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ABOUT THE AUTHOR

Clive Davies, OBE is one of the founding Directors of Focus working with schools both nationally and internationally. He draws on a vast experience, including work as a headteacher, Ofsted inspector, trainer and consultant.

Clive has a wealth of experience working with schools to analyse their current position and supporting leaders to construct purposeful and fit-for-purpose self-evaluation systems which impact on pupil outcomes. Over recent years, Clive has been focusing particularly on the development of an approach to leading and delivering the curriculum which ensures a high degree of engagement for children. This approach to the curriculum is being used in schools across England. He is one of the innovators for the learning challenge curriculum which has gained national acclaim for its success. Clive works in all areas of school improvement and works from early years through the secondary phase.

As a headteacher, Clive's school gained a National Curriculum Award and featured in the TES as one of three schools recognised for its quality practice. Clive has a national and international reputation as an authoritative speaker. He has recently worked in the Middle East, Europe and Japan.

Clive has written a wide range of publications which have become known for their straight forward and useful style; helping school leaders focus on what is most important to making a difference, including the best-selling 'Raising Standards by Setting Targets'. Some of Clive's most recent and best selling publications are:

- Making Book Scrutiny More Meaningful
- Helping Governors to Conduct Learning Walks
- Tracking Progress towards National and Higher Standards: Term by Term Expectations
- Accelerating Pupil Progress by applying the Principles of Metacognition: What does this look like in your school?
- Key Assessment Criteria: Assessing Core and Non-Core Subjects
- Focus Science
- Focus History/Geography
- Knowledge Mats
- How to Assess a Knowledge Rich Curriculum: Focusing on 'Sticky Knowledge' in Science, History and Geography and enhanced by Art, DT, Music, PE and Computing
- Self Evaluation for a New Era
- Planning for Mixed-aged Classes

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***I am very grateful to Alex Neophitou from the Harmony Trust (Westwood Academy) for allowing me to use his excellent vocabulary grid for this section.**

The blocked curriculum

What do we mean by a blocked curriculum?

- The history curriculum outlined in this publication can be delivered using a blocking system. In other words, the curriculum could be designed in such a way that there is an intensive focus on history over a small number of weeks.
- However, the curriculum contained in this publication can be delivered in different ways to suit the needs of your pupils and school timetable and does not need to follow a blocking system.
- Importantly, the curriculum is designed to focus on the main historical concepts that pupils need to learn and remember. It is also true to the national curriculum for both Key Stages 1 and 2. In other words, the units would ensure full coverage.
- If you were to follow the blocked system, then it is likely that you would aim to have a slightly extended morning session (say 9am to 12.30pm). During this time, the vast majority of your English and mathematics learning would take place. However, most of the historical units here are linked to a quality text, which may form part of the English learning taking place.
- Afternoon sessions may well last for 2 hours (typically 1.15pm to 3.15pm). During the 10 hours of afternoon learning, the aim would be to have at least 6 hours dedicated to history for a period of three weeks. There is also time allocated for retrieval sessions which may last for about 20 minutes. These could be happening up to three times each week.
- A typical blocked curriculum would have a high focus on reading, writing, mathematics, PSHCE, religious education, physical education and a foreign language during our morning sessions.
- The afternoon would see 3 blocked sessions of history and geography across the year. However, each historical and geographical unit would be delivered in a three-week block with an allocation of 18 hours per subject. Science would be delivered in five two week blocks, with an allocation of 10 hours per unit.
- In some cases art and design, and design and technology can be linked to the history and geography units but it is important that it is the skills in these subjects that predominate the planning.

The blocked curriculum

The following diagram may give an indication as what a typical term might look like. In this case, I have taken the autumn term with 15 teaching weeks available.

1	2	3	4	5	6	7	8		9	10	11	12	13	14	15
Science Unit	Science Unit	History Unit	History Unit	History Unit	Art Unit	Computing	Music	Half Term	Geography Unit	Geography Unit	Geography Unit	DT Unit	Science Unit	Science Unit	Christmas Festivities

The blocked curriculum

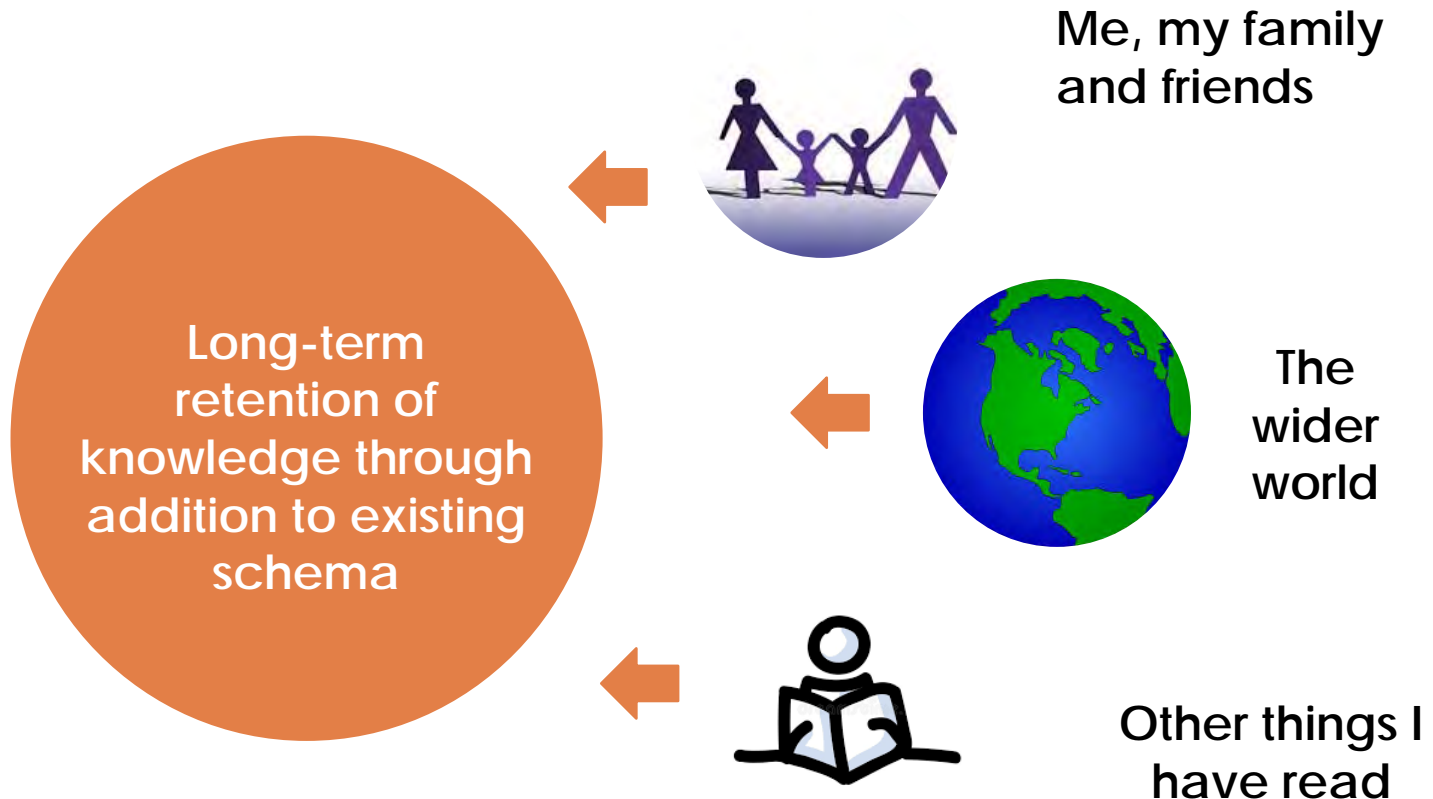
- As can be seen from the diagram on the previous page, history would have one three-week block each term. There is an expectation that there will be three 2-hour lessons each week.
 - Each of the three elements (units of learning) should be led by a concept such as chronology or cause and effect. This ties into the aims of the history national curriculum.
 - In this way, the historical teaching will be very focused and very relevant and will enable pupils to make links between different historical periods.
- The week following the three-week history unit could be allocated to art or DT. If the theme allows, the art or DT content can link with the history. For example, following a focus on the Romans, Year 4 pupils may be developing the skills of creating a mechanism that shows movement in DT. In this case, the pupils may be asked to make a Roman weapon that can propel a marble for a distance of 1 metre. However, the planning must ensure that it is led by what a pupil needs to learn and remember in DT.
- It is assumed that the school has already identified the key knowledge and skills pupils need to acquire and remember. An example is set out later in this publication. For history, schools will need to decide on the important knowledge that pupils will learn and also how to improve their historical skills.
- Each unit of work should be supported by a knowledge mat or organiser. Examples are included in each unit of planning later on. These mats or organisers should focus on vocabulary and include the key knowledge and skills pupils are aiming to acquire.
- There is a huge focus on pupils retaining information for the long term. In order to do this, each individual unit of learning reminds teachers of the importance of pupils being asked about what they already know and to be given opportunities to reflect on their learning. In addition, there is an expectation that teachers will organise retrieval lessons to help support pupils' long-term memory.

Long-term memory and metacognition

- It is important to remember that Ofsted now includes in its framework more emphasis on 'long-term memory'.
- Under curriculum implementation, one of the judgements states:
 - *Over the course of study, teaching is designed to help learners to **remember in the long term** the content they have been taught and to integrate new knowledge into larger concepts*
- Ofsted also defines learning as an alteration in long-term memory.
- With this in mind, we must recognise how important it is that our teaching is designed to help pupils remember, for the long term, key knowledge and skills. It becomes important that each of the units focus on teaching methodology as well as excellent coverage that puts an emphasis on concepts.
- These units have been designed to give a metacognitive approach to teaching a knowledge-rich curriculum.
- The units have been designed so that teachers take account of the findings of Pearson, Roehler, Dole and Duffy (1987) which identified six cognitive strategies to support pupils' learning strategies. These strategies are based around building schema, synthesising information and fixing problems in our understanding.
- The six cognitive strategies are:
 - What do I already know?
 - What is most important?
 - What sensory connection can I make?
 - What inference can I make?
 - How can I synthesise this?
 - How can I fix things I don't understand?

Long-term memory and metacognition




In terms of the first of these six cognitive strategies, 'What do I already know?', it would be helpful to look at three learning links:



Long-term memory and metacognition

When we are questioning pupils about what they already know, we should consciously be asking them to make:

- a learning link to self
- a learning link to the wider world
- a learning link to text

Learning link to self	Learning link to the wider world	Learning link to text
 <ul style="list-style-type: none">• Things I, my family or friends have done• Things I like or dislike• Memories of real life• Places I have been• Programmes I have watched• My opinions• Friends' and families' opinions• Things I have learned in school	 <ul style="list-style-type: none">• Things on the news• Things in the community• Real life events linked to others or other places• Documentary TV shows	 <ul style="list-style-type: none">• Books• Stories• Articles• Newspapers• Comics• Non-fiction texts

Long term memory and metacognition

Why is it important that we get pupils to make these connections at the beginning of the learning process?

- Linking new learning to something you already know, have heard about, or have experienced, means that an existing neuron in the brain is firing along with the one about the new learning. This creates a stronger pathway in the brain and makes it more likely that information will be retained. This means the knowledge is more likely to 'stick'.
- This is a very simplified explanation of how our brain uses existing schema to retain knowledge.
- Linking new learning to previous learning also helps embed knowledge in long-term memory as we are returning to previous learning again and again.

What type of questions should we be asking?

- Does anyone have a learning link to themselves, friends or family?
- Does anyone have a learning link to the wider world?
- Does anyone have a learning link to other texts they have read?
- Does this learning remind anyone of anything else they know?
- Does this learning make you think of anything that has happened in your life?
- Does this learning remind you of anything you have seen on the news or in a newspaper?
- Does this learning remind you of something you have learned at school before?

How would we want pupils to respond?

- Pupils should be encouraged to respond by saying, 'I have a learning link to self...' or 'I have a learning link to the wider world...' or 'I have a learning link to text'.

Long-term memory and metacognition

In general terms, we want the units of work to be underpinned by these principles. In simple terms, what we are looking for is outlined by the following questions:

What do I already know?	<ul style="list-style-type: none"> • Relating what I already know to what I am learning. • Discovering which schema I already have around this learning. • Making links to self, wider world and text
What is the important learning?	<ul style="list-style-type: none"> • Looking at the theme of a piece of learning. • Choosing the pieces of information most important to developing my knowledge. • Linking this to the identified key knowledge and skills to be acquired
What sensory connections can I make?	<ul style="list-style-type: none"> • Building detailed images of the learning through my own experiences of senses and feelings. • Discovering which sensory schema I already have around this learning.
What inferences can I make?	<ul style="list-style-type: none"> • Interpreting learning in relation to my schema to form conclusions. • Making predictions based on my personal understanding of the learning.
How can I reflect on the learning (synthesise)?	<ul style="list-style-type: none"> • Summarising my learning based on the important points I have chosen. • Including my schema, feelings and inferences in summarising to create a synthesis of my learning.
How can I correct any misconception?	<ul style="list-style-type: none"> • Knowing what problem is limiting my understanding of my learning. • Finding solutions to the specific problem stopping my learning progressing.

Long-term memory and metacognition

- ❑ These **six areas** span all the curriculum subjects and form the basis of children thinking about their thinking.
- ❑ The use of **schema** ensures that children are locking new pieces of learning onto items already embedded in long-term memory.
- ❑ Using the idea of **'Becoming a Historian'** this is what it should look like in history

What do I already know?	What is the important learning?	What sensory connection can I make?
<ul style="list-style-type: none"> • What schema do I have already around this historical topic? • Can I relate my own experiences to this source or topic? • What Learning to me, my family and friends, Learning to other texts I have read and Learning to the wider world connections can I make? 	<ul style="list-style-type: none"> • What is the most important theme of the whole source I am looking at? • Which are the most important parts or learning points to help me understand the source? • What is the purpose of this source? Is it reliable or balanced? 	<ul style="list-style-type: none"> • What detailed images, including my senses and emotions, can I make? • Even though the source doesn't say it, what details can I see/smell/hear/feel in my mind? • What sensory links from my schema can I make?
What inferences can I make?	How can I reflect on the learning?	How can I correct any misconception?
<ul style="list-style-type: none"> • What conclusions do I have when I have interpreted a source in relation to my schema? • What predictions can I make based on the source and my own schema? • What personal meaning have I taken from this source? • What literal facts from the source took me to my inferences? 	<ul style="list-style-type: none"> • How can I summarise my thinking around this historical source or topic? • How can I use my own schema, sensory connections, feelings and inferences to explain what I have understood? • Has my understanding of a topic changed as I have found out more? • Do I need all the information I have read or thought about to summarise this topic? 	<ul style="list-style-type: none"> • What type of problem is stopping my understanding of this historical concept? • How can I solve the problem that is stopping me understanding this historical concept? • What techniques do I know that help me overcome a historical enquiry problem?

Identifying key knowledge and skills in Key Stage 1

- The national curriculum subject content requirements are presented in Key Stages. The history national curriculum also has a key list of aims that must be considered when planning a history curriculum. The **key knowledge** outlined here are therefore presented in national curriculum themes enabling staff to make choices as to when they are taught, so that knowledge and skills build on what has been taught before.
- However, there will some recommendations made. For example, it would seem sensible, but not compulsory, to teach the 'within living memory' unit in Year 1 and the 'beyond living memory' unit in Year 2.

- The history knowledge learning in Key Stage 1 can be blocked into four main units:

Within living memory	Beyond living memory	Lives of significant people	Local history
<i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Recommend Year 1)</i>	<i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (Recommend Year 2)</i>	<i>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</i>	<i>significant historical events, people and places in their own locality</i>
<ul style="list-style-type: none"> • Know that the toys their grandparents played with were different to their own • Organise a number of artefacts by age • Know what a number of older objects were used for • Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> • Know about an event or events that happened long ago, even before their grandparents were born • Know what we use today instead of a number of older given artefacts • Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous • Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> • Know the name of a famous person, or a famous place, close to where they live • Know how the local area is different to the way it used to be a long time ago • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

Identifying key knowledge and skills in Key Stage 1

- When it comes to developing specific historical skills, it is essential to place them in a chronological framework, identifying what pupils should acquire in Year 1 and Year 2, so that new knowledge and skills build on what has been taught before.
- The skills framework in Key Stage 1 can be outlined in three areas, as below

	Chronological knowledge	Historical enquiry	Interpretation of history
Year 1	<ul style="list-style-type: none"> • Identify similarities and differences between periods • Remember parts of stories and memories about the past • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after 	<ul style="list-style-type: none"> • Respond to simple questions about the past • Observe and handle evidence to ask simple questions about the past 	<ul style="list-style-type: none"> • Begin to identify and recount historic details from the past from sources, e.g. pictures/stories
Year 2	<ul style="list-style-type: none"> • Sequence people and events on a family tree and on a timeline • Order dates from earliest to latest on simple timelines • Sequence pictures from different periods • Describe memories and changes that have happened in their own lives • Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time 	<ul style="list-style-type: none"> • Look carefully at pictures and objects to find information • Find answers and responds to simple questions about the past • Choose and select evidence and say how it can be used to find out about the past 	<ul style="list-style-type: none"> • Recount historic details from eye-witness accounts, photos and artefacts

Identifying key knowledge and skills in Key Stage 2

- Just as in Key Stage 1, the national curriculum requirements for Years 3 to 6 are presented as one Key Stage. The **key knowledge** outlined here are therefore presented in national curriculum themes enabling leaders to make choices as to when they are taught.
- However, there will some recommendations made. Chronologically, school may choose to focus on the Stone Age in Year 3, the Romans in 4, the Anglo-Saxons and Vikings in Year 5 and a beyond 1066 unit in Year 6
- The history knowledge learning in Key Stage 2 can be blocked into six main units:

Chronology

Changes in Britain between the beginning of the Stone Age to 1066, to include:

- *The Stone, Bronze and Iron ages*
 - *The Roman occupation*
 - *Anglo-Saxons and Vikings*

Stone Age	Romans	Anglo-Saxons	Vikings
<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the Iron Age • Know the main differences between the Stone, Bronze and Iron ages • Know what is meant by 'hunter-gatherers' 	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor, e.g. Claudius, Hadrian, Septimius Severus 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons

Identifying Key knowledge and Skills in Key Stage 2

Beyond 1066	Ancient Greeks	Ancient Ancients
<i>An aspect of theme that takes pupils beyond 1066</i>	<i>Greek life and influence on the Western world</i>	<i>An overview each of and then choose one to look at in depth:</i> <ul style="list-style-type: none"> • <i>Ancient Egypt</i> • <i>Ancient Sumer</i> • <i>Indus Valley</i> • <i>Shang Dynasty</i>
<ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • Know how Britain has had a major influence on the world 	<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about and talk about the struggle between the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know about the link between the Ancient Greeks and the modern Olympics • Know at least five sports from the Ancient Greek Olympics 	<ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
Non-European civilizations from 1000 years ago		Local history
<i>A study of a non-European civilization from around 900AD, Choose one of:</i> <ul style="list-style-type: none"> • <i>Mayans</i> • <i>Islamic Civilizations (including Baghdad)</i> • <i>Benin Civilization</i> 		<i>A local study linked to one of the periods of time studied under chronology; or</i> <i>A local study that could extend beyond 1066</i>
<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin civilization • Know why they were considered an advanced society in relation to that period of time in Europe 		<ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period • Know how the lives of wealthy people were different from the lives of poorer people during this time

Identifying key knowledge and skills in Key Stage 2

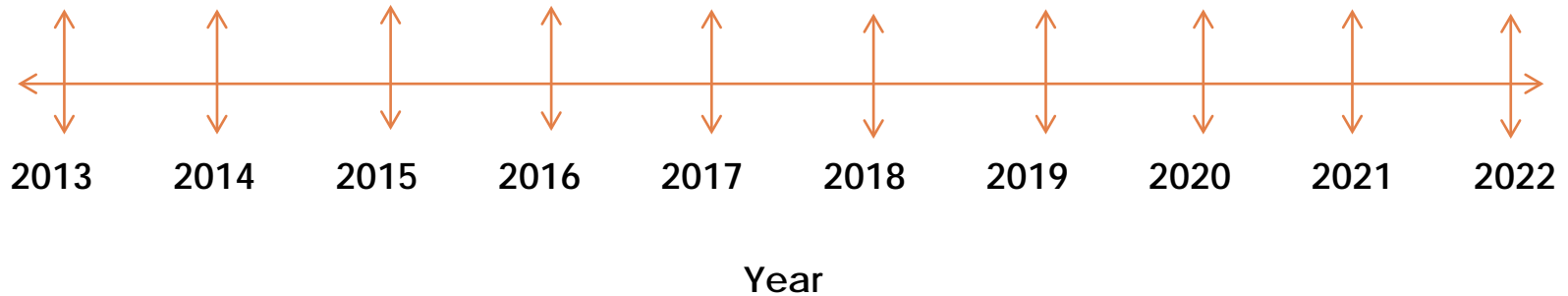
- When it comes to developing specific historical skills, it is essential to place them in a chronological framework, identifying what pupils should acquire between Years 3 and Year 6.
- The history skills pupils need to acquire in Key Stage 2 can be set out in the same three groups as outlined in Key Stage 1:

	Chronological knowledge	Historical enquiry	Interpretation of history
Year 3	<ul style="list-style-type: none"> • Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time • Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 	<ul style="list-style-type: none"> • Use a variety of sources to collect information about the past • Suggest sources of evidence from a selection to help answer questions and says how they can be used to find out about the past 	<ul style="list-style-type: none"> • Start to compare two versions of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past
Year 4	<ul style="list-style-type: none"> • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Knows how to use the timeline in relation to the unit being studied • Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use words and phrases: century, decade 	<ul style="list-style-type: none"> • Know the difference between primary and secondary sources of evidence • Use a range of sources to collect information about the past • Construct informed responses about one aspect of life 	<ul style="list-style-type: none"> • Look at more than two versions of the same event or story in history and identify differences • Investigate different accounts of historical events and explain some of the reasons why the accounts may be different

Identifying key knowledge and skills in Key Stage 2

	Chronological knowledge	Historical enquiry	Interpretation of history
Year 5	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Accurately use dates and terms to describe historical events Know and describe in some detail the main changes to an aspect in a period of history being studied Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt 	<ul style="list-style-type: none"> Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	<ul style="list-style-type: none"> Find and analyses a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions
Year 6	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Use timelines to place events, periods and cultural movements from around the world Use timelines to demonstrate changes and developments in culture, technology, religion and society Use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians and today Describe main changes in a period in history using words such as: social, religious, political, technological and cultural The date of any significant event studied from the past and place it correctly on a timeline 	<ul style="list-style-type: none"> Investigate own lines of enquiry by posing historically valid questions to answer Recognise when they are using primary and secondary sources of information to investigate the past Use a wide range of different evidence to collect evidence about the past 	<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Consider different ways of checking the accuracy of interpretations of the past Start to know the difference between primary and secondary evidence and the impact of this on reliability Show an awareness of the concept of propaganda Know that people in the past represent events or ideas in a way that may be used to persuade others Begin to evaluate the usefulness of different sources Form own opinions about historical events from a range of sources

Example of a timeline within the pupils' lifetime



Put in significant events

Children should place at least 4 major events in their life on the timeline. They should use a box for each, as shown below.

Here are some ideas for them to think of:

- Brother or sister born
- Special holiday
- Christening
- Got a pet
- Learned to ride a bike
- Read my first book
- Could write my name

sister born

got a dog

I was born

read my
first book

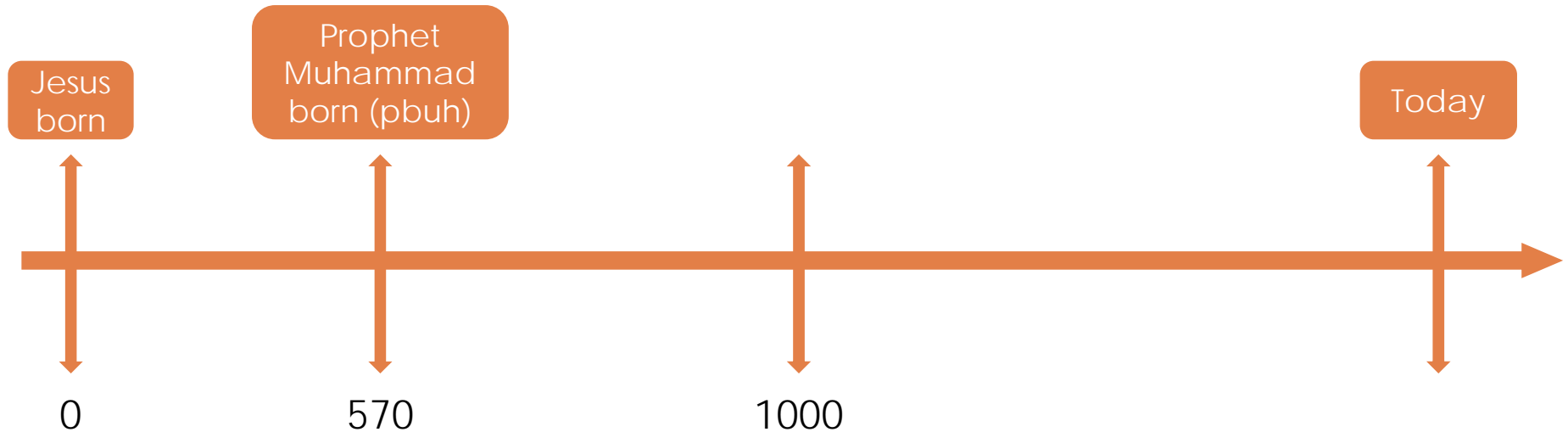
went to
Spain

Example of a timeline to illustrate when the Great Fire occurred.

When did the Great Fire of London happen?



Place this icon in the correct place on the timeline.



Ancient Egypt

Kingdom of Benin

Indus Valley

Ancient Greeks

Early Islam

Ancient Sumer

Ancient Maya

Shang Dynasty

Roman Empire

BRITISH HISTORY

STONE AGE

BRONZE AGE

IRON AGE

ROMANS

ANGLO SAXONS
VIKINGS

NORMANS

MEDIEVAL
BRITAIN

TUDORS

STUARTS

GEORGIANS

VICTORIANS

20TH
CENTURY

3600BC	3400BC	3200BC	3000BC	2800BC	2600BC	2400BC	2200BC	2000BC	1800BC	1600BC	1400BC	1200BC	1000BC	800BC	600BC	400BC	200BC	200	400	600	800	1000	1200	1400	1600	1800	2000	2200
--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	--------	-------	-------	-------	-------	-----	-----	-----	-----	------	------	------	------	------	------	------

Identifying key vocabulary to use in Key Stage 1

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 1	<p><i>timeline</i> yesterday, last week, decade, century before, after, now, past, present, then, now, old, very old, new, a long time ago</p> <p><i>when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</i></p>	<p><i>local, national</i> Annie Kenny King James, Bonfire Night The Gunpowder Plot - Guy Fawkes- 1605 Samuel Pepys Robert Catesby - River Thames , Houses of Parliament Thomas Percy Amelia Earhart Henry Ford George Stephenson</p>	<p><i>living memory</i> <i>beyond living memory</i></p> <p><i>parliament, monarchy, religious, technology</i></p>	<p><i>same, different (then/now)</i> <i>objects</i> <i>primary source</i></p>
Year 2	<p><i>timeline</i> last month, last year, centuries (hundreds of years), the future</p> <p><i>before, after, now, past, present, then, now, old, Very old, new, a long time ago</i></p> <p><i>when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</i></p>	<p><i>local, national</i></p> <p><i>Neil Armstrong, Buzz Aldrin, Michael Collins, Christopher Columbus,</i></p> <p><i>Tim Burners-Lee , William Caxton, , Alexander Graham Bell, Mae Jemison, Mathew Henson, Katherine Johnson</i></p>	<p><i>living memory</i> <i>beyond living memory</i></p> <p><i>invention, technology</i></p>	

Identifying key vocabulary to use in Lower Key Stage 2

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 3	<p><i>timeline, chronology, chronological order</i> AD (Anno Domini) BC (Before Christ) B.C.E (Before the Common Era) Age, era, period, ancient, millennium, millennia (thousands of years)</p>	<p><i>local, regional, national, international,</i></p> <p><i>Stone Age, Bronze Age, Iron Age</i></p> <p><i>William Watt</i></p> <p><i>Tutankhamun, Howard Carter, Cleopatra, (Marc Anthony and Julius Caesar)</i></p>	<p><i>cultural, economic, military, political, religious, social, empire, civilisation</i></p> <p><i>farmer, religion, technology, travel, tribal, art, culture, achievement</i></p> <p><i>settlement</i></p>	<p><i>narrative across periods</i></p> <p><i>connections, contrasts, trends</i></p> <p><i>sources, evidence</i> Primary, secondary</p>
Year 4		<p><i>local, regional, national, international,</i></p> <p><i>influence on the western world</i></p> <p><i>Darius, Persians, Persia, Alexander the Great, Phillip of Macedon,</i></p> <p><i>Plato, Pythagoras, Homer, Hippocrates, Aristotle, Socrates</i></p> <p><i>Romulus, Remus, Numa Pompilius, Tullus Hostilius, Ancus Marcius, Tarquinius Priscus, Servius Tullius, Tarquinius Superbus, Julius Caesar, Boudicca</i></p> <p><i>King Alfred the Great, King Athelstan, King Edward the Confessor, King Ethelred the Unready, Septimus Severus</i></p> <p><i>Battle of Hastings (1066)</i></p>	<p><i>cultural, economic, military, political, religious, social, empire, civilisation, parliament, peasantry</i></p> <p><i>Romanisation</i></p> <p><i>settlement, raids, invasion, expansion, dissolution, army, resistance, kingdoms, law, justice</i></p> <p><i>achievement, monarchy, oligarchy, republic, dictatorship, democracy, city-state (polis) technology, art, culture.</i></p>	

Identifying key vocabulary to use in Upper Key Stage 2

	Chronological understanding	Knowledge of people/ events and people	Conceptual knowledge	Enquiry
Year 5	<p><i>Timeline, chronology, chronological order</i> <i>AD (Anno Domini)</i> <i>BC (Before Christ)</i> <i>B.C.E (Before the Common Era)</i></p>	<p><i>local, regional, national, international, Industrial Revolution monarchs, society</i></p> <p><i>Al-Khwarizmi (mathematician)</i> <i>Muhammad ibn Zakariya Razi (medicine)</i> <i>Al-Zahrawi (surgery)</i> <i>Ernest Shackleton</i> <i>Queen Victoria, Queen Elizabeth I</i> <i>Christopher Columbus, Rosa Parks, Martin Luther King, Abraham Lincoln</i></p>	<p><i>continuity, change, cause consequence, cultural, economic, military, political, religious, social, empire, civilisation</i></p> <p><i>invasion, democracy, constitution, slavery</i></p> <p><i>invention, legacy</i></p>	<p><i>narrative across periods</i> <i>connections, contrasts, trends</i> <i>sources, evidence</i> <i>primary, secondary</i> <i>similarity, difference, significance</i></p>
Year 6	<p><i>Age, era, period, ancient, millennium, millennia (thousands of years)</i></p>	<p><i>local, regional, national, international, turning point</i></p> <p><i>Kaiser Wilhelm, King George V, Archduke Franz Ferdinand, Adolf Hitler, Winston Churchill</i></p>	<p><i>continuity, change, cause, consequence, similarity, cultural, economic, military, political, religious, social, empire, civilisation</i></p> <p><i>invasion, occupation, neutrality</i></p>	

Creating a scheme of work for history: Using the unit plans

Each of the unit plans follow the same format. This is for ease of use and explanation.

The first page should include:

- The school's crest
- Which subject it is
- Which year group the unit is aimed at
- The main title of the unit
- The national curriculum requirement for the unit
- The key knowledge and skills to be learned and remembered.

This is an example showing the school crest, the subject, year group, NC requirements and key knowledge and skills expectations.

YOUR LOGO

History – Year 1

How were our grandparents' toys different to ours?

National Curriculum requirement:
History Key Stage 1:
Pupils should be taught to know about ...

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Key Knowledge and skills:

- Know that the toys their grandparents played with were different to their own
- Organise a number of artefacts by age
- Know what a number of older objects were used for
- Know the main differences between their school days and that of their grandparents

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Creating a scheme of work for history: Using the unit plans: (2)

The second page sets out the key knowledge and expectations so that teachers can assess formatively pupils' progress towards the key knowledge and skills expectations for the unit.

As can be seen, the key knowledge and skills are set out against each pupil and this can be used to help teachers assess pupils' progress through the unit of learning.


	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born 															
<ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts 															
<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago 															

Creating a scheme of work for history: Using the unit plans: (3)

The next part shows the knowledge mat or organiser for the unit. Each must contain the subject specific vocabulary pupils are expected to use and the key knowledge and skills they are expected to acquire. Each unit contains a knowledge mat but this can be altered and changed as the school sees fit.

