



History

Subject Skills

and

Knowledge

Organiser

Year 1 - Autumn Term

History Focus	How the school has changed since Victorian times
National Curriculum Objective	Significant historical events, people and places in their own locality
Historical Background	
<p>Upland School first began in the schoolroom of a local chapel on June 25th 1894. Building of the school in Church Road began immediately, financed by the newly formed Bexleyheath School Board. On July 27th 1896 the children moved to the new building with Infants on the ground floor and older children upstairs.</p> <p>On January 14th 1901 the Infants moved across the playground to the Infant school and apart from the eight years between April 1922 and September 1930 remained there</p> <p style="text-align: center;">archives@bexley.gov.uk</p>	
Key Knowledge.(Timeline of events)	
1894	Upland Primary School first opened
1896	Upland School building opened
1901	Separate infants and junior schools
2005	New building opened for Upland School
Key Skills	
Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Identify some similarities and differences between ways of life in different periods.	
Key Vocabulary	
History	The study of past events
Local area	Places belonging to the area where you live
Past	Gone by in time
Similarities	Things which are the same or similar

Differences	Things which are different
Key Questions	
What one thing would you bring back from the Upland of the past and why? What do you think has had the biggest effect on the school since it was opened? How would you change the school in the future?	

Year 1 - Spring Term	
History Focus	Famous Nurses
National Curriculum Objective	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Historical Background	
Florence Nightingale was a British nurse who saved many soldiers lives during the Crimean War. Edith Cavell was a British nurse who cared for soldiers on both sides during World War 1.	
Key Knowledge (Timeline of events)	
1820	Florence Nightingale was born
1854	The Crimean War began
1854	Florence and her nurses go to Crimea. They cleaned the hospitals to make them safer and save more lives
1856	The Crimean War ended
1860	Florence opened a school for nurses in London
1865	Edith Cavell was born
1910	Florence Nightingale Died
1914	World War 1 began and Edith went to help soldiers in Belgium

1917	Edith was killed by the German army for helping soldiers to escape
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Key Skills

Find answers to some simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. Identify some similarities and differences between ways of life in different periods.

Key Vocabulary

Crimean War	A war between Russia and England, France and Turkey
Injured	To be hurt or have an injury
Dehydration	When someone is very thirsty and needs water
Hospital	A building where injured and sick people can be cared for by Drs and Nurses
Charity	A non-profit organisation used to raise money for others in need
World War 1	A war between 1914 - 1918. Many countries were involved including Britain, France and Germany.

Key Questions

Who was the bravest nurse?
Which nurse would you prefer to be treated by and why?
Why do you think Edith Cavell is significant?
How did Florence Nightingale impact nursing?

Year 2 - Autumn Term

History Focus	Great Fire of London
National Curriculum objective	Events beyond living memory that are significant nationally or globally

Historical Background

The Fire of London started on 2nd September 1666 and lasted for 5 days. The weather in London was hot and hadn't rained for months. Houses in London were mainly built from wood which is flammable, especially when it is very dry. The houses were also very close together, so fire could easily spread.

Key Knowledge (Timeline of events)

2nd September 1666	1.30am: A fire starts in Thomas Farriner's bakery on Pudding Lane in the middle of the night. The fire probably came from the oven.
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2nd September 1666	7am: Samuel Pepys wakes up and finds out that the fire had already burnt down 300 houses!
3rd September 1666	The firemen try to put the fire out by using leather buckets of water and then pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.
4th September 1666	St Paul's Cathedral burns down.
6th September 1666	The Fire of London finally stops but many people are left homeless because their houses are burnt down.

Key Skills

Find out about people and events in other times, collections of artefacts – confidently describe similarities and differences, drama – develop empathy and understanding (hot seating, sp. and listening), compare pictures or photographs of people or events in the past, able to identify different ways to represent the past, use a source – why, what, who, how, where to ask questions and find answers

Key Vocabulary

Bakery:	a shop where bread and cakes are made.
Oven:	a place where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven.
Leather bucket:	Leather is a material and was what buckets were made from before plastic was invented.
Fire hooks: .	Giant hooks used to pull houses down
Fire break:	When buildings are destroyed to make a break so the fire can't spread to the next building.
Flammable:	when something burns easily.
King Charles II:	the King of England in 1666.
Samuel Pepys:	a famous man who wrote a diary about the fire.
Eyewitness:	a person who saw an event and can therefore describe it.
St Paul's Cathedral:	A famous Christian church which burnt down during the fire. It was rebuilt and still exists today.
Tower of London:	Where the King lived in 1666. It did not catch fire because the fire was stopped just before it reached the place.

Key Questions

- What are the similarities and differences between life in 1666 and 2019?
- How are we able to find out so much about what happened in the Great Fire?
- How was the fire able to spread so quickly?
- Did the Great Fire change how London was rebuilt?

Assessment

Create a collage showing how building materials changed as a consequence of the Great Fire of London.

Year 2 - Summer Term

History Focus

Who was braver?

National Curriculum objective

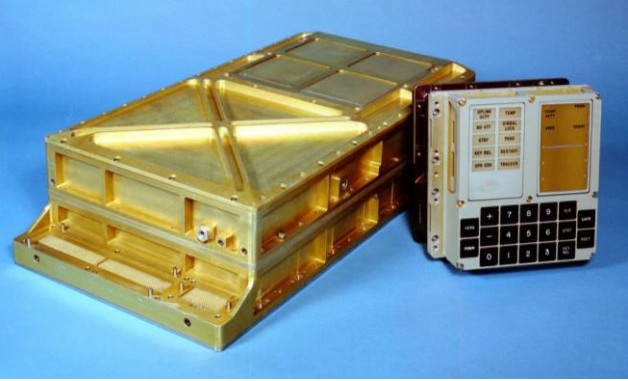
The lives of significant individuals contributed to the national and international achievements

Timeline of events: Christopher Columbus

1451	Christopher Columbus was born in Genoa, Italy.
1476	Christopher Columbus becomes a sailor. His boat is sunk in a battle with pirates off the coast of Portugal
1484	Columbus plans his journey to travel across the Atlantic Ocean but it is rejected by the King of England and Portugal
1492	Columbus, who now lives in Spain, finally gets money from King Ferdinand and Queen Isabela of Spain
3rd August 1492	Columbus and his crew depart from Spain with three ships—The Santa Maria, The Nina and The Pinta
12th October 1492	The new world is sighted at 2:00am somewhere near the Bahamas
29th October 1492	Columbus arrives in Cuba
25th December 1492	The flagship Santa Maria sinks after hitting the reefs off the Haitian coast
16th January 1493	Columbus leaves Hispaniola
15th March 1493	Columbus arrives back in Spain.

