

Finlay Community School

History

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of the education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our History Intent

At Finlay, we teach the National Curriculum. As stated in the National Curriculum framework, high-quality history teaching should enable pupils to, "gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." We feel this ties in closely with our 'SMILE' values, as our pupils learn more about the reasons for the world being the way it is, and how significant events, people and changes in history have made the world and society the way that it is today.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *I wonder - Places and Locational Knowledge*
4. *Once Upon a Time: Fairytales and Traditional Tales*
5. *Moving on up! Transition to Year 1*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greeks and the Olympics*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Extreme Earth (Fundraising for a disaster charity)*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 5

1. *Invaders and Settlers- Saxons, Vikings and Mayans*
2. *The Rainforest: North and South America, Deforestation*
3. *Chocolate! Ancient Maya*

Year 1

1. *Finlay Toy Factory: The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

Year 2

1. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *Heroes in History: Florence Nightingale and Mary Seacole*

Year 6

1. *We'll Meet Again: World War 2*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

Coverage Term by Term (EYFS – Year 6)

Reception	It's Good to be Me	Let's Celebrate	I wonder...	Once Upon a Time Moving on up!
Historical content	History: changes from baby to now People who help us Jobs of our parents			History: Retell stories from the past Literacy focus - rhyme, retelling stories
Year 1	Finlay Toy Factory	Where oh Where is Finlay Bear		The Great Space Race
Historical content	History - change in toys over time - looking at different eras of history e.g., Victorian toys to electric toys. What has changed? What is the same?			History - Change in transport over time History - Neil Armstrong and Tim Peake. Significant people in the past. Reasons why they acted as they did. Modern day space travel - Elon Musk. Compare and contrast changes.
Year 2	The Great Fire of London & The Tudors	Around the World in 60 Days Passport theme		Heroes in History Florence Nightingale and Mary Seacole- Black History Month
Historical content	History: What happened in the Great Fire of London. Significant events in the past.	History: The history of different houses. How have they changed? Types of houses. Tudors - walk		History - Florence Nightingale - Significant people in the past. Reasons why they acted as they did. History - Mary Seacole. Significant people in the past. Reasons why people acted as they did.

		through Gloucester				
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters Extreme Earth		Navigating the Nile/ Ancient Egyptians	
<i>Historical content</i>	History - Stone Age - Describe the changes in Britain from Stone Age to Iron Age.	History - Iron Age. Describe the changes in Britain from Stone Age to Iron Age.	History - Gloucester Floods		History - Ancient Egypt	History - Ancient Egypt
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
<i>Historical content</i>	History - Ancient Rome	History - Roman Legacy - Glevum and Roman Gloucester		Local History - Gloucester Canal/Sharpness	History - Ancient Greece	History - Olympics and the change over time
Year 5	Invaders and Settlers - Saxons, Vikings and Mayans		Deforestation The Rainforest - North and South America		Chocolate! Ancient Maya and Aztec Civilisation	
<i>Historical content</i>	History: Viking and Anglo-Saxon struggle for Kingdom of England Viking and Saxon Britain - Gloucester as a Saxon village Alfred the Great				History: A study of the Maya, Aztec and Inca Ancient Civilisation.	
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica		Let Me Entertain You! History of Entertainment	
<i>Historical content</i>	History: World War 2: Britain beyond 1066. Developing a chronological awareness.	History: World War 2: Britain beyond 1066. Developing a chronological awareness. Role	History: Ernest Shackleton and the Endurance		History: Leisure and entertainment up to the present day. A change in an aspect of social history. Shakespeare, Charlie Chaplin, Disney (animation), Modern day film and CGI. Role of men, women and children - social class at the theatre (Globe) - cost of tickets, place	

of men, women and children.

to sit, gender of actors, how the women were perceived in silent movies etc.

Progression of Knowledge, Skills and Understanding in the National Curriculum

Enquiry and Interpretation of the Past

	<i>Birth to three</i>	<i>3-4-year-old</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Ask questions about the past</i>				<i>Ask simple questions about the past such as: What was it like for people? What happened? How long ago?</i>	<i>Ask more detailed questions about the past, after looking at one source of evidence</i>	<i>Ask detailed questions about the past after looking at a variety of sources of evidence: photos, artefacts, and online sources.</i>	<i>After looking at a range of sources, ask focused questions which allow the child to dig deeper into key aspects of history.</i>	<i>After looking at a variety of sources, ask detailed questions, which allow the children to gain a thorough understanding of key historical context</i>	<i>After looking at a range of sources, ask detailed questions which allow the pupil to draw conclusions or develop theories.</i>
<i>Answer Questions about the past</i>			<i>Observe or handle evidence to ask questions and find answers to questions</i>	<i>Answer some simple questions about the past from simple sources of information that are</i>	<i>Answer questions by suggesting different artefacts, pictures and stories that</i>	<i>Choose a variety of sources which could be used to answer questions about the past.</i>	<i>Use a variety of sources of information in ways that go beyond simple observations to answer questions about the past.</i>	<i>Select sources of evidence to answer questions about the past, giving reasons for their choice.</i>	<i>Select suitable sources of evidence to answer questions about the past, giving informed and detailed reasons</i>

			about the past.	given such as artefacts and pictures.	could be used.				for their choices.
<i>Use sources</i>		Find out about experiences in my life by listening to what somebody tells me.	Listen to both spoken and written experiences within my life to understand more about the past.	Sort artefacts into then and now.	Understand that we can use artefacts, pictures, stories and to find out about the past.	Use a variety of sources of evidence (artefacts, pictures, stories and online sources) to find out about aspects of life in the past.	Choose a variety of evidence (artefacts, pictures, stories, online sources, databases and eyewitness accounts) to deduce information about the past.	Seek out and analyse a wide range of evidence (artefacts, pictures, stories, online sources, databases and eyewitness accounts) to deduce information and draw conclusions about the past.	
<i>Difference in sources</i>				Compare some simple similarities and differences between artefacts.	Understand that the past can be represented in different ways.	Understand that sources of evidence on the same topic can give different viewpoints.	Understand that no single source of evidence gives the full answer to questions about the past.	Understand that sources of evidence may contradict each other, and begin to explain some of the reasons why.	Understand that sources of evidence can contradict one another, explaining the potential reasons and giving plausible reasons as to why.
<i>Accounts of events</i>				Relate my own account of an event and understand that others may give a different version.	Relate my own account of an event and understand the reasons why others may give a	Describe different accounts of a historical event, explaining some of the reasons that the accounts may differ.	Describe causes and consequences of some of the main events and changes in history.	Begin to understand the concept of propaganda and the impact it could have.	Have an increased awareness of the concept of propaganda, giving examples of where this has had an impact.

