Maya government system.</li> <li>● The King (Ajaw) <ul style="list-style-type: none"> <li>○ The king was the most powerful person.</li> <li>○ He was believed to have a special connection with the gods.</li> <li>○ He controlled the city-state.</li> </ul> </li> <li>● The Council <ul style="list-style-type: none"> <li>○ The king was advised by a council of nobles and priests.</li> </ul> </li> <li>● The council helped with: <ul style="list-style-type: none"> <li>○ government decisions</li> <li>○ religion</li> <li>○ war strategy</li> <li>○ collecting taxes.</li> </ul> </li> <li>● Introduce chn to the Maya Social Hierarchy</li> <li>● Explain that Maya society had a clear hierarchy.</li> <li>● Top to bottom: <ul style="list-style-type: none"> <li>○ 1. King / Queen (Ajaw)</li> <li>○ 2. Priests and nobles</li> <li>○ 3. Merchants and artisans</li> </ul> </li> </ul>	<p>ruler empire city-state council stela</p>

- 4. Farmers and workers
- 5. Enslaved people
- Explain that a person's job affected their social status.
- True or False Activity: Children decide whether statements are true or false:
- Examples:
  - The Maya were one large empire.
  - Each city had its own ruler.
  - The council helped the king make decisions.
  - Maya city-states always lived peacefully.
- Introduce chn to Women Rulers in Maya Society Explain that women could also rule the Maya.
- Examples of Maya queens include:
  - Lady Wak Chanil Ajaw
  - Ik' Skull
  - Lady Yohl Ik'nal
  - Muwaan Mat of Palenque.
- These rulers lived during the 7th and 8th centuries.
- Ask chn:
  - What does this tell us about women in Maya society?
- Explain that archaeologists discovered queens through stone carvings called stelae. A stela is a tall stone slab carved with pictures or writing about rulers. These carvings show images of queens and historical events.
- Chn to answer:
- 1. Name two Maya queens from the 7th and 8th centuries.
- 2. How do historians know about these queens?
- 3. What does this tell us about the role of women in Maya society?
- Activity 1 – Main Task chn to answer the enquiry question: How was Maya society organised?
  - Example prompts:
  - The Maya were not a united \_\_\_\_\_.
  - Each city-state had its own \_\_\_\_\_.
  - The king was advised by a \_\_\_\_\_.
  - Some rulers in the Classic period were \_\_\_\_\_.
- Plenary: Class discussion:
  - Were the Maya one empire?
  - Who ruled each city-state?
  - How do we know about Maya queens?
- By the end of the lesson, chn will:
  - Explain that the Maya civilisation was made up of separate city-states rather than one empire.
  - Understand that each city-state had its own king or ruler.
  - Describe the hierarchy of Maya society.
  - Explain the role of the king and the council of nobles and priests.
  - Understand that women could also become rulers in Maya society.

5	<p>To understand why the northern Maya city of Chichén Itzá became powerful and important.</p>	<ul style="list-style-type: none"> <li>● Recap the learning from the previous lesson: <ul style="list-style-type: none"> <li>○ How was Maya society organised?</li> <li>○ What is a city-state?</li> <li>○ Who ruled the Maya city-states?</li> </ul> </li> <li>● Chn should recall: <ul style="list-style-type: none"> <li>○ The Maya civilisation was made up of separate city-states.</li> <li>○ Each city-state had its own king or queen and council.</li> <li>○ Society was organised in a hierarchy.</li> </ul> </li> <li>● Ask chn <ul style="list-style-type: none"> <li>○ What might make one city more powerful than another?</li> </ul> </li> <li>● Possible answers: <ul style="list-style-type: none"> <li>○ trade</li> <li>○ resources</li> <li>○ location</li> <li>○ population.</li> </ul> </li> <li>● Explain that around 900 CE, many cities in the southern Maya lowlands were abandoned. Busy cities quickly became ruins. Archaeologists are not sure why this happened.</li> <li>● Historians have suggested several explanations: <ul style="list-style-type: none"> <li>○ drought</li> <li>○ disease</li> <li>○ volcanic ash</li> <li>○ wars between rulers</li> <li>○ lack of food.</li> </ul> </li> <li>● Scientists have discovered evidence of a drought, but it may not fully explain the abandonment. Explain that historians may never know the exact reason.</li> <li>● While the southern cities declined, the northern Yucatán city-states continued to grow.</li> <li>● Examples include: <ul style="list-style-type: none"> <li>○ Uxmal</li> <li>○ Cobá</li> <li>○ Chichén Itzá.</li> </ul> </li> <li>● Eventually Chichén Itzá became the most powerful city-state.</li> <li>● Ask chn: <ul style="list-style-type: none"> <li>○ What is trade?</li> </ul> </li> <li>● Explain that earlier trade routes mainly followed rivers in the south. When southern cities were abandoned: <ul style="list-style-type: none"> <li>○ river trade declined</li> <li>○ sea trade became more important.</li> </ul> </li> <li>● Chichén Itzá became powerful because it controlled important trade routes. It also controlled a trade port called Isla Cerritos. Through this port the city imported valuable goods such as: <ul style="list-style-type: none"> <li>○ obsidian</li> <li>○ jadeite</li> <li>○ ceramics</li> </ul> </li> </ul>	<p>trade port trade route</p>
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- cacao
- cotton
- salt.
- This trade made Chichén Itzá wealthy and powerful.
- True or False Activity
  - Archaeologists know exactly why southern cities were abandoned.
  - Chichén Itzá became the most powerful city-state.
  - The northern cities were affected in the same way as the southern ones.
- Share the following statements and chn are to prove the statements wrong:
  - Chichén Itzá would have been powerful without trade.
  - Jadeite was found naturally near Chichén Itzá.
- Chn should explain that:
  - trade allowed resources like obsidian and jadeite to be imported.
  - control of ports helped the city become powerful.
- Chn to answer the following enquiry question: How did the abandonment of southern Maya cities help northern city-states become powerful?
- Chn should explore the following sub questions
  - Do archaeologists know for sure why the southern cities were abandoned?
  - Were the northern city-states affected in the same way?
  - Name possible reasons for the abandonment.
  - What impact did this have on northern regions?
- Plenary
- Class discussion:
  - Why did southern Maya cities disappear?
  - How did this affect northern cities?
  - Why was Chichén Itzá powerful?
- Show images of Chichén Itzá today, explaining it is now:
  - a major archaeological site
  - a tourist attraction
  - one of the New Seven Wonders of the World.
- By the end of the lesson, chn will:
  - Explain that some southern Maya city-states were abandoned around 900 CE.
  - Understand that historians are unsure why these cities were abandoned.
  - Identify several theories explaining the abandonment.
  - Explain how this helped northern cities grow in power.
  - Understand why Chichén Itzá became one of the most powerful Maya cities.
  - Describe the importance of trade routes and ports.

Synoptic task: How do historians know about the Maya?