Knowledge Nuggets

Christopher Columbus was born in Italy in 1451. He became famous as the explorer who found new lands called 'The Americas in 1492'. But actually, many people already lived there and it was actually discovered by the Vikings 500 years earlier. - Link to Yr4 Vikings .	Christopher Columbus is his name in English but he was born in Italy in 1451, so his real name in Italian is Cristoforo Colombo.
Christopher Columbus was a sailor. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates! Columbus only survived by swimming to land.- Personal Attributes	Christopher Columbus learnt to sail in a wooden boat with sails. His biggest ship was less than 23m long.He learnt to find his way at sea using the stars, the sun and a compass. After 36 days at sea he discovered the Bahamas before sailing onto Cuba. It was named The New World/. - Can you find Cuba / Bahamas? Why was he off course? Where would he land next?
He found the Americas by accident! He was actually looking for a new way to get to China and India.- Why was he off course? Weather / Poor Directions?	Christopher Columbus's father was a wool merchant. He was born into a time period called the Renaissance. Lots of people were building new ships to explore different parts of the world. Why were merchants so keen to explore the world?
Columbus wasn't popular with his crew. They left him on the island of Jamaica. He nearly starved as the people on the island didn't give him food.- Why do you think he was so unpopular?	Why were these items important? He brought back pineapple, potatoes, tomatoes and turkeys from America.
: Timeline of events: Neil Armstrong	
July 16th 1969	The Saturn V rocket launches from Cape Kennedy space base in Florida, America.
July 20th 1969	The lunar module lands on the moon in the Sea of Tranquility
July 21st 1969	Armstrong and Aldrin begin their mission on the moon.
July 21st 1969	The lunar module leaves the moon and joins with the command module.
July 24th 1969	The command module arrives back on earth, landing in the Pacific Ocean (splashdown).
July 24th 1969	The astronauts go into quarantine, in case they are carrying any germs. President Nixon congratulates the astronauts.
August 10th 1969	The astronauts leave quarantine.
August 13th 1969	Celebration parades across America.
November 16th 2011	The astronauts are awarded a medal of honour.
Knowledge Nuggets	

<p>Neil Armstrong was born in 1930, in the state of Ohio in America. He was accepted to be part of the NASA Astronaut corps in September 1962. he died in 2012.!</p>	<p>On the 21 July 1969, he became the first man to walk on the Moon. Neil and his crew flew to the Moon in a spacecraft called Apollo 11.</p>
<p>Neil Armstrong loved flying. After attending university he became a test pilot and flew over 200 different aircrafts in his career. He flew fighter planes for the American Navy and later tested rocket-powered planes. All before becoming an astronaut!</p>	<p>Before the Apollo 11 flight mission, people had been in space as part of the Space Race but had not yet been to the moon. On July 16th 1969, Saturn 5 was launched from the Kennedy Space Centre in Florida. There were three American astronauts on board; Neil Armstrong, Buzz Aldrin and Michael Collins. It took four days to reach the moon.</p>
<p>The Saturn V rocket that launched Apollo 11 burned through 203,400 gallons of kerosene fuel and another 318,000 gallons of liquid oxygen to lift the spacecraft just 38 miles into the sky.</p>	<p>Neil Armstrong got his pilot's licence when he was just 16, before he could even drive a car! He later became a professor and taught others all about flying</p>
<p>Apollo engineering influenced a lot of technologies and products, such as freeze-dried backpacking meals, Dustbuster cordless vacuums, Nike Air running shoes, anti-fog ski goggles, and studless winter tyres.</p>	<p>The Apollo Guidance Computer weighs 70 pounds yet was less powerful than today's smartphones.</p> 
<p>Only 12 people have ever walked on the surface of the Moon. Neil's footprints will be on the Moon for millions of years, because there is no wind to blow them away!</p>	<p>As Neil Armstrong stepped onto the Moon, he said, <i>"That's one small step for man, one giant leap for mankind."</i></p>
<p>Key Skills</p>	
<p>Chronology: sequence events and use a timeline Sort or sequence artefacts closer together in time. Historical Knowledge: Find out about people and events in other times Interpret: Compare pictures or photographs of people or events in the past Identify different ways to represent the past Enquiry: Discuss the effectiveness of sources</p>	
<p>Topic Vocabulary</p>	
<p>spaceship</p>	<p>A spacecraft, controlled by a crew.</p>
<p>moon</p>	<p>The natural satellite of the earth, visible (chiefly at night) by reflected light from the sun.</p>

samples	A specimen taken for scientific testing or analysis.
spacesuit	A garment designed to allow an astronaut to survive in space.
astronaut	A person who is trained to travel in a spacecraft.
space shuttle	A rocket-launched spacecraft able to land like an unpowered aircraft, used to make repeated journeys between the earth and space.
space	The physical universe beyond the earth's atmosphere.
America	The country that the astronauts were born in and blasted into space from
The Eagle	The pod which landed onto the moon
sailing ship	A ship powered by sails and the wind
Native Americans	The people who were already living in the country
sailors	A member of the crew of a ship or boat,
Transferable Vocabulary	
Famous	Someone who is known for doing something great
Voyage	A long journey involving travel by sea or space
Explorer	A person who explores a new or unfamiliar area
Crew	A group of people who work on and operate a ship, aircraft, etc.
Renaissance	The 14th - 16th centuries
compass	An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it.

discovery	The action or process of discovering or being discovered.
courageous	Not deterred by danger or pain someone who is very brave.
journey	Travelling from one place to another.
world	The Earth and all of its countries
unknown	Not known or familiar.
navigation	Planning and following a route
map	A drawing of an area of land or sea
ocean	A very large expanse of sea
adventure	An unusual and exciting or daring experience.
travel	Make a long journey

Key Questions

- What does it mean to be brave?
- When have you been brave?
- If you could explore anywhere in the world, where would you go? Why?
- What are the similarities and differences between different types of exploration?
- Would Columbus have been more famous if he had known that he'd discovered America in his lifetime?

Assessment

Class debate with reasons drawn from Knowledge Organiser.

Year 3 - Autumn Term

History Focus

Changes in Britain from the Stone Age to the Iron Age

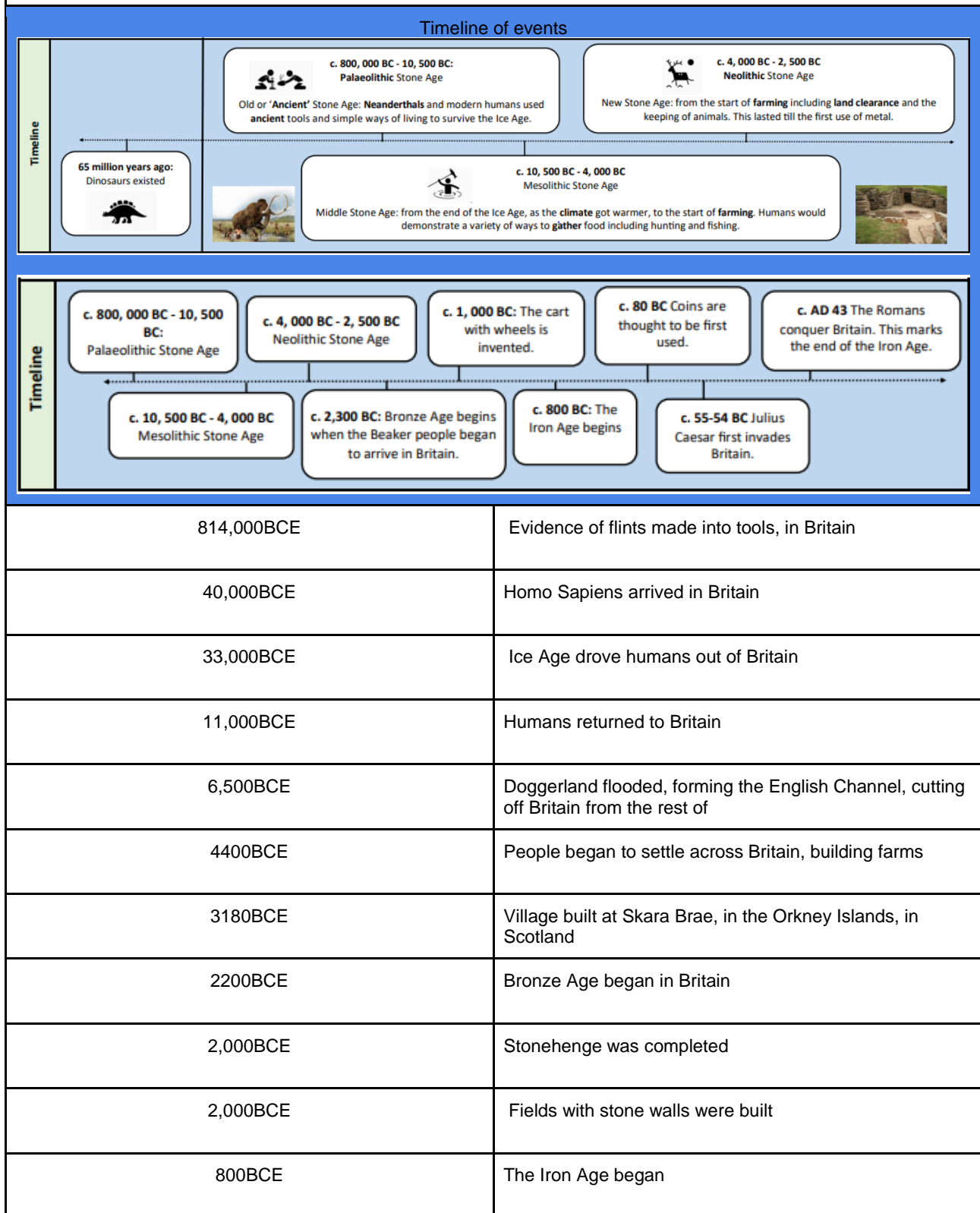
National Curriculum objective

Changes in Britain from the Stone Age to the Iron Age.