					<i>different version.</i>				
									<i>Understand that historians must understand the social context of evidence studied.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Knowledge and Understanding of the World

	<i>Birth to three</i>	<i>3-4-year-old</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Change over time</i>			<i>Use everyday items to describe the passing of time: new, old, now, then</i>	<i>Describe things that have happened to themselves and other people in the past using phrases such as: now, yesterday, last week, a long time ago, present, older, newer</i>	<i>Show an awareness of the past using common words relating to the passing of time.</i>	<i>Understand the concept of change over time, using an increasing range of common words and phrases relating to the passing of time.</i>	<i>Understand the concept of change over time, representing this, along with evidence, on a timeline.</i>	<i>Identify periods of rapid change in history and understand some of the reasons why.</i>	<i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i>
<i>Knowledge and key</i>			<i>All about me: People</i>	<i>Changes in toys over</i>	<i>Heroes in History:</i>	<i>Stone Age to Iron Age:</i>	<i>Roman Britain and their legacy</i>	<i>Invaders and Settlers: Anglo</i>	<i>World War 2: Explain who</i>

areas of study.			from the past Traditional tales	time: Identify what toys we play with	Know who Florence Nightingale was	Explain how prehistory fits into British history.	(Glorious Glevum): Explain who the Celts were	Saxons and Vikings: Explain why the Romans left Britain and where they went.	was involved in World War 2 and locate these countries on a map.
				Changes in toys over time: Explain how our toys mark	Heroes in History: Know and Explain why Florence Nightingale was called the Lady with the Lamp.	Stone Age to Iron Age: Order the key periods of British history in chronological order	Roman Britain and their legacy (Glorious Glevum): Explain how Rome began	Invaders and Settlers: Anglo Saxons and Vikings: Explain who the Anglo Saxons were	World War 2: Explain who ruled the country during World War 2.
				Changes in toys over time: Explain what toys were like in the 2000s	Heroes in History: Know which war Florence helped to train the nurses in and the reasons why.	Stone Age to Iron Age: Explain the three key periods of pre-history: Paleolithic, Mesolithic, Neolithic	Roman Britain and their legacy (Glorious Glevum): Explain the story of Romulus and Remus and explain what this tells us	Invaders and Settlers: Anglo Saxons and Vikings: Explain when the Anglo Saxons came to Britain	World War 2: Describe the causes of World War 2.
				Change in toys over time: Explain what parents' toys were like (1980s and 1990s)	Heroes in History: Know and explain why Florence Nightingale is well remembered.	Stone Age to Iron Age: Explain what Stone Age people ate	Roman Britain and their legacy (Glorious Glevum): Use sources to tell us about the Roman Empire and their rule	Invaders and Settlers: Anglo Saxons and Vikings: Explain where the Anglo Saxons settled and the reasons for this.	World War 2: Describe what happened during the Battle of Britain and how it impacted on the war
				Change in toys over time: Explain what grandparents	Heroes in History: Know what and why Florence	Stone Age to Iron Age: Explain who the Hunter Gatherers were and the	Roman Britain and their legacy (Glorious Glevum): Explain	Invaders and Settlers: Anglo Saxons and Vikings: Describe	World War 2: Describe what happened during the Blitz.

				and great grandparents' toys were like (1940s-1970s)	Nightingale received medals	Neolithic farmers.	how Caesar invaded Britain	whether Gloucester is a Saxon town, using evidence	
				Changes in toys over time: Explain what toys were like in the early 1900s, after the Victorian Era (1902-1930s)	Heroes in History: Explain how Florence Nightingale and Mary Seacole knew each other	Stone Age to Iron Age: Explain how Stone Age people expressed themselves through art.	Roman Britain and their legacy (Glorious Glevum): Explain how the Roman army operated and how they prepared for battle.	Invaders and Settlers: Anglo Saxons and Vikings: Explain why the Sutton Hoo burial is so important	World War 2: Describe what happened to children during World War 2.
				Changes in toys over time: Explain what toys children played with in the Victorian Era (1837-1901)	Heroes in History: Explain who Mary Seacole is	Stone Age to Iron Age: Explain what Stone Age paintings tell us about life in the past.	Roman Britain and their legacy (Glorious Glevum): Explain the purpose of Hadrian's Wall	Invaders and Settlers: Anglo Saxons and Vikings: Explain what the Anglo Saxons believed in	World War 2: Explain what it was like to be evacuated.
				Changes in toys over time: Explain what moving toys children played with long ago and explain how they worked.	Heroes in History: Explain why Mary Seacole is remembered.	Stone Age to Iron Age: Explain where Stone Age people lived and compare whether their houses are similar or different to those we know about	Roman Britain and their legacy (Glorious Glevum): Describe where people lived and how this differed between rich and poor	Invaders and Settlers: Anglo Saxons and Vikings: Explain where the Vikings came from and why	World War 2: Describe the roles of men and women during the war
				Changes in toys over time: Explain the different types of playground games that	Heroes in History: Explain why Mary was called Mary Seacole	Stone Age to Iron Age: Explain the roles of men and women during the prehistoric period	Roman Britain and their legacy (Glorious Glevum): Describe what the Romans did for entertainment	Invaders and Settlers: Anglo Saxons and Vikings: Explain when the Vikings	World War 2: Describe what rationing was and the impact that it had