	Autumn 2	Vocabulary	Spring 1	Vocabulary	Summer 1	Vocabulary
<b>Year 6</b>	<p><b>Britain Transformed (Industrial Britain)</b> Children will learn:</p> <ul style="list-style-type: none"> <li>How Britain changed between 1750 and 1900 during the Industrial Revolution.</li> <li>How Britain moved from a mainly rural farming society to an industrial nation with factories and cities.</li> <li>How new machines, inventions and technology transformed work and everyday life.</li> <li>How transport systems such as canals and railways helped industry grow and allowed goods and people to travel faster.</li> <li>How the Industrial Revolution affected living and working conditions, including both positive and negative impacts.</li> <li>How British cities grew and developed during the 18th and 19th centuries.</li> <li>How the slave trade shaped the wealth and development of some British cities.</li> <li>How transport developments such as canals and railways helped towns like Harlesden grow and urbanise.</li> <li>How the changes of the Industrial period represented a major turning point in British history</li> </ul>	<ul style="list-style-type: none"> <li>industry</li> <li>turning point</li> <li>empire</li> <li>invention</li> <li>steam engine</li> <li>canal</li> <li>technology</li> <li>working conditions</li> <li>living conditions</li> <li>spinning jenny</li> <li>coal</li> <li>steel</li> <li>barge</li> <li>railway</li> <li>Stephenson's Rocket</li> <li>transport revolution</li> <li>turnpike</li> <li>industrialisation</li> <li>transport</li> <li>trade</li> <li>factory</li> <li>urbanisation</li> <li>slave trade</li> <li>enslaved</li> <li>freedom</li> <li>plantation</li> <li>triangle trade</li> <li>merchant</li> <li>profit</li> <li>wealth</li> <li>port</li> <li>colony</li> <li>middle passage</li> <li>abolition</li> <li>campaign</li> <li>plantation owner</li> <li>commerce</li> <li>legacy</li> <li>statue</li> <li>memorial</li> <li>heritage</li> </ul>	<p><b>World War II and the Battle of Britain</b> Children will learn:</p> <ul style="list-style-type: none"> <li>The events that led to the start of World War II, including the consequences of World War I and the Treaty of Versailles.</li> <li>How Adolf Hitler rose to power in Germany and established a dictatorship.</li> <li>How Jewish people were treated in Nazi Germany through discriminatory and anti-Semitic laws.</li> <li>Why Britain and France eventually declared war on Germany in 1939.</li> <li>The role of appeasement and territorial expansion in the lead-up to the war.</li> <li>What happened during the Battle of Britain and how the RAF prevented a German invasion.</li> <li>What life was like for people in Britain during the war, including bombing raids and defence of the country.</li> <li>The significance of the Battle of Britain as the first major defeat of Nazi Germany</li> </ul>	<ul style="list-style-type: none"> <li>Imperialism</li> <li>Reparations</li> <li>Sanctions</li> <li>World War 1</li> <li>Treaty of Versailles</li> <li>Nazi Party</li> <li>Adolf Hitler</li> <li>Great Depression.</li> <li>Appeasement</li> <li>Anschluss</li> <li>Manufacturing</li> <li>Nazi</li> <li>Fuhrer</li> <li>Dictator</li> <li>Bankrupt</li> <li>Hyper-inflation</li> <li>Overthrow</li> <li>Turmoil</li> <li>Protest</li> <li>Reichstag</li> <li>Anti-semitic</li> <li>Regime</li> <li>Segregation</li> <li>Polarising effect</li> <li>Authoritarian</li> <li>Dictatorships</li> <li>Civil War</li> <li>Annex</li> <li>Appeasement</li> <li>Puppet Government</li> <li>Western Front</li> <li>Stationed</li> <li>Luftwaffe</li> <li>Spitfires</li> <li>Hurricanes</li> <li>Sue for peace</li> <li>Home Guard</li> <li>Aerial supremacy</li> <li>Operation Sea Lion</li> <li>Bombers</li> <li>Break Morale</li> </ul>	<p><b>Post-War Britain</b> Children will learn:</p> <ul style="list-style-type: none"> <li>What Britain was like after World War II, including the destruction of homes, factories and transport systems.</li> <li>Why rebuilding Britain after the war was difficult, including shortages of money, workers and building materials.</li> <li>Why historians describe World War II as a turning point in British history.</li> <li>How the Beveridge Report identified social problems and recommended major reforms.</li> <li>How the Labour government introduced the welfare state to support people who were sick, unemployed or in need.</li> <li>Why the National Health Service (NHS) was created in 1948 and how it provided free healthcare for everyone.</li> <li>Why Britain needed workers after the war and how people from the Caribbean migrated to Britain as part of the Windrush Generation.</li> <li>How the arrival of the Empire Windrush in 1948 increased ethnic diversity in Britain.</li> <li>The challenges faced by Caribbean migrants, including discrimination and racism, and how this led to events such as the Notting Hill riots.</li> <li>How post-war technological and social changes shaped modern Britain, including new household technologies, television, and youth culture.</li> </ul>	<ul style="list-style-type: none"> <li>turning point</li> <li>permanent</li> <li>conscripted</li> <li>civilian</li> <li>healthcare</li> <li>welfare state</li> <li>Beveridge Report</li> <li>NHS</li> <li>election</li> <li>Labour Party</li> <li>ethnic diversity</li> <li>discrimination</li> <li>Empire Windrush</li> <li>Windrush Generation</li> <li>migration</li> <li>Caribbean</li> <li>riots</li> <li>baby boomers</li> </ul>



<b>Disciplinary focus: Significance</b>			
<b>Big Question: How did Britain change between 1750 and the 1900s and what did this mean for different people?</b>			
	Learning objective	Pupils will	Vocabulary
	To identify some of the big changes between 1750 and 1900.	<ul style="list-style-type: none"> <li>● Pose the question: Britain in 1750 vs. Britain in 1900 – What Changed? Ask chn to discuss what they think happened</li> <li>● Show two contrasting images — a rural farming village in 1750 and a smoky industrial city in 1900. Ask pupils: <i>What differences do you notice?</i></li> <li>● Explain: Between the mid-18th and early 20th centuries, Britain changed from a country of farmers to a modern industrial nation full of factories, trains, and busy cities. Life became faster, noisier, and more connected to the wider world.</li> <li>● Explore the following changes.               <ul style="list-style-type: none"> <li>The Industrial Revolution                   <ul style="list-style-type: none"> <li>● Before the mid-18th century, most people lived in the countryside and worked on farms. Then, new <b>machines</b> were invented that could make goods (like clothes and tools) much faster in <b>factories</b>. This was called the <b>Industrial Revolution</b>. Towns and cities grew quickly because people moved there to find factory jobs.</li> </ul> </li> <li>Transport                   <ul style="list-style-type: none"> <li>● Travel became much faster! <b>Canals</b> were built so goods could be moved by boat. Later, <b>steam trains</b> and <b>railways</b> connected towns and cities across Britain. By the late 1800s, people could travel long distances in a few hours instead of days!</li> </ul> </li> <li>Inventions and Technology                   <ul style="list-style-type: none"> <li>● New machines, like the <b>steam engine</b>, <b>spinning jenny</b>, and <b>telegraph</b>, made life and work easier and faster. <b>Electricity</b>, <b>photography</b>, and <b>telephones</b> appeared by the late 19th century.</li> </ul> </li> <li>Life in Towns                   <ul style="list-style-type: none"> <li>● At first, city life was hard—houses were crowded, and streets were dirty. Over time, <b>laws</b> improved working and living conditions. <b>Schools</b> became more common, and education became important for all children.</li> </ul> </li> <li>The British Empire                   <ul style="list-style-type: none"> <li>● Britain became very powerful and had the <b>largest empire in the world</b>. It traded with countries all over the globe, bringing in goods like tea, sugar, and cotton. But this also meant that Britain ruled over many people in other countries, often without their choice.</li> </ul> </li> <li>Society and Change                   <ul style="list-style-type: none"> <li>● At first, only rich men could vote, but by the end of the 19th century, <b>ordinary men</b> and later <b>women</b> began to fight for equal rights. People began to care more about <b>fairness</b>, <b>education</b>, and <b>health</b>.</li> </ul> </li> </ul> </li> <li>● Introduce the phrase <i>“turning point in history”</i>. Why might people see the Industrial Revolution as one?</li> <li>● In groups, pupils sort “clues” (short text/illustrations about farming, factories, canals, population growth, local towns) into “Before 1750” and “By 1900”.</li> </ul>	Industry Turning point Empire Invention Steam engine Canal

		<ul style="list-style-type: none"> <li>● Pupils write one question they now have about how Britain changed, to revisit later in the unit.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Identify some of the changes</li> <li>○ Identify some of the positives / negatives to the changes</li> <li>○ Leave with a clear sense that Britain transformed dramatically in this period, and that the coming lessons will help explain <i>how</i> and <i>why</i></li> </ul> </li> </ul>	
	<p>To find out what the Industrial Revolution was and how it affected Britain.</p>	<ul style="list-style-type: none"> <li>● Recap on the changes Britain saw from 1700s - 1900s</li> <li>● Ask: What do you already know about the Industrial Revolution? Children to think, pair, share their ideas.</li> <li>● Watch the <a href="#">London 2012 Olympic Opening Ceremony</a> (13:26 - 25:50 ) discuss clues that show the development. Shakespeare words, spoken by Brunel, changes in music, costume. How does this reflect the changing period?</li> <li>● Explain: Until the Industrial Revolution, most people in Britain lived in rural locations and earned a living through the land. However, during the Victorian era, the Industrial Revolution radically changed the way people lived. When Queen Victoria came to the throne in 1837, only around 20% of the population lived in towns and cities. By the time of her death in 1901, more than three quarters of the population lived in urban areas.</li> <li>● Explain people went to the towns in search of work in the many factories that were now being built around the country.</li> <li>● Discuss the invention of things such as The Spinning Jenny, the rise in steel and coal mining.</li> <li>● Ask: What affect do you think the Industrial Revolution had on the people of Britain and their day-to-day lives?</li> <li>● As a class identify what were the positive and negative effects of the Industrial Revolution?</li> <li>● Chn to answer this question in their books using the below subheadings:How did the Industrial Revolution affect Britain? <ul style="list-style-type: none"> <li>○ From country to city</li> <li>○ The steam engine</li> <li>○ Steam locomotives</li> <li>○ Coal mining</li> <li>○ Child labour</li> <li>○ Living conditions</li> </ul> </li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain what the Industrial Revolution was</li> <li>○ Identify some of the positives / negatives to it</li> <li>○ Give examples of how the Industrial Revolution affected the population of Britain</li> </ul> </li> </ul>	<p>Industry Empire Technology Working / living conditions Steam engine Spinning Jenny Coal Steel</p>
	<p>Explain how these new transport systems supported industry and changed everyday life.</p>	<ul style="list-style-type: none"> <li>● Recap on how the Industrial Revolution affected the population of Britain</li> <li>● Show chn pictures of the four methods of travel from the table. Ask children to order chronologically and share information about each mode of transport</li> <li>● <i>Teacher Background Information</i> <ul style="list-style-type: none"> <li>● <b>Before 1750:</b> Most transport relied on slow, muddy roads. Heavy loads (like coal, iron, cotton) could not travel far.</li> <li>● <b>Canals (late 1700s):</b> Built to move coal, iron, and goods cheaply. They linked factories with towns. Barges pulled by horses could carry 30 tonnes — far more than wagons.</li> </ul> </li> </ul>	<p>Canal Barge Railway Stephenson's Rocket Transport Revolution Turnpike</p>

- **Railways (from 1820s):** Steam engines revolutionised travel. George Stephenson's Rocket (1829) proved steam trains were fast and reliable. Railways spread quickly, connecting cities, ports, and factories.