Historical Background

Prehistory in Britain began with the arrival of groups of hunter-gatherers from further south in Europe around 900,000 years ago and ended with the Roman invasion in AD43. During this huge amount of time, humans developed from hunter-gatherers moving around a sparse country, to people who erected great monuments which still survive today.

Prehistory is usually divided into three periods; the Stone Age, the Bronze Age and the Iron Age (and each of these periods can be subdivided). These periods are named after the materials used to make tools and weapons



100BCE	Coins were used for the first time, in Britain
55BCE	Britons in war-chariots defeated the Romans
43AD	The Romans invaded Britain again and the Iron Age ended
Key Knowledge: Who? Key people	
Cheddar Man	A human male fossil Found in Gough's Cave in Cheddar Gorge, Somerset, England Cheddar man died around 7150 BC It appears that he died a violent death.
Boxgrove Man	A 500,000 year old fossil Only two pieces of the tibia (shinbone) and two teeth were found Discovered in 1993, by archaeologist Mark Roberts Found in Boxgrove, West Sussex, near the south coast of England May actually have been a woman
Key Skills	
Place the time studied on a timeline. sequence events or artefacts. Use dates related to the passing of time. Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. Identify and give reasons for different ways in which the past is represented. distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons etc. use a range of sources to find out about a period. Observe small details – artefacts, pictures. select and record information relevant to the study. Begin to use the library, e-learning for research. Ask and answer questions	
Key Vocabulary	
prehistory	The period of time in the past before people could write
human	We are human but there have been different 'types' of human, over time, including Neanderthals
Homo sapiens	The scientific name for modern humans. Homo means 'man' and sapiens means 'wise'
hunter gatherers	Groups of people who get food by hunting, fishing, and foraging rather than by farming
climate	The weather conditions in an area over a long period of time (during the last ice age, the climate in Britain was extremely cold)
tools	The first stone tools were made 3.3 million years ago

village	A group of houses where people choose to live near each other agriculture Farming
Stonehenge	A group of standing stones on Salisbury Plain in southern England
fossil	The preserved remains of plants or animals

Key Questions

Discuss the Charles Darwin quote: It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change. Do you think this applies to early man?
 What can we learn about life in the Stone Age from a study of Stonehenge/ Cheddar Man/ Boxgrove Man?
 Why is it so difficult to work out when Stonehenge was built?
 Why was bronze a preferred material for making tools and weapons?
 Describe the similarities and differences between the Stone Age, Bronze Age and Iron Age.

Assessment

You are a time traveller. You have the choice to travel back and live in one of the following periods of history: Stone Age, Bronze Age or Iron Age. Which period would you prefer to live in and why?

Year 3 - Spring Term

History Focus	Roman invasion in Britain
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National Curriculum objective	The Roman Empire and its impact on Britain
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Historical Background

Roman Britain was a province of the Roman Empire from 43AD to 409AD. Before the invasions the tribes of Britain had already established cultural and economic links with continental Europe, but the Roman invaders introduced new developments in agriculture, urbanisation, industry, and architecture. After the initial rebellions of Caratacus and Boudicca, the Romans controlled the lands south of Hadrian's Wall in relative peace & a distinctively RomanoBritish culture developed. From 400AD Britain suffered repeated attacks from barbarian invasions and in c. 409AD Roman officials departed. Over the next 150 years most of the Roman cities fell into ruins, nevertheless, the legacy of Roman rule was felt for many centuries.

Timeline of events

August 55 BC:	Julius Caesar attempted to invade Britain for the first time. They had an advantage but the weather meant they had to leave.
July-August 54 BC:	Julius Caesar attempted to invade Britain for the second time. The Romans this time successfully conquered Britain, but Caesar was forced to leave to deal with problems in France (Gaul).
43AD:	Roman conquest of Britain
51AD:	Defeat of Caratacus

61AD:	Iceni revolt led by Boudicca
122AD:	Construction of Hadrian's wall
200AD:	Introduction of Christianity
306AD:	Constantine proclaimed emperor in York
406AD:	Suevi, Alans, Vandals and Burgandians attack Gaul and break contact between Rome and Britain: Remaining Roman army in Britain mutinies
408AD:	Devastating attacks by the Picts, Scots and Saxons
409AD:	Britons expel Roman officials and fight for themselves
410AD:	Britain is independent .
440-500AD	Civil war and famine in Britain; Pictish invasions: Many towns and cities are in ruins
c.480-550AD:	Arrival of Anglo-Saxons

Knowledge Nuggets

Boudicca was queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.	Julius Caesar was the best known Roman leader. He extended the empire by invading other lands.
When the Romans came to Britain they helped us by creating roads; a written language (Latin); introducing coins and rabbits to our country.	Legend says that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.
There were 3 Roman invasions of Britain with the first 2 led by Julius Caesar. The first abandoned due to the weather, the second successful but for a short period and the third a full invasion in 43AD	Under the orders of Emperor Hadrian, a wall was built in an attempt to stop the Scots attacking The Romans in the north of England.
The Romans founded many towns such as London, Colchester and St Albans. The towns still have many of the features of Roman towns today.	Towards the end of Roman Britain, the country was being attacked by Barbarian invaders from Germany, Scotland and Ireland.

Key Skills

- Chronologically place the period of Roman Britain on a timeline
- Research everyday lives of people in Roman Britain and compare with our life today
- Identify reasons and results of the revolts led by Caratacus and Boudicca
- Apply the terms 'Resistance' and 'Control' when analysing the failures of the British tribes revolts.
- Distinguish between different sources and evaluate their usefulness.
- Use a range of sources to find out about transport, homes/buildings.

- Observe artefacts, pictures, paintings and historical sources.
- Use the library, e-learning for research.

Key Topic Vocabulary

AD	Anno Domini – The time after the birth of Jesus Christ.
centurion	A commander of a group of 100 Roman soldiers
Auxiliary troops	Soldiers who were not citizens of Rome, but fought for the Roman army.
BC	Before Christ. The time before the birth of Jesus Christ.
Celtic tribes	The tribes (Celts) that lived in Britain during the Iron age. They also lived on mainland Europe.
Chariot	A vehicle with two wheels pulled by horses or ponies.
Scots	A Celtic tribe from Ireland.
Romanisation	When the countries that the Romans conquered became very much like Rome.
mosaic	A picture or pattern produced by arranging together small pieces of stone, tile or glass
Basilisca	A type of church given special privileges by the pope. Also used for public meetings and a law court.
legionary	A soldier in a Roman legion
Colosseum	An oval amphitheatre in the centre of Rome which held up to 50,000 people.
Hadrian's Wall	A long wall built by the Romans across the North of England to keep out the Scots.

