



# History



**Substantive Concepts:** conflict, society, invasion, monarchy

**Disciplinary Concepts:** Consequence, Change and Continuity, Similarity and Difference, Historical Significance, Sources and Evidence, Historical Interpretations

EFYS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

## Autumn

### My Planet

Comment on images of familiar situations in the past

family members – grandads, grandmas

### Our Planet

Comment on images of familiar situations in the past **police in the past, nurse doctors – links to Silber and where the live**

### I'm Here

My Community

#### Knowledge

- Identify different types of modern housing
- Find out about the fashions and features of homes built a long time ago, such as thatched roofs, windows, - To know some of the changes in homes in the past – bath, toilet, fridge
- Identify how homes have changed over time. Identify different types of shops
- Identify old shops – green grocers, restaurants, butchers
- To know how the were goods packaged and stored
- To know how people, pay for their shopping now- card, contactless, money
- To know how people paid for their shopping. To know how shopping developed – counter, self-service (selecting own good) and tills, self-service tills

#### Skills

Develop an awareness of the past, using common words and phrases relating to the passing of time

### Children should be seen and not heard

Victorian Era

#### Knowledge

- Queen Victoria was a monarch of England she reigned for 63 years
- When Victoria became queen, children had to go out to work. By the time she died, children went to school.
- A long period of history is named after her - the Victorian Age.
- Poor children lived in crowded dirty houses
- They had no toilets or running water
- They would easily catch diseases.
- Most poor children did not go to school and had to work.
- Queen Victoria changed the law so that all children could go school.
- Pupils sat in rows.
- Children went home for lunch.
- Teachers were called Madam or Sir.
- Teachers used punishments in the classrooms – cane, dunce hat, tawse.
- Children wrote on slate and some used inkwell and wrote in books called copybooks learnt the three R's.
- To know some of the toys that Victorian children played with clothes pegs, windmills, skipping ropes, hoop and stick

### Stones, Bones and Survival

Stone Age

#### Knowledge

- When the British Isles were joined to Europe, Paleolithic people sometimes came to Britain to hunt.
- During the Mesolithic/ Middle Stone Age, people in Britain were hunter gatherers and were usually nomadic
- Discoveries such as Howick House has helped archaeologists understand more about the lives of Mesolithic people
- The Neolithic period was when people began farming crops and kept cattle, sheep and pigs for meat
- Neolithic people polished stone and made stone tools and weapons
- Archaeologists can use settlements (e.g. Skara Brae) and monuments (e.g. Stonehenge) find out about the Neolithic era
- Around 2500 BCE people in Britain learned how to make objects from copper, gold and Bronze
- The Beaker people held religious ceremonies at stone circles and buried their dead in circular graves often with objects including beaker pottery
- Archaeologists find out about the bronze age through discoveries, e.g. Must Farm

### Settle and Stamp

Anglo Saxons

#### Knowledge

- After the Romans left Britain around 410 CE, the Anglo Saxons invaded
- The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms
- The three largest Anglo-Saxon kingdoms were Northumbria, Mercia and Wessex.
- The Romans were unable to defeat the Picts when they invaded Britain
- The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains
- The area of Scotland called Pictland merged with the kingdom of Dal Riata. This formed the kingdom of Alba, later known as Scotland
- There was a big difference between the lives of rich and poor Anglo Saxons
- Many Anglo Saxons were farmers and grew crops and kept animals Most
- Anglo Saxon children didn't learn to read or write, and worked like their parents
- Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories

### Tomb Raiders

Knowledge

Ancient Egypt

#### Knowledge

- Egypt is located in north-east Africa
- The River Nile floods, which creates fertile land for farming. Ancient Egyptians lived near the Nile as they could grow food. Pharaohs were Ancient Egyptian rulers
- Farmers were at the bottom of the social pyramid
- Archaeologists use artefacts and the remains of villages to find out about Ancient Egypt
- Ancient Egyptians worshipped over 2000 gods and goddesses
- Ancient Egyptians believe Pharaohs represented Gods on Earth.
- They believed in the afterlife
- Tutankhamun became Pharaoh at 9 when his father died
- An archaeologist, Howard Carter discovered Tutankhamun's tomb.
- Tutankhamun was mummified and was surrounded by lots of priceless treasures
- Ancient Egyptians left pictures, writing and statues behind.
- Hieroglyphics can tell us about life in Ancient Egypt. •The Rosetta Stone helped people understand hieroglyphics.