				were played by children during the Victorian Era.				invaded Britain	
				Changes in toys over time: Explain how toys were different for rich and poor during the Victorian Era.	Heroes in History: Explain some key events of the Crimean War.	Stone Age to Iron Age: Explain what Skara Brae is and why it is important.	Roman Britain and their legacy (Glorious Glevum): Describe key beliefs in the Roman Era.	Invaders and Settlers: Anglo Saxons and Vikings: Describe what life was like living in Viking Britain and life in the Danelaw	World War 2: Explain who Anne Frank was and describe how she shared her experience with others.
				Changes in toys over time: Explain what the first Teddy Bear was like and how this has changed.	The Great Fire of London: Explain what life was like in the 17 th Century	Stone Age to Iron Age: Explain what life was like during the Bronze Age	Roman Britain and their legacy (Glorious Glevum): Explain what the Romans left behind - their legacy	Invaders and Settlers: Anglo Saxons and Vikings: Explain how Alfred the Great created a peace agreement	World War 2: Describe how education differed during World War 2, compared to nowadays
				Changes in toys over time: Explain what is the same and what is different between toys from the past and present.	The Great Fire of London: Explain the effects that the plague had on London in 1665.	Stone Age to Iron Age: Explain how life had been developed throughout the Bronze Age and what this meant for rich and poor people.	Roman Britain and their legacy (Glorious Glevum): Explain why the Romans chose to settle in Gloucester (Glevum)	Invaders and Settlers: Anglo Saxons and Vikings: Explain why Alfred was great	World War 2: Describe how World War 2 ended
				Great Space Race: Explain how we can travel in the modern world.	The Great Fire of London: Explain what London was like at the time of the	Stone Age to Iron Age: Explain how life was different during the Iron Age	Roman Britain and their legacy (Glorious Glevum): Use evidence from in and around Gloucester to	Invaders and Settlers: Anglo Saxons and Vikings: Explain who the last	World War 2: Describe how World War 2 has impacted the country we live in today.

					Great Fire of London		show that it is a Roman town.	Anglo-Saxon kings were.	
				Great Space Race: Explain what the means of transport was like in the 1800s and 1900s.	The Great Fire of London: Explain which significant people were around during the Great Fire of London	Stone Age to Iron Age: Explain which period of pre-history they would rather live in, giving reasons for their views.	Going for Gold: Explain how Ancient Greece began.	Ancient Civilisation - Maya and Aztec: Explain who the Mayans were and where they came from	Leisure and entertainment: Explain what entertainment looked like over the past 500 years
				Great Space Race: Explain what a longboat is.	The Great Fire of London: Explain how the Great Fire of London started	Navigating the Nile: Explain where in the world Egypt is *link to Geography*	Going for Gold: Explain what the Ancient Greeks believed in.	Ancient Civilisation - Maya and Aztec: Explain where in the world the Maya lived	Leisure and entertainment: Explain who William Shakespeare was and what his legacy is
				Great Space Race: Explain what a horse and cart was used for.	The Great Fire of London: Place the key events from the Great Fire of London in chronological order	Navigating the Nile: Explain why the River Nile is significant	Going for Gold: Explain what daily life was like in Ancient Greece.	Ancient Civilisation - Maya and Aztec: Explain what the Maya people believed in	Leisure and entertainment: Explain what entertainment was like in the 16 th /17 th century
				Great Space Race: Explain how the Steam locomotive changed lives.	The Great Fire of London: Explain how the Great Fire of London was put out	Navigating the Nile: Explain who the Ancient Egyptians were	Going for Gold: Explain what happened during the Battle of Troy	Ancient Civilisation - Maya and Aztec: Explain how the Maya counted	Leisure and entertainment: Explain how gender and race were represented in the 16 th /17 th century
				Great Space Race: Explain who invented	The Great Fire of London:	Navigating the Nile: Explain who the	Going for Gold: Explain who the Spartans were	Ancient Civilisation - Maya and	Leisure and entertainment: Explain how

				the petrol car.	Explain the impact of the Great Fire of London	Egyptian Pharaohs were.		Aztec: Explain what food Maya people ate and how they farmed their food	social status was represented in the 16 th / 17 th century
				Great Space Race: Explain how flight developed over time.	The Great Fire of London: Explain the key changes made as a result of the Great Fire of London	Navigating the Nile: Explain what farming was like for Ancient Egyptians	Going for Gold: Explain who the Athenians were	Ancient Civilisation - Maya and Aztec: Explain what the historic site of Chichen Itza tells us about prehistory	Leisure and entertainment: Explain where plays were performed in the 16 th /17 th century
				Great Space Race: Explain how we can travel to space.	The Great Fire of London: Explain how we know about the Great Fire of London	Navigating the Nile: Explain what the appearance of an Egyptian is like	Going for Gold: Explain what the Ancient Olympics were like	Ancient Civilisation - Maya and Aztec: Explain who the Aztecs were	Leisure and entertainment: Explain how the 17 th century entertainment is similar and different to modern day theatre
				Great Space Race: Explain who the first men were on the moon.	The Great Fire of London: Explain how we could prevent a disaster like the Great Fire of London happening again.	Navigating the Nile: Explain what the pyramids are significant in Egypt	Going for Gold: Explain when the modern Olympics began	Ancient Civilisation - Maya and Aztec: Explain how the Aztecs lived	Leisure and entertainment: Explain who Charlie Chaplin was and what his role was in the history of entertainment
				Great Space Race: Explain what British Astronaut Tim Peake's role was in space.		Navigating the Nile: Explain why Hieroglyphics were used and what they mean.	Going for Gold: Compare and contrast the Olympic games of today and the Ancient Olympics.	Ancient Civilisation - Maya and Aztec: Explain how the Aztecs built their empire	Leisure and entertainment: Explain how Charlie Chaplin moved the entertainment

									industry forward
							Going for Gold: Know and discuss some of the Greatest moments in modern day Olympic history	Ancient Civilisation - Maya and Aztec: Explain the different types of Aztec Art.	Leisure and entertainment: Explain how Walt Disney changed the face of entertainment in the 20 th Century
							Going for Gold: Explain how Ancient Greece fell		Leisure and entertainment: Explain how the representation of gender and race changed in the 20 th century entertainment sector
							Going for Gold: Explain how empires rise and fall		Leisure and entertainment: Explain how we are moving forward with entertainment in relation to CGI.
Change		Develop an understanding of growth and change over time.	Recognise key aspects of change within my own life: birthdays, passage of time, growing babies, toddlers, starting	Recognise that there are reasons for changes in history	Recognise that there are reasons why people in the past acted as they did.	Identify links between time periods studied and other areas of interest around the world	Compare some of the times studied with those of other areas of interest around the world	Describe some of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Explain how this then impacts on