The example here indicates that the vocabulary has been identified on the left hand side and the key knowledge and skills have also been included. What is also important is the prior knowledge expectations. This will ensure that teachers and pupils know what has been taught before.

The Great Fire of London: Year 2 Knowledge Mat

Great Fire of London		Prior Knowledge Expectations	Exciting Books
Stuarts	The Stuarts reigned from 1603 until 1714, more than a hundred years. At the time of the fire King Charles the second was king.	Know that the toys their grandparents played with were different to their own <u>Organise a number of artefacts by age</u>	
Pudding Lane	This street where the fire started was called Pudding Lane. A bakery in Pudding Lane was responsible for starting the fire.	Know what a <u>number of</u> older objects were used for Know the main differences between their school days and that of their grandparents	
plague	The plague is a terrible disease that is sometimes known as the Black Death. 1665 was the last time there was a major plague in England.	<b style="color: #f4a460;">Sticky Knowledge about history beyond living memory	
flea	Fleas were one of the main reasons why the plague could spread from person to person. They are small insects that sting you.		
Samuel Pepys	Samuel Pepys is famous for writing a diary which included the time the Great fire was raging through London.	<input type="checkbox"/> Know that fire spread very quickly because the houses were built very close to each other and made of wood.	
bakery	The bakery in Pudding Lane is where it all began. Thomas Farynor, the owner, said he had put out the fires in the ovens before he left the bakery.	<input type="checkbox"/> Know that London was infested by rats and that they were responsible for the plague. <input type="checkbox"/> Know that the type of fire appliances used in those days could not cope with the fire.	
Thames	The river that runs through London and where the fire fighters and the people trying to put out the fire got their water from. The Thames was where many people went to get away from the fire.	<input type="checkbox"/> Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.	
Thomas Farynor	Thomas Farynor was the owner of the bakery. He was also King Charles 11nd baker.	<input type="checkbox"/> Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.	
drought	Before the fire started there had been a 10 month drought in London so everything was very dry when the fire started.	<input type="checkbox"/> Know that the fire started in a bakery in Pudding Lane in London.	
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Creating a scheme of work for history: Using the unit plans: (4)

The next stage sets out the focus that each unit should have on long-term memory and metacognition. Not each one will have all the six cognitive strategies identified earlier in the publication. However, each will be highly focused on the principles.




The example here, as in every unit, is aimed at the teacher. It attempts to remind them of the key issues associated with long-term memory and metacognitive principles.

History Unit: Year 4: Ancient Ancients How advanced were the civilizations around 3000 years ago?	
Issues related to Long-term Memory and Metacognition	
Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> ▪ The unit starts with finding out what pupils already know about advanced civilizations. Pupils should think about learning to self, the wider world and to other texts. ▪ Get pupils to talk about studies they have already covered in history, e.g. the stone age and perhaps the Romans. ▪ Pupils should be able to articulate that many civilizations were much more advanced than we were in Britain at that time. ▪ They should be able to build on the historical knowledge they gained in Year 1 to 3. 	<ul style="list-style-type: none"> ▪ It is important for pupils to differentiate which information they may have in their memories that would be helpful and important to them so that they are in a better position to understand the unit of work in front of them. ▪ Try to tease out those misconceptions. Try to help children get rid of ideas that they may have which are not helpful.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ Begin to appreciate that many of the wonders of these ancient civilizations would be happening at a time when Britain was not an advanced society or civilization. ▪ Try and focus on the difference between the rich and the poor. 	<ul style="list-style-type: none"> ▪ Getting children to appreciate that we find beautiful and awesome today may not have been so different for ancient civilizations. The gold in Egypt, for example. ▪ Ensure children can explore why people may have found various objects fascinating. Consider their beliefs, the way the Pharaohs wanted to be buried
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ Towards the end of the unit of learning an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. ▪ It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. ▪ In addition, at the end of the learning the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned. 	<ul style="list-style-type: none"> ▪ Begin to explore why these civilizations were so great then and why they did not build on what they had. For example, Egypt would not be described as an advanced country today. ▪ Try to focus on what we may have learned from these great civilizations. Should we be more advanced than we are today, considering where these civilizations were 3000 years ago?

Creating a scheme of work for history: Using the unit plans: (5)

- The next stage will then have the three elements which could be delivered in three weeks. For those following the blocked curriculum, the intention is that one element covers one week, although you can be flexible.
- Each element should be highly focused on a historical concept, for example the first of the two examples below attends to causation and empathy and the second starts with chronology

Year 4: History: Chronology: The Roman occupation of Britain

Element 2: Causation and empathy
Why were the Romans so powerful and were the Britons happy to see them?

- Consider the methods used in battle by the Romans and consider their weapons.
- The Romans were very good at using technology (as it was then) to develop body armour to protect them and lethal weapons to help them defeat their enemy.
- Use the following internet link to help pupils to understand more about the power of the Roman army:
 - <https://www.youtube.com/watch?v=ckjgicKHuo0>
- Think about how the Romans were more powerful, had more advanced ideas and were far more knowledgeable. It made the Britons look like very primitive people.
- **Watch the following internet link:**
 - <https://www.bbc.com/education/classroom/23k02p>
- Consider the weapons that the Romans had at their disposal.
- One of the most successful weapons was the spear or some call it the javelin.
- The sword (gladius) was also very important to a Roman soldier.
- In addition, the Romans had advanced weapons such as the Scorpio, The Ballista and The Onager.
- This will be followed up in the DT week following the history blocked weeks.
- After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In AD50, one leader who chose to fight was **Queen Boudica** of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans. When the Roman army heard about this, they turned back from their campaign in Wales to face Boudica. Even though the Romans were outnumbered by Boudica's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.

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History Unit: Year 6: Local Study focusing on beyond 1066
What is Nottingham best known for?

Expectations

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear connections (spatially and thematically) within and across the periods they study. They should note connections (spatially and thematically) over time and develop the appropriate use of historical terms. They should regularly address and sometimes debate historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Knowledge and Skills

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.
- Know how to place historical events and people (with the past societies and periods) in a chronological framework.
- Know how Britain has had a major influence on the world.
- Use timelines to place events, periods and cultural movements from around the world.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Show an awareness of the concept of propaganda.

Element 1: Cause and consequence
What do you know of Nottingham's three rebellious periods?

- Nottingham has a reputation with regard to rebellions. This element looks at the three most notorious. These are the Peasants' Revolt (1381), the Luddite Uprising (1811-1816) and finally, the Chartist rebellion (1838-1848), that was linked to the suffragettes movement.
- Pupils will be expected to read the information provided and then, in/through five main points, that they now know that they didn't before.
- Thereafter, pupils will be provided with an opportunity to champion one of eight different movements, people or groups with association with Nottingham.
- They will be required, as part of the group, to take responsibility to present their findings to the rest of their class.
- Nottingham has a proud tradition of rebellion and protest dating back a thousand years. It is no coincidence that this period gave rise to the legend of Robin Hood. The hero's natural hunting-ground was Sherwood Forest and Nottingham and his championing of Anglo-Saxon liberties assured the town a reputation for standing up against injustice which it continues to enjoy.
- The foundation of Nottingham Castle, shortly after the Norman Conquest of 1066, is the most symbolic manifestation of the stand-off between townspeople and rulers which came to characterise Nottingham's subsequent relations with authority.
- Nottingham became a centre of medieval government over the next 500 years. The town, which did not become a city until 1887, was crucial in commanding the road and river communications with northern England and successive Norman kings – notably Richard I (1189-99), John (1199-1216) and Edward III (1327-77) – used it as a place to meet their most important feudal supporters.
- It is no coincidence that this period gave rise to the legend of Robin Hood. The hero's natural hunting-ground was Sherwood Forest and Nottingham and his championing of Anglo-Saxon liberties assured the town a reputation, which it continues to enjoy, for standing up against injustice.

• **Read and Watch the following internet link**
<https://www.nottingham.gov.uk/heritage>


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- The three elements in each unit of work make up the learning to be covered by the pupils. These can be altered and changed as teachers wish but it is important any alteration does not see a loss of emphasis on the concepts.
- It is important that low-level worksheets are not replacing the ideas outlined in the elements.
- Websites have been identified, which may be very valuable but it is important that teachers have viewed them first to check the content.

Creating a scheme of work for history: Using the unit plans: (6)

Where it is appropriate, units have included a DT or art focus aimed to be taught immediately after the history elements have been completed. This is only suggested when the skill requirement in art or DT can link with the historical content.

This is an example of a DT focus linking with the history that has just been completed. Pupils are focusing on making a model which has a moving part. The task is make a model of a Roman weapon capable of propelling a marble for a distance of one metre.

Year 4: DT: Chronology: Create a Roman Weapon	
<p>Expectation:</p> <p>Designing: produce a plan and explain it persevere and adapt work when original ideas do not work communicate ideas in a range of ways, including by sketches and drawings which are annotated</p> <p>Making know which tools to use for a particular task and show knowledge of handling the tool know which material is likely to give the best outcome measure accurately</p> <p>Evaluate evaluate products for both their purpose and appearance explain how the original design has been improved present a product in an interesting way</p>	<p>Build a weapon that can propel a marble for a distance of 1 metre.</p> <ul style="list-style-type: none"> Working with a partner, pupils should design and make a working model of a Roman weapon that can propel a small marble more than one metre. Firstly, consider the main weapons used by Romans: Ballista, Scorpio and Onager <div style="text-align: center;">  <p>The Ballista</p> </div> <ul style="list-style-type: none"> When they have completed their design, let another pair check it out and ask them to make comments which the original designers will need to consider. They should then adjust their original design as a result. In the meantime, the original partners will have another pair's design to evaluate and pass back comments on. The pairs should work to a prescribed proforma. When pairs have completed their model, they should consider how successful it is and evaluate their design and making process. They should also set out what they would do differently if they were to do it again.

Creating a scheme of work for history: Using the unit plans: (7)

In many of the units, there is a direct reference to a quality text that should be used alongside the historical unit. Teachers can decide whether to just read the book or use the book for much of the English learning that is happening at that time.

In this example, The book *Major Glad, Major Dizzy* by Jan Oke is recommended. Teachers could just read the book to the pupils as an on-going part of the history learning or they could use the book as a major part of their English learning, tying the work closely to the reading and writing.

Year 2: History: Beyond Living Memory: Who were the Victorians?	
<p>National Curriculum Requirements events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Key Knowledge and skills</p> <ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 	<p>Element 1: Focus on chronology and on the life of Queen Victoria What was lifelike when your grandparents were children?</p> <p>Start by focusing on timelines</p> <ul style="list-style-type: none"> Ensure that you have a timeline that focuses on when they were born, when their parents were born and when their grandparents were born. Then use a timeline which includes key aspects of the 19th and 20th century. <ul style="list-style-type: none"> Children will then set out what they already know about the Victorians and what they want to find out. Children will begin focusing on Queen Victoria and find out a little about her life and why she was one of our most important monarchs. Watch the internet clips about the Victorians and then think of five things that they now know that they didn't before. Use the following internet clip: https://www.bbc.co.uk/bitesize/topics/ztkscw/articles/zfdkbbk Queen Victoria was born on 24 May 1819 in Kensington Palace in London, England. Her full name was Alexandrina Victoria. Queen Victoria's father was English, but her mother was German. Victoria became Queen of England in June 1837, when she was just 18 years old. Victoria spoke fluent English and German, and studied other languages, too, including French, Italian and Latin. Queen Victoria's husband was Prince Albert— her first cousin, who she married in February 1840. Victoria and Albert had nine children together – their names were Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice. Albert died in December 1861, when the Queen was 42 years old. The Queen never recovered from his death and dressed in black as a sign of mourning for the rest of her life. Victoria rules for more than 60 years. There are lots of famous places and sites around the world named after Victoria, e.g., Victoria Falls After a long and eventful life, Queen Victoria died in January 1901, aged 81. With your partner, pupils should read the information above and watch the internet clip and then create five questions to ask another pair in the class.



Use the book 'Major Glad, Major Dizzy' by Jan Oke to relate to the Victorian period of time they are focusing on.

Planning a history programme for Key Stage 1

- As mentioned earlier, there are four main themes to follow in Key Stage 1 history. These are within living memory, beyond living memory, famous people from the past and a local study.
- The table below sets out the four main areas, spells out what the national curriculum requirements are and then provides examples that are set out for you in this publication.

Main theme	National curriculum requirement	Unit available
Changes within living memory	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<input type="checkbox"/> How were our grandparents' toys different to ours?
Events beyond living memory	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	<input type="checkbox"/> What do we know about the Great Fire of London? <input type="checkbox"/> Who were the Victorians?
Lives of significant people or significant events	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	<input type="checkbox"/> Who was Florence Nightingale, and why do we talk about her today? (there are choices of famous people to choose from) <input type="checkbox"/> Who are the famous people that have made an important impact on the world? <input type="checkbox"/> What do we know about the history of space travel?
Local history	Significant historical events, people and places in their own locality	<input type="checkbox"/> Did anything important ever happen in our town?

History – Year 1

How were our grandparents' toys different to ours?

National curriculum requirement:

History Key Stage 1:

Pupils should be taught to know about ...

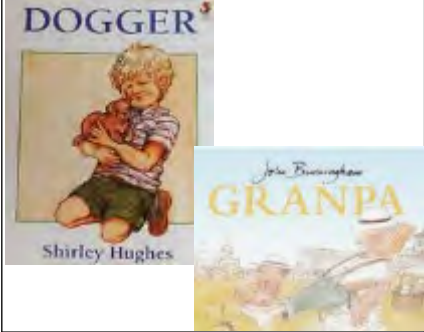
- *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*

Key knowledge and skills:

- ❑ Know that the toys their grandparents played with were different to their own
- ❑ Organise a number of artefacts by age
- ❑ Know what a number of older objects were used for
- ❑ Know the main differences between their school days and that of their grandparents

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own 															
<ul style="list-style-type: none"> Organise a number of artefacts by age 															
<ul style="list-style-type: none"> Know what a number of older objects were used for 															
<ul style="list-style-type: none"> Know the main differences between their school days and that of their grandparents 															

Within Living Memory: Year 1 Knowledge Mat

Subject Specific Vocabulary		Pre Learning Expectations	Exciting Books
blackboard	A blackboard would be seen in almost every classroom in the 1960s. Today we have screens or an interactive whiteboard.	Children can talk about the past and present events in their own life and in the lives of family members.	
chalk	Chalk was used by teachers to write on the blackboard. It was mainly white but there many colours of chalk.	Children can talk about features of their own immediate environment and how things may have changed.	
nit nurse	The name given to the nurse who came to school to check hair for lice.	Children can talk about similarities and differences between their lives and older family members and know about traditions.	
inkwell	Many desks had a hole in the top right hand corner for ink. This was known as the inkwell.	<p style="text-align: center;">Sticky knowledge about history within living memory</p> <ul style="list-style-type: none"> ❑ The Beatles became a world famous pop group. The four members of the group came from Liverpool and their music is still very popular today. ❑ The England football team won the World Cup in 1966. It is the only time England has won it. The final was played at Wembley in London. ❑ It was very rare for people to go to a restaurant in the 1960s. 'Meat and two veg' was a common term to describe a roast meat meal. Prawn cocktail started to be eaten as a starter. ❑ Fashion changed greatly in the 1960s. After the war, people didn't have money to spend of clothes but that changed in the 1960s with colourful, hippie-style clothes being very popular. ❑ The mini car was very fashionable in the 1960s. The best selling cars were Ford Anglia; Vauxhall Viva; Morris Minor and the Ford Corsair. 	<p>Key knowledge for children to know by the end of the unit</p>
pen and nib	In most schools children used pens and ink to write. The pens had a nib at the end which was replaced from time to time.		<p>Know that the toys their grandparents played with were different to their own</p>
skipping	A very popular game in the 1960s. It was a long piece of rope which was turned by two children.		<p>Organise a number of artefacts by age</p>
marbles	Another popular game was marbles. Many children came to school with a pocketful of marbles.		<p>Know what a number of older objects were used for</p>
snakes and ladders	A board game which everyone knew in the 1960s. The board was made up of squares and you would move up a ladder and down the snake.		<p>Know the main differences between their school days and that of their grandparents</p>
Ludo	A popular board game. It was played with a dice. Children would chase each other around the board.		

History unit: Year 1: Within living memory Toys that our grandparents played with

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> Children should be asked what they already know about the time their grandparents were young. They should think about learning links to self by recalling conversations with their grandparents. They have learning links to the wider world because they have seen a programme on television and they may have learning links to text because they have read a book which was set in the time their grandparents were young. 	<ul style="list-style-type: none"> Link to the key knowledge and skills statements. At the end of the learning we want pupils to appreciate that things were different for their grandparental but not necessarily worse. It would be good if they had a clear picture of what life at school was like for their grandparents.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> Throughout the unit, pupils are being encouraged to come up with their own questions, especially when exploring what they already know. Activities will be deliberately set that require pupils to ask their own questions based on the learning they have received. Research tells us that if pupils can create their own questions about what they have learned they are more likely to recall information in the future. 	<ul style="list-style-type: none"> It is important that pupils know that their grandparents were very fond of their toys. Their grandparents may well have had a favourite cuddly toy just as the pupils have. Also, get them to think about how the pupils' choices of toys have changed as they have got older.
Reflect on the learning that has taken place	Fixing misunderstandings
<ul style="list-style-type: none"> At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. This could include staff creating a presentation of the learning using photographs, etc. 	<ul style="list-style-type: none"> It is important that pupils are aware that, in the 1950s, plastic was not used to make toys and therefore they need to be aware that toys were quite different as a result. They also need to be aware that the 'chip' was not in place until the late 1970s. This transformed toys and toy making.

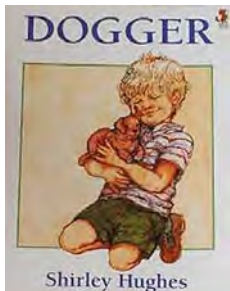
Year 1: History: Within living memory: How were our grandparents' toys different to ours?

NC expectations

- *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*

Key knowledge and skills:

- Know that the toys their grandparents played with were different to their own
- Organise a number of artefacts by age
- Know what a number of older objects were used for
- Know the main differences between their school days and that of their grandparents



Use the book 'Dogger' by Shirley Hughes to relate to the period of time they are focusing on.

Element 1: Focus on chronology (timelines) relevance/ location/ general overview

What was life like when your grandparents were children?

Start by focusing on **timelines**

- Ensure that you have a timeline that focuses on when they were born, when their parents were born and when their grandparents were born.
- Then use a timeline which includes key aspects of the 20th century.
- **Locate** on a map where they were born and where their grandparents were born.
- Start by getting pupils to name the toys that they play with now and toys they have played with in the past as a baby and toddler: these would include, electronic devices, bikes/scooters, construction toys, dolls and action figures, stacking cups and rings, pull along/walkers, rattles, cuddly toys, cars, activity mat, teethingers.
- Pupils should identify the materials and colours of toys and the reasons for this (plastic, wood, fabric). Link with the science unit on 'Materials'.
- Find ways of helping pupils to identify and name the toys that their grandparents played with: slinky, pogo stick, hula hoops, marbles, dominoes, Barbie/Sindy, rag doll, rocking horses, bikes/scooters, Match-Box cars, jacks, lego, dolls house.
- They could create a questionnaire about the toys their grandparents played with. There could be links with mathematics through counting and collating information.
- **The challenge is to ask grandparents questions about the toys they played with.**
- Pupils to ask grandparents to think about the time they were children.
- As a class they need to agree on 15 questions which will form a questionnaire for them to take home to their grandparents. Pupils will also collect photographs of the toys their grandparents played with.
- Aim to have a day where grandparents are invited into the classroom to challenge their grandchildren on modern toys such as the Wii.
- **Use the following two internet links to support this learning:**
https://www.youtube.com/watch?v=paqUdw9_xVw
<https://www.youtube.com/watch?v=-Zj84OsODNQ>

Year 1: History: Within living memory: How were our grandparents' toys different to ours?



Element 2: Focus on empathy and causation

What were schools like for our grandparents?

Building empathy

- There were no nurseries, children started school at the age of 5. They had wooden desks organised in rows with blackboards with chalk. There were regular visits from medical professionals (nit nurse, dentist). Most boys wore shorts all year round and a shirt and tie, buckle/tie-up shoes and woollen jumpers. There were many playground games (hopscotch, elastics, skipping, tag, 'What's the Time, Mr Wolf?', rhymes, conkers, marbles, jacks, etc.) Teaching was more formal (rote learning). There was a heavy focus on reading, writing and arithmetic (3 Rs). Punishment was harsher, although straps, canes and hitting with a ruler had just finished.
- In many schools the desks had lids which you could lift-up and keep all your belongings in.
- Teachers would often have a desk inspection to check that you were keeping everything tidy in your desk.
- In many classes the desks also had inkwells. Look at the picture of the desk here. It has a special place for the ink container to go.



In most schools there were many visits from local nurses. The main task they had was to check everyone's hair for nits. They were known by the children as the nit nurses. If someone had nits, it very often spread to everyone's hair, so the nurses came to school often.

Use the following internet link:

<https://www.youtube.com/watch?v=ejzh1gbGdgl>

Year 1: History: Within living memory: How were our grandparents' toys different to ours?



Element 3: Focus on change

What games did our grandparents play?

Playground games:

Hopscotch

- This game would normally be played by at least two children. However, it can be played by one person.
- Children would chalk out on the playground as in picture A.
- Explain to pupils how the game works and try it out on the playground.

Skipping

- Skipping was a very popular activity. In truth, it tended to be more popular with girls than boys but that has changed. Today many people use skipping routines as part of their keep-fit regime. The most familiar skipping would be for two people to hold the rope one at each end and rotate the rope for a third person to do the skipping.

Watch the internet link below:

<https://www.youtube.com/watch?v=mCYDHkdhFg8>

Marbles

- Marbles was a very popular game. The rules were very different according to where people lived.
- Some played with a small hole in the area. They had to knock their opponents' marble and then flick the marble into the hole to win the other person's marble.
- Others played with a circle or circles drawn on the playground.
- Marbles remains a popular game today but not as much as it used to be when grandparents were young.
- Marbles often caused arguments, especially when children played 'keepers' which meant the winner got to keep their partners' marble if they won.

Board games

Let pupils find out about and play a range of board games that their parents would have played with: Snakes and Ladders, Ludo, and Battleships were very popular.

Year 1: Design and technology: Within living memory: Toys that grandparents played with

Requirements

Designing

- Use own ideas to design something and describe how their own idea works
- Design a product which moves
- Explain to someone else how they want to make their product and make a simple plan before making

Making

- Use own ideas to make something
- Make a product which moves
- Choose appropriate resources and tools

Evaluating

- Describe how something works
- Explain what works well and not so well in the model they have made

Creating a moving toy

Start by watching the following internet links:

- <https://www.bbc.com/bitesize/clips/z3q4d2p>
- <https://www.youtube.com/watch?v=FUZtkheTf38>
- The challenge is for pupils to work with a partner to make a moving toy. They will have access to anything that is in the classroom.
- Pupils, working with a partner, will first have to put their ideas together and have another pair check them.
- They need to have a specific sheet to outline their design.
- They need to work as a team to check each other's initial designs.



- They can come up with any idea, as long as there is at least one moving part in the design, such as a slide handle or a pivot and lever.
- Collecting the resources they need is a crucial part of the process.
- In addition, pupils must be given time to evaluate their final product and make suggestions about how they would improve it.

History – Year 2

What do we know about the Great Fire of London?

National curriculum requirement:

History Key Stage 1:

Pupils should be taught to know about ...

- *events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*

Key knowledge and skills:

- Know about an event or events that happened long ago, even before their grandparents were born
- Know what we use today instead of a number of older given artefacts
- Know that children's lives today are different to those of children a long time ago

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born 															
<ul style="list-style-type: none"> Know what we use today instead of a number of older given artefacts 															
<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago 															

The Great Fire of London: Year 2 Knowledge Mat

Great Fire of London	
Stuarts	The Stuarts reigned from 1603 until 1714, more than a hundred years. At the time of the fire, King Charles II was king.
Pudding Lane	This street where the fire started was called Pudding Lane. A bakery in Pudding Lane was responsible for starting the fire.
plague	The plague is a terrible disease that is sometimes known as the Black Death. 1665 was the last time there was a major plague in England.
flea	Fleas were one of the main reasons why the plague could spread from person to person. They are small insects that bite you.
Samuel Pepys	Samuel Pepys is famous for writing a diary which included the time the Great Fire was raging through London.
bakery	The bakery in Pudding Lane is where it all began. Thomas Farynor, the owner, said he had put out the fires in the ovens before he left the bakery.
Thames	The Thames is the river that runs through London and where the fire fighters and the people trying to put out the fire got their water from. The Thames was where many people went to get away from the fire.
Thomas Farynor	Thomas Farynor was the owner of the bakery. He was baker to King Charles II.
drought	Before the fire started, there had been a 10 month drought in London. Everything was very dry when the fire started.

Prior Knowledge Expectations
Know that the toys their grandparents played with were different to their own
Organise a number of artefacts by age
Know what a number of older objects were used for
Know the main differences between their school days and that of their grandparents
Sticky knowledge about the Great Fire
<input type="checkbox"/> Know that fire spread very quickly because the houses were built very close to each other and made of wood.
<input type="checkbox"/> Know that London was infested by rats and that they were responsible for the plague.
<input type="checkbox"/> Know that the type of fire appliances used in those days could not cope with the fire.
<input type="checkbox"/> Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.
<input type="checkbox"/> Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.
<input type="checkbox"/> Know that the fire started in a bakery in Pudding Lane in London.

Exciting Books

Know about an event or events that happened long ago, even before their grandparents were born
Know what we use today instead of a number of older given artefacts
Know that children's lives today are different to those of children a long time ago

History Unit: Year 2: Beyond living memory The Great Fire of London

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> ▪ The unit starts with finding out what pupils already know about the Great Fire of London. ▪ Get pupils to talk about anything they know either about London and/or the Great Fire of London. ▪ Pupils should be able to articulate that, a long time ago, life was different to what it is like now. ▪ They should be able to build on the knowledge they gained in Year 1 about history within living memory, i.e. things were different when their grandparents were young. 	<ul style="list-style-type: none"> ▪ It is important for children to differentiate which information they may have in their memories that would be helpful and important to them so that they are in a better position to understand the unit of work in front of them. ▪ Try to tease out those misconceptions. Try to help children get rid of ideas that they may have which are not helpful.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ Pupils should know that the fire expanded rapidly because the houses were too close to each other. The materials the houses were made of contributed to the growth of the fire. The lack of appropriate fire fighting equipment also played a part. ▪ Relate to the Grenfell Tower fire in London and how this fire spread due to material used for cladding despite modern day fire fighting equipment. (Could also compare to Australian bushfires). 	<ul style="list-style-type: none"> ▪ Trying to get children to appreciate the heat that would have been generated by the fire. ▪ It would be helpful to get a sense of the smell that would have lingered for days after the fire, as well as during the fire. ▪ Get children to recall their thoughts on this when they have visited a bonfire.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ Towards the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. ▪ It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. ▪ In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned. 	<ul style="list-style-type: none"> ▪ For most children of this age the main issue will be the scale of the fire and trying to get an understanding of its ferociousness. ▪ In addition, we are dealing with a period of history that would be outside the children's concept and understanding. We therefore need to spend time getting them to recognise what life was like for children at this time in history.

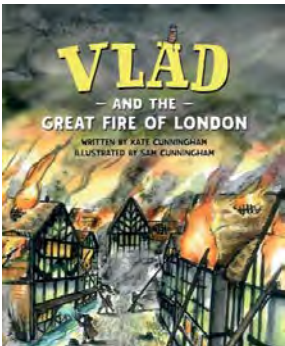
Year 2: History: Beyond living memory: What do we know about the Great Fire of London?

National curriculum requirements

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Key knowledge and skills

- Know about an event or events that happened long ago, even before their grandparents were born
- Know what we use today instead of a number of older given artefacts
- Know that children's lives today are different to those of children a long time ago



Element 1: Focus on chronology (timelines); relevance/ location/ general overview

Start by focusing on timelines

- Ensure that you have a timeline that focuses on when they were born and any significant event that has happened to them personally during their life, e.g. birth of sibling, etc.
- Then provide a line that starts with the birth of Christ, birth of the Prophet Muhammad (pbuh) and where we are today. Place the time the Great Fire of London occurred on this individual timeline.

Locate

- London on a map of the UK.
- Talk about important features in London, i.e. Buckingham Palace, Houses of Parliament.
- Now locate Pudding Lane. Show the children a picture of The Monument.
- Relevance: Remind children of a recent London fire: The Grenfell Tower. Use the following link if need be. The main focus will be on 'Why did the Grenfell Fire not spread beyond the tower itself but the Great Fire of London destroyed a large part of London?'

Use the following internet link

https://www.youtube.com/watch?v=fPT-zk50_G4

Use the book 'Vlad and the Great Fire of London' by Kate Cunningham to relate the story of the Great Fire and the way it spread. Use the following two links to help children's understanding.

End this element by using the following two internet links:

- <https://www.youtube.com/watch?v=VM-3vjy9lxI>
- <http://www.fireoflondon.org.uk/game/>

Year 2: History: Beyond living memory: What do we know about the Great Fire of London?



Element 2: Causation and empathy:

What was it like? What did they use (resources)?

Building empathy

- Gain an understanding as to why it was so difficult to put out the fire.
- Start by looking at different materials, wood, paper, stone, etc.
- Teacher to set each on fire (if possible). Measure the time it takes to burn out.
- Consider what fire-fighting appliances were like in 1666.
- Let children look at a range of fire-fighting equipment such as shown in the illustrations on the left. Include a picture of the leather bucket found 50 years ago but believed to be the same as the type that would have been used to tackle the Great Fire.

Use the following internet link:

<https://www.bing.com/images/search?q=oldest+fire+fighting+appliances&qpv=oldest+fire+fighting+appliances&FORM=IGRE>

- Children to bring in water 'guns' and load them from buckets of water. Squirt them against a wall to see how far they can reach.
- Children to consider how difficult it would be to control a fire when they had to fetch the water from the river and then use the equipment available to them at the time.
- Create a human chain and see how long it would take to get water from one end of the playground to the next.
- Now get children to consider what equipment fire fighters use today.
- This may involve a visit from fire fighters or a visit to a fire station.
- Also look at fire extinguishers.

Year 2: History: Beyond living memory: What do we know about the Great Fire of London?



Element 3: Case study:


Case Study: Samuel Pepys

- Ensure that children know Samuel Pepys lived over 300 years ago and wrote about two of the most important events in English history.

Use the internet link to find out more about him:

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt>

- Ensure that children know what a diary is by keeping a personal diary of the week.
- Use images of the fire so that children get a sense of its ferocity.
- Provide children with several facts about the Great Fire, e.g. the fire burned out of control for 3 days; the fire started on Sunday, September 2nd.
- When children have a number of facts, they will then work with a partner to create a number of questions.
- The questions will be used for partners to challenge each other using the Great Fire of London Chase Game set out below.

1	2	3	4	5	winners	5	4	3	2	1
										

Year 2: Art: The Great fire of London

Art expectations for this unit related to Year 2

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk & pastels.
- Use 3 different grades of pencils
- Draw from own observations
- Use different brush sizes and types.
- Experiment with tones and shades of the colours, mixing white and black/ dark colours.
- Know how to mix secondary colours and name them.
- Create images from a variety of media, e.g. photocopies, fabric, crepe paper, magazines, etc.
- Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.
- Develop and record their ideas through painting, drawing, and sculpture in response to first-hand observations.

Create a piece of art work based on the Great Fire of London

- Start by looking at some images created by well-known artists of the Great Fire. The two images below should help.



- Pupils should be encouraged to look at some of the techniques used by the artists. For example, in the first painting the way in which the smoke has been represented and in the second the way in which the fire has been created.
- Pupils should then use their sketchbooks. (Although not compulsory until Key Stage 2, I would use sketchbooks throughout).
- On the first example, pupils could experiment by winding wool, i.e. red, yellow, orange, white and black and see if they could create a similar effect. They could also experiment in their sketchbooks with pencil, paint, pastel and charcoal.
- With the second example, they could blow paint onto a glued surface to see what effect they could create.



They could then look at examples like the one to the left and see if they would wish to create a silhouette before applying their ideas to their finished piece.

History – Year 2

Who were the Victorians?

National curriculum requirement:

History Key Stage 1:

Pupils should be taught to know about ...