Transferable Vocabulary

conquer	To overcome and take control of people or land using military force
invade	Enter a place or land with the intention of occupying it.
emperor	The Roman leader of the Roman Empire during the imperial period.

aqueduct	A large system, like a bridge, for carrying water from one place to another.
empire	An extensive group of states or countries ruled over by a single monarch.
army	An organised military force equipped for fighting on land.
Key Questions	
<p>How did the Roman invasions change the way people lived, traded and socialised? How did the Roman invasions affect the cultural development of Britain? What were the political issues surrounding the invasion? What effects did the Roman invasions have? How did the Roman invasions change the British landscape? What legacy did the Romans leave behind? Why was Boudicca a key female influence? Who was Boudica and why did she become so famous? Who were the famous Romans and what do we know about them? What did the Romans influence the development of? How? What was it like to live in the Roman period? Why did the Romans need to build forts? Why was Hadrian's Wall built and was it a success? Why it took the Romans so long to finally invade Britain. Look at images of a Roman villa / fort and explain what this tells us about Roman life in Britain.</p>	
Assessment	
Why were the Romans so powerful and what did we learn from them?	

Year 3 - Summer Term	
History Focus	How transport changed Bexley
National Curriculum objective	A local history study. Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Historical Background	
<p>Bexleyheath is a town in the London Borough of Bexley. Bexley was first mentioned in official records in 841 AD when the land was gifted to the Archbishop of Canterbury. Since then, changes in transport links have caused the population to flourish and had a huge impact on the area. Tricia Dyer's poem 'How times have changed' sums up some of the changes that will be studied beautifully.</p> <p style="text-align: center;"> https://www.bexley.gov.uk/sites/bexley-cms/files/Early-industry-in-Bexley.pdf https://www.bexley.gov.uk/services/archives-and-local-history/online-resources/changing-times-100-years-broadway-bexleyheath-1912-2012 </p>	

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Key Knowledge: When? Timeline of events

1894	Upland Primary School first opened
1895	Bexleyheath Train station opened
1903	Tramways opened
1912	Clocktower opened
1925	Danson Park opened to the public
1984	Bexleyheath Broadway opened
1993	Bexleyheath Broadway Pedestrianised
2005	Danson House reopened
2005	New building opened for Upland School

Key Skills

Chronology

- Place the time studied on a timeline. Sequence events, changes in transport, pictures or artefacts.
- Use dates related to the passing of time.
- Make comparisons between different times in history

Historical Knowledge

- Research how the changing transport system in Bexley affected the everyday lives of people.
- Understand why people may have had to do something different as transport evolved.

Interpret

- Identify reasons for and results of people's actions linked to changing transport.
- Identify and give reasons for different ways in which the past is represented - maps, photographs etc.

Enquiry

- Identify the pros / cons and compare with our life today.
- Distinguish between different sources and evaluate their usefulness.
- Look at representations of the period – museum, cartoons etc. Use a range of sources to find out more about Bexley's transport system.
- Observe small details – artefacts, pictures. select and record information relevant to the study.
- Begin to use the local studies area at Bexleyheath library, e-learning for research.
- Ask and answer questions with family members / friends.

Key Vocabulary	
Bexleyheath	The name of our town
Bexley	The name of the Borough
Greater London	County of England, located in the London region, to which Bexley belongs
History	A study of the past
Past	A time that has already happened
Transport	A way of moving people or goods from place to place
Industry	Economic activity concerned with the processing of raw materials and manufacture of goods in factories.
Population	Number of people living in one place
Key Questions	
What impact has the changes in transport had on the town and people of Bexleyheath? How would you improve Bexleyheath as a town? Why has the Broadway been pedestrianised? What new type of transport could Bexleyheath have to improve it?	
Assessment	
Own poem based on Tricia Dyer's 'How times have changed' to highlight the changes in the local area based on knowledge taught. Must include some reflection or evaluation about the change.	

Year 4 - Autumn Term	
History Focus	The Viking and Anglo-Saxon struggle for the Kingdom of England (to the time of Edward the Confessor)
National Curriculum objective	Britain's settlement by Anglo-Saxons and Scots. Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne. The Viking and Anglo-Saxon struggle for the Kingdom of

	England to the time of Edward the Confessor. Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066
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Historical Background

The Viking Age in Britain began about 1,200 years ago in the 9th Century AD and lasted for just over 200 years. The Vikings came across the North Sea, just as the Anglo-Saxons had done 400 years earlier. In time, like the Anglo-Saxons, the Vikings made their home here. The end of this topic focuses on the complex struggle for power between the Anglo-Saxons and the Vikings, which was ultimately ended, in 1066, by the Norman invasion (who were, themselves, descended from Vikings).

Key Knowledge: When? Timeline of events

350 AD	Anglo-Saxons begin raids on England but are beaten back by the Romans
410 AD	Roman rule in Britain ends
425 AD	British government name Vortigern the king of Britain
432 AD	St. Patrick (now the patron saint of Ireland) arrives in Ireland and begins his missionary work
459 AD	Angles and Saxons invade
597 AD	Augustine, sent by Pope Gregory I, comes to spread Christianity
616 AD	Ethelberht, the first Christian English king, dies in Kent
633 AD	Lindisfarne monastery built
731 AD	Bede, widely regarded as the greatest Anglo-Saxon scholar, finishes his 'History of England'
758 AD	Offa becomes king of Mercia
789 AD	First recorded Viking attack happens in Dorset
793 AD	Viking raid on Lindisfarne
796 AD	Offa, of Mercia, dies

867-878 AD	Series of big Viking victories
886 AD	Vikings and Alfred, the King of Wessex, divide England
899 AD	King Alfred 'the Great' dies
939 AD	Athelstan, described as the first king of all England, dies
1066 AD	Edward (the Confessor) dies. Harold Godwinson becomes the last Anglo-Saxon king of England. He is defeated by William of Normandy at the Battle of Hastings

Key Skills

Place events from period studied on a timeline. Use terms related to the period and begin to date events. Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events. Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of textbooks and historical knowledge. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library, e-learning for research.

Key Knowledge: People

Anglo Saxons	Vikings
<p>Ethelberht – the first English king to be converted to Christianity. His laws were also the first to be written in English (there were 90 laws in total).</p> <p>Offa – King of Mercia and was the first ruler to be called 'king of the English'. By the end of his reign, Offa was master of all England south of the Humber. The English penny (silver currency) was introduced during Offa's reign.</p> <p>Alfred was born in AD849 and died in AD899. His father was king of Wessex. He fought the Vikings before making peace so that English and Vikings settled down to live together. He ruled well and made some important changes to the country.</p> <p>Athelstan – described as the first king of all England. Edward III (the Confessor) – responsible for building Westminster Abbey (in the Norman style) and he was buried there after his death in 1066.</p> <p>Harold II – with no royal blood, his short reign was contested by rivals in France and Norway. Soon after defeating the Norwegians at Stamford Bridge near York, his army was defeated in the Battle of Hastings by the Normans. Harold was hit in the eye by an arrow and cut down by Norman swords.</p>	<p>Eric Bloodaxe – the last Viking in England. An exiled son of Harald Finehair, king of Norway, he was invited to take over the kingdom of York (York) around 946 AD. He was welcomed by Athelstan, king of Wessex, who wanted Eric to protect his kingdom from Scots and Irish invaders. He was forced out by Viking rivals in 954 AD.</p> <p>Eric the Red - In 983 Eric was exiled by the people of Iceland and he sailed west to create a new settlement. He found a land that was a much bigger place than Iceland, and much colder too. It was not much good for farming though. Eric hoped the name 'Greenland' would attract farmers, but not many Vikings went there to live.</p> <p>Leif Ericsson – son of Eric the Red. Leif and his men were the first Europeans in America. They spent the winter in a place they named 'Vinland' (Wine-land) which today is in Newfoundland, Canada. But they didn't settle permanently.</p> <p>Cnut (Canute) of Denmark - in 1016, Æthelred, king of England, died. His son, Edmund Ironside, made a truce with Cnut in which they agreed to divide the kingdom between them. Edmund died shortly afterwards and Cnut became king of the whole country. Three years later he became king of Denmark as well.</p>

Key Questions	
<p>Explain the changes in Athelstan relationship with the Vikings over a period of time. What do place names tell us about Viking settlements? Why did the Anglo Saxons invade England? Why did Vortigern invite Saxons to live on his land? When did Christianity come to Anglo Saxon England? Who was King Offa?</p> <p>Do you agree the Vikings were vicious? Prove or disprove it with evidence from different sources.</p>	
Assessment	
In groups, research and present about one aspect of Anglo Saxon or Viking life - trade, food, clothing, weapons etc.	