			<i>school, moving on</i>						<i>subsequent periods and on today's society.</i>
<i>Key changes</i>				<i>Listen to eyewitness accounts from the past (grandparents for example) to find out information</i>	<i>Describe the main changes between then and now</i>	<i>Describe houses and settlements, culture and way of life, people's beliefs and differences between rich and poor using evidence</i>	<i>Describe features of past societies and periods</i>	<i>Describe some cultural, religious and ethnic diversities of societies studied in Britain and the wider world</i>	<i>Describe the social, ethnic, cultural or religious diversity of past society, backing up ideas with evidence and statistics</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Communicating Historically

	<i>Birth to three</i>	<i>3-4-year-old</i>	<i>Rec</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Presenting information from the past</i>			<i>Record memories of special events: making a book, collecting photos, drawing and writing</i>	<i>Show knowledge and understanding about things from the past in different ways: role play, drawing, writing and talking</i>	<i>Show knowledge and understanding about objects, people and events from the past in different ways: labelled diagrams, simple stories and recounts</i>	<i>Suggest different ways to present knowledge and understanding about key events or changes in history: a good standard of computing and literacy skills.</i>	<i>Choose different ways to present knowledge and understanding about key events or changes in history: a high standard of computing/ literacy/ data handling skills</i>	<i>Present detailed findings, giving reference to historical skills being taught in a way that shows awareness of an audience</i>	<i>Present information in an organised and clearly structured way, in the most effective/ appropriate manner e.g., tables, charts, labelled diagrams or</i>

									written explanations.
Using historical vocabulary	Use vocabulary to communicate about the past: yesterday, last week	Use vocabulary to communicate about the past: yesterday, before, last, old, new	Use vocabulary to communicate about the past: today, yesterday, present, past, future, tomorrow, long ago, calendar, remember, parents, grandparents, old, month, day	Use vocabulary to communicate about the past: year, timeline, different, ancient, decade, modern, date order, memories, long ago, century, similar, artefact	Use vocabulary to communicate about the past: significant, investigate, detective, opinion, historians, research, chronological order, era/period, diary, evidence, experts	Use vocabulary to communicate about the past: BC (Before Christ), AD (Anno Domini), importance, impact, change, first hand evidence, second hand evidence, continuity, effects, thousands of years, legacy, sources	Use vocabulary to communicate about the past: BCE (Before Common Era), BC (Before Christ), AD (Anno Domini), infer, consequence, culture,	Use vocabulary to communicate the past: extent of change, extent of continuity, religious, religion, social, technological, eyewitness, primary evidence, secondary evidence, deduce, conclusive	Use vocabulary to communicate about the past: legislation, politics, political, social, democracy, diversity, reliability, bias, definitive, extent of change,

Knowledge Organisers

Knowledge organisers should be shared with the children at the beginning of each block of work.

In history, as this is the basis of each theme, the children will have one knowledge organiser per big term.

The children should take a copy of this home.

The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.

Knowledge Organisers should show:

- Vocabulary*
- Sticky knowledge and Rapid Recall facts*
- How learning may link to previous learning*

The Finlay Toy Factory

Focus: Changes in toys over time

Year: 1

Term: Autumn

Subject: History

Rapid Retrieval (Can I still recall)

- Key changes in my life from when I was a baby up until now

Clever Connections: (Links to the Golden Threads)

Technology and Transport

- Technology has changed over time.
- In the olden days, technology was more basic whereas today it is more advanced.
- Electricity is used more regularly now
- The materials used to make things has changed. Wood and metal used to be used a lot but now plastic is a common material used.

Monarchy

- Queen Victoria was the Queen of England between 1837 and 1901.

Legacy

- Many of the toys designed and created in the 1800 and 1900s are still popular today.
- The same types of toys are popular, but are just modernized: e.g. dolls and doll houses; spinning tops – beyblades – fidget spinners.

















Links to Science:

- In Science, we have been identifying and naming a variety of everyday materials: wood, plastic, glass, metal, water and rock. Lots of toys in the Victorian Era were made of wood, and some were made of glass e.g. marbles. Nowadays, most of our toys are made from plastic.
- We have been describing the simple physical properties of the materials listed above.
- Words to describe materials include: hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent. The Slinky can be bendy and shiny. The teddy bear is soft.