- *events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*

Key knowledge

- Know about an event or events that happened long ago, even before their grandparents were born
- Know what we use today instead of a number of older given artefacts
- Know that children's lives today are different to those of children a long time ago


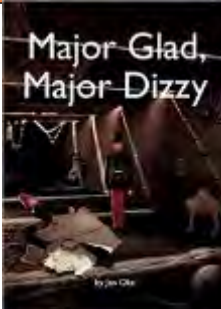
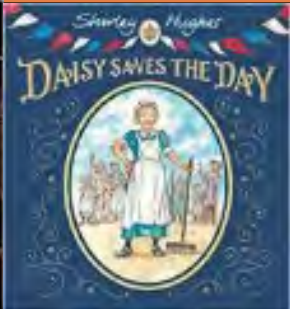
Key knowledge and skills:

- Order dates from earliest to latest on simple timelines
- Sequence pictures from different periods
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
- Look carefully at pictures and objects to find information
- Find answers and respond to simple questions about the past
- Choose and select evidence and say how it can be used to find out about the past

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born 															
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<ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past 															

Beyond Living Memory: Year 2 Knowledge Mat

Subject Specific Vocabulary	
gramophone	A gramophone is an old type of record player. A gramophone plays records.
wireless	The earliest form of radios. The word radio replaced wireless around the 1920s.
quilt	A quilt is the name given to a warm and heavy covering put on a bed. Today we use a duvet.
penny farthing	This was one of the earliest bicycles. It had one large and one small wheel.
farthing	A farthing was a coin. It was a quarter of an old penny. Four farthings made an old penny.
washing dolly	A washing dolly was historically a tool used for tossing laundry by pumping the dolly up and down on the laundry in the dolly tub.
charabanc	A type of horse-drawn vehicle or early motor coach, usually open-topped.
workhouse	This was the home to many orphaned or sick children. It was also home to poor people without a job.
gruel	Gruel is a food consisting of some type of cereal – oat, wheat or rye flour, or rice – boiled in water or milk.

Prior Knowledge	
There is an expectation that most children will appreciate that lives of children were different in the past. The toys that children would have played with were different as was the food they ate	
They transport used was different to what we use today.	
	Queen Victoria was queen of the United Kingdom and Ireland for 64 years and that period of time was known as the Victorian period.
Exciting Books	
	

Key Knowledge and Skills
Know about an event or events that happened long ago, even before their grandparents were born
Know what we use today instead of a number of older given artefacts
Know that children's lives today are different to those of children a long time ago
Older dates from earliest to latest on simple timelines
Sequence pictures from different periods
Look carefully at pictures and objects to find information
Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time
Find answers and respond to simple questions about the past
Choose and select evidence and say how it can be used to find out about the past

History Unit: Year 2: Beyond living memory The Victorians

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out if pupils have links to self – someone in the family knowing something about the Victorians, etc. Links to the world – something in the news or a monument locally attributed to the Victorian period. Link to texts – read a book based in that time.
- It is important that pupils are allowed to do this because evidence is conclusive. Alerting pupils to what they know is hugely supportive of long-term memory, making it easier for pupils to recall key knowledge and information later.

Think of the important learning

- Focus on the key knowledge and skills you wish your pupils to acquire.
- Ensure that they understand how things have changed because of inventions and new artefacts being available. You could focus on something like washing clothes or on aspect of transport.
- It is also important for pupils to know about when the Victorian period happened by using timelines effectively.

What inferences can pupils make?

- Use the books, 'Major Glad, Major Dizzy' and Daisy Saves the Day to help pupils build a picture of what life would be like for Victorians.
- Try to get across the prominence of the class system. The rich v. the poor. The expectations that many had so much done for them, etc.

Help pupils to make sensory links

- Try to get pupils to appreciate what it may have been like for children who worked during this period. Many would have been about their age and spent time underground with coal miners. Others were chimney sweep assistants.
- It would be useful to paint a picture of what smells there would have been around in the cities, especially with poor sewage systems, etc.

Reflect on the learning that has taken place

- At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. This could include staff creating a presentation of the learning using photographs, etc.

How can pupils fix their misconceptions?

- For most children of this age the main issue will be helping them understand that on the whole the rich families had a very different life from the poor families.
- In addition, we are dealing with a period of history that would be outside the children's concept and understanding. We therefore need to appreciate that we need to spend time getting them to recognise what life was like for children at this time in history.

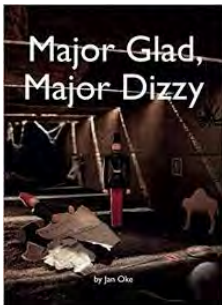
Year 2: History: Beyond living memory: Who were the Victorians?

National curriculum requirements

events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Key knowledge and skills

- Know about an event or events that happened long ago, even before their grandparents were born
- Know what we use today instead of a number of older given artefacts
- Know that children's lives today are different to those of children a long time ago



Use the book 'Major Glad, Major Dizzy' by Jan Oke to relate to the Victorian period of time they are focusing on.

Element 1: Focus on chronology and on the life of Queen Victoria Who was Queen Victoria and what do we know about her?

Start by focusing on **timelines**

- Ensure that you have a timeline that focuses on when they were born, when their parents were born and when their grandparents were born.
- Then use a timeline which includes key aspects of the 19th and 20th century.
- Children will then set out what they already know about the Victorians and what they want to find out.
- Children will begin focusing on Queen Victoria and find out a little about her life and why she was one of our most important monarchs.
- Watch the internet clips about the Victorians and then think of five things that they now know that they didn't before.
- **Use the following internet clip:**
<https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk>
- Queen Victoria was born on **24 May 1819** in **Kensington Palace** in London, England. Her full name was **Alexandrina Victoria**.
- Queen Victoria's father was **English**, but her mother was **German**.
- Victoria became Queen of England in **June 1837**, when she was just 18 years old.
- Victoria spoke fluent English and German, and studied other languages too, including French, Italian and Latin.
- Queen Victoria's husband was **Prince Albert**– her first cousin, who she married in February 1840.
- Victoria and Albert had **nine children** together – their names were Victoria, Edward, Alice, Alfred, Helena, Louise, Arthur, Leopold and Beatrice.
- Albert died in December 1861, when Queen Victoria was 42 years old. The queen never recovered from his death and dressed in black as a sign of mourning for the rest of her life.
- Victoria ruled for more than 60 years.
- There are lots of famous places and sites around the world named after Victoria, e.g. Victoria Falls
- After a long and eventful life, Queen Victoria died in **January 1901**, aged 81.
- With a partner, pupils should read the information above and watch the internet clip and then create five questions to ask another pair in the class.

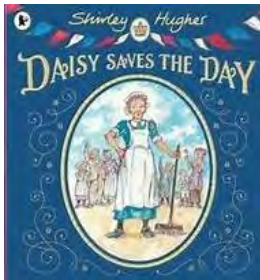
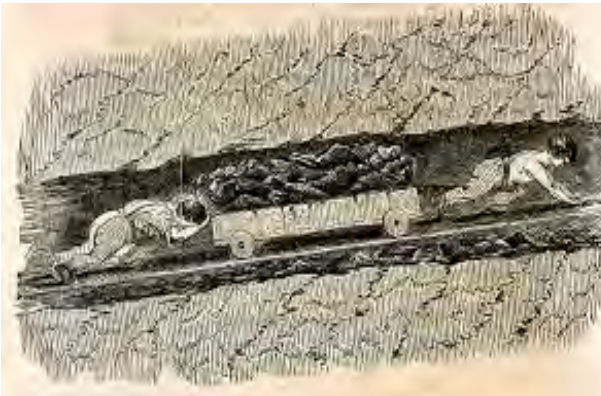
Year 2: History: Beyond living memory: Who were the Victorians?

Element 2: Focus on empathy and causation:

What was life like for children during the Victorian period?

Building empathy

- This element focuses on the life of working Victorian children.
- The aim is to build up a picture of what life was like for working children using photographs and children's diaries .
- Children will end up with at least 6 things they have learned about the life of working Victorian children.
- **Use the internet link below to listen to several children's stories about their day at work.**
- https://www.youtube.com/watch?v=SV3JO_RYIDE
- Having listened carefully, children should talk to their partner about what life might have been like for them if they lived in the Victorian times.
- They should make a list of what they have found out about the life of a working Victorian child.
- They are aiming to create a list of five things they know about what life was like for working Victorian children.
- In addition, Children need to know that laws were passed to ban the slave trade with Africa.
- It is important that children realise that the Industrial Revolution benefitted from the slave trade.

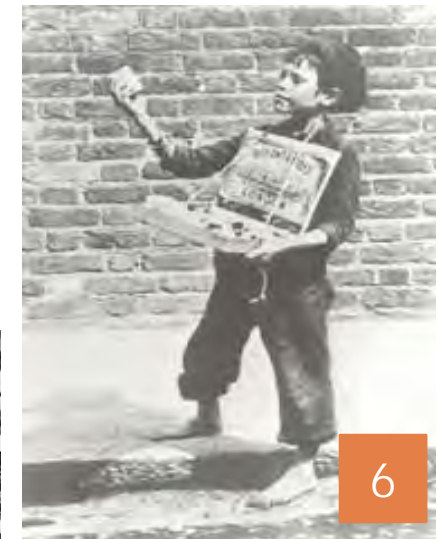
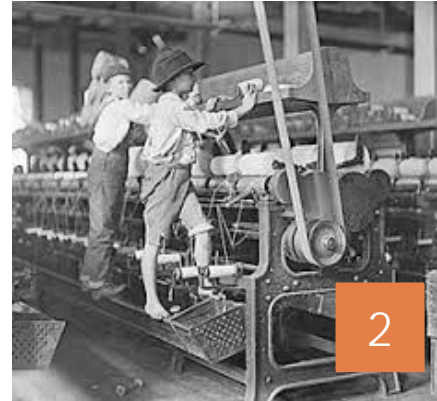


Continue to refer to the book, 'Major Glad, Major Dizzy and also the book, Daisy saves the day.

Year 2: History: Beyond living memory: Who were the Victorians?

- Let children look at the photographs to the right.
- They should work with a partner and decide what the children are doing.
- They should talk to their partner.
- They should decide which of these jobs they would like to do, if any.
- Let them discuss which would be their least favourite.

Element 2: Focus on Empathy and Causation (continued): What was life like for children during the Victorian period?

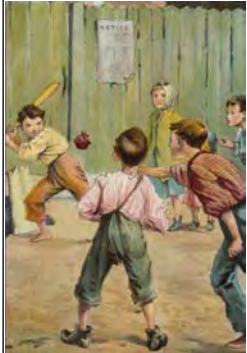


Element 3: Cause and consequence

Games children played during the Victorian period:

- Just like today, all Victorian children loved playing games.
- However, it depended on how wealthy your parents were when it came to the type of games you played.
- Football was very popular. On the streets the poor children used anything they could instead of a ball. In the picture, children are seen to use a kettle as a ball.
- Cricket was also popular amongst the wealthier children. This was mainly because you had to have a bat and ball to play it.
- Rich people would build playrooms at the top of their houses so the children could not be heard playing. They would have dolls houses and rocking horses to play with.
- Many **boys** played with large metal hoops and would run through the streets rolling them along. They used a stick to keep it going and to guide it along.
- Playing with marbles was also very popular with many children. The marbles were mostly metal because glass was expensive.
- **Girls** loved hopscotch and would create their own rhymes when playing it. They would chalk number from 1 to 12 or 20 and throw a small stone into the appropriate square.
- Skipping ropes were very popular, with girls making up rhymes as they skipped.
- Conkers were a favourite with boys.

Let a group of four make up rules for a game of marbles or a hopscotch game



It is important that a discussion with pupils is encouraged about equality today. Discuss how children are encouraged to play with a toy because they want to rather than because of their gender.

Requirements

Drawing

- Choose and use three different grades of pencil when drawing
- Know how to use charcoal, pencil and pastel to create art
- Know how to use a viewfinder to focus on a specific part of an artefact before drawing it

Colour, pattern, texture, form, shape and tone

- Know how to mix paint to create all the secondary colours
- Know how to create brown with paint
- Know how to create tints with paint by adding white and know how to create tones with paint by adding black

Range of artists

- Suggest how artists have used colour, pattern and shape
- Know how to create a piece of art in response to the work of another artist

Creating artwork in the manner of LS Lowry

- Start by watching the following internet links:

https://www.youtube.com/watch?v=yc6mN1d_Nc8

<https://www.youtube.com/watch?v=7Gyhz0h7-P0>

- Look at the two internet clips above and then read the information below.
- **Lowry** was born in 1887. He had an unhappy childhood. He wasn't very popular at school and he didn't have a close relationship with his parents. Lowry's family moved to Pendlebury in Manchester and he eventually attended the Manchester School of Art. Lowry's paintings now sell for millions of pounds.
- Look at 5 of his painting below. Talk about his technique.



- Take photographs of the area surrounding the school and use them to create paintings in the style of Lowry.

History – Year 1

Who was Florence Nightingale and why do we speak about her today?

National curriculum requirement: History Key Stage 1:

Pupils should be taught to know about ...

- *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*
- *Significant historical events, people and places in their own locality*

Key knowledge and skills:

- Name a famous person from the past and explain why they are famous
- Know the name of a famous person, or a famous place, close to where they live
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after
- Begin to identify and recount historic details from the past from sources, e.g. pictures/stories
- Know about Mary Seacole and the 'British Hotel'

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<input type="checkbox"/> Name a famous person from the past and explain why they are famous															
<input type="checkbox"/> Know the name of a famous person, or a famous place, close to where they live															
<input type="checkbox"/> Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after.															
<input type="checkbox"/> Begin to identify and recount historic details from the past from sources, e.g. pictures/stories															
<input type="checkbox"/> Know about Mary Seacole and the 'British Hotel'															

History Unit: Year 1: Famous people from the UK

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> ▪ The unit starts with finding out what pupils know about the term 'famous'. Pupils may know someone who is regarded as 'famous'. In this case, they will have learning links to self. It is probable that more pupils will have learning links to the wider world for this unit because they are likely to know of someone that is famous, e.g. sports person or a musician. It is important that pupils are allowed to do this. Evidence is conclusive that alerting pupils to what they know is hugely supportive of long-term memory because you are then adding to the schema they already have. This makes it easier for pupils to recall key knowledge and information later. 	<ul style="list-style-type: none"> ▪ Focus on the key knowledge and skills you wish your pupils to acquire. ▪ Ensure that they understand why we talk of certain people today, especially when they may have died some time ago. ▪ Try to get pupils to appreciate the difference between famous for ever and being famous for a short time.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ Get pupils to relate to what makes someone famous. Does it have to be for one big thing or a series of things? ▪ Let them talk about how they may become famous one day. ▪ Talk about people that are famous and still alive. Talk about the artist Van Gogh who became famous after he died. 	<ul style="list-style-type: none"> ▪ Try to get pupils to appreciate what it must be like to achieve something special that everybody knows about, e.g. winning a gold medal at the Olympics. Try to help them capture the pride, etc. ▪ Also, get them to appreciate that most people who are famous will have sacrificed something in their own lives, e.g. giving up time to train, etc.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. This could include staff creating a presentation of the learning using photographs, etc. 	<ul style="list-style-type: none"> ▪ Try to get across the difference between pupils saying that their parents are famous for something they have done and the fact that people are known the world over for something they have done.

Year 1: History: Famous people within the UK

- **National curriculum requirements** 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
- significant historical events, people and places in their own locality

Key knowledge and skills

- Name a famous person from the past and explain why they are famous
- Know the name of a famous person, or a famous place, close to where they live
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after
- Begin to identify and recount historic details from the past from sources, e.g. pictures/stories
- Know about Mary Seacole and the 'British Hotel'



Pupils should have opportunities to read or be read books about Florence Nightingale and have opportunities to discuss her life.

Element 1: Focus on timeline/ relevance/ location

Who was Florence Nightingale and why do we still talk about her today?

Start by focusing on **timelines**

Start by reminding pupils what a timeline is and use a timeline within their life in the first instance.

Present them with a timeline that takes them back just beyond the period that Florence Nightingale was born.

Locate on a map of the UK where Florence Nightingale was brought up.

Locate on a map of the world where Florence Nightingale was born (Florence in Italy) and where she was sent as a nurse.

- Florence Nightingale is remembered for making changes to **nursing** and showing people that nursing was a very important job. She was born in 1820 in the city of **Florence in Italy**. She grew up in England.
- She has a sister called Parthenope (Pop for short). She came from a wealthy home. She was educated at home by her father and loved to read and find out new information. Her parents wanted her to marry but that wasn't what she wanted to do. She wanted to do something with her life: work as a nurse.
- Her family didn't approve. She was asked to train a team of nurses to help injured soldiers in the **Crimean War** in **Turkey** (on cleanliness and hygiene). In 1854, the journey to **Scutari hospital** took several weeks traveling over land and sea. She found the hospital was filthy, soldiers were lay on the floor, rats everywhere, overflowing chamber pots and poor food. She had to convince the male doctor to let her help.
- She transforms the hospital using the principles of good nursing – clean hospital, healthy diet and fresh air. She became known as the Lady with the Lamp.
- She returned back to England and opened a nursing school. She died in 1910.

Watch the following internet links:

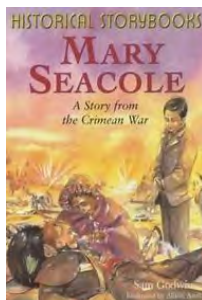
<https://www.youtube.com/watch?v=XkoaMawiZ-o>

<https://www.youtube.com/watch?v=lo5DdRLjx8>

Year 1: History: Famous People with UK connections: Mary Seacole



Pupils should have opportunities to read or be read books about Mary Seacole and have opportunities to discuss her life.



Element 1: Focus on timeline/ location/ relevance

Who was Mary Seacole and why are we proud of her?

- Start with the same timeline that was used for identifying when Florence Nightingale was alive.
- **Locate** on a map of the UK where Mary Seacole was born.
- Mary Seacole lived more than 150 years ago and had an adventurous life travelling across many lands to run businesses and help people in need.
- During the Crimean War, Mary travelled to care for wounded and sick soldiers.
- **Pupils should watch the following internet link to find out more about Mary Seacole:**
<https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/zjsxcqt>
- When they have watched the first internet link, pupils should make a list of five things they already know about Mary Seacole.
- **They should then watch the following internet link:**
<https://www.bbc.co.uk/bitesize/articles/zg7n2v4>
- The pupils should now add another five pieces of information that they have learned about the life of Mary Seacole.
- Pupils should also give two examples of Mary Seacole having experienced discrimination because of the colour of her skin.
- How does this help them to understand more about the 'Black Lives Matters' campaign.
- **Pupils should then watch the third part of Mary Seacole's story:**
<https://www.bbc.co.uk/bitesize/articles/zg7n2v4>
- Pupils should be asked to answer two questions:
- Why did the hospital created by Mary Seacole become known as the 'British Hotel?'
- Why did the soldiers call Mary Seacole 'Mother Seacole?'
- **Finally let pupils watch the third part of the story:**
<https://www.bbc.co.uk/bitesize/articles/zg7n2v4>
- Pupils should then summarise what happened to Mary Seacole after the war was over.
- If time allows, pupils should work in groups and recreate the story of Mary Seacole from her life in Jamaica to being cheered by everyone in London.

Year 1: History: Famous people within the UK



Born in 1926, was 94 at the beginning of 2020.

He is famous for his TV animal shows and teaching people about climate change and conservation.



Element 2: Focus on empathy and causation: Why has Sir David Attenborough become so famous?

Timeline: Revisit the timeline they looked at during Element 1 and present pupils with a timeline that takes them back just beyond the period that Sir David Attenborough was born.

- **Sir David Frederick Attenborough** (born 8 May 1926) is an English broadcaster and natural historian. He is best known for writing and presenting, in conjunction with the BBC Natural History Unit, the nine natural history documentary series forming the *Life* collection that together constitute a comprehensive survey of animal and plant life on Earth. He is a former senior manager at the BBC, having served as controller of BBC2 and director of programming for BBC Television in the 1960s and 1970s. He is the only person to have won BAFTAs for programmes in each of black and white, colour, HD, 3D and 4K. In 2018 and 2019, he received the Primetime EMMY Award for Outstanding Narrator.

Watch the following internet links to help pupils understand the work of Sir David.

<https://www.youtube.com/watch?v=ipP8m8wZF4>

- Focus on Sir David Attenborough's work on saving the planet. You could focus on plastic and its danger to marine life or any other aspect of conservation.
- Use the following internet link to help pupils understand some of the issues.

<https://www.youtube.com/watch?v=CMOEcUPGi9c>



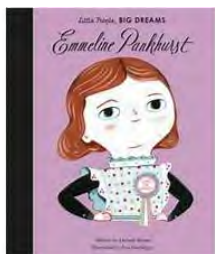
Element 3: Focus on timeline/ location/ relevance

Why should all women be grateful to Emily Pankhurst?

- Start by using a timeline to recognise when Emily Pankhurst lived. Use the same timeline as pupils have done for Florence Nightingale and Mary Seacole.
- **Emmeline Pankhurst** was born on 14 July 1858 in Moss Side, Manchester. Her family were very wealthy and her parents were both politically active.
- As she grew older, Emmeline noticed that women were treated differently to men and became motivated to help change that. In 1903 she, along with her daughters Sylvia and Christabel, founded the **Women's Social and Political Union (WSPU)**.
- Emmeline Pankhurst is remembered for her hard work with the WSPU in the fight to help get British women the right to vote.
- **Pupils should then watch the following internet link: (Part one)**
<https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs>
- Pupils should now set out 5 things they know about Emily Pankhurst's life.



- The WSPU, at the time, became known as a '**radical party**', which means they used extreme methods in order to get their message heard. Because these methods were sometimes violent, WSPU members became the first women labelled as '**suffragettes**'. Members were known to smash windows, damage public property and even start fires. This got many women in trouble with the police and some even sentenced to time in prison, where they were treated very badly. When the stories of bad treatment reached the newspapers, it actually helped to increase support for the suffragette movement.
- Pupils should set out an argument as to why the suffragettes were right to do what they did and also set out why they may have gone about it in the wrong way.
- Pupils should look at the images set out on the internet link to help them:
<https://www.bbc.co.uk/bitesize/topics/zd8fv9q/articles/zh7kdxs>
- There are five questions at the end of the internet link.
- Pupils should see how many they can answer correctly.



Pupils should have opportunities to read or be read books about Emily Pankhurst and have opportunities to discuss her life.



Year 1: History: famous people within the UK

Element 3: A famous person from the locality (Oldham)



Statue of Annie Kenney
outside Oldham's Town
Hall.



The person could be from the present or past.

- Re-iterate what it is to be famous or how people become famous.
- Before 1918, women weren't allowed to vote at all.
- In 1918, an act was passed which meant all men over the age of 21 could vote in a general election. This was extended to married women over the age of 30 as long as they or their husbands occupied property.
- In 1928, it became more democratic as the voting age for women was lowered to be the same age as men. From 1970, the voting age for men and women was lowered from 21 to 18.
- **Annie Kenney** was born in 1879 in **Springhead, Oldham**. She was one of twelve children who worked in a cotton mill from the age of 10.
- By the age 13, she was a full-time worker at the mill. She lost a finger whilst working at the mill. She had to get up at 5am to start at 6am and worked until 5.30pm. When she got home, she was expected to help out with washing, cooking and scrubbing floors.
- If she had any free time, she played with her dolls. She had very little education, but her mother encouraged her to read. After hearing **Christabel Pankhurst** speak about women's rights and votes for women, she became involved in a campaign for women's suffrage.
- In 1905, Annie Kenney and Christabel Pankhurst disrupted a meeting and were arrested for assaulting a police officer. She was arrested and imprisoned a further 12 times. They were fined, but because they refused to pay it, they were sent to prison.
- Annie Kenney was a key figure leading the suffragette campaign and she helped to persuade other working-class women to join. She died in 1953 knowing that they achieved votes for women. In December 2018, **her statue** was unveiled outside the town hall in Oldham.

History – Year 2

Who are the famous people that have made an impact on the world?

National curriculum requirement: History Key Stage 1:

Pupils should be taught to know about ...

- *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*
- *Significant historical events, people and places in their own locality*

Key knowledge and skills:

- Know about a famous person from outside the UK and explain why they are famous
- Recount historic details from eye-witness accounts, photos and artefacts
- Order dates from earliest to latest on simple timelines
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous 															
<ul style="list-style-type: none"> Recount historic details from eye-witness accounts, photos and artefacts 															
<ul style="list-style-type: none"> Order dates from earliest to latest on simple timelines 															
<ul style="list-style-type: none"> Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time 															

Famous people : KS1 Knowledge Mat

Subject Specific Vocabulary	
discrimination	Unfair treatment of people because of their colour, age religion, disability or sex.
disability	A physical or mental condition that limits a person's movements, senses, or activities.
famous	Someone who is known about by many people.
racism	When a person or a group of people are treated unfairly or even violently because of the colour of their skin.
chronological	Arranging something by the order they occurred in time.
inclusion	To include someone within your group however different they may seem.
protest	To take action to show disapproval or objection to something.
equality	Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.
courageous	If you are a courageous person, you face danger or stand up against the odds without flinching.



Sticky Knowledge about Famous People	
<input type="checkbox"/>	Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus.
<input type="checkbox"/>	Nelson Mandela fought for the rights of black people in South Africa. He became very famous for his determination to protest non-violently.
<input type="checkbox"/>	Emmeline Pankhurst was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote.
<input type="checkbox"/>	Florence Nightingale was known as 'the lady with the lamp'. She helped to ensure that hospitals were clean places and helped to reduce infections in hospitals.
<input type="checkbox"/>	Malala Yousafzai was shot because she stood up for the right of women and girls to receive education in Afghanistan.

Exciting Books



More famous British people to find out about

Grace Darling
 Malorie Blackman
 William Shakespeare
 Mary Seacole
 Charles Dickens
 Trevor McDonald
 John Lennon
 Lewis Hamilton
 Elizabeth the First
 Ignatious Sancho
 Sir Isaac Newton

History Unit: Year 2: Internationally famous people from outside the UK

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> • The unit starts with finding out what pupils already know about 'famous people and what makes them famous'. • Get pupils to talk about the famous people from the UK they considered during Year 1. The Royal Family, sportspeople, musicians, film stars and YouTubers could be considered. • They should have a strong sense of what being famous means from the learning they did in Year 1. • They need to think of links to self, links to the world (things they have heard on the news about famous people, and links to texts (famous people they may have read about). • Link to the world should include the 'Black Lives Matter' demonstrations in 2020. For example, how John Boyega used his fame for good. 	<ul style="list-style-type: none"> • Focus on the key knowledge and skills you wish your pupils to acquire. • Ensure that they understand why we talk of certain people today, especially when they may have died some time ago. • Pupils should be able to articulate that some people are famous for a short time but others are famous from long ago. • They should be able to build on the knowledge they gained in Reception about famous people (understanding the world). • Ensure that pupils know there were many famous people of colour in British history but we don't always hear about them.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ Get pupils to think about the impact that these famous people have had on the whole world not just their own country. ▪ Get pupils to realise that individuals can sometime change so much about our world, hopefully for good. 	<ul style="list-style-type: none"> ▪ Try to get pupils to appreciate what it must be like for a famous person like Malala Yousafzai to have had the courage to do what she did. ▪ There are opportunities here to focus on the emotions for so many of the famous people.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. This could include staff creating a presentation of the learning using photographs, etc. 	<ul style="list-style-type: none"> ▪ It is important that pupils begin to appreciate people that are considered famous in a good way by many may not be deemed famous in a good way by others. ▪ Throughout the unit, pupils are being encouraged to come up with their own questions, especially when exploring what they already know about the famous people they hear about in the news.

Year 2: History: Famous people from outside the UK

- **National curriculum requirements**
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
- *significant historical events, people and places in their own locality*

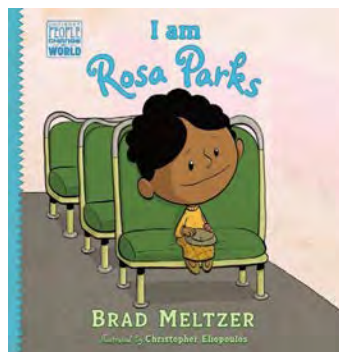
Key knowledge and skills

- Know about a famous person from outside the UK and explain why they are famous
- Recount historic details from eye-witness accounts, photos and artefacts
- Order dates from earliest to latest on simple timelines
- Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Element 1: Focus on chronology by looking at timelines

Who were Rosa Parks and Nelson Mandela and why should we be proud of them?

- Start by focusing on **timelines**
 - Start by reminding pupils what a timeline is and use a timeline within their life in the first instance.
 - Present them with a timeline that takes them back just beyond the period that Rosa Parks was born.
 - Use the timeline to show when both Rosa Parks and Nelson Mandela were born and died.
- **Locate** on a map of the world where the USA and South Africa are.



Use the book 'I am Rosa Parks' to help children gain an understanding of her life. Then watch the two internet clips outline below:

<https://www.youtube.com/watch?v=R UW1ZV17oXs>

<https://www.youtube.com/watch?v=B4AurGX5vGs>

- Having watched the two video clips, in a group of 4 pupils, create a plasticine or playdoh model or perform a drama and recreate the famous scene where Rosa refuses to give up her seat.
- **Now watch the following internet clip about Nelson Mandela:**
- https://www.youtube.com/watch?v=zhq2f_WdCIY
- Having watched the internet clip, pupils should discuss how Nelson Mandela's life has had an impact on our lives today.
- Pupils should also discuss how there are similarities in the stories of Rosa Parks and Nelson Mandela.
- Create a chart to outline what they both stood for.
- Think of the 'Black Lives Matter' demonstrations and link these with our two famous people.



Element 2: Focus on empathy and causation:

Why will Neil Armstrong and Christopher Columbus always be remembered?

- **Chronology** – Pupils should find out when Neil Armstrong was born and place this information on the timeline they have already started. They should be given a timeline dating from 1960 to the present day and place on it the first moon landing, their grandparents' year of birth, their parents' year of birth and their own year of birth.
- On **July 20 1969, Apollo 11** became the first manned spacecraft to land on the moon. This spacecraft had a crew of three astronauts Neil Armstrong, Buzz Aldrin and Michael Collins. The crew travelled 240,000 miles from the Earth to the moon in approximately 76 hours.
- **The first human to land on the moon** was an amazing time in history. There are many people who are still alive today who remember it well. Pupils should create a set of questions to ask someone who was alive at the time and try to capture the excitement.
- **Watch the following internet clip to capture this special moment in history:**

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

- Consider the moon landing's importance alongside the explorers back in time, for example, people like Christopher Columbus. Which expedition was more dangerous – going to the moon or crossing the Atlantic Ocean? (Raise pupils' awareness that Christopher Columbus often enslaved the indigenous people. For example, he sent thousands of people to Spain from the Caribbean).
- Pupils should find out as much as they can about Christopher Columbus and particularly think of what the great explorers of the time introduced to Europe from various parts of the world.
- Create a class debate about which was most helpful, the moon landing or the discovery by European people of new lands like America?

Year 2: History: Famous people from outside the UK



Element 3: Who are Mother Teresa and Malala Yousafzai and why are they famous?

Watch the following internet link:

<https://www.youtube.com/watch?v=aFsEku6zwXM>

Let the children watch this link twice. Then they should, working with a partner, identify 10 key pieces of information about Mother Teresa.

- **Mother Teresa** (born Agnes Gonxha Bojaxhiu, 26 August 1910 – 5 September 1997), was a [Roman Catholic nun who started the Missionaries of Charity](#) and won the Nobel Peace Prize in 1979 for her work with people.
- For over forty years, she took care of the needs of those without money, those who were sick, those without parents and those dying in Calcutta (now known as Kolkata). She was guided in part by the ideals of Saint Francis of Assisi.
- **Malala Yousafzai** became world famous for her determination to stand up to a regime that didn't think that women or girls should attend school.

Watch the following internet clip:

https://www.youtube.com/watch?v=48pFoAObv_w

- Pupils should watch the video clip twice and, just as they did with Mother Teresa, find 10 facts about her. Of course, Malala was much younger than Mother Teresa when she became famous but both are now women who have made a difference to so many people in the world.



History – Year 2

How did the desire to conquer space create many heroes and heroines?

National curriculum requirement:

History Key Stage 1:

Pupils should be taught to know about ...