#### Skills

- Develop a chronologically secure knowledge and understand of British, local and world history

### The Great Wars

Knowledge

WWI&2

#### Knowledge

- World War II began in 1939 (when Germany invaded Poland) and ended in 1945
- The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan)
- Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific
- In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'.
- Britain's RAF withstood the German Air Force (Luftwaffe) in the Battle of Britain.
- The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender
- Codebreakers at Bletchley Park were employed by the government to intercept and decode the enemy's secret messages
- Alan Turing and his team created a code-breaking machine called a 'Bombe' to read secret German messages sent by their Enigma machines
- Intelligence gained at Bletchley was used to win battles on land, at sea and in the air.

	<p>Know where the people and events they study fit within a chronological framework Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features Use a wide vocabulary of everyday historical terms Understand some of the ways in which we find out about the past Identify similarities and differences between ways of life in different Periods</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past Know where the people and events they study fit within a chronological framework</li> <li>• Understand some of the ways in which we find out about the past</li> </ul>	<p><u>Skills</u> Develop an awareness of the past, using common words and phrases relating to the passing of time Know where the people and events they study fit within a chronological framework Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features Use a wide vocabulary of everyday historical terms Understand some of the ways in which we find out about the past Identify similarities and differences between ways of life in different Periods</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past Know where the people and events they study fit within a chronological framework</li> <li>• Understand some of the ways in which we find out about the past</li> </ul>	<p>and the grave of the Amesbury Archer. • Neolithic people began building Stonehenge The monument is made up of two types of stone: sarsens (which form the larger outer circle and the horseshoe) and bluestone (the two smaller circles) • It is believed that Stonehenge was used for religious ceremonies and funerals. People in Iron Age Britain were religious, and Priests were known as Druids • People belonged to tribes and lived in Hill forts • People used iron to make tools for farming (like iron-tipped plough) and weapons to defend themselves from enemy tribes</p> <p><u>Skills</u> Use common words and phrases relating to the passing of time • Develop a chronologically secure knowledge and understanding of British history • Address historically valid questions about change, similarity and difference • Develop the use of historical terms • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Address historically valid questions about trends and significance</p>	<ul style="list-style-type: none"> <li>• In Roman Britain many people were Christians, but the early Anglo Saxons were Pagans.</li> <li>• The Pope sent a Monk to England to try and convert the Anglo Saxons to Christianity A monk called Bede</li> </ul> <p><u>Skills</u> • Develop a chronologically secure knowledge and understanding of British and world history • Develop the appropriate use of historical terms • Understand how our knowledge of the past is constructed from a range of sources • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Note connections, contrasts and trends over time • Regularly address and devise historically valid questions about significance</p>	<ul style="list-style-type: none"> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the use of historical terms</li> <li>• Understand how our knowledge of the past is constructed from a range of sources <ul style="list-style-type: none"> <li>• Address and devise historically valid questions about similarity, difference and significance</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul> </li> </ul> <p><u>Skills</u> • Develop a chronologically secure knowledge and understand of British, local and world history • Note connections, contrasts and trends over time • Develop the use of historical terms • Understand how our knowledge of the past is constructed from a range of sources • Address and devise historically valid questions about similarity, difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<ul style="list-style-type: none"> <li>• The Nazis established camps where people were forced to work, kept in appalling conditions and killed.</li> <li>• Many people, including millions of Jews, were killed in gas chambers.</li> <li>• At the end of the war, the camps were liberated, but many people died after liberation due to their ill treatment</li> <li>• Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities</li> <li>• Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded Women played an important role taking on jobs, previously done by men, working in factories, on farms (the Land Army)</li> <li>• The government used propaganda to influence the people to support the war. Campaigns included the 'Dig for Victory' and 'Careless Talk Costs Lives' campaigns</li> </ul> <p><u>Skills</u> • Develop a chronologically secure knowledge and understand of British, local and world history • Note connections, contrasts and trends over time • Develop the use of historical terms • Understand how our knowledge of the past is constructed from a range of sources • Address and devise historically valid questions about similarity, difference and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>
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# Spring