Key Question	Sticky Knowledge
<p>What toys do we play with?</p> <p><i>Explore first hand sources: children bring in their own toys.</i></p>	<ul style="list-style-type: none"> Modern toys are mainly made of plastic. Toys are much safer than they were in the past. There are lots of rules which toy makers have to follow to make sure toys are safe. Toys we may play with: Lego, Nintendo Switch, PlayStation, XBOX, LOL Dolls, Hatchimals, squishies, Pokémon interactive characters, football, skipping ropes, robots, remote controlled cars, drones, interactive dolls.
<p>How do our toys work?</p>	<ul style="list-style-type: none"> Many modern toys use electricity to work. Lots of modern toys have batteries which make them move. Computers and consoles were invented in the 20th Century. Even though toys have changed throughout the ages, some toys have always been around but just look different now, such as dolls.
<p>What were toys like in the 2000s?</p> <p><i>Look at real life toys and explore in detail</i></p>	<ul style="list-style-type: none"> In 2004, the Nintendo DS was developed. It had two screens In 2002, Beyblades were popular. These were like powerful spinning tops. Lego was still popular in the 200s, with more advanced Lego kits being available. Lego Bionicle was popular. Fidget spinners were popular in 2005. iPods were released in 2001, made by Apple. This allowed people to listen to music.
<p>What were our parents' toys like? (Toys in 1980s and 1990s)</p> <p><i>Look at real life toys. Interview parents</i></p>	<ul style="list-style-type: none"> In 1983, the Polly Pocket toys were invented. In 1989, the first Game Boy by Nintendo was created in Japan. In 1993, Beanie Babies by Ty Warner were produced. In 1995, a Buzz Lightyear action figure that could talk was created. In 1996, the Tamagotchi was invented in Japan: a handheld digital pet.
<p>What were our grandparents' and great grandparents' toys like? (Toys in 1940s, 1950s, 1960s and 1970s)</p> <p><i>Look at real life toys. Interview grandparents.</i></p>	<ul style="list-style-type: none"> In 1943, the Slinky was created. It performed tricks such as walking down the stairs. In 1949, plastic Lego bricks were made. In 1959, the Barbie Doll was invented. In 1959, the Etch a Sketch was invented and introduced in the 60s.
<p>What were toys like in the early 1900s, after the Victorian Era (1902-1930s)</p> <p><i>Look at real life toys.</i></p>	<ul style="list-style-type: none"> In 1902, the Steiff teddy bear was created. In 1903, Crayola wax crayons were introduced. In 1907, the name Meccano was introduced and the first factory opened in Liverpool.
<p>What toys did the Victorians play with (1837-1901)?</p> <p><i>Look at real life toys. Interview parents</i></p>	<ul style="list-style-type: none"> In 1837 to 1901, Queen Victoria reigned over Britain. This period of history was called the Victorian Era. The children did not have television or tablets. Toys were considered very expensive compared to family's wages, so children had to be creative with how they made toys. Victorian toys were made out of the materials available at the time. Even stones and string have been made into toys. Children played with spinning tops a lot: these could be made really easily and bought fairly cheaply. Two popular outdoor toys were skipping ropes and kites. Houses were smaller in the Victorian Era so most children played outside.
<p>What moving toys did children play with long ago and how did they work?</p> <p><i>Look at real life toys. Link to DT making cars.</i></p>	<ul style="list-style-type: none"> A popular toy was the thaumatrope: a disc with pictures on either side that is attached to two pieces of string or a stick. When the disc is spun quickly, the two pictures appear to combine into one. Clockwork trains were popular. You wind up the mechanism and the train moves. Windmills moved around and were powered by the wind, the same as kites. These were used by poorer children.
<p>What sort of playground games did children use to play during the Victorian times?</p>	<ul style="list-style-type: none"> Victorian children played with toys like hoops, marbles and skipping ropes, with friends in the street, or in the school playground. They played chasing games such as tag, blind man's bluff, and played catch with balls. They also played hopscotch
<p>How were toys different for rich and poor during the Victorian Era?</p> <p><i>Look at real life toys. Interview parents</i></p>	<ul style="list-style-type: none"> Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Tea-sets were often made of porcelain. Boys often played with glass marbles or toy soldiers. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.
<p>What was the first Teddy Bear like? How has this changed?</p> <p><i>Look at real life teddies and put in order from oldest to newest. Consider visiting teddy bear factory.</i></p>	<ul style="list-style-type: none"> Teddy bears have been around for more than 100 years. In 1902, Richard Steiff based one of his toy designs on a bear he saw at the zoo. They used to be stuffed with wood shavings. Now they are stuffed with soft fibres.
<p>What is the same and what is different?</p>	<ul style="list-style-type: none"> Toys were mainly made of wood, paper and metal during the Victorian age. Toys nowadays are mainly made from plastic, and have many electrical components. Toys can also talk. Just because a toy moves doesn't mean it's modern – moving toys can have wheels and hinges instead of batteries.

Developing Chronology

Year 3	Year 3	Year 3	Year 5	Year 4	Year 4	Year 4	Year 4	Year 4	Year 5	Year 2	Year 5	Year 6	Year 2	Year 6	Year 2	Year 2	Year 2	Year 1	Year 6	Year 1	Year 1	Year 6	Year 6
2.5 million – 10,000 BC Paleolithic Period	10,000 – 8,000 BC Mesolithic Era	8,000–3,000 BC Neolithic Era	Maya civilization began	776 BC First date in Greek History: The Olympic Games	753 BC Rome was founded by Romulus and Remus	323 BC End of the Ancient Greek Era following death of Alexander the Great	27 BC Roman Empire Established	476 AD Fall of the Roman Empire	1400s Aztecs ruled Central Mexico	1485 Tudor Era began	1519 Aztec and Maya rule finished	1564 William Shakespeare born	1603 Tudor Era finished	1616 Shakespeare died	1666 The Great Fire of London	1820 Florence Nightingale born	1805 Mary Seacole born	1837 Victorian Era began	Charlie Chaplin born	1901 Victorian Era ended when Queen Victoria died.	1903 First Teddy Bear created	1939-1945 World War 2	Charlie Chaplin died

Vital Vocabulary					
<p>Queen Victoria She was the monarch (Queen) of England from 1837 to 1901. This was known as the Victorian Era. Her husband was called Albert.</p> 	<p>Nintendo DS Developed in 2004. Similar to a Nintendo Switch; used to play games on the move.</p> 	<p>Fidget Spinners Developed in 2005.</p> 	<p>iPod Created by Apple in 2001. Used to listen to music on the go. A modern version of a cassette player.</p> 	<p>Slinky Created in 1943.</p> 	
<p>Etch a Sketch Created in 1959. Used for drawing pictures on a screen</p> 	<p>Tamagotchi Created in 1996. Handheld digital pet.</p> 	<p>Crayola Wax Crayons Crayons used to be made from wax and were used more than pencils.</p> 	<p>Thaumatrope A disc with pictures on either side that is attached to two pieces of string or a stick. When the disc is spun quickly, the two pictures appear to combine into one.</p> 	<p>Hopscotch A popular playground game</p> 	<p>Steiff Teddy Bears The first Steiff bear was created in 1902, and was based on the design of a bear that had been seen at the zoo.</p> 
<p>Polly Pocket Created in 1983.</p> 	<p>Game Boy Created by Nintendo in 1989</p> 	<p>Beanie Babies Soft toys produced in 1993. These were often collected by people</p> 	<p>Spinning top These were popular in the Victorian Era and are still popular now.</p> 	<p>Rocking Horse These were popular in the Victorian Era and are still played with nowadays. They rock back and forth as you sit on them.</p> 	

Fire, Fire!