- *how significant events from the past contributed to national and international achievements. Some should be used to compare aspects of life in different periods*

Key knowledge and skills:

- Name a famous person/s from the past and explain why they are famous
- Recall a famous event from the past and explain why it is significant
- Order dates from earliest to latest on simple timelines
- Recount historic details from eye-witness accounts, photos and artefacts

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Name a famous person/s from the past and explain why they are famous 															
<ul style="list-style-type: none"> Recall a famous event from the past and explain why it is significant 															
<ul style="list-style-type: none"> Order dates from earliest to latest on simple timelines 															
<ul style="list-style-type: none"> Recount historic details from eye-witness accounts, photos and artefacts 															

The history of space travel knowledge mat

Space Travel	
orbit	A path followed by an object such as a spacecraft or planet as it moves around a planet or star.
atmosphere	The air that surrounds and protects the Earth.
spacewalk	An activity in which an astronaut moves around and does work outside a spacecraft while it is in outer space.
rocket	A rocket may be a missile, spacecraft, aircraft or other vehicle which is pushed by a rocket engine.
re-entry	Re-entry is used to refer to the moment when a spacecraft comes back into the Earth's atmosphere after being in space.
mission	A journey, by a manned or unmanned vehicle, into space for a specific reason.
launch	Start or set in motion a vehicle, usually a rocket, into space.
astronaut	A person who is trained to travel in a spacecraft.
satellite	A satellite is an object that has been sent into space to collect information.
asteroid	A small, rocky object orbiting the Sun.
galaxy	A system of millions or billions of stars, together with gas and dust, held together by gravity.
meteorite	A piece of rock or metal that has fallen to the Earth's surface from outer space.

Prior Knowledge Expectations
<ul style="list-style-type: none"> ❑ Pupils should know that the Moon appears a different shape within each month.
<ul style="list-style-type: none"> ❑ Pupils should know that man has landed on the Moon.
<ul style="list-style-type: none"> ❑ Pupils should know that the Sun is star and that the Earth is part of the sun's solar system.
Sticky Knowledge about famous space people
<ul style="list-style-type: none"> ❑ Neil Armstrong was the first person to step foot on the Moon. It happened on July 20th 1969.
<ul style="list-style-type: none"> ❑ Mae Jemison was the first African American woman to become an astronaut. She joined NASA and was part of the Endeavour space shuttle that orbited the Earth for a week in 1992.
<ul style="list-style-type: none"> ❑ Tim Peake - In 2016 he became the first official British astronaut to walk in space. He spent six months living and working on the International Space Station (ISS).

Exciting Books

Key Knowledge and Skills
<ul style="list-style-type: none"> • Name a famous person/s from the past and explain why they are famous
<ul style="list-style-type: none"> • Recall a famous event from the past and explain why it is significant
<ul style="list-style-type: none"> • Order dates from earliest to latest on simple timelines
<ul style="list-style-type: none"> • Recount historic details from eye-witness accounts, photos and artefacts

History Unit: Year 2: History of space travel

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> ▪ The unit starts with finding out what pupils already know about space travel. ▪ Get pupils to talk about anything they know about space. ▪ They should focus on learning links to self (they be interested in rockets and have models of rockets at home or will have had a spacesuit at one time); learning links to the wider world (they may have watched something on television) and learning links to texts (they may have read books like 'Man on the Moon'). 	<ul style="list-style-type: none"> ▪ It is important for children to be aware that important events happened at various times and these events have defined spaced travel. ▪ When putting together the timeline of space travel, teachers need to focus on very important events such as the first person in space and the first Moon landing. ▪ We also need pupils to know about the first woman in space and also about Black African Americans who travelled into space.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ Know that the early space explorers took major risks and there have been several disasters over time. ▪ Know that space astronauts have to undergo much training. ▪ There is a need to be aware that returning to the Earth is probably more dangerous than leaving the Earth's atmosphere in the first place. 	<ul style="list-style-type: none"> ▪ Try to get pupils to think of the emotions associated with being in a rocket and moving into space, with all the uncertainties that it brings. ▪ The whole sensation of weightlessness is something we need to try and get across to pupils. ▪ Looking at the Earth from the Moon or from outer space should be another sensory experience they need to have.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ Towards the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. ▪ It could be a PowerPoint presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. ▪ In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned. 	<ul style="list-style-type: none"> ▪ Try to tease out any inaccurate misunderstandings that pupils may have. Try to help children get rid of ideas that they may have which are not helpful. ▪ For example the Moon is not made of cheese and there is not a man living on the Moon.

Year 2: History: The history of space travel

National curriculum requirements:

- *how significant events from the past contributed to national and international achievements. Some should be used to compare aspects of life in different periods*

Key knowledge and skills:

- Name a famous person/s from the past and explain why they are famous
- Recall a famous event from the past and explain why it is significant
- Order dates from earliest to latest on simple timelines
- Recount historic details from eye-witness accounts, photos and artefacts



Share/ read this book: 'The Skies Above my Eyes' with pupils during this part of the unit.

Element 1: Focus on timeline/ location/ relevance

How can we trace space exploration?

- Start with a timeline (1940 to 2020) and set out the history of space exploration using the information below.



1942

The German V2 was the first rocket to reach 100km from the Earth's surface.



1957

In November 1957, the Russian space dog Laika became the first animal to orbit the earth in a rocket called Sputnik 11.



1947

The first animals were launched into space. Fruit flies were used to study the effects of space travel on animals



1959

Space-probe Luna 2 crash-landed into the Moon at a speed that would kill an astronaut if one had been travelling in it!



1949

Albert II, was the first monkey in space. He was a Rhesus monkey, a type of monkey that originally comes from Asia.



1961

On 12th April 1961, Russian Cosmonaut Yuri Gagarin became the first man in space. Gagarin's spacecraft, Vostok 1, completed one orbit of the earth



1957

On 4th October 1957, Russia launched the first satellite into space; Sputnik 1, and the space age had properly begun!



1963

The first woman in space was Russian cosmonaut Valentina Tereshkova.

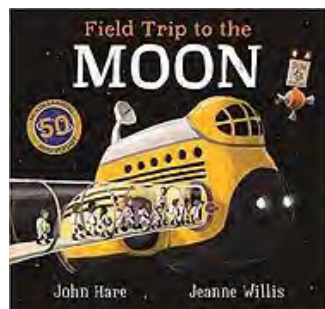
Year 2: History: The history of space travel (continued)

National curriculum requirements:

- *how significant events from the past contributed to national and international achievements. Some should be used to compare aspects of life in different periods*

Key knowledge and skills:

- Name a famous person/s from the past and explain why they are famous
- Recall a famous event from the past and explain why it is significant
- Order dates from earliest to latest on simple timelines
- Recount historic details from eye-witness accounts, photos and artefacts



Share/ read this book: 'Field Trip to the Moon' with pupils during this part of the unit.

Element 1 (continued): Focus on timeline/ location/ relevance

How can we trace space exploration?

- Continue with the timeline (1940 to 2020) and set out the history of space exploration using the information below.



1966

Before risking people's lives, NASA sent a robot spaceship, to make sure they could land safely. It was called Surveyor 1



1966

Surveyor 1 started taking photographs of the Moon's surface, which it transmitted back to excited scientists in America and around the world.



1969

On 20th July 1969, Neil Armstrong, and then Buzz Aldrin took "one small step" and became the first men on the Moon. The first words said on the Moon were "The Eagle has landed".



1970

Two days into its journey to the Moon, on 13th April 1970, Apollo 13 suffered an explosion caused by a wiring fault.



1971

From 1971, American astronauts on the fourth, fifth and sixth Apollo missions enjoyed use of a Moon car to explore the Moon.



1973

Russian space probe Mars 2 explored Mars, the fourth planet of the solar system.



1981

The Space Shuttle, was designed to be reused for up to 100 visits to space, in an attempt to make space travel less expensive.



1986

On January 28th 1986, tragedy struck. Space Shuttle Challenger exploded shortly after launch, because of a fuel system failure. All seven astronauts on board were killed.

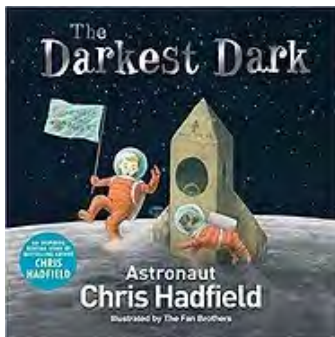
Year 2: History: The history of space travel (continued)

National curriculum requirements:

- *how significant events from the past contributed to national and international achievements. Some should be used to compare aspects of life in different periods*

Key knowledge and skills:

- Name a famous person/s from the past and explain why they are famous
- Recall a famous event from the past and explain why it is significant
- Order dates from earliest to latest on simple timelines
- Recount historic details from eye-witness accounts, photos and artefacts



Share/ read this book: 'The Darkest Dark' with pupils during this part of the unit.

Element 1 (continued): Focus on timeline/ location/ relevance

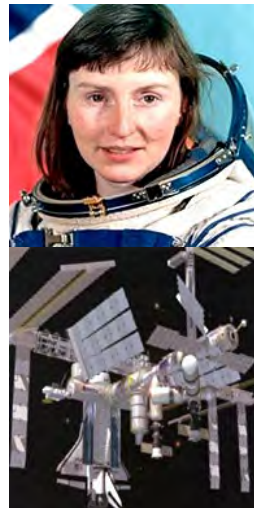
How can we trace space exploration?

- Start with a timeline (1940 to 2020) and set out the history of space exploration using the information below.



1986

The MIR space station was built in sections, each piece launched by a rocket and then joined together in orbit. Construction started in 1986, with the last piece being fitted ten years later!



1991

Helen Sharman entered a competition to become the first British astronaut in space. After 18 months of intensive training, Helen was part of a Russian mission to the MIR space station.

2000

The first permanent crew moved into the International Space Station (ISS), where crews of astronauts have been living ever since.



2001

American millionaire Dennis Tito became the first space tourist when he paid around 20 million dollars for a ride in a Russian Soyuz spacecraft.



2004

SpaceShipOne made the first ever privately funded manned space flight. This space plane was built by a private aviation firm.



2008

As NASA began to plan retirement for the Space Shuttle, private companies began work on spacecraft to replace it.

2014

Launched in 2004, it took European Space Agency's Rosetta probe ten years to reach comets 67P/Churyumov-Gerasimenko.



2017

SpaceX successfully flew a mission to the International Space Station using a spacecraft made of fully recycled components.

Year 2: History: History of space travel



Neil Armstrong



Buzz Aldrin

Michael Collins

Element 2: Focus on empathy and causation:

Why will Neil Armstrong always be remembered?

- **Chronology** – Pupils should find out when Neil Armstrong was born and place this information on a separate timeline to the one they have already. They should be given a timeline dating from 1950 to the present day and place on it the first moon landing, their grandparents' year of birth, their parents' year of birth and their own year of birth.
- On **July 20 1969, Apollo 11** became the first manned spacecraft to land on the moon. This spacecraft had a crew of three astronauts Neil Armstrong, Buzz Aldrin and Michael Collins. The crew travelled 240,000 miles from the Earth to the Moon in approximately 76 hours.
- Pupils should work as a group of three and each one should find out five things about each of the three astronauts.
- **The first human to land on the Moon** was an amazing time in history. There are many people who are still alive today who remember it well. Pupils should create a set of questions to ask someone who was alive at the time and try to capture the excitement.
- **Watch the following internet clip to capture this special moment in history:**

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

- Having watched the internet clip twice, pupils should write 10 key factors about the first Moon landing. They should then check with their critical friend to see if they have captured everything they should about the moon landing.
- Pupils should then watch the following internet clip and come up with five facts they have learned about the Moon.

<https://www.bbc.co.uk/bitesize/clips/zy89wmn>

Year 2: History: The history of space travel

Element 3: Focus on timeline/ location/ relevance Is Tim Peake Britain's most famous astronaut?

- Use the following internet link to interview Tim Peake:

<https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4>

- The questions asked are set out below:
 - What is the international space station?
 - How do you get to the space station?
 - Where is the space station?
 - What powers the space station?
 - How do you survive in space?
 - What happens to your body in space?
 - What would happen without a spacesuit?
 - How do you sleep in space?
 - How do you become an astronaut?
 - What inspires you about space?



- **Who is Mae Jemison and why will we always remember her?**

- Watch the following internet clip:

<https://www.bing.com/videos/search?q=mae+jemison+for+kids&docid=608034289876010643&mid=04FC326BB42ABE9CE93704FC326BB42ABE9CE937&view=detail&FORM=VIRE>

- Why do you think choosing Mae Jemison was an important part of the history of space travel?
- Find out 10 facts about Mae Jemison, some will come from the internet clip. Research to find additional information.



Planning a history programme for Key Stage 2

- Unlike Key Stage 1, where there are four main areas to follow, Key Stage 2 history is not as straight-forward.
- The tables on the next two pages set out the main areas, spell out what the national curriculum requirements are and then provide examples that are set out for you in this publication.

Main theme	National curriculum requirement	Unit available
Chronology: From stone age to 1066	<ul style="list-style-type: none"> ▪ Changes in Britain from the Stone Age to the Iron Age ▪ The Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> <input type="checkbox"/> Who first lived in Britain? <input type="checkbox"/> Who were the Romans and why were they so powerful? <input type="checkbox"/> What was the battle like between the Anglo-Saxons and Vikings for the kingdom of England?
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<ul style="list-style-type: none"> ▪ This can be a theme such as crime and punishment through the ages or a specific period of history beyond 1066 	<ul style="list-style-type: none"> <input type="checkbox"/> How has crime and punishment changed through the ages? <input type="checkbox"/> How did the Tudors change the way we worshipped?
The achievements of the earliest civilizations	<ul style="list-style-type: none"> ▪ Focusing on a period around 3000 years ago. ▪ An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> <input type="checkbox"/> How advanced were the civilizations around 3000 years ago?

Planning a history programme for Key Stage 2

Main Theme	National Curriculum Requirement	Unit Available
Ancient Greece	<ul style="list-style-type: none"> ▪ A study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> <input type="checkbox"/> How did the Ancient Greeks influence the world?
A non-European society that provides contrasts with British history	<ul style="list-style-type: none"> ▪ One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> <input type="checkbox"/> When was the Golden age of Islamic history?
Local history	<ul style="list-style-type: none"> ▪ A depth study linked to one of the British areas of study between the Stone Age and 1066 ▪ 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Why does Oldham exist in the first place? <input type="checkbox"/> What do we know of Oldham at war? <input type="checkbox"/> What is Nottingham best known for?

History – Year 3

Who first lived in Britain?

National curriculum requirements:

Chronology

Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Key knowledge

- Know how Britain changed between the beginning of the Stone Age and the Iron Age
- Know the main differences between the Stone, Bronze and Iron Ages
- Know what is meant by 'hunter-gatherers'

Key knowledge and skills:


- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past
- Start to compare two versions of a past event

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age. 															
<ul style="list-style-type: none"> Know the main differences between the Stone, Bronze and Iron Ages. 															
<ul style="list-style-type: none"> Know what is meant by 'hunter-gatherers'. 															
<ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. 															
<ul style="list-style-type: none"> Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 															
<ul style="list-style-type: none"> Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past. 															
<ul style="list-style-type: none"> Start to compare two versions of a past event. 															

Stone Age Year 3 Knowledge Mat

Subject Specific Vocabulary	
archaeologists	People who discover our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Neolithic	The later part of the Stone Age following the Palaeolithic and Mesolithic Age.
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.
tribal	Groups of people who live together.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where Stone Age people would have lived.
civilization	When people live in a large society with a shared culture and rules.
settlement	A place where there were several Stone Age shelters, like a small village.
prey	An animal that is hunted by another for food.

Prior Knowledge Expectations
Organise a number of artefacts by age
Know what a number of older objects were used for
Know that children's lives today are different to those of children a long time ago
Sticky Knowledge about the Stone-age period
<input type="checkbox"/> The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
<input type="checkbox"/> The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
<input type="checkbox"/> The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.
<input type="checkbox"/> During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
<input type="checkbox"/> During the Neolithic Age (towards the end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Exciting Books

Key Knowledge
Know how Britain changed between the beginning of the Stone Age and the Iron Age
Know the main difference between the Stone, Bronze and Iron Ages
Know what is meant by 'hunter-gatherers'

History Unit: Year 3: Chronology

Who first lived in Britain?

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> • The unit starts with finding out what pupils already know about the Stone Age. • Pupils should be encouraged to explore learning links to self, learning links to the wider world and learning links to texts. • Pupils may be familiar with books they read in KS1 that link with the Stone Age period. Knowledge they have about the Earth at the time the dinosaurs were roaming the forests may prove helpful. 	<ul style="list-style-type: none"> • Teachers should be linking back to the key knowledge and skills all the time when it comes to embedding much of the learning. • It is important that those key knowledge facts have not only been identified but that every opportunity has been taken to ensure that pupils will remember information for the rest of their lives. • It is important that pupils recognise that during the Stone Age periods, people were probably more advanced than we gave them credit for.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ It is important that pupils are supported to research before coming to conclusions. For example, although probable, it is not conclusive that the first Britons lived in caves. ▪ They may well make inferences after examining the cave paintings from Spain and France. 	<ul style="list-style-type: none"> ▪ It is quite difficult for pupils to really empathise with the lives of Stone Age people. Therefore books like 'The Boy with the Bronze Axe' and 'Stone Age Boy' can be helpful in personalising the issues they had to deal with. ▪ Try to get pupils to appreciate what life may be like without bathrooms, showers, etc. ▪ It would particularly useful to get them to consider the concept of hunting for their tea.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> ▪ At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. ▪ It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class, as a whole. 	<ul style="list-style-type: none"> • Many pupils think that dinosaurs roamed the Earth at the same time as humans but this is not true. The last dinosaurs, other than birds, died out 65 million years ago. Fossils of humans are approximately 6 million years old. • At the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Year 3: History: Chronology: The Stone Age

Expectations

- Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Historical skills

- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Uses a variety of sources to collect information about the past.
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.
- Start to compare two versions of a past event.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Starts to use stories or accounts to distinguish between fact and fiction.
- Explain that there are different types of evidence and sources that can be used to help represent the past.

Key knowledge

- Know how Britain changed between the beginning of the Stone Age and the Iron Age.
- Know the main differences between the Stone, Bronze and Iron Ages.
- Know what is meant by 'hunter-gatherers'.

Element 1: Focus on timeline/ relevance/ location/ general overview

Who first lived in Britain?

Start by focusing on **timelines**

- Ensure that you have a timeline that shows the Stone, Bronze and Iron Ages.
- Use terminology associated with different times, i.e. **Palaeolithic Age, Mesolithic Age and Neolithic Age.**
- Try and ensure that pupils are aware of the huge time period covered by the Stone Age.

Stone Age	Palaeolithic Age	3,000,000 – 8000 BC
	Mesolithic Age	8000 – 4000 BC
	Neolithic Age	4000 – 2500 BC
Bronze Age		2500 – 800 BC
Iron Age		800BC – 43AD

- The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
- The **Palaeolithic Age** refers to the period between 3 million years ago and 10 thousand years ago where stone tools were used by humans (known as hunter-gatherers) for hunting and fishing. Early Stone Age people lived in caves or very simple shelters.
- The Middle Stone Age (the **Mesolithic Age**) was around 8000- 4000 BC. During the Middle Stone Age, Britain was linked to Europe by a strip of land called Doggerland. People in Britain began to set up camp along the British coast and on riverbanks. Hunters often worked together as a team, using spears, bows and arrows. People also tamed wolves so they could work as hunting dogs and guard their camps.

Year 3: History: Chronology: The Stone Age

Expectations

- Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Historical skills

- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Use a variety of sources to collect information about the past.
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.
- Start to compare two versions of a past event.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Start to use stories or accounts to distinguish between fact and fiction.
- Explain that there are different types of evidence and sources that can be used to help represent the past.

Key knowledge

- Know how Britain changed between the beginning of the Stone Age and the Iron Age.
- Know the main differences between the Stone, Bronze and Iron ages.
- Know what is meant by 'hunter-gatherers'.

Element 1: Focus on timeline/ relevance/ location/ general overview

Who first lived in Britain?: 2

- During the **Neolithic Age** (towards the end of the Stone Age), the humans formed settled communities and domesticated plants and animals for the first time in history. Britain became an island as it separated from Doggerland. Around 4000 BC, people started to settle in villages and began farming. Roundhouses were made of mud bricks. People gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. Neolithic people used flint, antler and bone to make tools and developed the skill of making clay pots. They buried their dead in large tombs (known as long barrows) and built huge stone circles for outdoor ceremonies.
- Watch or learn from the following internet links:
- <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z34djxs>
- <https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z33487h>

Year 3: History: Chronology: The Stone Age



Element 2: Causation and empathy

How did improvements happen throughout the Stone Age?

- During the whole of the Stone Age, climate changed drastically from warm to cold. The very cold periods of time were called the **Ice Age**. It caused animal life in Britain to go through several changes. When it was cold, there were mammoths and reindeers. When it was hot, there were elephants, hippos and rhinos.
- The Stone Age was followed by the **Bronze Age**, which was 2500BC and 800BC. In the Bronze Age, Britons learned to work with copper, tin, gold and bronze. Bronze Age people lived in small communities led by a warrior chief. They gathered together for religious ceremonies and built circular tombs for important men and women. The Beaker culture also spread to Britain. The Beaker way of life involved making pottery and metal, holding feasts and building stone circles.

<https://www.youtube.com/watch?v=Ohij1e2oZio>

- The Bronze Age was followed by the **Iron Age** when tools and weapons became more advanced and were used for farming, hunting and fighting. The Iron Age was between 800BC and AD 43. People in Britain learned how to make iron in 800BC. They used it to make tools and weapons.
- The remains of an Iron Age man were found in Cheshire in the 1980s.
- During the Iron Age, farming flourished and the British population grew very fast. It was a very violent time. Tribes fought against each other and many people lived in hill forts to protect themselves. The Iron Age ended in Britain in AD 43 when the Romans invaded Britain.

<http://www.bbc.co.uk/guides/z8bkwmn#zsrmtfr>

- The Stone Age, the Bronze Age and the Iron Age are called the three-age system. The main difference is the materials used to make tools and weapons. Each improvement in tools and weapons led to other improvements in each civilisation. Improvements such as new inventions, better production of food, and new or improved goods were made. These inventions depended upon the type of material discovered and then used. The material used to make tools and weapons had a great influence on daily life in pre-historic times.

Watch the following internet links:

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j>

<https://www.youtube.com/watch?reload=9&v=VyilGaQl6RU>

Year 3: History: Chronology: The Stone Age



Element 3: Case study What do we learn from Skara Brae?

- **Skara Brae** (pronounced /'skərə 'breɪ/) is a large stone-built [Neolithic](#) settlement on the Bay of Skail on the west coast of mainland [Orkney](#), [Scotland](#). It consists of ten houses and was occupied from roughly 3100–2500BC. It is [Europe](#)'s most complete [Neolithic](#) village. The level of preservation is such that it is a main part of the [UNESCO World Heritage Site](#) of the [Heart of Neolithic Orkney](#).
- Until 1850, Skara Brae lay under years of soil sediment. In the winter of that year, a large storm stripped the grass from the large mound known as Skerrabra. The outline of several of stone buildings was revealed and initial excavations were undertaken by William Watt, the laird of Skail. It was fully excavated between 1928 and 1930 by [Vere Gordon Childe](#) following another storm in 1926.
- Read extracts from the book, 'The Boy with the Bronze Axe'.
- Make use of the website:
- <http://www.bbc.co.uk/scotland/learning/primary/skarabrae/flash/activities.shtml>
- Use the following internet links to help pupils get a real understanding of what life was like:

<https://www.youtube.com/watch?v=A7c7iz2BefU>

https://www.youtube.com/watch?v=1pvJ9_Q88Y0

<https://www.youtube.com/watch?v=79C97rpg13Y>

Time for Reflection – Pupils should be given time to reflect and summarise their learning.

Year 3: DT: Create a stone-age dwelling

Expectations

Designing:

- prove that a design meets a set criteria
- design a product and make sure that it looks attractive
- choose a material for both its suitability and its appearance

Making

- follow a step-by-step plan, choosing the right equipment and materials
- select the most appropriate tools and techniques for a given task
- work accurately to measure, make cuts and make holes

Evaluate

- explain how to improve a finished model
- know why a model has, or has not, been successful



How did the Early Britons make shelters?

- The main focus of this unit is on the shelters that Stone Age people had.
- Pupils will, in the first instance, research to find out more about the shelters.
- They will consider Birno's dwelling from the book 'The Boy with the Bronze Axe' and especially think about what may have surprised them about their home. They will then construct a model of a Stone Age shelter.
- Stone Age shelters were very different, as can be seen from the examples shown in the book, 'The Boy with the Bronze Axe'. There are excellent descriptions of the family's dwelling which suggests that many shelters were more advanced.



- Pupils should, in the first place, work with a partner and have another pair to be their evaluating partners.
- They should let the other pair look at their design and at the same time they should evaluate the other pair's design.
- Each pair should be prepared to make amendments, if they think the evaluators have some good ideas.
- Pupils should then gather the resources they need and then get into the construction.
- They may find it helpful to look at the examples of other children's constructions online.
- The aim is to create an exhibition of all the shelters.

History – Year 4

Who were the Romans and why were they so powerful?

National curriculum requirements:

Chronology

Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Key knowledge

- Know how Britain changed from the Iron Age to the end of the Roman occupation
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica
- Know about at least one famous Roman emperor

Key knowledge and skills:

- Look at more than two versions of the same event or story in history and identify differences
- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different
- Know how to use a timeline in relation to the unit being studied

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know how Britain changed from the Iron Age to the end of the Roman occupation 															
<ul style="list-style-type: none"> Know how the Roman occupation of Britain helped to advance British society 															
<ul style="list-style-type: none"> Know how there was resistance to the Roman occupation and know about Boudica 															
<ul style="list-style-type: none"> Know about at least one famous Roman emperor 															
<ul style="list-style-type: none"> Look at more than two versions of the same event or story in history and identify differences 															
<ul style="list-style-type: none"> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different 															
<ul style="list-style-type: none"> Know how to use a timeline in relation to the unit being studied 															

The Romans Year 4 Knowledge Mat

Subject Specific Vocabulary	
centurion	A commander of a group of 100 Roman soldiers.
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.
gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.
Londinium	This was the Roman name for London.
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.
Romanisation	When the countries that the Romans conquered became very much like Rome.
senate	Similar to the Roman version of our parliament.
Roman baths	A number of rooms designed for bathing, relaxing, and socialising, as used in ancient Rome.

Prior Knowledge of Experience
Children should know about the Stone Age period and how Britain changed through the Stone, Bronze and Iron Ages.
Children should have some understanding about how different life was for boys and girls.
Sticky Knowledge about the Romans
<input type="checkbox"/> Know how Britain changed from the Iron Age to the end of the Roman occupation
<input type="checkbox"/> Know how the Roman occupation of Britain helped to advance British society
<input type="checkbox"/> Know that there was resistance to the Roman occupation and know about Boudica
<input type="checkbox"/> Know about at least one famous Roman emperor
<input type="checkbox"/> Know why the Romans came to Britain in the first place.
<input type="checkbox"/> Know why Britain was a difficult place to conquer and why the first invasion failed

Exciting Books

Important Places
<p>Colosseum An oval amphitheatre in the centre of Rome which held up to 50,000 people.</p> <p>Hadrian's Wall A long wall built by the Romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attractions.</p>

History Unit: Year 4: Chronology

Who were the Romans and why were they so powerful?

Issues related to long-term memory and metacognition

Focus on children's learning links	Think of the important learning
<ul style="list-style-type: none"> • The unit starts with finding out what pupils already know about the Romans. Consider any learning links to self, learning links to the wider world and learning links to texts. • Try and address any misconceptions from the beginning. • Pupils may just see Romans as gladiators and this is something that needs to be addressed. • It is important that pupils are supported to do this to support their long-term memory. 	<ul style="list-style-type: none"> • Teachers should be linking back to the key knowledge and skills all the time when it comes to embedding much of the learning. • It is important that those key knowledge facts have not only been identified but that every opportunity has been taken to ensure that pupils will remember information for the rest of their lives. • It is important that pupils recognise that the Romans would not have been welcomed but did much to improve Britain.
What inferences can pupils make?	Help pupils to make sensory links
<ul style="list-style-type: none"> ▪ It is important that pupils recognise that many Romans had to march and carry a very heavy load because of the equipment they had. ▪ Marching was a slow process, even though things got better when they established roads across Britain. 	<ul style="list-style-type: none"> ▪ Try to get pupils to appreciate what it may have been like for the Romans in Britain. Most Romans would have been used to the warmer climate of the Mediterranean rather than spend time on open and cold areas in England. ▪ Try to help pupils to understand that many Romans may well have been home-sick. Many Romans in Britain were married and, when they came to the UK, would never see their wives or children again.
Reflect on the learning that has taken place	How can pupils fix their misconceptions?
<ul style="list-style-type: none"> • At the end of the unit of learning, an activity or a range of activities need to be organised that helps pupils to recall the learning. • This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. 	<ul style="list-style-type: none"> • It is important that intervention is rapid and that pupils are not coming to the wrong conclusion about aspects of Roman life in Britain. • Reviewing lessons after the unit has finished will be very important to help pupils gain the correct information. • In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Year 4: History: Chronology: The Roman occupation of Britain

Expectations

- Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Historical skills

- Look at more than two versions of the same event or story in history and identify differences
- Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different
- Know how to use a timeline in relation to the unit being studied

Key knowledge

- Know how Britain changed from the Iron Age to the end of the Roman occupation
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica
- Know about at least one famous Roman emperor

Element 1: Focus on timeline/ relevance/ location/ general overview Why did the Romans invade Britain?

- Start by focusing on **timelines**
 - Ensure that you have a timeline that provides pupils with a chance to consider when the Romans came to Britain but also show any other historical period studied, e.g. Ancient Egypt or Ancient Greeks
- Then move on to **location**
 - Use a map of Europe to show pupils how the Romans created their empire.
 - Ensure that pupils know the reason why the Romans wanted to conquer the places they did.
- Talk to pupils about Britain pre the Romans and remind them of the end of the Iron Age.
- **Before the Romans invaded**, we didn't have one king or queen ruling the whole nation because Britain used to be made up of different groups and tribes, e.g. the Celts or native Britons.
- Around 2,000 years ago, Britain was ruled by tribes of people called the **Celts**. But this was about to change. For around a century, the Roman army had been building an Empire across Europe.
- **Why did the Romans want to come to Britain?** Use the following internet link to help pupils understand this.
 - <https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt>
- Help pupils understand the concept of 'being invaded'. Let another class invade their classroom during playtime. Talk about how it felt, etc.
- Over 200 years ago, the Romans first arrived in Britain. In **AD43**, the full might of the Roman army landed on the beaches in Kent.
- When the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight.
- Consider if the Roman soldiers wanted to be in Britain. Consider if they felt 'home sick'.
- Think about how they would have moved around the country, many having to carry their own body weight in armour and weapons, etc.
- Many forts were built, so soldiers could live comfortably whilst fighting or moving from one place to another.

Year 4: History: Chronology: The Roman occupation of Britain



Element 2: Causation and empathy

Why were the Romans so powerful and were the Britons happy to see them?

- Consider the methods used in battle by the Romans and consider their weapons.
- The Romans were very good at using technology (as it was then) to develop body armour to protect themselves and lethal weapons to help them defeat the enemy.
- Use the following internet link to help pupils understand more about the power of the Roman army:
 - <https://www.youtube.com/watch?v=kkgjiCKHvoY>
- Think about how the Romans were more powerful, had more advanced ideas and were far more knowledgeable than the Celts. It made the Britons look like very primitive people.
- **Watch the following internet link:**
 - <https://www.bbc.com/education/clips/z3kkd2p>
- Consider the weapons that the Romans had at their disposal.
- One of the most successful weapons was the spear or some call it the javelin.
- The sword (gladius) was also very important to a Roman soldier.
- In addition, the Romans had advanced weapons such as The Scorpio; The Ballista and The Onager.
- *This will be followed up in the DT week following the history blocked weeks.*
- After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In AD60, one leader who chose to fight was **Queen Boudica** of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans. When the Roman army heard about this, they turned back from their campaign in Wales to face Boudica. Even though the Romans were outnumbered by Boudica's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.



Boudica

Year 4: History: Chronology: The Roman occupation of Britain



Element 3: Impact of the Romans on us today What did the Romans do for us?

- **Consider what the Romans gave us and what evidence there is of this today.**
- Britain had no proper roads before the Romans - there were just muddy tracks. The Romans built new roads across the landscape – over 16,000km. They made all their roads as **straight as possible** to get around quickly so soldiers and supplies could move from town to town. Some Roman roads have been converted into motorways and main roads we use today.
- They built underground drains to take away dirty water and sewage. Drainpipes were flushed with water from the baths, so they didn't get too smelly. They constructed aqueducts (a long bridge with many arches that carries water over a valley).
- Watch the following three internet clips to help pupils understand what the Romans brought to Britain and what remains today as a result.
 - <https://www.bbc.com/education/clips/z3kkd2p>
 - <https://www.bbc.com/education/clips/zbkwtfr>
 - <https://www.bbc.com/education/clips/zwjhfrd>
- Focus on what they introduced including buildings, walls, coins, written language, rabbits, aqueducts, drains and sewage systems.
- At the end of this unit of learning, pupils should be very clear about how the Romans changed Britain; why they didn't go too far North into Scotland and what remains today because of the conquest by the Roman army.
- Pupils should also have a view of what life would have been like for both the Roman soldiers in Britain and for the indigenous British people during the time of the occupation.