**Impact:**

Goods could move faster and cheaper → industry grew.  
 People could travel further for work, holidays, and visits.  
 Towns grew where railways/canals passed through.  
 Time became more standardised (railway timetables!).

- Look at the [interactive map of the history of the canals](#)
- Discuss the difference between the beginning, golden age



- The Beginning: The late 1700's and early 1800's saw the formation of many of Britain's most important canals, set up by merchants, aristocrats and bankers, but particularly by coalmine owners, textile manufacturers, pottery barons and others waiting to open up new markets for their products. As canals played a vital role in the industrial revolution.
- The Golden age: At its greatest extent the wider inland waterway network stretched to over 5,000 miles and carried 30 million tonnes of goods and raw materials across Britain every year (not all these waterways are shown on the timeline map). Almost all the major cities and towns had a canal, from London to Lancaster and from Wales to the Wash. The number of miles for the waterways on our timeline was over 2900 miles by 1850.
- Show pupils a table comparing journeys:  
 London → Manchester (1750, horse & cart: 4 days; 1830, stagecoach: 1.5 days; 1850, train: 5 hours).

Route	1750 (Horse & Cart)	1800 (Stagecoach/Road)	1830 (Canal)	1850 (Railway)
London → Manchester	4 days	2 days	1.5 days	5 hours
London → Bristol	3 days	1.5 days	1 day	4 hours
Liverpool →	2 days	1 day	8 hours	2 hours


		Manchester					
		Birmingham → London	2.5 days	1.5 days	12 hours	3.5 hours	
		Leeds → London	4 days	2.5 days	2 days	6 hours	
		<ul style="list-style-type: none"> <li>● Ask: How would this change people’s lives? Who might benefit most? Record ideas on board (e.g. factory owners, ordinary travellers, farmers).</li> <li>● Give chn the fact cards and ask them to sort them into “Canals” and “Railways” (e.g. speed, cost, cargo, routes). Each group makes a quick comparison chart.</li> <li>● Discuss as class: Why were canals important first? Why did railways soon take over?</li> <li>● Pose the following scenario: It’s 1830 and the railway has just arrived in your town. Give roles to different chn: factory owner, farmer, worker, child, shopkeeper, traveller. In groups, pupils discuss: <i>How will the railway change your life?</i></li> <li>● Possible responses: <ul style="list-style-type: none"> <li>○ <b>Factory Owner:</b> The railway will let me get raw materials like coal and cotton faster. I can sell my goods in other cities. I might need more workers!</li> <li>○ <b>Farmer:</b> I can now send my crops to markets far away. But the railway might take my land for tracks.</li> <li>○ <b>Worker in a Factory:</b> I can travel to different towns to find work more easily. But work in factories is still hard.</li> <li>○ <b>Child (helping at home/farm):</b> Trains are noisy and exciting, but my family might have to move closer to a town for work.</li> <li>○ <b>Shopkeeper:</b> The railway brings new goods and more customers. I can sell things that weren’t available before.</li> <li>○ <b>Traveller:</b> I can visit family far away or take holidays more quickly. No more long journeys by horse!</li> </ul> </li> <li>● Groups feed back short in-role statements to class.</li> <li>● In books chn to write a short piece using the following sentence starting: <i>“The transport revolution changed Britain because...”</i></li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain the change in transport over time</li> <li>○ Identify some of the positives / negatives to canals / railways</li> <li>○ Explain why railways were more beneficial to many people.</li> </ul> </li> </ul>					
	To understand how many cities were shaped in the 18th and 19th century	<ul style="list-style-type: none"> <li>● Show images of sugar, tobacco, cotton, and rum.</li> <li>● Ask: What do these products have in common? Where do you think they came from? Who might have grown or made them?</li> <li>● Lead into the idea that these were key goods connected to slavery.</li> <li>● Watch this <a href="#">video</a> that explains about a slave called Olaudah Equiano. This film covers Olaudah Equiano's early life as an enslaved person before going on to consider his work campaigning in the UK to abolish slavery. It includes some images depicting slavery, including a contemporary illustration of people forced onto a slave-ship</li> <li>● Ask : How do you think Olaudah felt when his name was changed without his permission? How do you think Olaudah felt when he was finally free? Can you find three words to describe his feelings for 'before' and 'after'?</li> </ul>					Slave Trade Enslaved Freedom Plantation Triangle Trade Merchant Profit Wealth Port