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Frozen Planet</b> Compare and contrast characters from stories including figures from the past - <i>explorers</i></p> <p><b>Underwater Planet</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <i>David Attenborough</i></p>	<p><b>Castles and Kingdoms</b> <b>Battle of Hasting</b></p> <ul style="list-style-type: none"> <li>• <i>William the Conqueror - Became King in 1066 after defeating Harold of Wessex at the Battle of Hastings. Came from Normandy. (Tell the story)</i></li> <li>• Motte and Bailey These castles were built first because they were quick and cheap to build. King William needed castles as soon as possible to defend his new crown.</li> <li>• They were made out of wood. It has been said that nearly 1000 motte and bailey castles were built by the Normans.</li> <li>• Later on King William was able to build Keep and Bailey castles, that took longer to build and were made out of stone. Some of them are still around today, including Windsor Castle and the Tower of London.</li> <li>• A large building, typically of the medieval period, fortified against attack with thick walls, battlements, towers, and in many cases a moat.</li> <li>• King - Male ruler of a country. Can be husband to Queen.</li> <li>• Queen - Female ruler of a country. Can be wife to a King.</li> <li>• Lord and Lady - Important people of high rank who run and own the castles. Lords are</li> </ul>	<p><b>Britain is Great Queen Elizabeth</b></p> <p>To know that a monarch is the king or queen of a country.</p> <ul style="list-style-type: none"> <li>• To know what a monarch does and what they might have- crown, sceptres, expensive clothes. To know that a monarch is normally rich.</li> <li>• To know that our monarch is Queen Elizabeth II. To know where the queen lives.</li> <li>• To know about the queen as a young girl.</li> <li>• To know that the queens father died and she became queen.</li> <li>• To know that this was 70 years ago.</li> <li>• To know about the queen's coronation - , ceremony, carriage, Westminster Abbey, Buckingham Palace, crown, sceptre, anoint, archbishop. That the coronation was a special moment</li> <li>• To know her family members - Charles, William, Harry, Kate, grandchildren</li> <li>• To know some of the ways that the queen is significant - stamps, money, places the queen has visited, queen's speech and difference</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• <i>Develop an awareness of the past, using common words and phrases relating to the passing of time</i></li> <li>• <i>Know where the people and events they study fit within a chronological framework</i></li> </ul>	<p><b>Riotous Romans</b></p> <ul style="list-style-type: none"> <li>• Ancient Rome was one of the most powerful empires in history.</li> <li>• The Romans told stories about Romulus and Remus who were said to have founded Rome.</li> <li>• Their position in the Mediterranean gave the Romans a strong location from which to trade and conquer.</li> <li>• Rome had three distinct phases of government: monarchy (led by Kings), republic (led by people) and empire (led by an emperor).</li> <li>• Patricians were wealthy Romans who often owned land.</li> <li>• Plebeians were Roman citizens, but were poor.</li> <li>• The destruction of Pompeii was a major event in Roman history.</li> <li>• The events were well recorded by the writer Pliny the Younger</li> <li>• The preserved ruins have given historians a great deal of information about the both the destruction, and everyday life in a Roman town.</li> <li>• The forum was the centre of political, religious and commercial life.</li> <li>• The baths were a social leisure activity.</li> <li>• The gladiatorial games were often used by emperors to keep the huge crowds of poorer Romans content.