Year 4: DT: Chronology: Create a Roman weapon

Expectation:

Designing:

- Produce a plan and explain it
- Persevere and adapt work when original ideas do not work
- Communicate ideas in a range of ways, including by sketches and drawings which are annotated

Making

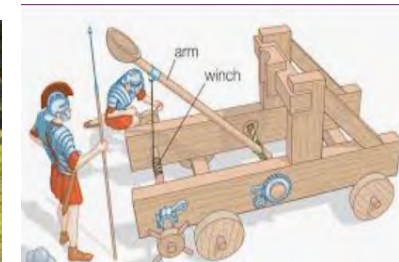
- Know which tools to use for a particular task and show knowledge of handling the tools
- Know which material is likely to give the best outcome
- Measure accurately

Evaluate

- Evaluate products for both their purpose and appearance
- Explain how the original design has been improved
- Present a product in an interesting way

Build a weapon that can propel a marble for a distance of 1 metre.

- Working with a partner, pupils should design and make a working model of a Roman weapon that can propel a small marble more than one metre.
- Firstly, consider the main weapons used by Romans: Ballista, Scorpio and Onager.



- When they have completed their design, let another pair check it out and ask them to make comments. The original designers will need to consider these. They should then adjust their original design as a result.
- In the meantime, the original partners will have another pair's design to evaluate and pass back comments on.
- The pairs should work to a prescribed proforma.
- When pairs have completed their model, they should consider how successful it is and evaluate their design and making process. They should also set out what they would do differently if they were to do it again.

History – Year 5

What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England?

National curriculum requirements:

Chronology

Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Key knowledge and skills

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Use a timeline to show when the Anglo-Saxons were in England
- Know where the Vikings originated from and show this on a map
- Know that the Vikings and Anglo-Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 															
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<ul style="list-style-type: none"> Know that during the Anglo-Saxon period Britain was divided into many kingdoms 															
<ul style="list-style-type: none"> Know that the way the kingdoms were divided, led to the creation of some of our county boundaries today 															
<ul style="list-style-type: none"> Use a timeline to show when the Anglo-Saxons were in England 															
<ul style="list-style-type: none"> Know where the Vikings originated from and show this on a map 															
<ul style="list-style-type: none"> Know that the Vikings and Anglo-Saxons were often in conflict 															
<ul style="list-style-type: none"> Know why the Vikings frequently won battles with the Anglo-Saxons 															

Anglo-Saxon: KS2 Knowledge Mat

Subject Specific Vocabulary

archaeologist	People who discover our history by looking at artefacts that have been found.
Anglo-Saxon kingdoms	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.
shires	Saxon lands were divided into shires, which helped to make up the counties we have today
Shire reeve	The peace officer of a shire, later known as 'sheriff'.
thane	An important Anglo-Saxon person.
legacy	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
Wessex	Known today as Dorset, Hampshire, Somerset and Wiltshire.
Witan or witenagemot	A council that helped the Saxon king rule.
wergild	A fine imposed for stealing or killing.
churl	A lower-class Anglo-Saxon but thought of as being more important than a slave.
Mercia	Known today as East Anglia, Essex, Kent and Sussex.



Sticky Knowledge about the Anglo-Saxons

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.
- The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- They came to Britain from across the North Sea in the middle of the 5th Century.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
- The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.

Exciting Books



Anglo-Saxon Key Knowledge

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Use a time line to show when the Anglo-Saxons were in England

Vikings: KS2 Knowledge Mat

Subject Specific Vocabulary

archaeologist	People who discover our history by looking at artefacts that have been found.
raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.
vicious	To be intentionally harmful or nasty. Vikings warriors were known to be vicious.
longhouse	A large hall-like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
longship	The narrow boat used by Vikings to raid along coasts.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. There are many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.



Sticky Knowledge about the Vikings

- Not all Vikings were warriors. Many came in peace and become farmers.
- The lands that the Vikings occupied were known as Danelaw.
- No Vikings wore horns in their helmets.
- Vikings spoke Norse, which had an alphabet made up of letters called runes.
- Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.
- Vikings were pagans and often raided monasteries, looting gold.
- The most important Viking British city was York, or Jorvik as it was known by the Vikings.

Exciting Books



Key Knowledge

- Know why the Vikings frequently won battles with the Anglo-Saxons
- Know where the Vikings originated from and show this on a map
- Know that the Vikings and Anglo - Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons

History Unit: Year 5: Chronology

What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England?

Issues related to long-term memory and metacognition

Focus on children's learning links

- Ask pupils if they have any knowledge about the Anglo-Saxons and Vikings.
- Help them to create links to self, links to the wider world and links to other texts.
- It may be that pupils have links to the Vikings because of the Viking Gods or because of their battling reputation.
- They may have links to Scandinavia.
- They may have read the book 'Beowulf' or Viking Boy' and may have links to other texts.

Think of the important learning

- Ensure that pupils know the important learning. For example, that many of our counties were created as kingdoms by the Anglo-Saxons.
- They should also know that although the Vikings were known as raiders, many also came across to settle in Britain as farmers. They also need to know that the Anglo-Saxons brought with them law and order.

What inferences can pupils make?

- Pupils need to be helped to make inferences from the learning. They need to consistently ask about how the Anglo-Saxons and the Vikings helped to move Britain on.
- They also need to give consideration to what it would have been like to have been raided and much of their possessions taken from them.
- They need to appreciate what impact the Viking Gods had on the life of Vikings.

Help pupils to make sensory links

- Pupils need to see some filmed evidence of the Vikings raids to appreciate the ferocity of the fighting, etc.
- They could also empathise with the fact that many Anglo-Saxon and Viking children had quite a hard life and were expected to do many jobs.
- They could reflect on their own lives and consider how much harder it would have been if they were born much earlier.

Reflect on the learning that has taken place

- At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- When the unit of work has finished, there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place.

How can pupils fix their misconceptions?

- It is important that intervention is rapid and that pupils are not coming to the wrong conclusion about aspects of Anglo-Saxon or Viking life in Britain.
- Review lessons after the unit has finished will be very important to help pupils gain the correct information.
- In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Year 5: History: Chronology: Anglo Saxons and the Vikings

Expectations

- Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.

Key Knowledge and skills

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Use a timeline to show when the Anglo-Saxons were in England
- Know where the Vikings originated from and show this on a map
- Know that the Vikings and Anglo-Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo-Saxons

Element 1: Focus on timeline/ location/ general overview

Who were the Anglo-Saxons?

- Start by using a **timeline** to ensure that pupils have a better understanding about when events happened. They need to be aware that the Romans and Greeks were powerful before this time and that the ancient civilizations were well before this time.
- Look at a map of Europe and ensure that pupils are very clear about where the Anglo-Saxons came from.
- Pupils should be provided with information about why the Anglo-Saxons came to Britain and about the way of life of those that settled in Britain.
- They will learn about the Romans leaving and the attempts made by the Picts and the Scots to invade.
- **They will ultimately be asked to create 15 questions about the learning and challenge another pair to the Anglo-Saxon Chase Game.**
- Use the following internet link to support pupils' knowledge:
 - <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>
- In the **AD400s**, towards the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea. The Romans had built forts along the coast to fight off the sea-raiders and Hadrian's Wall defended the north.
- Things were changing, and in about AD410, the last Roman soldiers were ordered to leave.
- Britain no longer had the strong Roman army to defend it from the invaders. There were many battles between Anglo-Saxons and Britons. Over time, the Anglo-Saxons took control of most of Britain.
- Some Anglo-Saxons were warriors who enjoyed fighting. They thought the Britons were weak and easy to beat without the Romans around.
- With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over.
- Many Anglo-Saxons came peacefully, to find land to farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.
- Whole families set sail across the sea to live in Britain. They brought tools, weapons and farm animals with them and built villages with new homes.

Year 5: History: Chronology: Anglo Saxons and the Vikings

Expectations

- Know how Britain changed between the Stone Age and 1066, to include the Stone Age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.



Element 1: Focus on timeline/ location/ general overview

Who were the Anglo-Saxons? (continued)

- Farmers used oxen to plough their fields. They planted crops like wheat, oats and barley and also raised animals like pigs and sheep for food.
- Cows and oxen were very valuable in Anglo-Saxon times and cow-stealing was a common crime. There are records of people tracking down stolen cows, like detectives!
- Anglo-Saxon men were good hunters. Some used trained hawks to catch ducks, pigeons and other wild birds. They also used dogs to track deer and wild boar. They had to keep an eye out for wolves, which still lived in Britain at the time.
- Anglo-Saxon women spun wool from sheep and goats' fur to make thread. They would use a loom to weave the thread into cloth. Anglo-Saxons wore clothes made from woollen cloth or animal skins.
- Anglo-Saxon girls did lots of jobs around the home and farm. They looked after animals, helped with cooking and cleaning and would fetch water from a nearby stream.
- Anglo-Saxon boys were kept busy helping their families and working around the farm. They looked after animals and would collect firewood from nearby forests.
- **How did the Anglo-Saxons bring Christianity to Britain?**
- Watch the following internet link:
- <https://www.bbc.com/bitesize/articles/zs3gcdm>
- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded Britain as many different tribes, and each took over different parts of the country.
- Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army.
- From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain.
- The Anglo-Saxons didn't have prisons. People found guilty of crimes were either **executed** or **punished with fines**.
- If they ran away, they became '**outlaws**' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off.
- The Saxons had a system called '**weregild**', which meant that if you injured someone, you had to pay for the damage!
- If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or '**blood feuds**' between families by making them pay money instead.
- By around AD600, after much fighting, there were five important Anglo-Saxon kingdoms. They were Northumbria, Mercia, Wessex, Kent and East Anglia. Sometimes they got along, sometimes they went to war.

Year 5: History: Chronology: Anglo Saxons and the Vikings



Read the book 'Viking Boy' to help pupils understand more about Viking life.



Element 2: Focus on timeline/ location/ general overview Who were the Vikings?

- Start by using the same **timeline** as used for the Anglo-Saxons to ensure that pupils have a better understanding about when these events happened. Remind them that the Romans and Greeks were powerful before this time and that the ancient civilizations were well before this time.
- Look at a map of Europe and ensure that pupils are very clear about where the Vikings came from.
- Use the following internet link to start with:
<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty>
- The Viking age in European history was from about **AD700 to 1100**. During this period, many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland. When the people of Britain first saw the Viking longboats, they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. The people of Britain called the invaders 'Danes', but they came from Norway and Sweden as well as Denmark. Watch the following internet link to help understand about life on board a longboat.
<https://www.bbc.co.uk/bitesize/clips/zgmxxpv4>
- Vikings travelled from Scandinavia to Britain. They mostly settled in the Danelaw, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.
- The Vikings were not all bloodthirsty raiders. Some came to fight, but others came to Britain to live peacefully.
- Their longships brought families who settled in villages. There were farmers (who kept animals and grew crops) and skilful craft workers (who made beautiful metalwork and wooden carvings). Everyone lived together in a large home called a 'longhouse'.
- Many Viking families lived together in a longhouse. This was built from wood or stone and had a thatched or turf roof on top.

Year 5: History: Chronology: Anglo Saxons and the Vikings



Element 2: Focus on timeline/ location/ general overview Who were the Vikings? (continued)

The Vikings gave us many things. Here are just 6 main things:

language	<ul style="list-style-type: none">Many of the words we use today come directly from the Viking language, i.e. bear and club. Many of the days of the week have their origins in Viking history.
ship building	<ul style="list-style-type: none">The Vikings were expert ship builders. They brought new crafts which were copied by indigenous people of Britain.
skis	<ul style="list-style-type: none">Although originated in China, it was the Vikings who brought ski-ing to Britain
Dublin	<ul style="list-style-type: none">The Vikings created Dubh Linn in AD 841. From Dublin, the Vikings controlled much of Ireland for a few centuries.
sagas	<ul style="list-style-type: none">The Vikings were renown story tellers and could be said to have brought soap operas to Britain. Stories and myths about Gods were very prominent.
combs	<ul style="list-style-type: none">Far from being an unruly band of hooligans, the Vikings took a great deal of pride in their appearance.

What did Vikings eat?

Find out by watching this clip:

<https://www.bbc.co.uk/bitesize/clips/z4pnvcw>

What do we know of the lives of Viking children?

- In the Viking Age, children's lives were not very different from those of adults. Children were put to work from a young age. They were part of the family and had to help with the daily tasks. Children helped their parents with indoor tasks, such as looking after the fireplace or making food. Babies were given little Thor's-hammer charms, to protect them from evil spirits and sickness. Viking children did not go to school. They helped their parents at work. They learned Viking history, religion and law from spoken stories and songs, not from books. By 15 or 16 they were adult. It was common for a girl's father to choose her husband. A boy usually took his father's name too - so Eric, son of Karl, became Eric Karlsson. Girls often took the same name as their mother or grandmother.
- At an age of 10, most Viking children were required to follow in their parents' footsteps and acquire necessary skills to adequately perform their mother's or father's job.
- In ancient Norse times, the gender roles for boys and girls were quite defined. It was most common that boys worked on farms and girls did housework.
- Viking boys were expected to learn how to take care of themselves. This meant they must not only be good farmers, but also skilled warriors.
- The young Viking girl's life was mostly focused on house duties. A Viking girl learned from her mother and grandmother how to run the household properly

Year 5: History: Chronology: Anglo Saxons and the Vikings



Viking settled in the orange section as shown on the map above.

Element 3: Significance/ cause and consequence

Why did the Vikings win most of their battles with the Anglo-Saxons?

- The first Viking raid recorded in the Anglo-Saxon Chronicle was around AD787. It was the start of a fierce struggle between the Anglo-Saxons and the Vikings. Pupils should place this date on their individual timelines.
- The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books.
- There was food, drink, cattle, clothes and tools too in the monasteries – all very tempting to a Viking raider.
- Watch the following internet clip to help pupils gain an idea about what the raids were like.

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

- In AD865, an army of Vikings sailed across the North Sea to conquer land rather than just raid it. Over several years, the army battled through northern England, taking control of the Anglo-Saxon kingdoms of Northumbria, East Anglia and most of Mercia.
- By AD874, almost all the kingdoms had fallen to the Vikings, except for Wessex, which was ruled by Alfred the Great. King Alfred beat the Viking army in battle but wasn't able to drive the Vikings out of Britain.
- After years of fighting the Vikings, Alfred made a peace agreement, but even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed which ran across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the **Danelaw**, were roughly to the east.
- **Why do you think the Vikings won most of the battles?**
- Help pupils to work out why the Vikings were so dominant.
- Consider the following:
 - They were better sailors
 - Their weapons were better
 - All males were trained from a young age to fight
- The Viking longboats played their part as well

Year 5: History: Chronology: Anglo Saxons and the Vikings



Element 3: Significance/ cause and consequence

Why did the Vikings win most of their battles with the Anglo-Saxons? (continued)

- The Danelaw covered an area east of the line joining London and Chester - everything to the east belonged to the Vikings. There were three main areas where Vikings lived:
 - Northumbria, which included modern-day Yorkshire
 - East Anglia
 - the Five Boroughs (towns), which were Leicester, Nottingham, Derby, Stamford and Lincoln
- Viking families came to settle on these lands as good farmland was scarce in the Vikings' own countries. They were looking for a better life.
- The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick') as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods.
- Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.
- Let pupils use a map of the United Kingdom to find as many towns that were probably founded or even renamed by the Vikings.
- **Why did the Anglo-Saxons gradually win back lands they had lost to the Vikings?**
- In the 9th century, the English king **Alfred the Great** stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the **Danelaw**. The Anglo-Saxons and Vikings became neighbours in Britain, but they didn't always get along peacefully.
- After Alfred the Great, English kings gradually recaptured more and more land from the Vikings. Alfred's son Edward fought for control of the Danelaw and Alfred's grandson, Athelstan, pushed English power north as far as Scotland. In 954, the Anglo-Saxons drove out **Eric Bloodaxe**, the last Viking king of **Jorvik**. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's king. The most powerful Anglo-Saxon king was **Edgar**. Welsh and Scottish rulers obeyed him as well as the English. His court at Winchester was one of the most splendid in Europe. Anglo-Saxon England reached its peak during Edgar's reign.
- Pupils should work in groups to find out more about: King Alfred the Great; Edward the Elder; Athelstan; King Canute; Ethelred the Unready and Edward the Confessor.

Year 5: DT: Anglo Saxons and Vikings

How can we reconstruct a Viking longboat?

Key knowledge:

Designing;

- Come up with a range of ideas after collecting information from different sources
- Produce a detailed, step-by-step plan
- Explain how a product will appeal to a specific audience

Making:

- Use a range of tools and equipment competently
- Make a prototype before making a final version

Evaluating

- Suggest alternative plans; outlining the positive features and draw backs
- Evaluate appearance and function against original criteria

DT Unit

- The Vikings built fast ships for raiding and war. These ships were '*dragon-ships*' or '*longboats*'. The Vikings also had slower passenger and cargo ships called knorr. They built small boats for fishing or short trips.
- Viking longboats could sail in shallow water. They could travel up rivers as well as across the sea. In a raid, a ship could be hauled up on a beach. The Vikings could jump out and start fighting and then make a quick getaway if they were chased.
- **Watch the following internet clip to learn more about the Viking longboat**
<https://www.youtube.com/watch?v=yB4s3nQtZqE>

- Now watch the following internet clip to get some ideas about designing your own.

<https://www.youtube.com/watch?v=ghnoIRS1ifo>

- Once pupils have viewed the internet clips, they should form groups of four and start thinking about their design.
- They will need to think about available resources. The aim is to create an amazing model with as much accuracy as they can.
- Once they have agreed on their design and have set it out, it will need to be handed over to another group of four who will evaluate their design and make suggestions. In the meantime, the original group will have another group's design to evaluate themselves.



History – Year 6

How has crime and punishment changed through the ages?

National curriculum requirements:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key knowledge and skills

- Know about crime and punishment in British history and how punishment has changed through the ages.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately.
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses.

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about crime and punishment in British history and how punishment has changed through the ages 															
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<ul style="list-style-type: none"> Describe main changes in a period in history using words such as: social, religious, political, technological and cultural 															
<ul style="list-style-type: none"> Select relevant sections of information to address historically valid questions and construct detailed, informed responses 															

Crime and Punishment: Year 6 Knowledge Mat

Subject Specific Vocabulary	
medieval	Relates to the Middle Ages from 500 to 1500AD.
pillory	A wooden framework with holes for head and hands in which offenders were formally imprisoned.
blasphemy	The action or offence of speaking sacrilegiously about God or sacred things.
trial by ordeal	A method of deciding someone's guilt by using primitive methods, usually involving fire or water.
weregild	Blood money which was extracted from wrong doers in Saxon times.
assizes	Periodic courts held in each county in England and Wales to administer civil and criminal law.
judge	A public officer appointed to decided cases in a law court.
judiciary	The part of a country's government that is responsible for its legal system.
jury	A body of people (12 in number) chosen to make a judgment on issues.
high court	A supreme court of justice.
trial by battle	When the guilt of someone was decided by a battle between two people.
torture	An action of inflicting severe pain or suffering on someone in order to get them to say something.



Key Knowledge and Skills

- Know about crime and punishment in British history and how punishment has changed through the ages
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses



History Unit: Year 6: An aspect beyond 1066

How has crime and punishment changed through the ages?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about crime and punishment through the ages. Try to ascertain how much of this is likely to be true and how much is folklore.
- Pupils should consider their sources. They should especially think of the time periods they are talking about.
- Pupils should use the terminology: learning link to self; learning link to the wider world; and, learning link to texts.

Think of the important learning

- It is important that pupils end up with a clear understanding that we have a more advanced way of making judgements on people today but even so our system is still open to fault.
- They should be able to trace changes in punishments to various crimes and understand why these changes came about.
- It is important for pupils to learn that in the past the more important you were the more likely it was that you could commit crimes and get away with them.

What inferences can pupils make?

- It is important that pupils understand why some of the inappropriate punishments were introduced.
- They need to consider how different it was to be rich rather than poor.
- They need to appreciate that some of the law enforcers were corrupt.
- Pupils can see why certain customs associated with the law today have remained or survived through history.
- Pupils should understand that the law that we live by today has been developed over time and is continually being changed and altered to deal with social and cultural changes.

Help pupils to make sensory links

- Get pupils to empathise as much as possible. Consider the punishments that were completely inappropriate and get pupils to talk about the injustice of some of these punishments.
- Let them consider why some of these punishments came about in the first instance.
- Consider 'fear' as in fear of upsetting God and the part that this had in the punishment system.

Reflect on the learning that has taken place

- At the end of this unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.

How can pupils fix their misconceptions?

- It is important that intervention is rapid and that pupils are not coming to the wrong conclusion about aspects of crime and punishment.
- Review lessons after the unit has finished will be very important to help pupils gain the correct information.
- In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Year 6: History: Chronology: An aspect that takes us beyond 1066

Expectations:

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

Key knowledge and skills:

- Know about crime and punishment in British history and how punishment has changed through the ages
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

Element 1: Focus on timeline/ location/ relevance and general overview

How has crime and punishment changed through the ages?

- It is important that pupils are conscious of the time period they are talking about in each aspect, They should use a **timeline** to ensure that they know that certain types of crime were punished in certain ways during a given period in our history.
- Begin by using the following internet link to help pupils gain an overview of how crime and punishment has changed through the ages. In this instant, it takes us from just before the Norman conquest to the reign of Henry 2nd.

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

- Once pupils have seen the internet clip (twice) they should focus on the 10 most interesting facts that they have learned from the clip. They could create a quiz and challenge each other or they could list the 10 interesting facts.
- Now watch the following link to help pupils gain an even greater understanding about how barbaric some punishments were

<https://www.youtube.com/watch?v=3usxel3IK04>

- Having watched this extract, let pupils discuss how crime and punishment during this period did not reflect fairness or allow victims the opportunity to defend themselves.



Element 2: Looking at a specific period

Did the Anglo-Saxons bring law and order to our country?

- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded Britain as many different tribes and each took over different parts of the country. Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a kingdom and led a small army. From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain.
- The Anglo-Saxons didn't have prisons. People found guilty of crimes were either **executed** or **punished with fines**. If they ran away, they became '**outlaws**' (outside the law), and anyone could hunt them down - unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the homeowner. For minor crimes like stealing, a nose or a hand might be cut off.
- The Saxons had a system called '**weregild**', which meant that if you injured someone, you had to pay for the damages. If a person killed someone, they paid money to the dead person's relatives. The idea was to stop long fights or '**blood feuds**' between families by making them pay money instead. For example, the weregild payable for the murder of an Anglo-Saxon thane was 6,000 pennies. The weregild for a king was 90,000!
- **Anglo-Saxons were not all equal.**
- The king was the most important and at the top of society and everyone had to obey his orders. Each group of Anglo-Saxon settlers had a leader, or a war-chief. A strong leader became a cyning, the Anglo-Saxon word for king. Kings wore expensive clothes and a crown. In Anglo-Saxon times there was not just one king - there were many kings. They often quarrelled and fell out with each other.
- The next most important were the **Thanes**. After kings, the most powerful Anglo-Saxons were the thanes. Thanes lived in large halls and helped the king rule the land. A thane was in charge of a village. Everyone in the village had to do what he said. If he didn't like someone, he could force them to leave his village!
- Most Anglo-Saxons were **ceorls** (churls). These were the common people or peasants. Ceorls were usually poor and lived in small huts. They worked on the land or had a trade, like weaving, metalworking or carpentry. Ceorls had to fight for their thane. In return, the thanes gave them protection from invaders.
- **Slaves** were at the very bottom of Anglo-Saxon society. Many slaves were badly treated and forced to work for a thane their whole life. Slaves would wear cheap, dull clothes made from wool. At the end of their working day, a slave would sleep in the cowshed or barn. Slaves were in fact the property of a Thane and many Thanes mis-treated their slaves.



Element 2: Looking at a specific period Did the Anglo-Saxons bring law and order to our country? (continued)

There were different punishments for different crimes.

- A thief might have their hands or feet cut off. People who hurt or killed others had to pay a fine called 'Weregild'. This means 'man price'. Important nobles (thanes), who were killed or hurt, were worth more than farmers (ceorls). People often lost bits of their bodies in fights with swords and every bit had a price. If you didn't have enough money to pay the weregild, then you became a slave.
- Slaves did not pay weregild because they did not have money. Slaves who committed crimes were whipped, hanged or put in the stocks.
- If you said that you were not guilty, then you had to find men who would swear that you were innocent. These were called oath helpers. If you could not find enough oath helpers, then you had to go through an ordeal.

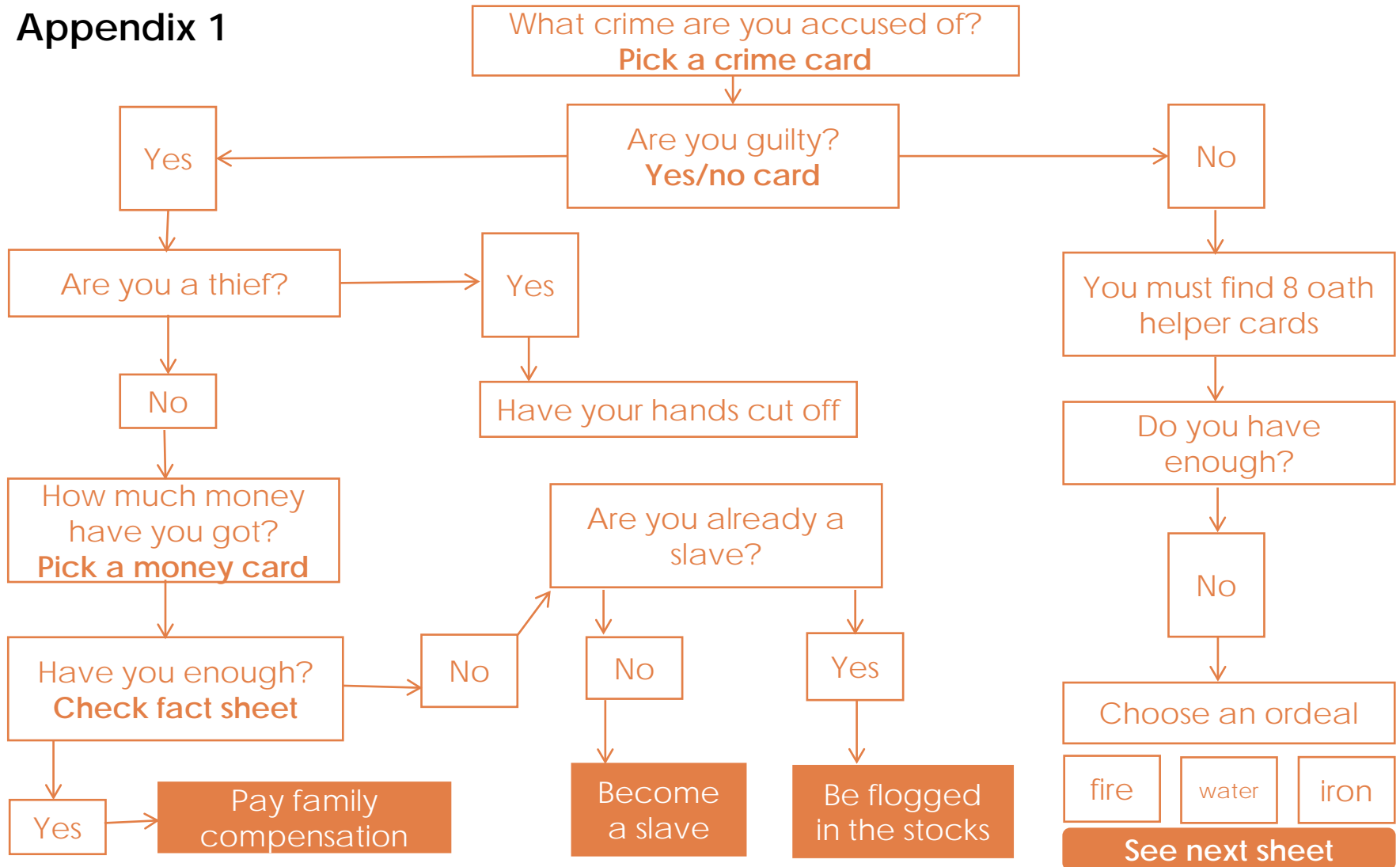
There were three different ordeals:

Type of Ordeal	
Fire	<ul style="list-style-type: none"> • You put your hand into a raging fire or boiling water. If it healed in three days, you were not guilty.
Iron	<ul style="list-style-type: none"> • You picked up a very hot iron and walked for nine paces. If it healed in three days, you were not guilty.
Water	<ul style="list-style-type: none"> • You had your hands and feet tied up and were thrown into a stream or lake. If you sank, you were not guilty.

- Consider the following two sheets (Appendix 1 and 2). This is a game that pupils could develop using the Anglo-Saxon punishment system. They would need to develop this with a partner or within a group of four. The most important focus should be on the unjust nature of punishments according to the person's status.

Anglo-Saxon Crime and Punishment Game

Appendix 1

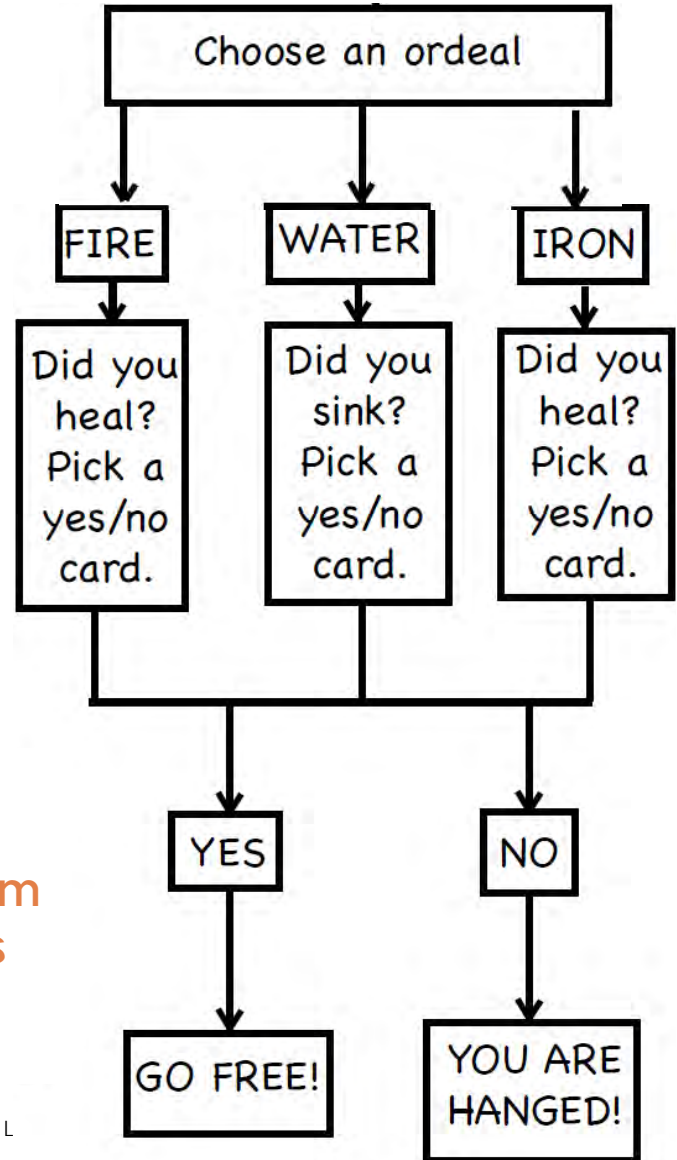


Anglo-Saxon Crime and Punishment Game

The cards you need



This table is continued from the previous sheet



Year 6: History: Chronology: An aspect that takes us beyond 1066: Crime and punishment



Element 3: Cause and consequence

How did we get to our law and order system that we have today?

What are judges and how long have they been in Britain?