	<ul style="list-style-type: none"> <li>● Explain to children that many big cities such as Bristol, Liverpool and Glasgow were shaped by slavery and that much of the wealth was gained from the slave trade. Slavery shaped modern Britain and we live with the memory of slavery today. The stately homes, street names, buildings, monuments, and statues across the country tie us to this terrible past. From London to Glasgow, everywhere you turn you'll see the names of wealthy men printed onto city landscapes. They have been remembered for their work in engineering, charity, art, and politics, but their connections to slavery have often been forgotten.</li> <li>● Watch this <a href="#">video</a> about the shaping of those cities.</li> <li>● As a class, discuss what they think should happen to buildings named after or statues about people involved in the slave trade, or that gained wealth from the slave trade. Ensure there is a balance of discussion. E.g, yes they should be removed and not celebrated as there is nothing to be celebrated about the slave trade or no as they should be left as a reminder of the poor treatment of African people to ensure things don't happen again - we should remember and ensure the world is different now.</li> <li>● Give pupils short, age-appropriate source extracts (e.g. Equiano's autobiography, ship records, Bristol merchant adverts). <ul style="list-style-type: none"> <li>○ Source A: Bristol Merchant's Advertisement (c. 1760)  "Fine sugar, molasses and rum just arrived from Jamaica.  For sale in Bristol – the best quality goods, made with the finest labour. Profits guaranteed."  (Use for: showing merchants cared about profit, not suffering.)</li> <li>○ Source B: Bristol Council Records (c. 1750)  "Bristol's wealth has greatly increased from trade with Africa and the West Indies.  Our streets, houses and schools are improved by this commerce."  (Use for: showing how the whole city gained wealth.)</li> <li>● Voices of Those Who Suffered <ul style="list-style-type: none"> <li>○ Source C: Olaudah Equiano, captured at age 11 (c. 1756)</li> <li>○ "I was seized by two men and carried away from my home in Africa.  I cried all the way, thinking I should never see my family again."  (Use for: personal story of capture and loss.)</li> <li>○ Source D: Description of the Middle Passage (anonymous testimony, simplified)  "The enslaved people were chained together.  They had little food or water.  Many became sick and died on the voyage across the ocean."  (Use for: the cruelty of the ship journey.)</li> <li>○ Source E: Enslaved Worker on a Sugar Plantation (simplified from records)  "We were made to work from sunrise to sunset in the hot sun.  If we stopped or slowed down, we were whipped.  Many fell ill and some died from the hard labour."  (Use for: daily life and brutality on plantations.)</li> </ul> </li> </ul> </li> </ul> <li>● In groups: sort the voices into "Who benefited?" (merchants, plantation owners, Bristol city) and "Who suffered?" (enslaved Africans, families).</li> <li>● Groups share findings; class creates a 2-column chart on board: Winners and Losers of the Slave Trade.</li> <li>● Show an image of a Bristol street/statue named after a merchant.</li>	Empire Colony Middle Passage Abolition Campaign Plantation Owner Commerce Legacy Statue Memorial Heritage
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		<ul style="list-style-type: none"> <li>● Ask: Should we remember Bristol’s wealth differently because of slavery? Why/why not?</li> <li>● Pupils write one reflection sentence on a sticky note for the “Learning Wall.”</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain what the Slave Trade was</li> <li>○ Explain how it shaped Britain</li> <li>○ Understand its impact and legacy</li> </ul> </li> </ul>	
	<p>Explain how the canal and railway helped Harlesden to grow and change.</p>	<ul style="list-style-type: none"> <li>● <b>Prior to the lesson, read up on this history of Harlesden. This information can be shared with chn too.</b> <ul style="list-style-type: none"> <li>○ <a href="#">Explains origins (Saxon farmstead “Herewulf’s Tun”)</a></li> <li>○ <a href="#">Details Domesday entry, Farmland, growth along Harrow Road, the shift to urban, etc.</a></li> </ul> </li> <li>● Display two contrasting images/maps: <ul style="list-style-type: none"> <li>○ Harlesden as farmland (early 1800s)</li> <li>○ Harlesden as a busy industrial town (late 1800s).</li> </ul> </li> <li>● Ask: “What do you notice has changed?” “What might have caused these changes?”</li> <li>● Pupils record ideas on sticky notes to form a class brainstorm.</li> <li>● Explain that canals and railways brought big changes to many towns, including Harlesden.</li> <li>● Introduce key developments: <ul style="list-style-type: none"> <li>○ Grand Union Canal (1801–1805): brought goods and materials.</li> <li>○ <b>Purpose:</b> The canal was built to link London with the Midlands, allowing goods like coal, timber, and building materials to travel more easily.</li> <li>○ <b>Impact on Harlesden:</b> Encouraged the growth of industries near the canal, including brickworks and factories. Made the area more connected to wider trade networks. Provided employment for canal workers, boatmen, and builders.</li> <li>○ <b>Daily Life:</b> Farmers could sell produce to markets further afield; some traditional livelihoods were disrupted as land near the canal became industrial.</li> <li>○ Railway (mid-1800s): made travel and trade faster.</li> <li>○ <b>Purpose:</b> Railways connected Harlesden to London and other towns, enabling faster travel of people and goods.</li> <li>○ <b>Impact on Harlesden:</b></li> <li>○ Sparked rapid urbanisation, with Victorian streets and housing built for railway and factory workers.</li> <li>○ Factories and shops grew because goods could be transported quickly and cheaply.</li> <li>○ Allowed commuting to London, attracting a mix of working- and middle-class residents.</li> <li>○ <b>Daily Life:</b> Life became faster-paced; more employment opportunities emerged, but some residents faced crowded streets, pollution, and loss of farmland.</li> </ul> </li> <li>● Show old maps/photos of the canal and Willesden Junction Station.</li> <li>● Discuss: “How might these new forms of transport change life for people living here?”</li> <li>● In small groups, pupils examine sets of maps (then/now).</li> <li>● Task: Identify what changed — farmland, roads, houses, factories, railway lines.</li> <li>● Annotate a “Change Map” to show what appeared, what disappeared, and what stayed the same.</li> <li>● By the end of the session the pupils should be able to: <ul style="list-style-type: none"> <li>○ Explain what Harlesden was like prior to change in transport</li> </ul> </li> </ul>	<p>Industrialisation, canal, railway, transport, trade, factory, urbanisation.</p>

		<ul style="list-style-type: none"><li>○ Explain how the canal and railway helped it grow</li><li>○ Explain the benefits to the canal and train station</li></ul>	
Synoptic task		<b><i>Big Question: How did Britain change between 1750 and the 1900s and what did this mean for different people?</i></b>	

<b>Disciplinary focus: Significance</b>			
<b>Big Question: What was the impact of WWII on the people of Europe?</b>			
	Learning objective	Pupils will	Vocabulary
1	To identify the key events that started WW2 🟡 OW style lesson 1 - 2...	<ul style="list-style-type: none"> <li>● Learn that there had been a First World War in 1914-1918 as <b>Imperialist</b> countries sought to increase their influence over other countries of the world and the <b>Industrial Revolution</b> fundamentally changed the quality of life and led to many power conflicts. This war resulted in so many casualties that it was known as “the war to end all wars”.</li> <li>● Learn that Germany as part of a Triple Alliance with Austro-Hungarian empire and Italy was defeated by an Entente of Great Britain, France in the First World War and as a result had to pay <b>reparations</b> which over time caused hardship for the German people. Particularly during a time of the global “Great Depression”.</li> <li>● Learn how the reparations punished Germany, <b>territorially, financially</b> and <b>militarily</b></li> <li>● Learn that Adolf Hitler an Austrian grew in power as Chancellor in Germany and began a process of rebuilding the German economy which included combining the countries of Germany and Austria “<b>anschluss</b>” increasing <b>manufacturing</b> and reclaiming land that it had had to give up in reparations.</li> <li>● Learn that other countries in Europe were reluctant to challenge Germany for fear of starting a second world war and followed a policy of <b>appeasement</b> as Germany <b>annexed</b> land from other countries.</li> <li>● By the end of this lesson children should be able to:                             <ul style="list-style-type: none"> <li>○ Recognise when the First World War took place.</li> <li>○ Explain how Germany was affected by being defeated in World War I using the Treaty of Versailles as an exemplification.</li> <li>○ Explain why countries were initially reluctant to challenge Adolf Hitler’s rebuilding of Germany</li> </ul> </li> </ul>	Imperialism Reparations Sanctions World War 1 Treaty of Versailles Nazi Party Adolf Hitler Great Depression. Appeasement Anschluss/Annexation Manufacturing
2	To understand how Hitler rose to power 🟡 Lesson 2	<ul style="list-style-type: none"> <li>● Recap on the effects of the First World War on the country of Germany.</li> <li>● Learn that between 1919 and 1922 Germany’s government attempted to rebuild their country by adhering to the rules set out in the treaty but this proved impossible.</li> <li>● Learn that in 1922, Germany was almost bankrupt and had to stop paying reparations money to France. France retaliated by occupying some of Germany’s Industrial land in the Ruhr region. This meant that German made goods became more scarce and more expensive. Its banks started to print more money which drove prices of food and goods even more expensive - this is called <b>hyper-inflation</b>. Everyday people in Germany began to be affected and became dissatisfied with the government. The country was in <b>turmoil</b></li> <li>● Learn that Adolf Hitler led the Nationalist Socialist Workers Party (<b>NAZI</b>) which marched against the government in <b>protest</b> and plotted to <b>overthrow</b> the government with a <b>revolution</b>. Hitler was imprisoned for trying to <b>overthrow</b> the government from where he wrote a book called “Mein Kampf” - My Struggle. This became a popular text and the Nazi party became very popular as many people believed that Hitler had some good ideas to rebuild the German economy and make the people’s lives better again.</li> <li>● In 1932 Hitler was elected as Chancellor of Germany and when the <b>Reichstag</b> was set alight in 1933 by protesters this gave him the opportunity to say that he needed emergency powers to protect the people of Germany from attack. The Enabling Act gave him the powers of a <b>dictator</b>. He banned other political parties and rounded up their leaders and supporters and had them arrested or shot by his security forces the SS.</li> </ul>	Nazi Fuhrer Dictator Bankrupt Hyper-inflation Overthrow Turmoil Protest Reichstag