Year 5 - Autumn Term	
History Focus	Early Civilisation: Ancient Egypt
National Curriculum objective	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.
Historical Background	
<p>A civilization is an advanced society with farming, division of labour, multiple cities, organized religion, science/technology, some form of government, and a written language. The main factor that allowed civilization to develop was farming. Humans were forced to live in one place and farming also provided enough food to support large numbers of people.</p>	
Timeline of events	
7,500 BC	The first settlers arrive in the Nile Valley
3,200 BC	Hieroglyphics are used.
2,640 BC	First pyramid is built.

2,520 BC	The Great Sphinx is built.
1,332 BC	The 10-year rule of Tutankhamun begins.
51 BC	Queen Cleopatra's reign begins, the Egyptian civilisation ends.

Key Skills

Place current study on timeline in relation to other studies. Know and sequence key events of time studied use relevant terms and periods labels. Relate current studies to previous studies. Make comparisons between different times in history. Study different aspects of life of different people – differences between men and women, examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period studied.

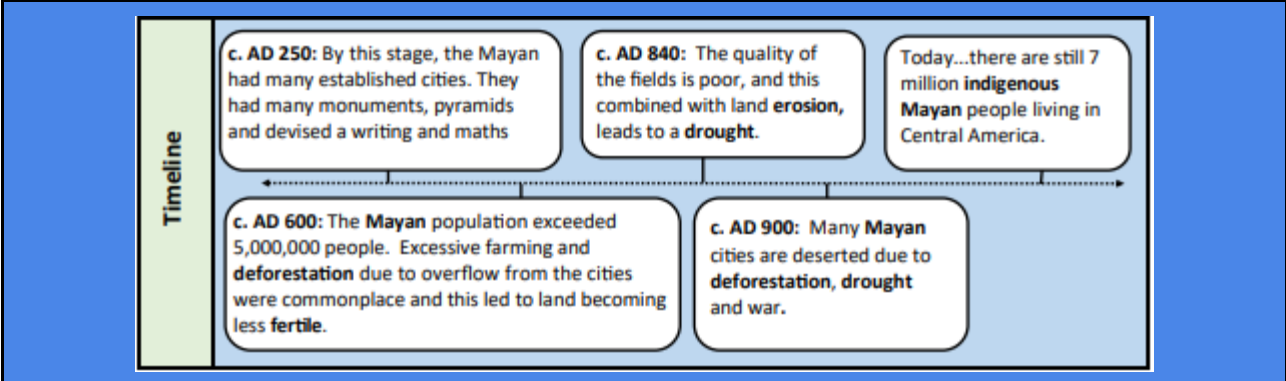
Key Vocabulary

Afterlife	A life after death
Archaeology	The study of lives and cultures of ancient people.
Crop	Plants grown on a farm
Fertile	Capable of producing many crops.
Hieroglyphics .	A picture used as a form of writing instead of letters
Irrigation	Watering the land to prepare it for growing crops.
Mummy	A dead body, which has been preserved or dried out.
Pharaoh	An ancient Egyptian ruler (king or queen).
Preservation	The process of saving something from loss, danger or decay.
Pyramid	A triangular building built as an Egyptian tomb (a place to bury the dead)
Sarcophagus	A stone coffn for burying the dead.
Trade	The process of buying, selling or exchanging goods or services.

Key Knowledge: Ancient Egyptian Gods

Ra	The Sun God
Isis	The Mother Goddess
Osiris	The Ruler of the Underworld
Horus	The God of the Sky
Thoth	The God of Knowledge
Hathor	The Goddess of Love and Joy
Anubis	The God of the Dead
Key Questions	
<p>Who do you think is the most important god and why? What personal objects/possessions would you take with you to the afterlife and why? What jobs would you ask your shabtis to do?</p>	
Assessment	
<p>Compare different aspects of life from Ancient Maya and Egyptians. Class vote at the end. Notes made from other group comparisons and then justification based on the notes they have collected.</p>	

Year 5 - Summer Term	
History Focus	The Maya
National Curriculum objective	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900
Historical Background	
<p>The Mayan, or Maya, people made their home in a place called Mesoamerica (modern day Mexico). All Maya shared a common culture and religion but each state governed themselves and had a noble reader. Mayan kings were constantly at war with each other fighting for tributes and prisoners to sacrifice to the gods.</p>	
Timeline of events	



11,000 BC	First hunter-gatherers settle in the Maya region
2500 BC	Mayan civilisation begins
800 BC	Village farming and trade become established
400 BC	First solar calendars invented
300 BC	Cities become centres for trade and Kings begin to rule
100 BC	First pyramids are built
500 AD	Tikal becomes the first major Mayan city.
683 AD	Emperor Pacal dies and is buried in the Temple of inscriptions
715 AD	Alliances break down, trade declines and interstate conflict begins.
869 AD	Construction stops in Tikal and begins the city's downfall
899 AD	Tikal is abandoned
900 AD	Mayan civilisation collapses
1528 AD	Spanish arrive to the land and bring disease killing over 90% of the natives.
1541 AD	The Spanish conquer

<p><u>Dress</u></p> <p>Commoners and slaves wore plain loincloths, but the elite added feathers, animal skins or gems. Noblemen covered their lower half with a colourful garment and wore large, elaborate headdresses. Women wore skirts and tunics. Footwear was simple, usually being barefoot or sandals. Why these items?</p>	<p><u>Trade</u></p> <p>Merchants drove their human caravans along roads, down rivers and around coasts to trade with fellow Mayans and other Mesoamericans. The geography was so varied that they relied on trade to get the things they needed off each other, from maize, fish and salt to stingray spines (used for bloodletting) and valuable stones such as jade and obsidian.</p>
<p><u>What happened to the Mayans?</u></p> <p>Around 900, many cities in the southern lowlands were abandoned but states in the uplands of the Yucatan peninsula continued to flourish until the arrival of the Spanish in 1502. One belief is that the Toltecs and the Aztecs took over with their own empires but later, when the Spanish arrived, they brought disease and forced them to give up their gods and become Christians.</p>	<p><u>Mayan Gods</u></p> <p>Some were in human form, others in animal but the most supreme god was Itzamna, the creator god, lord of day and night and ruler of the heavens. Many looked after the weather or crops such as Chac, the rain god and Kinich-Ahau the sun god. Priests would perform ceremonies (including sacrifices) to please them and Kings were thought to turn into gods after they died. They believed the world was divided into three parts (Heaven, Earth and the Underworld), linked together by a giant world tree.</p>
<p><u>Palenque Rulers</u></p> <p>Archaeologists can name 17 rulers of the city-state of Palenque from 431-800. The most famous was Pakal I, also known as Pakal the Great, who ruled from 615-683. He began his rule at the age of just 12 and constructed some of Palenque's finest buildings and founded a great dynasty. His funeral mask was carved from stunning Jade.</p>	<p>Mayan cities had similar layouts to each other. They would have a palace for the ruler, a plaza for the marketplaces and temples, in the form of pyramids.</p>
<p>Mayan cities were often found near trade routes and good farmland</p>	<p>Mayans were polytheists, believing in many nature gods or deities</p>
<p>Priests were considered the most important people in the Mayan culture. Warriors, craftsmen and traders were next in the hierarchy. Farmers, workers and slaves were at the bottom of the hierarchy.</p>	<p>Mayan merchants traded many goods including salt, cotton, honey and jade</p>
<p>The Mayan calendar (Tzolkin) consisted of 260 days and 13 months.</p>	<p>The demise of the Mayan civilisation came about because of a mixture of deforestation, land erosion and drought</p>
<p>Key Skills</p>	

Chronology

- Examine the timeline of the Mayan civilisation and consider where there was rapid change and where there was very little change. Explain why this may be the case.
- Place the chronology of key events of the Mayan civilisation on a time line with a chronology of the history of Britain. Where are the overlaps?
- Place current study on timeline in relation to other studies.
- Know and sequence key events of time studied
- Use relevant terms and periods labels.
- Relate current studies to previous studies.
- Make comparisons between different times in history.