- Use the following extract to start this unit. (Although deemed suitable for Year 6 pupils, be aware that this extract contains some disturbing content and has to be viewed by the teacher in the first instance)
<https://www.bbc.co.uk/teach/class-clips-video/the-murderess/zjhpy9q>
- When you see a judge or magistrate sitting in court, you are actually looking at the result of 1,000 years of legal evolution. It is doubtful that anyone asked to design a justice system would choose to copy the English and Welsh model. It is contradictory in places, and rather confusing. However, the judiciary is still changing and evolving to meet the needs of our society and, despite its oddities, it is widely regarded as one of the best and most independent in the world.
- The very first judges, back in the 12th century, were court officials who had particular experience in advising the king on the settlement of disputes. From that group evolved the justices in eyre, who possessed a mixed administrative and judicial jurisdiction.
- The justices in eyre were not, to put it mildly, popular. In fact, they came to be regarded as instruments of oppression.
- The seeds of the modern justice system were sown by Henry II (1154-1189), who established a jury of 12 local knights to settle disputes over the ownership of land. When Henry came to the throne, there were just 18 judges in the country – compared to more than 40,000 today.
- In 1178, Henry II first chose five members of his personal household – two clergy and three lay – ‘to hear all the complaints of the realm and to do right’.
- This, supervised by the king and ‘wise men’ of the realm, was the origin of the Court of Common Pleas.
- Eventually, a new permanent court, the Court of the King’s Bench, evolved, and judicial proceedings before the king came to be seen as separate from proceedings before the King’s Council.
- **Why do judges wear wigs?**
- Judges and barristers wear wigs in court **because it is and has been the dress code since the 17th Century**. Court dress code, and in particular legal wigs, is a tradition that goes back 700 years. It all started with King Edward III in the 14th Century when a robe, cloak and cowl were the dress code for the royal court.
- Until the 17th Century, lawyers were expected to appear in court with clean, short hair and beards. Lawyers and judges began wearing wigs in around 1680. For 150 years, the legal wig was usually white or grey. The introduction of wearing wigs in the courtroom was largely influenced by the reign of Charles II (1660-1685), who made wigs essential wear for polite society.

Year 6: History: Chronology: An aspect that takes us beyond 1066: Crime and punishment



Element 3: Cause and consequence

How did we get to our law and order system that we have today? (continued)

- It took a little while for all judiciary members to adopt this wig policy though. Many portraits of judges from the early 1680s depicted judges without wigs until around 1685. During the reign of George III (1760-1820), wigs gradually went out of fashion. By the end of the century they were mainly worn by bishops, coachmen and the legal profession.
- Judges always wore full-bottomed wigs until the 1780s, at which point the less formal, and smaller, bob-wig was introduced. The bob-wig featured frizzed sides rather than curls and a short tail or queue at the back. This was adopted for civil trials.
- The full-bottomed wig continued to be used for criminal trials until the 1840s. Today, the full-bottomed wig is reserved for ceremonial dress whereas smaller wigs are used on a day-to-day basis.
- **Pupils could be asked to carry out research on one of the following issues:**
 - When did we start having juries? Why 12 people? When were women introduced onto juries? When was the police force established?
 - When did we start having prisons, and have they always been the same?
 - When did MI5 and MI6 start in our country?
 - When was Scotland Yard established and why is it called Scotland Yard, yet based in London?

History – Year 6

How did the Tudors change the way we worshipped?

National curriculum requirements:

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

Key knowledge

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world

Historical skills

- Research in order to find similarities and differences between two or more periods of history
- Know how to place features of historical events and people from the past societies and periods in a chronological framework
- Know about the main events from a period of history, explaining the order of events and what happened

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history 															
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<ul style="list-style-type: none"> Know about the main events from a period of history, explaining the order of events and what happened 															

Tudors: Year 6 Knowledge Mat

Subject Specific Vocabulary	
almhouses	Houses provided for poor people, usually by a rich person or a charity.
chamberlain	The person in charge of a large household.
congregation	All the people attending a Christian or Jewish religious service.
courtiers	Men who serve the monarch.
reformation	A Cristian movement to reform the Roman Catholic Church that led to the founding of the Protestant religion.
gibbet	A frame in which the bodies of executed criminals were displayed.
plague	In Tudor times, a deadly disease spread by the fleas on rats.
protestant	A branch of the Christian religion, founded during the Reformation. Today there are many different Protestant religions including the Church of England.
sheath	A protective case for a sword or dagger, usually made of leather.
stone mason	A person who prepares and lays the stone needed to construct a building.
treason	The act of betraying your monarch or country.
workhouse	A house where the poor have to work in return for food and shelter.



Key Knowledge and Skills
<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.
<ul style="list-style-type: none"> Know how to place historical events and people from the Tudor period in a chronological framework.
<ul style="list-style-type: none"> Know how Britain, during the Tudor, had a major influence on the world.
<ul style="list-style-type: none"> Research in order to find similarities and differences between two or more periods of history.
<ul style="list-style-type: none"> Know how to place features of historical events and people from the Tudor period in a chronological framework.
<ul style="list-style-type: none"> Know about the main events from the Tudor period, explaining the order of events and what happened.

Tudor Monarchs
Henry V11 (1485 – 1509)
Henry V111 (1509 – 1547)
Edward V11 (1547 – 1553)
Lady Jane Gray (1553)
Mary 1 (1553 – 1558)
Elizabeth 1 (1558 – 1603)
Henry V111's six wives
Catherine of Aragon (1509 – 1533)
Anne Boleyn (1533 – 1536)
Jayne Seymour (1537 – 1537)
Anne of Cleaves (1540)
Catherine Howard (1540-1541)
Catherine Parr (1543 – 1547)

History Unit: Year 6: An aspect beyond 1066

How did the Tudors change the way we worship?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about the Tudors, especially Henry V111 and Elizabeth 1.
- Pupils should consider learning links to self, learning link to the wider world and learning links to texts they may be familiar with.
- Get pupils to talk about anything they know about the Tudors, even if they are at this stage misconceptions.
- Pupils should be able to articulate that a long time ago life was different to what it is like now and recognise that Britain was a growing influence on the world.
- They should be able to build on the knowledge they gained in about the way Britain changed between the Stone Age and 1066.

Think of the important learning

- It is important that teachers keep an eye on the key knowledge and skills already outlined earlier in this unit.
- They must be able to link some of the decisions taken during the Tudor period with the impact it has on life today.
- The creation of the Church of England is one major issue that pupils should learn from this.
- In addition, an appreciation that discovering parts of the world brought with it new resources including tobacco and changed lives forever, e.g. slave trade, indigenous people.

What inferences can pupils make?

- It is important that pupils understand why Henry V111 made the decision to move away from the Catholic faith. However, more importantly they are able to understand the consequence of that decision.
- They also need to recognise the impact that Elizabeth 1 had on the country. The fact that this was a time of discovery is also very important.

Help pupils to make sensory links

- There could be a whole host of activities surrounding smell during the Tudor period. Pupils need to be aware that the Tudors did not bathe frequently.
- 14% of new born children did not live to see their first birthday. This may well be something that pupils would find fascinating. (Be sensitive to the fact that you may have a someone in your class that has lost a sibling).

Reflect on the learning that has taken place

- At the end of this Tudor unit of learning, an activity needs to be organised that helps pupils to recall the learning. It should be let by the pupils.
- It can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- Pupils take responsibility for presenting their reflections to other groups in the class.

How can pupils fix their misconceptions?

- It is important that pupils do not become obsessed with Henry V111 and his six wives. Although Henry's actions did create the break from the Catholic church, there were other major features to consider during the Tudor period.
- In particular, getting across that this time of exploration and discovery was very important but was also linked to the start of the slave trade.

Year 6: History: Chronology: An aspect that takes us beyond 1066: Tudor period (1485-1603)

Expectations:

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

Key Knowledge and skills:

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world
- Research in order to find similarities and differences between two or more periods of history
- Know how to place features of historical events and people from the past societies and periods in a chronological framework
- Know about the main events from a period of history, explaining the order of events and what happened

Element 1: Focus on timeline, relevance and a general overview

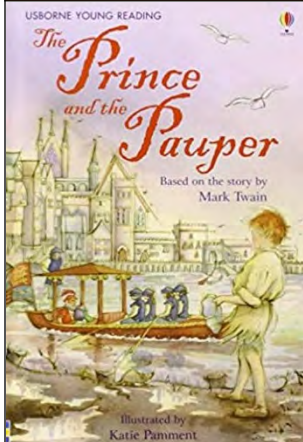
Who were the Tudors and what do we know about them?

- Start by focusing on **timelines**
 - Ensure that you have a timeline that provides pupils with a chance to consider when the Tudor period took place in relation to the other period of British history studied, i.e. Stone Age to 1066.
- Who were the Tudors?
- Children should listen to the internet link below to gain an understanding about life in Tudor days: The first focuses on Henry V111 <https://www.bbc.co.uk/teach/school-radio/history-henry-viii/zjd4382>
- The second focuses on Elizabeth the first <https://www.bbc.co.uk/teach/school-radio/history-tudors-elizabeth-i/z6cbscw>
- Pupils should consider which of the two monarchs made the greatest impact on Britain and which decisions they took still lives with us today.
- They could start with five important decisions made by each of the monarchs.
- Gain a greater understanding of why Henry V111's divorce from Catherine of Aragon caused a major rift in British society and how that has impacted on life in Britain today.
- Watch the following internet links to help pupils understand more about Henry V111's actions.

<https://www.bbc.co.uk/bitesize/clips/zp8w2hv>

<https://www.bbc.co.uk/bitesize/clips/zfj76sg>

Year 6: History: Chronology: An aspect that takes us beyond 1066: Tudor period (1485-1603)



Read the book 'The Prince and the Pauper' to help pupils to gain a sense of the difference between rich and poor life in Tudor times.



Element 2: Empathy and contrast

Was life the same for all the people that lived during this period?

- How did the rich and noble Tudors eat?
- Watch the following internet link about a Tudor Banquet:

<https://www.bbc.co.uk/bitesize/clips/zjbg9j6>

- If possible, try and organise a class banquet at a local restaurant or hall.
- Pupils should either plan a Tudor banquet or list 10 facts about the diet of rich Tudors.
- Look at the following internet link about dancing in Tudor times:

<https://www.bbc.co.uk/bitesize/clips/zt4kjxs>

- Having watched the dance, pupils could work in groups of six and try to replicate the dance seen and then add a few new movements (trying to keep the Tudor style).
- Pupils could compose their own dance, using knowledge of customs and lifestyle of Tudor people to inform their composition.
- The first theatres in the country were built during the Tudor period. London's **Globe Theatre** was built in 1599 and destroyed by fire 14 years later. William Shakespeare made The Globe the most famous theatre in the country. The new Globe Theatre was opened in 1997 and 16th century building methods were used to construct it. In the internet clip below there are views of The Globe Theatre and the segregated seats for different income groups in the audience. The clip includes an extract of William Shakespeare's 'Henry V' on stage performed as it would have been in Elizabethan times.

- Watch the internet link below:

<https://www.bbc.co.uk/bitesize/clips/zx9kjxs>

- Write a description of what it would have been like to have visited the theatre in Tudor times. You can decide whether you are a rich noble person or poor person.

Year 6: History: Chronology: An aspect that takes us beyond 1066: Tudor period (1485-1603)



Francis Drake



Walter Raleigh

Element 3: Why was the Tudor times often known as the time of exploration and discovery?

- The Tudor period was renowned for its exploration and discovery. Unlike many other periods of history before this time, Britain was beginning to be a very advanced nation. This meant that many individuals were determined to make their mark and exploring the unknown world was one way. Famous individuals like Sir Francis Drake and Sir Walter Raleigh are but two of many who helped make Britain great.
- Sir Francis Drake was born in 1540 in Tavistock, Devon, England. He first started going to sea while living in Chatham in Kent, at the age of 12 or 13. He was an apprentice on a small trading ship which was left to him when the master died. but became famous as a pirate and explorer.
- Drake started his career as a slave trader. He was cousin of John Hawkins, the pioneer of the British slave trade.
- During his life, Protestant England was often at war with Catholic Spain and there were rich rewards for capturing Spanish ships.
- Drake, who was an incredibly bold sailor, captured more than his fair share of Spanish ships. His pirate raids on Spanish ships off the coast of America were encouraged by Queen Elizabeth I. Drake's successful battles against the Spanish helped England become a major sea power.
- Sir Francis Drake was the first Englishman to sail around the world. Pupils should find out as much as they can about him and put together a biography of his life.

• Watch the following link:

<https://www.youtube.com/watch?v=049ZjzBcYOo>

Another famous explorer of this time was Sir Walter Raleigh who was in favour and then out of favour with Queen Elizabeth the first. He did eventually get executed which shows how many of the brave explorers had to be so careful not to fall out of favour with the monarchy. Watch the following internet link:

<https://www.youtube.com/watch?v=yjvS8jRiylg>

Year 6: History: Chronology: An aspect that takes us beyond 1066: Tudor period (1485-1603)



**Spanish
Armada**

Element 3: Why was the Tudor times often known as the time of exploration and discovery? (continued)

- Many people say that the start of the British empire, which at one time contained almost half of all the world, started at the time of Elizabeth the first and was due to the explorers of the time discovering many new lands and making them part of the British Empire, despite indigenous people living there already.
- This was also a time of Britain battling with Spain for supremacy of the seas.
- Pupils should work in groups and become champions for one of the following:
 - The Spanish Armada
 - The slave trade
 - Christopher Columbus
 - The British Empire
 - Tudor ships (or Galleons)
- Pupils should be ready to present to others in class what they have learned about each of the five aspects set out above.

Year 6: DT: Recreate The Globe Theatre

Designing:

- Use market research to inform plans and ideas
- Follow and refine original plans
- Justify planning in a convincing way
- Show that culture and society is considered in plans and designs

Making

- Know which tool to use for a specific practical task
- Know how to use any tool correctly and safely
- Know what each tool is used for
- Explain why a specific tool is best for a specific action

Evaluate

- Know how to test and evaluate designed products
- Explain how products should be stored and give reasons
- Evaluate product against clear criteria

Technical Knowledge

- Use knowledge to improve a made product by strengthening, stiffening, or reinforcing

How can you recreate The Globe Theatre?

- Initially, pupils will find out about The Globe Theatre and use the internet links below to help gain a deeper understanding. They will work in groups of no more than 4.
- They will look at some examples in the first instance, but they should aim to build the theatre in a way that is unique to the group. Pupils will be encouraged to evaluate each other's design proposal and the finished theatre.

<https://www.youtube.com/watch?v=xlqi5k0Z3ps>

- The challenge is to reconstruct The Globe Theatre. Groups are in competition with each other. Having watched the internet links, they can use wood, card, clay or any other material you can think of. They must be ready with a design proposal at the end of the first lesson. Their design proposal must be evaluated by another group before they start. They must also consider the ideas that the other group comes up with.
- Here are some ideas for pupils to consider. However, there are more on the internet.

<https://www.youtube.com/watch?v=lsfmfGEYd1Q>

https://www.youtube.com/watch?v=4_0ql1qqMRA

History – Year 4

How advanced were the civilizations around 3000 years ago?

National curriculum requirements:

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

Key knowledge

- Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.

Historical skills

- Know how to use a timeline in relation to the unit being studied.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Know the difference between primary and secondary sources of evidence.
- Look at more than two versions of the same event or story in history and identify differences.

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. 															
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Ancient Egypt Year 4 Knowledge Mat

Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
pharaohs	The word pharaoh originally meant 'great house', but came to mean the person who resided in it.
tombs	Ancient Egypt is known for its magnificent and beautiful tombs. The most well known are within the pyramids in the Valley of the Kings.
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.
hieroglyphs	The Ancient Egyptians invented a writing system. The symbols they used were called hieroglyphs.
vizier	The vizier in ancient Egypt was the most powerful position after the king. A vizier was the equivalent of a modern day prime minister.
scribe	A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.
mummy	Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus.
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form paper.
scarab	Scarabs are amulets formed to look like the dung beetle, an animal associated by the ancient Egyptians with life, rebirth and the sun god Ra.

Prior Knowledge Expectations
Pupils should be aware that there were advanced civilizations on Earth many centuries ago.
Pupils need to be aware that Britain was not always an advanced nation.
Pupils should be aware that the time the Egyptian civilization was strong coincided with the Iron Age in Britain.
Sticky Egyptian knowledge
<input type="checkbox"/> Cleopatra was the last pharaoh of Egypt before the Romans took over.
<input type="checkbox"/> Tutankhamen was known as the boy king, famous because his tomb was found in 1922.
<input type="checkbox"/> Egyptian men and women wore make-up.
<input type="checkbox"/> The Egyptians were the first civilization to invent writing.

Egyptian Artefacts	
scarab	
sphinx	
death mask	
Key Knowledge	
Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.	
Know about, and name, some of the advanced societies that were in the world around 3000 years ago.	
Know about the key features of Ancient Egypt.	

History Unit: Year 4: Ancient Ancients

How advanced were the civilizations around 3000 years ago?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about advanced civilizations. Pupils should think about learning to self, the wider world and to other texts.
- Get pupils to talk about studies they have already covered in history, e.g. the Stone Age and perhaps the Romans.
- Pupils should be able to articulate that many civilizations were much more advanced than we were in Britain at that time.
- They should be able to build on the historical knowledge they gained in Year 1 to 3.

Think of the important learning

- It is important for pupils to differentiate which information they may have in their memories that would be helpful and important to them so that they are in a better position to understand the unit of work in front of them.
- Try to tease out those misconceptions. Try to help children get rid of ideas that they may have which are not helpful.

What inferences can pupils make?

- Begin to appreciate that many of the wonders of these ancient civilizations would be happening at a time when Britain was not an advanced society or civilization.
- Try and focus on the difference between the rich and the poor.

Help pupils to make sensory links

- Get children to appreciate that what we find beautiful and awesome today may not have been so different for ancient civilizations, gold in Egypt, for example.
- Ensure that children can explore why people may have found various objects fascinating. Consider their beliefs and the way the Pharaohs wanted to be buried.

Reflect on the learning that has taken place

- Towards the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms.
- It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

How can pupils fix their misconceptions?

- Begin to explore why these civilizations were so great then and why they did not build on what they had. For example, Egypt would not be described as an advanced country today.
- Try to focus on what we may have learned from these great civilizations. Should we be more advanced than we are today, considering how advanced these civilizations were 3000 years ago?

History Unit: Year 4: Ancient Ancients: How advanced were the civilizations around 3000 years ago?

Expectations:

- A study of ancient civilizations
- Cover each and then choose one to look at in depth:
 - Ancient Egypt
 - Ancient Sumer
 - Indus Valley
 - Shang Dynasty
- **Key knowledge and skills:**
- Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty.

Historical skills

- Research to find answers to specific historical questions about their locality.
- Know how historic items and artefacts have been used to help build up a picture of life in the past.
- Know about the impact that one period of history had on the world.
- Knows the difference between primary and secondary sources of evidence.
- Uses a range of sources to collect information about the past.
- Constructs informed responses about one aspect of life.

Element 1: Focus on relevance/ location/ timeline/ general overview

Which civilizations from 3000 years ago were considered advanced?

- Start by focusing on **timelines**
 - Ensure that you have a timeline that provides pupils with a chance to consider when the Ancient Egyptians, the Ancient Sumer, The Shang Dynasty and the Indus Valley were at the peak of their powers.
- Then move on to **location**
 - Use maps to show where the locations were for each of the four civilizations.
- Talk to pupils about what the people who lived in Britain were doing at this time (use knowledge from the Stone Age study to help).
- **Ancient Sumer** was located in modern-day Iran (Asia). It was a collection of **city states** located in the southern part of **Mesopotamia**, in the region where the rivers **Tigris** and **Euphrates** meet.
- **Sumerian civilisation** was very long lived, lasting from 5300 BC to 1940 BC – from the late neolithic Stone Age to early Bronze Age periods.
- **Indus Valley** was located in modern-day Pakistan and north-west India (Asia) on the fertile floodplain of the Indus River. Evidence of this civilization dates back to 5500BC. The Indus settlement started to decline in 1800BC. The Indus cities were noted for their urban planning.
- **The Shang Dynasty** was the earliest well-documented dynasty in China (Asia) and it ruled from about 1600-1046 BC. A dynasty is a society ruled by a line of kings from the same family.
- The **Ancient Egyptian** civilisation began **5,000** years ago when people started building villages next to the River Nile in **north-east Africa**. It lasted for around **3,000** years.
- The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables.
- **Watch the following internet clips:**

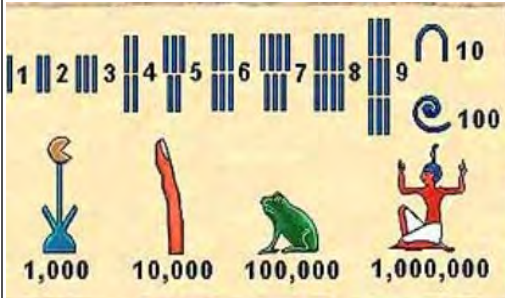
<https://www.bbc.com/bitesize/articles/z9mpsbk>

<https://www.bbc.com/bitesize/clips/zsgs4j6>

<https://www.youtube.com/watch?v=C-SFv02zxJk>

https://www.youtube.com/watch?v=-RrAoL_PVmo

History Unit: Year 4: Ancient Ancients: How advanced were the civilizations around 3000 years ago?



Element 2: Focus on one early civilization: The Ancient Egyptians What did the Ancient Egyptians give to the world?

- The Ancient Egyptians invented a **solar calendar** (a calendar based on the sun) and a writing system called **hieroglyphs**.
- The Ancient Egyptian Social Pyramid has social groups such as the pharaoh, vizier, high priests and nobles, priests, engineers, doctors, scribes, craftsmen, slaves and farmers
- The ancient Egyptians were ruled by kings and queens called **pharaohs**. A few famous pharaohs were Khufu, Ramses II, Tutankhamun and Cleopatra.
- Religion was an important part of their civilisation. They worshiped gods and goddesses. The god of the underworld and life and death was Osiris, Anubis was the god of mummification.
- The Ancient Egyptians also believed in a never-ending **afterlife**. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death. Important members of society in Ancient Egypt were mummified (preservation of a human or animal as a mummy) and placed into sarcophaguses (stone coffins). They were then buried in tombs (a stone structure or underground room where someone is buried) below pyramids.
- The Valley of the Kings is a well-known place in Egypt where many Pharaohs were buried. One famous discovery was made in 1922 by archaeologists (a person who studies the lives of people who lived in the past by examining objects) Howard Carter and Lord Carnarvon. Carter excavated (remove earth carefully and look for things such as pots, bones, or buildings which are buried there) in the Valley of the Kings whilst Lord Carnarvon remained in England and funded the excavation. On the 4th November 1922, a water boy found steps leading to a tomb, where they eventually found the boy-king Tutankhamun buried there.
- We know a great deal about the Ancient Egyptian civilization because of the hieroglyphs.
- **Watch the following internet links to find out more:**

<https://www.youtube.com/watch?v=54-ywYz5gvw>

https://www.youtube.com/watch?v=KNvL6Rb_5PY

https://www.youtube.com/watch?v=L4slZwWB_1E

History Unit: Year 4: Ancient Egyptians: How advanced were the civilizations around 3000 years ago?



Element 3: Continue to focus on one early civilization: The Ancient Egyptians

Who were the pharaohs?

- **Pharaohs were the kings of ancient Egypt.**
- A couple were women, but most pharaohs were men. In ancient Egypt, whether the pharaoh was a man or a woman, all pharaohs were kings. Pharaohs were the leaders of government and religion. There were about 170 different pharaohs over time but there was only one pharaoh at a time. In ancient Egypt, the people referred to a pharaoh not as 'the' pharaoh, but simply as Pharaoh.
- **Watch the following internet clips** to help pupils understand more about the pharaohs:

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

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

- The Ancient Egyptians believed that all the wealth of Egypt and all the wealth in the world belonged to Pharaoh.
- Every house, brick, stone, animal, amulet, jewel, statue, man, woman, child, clothing, temples, store house, tomb, eggs found along the Nile, everything, absolutely everything, belonged to Pharaoh.
- In exchange for all Pharaoh owned and controlled, Pharaoh was responsible for Ma'at - for the health and happiness of ancient Egypt.
- If Pharaoh did not do his or her job, the Nile would not rise and leave rich soil behind for planting as the waters receded. If the people did not obey Pharaoh, the Nile would not rise.
- **Pharaoh, like everyone in Ancient Egypt, had a job to do.** His (or her) job was to take care of the people. Every decision made had to be in the best interest of the people.
- For example, if Pharaoh announced that all bread was free for everyone, that might sound very nice, but it would put people out of work. Bakers would not be able to trade for what they needed.
- That would not be in the best interest of all the people. So, Pharaoh rarely made a snap decision.
- Everything was thought through. Pharaoh received advice from many advisors and government officials, whose job was to help Pharaoh run the country.

DT Year 4: Ancient Civilizations: How can you recreate a pyramid?

Expectations:

Designing:

- Produce a plan and explain it.
- Persevere and adapt work when original ideas do not work.
- Communicate ideas in a range of ways, including by sketches and drawings which are annotated.

Making

- Know which tools to use for a particular task and show knowledge of handling the tool.
- Know which material is likely to give the best outcome.
- Measure accurately.

Evaluate

- Evaluate products for both their purpose and appearance.
- Explain how the original design has been improved.
- Present a product in an interesting way.

How can you recreate the wonder of the pyramids?

- Initially, pupils will find out about pyramids and use the internet links below to help gain a deeper understanding. They need to come up with 10 interesting facts about pyramids that they didn't know before. Then pupils will be put into six groups and challenged to create a pyramid.
- They will look at some examples in the first instance, but they should aim to build a pyramid that is unique to the group. Pupils will be encouraged to evaluate each other's design proposal and the finished pyramid.

<https://www.youtube.com/watch?v=lotbZQ55SgU>

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

- The challenge is to build a pyramid. Groups are in competition with each other. Having watched the internet links they can use card, sugar cubes, clay or any other material you can think of. They must be ready with a design proposal at the end of the first lesson. Their design proposal must be evaluated by another group before they start. They must also consider the ideas that the other group comes up with.

<https://www.youtube.com/watch?v=pTVhJDZTmA8>

<https://www.youtube.com/watch?v=xcj4uxSTPzQ>

<https://www.youtube.com/watch?v=R5J37ufZ3jA>



History – Year 3

What did the Ancient Greeks give the world?

National curriculum requirements:

Ancient Greeks

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

Key knowledge


- Know some of the main characteristics of the Athenians and the Spartans
- Know about and can talk about the struggle between the Athenians and the Spartans
- Know about the influence the gods had on Ancient Greece
- Know about the link between the Ancient Greeks and the modern Olympics
- Know at least five sports from the Ancient Greek Olympics

Historical skills

- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past
- Start to compare two versions of a past event
- Know that the Ancient Greeks are associated with bringing democracy to the world

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know some of the main characteristics of the Athenians and the Spartans 															
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<ul style="list-style-type: none"> Know about the influence the gods had on Ancient Greece 															
<ul style="list-style-type: none"> Know about the link between the Ancient Greeks and the modern Olympics 															
<ul style="list-style-type: none"> Know at least five sports from the Ancient Greek Olympics 															
<ul style="list-style-type: none"> Know that the Ancient Greeks are associated with bringing democracy to the world 															
<ul style="list-style-type: none"> Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time. 															
<ul style="list-style-type: none"> Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) 															
<ul style="list-style-type: none"> Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past 															
<ul style="list-style-type: none"> Start to compare two versions of a past event 															
<ul style="list-style-type: none"> Know that the Ancient Greeks are associated with bringing democracy to the world 															

Ancient Greeks: Year 3 Knowledge Mat

Subject Specific Vocabulary		Prior Knowledge	Where is Greece?
philosophy	Philosophy is a way of thinking about the world, the universe and society.	<ul style="list-style-type: none"> • Know that many centuries ago there were very advanced civilizations on Earth. • Know that the lives of rich people were different from that of poor people. • Know that we often see Greece as a holiday destination today. 	
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilisation.		
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.		
democracy	Democracy means allowing citizens to make their own decisions for their personal lives.	<h3>Sticky Knowledge about Ancient Greece</h3> <ul style="list-style-type: none"> • The Ancient Greeks invented the theatre because they loved watching plays. Most cities had a theatre. • Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. • The Ancient Greeks held many festivals in honour of their gods. • Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The slaves, however, had to make do with a loincloth. 	
Olympics	The ancient Olympic Games were originally a festival or celebration of Zeus.		
plague	The plague of Athens was an epidemic illness that devastated the city.		
truce	A truce is when two fighting sides declare peace or a break in the war.		
Zeus	The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.		
temple	A building devoted to the worship of a god or gods.		
loincloth	A single piece of cloth wrapped round the hips, typically worn by men in some hot countries as their only garment.		
sacred truce	A special truce called whilst the Olympics were taking place.	<h3>Key Knowledge</h3> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about and can talk about the struggle between the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know about the link between the Ancient Greeks and the modern Olympics and know at least five sports from the Ancient Greek Olympics • Know that the Ancient Greeks are associated with bringing democracy to the world 	

History Unit: Year 3: Ancient Greeks

What did the Ancient Greeks give the world?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about Greece and about Greek Gods.
- Get pupils to talk about anything they know about Greece (modern and old).
- Pupils should be able to articulate that a long time ago Greece was a very important country, more so than today.
- They should be able to build on the knowledge they gained in Year 1 and 2 about history within and beyond living memory.

Think of the important learning

- Link to the historical skills and the key knowledge identified two pages ago. Teachers must be focused on these to help pupils gain the most from the unit of learning.
- Link philosophy to the Ancient Greeks, also link the modern Olympics to the Ancient Greek Olympics.

What inferences can pupils make?

- Throughout the unit, pupils are being encouraged to come up with their own questions.
- Activities will be deliberately set that require pupils to ask their own questions based on the learning they have received.
- Research tells us that if pupils can create their own questions about what they have learned, they are more likely to recall information in the future.

Help pupils to make sensory links

- The battle between the Spartans and the Athenians was particularly brutal.
- Pupils could well consider the impact of this war on families, etc.
- Consider the fear factor involved.

Reflect on the learning that has taken place

- At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- When the unit of work has finished there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place.

How can pupils fix their misconceptions?

- Some pupils may be of the belief that war is exciting.
- There is a need to help pupils understand that, for the vast majority, fighting in a war may well mean death or being dealt blows that bring about life changing outcomes.
- The use of the ordinary people by leaders may also be a useful conversation with pupils.

History Unit: Year 3: Ancient Greeks: What did the Ancient Greeks give the world?

Expectations:

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

Key knowledge and historical skills

- Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time.
- Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past.
- Start to compare two versions of a past event.

Historical knowledge

- Know some of the main characteristics of the Athenians and the Spartans.
- Know about and can talk about the struggle between the Athenians and the Spartans.
- Know about the influence the gods had on Ancient Greece.
- Know about the link between the Ancient Greeks and the modern Olympics.
- Know at least five sports from the Ancient Greek Olympics.

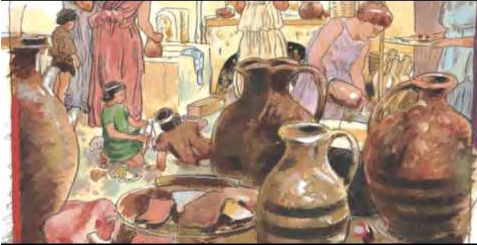
Element 1: Focus on location/ timeline/ relevance/ general overview Who were the Ancient Greeks and what did we learn from them?

- Start by focusing on location. Where is Greece?
- Use a map of Europe to locate Greece and check if anyone has visited the country.
- Discuss why it would be a popular holiday destination.
- Use a **timeline** to help pupils relate to the period of time we are talking about.
- Ensure that pupils link the timeline to the recent work they did about the Stone Age.
- Emphasise what was happening in Britain at the time the Greeks were very powerful.



- **Relevance:** About **2,500 years ago**, Greece was one of the most important places in the ancient world. The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- The Greeks called themselves **Hellenes** and their land was **Hellas**. The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa and as far west as France.
- They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today.
- There was never one country called 'Ancient Greece'. Instead, Greece was divided up into small **city-states**, like Athens, Sparta, Corinth and Olympia.
- Each city-state ruled itself. They had their own government, laws and army. Ancient Greeks living in Sparta considered themselves Spartan first and Greek second.
- Famously, the city-states didn't get on very well and often fought each another. However, sometimes they joined together to fight against a bigger enemy, like the **Persian Empire**.

History Unit: Year 3: Ancient Greeks: What did the Ancient Greeks give the world?



Element 2: Causation and empathy

What was everyday life like in Ancient Greece?

What was it like in Ancient Greece?

- Ancient Greece had a warm, dry climate, as Greece does today. Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists.
- Greek cities had beautiful temples with stone columns and statues and open-air theatres where people sat to watch plays.
- Most people lived in villages or in the countryside. Many Greeks were poor and life was hard because farmland, water and timber for building were scarce. That's why many Greeks sailed off to find new lands to settle in.

What were their homes like?

- Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass. Wooden shutters kept out the hot sun. They didn't have much furniture inside. People sat on wooden chairs or stools. Rich people decorated the walls and floors with colourful tiles and paintings.
- Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. Only rich women (with slaves to carry the water) enjoyed baths at home. Afterwards, they rubbed their bodies with perfumed oil to keep their skin soft.
- At night, Greeks slept on beds stuffed with wool, feathers or dry grass. Most people went to bed as soon as it got dark. The only light came from flickering oil lamps and candles.

What did people wear?