</li> <li>• The Latin language formed the basis of many languages including Italian, Spanish, French, Portuguese</li> </ul>	<p><b>Victorious Vikings</b></p> <ul style="list-style-type: none"> <li>• The Vikings were very good at ship building and exploring. Their strong ships allowed them to explore far over the seas.</li> <li>• Vikings raided and also traded around the world. In 793, the Vikings raided the monastery of St Cuthbert on Lindisfarne</li> <li>• The Vikings invaded Britain.</li> <li>• The Vikings killed many people and stole valuable things from the places they attacked.</li> <li>• There are lots of things remaining in Britain today that show the Vikings lived here.</li> <li>• The Danelaw was an area of England ruled by the Vikings.</li> <li>• Many Vikings lived on farms, growing crops and looking after animals.</li> <li>• Vikings often lived in houses made from wattle and daub.</li> <li>• King Alfred was the Anglo-Saxon King of Wessex.</li> <li>• King Alfred dreamed about defeating the Vikings and let some cakes burn.</li> <li>• King Alfred defeated the Vikings and made an agreement to trade peacefully</li> <li>• The Vikings did not write religious stories down, they told them to one another over many years.</li> <li>• Odin, Thor, Loki and Freya are three Viking Gods.</li> <li>• Many Vikings converted to Christianity.</li> </ul>	<p><b>The Time of Illumination</b></p> <ul style="list-style-type: none"> <li>• The Islamic Empire spread rapidly after Mohammad's death, from Spain in the west all the way to Pakistan in the east.</li> <li>• The Islamic world made great contributions to western culture, including astronomy, philosophy and mathematics.</li> <li>• Alhambra Palace and the Great Mosque of Cordoba are important Islamic buildings located in Spain.</li> <li>• Caliph Al-Mansur began the construction of Baghdad began in 792 CE.</li> <li>• Baghdad was built in this location because lots of people could travel through that land.</li> <li>• People came to Baghdad buy and sell things and also to study.</li> <li>• The ancient city of Baghdad was a round city.</li> <li>• In the centre of the city, there was a Mosque and a palace.</li> <li>• Baghdad grew to be a popular and wealthy city.</li> <li>• In 900 CE people came from all over the world to learn in Baghdad.</li> <li>• One of the places where people went to learn was called the House of Wisdom.</li> <li>• In 900 CE Baghdad had the largest collection of books in the world.</li> <li>• The Mongols attacked Baghdad in 1258.</li> <li>• The Mongols destroyed the city and killed its inhabitants.</li> <li>• Thousands of books were thrown into the Tigris River and lost forever.</li> </ul> <p>Skills</p>	<p><b>Time Travel</b> Ancient Greece (longer unit small Geography)</p> <ul style="list-style-type: none"> <li>• Ancient Greece was made up of a series of independent city states such as Athens and Sparta.</li> <li>• City-states ruled individually; some had kings; some had groups of people in charge.</li> <li>• The city-states fought each other for resources and power.</li> <li>• Athens was a city state in Ancient Greece.</li> <li>• Only citizens were allowed to vote in Athens. Male slaves and all women were not citizens.</li> <li>• The citizens of Athens could vote to remove leaders, so didn't need to suffer under tyrants.</li> <li>• The Spartans were famous for being the greatest warriors in Ancient Greece Spartan boys were trained to be soldiers.</li> <li>• The training was very tough.</li> <li>• The word 'Spartan' today is used to describe something plain and basic. Sparta and Athens were enemies, but they joined together to fight the Persians.</li> <li>• They became allies. King Darius thought it would be easy to conquer Greece, but he was wrong. The Battle of Marathon is remembered today when people run 26 miles.</li> <li>• At 19, Alexander conquered the whole of Greece in just two years. Alexander burned the Thebes to the ground and</li> </ul>