Historical Knowledge

- Describe how the Mayan civilisation has had an impact on modern society.
- Describe the ideas, beliefs and attitudes of all groups of people in the Mayan civilisation. Use appropriate vocabulary to communicate about the Mayans
- Study different aspects of life of different people – differences between men and women.
- Examine causes and results of great events and the impact on people.
- Compare life in early and late times studied
- Compare an aspect of life with the same aspect in another period
- Study an ancient civilization in detail.

Interpret

- Compare what was happening in the Mayan civilisation with what was happening in Britain at the same time.
- Compare the Mayans with the Egyptian civilisations using a Venn diagram.
- Compare accounts of events from different sources. Fact or fiction
- Offer some reasons for different versions of events

Enquiry

- Examine a variety of sources and use these to make inferences about the past - in particular about Mayan economy, culture, religious beliefs and society. Begin to identify primary and secondary sources
- Use evidence to build up a picture of life in time studied
- Select relevant sections of information
- Confident use of library, e-learning, research

Topic Vocabulary

Mayan	relating to or characteristic of the Maya or any of their languages
Mesoamerica	The Maya lived in Mesoamerica - Central America - the countries consist of Mexico, Guatemala, El Salvador and Belize and the western sections of Honduras and Nicaragua and northern costa Rica
Tikal	One of the largest Maya city-states. A one time more that 100,000 people lived there.
El Castillo, Chichen Itza	Ancient Maya temple still standing today- each of the four sides of the pyramid has 91 steps. With the step on the top platform, that makes a total of

	365 steps. Equal to the number of days in a year.
Equinox at El Castillo	During the Spring and Autumn equinox (March 21st and September 22nd), the sun lights up one side of the stairway that has a sculpture of a snake head at the bottom of it. It is said that during these events, it looks like the snake is slithering down the stairs.
Homes	Maya people lived in huts made from wood, mud and thatch. They buried dead members of the family under the mud floor.
Calendars	They had three calendars: one with 365 days which kept track of the movements in the sky; one with 260 days used for sacred rituals and the long count calendar which counted the days since they believed creation began. This calendar ended on December 2012, thankfully the world didn't end!
Hieroglyphics	For the Maya script, also known as hieroglyphs, they used pictures as their writing system. stelae Tall, stone, engraved monuments made by the Maya.
Sacrifice	Sacrifice was a religious activity that involving either the killing of animals or members of the community, used during rituals held by priests to please the Gods.
Pok-ta-pok	Pok-ta-pok was a popular sport sometimes used to settle disagreements- the losers would often end up being sacrificed with their head on a stake or being the next ball.
Food	Beans, maize, squash, chilli peppers, cacao beans made into a drink (xocolat), atole—a porridge made from maize, avocado, quinoa
maize	The staple food of the Mayans which was so important that they even had a maize god.
numbers	Using a base 20 system (we use base 10), they used dots and bars to create numbers and had a symbol for zero.
pok a tok	A game where large rubber balls were aimed at stone hoops. Losers were sometimes sacrificed to the gods!
Transferable vocabulary	
Kings	Known as divine kings—they were the most important people in Mayan society. The more important you were the bigger the headdress.

archaeologist	someone who studies the past by exploring old remains
chronology	the order of events in time
circa	Latin meaning 'around' .c.800 BC means around 800BC
civilisation	a human society with its own social organisation and culture
continent	a very large area of land that consists of many countries. South America is a continent
deforestation	All of the trees are cut down
deities	a god or goddess
demise	something or someone is their end or death
drought	a long period of time during which no rain falls
economy	the wealth that a society or country gets from business and industry
erosion	the gradual destruction and removal of rock or soil
fertile	rich in nutrients to support the growth of many plants
hierarchy	a system of organising people into different ranks or levels of importance
indigenous	people or things belong to the country in which they are found
merchant	a person who buys or sells goods in large quantities
Priests	The Ancient Maya believed in rituals. They believed that the priests were in touch with the spirit world of the Gods.
Mayan society	Society was made up of kings, priests, merchants, farmers and slaves.
Gods	The Maya had many gods. Some of the key ones were: Itzamna—a creation god and sun god and the creator of writing; Chac the god of rain and storms; Ix Chel was the wife of Itzamna and

	the god of childbirth and the moon.
pyramids	Built with a temple at the top to give sacrifices to the gods, others were built for the gods themselves.
sacrifice	Humans and animals were used as a blood offering to gods, mostly war prisoners by decapitation or heart removal.
stelae	Stone monuments glorifying Kings and record his deeds, although early examples were of mythical scenes.
Key Questions	
Which event had the most impact on daily life? If you could remove one layer from the social hierarchy, which one would it be and why?	

Year 6 - Autumn Term	
History Focus	Battle of Britain
National Curriculum objective	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. a significant turning point in British history, for example, the first railways or the Battle of Britain
Historical Background	
Adolf Hitler had expected the British to seek a peace settlement after Germany's defeat of France in June 1940, but Britain was determined to fight on. Hitler explored military options that would bring the war to a quick end and ordered his armed forces to prepare for an invasion of Britain – codenamed Operation 'Sealion'. But for the invasion to have any chance of success, the Germans needed to first secure control of the skies over southern England and remove the threat posed by the Royal Air Force (RAF). A sustained air assault on Britain would achieve the decisive victory needed to make 'Sealion' a possibility. The Battle of Britain was a major air campaign fought over southern England in the summer and autumn of 1940.	
Key Knowledge: When? Timeline of events	
1930s	A growing threat from Nazi Germany led to the expansion of the RAF and the creation of Fighter Command
11 August 1939	The Dowding System was operational
1 September 1939	Hitler invaded Poland Britain and France declare war on Germany 2 days later
10 May 1940	Winston Churchill became Prime Minister of Britain, replacing Neville Chamberlain
27 May 1940	Evacuation from Dunkirk began

10 July 1940	The Battle of Britain began
13 August 1940	Germany began attacking British airfields and radar 'Eagle Day' - The Luftwaffe carried out 1486 missions
20 August 1940	Winston Churchill made famous speech
31st August 1940	Fighter Command suffered worst day 39 British aircraft shot down. Luftwaffe over-estimated damage caused
7th September 1940	Luftwaffe changed attack to London— giving Fighter Command time to recover
15th September 1940	Fighter Command repelled a massive assault Now known as "Battle of Britain Day"
31 October 1940	Battle of Britain ended
6 June 1944	D-Day
7 May 1945	Germany surrendered—VE Day
14 August 1945	Atomic bombs dropped on Hiroshima and Nagasaki. Japan surrendered—VJ Day

Key Skills

- Place current study on timeline in relation to other studies.
- Use relevant dates and terms and sequence up to ten events on a timeline
- Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another period studied.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions, confident use of the library etc. for research

Key Vocabulary

Nazi	A political party in Germany, who started WW2 and the Holocaust, led by Adolf Hitler
Dowding	Britain's air defence system named after the commander of Fighter Command
radar	A way of using radio waves to detect objects

Royal Air Force	Today, the British Armed Forces consist of the Royal Navy, the Royal Marines, the British Army and the Royal Air Force
Fighter Command	Part of the Royal Air Force, responsible for fighting off the German air attack during WW2
Luftwaffe	The German air force aeroplane The British spelling of 'airplane'
Hawker Hurricane	A fighter plane which claimed 55% of the German planes which were shot down
Supermarine Spitfire	A faster and higher performance plane than the Hurricane
dogfight	A battle between 2 planes at close range
Key Questions	
Why did geographical/ boundary changes after WW1 lead to conflict in Europe? Was evacuation a positive or negative experience for the evacuees during WW2? Could The Battle of Britain been averted? If so, how?	
Assessment	
Should The Battle of Britain really be called this?	