		<ul style="list-style-type: none"> <li>• In 1934 the President of Germany von Hindenberg died and Hitler had himself declared as <b>“Führer”</b>, (leader) making him the president, the chancellor and the head of the army all at the same time.</li> <li>• By the end of this lesson, children should be able to: <ul style="list-style-type: none"> <li>○ Explain how Adolf Hitler became so popular.</li> <li>○ Explain how Adolf Hitler was able to become a dictator.</li> <li>○ Explain the meaning of <b>“fuhrer”</b>.</li> </ul> </li> </ul>	
3	<p>To know how Jewish people were treated in the build up to WW2.</p> <p>Lesson 3</p>	<ul style="list-style-type: none"> <li>• Recap on the previous lesson and how Hitler was able to assume a position of dictator in the country of Germany.</li> <li>• Learn that Hitler made many speeches in Germany that blamed people of the Jewish faith for Germany’s humiliation at the Treaty of Versailles. He made <b>anti-semitic</b> speeches that said rich Jews were making a profit from Germany’s reparations. He was a talented public speaker and many people in Germany were eager to listen to him and his views.</li> <li>• Examine several anti-semitic laws passed in Germany under Hitler’s <b>regime</b> such as <b>segregation</b> of the education system, the banning of ownership of radios, the forced wearing of identifying armbands and the <b>polarising effect</b> they had on the Jewish inhabitants of Germany.</li> <li>• Recognise that anti-semitic sentiment was not isolated to Germany, but shared by people in many Western European countries in the 1930s, borne from the poverty caused by The Great Depression. Learn that the difference between the anti-semitic sentiment in Germany and that delivered by Oswald Mosely in Great Britain was that Hitler was a dictator with absolute power to enact anti-Jewish laws.</li> <li>• By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Give examples of the anti-semitic laws enacted in Germany.</li> <li>○ Suggest how these laws affected the Jewish people in Germany.</li> </ul> </li> </ul>	<p>Anti-semitic Regime Segregation Polarising effect</p>
4	<p>To know why Britain declared war</p> <p>Lesson 4</p>	 <ul style="list-style-type: none"> <li>• Recap on what life was like for Jewish people living under the Nazi regime.</li> <li>• Use a map to learn that in the 1930s there were other dictatorships and authoritarian monarchies in European countries. Mussolini in Italy (another country which had suffered following its defeat in World War 1), Antonio Salazar in Portugal, as well as a civil war in Spain where General Franco wanted to be an authoritarian leader.</li> <li>• England and France the richest countries in Europe, still maintained a democratic government and became worried about the rise of authoritarian regimes on the continent and the likelihood of another war.</li> <li>• Learn that Hitler wanted to unite German-speaking people of Europe into a single country (Reich) and used the hated Treaty of Versailles which had removed some territory from Germany as a reason to <b>annex</b> different parts of different countries where there were German speakers. This included: Austria, Sudetenland region of the Czech republic (Czechoslovakia) and also Lithuania.</li> <li>• Learn that the British and French governments <b>appeased</b> the German chancellor in order to avoid war, using Neville Chamberlain’s speech as a source of information and the 1938 Treaty of Munich.</li> </ul>	<p>Authoritarian Monarchies Dictatorships Civil War Annex Appeasement Puppet Government Western Front</p>

		<ul style="list-style-type: none"> <li>● Learn that in March 1939, Hitler ignored the Treaty of Munich and invaded the whole of Czechoslovakia and set up a <b>puppet government</b>. England and France prepared for an inevitable war.</li> <li>● Learn that Hitler also annexed Poland in order to recapture a piece of land that once belonged to Germany and which separated German speaking people in Germany and a country called East Prussia. He was able to do this by signing a <b>pact</b> with the Soviet Union agreeing to share the country of Poland between them. Hitler now had allies in the East and only had to worry about the <b>Western Front</b>(ier) with France, Belgium and Netherlands.</li> <li>● Recognise how the lives of Jewish people were changed in these newly annexed/invaded countries.</li> <li>● Listen to Neville Chamberlain’s declaration of war against Germany.</li> <li>● By the end of the session, children should be able to: <ul style="list-style-type: none"> <li>○ Give reasons why Hitler wanted to annex lands surrounding Germany.</li> <li>○ Explain what appeasement is.</li> <li>○ Explain what led Britain and France to recognise war was necessary.</li> </ul> </li> </ul>	
5	<p>To know about the Battle of Britain.</p> <p>Lesson 5 Lesson 6</p>	 <ul style="list-style-type: none"> <li>● Recap on how Germany had grown territorially under Adolf Hitler and how Britain and France declared war on Germany on 1st September 1939 following the invasion of Poland.</li> <li>● Learn that on 3rd April 1940, German forces invaded Norway which had hoped to remain neutral. This gave Germany control of the Baltic sea and allowed them to obtain metal and oil resources they needed to make more war machines and ammunition.</li> <li>● Learn that on 10 May 1940, German forces invaded France, Belgium and Netherlands which forced British soldiers stationed there to evacuate the continent of Europe at the port of Dunkirk. Several small ships sailed from ports in Britain to collect the soldiers.</li> <li>● Use a map to identify each country that Hitler had control of or had peaceful relations with. Understand that Britain was alone.</li> <li>● Learn that Hitler hoped that Britain would sign a peace treaty rather than need to invade them.</li> <li>● Learn that Winston Churchill had replaced Neville Chamberlain as Prime Minister of Great Britain and that Winston was not prepared to sign a peace treaty. Use speeches to illustrate his resolve/point of view.</li> <li>● Learn that <b>Spitfires</b> and <b>Hurricanes</b> were used to defend Britain from the <b>Luftwaffe</b> who started bombing ships in the English channel and airfields on the south coast from the 10th July 1940. Learn that these raids continued for three months with German bombers flying over UK cities, bombing factories and houses in the hope that the British would be unable to manufacture war machines and munitions and <b>break the population’s morale</b> and <b>sue for peace</b>.</li> <li>● Use case studies to examine closely the roles of different members of the Royal Air Force and <b>Home Guard</b> played in the Battle of Britain.</li> <li>● Learn that the Germans never achieved <b>aerial supremacy</b> and so could not guarantee the safety of their boats carrying soldiers to invade so <b>operation Sea Lion</b> was abandoned by Hitler on 17th September 1940. Britain’s victory was the first time that Hitler had experienced a military defeat.</li> <li>● By the end of the session children should be able to: <ul style="list-style-type: none"> <li>○ Explain what might have happened had the Luftwaffe defeated the Royal Air Force.</li> </ul> </li> </ul>	<p>Stationed Luftwaffe Spitfires Hurricanes Sue for peace Home Guard Aerial supremacy Operation Sea Lion Bombers Break Morale</p>

		<ul style="list-style-type: none"> <li>○ Explain what is meant by Winston Churchill’s comment: “Never in the field of human conflict was so much owed by so many to so few”</li> <li>○ Identify that the Battle of Britain was an aerial combat in the skies above the UK in the summer of 1940.</li> </ul>	
6	Describe permanent changes caused by the war	<ul style="list-style-type: none"> <li>● Recap: When Britain and France declared war on Nazi Germany on the 3rd of September, 1939, the lives of millions of people were changed forever. The Second World War lasted for six years, from 1939 to 1945, and affected men, women, and children across the globe.</li> <li>● Share an image of a map of Europe showing countries that were invaded by Nazi Germany before 1939.</li> <li>● Explain: All men in Britain aged between 18 and 41 were conscripted to join the armed forces and left their families behind. They were joined by millions more from across the British empire. Lots of men from across the British Empire joined the armed forces. Soldiers fought together across three continents of the world on land, air, and sea. Most have never travelled before and mixed with people who had different cultures, beliefs, and languages to them.</li> <li>● Ask: How did the lives of men between the ages of 18 and 41 in Britain change in 1939?</li> <li>● Explain: The lives of women in Britain changed from doing domestic roles to doing jobs left behind by the men who went to war. From 1941, they were conscripted for war work. Women worked in factories, farming, or could join the Auxiliary Territorial Service, the ATS, or the Women's Auxiliary Air Force, the WAAF, or the Women's Royal Naval Service, the WRNS. Nurses were essential during World War II and many travelled across the globe, going closer to the front lines than ever before. Nurses in Britain learned to treat war-related injuries of both civilians and wounded soldiers.</li> <li>● Ask: How did the lives of women and nurses in Britain change during World War II? They had to do war work.</li> <li>● Explain: Men and women came to Britain to join the armed forces from all over the British Empire and from countries that had been invaded by Nazi Germany. When the war ended in 1945, many of these people chose to stay and settle in Britain, bringing their families to join them.</li> <li>● Share the following statement and ask chn if they think it’s true or false: Ethnic diversity in Britain increased after people stayed and settled once the war was over.</li> <li>● Answer: true</li> <li>● Ask: which of these two statements would help to justify that answer? <ul style="list-style-type: none"> <li>○ These included people from all over the British Empire and from countries that had been invaded by Nazi Germany.</li> <li>○ These were only people from countries that had been invaded by Nazi Germany.</li> </ul> </li> <li>● Explain: In 1939, civilians were evacuated from areas of Britain that were at high risk of bombing if war broke out. Millions of children left their homes to join families in the countryside. Some had never seen farm animals before. Now, civilians who stayed in the cities spent many nights in air raid shelters and faced houselessness, injuries, and the loss of loved ones. After the war, lots of areas of Britain needed rebuilding and 750,000 new homes had to be built.</li> <li>● Ask: How did the lives of children change during the Second World War?</li> <li>● Explain: The lives of everyone in Britain changed when the government introduced rationing during the war. To make sure that everyone was able to have enough food to eat, everyone had to follow the rules, including the Royal Family. People in the cities and the countryside were encouraged to grow their own vegetables,</li> </ul>	Turning point Permanent Conscripted Civilian

which were not rationed. Lots of city children had never even eaten vegetables before and their diet became healthier.