men and Ladies are women.

- The Lord and the Lady would run the castle and be of a high important rank, often being close to the King and Queen. The cook would make all the meals for those living in the castle. Knights were soldiers who had shown to be very brave in battle. They had a Squire to do things for them. Squires were young men who shadowed a Knight with the hopes of becoming a knight themselves.
- Battlements - The top of the castle wall with raised sections and lowered sections to allow people to fire arrows at their opponents in battle
- Portcullis  
A strong iron gate that can be raised to allow the drawbridge to be lowered.
- Turrets A small tower built on the castle, at the corner or on top of a larger tower.  
Keep Fortified tower built within castles for defence.

Skills

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- Understand some of the ways in which we find out about the past

- Many English words come from Latin roots
  - Until the 17th century, most works of science, religion and politics were written in Latin
- Skills
- Use common words and phrases relating to the passing of time
  - Develop a chronologically secure knowledge and understanding of British history
  - Address historically valid questions about change, similarity and difference
  - Develop the use of historical terms
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  - Address historically valid questions about trends and significance

King Canute was a Viking King who ruled over much of England.

- King Canute showed his followers that he could not control the tides.
- Later, England had an English King called Edward the Confessor, who left no clear heir.
- After Edward the Confessor died, Harald Hadrada, Harold Godwinson and William, Duke of Normandy, all wanted to be King of England.
- The Battle of Hastings was fought between Harold Godwinson and William, Duke of Normandy in 1066. William's Norman army were victorious and William became King of England.

Skills

- Develop a chronologically secure knowledge and understanding of British history
- Address historically valid questions about change, cause and significance
  - Construct informed responses that involve the thoughtful selection and organisation of historical information
  - Understand how our knowledge of the past is constructed from a range of sources
  - Note connections, contrasts and trends over time and develop the appropriate use of historical terms
  - Address and devise historically valid questions about similarity and difference

- Develop a chronologically secure knowledge and understanding of world history
- Address historically valid questions about change, cause and significance
  - Construct informed responses that involve the thoughtful selection and organisation of historical information
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turned the people into slaves. Alexander was challenged to untangle a rope known as the 'Gordian Knot'. He cut straight through it with his sword.

- The Ancient Greeks invented philosophy, meaning 'love of wisdom'.
- Three important philosophers of Ancient Greece were Plato, Aristotle and Socrates.
- They asked important questions such as what it means to be a good person
- The Ancient Greeks worshipped many Gods. Zeus was the King of the Greek Gods and controlled the sky and the weather.
- The influence of the Greek religion saw many similar Gods later in the Roman religion.
- Ancient Greek Myths are stories that feature gods, creatures and monsters. The Ancient Greeks retold myths as a way of explaining the world around them.
- A centaur is a creature from Greek mythology that is half human half horse.
- The Parthenon is a temple from Ancient Greece built on the Acropolis in Athens. A long time ago, people from England removed some sculptures, known as the Elgin Marbles, from the Parthenon and they are now in a museum in London.
- Some people think the Parthenon Marbles should be returned to Greece
- The Olympic Games were a festival to honour the Greek God Zeus. City-states would send men to compete in activities such as running, jumping wrestling and boxing.
- The Ancient Olympic Games left a legacy as the Olympics happen now in modern times.

other sources to show that they know and understand key features

- Use a wide vocabulary of everyday historical terms

Understand some of the ways in which we find out about the past

- Identify similarities and differences between ways of life in different Periods

- Develop an awareness of the past Know where the people and events they study fit within a chronological framework
- Understand some of the ways in which we find out about the past