Focus: The Great Fire of London and the Tudors

Year: 2

Term: Autumn

Subject: History

	Key Question	Sticky Knowledge
<p>Rapid Retrieval (Can I still recall)</p> <ul style="list-style-type: none"> Children during the Victorian Era played with wooden toys. Toys have changed over time, and now include more electrical components. Neil Armstrong was the first man on the moon. There have been changes in technology and transport linked to Space Travel. The Hubble Space Telescope and International Space station (ISS) have helped us find out more about space. Space X is the company who are closest to sending tourists to space. <p>Clever Connections: (Links to the Golden Threads)</p> <p>Society</p> <ul style="list-style-type: none"> In London during the 1600s, life was different for rich and poor people. Poorer people lived in cramped conditions and the streets were dirty. Disease spread quickly throughout the dirty conditions. Lots of the men wore wigs. <p>Technology and Transport</p> <ul style="list-style-type: none"> Technology during the Great Fire was pretty basic. Fire hooks, buckets and water was used from the Thames. Nowadays, Fire Engines would be used with hoses. This is similar to the technological changes with toys. Toys were fairly basic to begin with, made from wood, but they are now more advanced and include electrical components. Electrical smoke alarms now exist to be able to detect fires, whereas these did not exist in the 1600s, the same as electrical toys did not exist during the Victorian Era. <p>Monarchy</p> <ul style="list-style-type: none"> During the Great Fire of London, the King was King Charles II. <p>Legacy</p> <ul style="list-style-type: none"> Following the Great Fire of London, the London Fire Brigade was established. We still have Fire Brigades now and they help to keep us safe. 	<p>What was life like in the 17th Century?</p>	<ul style="list-style-type: none"> How people live now is very different to how people lived in 1666. Jobs that people had in the 17th Century included, gong farmers, chandlers and rat catchers. People in London had been suffering from a disease called the plague.
	<p>Effects the plague had on London in 1665?</p>	<ul style="list-style-type: none"> During the Summer of 1665, London was affected by a horrible disease known as the Great Plague. Rats carried the fleas that caused the plague. Rats were all around the streets of London, as it was dirty, especially in poorer areas. At this time, medicine and health care was very different from today and there was no cure. We will learn more about the conditions of hospitals when we look at the work of Florence Nightingale. Hygiene was very poor and the streets were dirty. Plague doctors treated victims that carried the plague.
	<p>What was London like at the time of the Great Fire of London?</p>	<ul style="list-style-type: none"> Houses in London were mainly built from wood and straw which were extremely flammable. The houses were very close together so the fire could spread easily. People used fire for light and to cook from. London was very busy – about 350,000 people lived there. It was one of the largest cities in Europe. Lots of people moved here for work. People liked to go to the theatre for entertainment, to see plays, and women were allowed to act in the plays for the first time during the 1600s. They hadn't been allowed before. William Shakespeare's plays had been popular in the early 1600s.
	<p>Which significant people were around during the Great Fire of London?</p>	<ul style="list-style-type: none"> Samuel Pepys was a writer born in 1633. He wrote about many events including The Plague and The Fire of London. Samuel Pepys buried his diary in the ground to keep it safe from the fire along with cheese and wine. King Charles II was the king in charge of the country. He said that buildings should be rebuilt from brick or stone and that streets should be made wider. Sir Christopher Wren (an architect) designed a monument to remember the Great Fire of London, which still stands today. He also designed St Paul's Cathedral.
	<p>How do we know about the Great Fire of London?</p>	<ul style="list-style-type: none"> Samuel Pepys wrote a diary during the fire. Some of his diary was written in a secret code.
	<p>How did the Great Fire of London start?</p>	<p>The summer had been very hot and very dry</p> <p>The Great Fire broke out in a bakery on Pudding Lane on 2nd September 1666.</p> <p>The baker was called Thomas Farriner, and he was the King's baker.</p> <p>Thomas Farriner thought he put the fire out after a spark from his oven hit fuel in his kitchen, but the fire then started during the early hours.</p> <p>Strong winds were blowing which helped the flames spread.</p>
	<p>What were the key events in the Great Fire of London? Can you place them in chronological order?</p>	<ul style="list-style-type: none"> The Great Fire of London happened between 2-5 September in 1666. The fire began in Thomas Farriner's bakery in Pudding Lane. St Paul's Cathedral burnt down during the fire. The fire lasted for 5 days. We know what happened during the fire because people back then wrote about it in diaries. Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry.
	<p>How was the Great Fire of London put out?</p>	<ul style="list-style-type: none"> People had to put out the fire using; fire hooks, leather buckets, water squirters and gun powder. They used gun powder to make a fire break to stop the spread of the fire between buildings that were close together. Water was taken from the River Thames.
	<p>What was the impact of the Great Fire of London?</p>	<ul style="list-style-type: none"> Many people were made homeless because their houses burnt down. 13,000 houses were destroyed by the fire. Temporary buildings were put up, and conditions were poor. Many people lost their lives during the harsh, cold winter that followed. St Paul's Cathedral was burnt down.
	<p>What changes were made as a result of the Great Fire of London?</p>	<ul style="list-style-type: none"> King Charles decided he wanted to rebuild London and improve it New rules were put in place that said buildings had to be made out of stone and brick The London Fire Brigade was set up A monument was built to remember what happened and the people who died
	<p>How could we prevent a disaster like this happening again?</p>	<ul style="list-style-type: none"> Call the Fire Brigade if you suspect a fire Have smoke alarms in your house Take care to prevent fires: cooking sensibly, no open flames, don't leave plugs on when unattended, don't put water on electricity

Developing Chronology:

Year 3	Year 3	Year 3	Year 5	Year 4	Year 4	Year 4	Year 4	Year 4	Year 5	Year 2	Year 5	Year 6	Year 2	Year 6	Year 2	Year 2	Year 2	Year 1	Year 6	Year 1	Year 1	Year 6	Year 6
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Vital Vocabulary