- Ask: identify who were the groups of people that were affected by the Second World War: women, men, children.
- Ask: why was World War II a turning point?
- Explain: the Second World War affected the lives of everyone in Britain in some way. even after the war ended, things couldn't go back to how they were before. Homes, schools, and cities had to be rebuilt. Rationing continued for years. Family members were very different when they saw each other again. Some soldiers didn't come home from war.
- Historians say that the Second World War was a turning point for many people. A turning point in history is an idea, event, or action that leads to change, and this change will usually be permanent.
- Task: Choose one or two of the groups below, men, children, women, and write a paragraph to explain how the Second World War was a turning point for that group of people in Britain.
- Possible answers could include:
  - The Second World War was a turning point for men. This is because in 1939 they were conscripted to join the armed forces in Britain if they were between the ages of 18 and 41. The changes to their lives were permanent because they had travelled around the world and met new people with different cultures. When they returned home, their lives might not have been the same because cities had been destroyed and family members were very different. So that's how it changed for men.
  - The Second World War was a turning point for women. This is because in 1939 women had to do the jobs that the men had left behind when they went to fight. This was a change because before the war they had mostly done domestic roles and in 1941 they were conscripted for war work. Their new jobs included working in factories, farming, and joining services like the ATS, WAAF, and the WRNS. The changes were permanent because they learned new skills and had proven they could do men's jobs.
  - The Second World War was a turning point for children. This is because in 1939, millions were separated from their families and evacuated from cities to the countryside. Some city children saw farm animals and ate vegetables for the first time, and because of this, they often ate better food during the war. When some children returned to the cities, their homes had been destroyed by bombing. The changes to their lives were permanent because they grew up during the war and often missed years of school.
- By the end of this lesson, pupils will be able to:
  - Explain why World War II is considered a turning point
  - Describe permanent changes caused by the war
  - Use examples relating to men, women and children

**Big Question: What was the impact of WWII on the people of Europe?**

Year 6: Summer - Post war Britain

<b>Disciplinary focus: Change and Continuity</b>			
<b>Big Question: How did Britain change post WWII?</b>			
	Learning objective	Pupils will	Vocabulary
1	Describe the situation in Britain following the Second World War	<ul style="list-style-type: none"> <li>● Explain: When the Second World War ended in 1945, the British people celebrated being on the winning side. However, the country faced an enormous task to rebuild. During the war: 384,000 British soldiers were killed and 70,000 civilians lost their lives. These losses permanently changed families and communities. Every year, those who died are remembered with a two-minute silence on the 11th of November. There was no part of Britain that was unaffected by the war. More than 2 million homes were badly damaged or destroyed across England, Scotland, Wales and Northern Ireland. Rebuilding was extremely difficult because:               <ul style="list-style-type: none"> <li>○ Factories, docks and transport networks had been bombed</li> <li>○ Building materials were in short supply</li> <li>○ It was difficult to move workers and materials around the country</li> </ul> </li> <li>● Ask: Why was it difficult to rebuild Britain after the war?</li> <li>● Continue: In addition to these problems, the British government had almost run out of money during the war and was close to becoming bankrupt. The cost of the war was extremely high. For example, one Spitfire plane in 1940 cost around half a million pounds. To pay for the war:               <ul style="list-style-type: none"> <li>○ The government borrowed billions of pounds from countries such as India and Canada</li> <li>○ British citizens were encouraged to lend money through war bonds</li> <li>○ Other countries in the British Empire donated large sums of money</li> </ul> </li> <li>● Some donations were so large that entire Spitfire squadrons were named after the countries that funded them. After the war, the government still needed money to rebuild the country. People were therefore encouraged to lend money again through victory bonds.</li> <li>● Ask: Which three of the following were problems in Britain after World War II ended?               <ul style="list-style-type: none"> <li>○ Factories and transport networks were damaged</li> <li>○ More than 2 million houses were destroyed or damaged</li> <li>○ The government needed large amounts of money</li> <li>○ Cities were still being bombed</li> </ul> </li> <li>● The correct answers are:               <ul style="list-style-type: none"> <li>○ Factories and transport networks were damaged</li> <li>○ More than 2 million houses were destroyed or damaged</li> <li>○ The government needed large amounts of money</li> </ul> </li> <li>● Chn to read each problem below and add one sentence to describe it in more detail.               <ul style="list-style-type: none"> <li>○ 1. Factories and transport networks were damaged.</li> <li>○ 2. More than 2 million houses were destroyed or damaged.</li> <li>○ 3. The government needed lots of money.</li> </ul> </li> <li>● Example responses may include:               <ul style="list-style-type: none"> <li>○ Damaged factories and transport networks made rebuilding homes more difficult.</li> <li>○ Houses were destroyed across England, Scotland, Wales and Northern Ireland.</li> </ul> </li> </ul>	Bankrupt. Election.

- The government became nearly bankrupt because the war was so expensive.
- Explain: For most of World War II, from May 1940 until July 1945, the Prime Minister of Britain was Winston Churchill. As Prime Minister, he led the government and the Conservative Party. Churchill was popular with many British people because he was seen as a key reason for Britain's victory in the war. During the war, many people became more aware of inequality in Britain. For example:
  - Evacuation revealed that some city children had never eaten vegetables
  - Parents had previously had to pay for their children to attend school
- Changes during the war included:
  - The Dig for Victory campaign, which improved diets
  - Free school places introduced in 1944
  - Hospitals being taken over by the government to ensure everyone could receive treatment
- These changes led many people to believe that the government should continue to support citizens after the war. Britain is a democracy, meaning the public chooses the government through an election. In July 1945, an election was held. Winston Churchill expected to win, but the result was different. The Labour Party, led by Clement Attlee, won the election. The Conservative Party was associated with keeping things the same, while the Labour Party promised change. Labour promised: To rebuild homes and to provide medical care for all
- Key changes included:
  - The New Towns Act (1946)
  - The creation of the National Health Service (1948)
- Look at Sophia's statement which is incorrect. Chn to rewrite it using correct information.
  - "The Labour Party won the election in 1945 because they promised to keep everything the same. The British people did not think life would be better if the government helped people."
- Explain: By the end of the war, around 750,000 new homes were needed. The New Towns Act of 1946 led to the building of new towns to reduce overcrowding in cities. Stevenage was the first new town, followed by others such as Basildon and Crawley. Between 1945 and 1955: 1 million new homes were built and jobs were offered to encourage people to move from older cities to new towns. Rebuilding focused first on homes and factories. Steel remained rationed, so many buildings were constructed using concrete instead. Cities took around ten years to rebuild. As car ownership increased: Streets were made wider and parking space was included. Few damaged historical buildings were restored. Many were demolished instead. Only a small number of important buildings, such as Coventry Cathedral and the Houses of Parliament, were rebuilt.
- Chn to write one paragraph explaining why Britain was weak after World War II.
- The following words may be used:
  - Government
  - Steel
  - Borrow money
  - Rebuilding
  - Factories
  - Bankrupt
- By the end of this lesson, pupils will be able to:
  - Describe the condition of Britain at the end of World War II
  - Explain why Britain was weak after the war

		<ul style="list-style-type: none"> <li>○ Explain why the British government was nearly bankrupt</li> <li>○ Identify who won the 1945 general election and explain why</li> <li>○ Describe how Britain began rebuilding after World War II</li> </ul>	
2	Explain how the Second World War led to the creation of the NHS and the impact this had on the people of Britain	<ul style="list-style-type: none"> <li>● Explain: Before the Second World War began in 1939, healthcare in Britain was not run by the government. The medical services people could access depended on: Where they lived and how much money they earned. Industrial towns and cities were often overcrowded and lacked enough doctors to treat everyone. Many working-class homes were cold and poorly heated, often with only one coal fire. Cold living conditions made illness more common. For many working-class people, pain and illness were a normal part of life. Most working-class children did not eat enough vitamins for healthy bone growth. This caused a disease called rickets, which weakened bones and made them easier to break.</li> <li>● Ask: Why did many working-class children develop rickets?</li> <li>● Continue: Almost half of babies were born at home with the help of midwives. If complications occurred, a doctor would be called to the house. Childhood diseases were common and often deadly. These included: <ul style="list-style-type: none"> <li>○ Mumps</li> <li>○ Whooping cough</li> <li>○ Rickets</li> <li>○ Polio</li> <li>○ Tuberculosis (TB)</li> </ul> </li> <li>● To prevent the spread of infectious diseases such as diphtheria and scarlet fever, children were often sent to isolation hospitals, sometimes for months, away from their families. Before the Second World War, everyone had to pay for healthcare. From 1911, some working men could pay part of their wages into national insurance. This allowed them to see a doctor, but did not cover their wives or children. Many women and children could not afford medical care and therefore did not receive it. Some hospitals were funded by wealthy individuals as charities, often named after their donors, while others existed to help the poorest people.</li> <li>● Chn to explain what healthcare was like in Britain before 1939. They may refer to: <ul style="list-style-type: none"> <li>○ National insurance</li> <li>○ Childhood diseases</li> <li>○ Charity hospitals</li> </ul> </li> <li>● Explain: When the Second World War began in 1939, the government took control of healthcare so that soldiers and civilians injured in the war could receive treatment quickly. This showed people how effective a government-run healthcare system could be. In 1942, research into the lives of British people was published as the Beveridge Report. The report became extremely popular and identified that many people were suffering from five “giant evils,” including disease and poor housing.</li> <li>● The Beveridge Report recommended: <ul style="list-style-type: none"> <li>○ Maternity benefits</li> <li>○ Unemployment benefits</li> <li>○ Pensions</li> <li>○ A healthcare system available to everyone</li> </ul> </li> <li>● It argued that people should be supported even if they lost their jobs and that healthcare should not depend on wealth or location.</li> </ul>	Healthcare Welfare state Beveridge Report