- A Greek woman wore a long tunic called a chiton. This was made from a piece of cotton or linen. Over this, she wore a cloak draped from her shoulders, called a himation. This would be a thin material in summer and a thick one in winter.
- Young men wore short tunics, while older men preferred long ones. Slaves often wore just a strip of cloth called a loincloth. Many people walked around barefoot. Some wore leather sandals or, for horse-riding, high boots.
- Both men and women wore wide-brimmed hats in hot weather, to shade their faces from the sun. Suntans weren't cool in ancient Greece, so women put white lead on their face to make their skin pale. White lead is poisonous, so it did more harm than good.
- We know the Greeks liked jewellery too, because bracelets, earrings and necklaces were often buried with dead people in their tombs.

History Unit: Year 3: Ancient Greeks: What did the Ancient Greeks give the world?



Element 2: Causation and empathy (continued)

What was everyday life like in Ancient Greece? (continued)

What did children play with?

- We know about some Greek toys from **pictures on pottery vases** and **artefacts** found by archaeologists.
- Children played with small pottery figures, and dolls made of rags, wood, wax or clay. Some of these dolls even had moveable arms and legs. Other toys were rattles, hoops, yo-yos and hobby horses (a **pretend horse** made from a stick).
- They also played with balls made from tied-up rags or a blown-up pig's bladder. A game of flicking nuts into a hole or circle may be the ancient Greek version of marbles or tiddlywinks!
- Children also kept animals. There are pictures of children with pets, like dogs, geese and chickens.

What did they eat?

- Men and women usually ate separately in ancient Greece. Rich people always ate at home - only slaves and poor people would eat in public. Everyone ate with their fingers, so food was cut up in the kitchen first.
- For **breakfast**, Greeks might eat fruit with bread dipped in wine. Lunch might be bread and cheese.
- For **dinner**, people ate porridge made from barley, with cheese, fish, vegetables, eggs and fruit. For pudding people ate nuts, figs and cakes sweetened with honey.
- Only rich people ate a lot of meat. They would eat hares, deer and wild boar killed by hunters. Octopus was a favourite seafood.

These girls are playing a game of 'knucklebones'. This was a bit like jacks or five stones, but played with the ankle bones of goats or sheep.



Use the following link to help get an overview of life in Ancient Greece:

- <https://www.bbc.com/bitesize/articles/zc8yb9q>

The Challenge:

Write a full description of your day in ancient Greece.

Pupils decide whether they are a man, woman or child.

Think about:

- The food they are eating
- The clothes they are wearing
- The home they live in
- What they have done (think of men; women; children)
- Perhaps they went to the theatre or a sporting event

History Unit: Year 3: Ancient Greeks: What did the Ancient Greeks give the world?

Element 3: Case study The Athenians' battle with the Spartans

- Pupils will start to understand that different parts of Greece often quarrelled with each other and the two most notorious for doing this were Athens and Sparta.
- Pupils will use two internet links to find out basic information about the Athenians and the Spartans.
- The focus will then shift to the Peloponnesian War.
- Pupils will be encouraged to find out facts and then set out reasons why the Spartans won.
https://www.youtube.com/watch?v=i_kMOjk9PC8
<https://www.youtube.com/watch?v=XGm1XfcTVvs>
- Having watched the links, pupils should set out at least five things they have learned about each.

The Peloponnesian War.

- The war lasted for **27 years**, between 431BC to 404 BC. After the Athenians and Spartans fought together to win the war against Persia, they vowed not to battle for 30 years to help them recover.
- During the period of truce, Athens grew very strong. During this time, Athens became powerful and wealthy and the Athenian empire grew. Sparta and its allies became increasingly jealous and distrustful of Athens. Finally, Sparta declared war on Athens in 431BC.
- The first part of the war lasted for 10 years. During this time, Spartans dominated the land and Athenians dominated the sea. The Athenians built a long and large wall around their city that led to the sea. In this way they could still have access to supplies and trade via the sea.
- However, many Athenians died of plague during this time.
- After 10 years, in 421BC they called a truce. Six years later, in 415BC the Athenians decided to support their allies on the island of Sicily. However, the Athenians lost this battle terribly which weakened them. Because of this, the Spartans decided to restart the war with Athens.
- The Spartans even borrowed money from the Persians so that they could match the Athenians sea power. Surprisingly, the Athenians did well between 410 and 406 BC and won many battles. However, in 405BC, a famous Spartan general defeated the Athenians at sea.
- This led to the end of the war.
- Pupils should explain why the Spartans won and why the Athenians did not.



PE Unit: Year 3: Ancient Greeks: What did the Ancient Greeks give the world?

Expectations:

Athletics:

- run at fast, medium and slow speeds, changing speed and direction
- take part in a relay, remembering when to run and what to do

Gymnastics

- adapt sequences to suit different types of apparatus and criteria
- explain how strength and suppleness affect performance

Competitive games

- be aware of space and use it to support team-mates and to cause problems for the opposition
- know and use rules fairly

Evaluate

- compare and contrast gymnastic sequences
- recognise own improvement in ball games



The Ancient Greek Olympics

The Greek Olympics:

- The games were part of a religious festival. The **Greek Olympics**, thought to have begun in 776 BC, inspired the modern **Olympic Games** (begun in 1896). The games were held in honour of Zeus, king of the gods, and were staged every four years at Olympia, a valley near a city called Elis.
- The Olympic Games began over 2,700 years ago in Olympia. Every four years, around 50,000 people came from all over the Greek world to watch and take part.
- There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home. Athletes competed for the glory of their city and winners were seen as being touched by the gods.
- Before the games began, messengers were sent out to announce a 'sacred truce' or a peace. This meant that any wars should be called off so that people could travel safely to Olympia.
- We know that running, jumping, discus throwing, javelin, boxing, wrestling and chariot racing were very popular sports at the Olympics.

In a group of six, the pupils' challenge is to design an Olympic competition for the class.

- They can be as innovative as you wish. However, they have to have six different activities.
- They don't need to think of sporting competitions only, they could, for example, have a spelling or a times table competition.
- They need to be clear about the rules for each activity. They need to try to ensure that the activities can involve everyone in their class.
- They must also decide on what the winners will be awarded.
- When they have designed their six activities and ensured that the rules are clear, they will be asked to put forward their six competitions.
- A panel will be chosen to select the best presentation. These six activities will then form the Class Olympics.

History – Year 5 or 6

When was the Golden Age of Islamic history?

National curriculum requirements:

Ancient civilization from 1000 years ago


- *Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin*
- *Know why they were considered an advanced society in relation to that period of time in Europe*

Key knowledge

- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Know the date of any significant event studied from the past and place it correctly on a timeline.
- Recognise when they are using primary and secondary sources of information to investigate the past.
- Use a wide range of different artefacts to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Find and analyse a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. 															
<ul style="list-style-type: none"> Know the date of any significant event studied from the past and place it correctly on a timeline. 															
<ul style="list-style-type: none"> Recognise when they are using primary and secondary sources of information to investigate the past. 															
<ul style="list-style-type: none"> Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites. 															
<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past. 															
<ul style="list-style-type: none"> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. 															

Islamic civilization: KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
Baghdad	Baghdad is today the capital of Iraq and was the capital of the Muslim world.		<h2 style="text-align: center;">Sticky Knowledge about the Islamic civilization AD900</h2> <ul style="list-style-type: none"> ❑ The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. ❑ In 762, the newly-founded city of Baghdad became the capital of the Muslim world. ❑ Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam. ❑ Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. ❑ By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing.
House of Wisdom	This was a library or university where scholars from all over the world were invited to study.	<h3 style="text-align: center;">The House of Wisdom</h3> <ul style="list-style-type: none"> ❑ The place where scholars were invited to record their knowledge in Arabic. ❑ All scholars were invited: Muslim, Jews and Christians. ❑ Knowledge of medicine, astrology and science were the main areas studied and shared. ❑ The knowledge was very advanced for its time, with cures for many serious ailments being discovered. 	
mosque	A place where Muslims worship.		
Ramadan	The most sacred month in the Islamic culture. Muslims do not eat or drink between dawn and dusk so they can devote themselves to their faith.		
scholar	A highly educated person.		
Prophet Muhammad (pbuh)	Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by Muhammad (pbuh).		
merchant	A person or company involved in wholesale trade.		
manuscript	A book, document or piece of music written by hand rather than typed or printed.		
ailments	An illness, typically a minor one.		
madrassa	A school built in, or alongside, a mosque.		
crusades	The Crusades were a series of wars when Christians invaded the Muslim lands.		

History Unit: Year 5 or 6: Ancient Civilizations of 1000 years ago

When was the Golden Age of Islamic history?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about the great civilizations such as Ancient Egyptians, Ancient Sumer, Shang Dynasty or Indus Valley.
- Get pupils to talk about anything they know about the Ancient civilizations.
- Pupils should be able to articulate that a long time ago life was different to what it is like now and recognise that the United Kingdom was not an advanced society.
- They should be able to build on the knowledge they gained in about the Ancient Greeks and the Stone Age, as well as the ancient civilizations of 3000 years ago.

Think of the important learning

- It is important that there is a focus on the key knowledge and skills identified two pages earlier.
- Pupils must end the unit with an appreciation of how advanced the Islamic society was a thousand years ago and that everything they did focused on making the world a better place.
- Their research into medicine and dentistry in particular led the way to enabling our knowledge of medicine and dentistry to be as advanced as it is today.

What inferences can pupils make?

- Pupils need to link aspects of our life today with what was happening in Baghdad over a 1000 years ago, e.g. our National Health Service, university, etc.
- Throughout the unit, pupils are encouraged to come up with their own questions.
- Activities will be deliberately set that require pupils to ask their own questions based on the learning they have received.

Help pupils to make sensory links

- On the emotional side, there are a number of opportunities for pupils to try and empathise with issues.
- The fact that all were entitled to be treated for an illness was a very rare concept in world history.
- Religion played a central role in this period but there was respect for all religions and beliefs.

Reflect on the learning that has taken place

- At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- When the unit of work has finished, there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place

How can pupils fix their misconceptions?

- It is important that pupils have opportunities to reflect that this great age provided us with so much that we take for granted today.
- For example, it could be argued that this was the civilization that gave us the first university and our National Health Service mirrors that seen in Baghdad over a 1000 years ago.

History Unit: Year 5 or 6: Ancient societies around 1000 years ago

Expectations:

- Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin
- Know why they were considered an advanced society in relation to that period of time in Europe

Key knowledge and skills

- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Name the date of any significant event studied from the past and place it correctly on a timeline.
- Recognise when they are using primary and secondary sources of information to investigate the past.
- Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.
- Find and analyse a wide range of evidence about the past.
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.

Element 1: Focus on relevance/ location/ timeline/ general overview

Why was the period known as the Golden Age?

- Start by focusing on **timelines**
 - Ensure that you have a timeline that provides pupils with a chance to consider when the Islamic Civilization was at its most glorious.
 - Ensure that pupils know when this period was in comparison to the Romans, Greeks and Vikings.
- Then move on to **location**
 - Use a map of the world to show pupils where the Middle East is, including Baghdad.
 - Ensure that pupils know which regions became part of the Islamic faith.

General Overview

- The Early Islamic World was a period of rapid expansion for both the Islamic Empire and the religion of Islam. The religion of Islam was founded in 610AD by the **Prophet Muhammad (pbuh)** in the city of Mecca (modern day Saudi Arabia). The religion soon spread throughout the region and had a major impact on the culture of the Middle East.
- **Baghdad** was a huge circular city– possibly the first in the world to have a million people and included beautiful palaces, mosques, gardens, libraries and parks. Baghdad was a city where great advances in mathematics and science were made and where an inspiring atmosphere of learning was cultivated. The **House of Wisdom** collected together all the writings of Greeks, Romans and Arabs, and scholars from all around the world built on their work.
- Baghdad’s position on the Silk Road connected traders from all over the known world and it was here that the great works of scholars and philosophers such as Aristotle and Plato were translated, and their ideas openly discussed and expanded upon.
- Ultimately, Baghdad became the historical successor to the scientific advances of the Greeks and Romans and laid a shining path for the Renaissance to follow.
- They were considered an advanced society because they built the world’s first hospitals, universities and observatories. Mathematicians worked on developing work like arithmetic and algebra. Arabic numbers became known and used in Europe through the House of Wisdom as many people would travel across the world to study there.
- They also invented the water clock and then moved onto inventing mechanical clocks to measure time. This is compared to Europe who were in the Dark Ages, mostly under Viking influence.
- **Look at the following two internet clips to help:**
<https://www.youtube.com/watch?v=EWwbhFBiXTY>
<https://www.youtube.com/watch?v=nctkFvuPVKU>

History Unit: Year 5 or 6: Ancient societies around 1000 years ago



Illustration A



Europeans learned a great deal from the Muslim doctors who in turn learned a great deal from translating books in the House of Wisdom.

Element 2: Causation and empathy

Why was the Islamic Civilization important in improving our health today?

Health care during the Golden Age

- The House of Wisdom was effectively a university (many argue the first ever).
- The growth of Islam in the seventh century sparked a golden age of scientific discovery. Building on the wisdom of ancient civilizations, Muslim doctors pushed the boundaries of medical science into bold new places.
- Some of the early remedies relied on animals. One medical book talks of using birds' wings, a pigeon's blood and donkeys' livers as cures for certain ailments.
- Snakes were often used for dealing with several ills.
- Muslim schools of medicine were created. In illustration A, a doctor is visiting a patient surrounded by others who are learning from the doctor about the treatment of many diseases.
- The most important institution for imparting knowledge about medicine and other disciplines was the **madrassa**, a school built in, or alongside, a mosque. Many madrassas became highly specialised academies, often with close links to hospitals. Notable hospitals were in Cairo, Harran (in modern-day Turkey) and Baghdad. Students would often visit patients to observe their treatment at the hands of qualified doctors, in much the same way as medical interns and residents do today.
- Before the 12th century in Europe, medical practice was almost at a stand-still. There were few new discoveries and, as the Church considered disease a punishment from God, doctors could do little for their patients.
- However, when new translations, books, observations and methods from the Islamic world gradually became known in the 12th century, Western medicine finally moved forward.
- Ideas, insights and methods from Islamic doctors brought many new advances to European medicine, essentially forming the basis of modern medicine as we know it today.
- Rather than viewing disease as a punishment from God as the Christians thought, Islam looked at disease as just another problem for mankind to solve.
- The Prophet decreed that the sick and injured should be cared for, not shunned. The first medical centre was established in Persia (Iran) in the 6th century. In the 9th century, the great Islamic doctor Al Razi oversaw Baghdad's Audidi Hospital, with its two dozen doctors on staff.
- By 1000, Baghdad had five public hospitals. Hospitals were also founded in Cairo, Aleppo, Damascus and Al-Andalus.

History Unit: Year 5 or 6: Ancient societies around 1000 years ago



This is one of the first known hospitals in the world. Located in modern-day Turkey, the 13th-century Divrigi Hospital

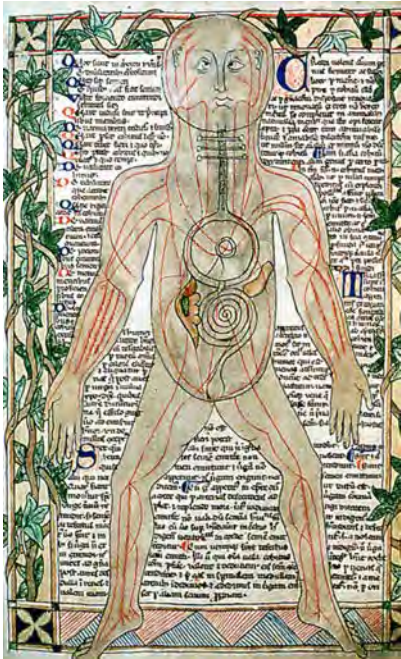


Illustration B

Element 2: Causation and empathy (continued)

Why was the Islamic Civilization important in improving our health today?

- The early Islamic medical centres would be recognisable as hospitals today. They had wards for different diseases, outpatient clinics, surgery recovery wards and pharmacies. They also functioned as medical education centres for doctor training.
 - Although many credited William Harvey for discovering blood circulation in 1616, pulmonary circulation had already been described by the Arabic doctor Ibn Al-Nafis 300 years before. His knowledge, however, was incomplete. (See Illustration B).
 - Al-Nafis knew that the heart had two halves and that blood passed through the lungs when traveling from one side of the heart to the other.
 - He also realised that the heart is nourished by capillaries.
 - Besides his description of the circulatory system and the heart, Al-Nafis advocated dissection as a means of truly learning anatomy and physiology. However, he wrote that he didn't perform dissections because of his strict Muslim beliefs.
 - He described his observations on the brain, nervous system, bone structure, gall bladder and more in his great medical encyclopaedia Al-Shamil.
 - Unfortunately, not many of Al-Nafis' writings were translated into Latin, leaving Christian doctors befuddled regarding basic anatomy until much later.
-
- Pupils should use the information on these two pages, alongside their own research, to summarise what they have learned about the importance of the Golden Age in relation to improving the treatment of people with illnesses.
 - Pupils should work as a group of four and carry out additional research.
 - They should put together a power point presentation about the importance of this period of history in advancing our understanding about medicines and treating people.
 - They should be encouraged to use a range of sources alongside their presentation.
 - Their presentation should be no more than 10 minutes long.

History Unit: Year 5 or 6: Ancient societies around 1000 years ago



Element 3: Impact

Why did the Golden Age come to an end?

Watch the following internet link:

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

- One of the main reasons for the end of the Golden Age was a change of philosophy by some of the rulers.
- The Golden Age had seen scientific and medical improvement living alongside the Muslim faith – therefore the House of Wisdom flourished.
- However, there was a growing belief that some of these scientific and medical advances were not in keeping with the true Islamic beliefs. This resulted in a shift in priorities, which in turn put pressure on the House of Wisdom.
- In addition, by the early 15 century, Muslim civilisation had experienced attacks from both the crusaders campaigns in Spain, Turkey and Palestine and the famous Mongol invasion of Persia, Iraq and Syria. The famous libraries and learning of the Muslim world came under catastrophic threat during these times of conflict.
- When Baghdad was invaded in 1258, the attacking Mongol armies destroyed countless manuscripts. In Cordoba, Spain, the vast majority of the city's 600,000 Islamic books were destroyed.
- Having lost Spain and Sicily, the Muslim world then suffered the onslaught of the military leader Timur, also known as Tamerlane. These devastations together started the decline and eventual fall of Islamic civilisation, and the end of this bright period of classical Muslim scholarship.

Watch the following links to find out more about Genghis Khan:

<https://www.youtube.com/watch?v=FFfXDZvvmrg&t=22s>

<https://www.youtube.com/watch?v=pDyece8CQF8>

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

Art Unit: Year 5 or 6: Islamic art

Art Skills:

- Know how to overprint to create different patterns
- Know which media to use to create maximum impact
- Use a full range of pencils, charcoal or pastels when creating a piece of observational art
- Explain why chosen specific techniques have been used
- know how to use feedback to make amendments and improvement to art
- Know how to use a range of e-resources to create art
- Explain the style of art used and how it has been influenced by a famous artist
- Understand what a specific artist is trying to achieve in any given situation
- Understand why art can be very abstract and what message the artist is trying to convey

What can you discover about the art and culture of the 'Golden Age'?



- Pupils should look carefully at the examples of Islamic art above. They should talk to a partner about them and then design their own.
- Key Features: Symmetry – almost all examples have symmetry; Geometry – all have a powerful link to geometry through shape and proportion; Starting point – all start at the centre and create shapes from that point; Repeating patterns – the repetitiveness of the patterns is a key feature; Finally, colour-look at the combinations or the restriction of the colour.

History – Year 4

Local Study

Why does Oldham exist in the first place?

National curriculum requirements:

A local history study

- *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*

Key knowledge

- Know about a period of history that has strong connections to their locality and understand the issues associated with the period
- Know how the lives of wealthy people were different from the lives of poorer people during this time

Historical skills

- Observe and use pictures, photographs and artefacts to find out about the past
- Use a variety of sources to collect information about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period 															
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Oldham: Year 4 Knowledge Mat

Subject Specific Vocabulary	
textile	A type of cloth or woven fabric
hamlet	A small settlement, one usually smaller than a village
cotton spinning	The process by which cotton is converted to yarn
engineering	Use of scientific processes to build machines, structures and other items
industrial revolution	A period of technical advancement that took place between mid 1800s and early 1900s
Annie Kenney	A working-class suffragette who lived in Oldham
cottage industry	A business or manufacturing activity carried out in a home
Platt brothers	Textile machinery manufacturers who became the world's largest textile machinery company by the end of the 19 th century
Winston Churchill	A very famous prime minister who won a seat to represent Oldham in parliament
coal mining	The process of extracting coal from the ground



Growth of Oldham's population

1801 – 12, 024
 1821 -21,662
 1841 – 42,595
 1861 – 72,333
 1891 – 131,463
 1901 – 137, 246

Key Knowledge

- Know about a period of history that has strong connections to their locality and understand the issues associated with the period.
- Use a variety of sources to collect information about the past.
- Know how the lives of wealthy people were different from the lives of poorer people during this time.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Explain that there are different types of evidence and sources that can be used to help represent the past.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about the history of Oldham. They may talk about some of the historical monuments that focus mainly on the two world wars.
- They may be able to recall aspects from the geographical study of the locality they may have done in Years 1 and 3.
- They should use language such as 'I have a learning link to self'; or 'I have a learning link to the wider world', or 'I have a learning link to text'

Think of the important learning

- It is important that there is a focus on the key knowledge and skills identified two pages earlier.
- Pupils must end the unit with an appreciation of how their town or city has changed and what created their town or city in the first place.
- Their research into the history of their town and city should include interviews with individuals or groups that have knowledge about their locality.

What inferences can pupils make?

- Pupils should be continually asking 'why?' as they consider the issues associated with their town or city.
- Throughout the unit, pupils are being encouraged to come up with their own questions.
- Activities will be deliberately set that require pupils to ask their own questions based on the learning they have received.
- Research tells us that if pupils can create their own questions about what they have learned, they are more likely to recall information in the future.

Help pupils to make sensory links

- Life in a workhouse conjures up some emotive thoughts that gets the senses going. Pupils should be helped to imagine what the smell was like in some of these places, especially when learning that sanitation was poor.
- If pupils are able to visit locations where the workhouses were, then they could well imagine what the workhouses may have looked like when occupied by people who had nowhere else to live.

Reflect on the learning that has taken place

- At the end of the unit of learning, an activity needs to be organised that helps pupils to recall the learning.
- This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- In addition, teachers should try and build in regular times for pupils to review the learning that has happened after the unit of work has been completed.

How can pupils fix their misconceptions?

- It is important for pupils to reflect on the fact that Oldham gained much from the cotton industry but realise that this period brought about some aspects that were negative, i.e., housing built in large quantities, poor sanitation, the reliance of the cotton industry on the slave trade in southern USA, etc.
- Providing opportunities for pupils to think about their learning links to self may provide pupils with interesting stories told by their grandparents or family members.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?

Expectations:

- 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

Key knowledge and skills

- Know about a period of history that has strong connections to their locality and understand the issues associated with the period
- Know how the lives of wealthy people were different from the lives of poorer people during this time
- Observe and use pictures, photographs and artefacts to find out about the past
- Use a variety of sources to collect information about the past
- Explain that there are different types of evidence and sources that can be used to help represent the past

Element 1: Focus on timeline/ relevance and general overview

What was Oldham like 200 years ago?

- Start by focusing on **timelines**
- Find out the population of Oldham from 1750 to the present day. Use the timeline to show pupils the growth in the population. Explain about the growth of the cotton industry and its impact on population growth.
- Use the timeline to key in important events, such as Winston Churchill's time as MP for Oldham, Annie Kenney's birth and death.

Context

- Build a picture of what Oldham was like in 1750. At this time, it was a small hamlet. The people living there were mainly sheep farmers. The soil around the Oldham area was not good so not helpful for cattle to graze or to grow crops. However, sheep could thrive. If available, use Digi maps to show how the borough has grown since 1750 to the present day. If Digi maps are not available, use old maps to show this growth.

Growth in population

- Focus on the growth of the town and on when current landmarks were created or built.

How Oldham grew in the 19th century

1801	12,024
1821	21,662
1841	42,595
1861	72,333
1891	131,463
1901	137,246

- In 1826, a special commission was set up to improve living conditions in Oldham. This commission helped to create jobs for the people and was one of the reasons why the cotton industry grew in Oldham.
- Blue Coat school was built in 1834 and the Town hall in Yorkshire Street was built in 1840.
- Alexandra Park was opened in 1865. In 1895, Oldham Athletic was formed – they were known as Pine Villa.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?



Element 2:

Why was the cotton industry so important to Oldham?

- The speed at which the cotton industry got hold in Oldham meant that Oldham, with little pre-industrial history to speak of, was effectively born as a factory town. Oldham became the world's manufacturing centre for cotton spinning in the **second half of the 19th century**. (1850s onwards)
- Between 1794 and 1911 the number of cotton mills in Oldham grew from 12 to 246. At first the cotton came from the eastern Mediterranean and India, but by 1800 cotton was imported in increasing amounts from the American south. This cotton was entirely slave-grown and linked the town of Oldham and the north west region to the transatlantic slave trade economy.
- Technological advances made it possible to spin cotton on an industrial scale. Many factors made Oldham an attractive area for mill building: its **coal, rivers, climate, transport links and a ready supply of labour**.
- Several small-scale enterprises were founded before 1800, and the industry established itself after 1815, when an end to years of war created a booming economy.
- Slowly, Oldham established a specialism as a spinning town. As the spinning industry grew, the town increasingly relied on raw material supplied by the slave plantations of the American south. It was at this time that many of the town's prominent families, such as the Lees, the Platts and the Radcliffes, gained their initial wealth in businesses linked to cotton and the slave trade.
- In 1860, Oldham was in receipt of nearly 8% of America's slave-grown cotton crop. To express this in human terms, it took over 200,000 enslaved African workers to feed Oldham's mills that year. The best estimate would mean that for every person in Oldham working in a cotton mill there were eight enslaved Africans further down the production line. If a mill owner employed 500 hands, then his wealth also relied on 4,000 enslaved workers in the Americas.
- This could help to create a discussion amongst pupils on the 'Black Lives Matter' movement. Use a question like 'Would Oldham exist if it were not for the slave industry?'
- The American Civil War caused much distress in Oldham, as the supply of cotton was interrupted and many mills laid off workers. During what became known as the 'cotton famine', the town was home to several soup kitchens, whilst charitable donations of clothing and blankets were distributed to the needy. The Borough Council also borrowed money from a special government scheme set up to create other jobs for the unemployed. This included £57,000 for road and street improvements, £29,000 for a new sewage works and £34,000 to create Alexandra Park near the town centre.
- Despite their hardships, many cotton workers pledged solidarity with the enslaved Africans on the plantations. At one public meeting several workers declared that they would rather starve than support slavery.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?



Element 2:

Why was the cotton industry so important to Oldham? (continued)

Working conditions in the mills for adults and children

Pupils should find out more about spinning and what it meant to be a worker in the mills.

Working conditions for children were worse than they were for adults. In cotton mills, children had to **work day and night**. They were exposed to the **dangerous moving parts of the machinery and had to work in very warm atmospheres to spin the cotton**.

Although the growth of the cotton industry helped to bring wealth into the country as a whole, the workers were often living in terrible conditions. Factory workers lived in cramped, filthy housing and endured dangerous working conditions.

Workers moved out of the country to work in the mills. They were attracted by better wages. However, because houses had to be built quickly to accommodate these workers this led to poor housing. This meant poorly built slums in overcrowded areas were created. This led to poor health. Open sewers and shared privies led to disease being rife and, in 1831, the Manchester area was hit by a serious cholera epidemic which claimed hundreds of lives.

Working hours were long, typically 13 hours a day with only Sunday off. The noise of the machinery was deafening and ear protectors were not compulsory leading to many workers becoming deaf. The air in the mills had to be kept hot (between 60 and 85°) to prevent the thread from breaking. As a result, many suffered respiratory illnesses. The air in the mills was thick with cotton dust, especially related to lung disease.

Eye inflammation, deafness, tuberculosis, cancer of the mouth and of the groin (mule-spinners cancer) could also be attributed to the working conditions in the mills.

Long hours, difficult working conditions and moving machinery proved a dangerous combination. Accidents were common and could range from the loss of a finger to death.

Wakes Week or fortnight

Life in the mill was harsh and the only respite came in the form of Wakes Week, in which the mill would close for a week or fortnight to allow workers an annual holiday.

Those who could afford it headed to seaside resorts such as Blackpool or Morecambe for a week, while others would enjoy the delights of the fair on a day trip.

Holiday trains would be specially laid on to cope with the influx of workers and, for a short time, hardships at work were forgotten - almost.

Harsh conditions and unfair practices in the mills provoked demands for reform with mass protests, strikes, disputes and the growth of trades unions.

The passing of numerous Factory Acts over the years saw a gradual improvement in working conditions, but life as a mill worker was never an easy one.

Find someone who can remember working in the mills.

Interview them or ask them to come into school to talk about their experiences. Try to collect a number of artefacts associated with the mills. Find out what they were used for.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?

Element 3:

What was life in the Oldham workhouses like?



This was originally a workhouse in Royton. It has since been rebuilt.



The Boundary Park site in the 1930s. Much of this was originally part of the Oldham Workhouse.

- Oldham's first workhouse is thought to have been built in 1731 between Mumps and Greenacres. By 1776, it was home to about 60 inmates. The place was most commonly known as the 'poor house'.
- A report in 1834 said that this old building was home to about 130 people. The inmates were coal miners, hatters or weavers. A retired soldier was in charge and he was also used for other duties in respect of managing the poor.
- There was an expectation that everyone worked unless they were old or ill. Their wages were often paid to the township. Only the aged or sick were allowed tea, coffee, tobacco or snuff. Many could, with permission, leave the workhouse. It was reported that most found the accommodation reasonable. However, young married people were separated and only older married couples were allowed to be together.
- Not all workhouses were deemed to be acceptable places. A journalist that visited a Middleton poorhouse in 1841 reported that the 19 inmates were crammed into one small sitting room. There were only two bedrooms. The living conditions were dreadful and disease was rife. Smallpox and other diseases killed 9 out of the 19 in a matter of days.
- In 1837, Oldham's Poor Law Union was formed. However, it took 10 years for the subject of workhouses to be looked at. All workhouses were condemned and deemed unsuitable although many had to remain open for the time being. The construction of a new workhouse was started in 1848 and finished in 1851. Eventually, separate units were built for the mentally ill, known then as lunatics and for sick people. There was separate accommodation for males and females. A residential school for 350 children was also added.
- However, in 1866, an inspector's report was very negative about the workhouse. It reported that the ventilation within the workhouse was poor and there was a terrible smell everywhere. The wards were close, dark and gloomy. The water closets (toilets) were poorly constructed so that the foul smell came straight into the wards. Most of the children were small for their age and started work from a very young age. The men slept two in a bed. Almost all adults smoked.
- Sick inmates were ill-treated and often ignored. In the detached infirmary ward, conditions were appalling and this led to diseases being passed from one to another person easily. Sick people shared the same bed. Sometimes there were as many as five people in one bed.
- There was little space for people to eat as there were no tables.
- After the National Health Service was formed in 1948, much of workhouse was turned into what we know today as the Royal Oldham Hospital on Boundary Park and Sheepfoot Lane.

History Unit: Year 4: Local study

Why does Oldham exist in the first place?

Element 3:

What was life in the Oldham workhouses like? (continued)

- Try to build a picture for the pupils as to what life was like in the workhouses.
- Consider the stigma attached to living in a workhouse, especially as they were known locally as poor houses.
- From 1904, the birthplace of those born in the workhouse did not show the name workhouse or poorhouse. Get pupils to discuss why this might have been the case.
- Try to locate some of the workhouses – some of the buildings remain almost intact (one has been turned into a very desirable cottage)
- If possible, make a visit to one or two of these sites.



The entrance to the workhouse, later to become the entrance to the Royal Oldham hospital.

History – Year 6

Local study: Linked to post 1066

What was the impact of the wars on Oldham?

National curriculum requirements:

A local history study

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Knowledge

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world
- Use timelines to place events, periods and cultural movements from around the world
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.
- Show an awareness of the concept of propaganda

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history 															
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<ul style="list-style-type: none"> Show an awareness of the concept of propaganda 															

World War 2: Year 6 Knowledge Mat

Axis	Countries which fought on the German side including Italy, Germany and Japan.
Allies	Countries which fought on the British side (including: USA, Great Britain, France and Russia).
Nazi	Member of the German political group which came to power in 1933.
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones.
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Blitz	A series of bombing raids on the UK.
propaganda	Controlling news media (such as radio) to depict the war effort .
Holocaust	Murder of Jews and other groups of people by the Nazis.
Luftwaffe	The German Airforce.
RAF	The Royal Airforce (British).
refugees	A person who has been forced to leave their country in order to escape war.
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.