<p>Pudding Lane</p> <p>The Great Fire started on 2nd September 1666. The Great Fire broke out in a bakery on Pudding Lane. The baker was called Thomas Farriner.</p> 	<p>Samuel Pepys</p> <p>Samuel Pepys was a writer. He wrote a diary about the events during the fire. Samuel Pepys buried his diary in the ground to keep it safe from the fire along with cheese and wine.</p> 	<p>Living conditions</p> <p>Houses in London were mainly built from wood and straw which were extremely flammable. The houses were very close together so the fire could spread easily.</p> 
<p>St Paul's Cathedral</p> <p>Old St Paul's Cathedral was the cathedral of the City of London. It was built from 1087 to 1314 and dedicated to Saint Paul. The Cathedral burnt down during The Great Fire of London and was redesigned by Sir Christopher Wren, an architect.</p> 	<p>Equipment used to put out the fire</p> <ul style="list-style-type: none"> leather bucket water squirter gunpowder fire hook 	<p>London Monument</p> <p>A monument was built to remember what happened and the people who died. The monument was designed by Sir Christopher Wren. You can climb up 311 steps to get to the top to enjoy views over London.</p> 
<p>King Charles II</p> <p>He was the King in London during The Great Fire. He was born in 1630. He died in 1685. King Charles II led the Navy during the English Civil War.</p> 	<p>Thomas Farriner</p> <p>He was born in 1615 and died in 1670. He was a British baker. His bakery was in Pudding Lane. Thomas Farriner was believed to have caused the fire.</p> 	<p>The London Fire Brigade</p> <p>The London Fire Brigade is still around now. We have a Fire Brigade and they have fire engines. Men and Women can be firefighters.</p> 

Rock and Roll!

Focus: Stone Age through to Iron Age

Year: 3

Term: Autumn

Subject: History

	Key Question	Sticky Knowledge
<p>Rapid Retrieval (Can I still recall)</p> <ul style="list-style-type: none"> Toys during the Victorian Era are different to the toys I play with today The Great Fire of London started in 1666 in Pudding Lane. Florence Nightingale and Mary Seacole supported soldiers during the Crimean War. Technology has changed over time and become much more advanced. In 1969, Neil Armstrong was the first man on the moon. 	<p>How does prehistory fit into British History? Can I order the key periods of British History in chronological order?</p>	<ul style="list-style-type: none"> The prehistoric period is an ancient period of history. The Stone Age, Iron Age and Bronze Age all happened BC – Before Christ These periods of prehistory came before The Romans and The Ancient Egyptians
	<p>What were the periods and key events of pre-history? Paleolithic, Mesolithic, Neolithic</p>	<ul style="list-style-type: none"> The Paleolithic Period (2.5 million – 10,000 BC) is known as the Old Stone Age. The life style was very basic. The Mesolithic Period (10,000-5,000 BC) was more developed than the Paleolithic Period. Boats and canoes were made and fishing began. The Neolithic Period (8000 BC – 3000 BC) is referred to as The New Stone Age. The Hunter Gatherer lifestyle stopped, and Neolithic Farming was introduced.
	<p>What was it like during the Stone Age?</p>	<ul style="list-style-type: none"> In the Stone Age, cavemen started using stone, such as flint, for tools and weapons. Stones were used to light fires. People in the Stone Age lived in caves to begin with, but developed shelters as the Stone Age progressed. Life was very basic compared to life nowadays.
	<p>What did the Stone Age people eat? Who were the Hunter Gatherers and the Neolithic farmers?</p>	<ul style="list-style-type: none"> Stone Age people were hunter gatherers. They ate what they could catch or forage. Their diet consisted of mainly meat and fish that they would have hunted using nets, bows and arrows or flint-tipped spears. They would have also eaten fruits, berries, nuts and seeds. During the Early Stone Age, people would not have eaten dairy items as they did not raise animals for meat or milk. In the Neolithic Period, people started farming.
	<p>How did Stone Age people express themselves through art? What do Stone Age paintings tell us?</p>	<ul style="list-style-type: none"> Cave paintings are prehistoric works of art and were made either as a ritual or to transmit information. They have been found all around the world. The oldest ones were found in Europe. The earliest one that was found was painted 35,000 years ago. They often show pictures of animals, although some show humans or use human handprints.
	<p>Where did Stone Age People Live? How are their houses similar or different to those we know about?</p>	<ul style="list-style-type: none"> Originally, Stone Age people lived in caves. As the Stone Age period progressed, Stone Age people found materials to use to build shelters. A famous Stone Age village is Skara Brae.
	<p>What were the roles of men and women during the Prehistoric Period? Compare and Contrast to modern day.</p>	<ul style="list-style-type: none"> There was no gender differences between men and women really, whereas as we move into future Eras, e.g. World War 2, Leisure and Entertainment etc, there is a difference between the role of men and women. Women tended to be the gatherers, ensuring their community could eat regularly, whereas men tended to be hunters. Work outside of the house, such as farming and herding in the Neolithic Era, tended to be performed by men and was felt to be more important than work done inside. There was more gender inequality as we move through the pre-historic era.
	<p>What is Skara Brae and why is it important?</p>	<ul style="list-style-type: none"> Skara Brae is one of the best preserved Neolithic settlements, anywhere in Europe. It is located on the Orkney Islands – North of Scotland. Amazing artefacts were found which teach us more about prehistoric life in Britain including the tools they did, what their homes were like and what they ate. The tools, crops and bones found at the site show that villagers were expert hunters, fishermen and farmers. They were some of the first farmers in Britain.
	<p>What was life like during the Bronze Age?</p>	<ul style="list-style-type: none"> Around 2500BC, settlers from Europe travelled in long wooden boats to Britain. They were metalworkers, and knew how to work with copper. Britains then learned to make objects from copper, gold and bronze. The first Egyptian cities were developed in 3500BC Greater tools and weapons were developed In around 1000BC, the Bronze Age people learned to tame horses and make carts with wheels. Chariots and wooden carts were developed and used for many years to come. Chariots were used during The Roman Era.
	<p>How had life been developed throughout the Bronze Age and what did this mean for rich and poor?</p>	<ul style="list-style-type: none"> During the Bronze Age, people were able to produce more food than they needed due to more effective ploughs. Trade in metals and goods could now take place over a long distance because of improved sailing skills and early tracks and roads carried carts and wagons. Trade meant that some people grew rich and powerful. This led to a more divided society. Rich and poor had different experiences. The King was at the top, then the priests, soldiers, farmers and slaves. People were buried with their possessions, to show the difference between rich and poor. Greater range of weapons and empire building was now possible, so raids and warfare began. Houses were also developed, and Bronze Age houses were now called Roundhouses. Richer people had clothing with finer textiles and decorations, whereas poorer people mainly wore tunics, long skirts, leggings or cloaks. These were made from wool.
<p>How was life different during the Iron Age?</p>	<ul style="list-style-type: none"> Iron was tougher, so could be shaped into finer and sharper objects. Those who possessed the skills of working with bronze and trading, were able to work with iron as it was easier, so this helped them continue their wealth Coins were first minted during the Iron Age, and were made of gold, silver and bronze. Iron Age Britons played board games with glass pieces, which is different to the wooden games played during the Victorian Era. 	
<p>Which period of prehistory do you feel you would rather live in and why?</p>	<ul style="list-style-type: none"> Consider the houses people would have stayed in: caves, shelters, roundhouses or hill forts? Consider the jobs that people did: farming, fishing, hunter gatherers, bronze trade, iron trade? 	
<p>Clever Connections: (Links to the Golden Threads)</p> <p>Society</p> <ul style="list-style-type: none"> The role of men and women were fairly similar at the beginning of the prehistoric Era during the Paleolithic Era of the Stone Age, whereas during the Neolithic Era, work outside of the house was deemed more important so men became farmers, whereas women tended to do the work inside the house. Gender inequalities are noted throughout further periods of history such as World War 2, and Leisure and Entertainment. There began to be inequalities between rich and poor during the Bronze Age, due to the development of trade. Rich people had better clothing, using more comfortable materials. <p>Technology and Transport</p> <ul style="list-style-type: none"> When Britain was invaded by people from Europe, they travelled in wooden long boats. Throughout the Bronze Age, horses were tamed and carts and wheels were made. This meant that wagons and chariots were developed. <p>Invasion and Settlement</p> <ul style="list-style-type: none"> Britain was invaded by settlers from Europe. They travelled in wooden boats. This was the start of the Bronze Age. People settled near large forests, as there were many rivers so that goods could be transported using boats. 		