		<ul style="list-style-type: none"> <li>● Chn to complete a table showing: <ul style="list-style-type: none"> <li>○ What British people were suffering from</li> <li>○ What the Beveridge Report recommended to help them</li> </ul> </li> <li>● Explain: In 1945, after the war ended, Britain held a general election. The Labour Party, led by Clement Attlee, won the election with a large majority. They promised to follow the recommendations of the Beveridge Report.</li> <li>● They introduced the welfare state, providing support for: <ul style="list-style-type: none"> <li>○ The sick</li> <li>○ The unemployed</li> <li>○ Children</li> </ul> </li> <li>● On 5 July 1948, the National Health Service was created. For the first time, healthcare was: Free, available to everyone and not based on the ability to pay. The system was organised by Nye Bevan, who set out three key aims: <ul style="list-style-type: none"> <li>○ To help everyone</li> <li>○ To make healthcare free</li> <li>○ To provide equal care for all</li> </ul> </li> <li>● The NHS also focused on preventing illness. For example, the polio vaccine was provided free in the 1950s, dramatically reducing deaths among children.</li> <li>● Chn to write one paragraph explaining how the Second World War led to the creation of the NHS and the impact this had on people in Britain.</li> <li>● Suggested vocabulary: <ul style="list-style-type: none"> <li>○ Beveridge Report</li> <li>○ Labour Party</li> <li>○ Welfare state</li> <li>○ Election</li> <li>○ Healthcare</li> <li>○ NHS</li> <li>○</li> </ul> </li> <li>● By the end of this lesson, pupils will be able to: <ul style="list-style-type: none"> <li>○ Describe what healthcare was like in Britain before 1939</li> <li>○ Explain why many people could not access healthcare before World War II</li> <li>○ Explain the purpose of the Beveridge Report</li> <li>○ Describe how the Second World War led to the creation of the National Health Service</li> <li>○ Explain how the welfare state improved people's lives in Britain</li> </ul> </li> </ul>	
3	Describe some of the experiences of the Windrush Generation. <i>*From 2027, this lesson can be reduced to a quick recap as chn would have</i>	<ul style="list-style-type: none"> <li>● Explain: World War II, which lasted from 1939 to 1945, caused widespread loss of life and destruction across Britain. Many homes, factories and transport systems were destroyed by bombing. To rebuild the country, Britain needed approximately 1.3 million workers. There were not enough workers to fill jobs in key industries, including: <ul style="list-style-type: none"> <li>○ Construction</li> <li>○ Manufacturing</li> <li>○ The National Health Service</li> </ul> </li> </ul>	Caribbean Windrush Generation Discrimination Riot

*studied a unit about  
Windrush in year 4*

- Transport
- Postal services
- To address this shortage, the British government passed the Nationality Act in 1948, which gave people living in countries that were part of the British Empire the right to live and work in Britain. Many men and women from the Caribbean had already served in the British armed forces during the war, including around 600 women who served in the ATS. Some chose to move to Britain to rejoin the armed forces or find work in civilian jobs. People migrated from Caribbean countries including Jamaica, Bermuda, Trinidad and British Guiana. The Empire Windrush was a passenger ship that travelled to Britain in 1948. The ship collected passengers from several locations, including Trinidad and Jamaica, before travelling via Mexico, Cuba and Bermuda, and finally arriving in Britain in June 1948. The cost of the journey was £28, which was expensive at the time. Most passengers had already arranged jobs and accommodation before arriving. The ship arrived at Tilbury Docks in Essex on 22 June 1948, carrying 1,027 passengers. Around 802 passengers came from the Caribbean, with others coming from places such as Poland and Scotland. The arrival of the Empire Windrush is often seen as the beginning of large-scale Caribbean migration to Britain. People from the Caribbean who settled in Britain between 1945 and 1973 became known as the Windrush Generation.
- Chn to add labels to a photograph of the Empire Windrush. Labels may include:
  - Name of the ship
  - Date of arrival
  - Place of departure and arrival
  - Who was on board
  - Reasons for migration
- Explain: Many Caribbean migrants faced discrimination after arriving in Britain. They were often treated unfairly because of racism, which affected their ability to:
  - Find work
  - Rent housing
  - Access services
- Black people were frequently excluded from shops, restaurants and skilled employment. Some landlords refused to rent homes to Black families, forcing many to live in poor-quality housing. Large numbers of Caribbean migrants settled in the Notting Hill area of London, which had high levels of poverty and overcrowding. In August 1958, racial tensions led to riots in Notting Hill, where Black residents were violently attacked and their property damaged. These riots later spread to other areas, including Nottingham. In response, Claudia Jones, a human rights activist from Trinidad, organised an indoor Caribbean carnival in January 1959 to promote unity and celebrate Caribbean culture. This event later developed into the Notting Hill Carnival, which continues today and is the largest street festival in Europe.
- Chn to write a short news report describing the story of the Windrush Generation.
- Suggested vocabulary:
  - Caribbean
  - Rebuild
  - Discrimination
  - Empire Windrush
  - 22 June 1948

		<ul style="list-style-type: none"> <li>○ Notting Hill</li> <li>○ Riots</li> <li>○ Carnival</li> <li>● By the end of this lesson, pupils will be able to: <ul style="list-style-type: none"> <li>○ Describe who the Windrush Generation were</li> <li>○ Explain why people from the Caribbean moved to Britain after World War II</li> <li>○ Describe the journey and significance of the Empire Windrush</li> <li>○ Explain the discrimination faced by Caribbean migrants in Britain</li> <li>○ Describe how the Notting Hill Carnival began and why it is significant</li> </ul> </li> </ul>	
4	<p>Explain how changes to technology during the Second World War impacted British people's lives after the war.</p>	<ul style="list-style-type: none"> <li>● Explain: In the 1940s, the word computers referred to people, mostly women who did complex, mathematical calculations by hand. During the Second World War, machines were developed to do these calculations much faster than humans could. The women who had been doing the calculations learned how to programme the new machines instead. Show a photo of a woman using one of the first computer calculations machines (see slides). Near the end of the war, British code breakers developed the Colossus machine, which was used to successfully break secret codes used by the Germans during the war. Colossus is seen as the world's first electronic computer. However, it was nothing like the computers we know today, and had lots of switches and plugs taking up a whole wall. The wall helped to start the process of developing technology to make computers like the ones we have today. Televisions or TVs had existed before the war, but most people could not afford them. No new TVs were made during the war years, because manufacturing was focused on making technology for the war instead. When the war was over and the TVs and radios were being made again, a very popular and much cheaper TV was the TV22. In Britain, there was only one station, The British Broadcasting Corporation, the BBC, and all programmes were in black and white. However, at the start of the 1950s, most families did not have a TV and spent their leisure time listening to the radio.</li> <li>● Complete a true / false activity - see slides</li> <li>● Explain: One very important event in 1953 helped to change the fact that not many families had a TV. It was the coronation of Queen Elizabeth II on the 2nd of June, 1953, at Westminster Abbey. Cameras had never before been allowed inside Westminster Abbey for a coronation. And the general public were excited to be able to watch the event live. Families crowded into the home of anyone lucky enough to have a TV to watch the event. By the 1960s, 75% of British homes had a TV, and watching TV had become a more popular leisure activity than listening to the radio. TV also changed the living rooms of British homes as the TV replaced fireplaces in the middle of the room. And furniture like coffee tables were designed to be lower so they were not blocking the TV.</li> <li>● Chn to complete the sentences below: <ul style="list-style-type: none"> <li>○ During the war, the first electronic computer was developed because_</li> <li>○ TVs were not made during the war because</li> <li>○ More people bought TVs because of an important event in 1953, which was_</li> <li>○ By the 1960s, watching TV became a popular leisure activity for families than_</li> </ul> </li> <li>● Explain: During World War II, women had shown they were capable of doing all the same jobs as men, such as being mechanics, munitions factory workers, and bus drivers. However, after the war, most returned to being housewives and looking after domestic things at home with no paid job. A housewife would be doing</li> </ul>	<p>Housewife, domestic, appliance.</p>