Skills

Develop a chronologically secure knowledge and understanding of world history

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## Summer

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Hot Planet</b></p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><i>Nelson Mandela</i></p> <p><b>Fantasy Planet</b></p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><i>Queens, Kings, Knights</i></p>	<p><b>Time Travellers</b></p> <ul style="list-style-type: none"> <li>• Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.</li> <li>• Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.</li> <li>• Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed</li> <li>• Wednesday 5th September 1666 The fire starts to burn more</li> </ul>	<p><b>Expedition Arctic Circle</b></p> <p><i>Change makers</i></p> <ul style="list-style-type: none"> <li>• Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays</li> <li>• Greta speaks at important events and tries to convince people to change their behaviours to help save the planet</li> <li>• Greta has Asperger's Syndrome and raises awareness for people with disabilities</li> <li>• David Attenborough has made lots of natural history documentaries teaching people about the planet earth</li> <li>• David Attenborough speaks out about Climate Change and asks people to take care of the earth</li> <li>• The first electronic TV was invented in 1927 but it wasn't</li> </ul>	<p><b>The Kingmaker</b></p> <p>War of the Roses</p> <ul style="list-style-type: none"> <li>• The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose).</li> <li>• It was a Civil War that lasted from 1455-1485</li> <li>• At the start of the Wars, Henry VI from the House of Lancaster was King. The House of York wanted to seize power from him.</li> <li>• Henry VI (House of Lancaster) was believed by many at the time to have the strongest claim to the throne</li> <li>• Henry VI suffered from bouts of madness and lost wars and land against the French</li> <li>• Edward IV defeated Henry VI at the Battle of Towton and made himself king of England</li> <li>• When Edward IV died, his son became king.</li> </ul>	<p><b>Industrial Revolution</b></p> <p>Industrial Revolution describes moving from a society based on hand manufacturing and human or animal power, to a society based on machinery.</p> <ul style="list-style-type: none"> <li>• It was characterized by the use of steam powered engines, the spread of factories and machines, mass produced goods and mechanised transport.</li> <li>• The Industrial Revolution began in Britain from around 1750, but really took off around the 1840s</li> <li>• Up until the 1770s, cotton was spun into thin threads by hand.</li> <li>• Spinning cotton using machines was far faster and cheaper than spinning cotton by hand</li> </ul>	<p><b>Earth in Crises</b></p> <p>World War 2</p> <ul style="list-style-type: none"> <li>• Prior to 1914, tension was mounting in Europe with secret alliances and a desire for countries to expand their empires</li> <li>• Historians believe the assassination of Archduke Ferdinand sparked World War One</li> <li>• Britain declared war on Germany when Germany invaded Belgium</li> <li>• On land, trenches were dug by opposing sides and soldiers fought and lived in terrible conditions</li> <li>• At sea, naval battles took place in the North Sea and the Atlantic.</li> <li>• Aeroplanes were new and were used for fighting, bombing and directing artillery.</li> <li>• Trenches were long narrow ditches that were dug approximately 12 foot into the ground</li> </ul>	<p><b>The Americas</b></p> <p>Human Right Human Kind</p> <ul style="list-style-type: none"> <li>• In 1948 the UN established the Universal Declaration of Human Rights</li> <li>• In the UK, the Human Rights Act 1998 protects human rights</li> <li>• The European Court of Human Rights ensures countries in Europe respect human rights</li> <li>• Before 1918, women in the UK were denied the right to vote.</li> <li>• Before the 1980s, women couldn't open their own bank accounts, were disqualified from certain professions and could legally be paid less than a man for doing the same job.</li> <li>• The Equality Act 2010 replaced a number of anti-discriminatory laws with one Act</li> <li>• The UNCRC grants all children a set of rights, such as</li> </ul>

slowly as the wind dies down.

- Thursday 6th September 1666 The fire is finally under control and put out. People are left homeless.
- That the fire is thought to have started in Pudding Lane, London.
- To name other landmarks in London (including River Thames, Tower of London, St Paul's Cathedral, the city wall) and be able to discuss how they were affected by, or altered, the course of the fire.
- An ember from one of Thomas' bakery ovens ignited some nearby firewood. The fire quickly spread around the room and to nearby buildings.
- One of the ways we know about the fire is because people wrote about it in their own personal diary.
- They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks
- Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber
- The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.

Skills

until the 1970s that most homes in Britain had a television

**FURTHER DEVELOP – GEOGRAPHY CHANGE MAKERS – ENVIRONMENT**

Skills

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Richard III locked away the princes in the Tower of London.