Year 6 - Spring Term	
History Focus	Democracy
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Historical Background	
<p>Women's right to vote.</p> <p>Traditionally only men were represented within both local and national government of Great Britain. The men had a right to own property and hold jobs allowing them to earn money and influence. The women were expected to marry as they were not seen as able to look after themselves. Their opportunities to earn money were very limited because they did not have equal access to education and could not get professional jobs. Once married all their property was given to their husbands. Their husbands had a right to represent them in the court and women had little chance of getting a divorce if they wanted one. During 19th century women started demanding equal right in several areas:</p> <ul style="list-style-type: none"> • Access to education • Right to earn money and to be able to own property • Right to have control over their own body • Right to equal position to a man in a Court of Law • Right to vote in local and national elections 	

Timeline of events

Before 1832	The right to vote depended on two things: <ul style="list-style-type: none"> • Gender. Only men over the age of 21 were allowed to vote. • Property. In order to vote, an individual had to own property over a certain value.
1867 Parliamentary Reform Act	Gave the right to vote to men over the age of 21 who not only owned and but also those who rented a property.
1894	Millicent Garrett Fawcett created a National Union of Women’s Suffrage. Her aim was to gain a right to vote for women through peaceful appeals to male members of the government. The first attempt of giving women the right to vote took place four years later but the vote failed.
1903	Emmeline Pankhurst, disappointed with the lack of progress on the issue created Women’s Social and Political Union that became known as Suffragettes three years later.
18th of November 1910 (also known as Black Friday)	The second reading of the bill to give women to right to vote failed. A number of women demonstrated outside the parliament buildings. The car of living Prime Minister H. Asquith was vandalised. The police responded by beating many women.
4th of June 1913	Emily Davidson rushed in front of running at full speed horse belonging to the king George V at Epsom races. She died from received injuries. Some people saw this as an act of bravery of a woman prepared to die for her beliefs other as an act of lunacy and dismissed it.
1918	Gave all the men over the age of 21 and women over the age of 30 the right to vote.
1928	Gave the women equal right to vote to men

Knowledge Nuggets

Parliament is the highest ranked authority who debate and decide upon laws and is made up of The House of Commons (MPs), The Monarch (Queen) and The House of Lords.	Magna Carta, meaning ‘The Great Charter’, is one of the most famous documents in the world. Originally issued by King John of England (r. 1199–1216) as a practical solution to the political crisis he faced in 1215, Magna Carta established for the first time the principle that everybody, including the king, was subject to the law. The History of Parliament as we know it today was initiated following the Magna Carta.
Democracy is a form of government in which the people have the authority to choose their governing legislation. People can take part in the decisions that affect the way their community is run.	Suffragists were a group of women who gathered a petition of signatures demanding that women should have the same political rights as men and gain the right to vote, led by Millicent Fawcett. Suffragists believed in peaceful, constitutional campaign methods. Suffragettes were led by Emmeline Pankhurst and were a

	militant force who were willing to take direct, militant action for the cause.
Emily Wilding Davison was born in Blackheath in southeast London on 11 October 1872. She studied at Royal Holloway College and at Oxford University, although women were not allowed to take degrees at that time. In 1906, she joined the Women's Social and Political Union (WSPU), founded by Emmeline Pankhurst. Three years later she gave up her job as a teacher and went to work full-time for the suffragette movement. She was frequently arrested for acts ranging from causing a public disturbance to burning post boxes and spent a number of short periods in jail. On 4 June 1913, she ran out in front of the king's horse as it was taking part in the Epsom Derby. Her purpose was unclear, but she was trampled on and died on 8 June from her injuries.	Emmeline Pankhurst founded the Women's Social and Political Union (WSPU), an all-women suffrage advocacy organisation dedicated to "deeds, not words". She was widely criticised for her militant tactics, and historians disagree about their effectiveness, but her work is recognised as a crucial element in achieving women's suffrage in the United Kingdom.

Key Skills

- Organise events chronologically
- To identify and name democratic countries
- To explain what democracy is and how it protects our human rights
- Analyse public concerns and create a manifesto
- Use primary and secondary sources to determine what attitudes towards women were like in the Victorian era.
- Use primary and secondary sources to explain the difference between suffragists and suffragettes.
- Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Compare beliefs and behaviour with another period studied
- Link sources and determine how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Topic Vocabulary

Suffrage	The right to vote in political elections.
Suffragettes	The name given by the Daily Mail newspaper to the members of the Women's Social and Political Union. Became a popular name for women demanding the right to vote.
Human rights	The basic rights that it is generally considered all people should have, such as justice and the freedom to say what you think.
Bill	A bill is a proposed law that is being considered by members of the House of Commons and House of Lords. A bill does not become law until it is passed by the House of Commons and, in most cases, approved by the House of Lords.
Prime Minister	The head of an elected government
Politician (MPs)	A member of a government or law-making organisation.

Transferable Vocabulary

The Parliament	The parliament is made out two Houses of Parliament: House of Commons and House of Lords. The parliament has a responsibility for creating all laws of the country.
Equality	An idea of being equal, especially in rights and responsibilities.
Democracy	The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves.
election	A time when people vote in order to choose someone for a political or official job
government	The group of people who officially control a country.
campaign	A planned group of especially political, business, or military activities that are intended to achieve a particular aim.
authority	The moral or legal right or ability to control

Key Questions

Who had responsibility for making all the decisions about how the UK was run in the early 19th century?
 Who first inspired Millicent Fawcett and how?
 Which events in Emmeline Pankhurst's childhood had a profound effect on her belief in women's equality?
 Who was Emily Davison and what happened to her?
 How did the Suffragists and Suffragettes differ in their approach?
 How were women's lives changed following WW1?
 How is democracy a fair system of governance? Could it be improved? How?
 How did changing attitudes towards women influence the decision which allow them to vote?
 Should the voting age in the U.K be lowered to 16?

Assessment

A newspaper report written in 1928 when women were given equal rights to vote which includes a break down of the key events leading up to the votes being granted.

Non-Chronological report (can be a presentation with hyperlinked pages) about Suffragettes to include the key facts.

Devise a set of questions to assess historical knowledge and understanding of the history of the vote in the UK.