War Timeline	
1 st September 1939	In 1933, Adolf Hitler rose to power as the political leader of Germany. Germany invades Poland. Britain insists Germany withdraw troops from Poland. The Germans refuse. Britain declares war on 3 rd Sep 1939. Britain initially responded with bombing raids over Germany.
1939 onwards	Children were evacuated from cities expected to be bombed as enemy planes targeted factories, etc. Children were evacuated to the countryside.
10 th May 1940	Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.
June 1940	Evacuation of Dunkirk. Large numbers of troops were surrounded by Germans at the French coastal town of Dunkirk. 338, 226 were saved by a fleet of 800 boats. This is known as the 'Miracle of Dunkirk'.
6 th June 1944	D-Day. The Normandy landings were a series of landing operations by the Allies to claim Europe. It was the largest seaborne operation in history.
7 th May 1945	Germany surrenders: The Allies had forced the surrender of Axis troops in Europe. On 7 th May 1945 Germany surrender to the Allies – the end of war in Europe.
8 th May 1945	VE Day. The VE in VE Day stands for Victory in Europe. It was the public holiday of 8 th May 1945 to mark the defeat of Germany by the Allied forces in World War 2 .
6 th August 1945	Atomic bomb was dropped on Hiroshima. Japan refused to surrender, threatening to fight on. The US considered invasion but this would have led to deaths of 500,000. On the 9 th Aug, the US dropped an atomic bomb on Nagasaki.
15 th August 1945	End of WW2 . The surrender of Japan was announced on August 15 th 1945.

Sticky Knowledge
World War 2 was a battle between two groups of countries – the 'Allies' and the 'Axis'. The major Allied powers were Britain, France, Russia, China and the United States. The major Axis powers were Germany, Italy and Japan.
Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.
Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the 'best' and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Roma (Gypsies), homosexuals and those with physical and mental disabilities.
The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.
The US didn't join the war until 1941, when Japan attacked the United States at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.
Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.
The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.



History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about the world war 2 and any evidence that may still exist in Oldham. They may know someone whose family was involved in the war in some way. They may have heard about it through a film they watched or a documentary on television. They may have a learning link to text through a book they may have read.

Think of the important learning

- It is important that pupils end up with an understanding of how the war impacted on life in Oldham. They need to know about how many people from Oldham fought in the war and how many were killed. What did children do during the war and how women were employed to do jobs in factories that would have only be done by men pre-war?
- They need to know why Oldham may have experienced being bombed, etc.

What inferences can pupils make?

- It is important that pupils understand the causes and effect associated with the war and how one thing led to another. It is important for them to understand the political issues associated with war time Oldham.
- When the unit of work has finished, there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place.
- In addition, at the end of the learning, the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Help pupils to make sensory links

- Get pupils to consider some of the emotions associated with war. Help them to realise that wartime was a very stressful time.
- Try to get pupils to realise what that feeling might have been like when the air raid sirens went off.
- Also try to get them to consider what it would have been like to have a parent directly involved in the war and being worried about them.

Reflect on the learning that has taken place

- At the end of this unit of learning, an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole.
- When the unit of work has finished, there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place.

How can pupils fix their misconceptions?

- This unit deliberately focuses more on the impact of war rather than on the fighting or any glorification of the war.
- The main aim here is to try and focus on how the war may have changed things for the young people living in the town.
- There should be some parallels drawn between the concerns identified through the Beveridge Report and post-pandemic Britain.

History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?

Expectations

A study of a local aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Key Knowledge and skills

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world
- Use timelines to place events, periods and cultural movements from around the world
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- Show an awareness of the concept of propaganda

Element 1: Focus on timeline/ location/ relevance and general overview

Why did we have a war in the first place?

Start by focusing on **timelines**

Ensure that you have a timeline that provides pupils with a chance to consider when the first and second world wars took place.

Put this in the context of the Victorian period of British history.

Then move on to **location**

Use a map of Europe to show pupils where the main countries that were involved in the two wars are located. Draw particular attention to the changes that happened towards the end of the 20th century in respect of Russia and Yugoslavia in particular.

General overview

- Use the following internet clips to help pupils gain a good understanding about why World War 1 ended and how Germany, as a nation, was left in a desperate economic state.

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zh4wpg8>

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8kv34j>

<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zkb86v4>

- It is important that children recognise that the penalties imposed on Germany after WW1 was a major contributor to the rise of Nazi Germany.
- Adolf Hitler was the leader of Germany from 1933 to 1945. He was leader of the Nazi party and became a powerful dictator. Hitler started WW2 by invading Poland and then invading many other European countries. He is also known for wanting to exterminate the Jewish people in the Holocaust.
- After the first world war, Hitler entered politics. Many Germans were upset that they had lost the war. They were also not happy with the 'Treaty of Versailles', which not only blamed the war on Germany, but took land from Germany. At the same time, Germany was in an economic depression. Many people were poor. Between the depression and the Treaty of Versailles, the time was ripe for Hitler to rise to power.

History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?



Element 2: Causation and empathy

What was It like to live in Oldham during World War Two

- Oldham, just as most other towns and cities across the UK, was adversely affected by the war. Many young and middle-aged men were recruited into the forces. Women were conscripted to work in factories, some making munitions or other materials needed for the war effort.
- Pupils should read the following reflection from an Oldham boy/ man outlining his memories of the war.

<http://www.bbc.co.uk/history/ww2peopleswar/stories/09/a6556809.shtml>

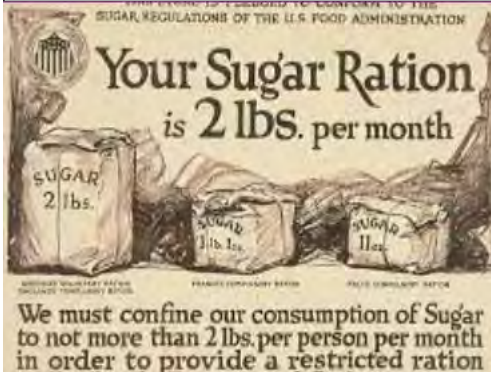
- Pupils should then read the following reflection written by another person

<http://www.bbc.co.uk/history/ww2peopleswar/stories/39/a3669339.shtml>

- This reflection has been written by a girl/ woman and provides pupils with a slightly different take on the war in Oldham
- Having read the three extracts, pupils should work with a partner and come up with 20 pieces of information about life in Oldham during World War 2. They should then work with another pair to share and check on the information they have gleaned.
- Ideally, it would be excellent to have people from Oldham, who can remember the war, to come and talk to the class.
- Pupils should prepare by creating questions. They should take account of the information they already have when preparing these questions.
- Post interviews, pupils should reform their original pairings and see what information could be added to their knowledge of Oldham at war. In groups of four, pupils could aim to write a newspaper front page entitled, 'Oldham at War'.

History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?



Element 3: Cause and consequence

What was the long- and short-term impact of the war on the people of Oldham?

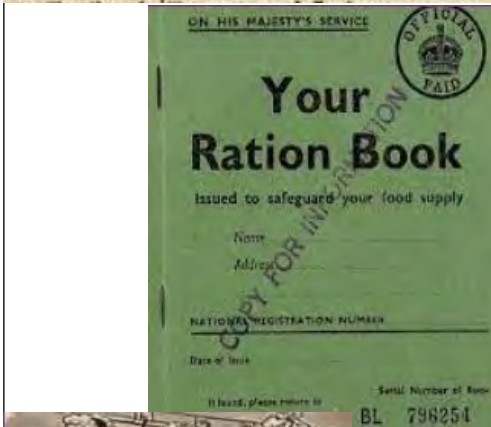
- Throughout World War Two 1939-1945, Britain was run by a government which included Labour, Conservative and Liberal politicians. Winston Churchill became Prime Minister and led the British government for most of the war. The government became much more involved in people's lives during the war. Far from being resented, most people welcomed this government intervention and wanted it to go further. The government was seen to be taking an active interest in providing for the welfare of the British people. The war greatly affected how people in Britain lived their lives.

Rationing

- One of the biggest, if not the biggest impact on all people, including those living in Oldham, was rationing. Indeed, many people felt that we had lost the war because of the sacrifices we had to make post-war. Many of the issues were as a result of the UK being an island. We could not produce enough food to sustain our growing population. We had to rely on imports and this was not easy after the war with so many other countries also short of food.
 - The government introduced rationing in 1940 and some goods continued to be rationed for more than 10 years.
 - The price of eating in a restaurant was limited.
 - Extra milk and meals were provided for children and expectant mothers.
- Watch the two internet links on the website below to gain a greater understanding about rationing and its impact. (the links are on the third page)

<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3>

Pupils should keep a list of the food they eat during a typical week and compare this with the food they would have received under rationing.



History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?



Element 3: Cause and consequence (continued)

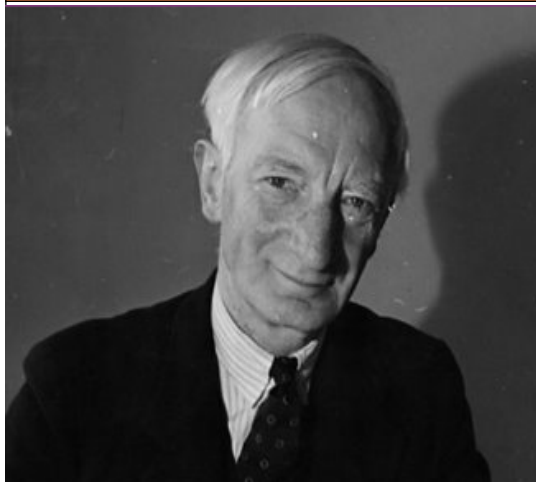
What was the long- and short-term impact of the war on the people of Oldham?

Evacuation of people

- The government also took action to ensure the safety of as much of the population as possible. Children and, to a lesser extent, families were evacuated from industrial cities to the countryside. It was thought they would be safe from aerial bombing there.
- Those living in the countryside saw an influx of women and children. Many of these children would stay with middle and upper-class families.
- Many who received evacuees were surprised and shocked by the conditions of the people arriving from the industrial cities, especially the children.
- City children often had poor clothing and were sometimes dressed in rags. They suffered from developmental illnesses such as **polio** and **ricketts**. They were often poorly educated and had suffered from a lack of clean air.
- Evacuation helped to change attitudes because it meant that working class children mixed with more affluent families. It highlighted the severe poverty that still existed in cities after the reforms of the early 1900s. Upper and lower-class citizens were brought closer together.
- **Read the reflections of one ex-evacuee talking to her granddaughter**
<http://www.bbc.co.uk/history/ww2peopleswar/stories/24/a2639324.shtml>
- **Watch and listen to the following internet link to help pupils gain an insight into what it was like for the host family**
<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-interview-with-a-host-family-child/z4b8cqt>
- Pupils should work with a partner and then move on to a group of four to share views and perceptions of what life would have been like for an evacuee. It would be excellent if a person who had been evacuated could talk with the pupils.
- If this is possible, pupils would need to prepare their questions carefully and agree as a class which questions were most suitable.
- Pupils should also work out what sort of diseases polio and ricketts were.

History Unit: Year 6: Local study focusing on beyond 1066

What was the impact of the wars on Oldham?



Issue 3: Social Impact of World War II in Britain

The Beveridge Report

Lesson starter;

Poor housing
Poor education
Disease
Unemployment
Poor people



Look at the list of problems above. Write down the ones you think we have in Britain today. Add an example of each one you choose.

Element 3: Cause and consequence (continued)

What was the long- and short-term impact of the war on the people of Oldham?

- The period towards the end of World War Two and the period immediately afterwards raised serious issues about the health of the nation.
- During World War Two, the government became involved in people's lives. **The Beveridge Report** identified five major social problems which had to be tackled.
- William Beveridge was a social policy expert who had worked with the Liberal government at the start of the 1900s, helping to develop their social policies and reforms.
- During the war, Beveridge was appointed head of a committee charged with investigating social security in Britain.

The Five Giants

- The committee, led by Beveridge, identified five major problems which prevented people from bettering themselves:
 - want (caused by poverty)
 - ignorance (caused by a lack of education)
 - squalor (caused by poor housing)
 - idleness (caused by a lack of jobs or the ability to gain employment)
 - disease (caused by inadequate health care provision)

The Report

- The Committee's Report on Social Insurance and Allied Services was published in December 1942. It became known as the Beveridge Report.
- The recommendations were for a system that would be:
 - comprehensive – cover all problems relating to poverty, from birth to death
 - universal – available to all
 - contributory – paid into from wages
 - non-means tested – available to all, even if unable to pay
 - compulsory – all workers were to contribute
- The challenge of addressing the 'Five Giants' led to the establishment of the Welfare State under the Labour government.

History – Year 6

Local Study: Linked to post 1066

What is Nottingham best known for?

National curriculum requirements:

A local history study

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key knowledge

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world
- Use timelines to place events, periods and cultural movements from around the world
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- Show an awareness of the concept of propaganda

	Child A	Child B	Child C	Child D	Child E	Child F	Child G	Child H	Child I	Child J	Child K	Child L	Child M	Child N	Child O
<ul style="list-style-type: none"> Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history 															
<ul style="list-style-type: none"> Know how to place historical events and people from the past societies and periods in a chronological framework 															
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<ul style="list-style-type: none"> Show an awareness of the concept of propaganda 															

History Unit: Year 6: Local Study focusing on beyond 1066

What is Nottingham best known for?

Issues related to long-term memory and metacognition

Focus on children's learning links

- The unit starts with finding out what pupils already know about Nottingham.
- They should be able to recall any link to self through previous learning about Nottingham.
- They should also be able to make a link to the wider world through times when Nottingham has appeared in the news.
- They may have also read stories or non fiction books about Nottingham and will have links to texts, such as Outlaw by Michael Morpurgo.

Think of the important learning

- It is important that pupils end up with an understanding of how Nottingham has had a major part to play in three different rebellions.
- We want the pupils to be able to consider cause and effect and recognise people stood up for their rights, then things changed for the good.
- They need to know why Nottingham has always been in the news in relation to helping to change the course of British history.

What inferences can pupils make?

- It is important that pupils understand the causes and effect associated with the way industries came and left Nottingham. In particular the coal industry and its impact on the lives of people who lived in Nottingham at the time.
- When the unit of work has finished, there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place
- In addition, at the end of the learning, the staff and pupils could create a memory board about the key knowledge and skills that have been learned.

Help pupils to make sensory links

- Get pupils to consider some of the emotions associated with different rebellions. Help them to realise that these were very stressful times.
- Try to get pupils to realise what that feeling might have been like when the people were prepared to stand up for their rights.
- Also, try to get them to consider what it would have been like to have a family directly involved in the rebellions and being proud of them.

Reflect on the learning that has taken place

- At the end of this unit of learning, an activity needs to be organised that helps pupils to recall the learning.
- Pupils could work in groups to summarise their new knowledge, to identify what they now know is fact and what is fiction, and also what is still to be proved.
- This can be in different forms. It could be a power point presentation, a short video clip or even a display.
- The main focus is to present their learning to the class as a whole.

How can pupils fix their misconceptions?

- It is important that pupils are provided with enough opportunity to reflect on what is true and what is a myth.
- Pupils need to recognise that there are aspects of truth about Robin Hood's life. However, there will be a great amount of exaggeration in some of the exploits he was associated with.

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?

Expectations

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key Knowledge and skills

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
- Know how to place historical events and people from the past societies and periods in a chronological framework
- Know how Britain has had a major influence on the world
- Use timelines to place events, periods and cultural movements from around the world
- Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- Show an awareness of the concept of propaganda

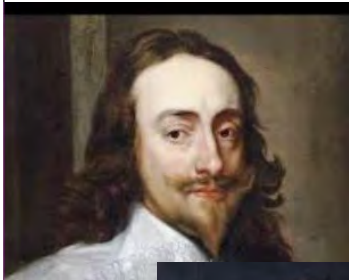
Element 1: Cause and consequence

What do you know of Nottingham's three rebellious periods?

- ❑ Nottingham has a reputation with regard to rebellions. This element looks at the three most notorious. These are the rebellion during the civil war (1642 – 1651); the luddite uprising (1811- 1813) and finally, the Chartist rebellion (1838 – 1848), that was linked to the suffragettes movement.
 - ❑ Pupils will be expected to read the information provided and then outline five main points that they now know that they didn't before.
 - ❑ Thereafter, pupils will be provided with an opportunity to champion one of eight different movements, people or groups with association with Nottingham.
 - ❑ They will be required, as part of the group, to take responsibility to present their findings to the rest of their class.
 - ❑ **Nottingham has a proud tradition of rebellion and protest dating back a thousand years. It is no coincidence that this period gave rise to the legend of Robin Hood. The hero's natural hunting-ground was Sherwood Forest and Nottingham. His championing of Anglo-Saxon liberties assured the town a reputation for standing up against injustices which it continues to enjoy.**
 - ❑ **The foundation of Nottingham Castle, shortly after the Norman Conquest of 1066, is the most symbolic manifestation of the stand-off between townspeople and rulers which came to characterise Nottingham's subsequent relations with authority.**
 - ❑ **Nottingham became a centre of medieval government over the next 500 years. The town, which did not become a city until 1897, was crucial in commanding the road and river communications with northern England and successive Norman kings – notably Richard I (1189-99), John (1199-1216) and Edward III (1327-77). They used it as a place to meet their most important feudal supporters.**
- **Read and watch the following internet link:**
<https://www.nottinghamcastle.org.uk/projects/rebellion/>

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?



Element 1: Cause and consequence (continued)

What do you know of Nottingham's three rebellious periods?

Nottingham's three rebellious periods

Nottingham's part in the civil war	Nottingham's part in the Luddite movement	Nottingham's part in the suffragette movement
<ul style="list-style-type: none"> Find out about Charles 1st and Oliver Cromwell. Nottingham sided with the roundheads. 	<ul style="list-style-type: none"> Nottingham had established a very successful lace and hosiery industry. However, the introduction of machinery, which meant jobs were at risk, caused riots. 	<ul style="list-style-type: none"> Discontent still carried on amongst the workers. Nottingham become associated with the Chartist movement which saw protests over the conditions for workers.
<ul style="list-style-type: none"> Charles 1st unsuccessfully attempted, on three occasions, to raise military support for his conflict with Parliament, by raising his royal standard at Nottingham in August 1642. 	<ul style="list-style-type: none"> The machines produced inferior products which, alongside cuts in wages made people angry. This started the Luddite movement, which eventually spread north and saw workers standing up to their employers. 	<ul style="list-style-type: none"> Chartism helped to give women support in their fight for the vote. Leading suffragettes, including Christobel and Sylvia Pankhurst, were frequent visitors to rallies in Nottingham and, as with many previous campaigns, its supporters used a variety of peaceful and militant methods, including arson.
<ul style="list-style-type: none"> When the monarchy returned, Nottingham Castle was largely destroyed. 	<ul style="list-style-type: none"> In Nottingham, lace frames were broken during the riots and one person was shot and eventually hanged outside the county jail. 	<ul style="list-style-type: none"> When George V and Queen Mary visited Nottingham in June 1914, a local Suffragette, Eileen Casey, was found to be in possession of explosives and sentenced to fifteen months imprisonment.

- ❑ Pupils should read through the information above and on the previous two pages. Having read it independently, they should join with a partner and discuss what they believe they now know.
- ❑ They should set out **five pieces** of information about Nottingham and rebellions that they didn't know before.
- ❑ Create eight champion groups. Each group will research one of the following and then present their findings to the rest of the class, in whichever way they think fit.
- ❑ **Charles 1st** **Oliver Cromwell** **Roundheads** **Cavaliers** **Suffragettes** **Luddite movement** **The fire at Nottingham castle** **Richard the Lionheart**

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?



Images from the Lace market today



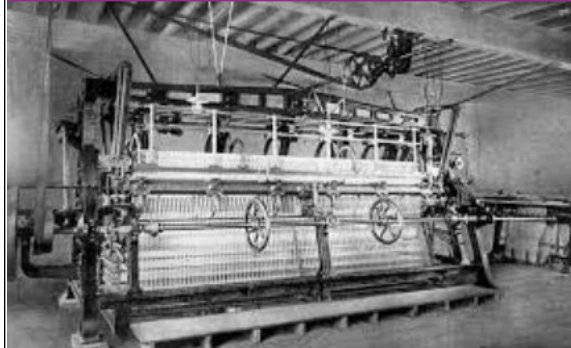
Element 2: Cause and consequence

Which industries have been historically associated with Nottingham?

- Pupils will find out more about Nottingham's lace industry. They will be provided with information (below) that they need to discuss with a partner.
- Once they have a good understanding, they should then create ten questions which they will place on the 'Who wants to be a millionaire' template. They will need to be reminded about the incorrect alternatives being plausible.
- They will then focus on Nottingham's coal industry. During this focus, they should look at the internet link and having watched it originally with the whole class, they should then watch it with a partner. They will then write a brief empathetic account of what life for a child working in a coalmine was like.

What do we know about Nottingham's lace industry?

- The Lace Market area of Nottingham is probably the oldest part of Nottingham.
- It is situated near the Motorpoint Arena Nottingham and the National Ice Centre.
- Before the lace industry, this area was the Saxon area of Nottingham. We know this because of the names. 'Gate' arose from the Danish 'gata' meaning street.
- A Norman area of Nottingham - centred around the castle - emerged following the Norman Conquest, and it was then that the city became as large as we know it today.
- The Lace Market area was an important commercial area during the Middle Ages. We know this because of the names that exist today. For example, Fisher Gate (fish sellers) and Fletcher Gate (butchers)
- The invention of the knitting frame by William Lee of Calverton in Nottinghamshire radically changed the area and eventually gave the Lace Market its name.
- Richard Arkwright established a small cotton mill in Hockley in 1768 and this led to the development of back to back housing for mill workers.
- Lace was manufactured on a frame adapted from that of William Lee and was further improved by John Heathcote and John Levers in the early 19 century.
- By the 1840s, lace making was changing from a domestic industry into an international export.
- This resulted in the high density warehouses and narrow streets that are characteristic of the area today.
- You can still see great Victorian buildings such as the Adams building on Stoney Street and Barker Gate House, designed by the famous architect Watson Fothergill.
- Nottingham lace is still important today. Nottingham lace was used in Lady Diana Spencer's wedding dress and Sarah Ferguson's wedding dress lace detail.
- Lace manufacturers from Nottingham worked with famous designers to create Catherine Middleton's Royal Lace Appliqué for her veil and shoes, when she married Prince William.

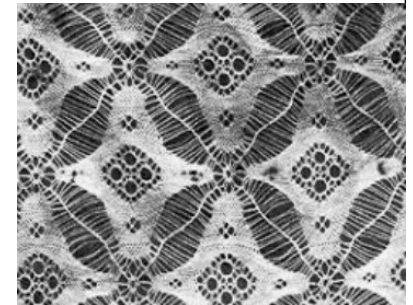


Images from the Lace making factories

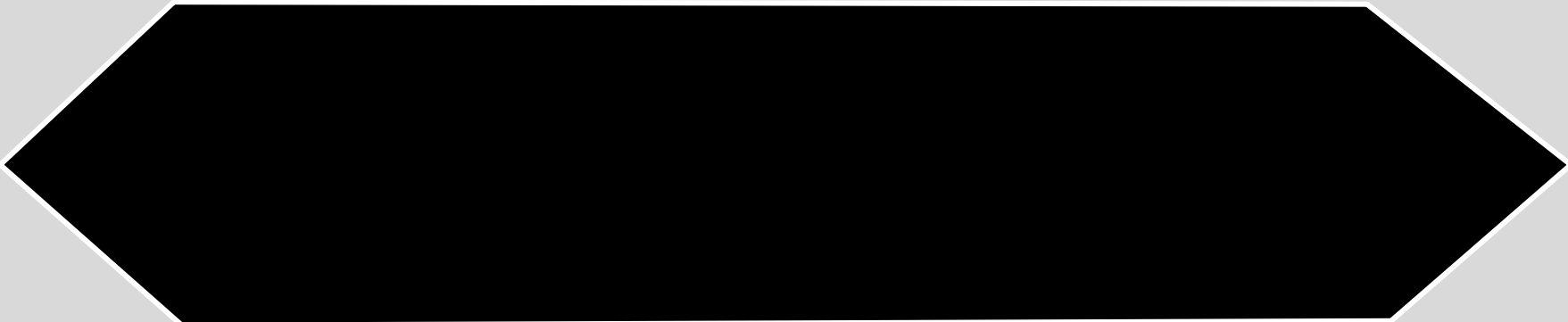
Element 2: Cause and consequence (continued) Which industries have been historically associated with Nottingham?

What do pupils now know about the lace industry of Nottingham?

- Pupils should read the information about Nottingham's lace industry.
- They should talk to a partner about what they now know that they didn't know before.
- They should identify anything they are unsure of and write a question about it on a post-it.
- They should research to find any of the streets associated with the lace market.
- Could their parents take them to this place?
- If they do get to visit the area, ask them to look for the names mentioned and take photographs of the name plates.
- Using the 'Who Wants to be a Millionaire' template on the next page, they should re-read the information and create 10 questions.
- Don't forget to remind them that they should not make it too obvious what the actual answer is.



50:50



History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?

- ❑ Write a brief report about what it would have been like to have been a child employed in the mines during the Victorian period.

Key words and phrases

industrial revolution

explosion

mine shaft

profit

trapper

drawer

malnourishment

air doors

shaft pulleys

air ventilation

exhausted

air flow

Element 2: Cause and consequence (continued)

Which industries have been historically associated with Nottingham?

What do we know about Nottinghamshire's coal industry?

- ❑ At one time, Nottinghamshire, with 42 collieries and 40,000 miners, had one of the most successful coalfields in Europe.
- ❑ Babbington Colliery at Cinderhill, Nottingham (sunk in 1841) was the first site where serious coal mining on an industrial scale took place in the county.
- ❑ Nottinghamshire was a relatively new coalfield compared to the other mining areas in Britain. Most of the larger mines were opened and developed after 1900.



Ollerton Colliery, 1938.

- ❑ We know that coal mining was dangerous and put many coal miners at risk.
- ❑ In the early days, Nottinghamshire coal mines, like all others would have employed children.
- ❑ Pupils should look at the internet link below. Look at it on their own in the first instance and then look at it with a friend and discuss it with a partner.

<https://www.bbc.co.uk/bitesize/clips/z73b4wx>

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?



Element 3: Case study

Why is Robin Hood probably the most famous person associated with Nottingham?

- Although his existence is not doubted, the tales around Robin Hood may well have been exaggerated.
 - The unit offers an opportunity for pupils to weigh up the evidence and come to their own conclusion about Robin Hood.
 - There are internet links as well as images for pupils to focus on.
 - In addition, there is much information available for them to consider.
 - The main task is to write a persuasive argument about the legend of Robin Hood: true or false.
-
- Robin Hood** was an outlaw who, according to legend, lived in Sherwood Forest, near Nottingham. He regularly fought against his enemy, the Sheriff of Nottingham.
 - Robin is known for dressing in green, for being a skilful archer and for robbing the rich to give to the poor.
 - His band of Merry Men included Friar Tuck, Little John and Will Scarlet.
 - He was probably based on a real person, although if that is so, nobody knows for sure who he was. He may have been a Yorkshireman called Robin of Loxley.
 - Robin is usually said to have lived in the 11th or 12th centuries, although the earliest reference to him in a song was during the 14th century. He is described as a yeoman, or knight.
 - Consider the internet link below:
<https://www.bbc.co.uk/bitesize/articles/zcxmb82>
 - Consider the information available and set out the 'pros and cons' in relation to whether Robin Hood did or did not exist.
 - Start by looking at the internet link below:
<http://www.keystage2literacy.co.uk/robin-hood.html#>
 - In addition, consider the information on the following pages to help you make up your mind.

History Unit: Year 6: Local Study focusing on beyond 1066

What is Nottingham best known for?



Element 3: Case study (continued)

Why is Robin Hood probably the most famous person associated with Nottingham?

Robin Hood: fact or fiction?

- Legend has it that Robin Hood was an outlaw living in Sherwood Forest with his 'Merry Men' – but did he really exist?
- The first known literary reference to Robin Hood and his men was in 1377. The Sloane manuscripts (late 16th century) in the British Museum, have an account of Robin's life which states that he was born around 1160 in Lockersley (most likely modern day Loxley) in South Yorkshire.
- Another chronicler wrote that he was a Wakefield man and took part in Thomas of Lancaster's rebellion in 1322.
- One certain fact is that he was a north country man, with his traditional haunts as an outlaw in Sherwood Forest and a coastal refuge at Robin Hood's Bay in Yorkshire.
- One well known story about Robin, that places him in Whitby, Yorkshire, is about him and Little John having a friendly archery contest. Both men were skilled at archery and from the roof of the monastery they both shot an arrow. The arrows fell at Whitby Lathes, more than a mile away. Afterwards, the fields where the arrows landed were known as Robin Hood's Close and Little John's Close.
- Robin became a popular folk hero. This was because of his generosity to the poor and down-trodden peasants, and his hatred of the Sheriff and his verderers who enforced the oppressive forest laws. Some chroniclers date his exploits as taking place during the reign of Edward II, but other versions say the king was Richard 1st, the Lionheart. Robin, having fought in the Crusades alongside the Lionheart, returned to England to find his lands seized by the Sheriff.

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?



Element 3: Case study (continued)

Why is Robin Hood probably the most famous person associated with Nottingham?

Robin Hood: fact or fiction? (continued)

- All versions of the Robin Hood story give the same account of his death. As he grew older and became ill, he went with Little John to Kirklees Priory near Huddersfield, to be treated by his aunt, the Prioress. A certain Sir Roger de Doncaster persuaded her to murder her nephew and the Prioress slowly bled Robin to death. With the last of his strength, he blew his horn and Little John came to his aid, but too late.
- Little John placed Robin's bow in his hand and carried him to a window from where Robin managed to shoot one arrow. Robin asked Little John to bury him where the arrow landed, which he duly did.
- A mound in Kirklees Park, within bow-shot of the house, can still be seen and is said to be his last resting place. Little John's grave can be seen in Hathersage churchyard in Derbyshire.
- But what of his lover Maid Marion? Not much of Robin's career is known, but nowhere in the chronicles is Maid Marion mentioned. We must assume she was 'added' to the stories at a later date.
- So, Robin did exist, but not in quite the same way as the Robin Hood we all think of, the cinematic Robin of Sherwood, Prince of Thieves! His story however, remains one of the best known tales of English folklore.

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?



Element 3: Case study (continued)

Why is Robin Hood probably the most famous person associated with Nottingham?

<ul style="list-style-type: none"> The pupils' task is to write a persuasive argument either for or against Robin Hood's legend. 	<p>Prompts for writing persuasive texts</p>
<ul style="list-style-type: none"> We know he existed but how much of the legend is true? 	<p>Start by stating the issue and their opinion</p>
<ul style="list-style-type: none"> Use the following page to help pupils as well as the prompts on the right hand side of this page. 	<p>Support their argument with reasons and factual evidence</p>
<ul style="list-style-type: none"> Use images to help. Include at least one image in the account. 	<p>Use logical cause and effect connectives to link arguments in paragraphs</p>
	<p>Summarise the arguments</p>
	<p>Use some, or all, of the following:</p> <ul style="list-style-type: none"> - emotive language - rhetorical questions - cause and effect connectives - daring the reader to disagree - making opinions sound like facts

History Unit: Year 6: Local study focusing on beyond 1066

What is Nottingham best known for?

Element 3: Case study (continued)

Why is Robin Hood probably the most famous person associated with Nottingham?

Specific Vocabulary to support writing

Key Characters:

Robin Hood, Little John, Will Scarlett, Friar Tuck, Maid Marian, Azim, Duncan, Sheriff of Nottingham

Vocabulary

Nottingham, Sherwood, forest, river
 archer, bow and arrow
 sheriff, villain, enemy, archnemesis
 dangerous, adventurous, skilful, athletic
 carriage, highway, ambush
 village, peasants, taxes
 castle, turrets, guards, fort, moat, drawbridge
 medallion, treasure, gold, goblets

Openers

Although he lived in the forest...
 As well as robbing from the rich...
 Due to the fact he lived in the forest...
 In order to feed himself...
 After a long day stealing from the rich...
 To help him on his adventures...
 Wearing his emerald green shirt and hat...

Wow words

Robin Hood - hero, thief, warrior, fighter, adventurer, explorer, outlaw, rebel, rogue
thief - bandit, burglar, criminal, crook, highwayman
travel - adventure, explore, proceed, roam, set out, voyage, wander, journey
steal - rob, thief, heist, hold up, plunder, pillage, swindle, snatch, swipe
friends - companions, allies, comrades, sidekicks, associates, crew
walk - hike, amble, march, stride, stroll, traipse, tread