		<p>domestic tasks for an average of 70 hours a week, and so would not have time to do another job. Some women did stay in paid work outside the home, but these were poorer women who needed to work to support their families, and had also been working long before the war. They had to do the domestic tasks at home as well as their paid jobs, and life would've been very hard for them. Take a look at that photo there of a mechanic working on a bomber plane in World War II. After the war, and into the 1950s, lots of electronic appliances were developed to reduce the time women spent on domestic tasks.</p> <ul style="list-style-type: none"> <li>● Look at an illustration from the 50s. Chn to identify as many electronic appliances as they can</li> <li>● Explain: By 1948, most UK homes had electricity, but only 2% owned an electric fridge. This changed after a very hot summer in 1959 when the electric fridge became more popular. By 1970, over half the homes in Britain had one. Before the fridge was in the kitchen, housewives had to buy fresh food from the local shops every day and cook everything from scratch to avoid the food going bad. In the 1950s, electric washing machines became cheaper and they cost about a month's wage for most ordinary people, but gave women much more free time. Before electric washing machines, housewives would have to spend a whole day each week, hand washing the laundry for the family. Electrical appliances were very popular, and the more that were made, the cheaper they became. Things like electric mixers and vacuum cleaners also became common in British homes from the 1950s. The electric mixers and the new vacuum cleaner In families that could afford these domestic appliances, the women found that they had much more free time, and lots chose to take on a part-time paid job. They could not work full-time as they still had to care for their children, but lots started to get jobs in factories as shop workers, cleaners, cooks, and carers. These jobs at the time were often low paid and part-time workers were more likely to lose their jobs than the men working full-time. In 1951, only 25% of women had been in paid work, but by 1971, this had increased to almost 50%.</li> <li>● Chn to write one paragraph to explain how technology was able to impact British people's lives after World War II. chn to include the following in your answer: Colossus, televisions, housewives, appliances, leisure, domestic.</li> <li>● Explain that during the war, technology developed quickly to create things like the first electronic computer, the Colossus.</li> <li>● Explain that after the war, cheaper televisions were made and 75% of households had one by the 1960s, making it a common leisure activity.</li> <li>● Identify new household appliances that were developed and explain the impact this had on housewives.</li> </ul>	
5	Describe some of the social and cultural changes that took place in Britain in the 1960	<ul style="list-style-type: none"> <li>● Explain: At the end of the Second World War, there was a baby boom. A baby boom is a large increase in the number of babies born in a year. The babies born just after the Second World War in Britain are known as the Baby Boomers. By the 1960s, these babies had grown into young adults, often around the age of 20. Many young people had more freedom and fewer responsibilities than their parents had at the same age. This was because: <ul style="list-style-type: none"> <li>○ There was no longer a world war</li> <li>○ Rationing had ended</li> <li>○ Britain had largely been rebuilt</li> <li>○ National Service for young men ended in 1960</li> </ul> </li> <li>● Before 1960, many men aged 17 to 21 had to serve in the armed forces for around a year and a half. When this ended, young men had greater freedom to choose careers and begin earning wages. Many Baby Boomers earned more money than they needed to pay their bills and therefore had disposable income to</li> </ul>	Baby Boomers Disposable income Rock and roll

spend on new trends such as fashion and music. In the mid-1960s, around 40% of the population were under 25.

- Explain: Rock and roll music became very popular in the United States in the 1950s. By the 1960s, many British musicians created new music inspired by rock and roll. One of the most famous British bands was The Beatles, formed by musicians from Liverpool. The Beatles became internationally popular, attracting extremely large crowds of fans. The intense excitement and behaviour of fans became known as Beatlemania. Other popular British bands emerged during the 1960s, including The Rolling Stones. Not all music was influenced by rock and roll. Modern jazz and soul also became popular and influenced bands such as The Who. Music was purchased in physical forms such as records and cassettes and could not be downloaded.
- Chn to read each statement and decide whether it is true or false. Then rewrite the statements that are incorrect.
  - 1. Rock and roll music was popular in the US in the 1950s.
  - 2. The Beatles were influenced by modern jazz music.
  - 3. The Beatles were musicians from London.
  - 4. Modern jazz and soul music was not popular in the 1950s.
  - 5. The Who was a band influenced by modern jazz and soul.
- Explain: In the 1960s, many Baby Boomers with disposable income enjoyed shopping for new fashions and music. One of the most famous places to shop was Carnaby Street in London. It became well known for colourful shops, loud music and fashionable clothing. Celebrities from bands and new fashion models often visited Carnaby Street. Fashion models became widely known in the 1960s, including Twiggy. Many women wore miniskirts, which were new and popular during the 1960s. Bright colours, bold patterns, short hairstyles and bright make-up were also common. Fashion also changed for men. Some young men became known as mods, often influenced by Italian fashion. They wore slim-fitting suits or long coats and some rode Italian scooters or motorcycles. In 1966, Time Magazine described London as “The Swinging City,” meaning it was seen as modern, exciting and full of new cultural ideas.
- Chn to complete a flow chart explaining how the Baby Boom after World War II led to social and cultural changes in the 1960s. A strong flow chart may include:
  - A large number of young people by the 1960s
  - Greater freedom after the end of war and rationing
  - Disposable income
  - Spending on fashion and music
  - Popular places such as Carnaby Street
  - New styles such as rock and roll and the miniskirt
- By the end of this lesson, pupils will be able to:
  - Explain who the Baby Boomers were and why they were a significant generation
  - Describe why young people had more freedom and disposable income in the 1960s
  - Identify how rock and roll influenced British music in the 1960s
  - Describe how fashion changed for both women and men in the 1960s
  - Explain how the Baby Boom after World War II contributed to social and cultural change

6	<p>Explain why the two decades following the Second World War were a turning point in British history.</p>	<ul style="list-style-type: none"> <li>● Recap: After the Second World War ended in 1945, life in Britain changed in many ways. Over the next 20 years, Britain experienced major developments that did not disappear when the war ended. Many of these changes were permanent. Historians describe the Second World War as a turning point in history because it led to long-lasting change. At the end of the war, there was a baby boom, meaning more babies than usual were born in these years. This led to long-term changes because: <ul style="list-style-type: none"> <li>○ More schools were needed</li> <li>○ More houses were needed</li> <li>○ Communities grew quickly</li> </ul> </li> <li>● During the war, the government had taken control of hospitals to make sure that people affected by the war could receive medical care. This showed how effective a government-led system could be. As a result, in 1948 the government created the National Health Service, providing free medical care for everyone in Britain.</li> <li>● Chn to complete Andeep’s statement by adding an explanation and an example:</li> <li>● “Historians say that the Second World War was a turning point because _____.”</li> <li>● A strong response should include a specific example such as: <ul style="list-style-type: none"> <li>○ The NHS being created in 1948</li> <li>○ More schools and houses being built in the 1950s</li> </ul> </li> <li>● Continue: After the war, Britain needed rebuilding. Towns and cities had been damaged by bombing and there were not enough workers to fill jobs. To solve this, the government invited people from countries that were part of the British Empire at the time to live and work in Britain as citizens. On 22 June 1948, 1,027 passengers arrived in Britain on a ship called the Empire Windrush. Most came from the Caribbean, including places such as Jamaica. British citizens from the Caribbean who settled in the UK between 1945 and 1973 became known as the Windrush Generation. <ul style="list-style-type: none"> <li>○ Ethnic diversity increased in Britain, but many people from the Caribbean faced discrimination. This included: <ul style="list-style-type: none"> <li>○ Poor-quality housing</li> <li>○ Difficult or low-paid jobs</li> <li>○ Overcharging for rent</li> <li>○ Exclusion from some services and opportunities</li> </ul> </li> </ul> </li> <li>● Racial tension and discrimination contributed to riots in August 1958 in Notting Hill, London.</li> <li>● Chn to explain to a learning partner how the Second World War led to increased ethnic diversity in Britain.</li> <li>● A strong explanation should include: <ul style="list-style-type: none"> <li>○ Britain needed workers to rebuild</li> <li>○ The government invited people from the Empire</li> <li>○ People from the Caribbean settled in Britain</li> <li>○ This increased ethnic diversity</li> </ul> </li> <li>● Recap: Technology developed rapidly during World War II. For example, early computers were used to help crack secret German codes. After the war, technology continued to improve. In the 1950s: <ul style="list-style-type: none"> <li>○ Televisions became cheaper and more common</li> <li>○ Radios became less important as entertainment</li> </ul> </li> <li>● Electrical appliances became more widely available. These appliances included:</li> <li>● Washing machines</li> </ul>	<p>Turning point Ethnic diversity Discrimination Baby Boomers</p>
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