Year 6 - Summer Term

History Focus

Ancient Greece

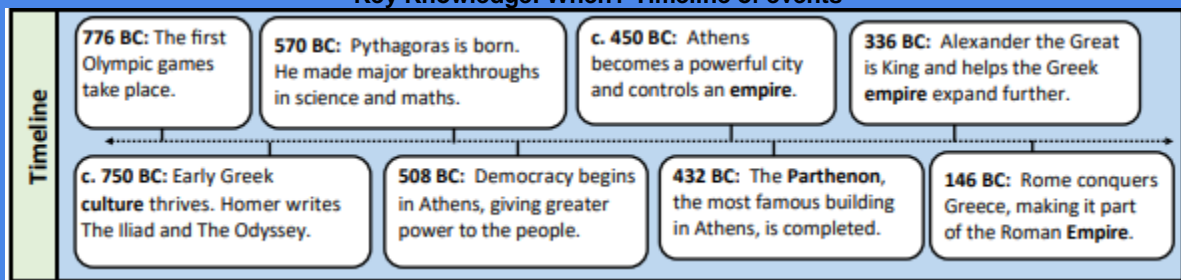
National Curriculum objective

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Historical Background

Ancient Greece is commonly known as the 'birthplace of western civilisation'. It is made up of three periods: The Archaic (c.800BCE - 500BCE), the Classical (500BCE - 323BCE) and the Hellenistic (323BCE - 146BCE). This time saw a huge increase in population and the establishment of the Greek city states, produced much of the political ideas, art, architecture, sculpture, science, philosophy and literature that influence our lives today. Fundamental to understanding the influence of Greek ideas is in understanding the spread of Athenian ideas during the Hellenistic period, following Alexander the Great's military campaigns.

Key Knowledge: When? Timeline of events



776BCE	The first Olympic Games held (only for men)
505BCE	Cleisthenes introduced democracy in Athens
468BCE	Sophocles (famous for developing his characters) wrote his first tragedy
461BCE	Peloponnesian wars began between Sparta and Athens
432BCE	Parthenon was completed
441BCE	Euripides writes first tragedy
420BCE	Construction of Temple of Athens
387BCE	Plato founded his Academy

330BCE	Alexander the Great effectively in control of Persian Empire
146BCE	Rome conquered Greece
Key Knowledge Nuggets	
Greece was divided into city-states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta.	In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths
Athens had a democratic government . There were three main systems of democracy: The Ekklesia, The Boule, and The Dikasteria.	In Sparta, life was very different; all that was important was being able to defend Sparta in battle.
The first Olympic games were held in 776 BC in the city-state Olympia. It is believed that they were a religious event to honour Zeus the king of the Gods. Evidence about the games can be found on Greek vases.	Religion was very important in ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.
Greece is made up of the mainland and many islands. Its position by the sea meant that the Greeks were seafaring people. City-states (polis) were created and trade happened between each of the cities. Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures liveable and created fertile farming conditions.	The Ancient Greek people told many stories featuring their gods and goddesses. Many Greek myths feature scary monsters and tell tales of heroic quests. The stories helped the Ancient Greek people make sense of the world and explained how things came to be.
Key Figures	
Homer	The name given to the legendary author of the Iliad and the Odyssey Possibly a name given to more than one person
Alexander the Great	356 - 323 BCE Alexander's conquest of the Persian Empire led to a spreading of Greek culture (especially Athenian) Across Asia, town planning, education, local government, and art was influenced by Greek ideals
Metrodora	c. 200 CE (not BCE) Author of the oldest medical book known to have been written by a woman
Socrates Plato Aristotle	Famous philosophers
Archimedes	c. 287 BCE – c. 212 BCE Famous mathematician, physicist, engineer, inventor, and astronomer.
Key Skills	

Chronology

- Examine the timeline of the Greek civilisation and consider where there was rapid change and where there was very little change. Explain why this may be the case.
- Place the chronology of key events of the Greek civilisation on a time line with a chronology of the history of Britain. Where are the overlaps?
- Place current study on timeline in relation to other studies
- use relevant dates and terms.
- Sequence up to ten events on a timeline

Historical knowledge

- Describe how the Greek society has had an impact on modern society.
- Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Describe the ideas, beliefs and attitudes of all groups of people in the Greek civilisation.
- Compare the expansion of the Greek empire with that of the British Empire under Queen Victoria
- Compare beliefs and behaviour with another period studied
- write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Compare and contrast ancient civilisations.

Interpret

- Discuss the notion of democracy - compare the democratic process of ancient Greece with that of modern Britain. Link sources and work out how conclusions were arrived at.
- Compare what was happening in the Greek civilisation with what was happening in Britain at the same time.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Be aware that different evidence will lead to different conclusions
- Confident use of the library etc. for research.

Enquiry

- Examine Greek artefacts (such as vases) and use these to make inferences about the past.
- Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs.
- Recognise primary and secondary sources
- use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out
- Bring knowledge gathering from several sources together in a fluent account

Topic vocabulary

Agora	An open-air market gathering in many Greek city-states
Socrates	"True knowledge exists in knowing that you know nothing."
acropolis	Most Greek cities were built around a fortress on a hill. The highest part was named after this.
citadel	A fortress, typically one on high ground above a city.
Hellenistic	Meaning that it relates to Greek language, culture or history.
Hoplite	The name for a citizen-soldier of Greece. He would often be armed with a spear and fight in the phalanx. These soldiers were usually heavily armed and armoured.

oracle	Someone who is believed to be able to speak with Gods and Goddesses, to translate what they say to humans.
Phalanx	An effective military formation where ranks of soldiers with long spears would stand side-by-side, protecting the man next to them.
polis	An ancient Greek city state
polytheists	the worship or belief in more than one God
Parthenon	The main temple of Athena, built on the Acropolis in Athens
terraced	Relating to the farming methods in Ancient Greece as the soil and land was not always good for growing crops. The hilly nature of Greece also made it difficult. Farmers would separate their land into flat sections to make it easier to farm.
Transferable vocabulary	
Aristocrat	Relates to someone who is wealthy and/or has lots of power. Comes from the Greek words meaning 'best' and to 'rule'.
citizen	A person within the population who has certain rights and responsibilities. They would have more rights than a slave.
civilisation	A human society with its own social organisation and culture
City - state/ polis	An independent city that had its own form of government, laws and rules. Ancient Greece had lots of these within the same country, meaning laws in one place could be different from another.
column	The Greeks invented 3 types of these to help support large buildings: Doric, Ionic and Corinthian. Each one had a slightly different decorative style to it.
empire	A number of individual nations that are all controlled by the government or ruler of a particular country
legacy	Things or ideas that are passed down from one generation to another
culture	The beliefs, customs, arts, etc., of a particular society, group, place, or time
government	The system used for being in charge of a country

democracy	Comes from two Greek words that mean 'rule by the people' In this type of government, decisions about who should lead a county are made by the majority of its people
science	The study of the nature and behaviour of natural things and the knowledge that we obtain about them
mathematics	The study of numbers and how they are related to each other and to the real world
mythology	A set of stories that often describe how things were created or of heroic deeds. It is often tied into a civilisation's religion and most of it is considered to be untrue
marathon	Relates to a battle of the same name where a Greek soldier ran a great distance to help against an invading army.
architecture	The art or science of designing and creating buildings
peninsula	A body of land surrounded by water on three sides. This would provide good defence and also offer means for trading and travelling.
philosophy	The study of the basic ideas about knowledge, right and wrong, reasoning, and the value of things
Olympics	A series of athletic challenges that take place every four years. Originally, the games were part of a religious festival to honour Zeus
literature	Written works, especially those considered of superior or lasting artistic merit
society	People in general, thought as a large organised group

Key Questions

What mattered to the Ancient Greeks?
 Why is democracy in modern times an improvement on democracy in Ancient Greek times?
 How similar was life in Ancient Greece to today?
 Which individual was the most important? (to the Ancient Greeks/to us today).

Assessment

A written explanation of how the Ancient Greek legacy affects our lives today. This could be done in the negative, e.g. "Without the influence of Ancient Greece, England would be a very different place..."

A letter of thanks/appreciation or a Thank you card for the legacies left behind, explaining why you are thankful and how they have influenced/affected our modern lives.

Write a rap outlining the Greek legacy. (Horrible Histories style).