- He said this was to keep them safe. Richard has been accused of killing Edward IV's sons—his own nephews—so that he could become king.
- Henry Tudor was a Lancastrian from Wales, who killed Richard III at the Battle of Bosworth Field.
- Henry Tudor became Henry VII, the first Tudor King.
- Richard III's remains were found in 2013 near the location of Bosworth Field.
- Henry VII was the first Tudor
- King Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York.
- This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose.

Skills

- Use common words and phrases relating to the passing of time
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- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Address historically valid questions about trends and significance

- One of the most important inventions was the water frame, invented by Richard Arkwright. He built the first modern factory in England and died one of the richest men in Britain.
- The first steam engine was produced by James Watt and Matthew Boulton in Birmingham in 1776.
- The steam engine meant that humans could use the energy in fossil fuels to create power.
- The first fully functioning passenger steam train was built by George Stephenson in 1830.
- Much of the machinery and buildings needed by the industrial revolution (trains, railway bridges, and steam engines) were built out of iron.
- A new process for producing strong, cheap iron was perfected by a man called Abraham Darby during the 1700s, called the blast furnace.
- Steam engines and blast furnaces also needed a huge amount of coal, so coal mining became a very important industry.
- In mill towns, children were employed as 'scavengers' to move between the machines and 'scavenge' loose bits of cotton.
- In coal towns, children were employed as coal miners—as they were very small, they could be used to climb through narrow, underground tunnels.
- These jobs were extremely dangerous, and children often suffered horrific injuries, and even

- Soldiers faced terrible conditions while living in the trenches
- The land in between the opposing trenches was called 'No Man's Land'
- While many men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc.
- The Defence of the Realm Act was passed on 8th August 1914 and allowed the government to do whatever it felt was necessary to help with the war effort
- The Home Front was attacked from bombs from German airships and the German navy
- The war ended on 11th November when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed
- Over 15 million people were killed, and many more were injured
- After the war, there was an attitude that Britain needed to be a 'home fit for heroes' and all men and women over 21 were given the vote in 1928

Skills

- Develop a chronologically secure knowledge and understanding of British history
- Address historically valid questions about change, cause and significance
- Construct informed responses that involve the thoughtful selection and organisation of historical information
- Understand how our knowledge of the past is constructed from a range of sources
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about similarity and difference

the right to education and the right to express their opinion and be listened to

- The UN Convention on the Rights of the Child came into force in the UK in 1992
- The UNCRC has been agreed by countries all over the world (196 countries to date)
- Britain has been ethnically diverse for centuries
- In the 1960s, while the Civil Rights Movement was taking place in the USA, the Bristol Bus Boycott took place in Britain in response to the bus company refusing to employ anyone who wasn't white.
- The Race Relation Acts in the 1960s and 70s made race discrimination illegal
- Before the 1530s, England was predominantly Catholic.
- Following the Reformation, many laws discriminated against Catholics
- People of different faiths have lived in Britain for hundreds of years.
- The Human Rights Act 1998 and the Equalities Act 2010 protect people from religious discrimination today

Skills

- Develop a chronologically secure knowledge and understanding of world history
- Address historically valid questions about change, cause and significance
- Construct informed responses that involve the thoughtful selection and organisation of historical information
- Understand how our knowledge of the past is constructed from a range of sources
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms

- Develop an awareness of the past, using common words and phrases relating to the passing of time
  - Know where the people and events they study fit within a chronological framework
  - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features
  - Use a wide vocabulary of everyday historical terms
- Understand some of the ways in which we find out about the past
  - Identify similarities and differences between ways of life in different Periods
- Develop an awareness of the past Know where the people and events they study fit within a chronological framework
  - Understand some of the ways in which we find out about the past

death, due to their industrial work

Skills

Develop a chronologically secure knowledge and understanding of British history

- Address historically valid questions about change, cause and significance
- Construct informed responses that involve the thoughtful selection and organisation of historical information
- Understand how our knowledge of the past is constructed from a range of sources
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