Developing Chronology

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Vital Vocabulary:

Paleolithic Age

Often called Old Stage Age
2.5 million years ago to 10,000 BC.
Ancient technological stage
Simple pebble tools were used and stone choppers were made by the earliest humans.



Mesolithic Era

Middle Stone Age
10,000BC to about 5,000 BC
Chipped and ground stone axes were used to cut down trees for fire and to build somewhere to live.
Stone tools were made and included blades.
Boats and canoes were built to allow for fishing.



Neolithic Era

8000BC – 3000BC
New Stone Age
Famous Neolithic sites include Avebury and Stonehenge
Often called the Agricultural Revolution
People gave up the Hunter Gatherer life style and moved on to farming.



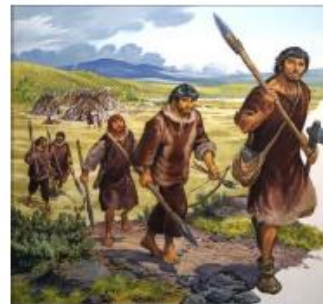
Skara Brae

A Neolithic village
A group of pre-historic houses
Was uncovered by a storm in 1850



Hunter Gatherers

A hunter-gatherer is a human living in a lifestyle where most or all food is obtained by foraging and hunting, in the same way that most natural omnivores do.



Roundhouse

These were developed during the Bronze Age.
The walls were made of wooden or stone posts.
They were filled in with wattle-and-daub: a mixture of twigs, earth and clay.
They had a thatched roof.



Pre-historic Era

Refers to a time before written records or human documentation

Includes:

- Stone Age
- Bronze Age
- Iron Age
- Ice Age
- Neolithic Era
- Hunter Gatherers
- Dinosaurs
-



Settlement

A place, which has usually not been lived in (uninhabited), where people establish a community.



Stonehenge

Prehistoric monument in Wiltshire
A stone circle monument and a cemetery
The summer solstice (the longest day of the year – the day with the most amount of hours of daylight) is celebrated here.
Believed to have been constructed from 3000 BC to 2000 BC



Rotten Romans

Focus: The Romans and their legacy in Gloucester

Year: 4

Term: Autumn

Subject: History

Rapid Retrieval (Can I still recall)

- Toys have changed over time: children during the Victorian Era played with wooden toys whereas toys now include more electrical components.
- Neil Armstrong was the first man on the moon.
- The Great Fire of London started on Pudding Lane in 1666.
- The Plague spread through London due to poor hygiene through rats.
- The Stone Age (Paleolithic Era; Neolithic Era; Mesolithic Era), Bronze Age and Iron Age were some of the first periods of the prehistoric period.
- The Ancient Egyptian Era started in 3150 BC and ended in 30 BC. It lasted for around 3000 years. It was one of the greatest and most powerful civilizations.

Clever Connections: (Links to the Golden Threads)

Legacy:

- The Romans left lots behind when they left Britain in 410 AD.
- Gloucester was originally a Roman town called Glevum.
- Just like the Egyptians left us with paper to write on, after their invention of papyrus, the Romans have a lasting legacy too.
- They also left us with central heating, drains, straight roads, the calendar system we use today, and language.
- Just like the Great Fire of London left us with a Fire Brigade, which we still use today, and advanced healthcare and nursing, following the work of Florence Nightingale and Mary Seacole.

Society:

- Just like in the Bronze Age, there were inequalities between rich and poor in the Roman Empire. Rich houses were more hygienic and bigger than those of poor Romans. Their clothing differed significantly too.
- The roles of men and woman differed too, just like in the Neolithic Era. Roman men made up the majority of the army, or worked as farmers, whereas women tended to work inside the home. Men were able to attend the baths too.

Technology and Transport

- Chariots were first developed in the Neolithic Era. The Romans used chariots for racing.

Invasion and settlement

- During the Bronze Age, Britain was invaded by settlers from Europe, who travelled in wooden boats. They invaded and settled near rivers so that goods could be transported via boats.
- During the Roman Era, the Romans settled in Glevum, a Roman town. One of the main reasons again that they settled here was because it was close to the river so they could transport goods and trade.
- Romans used battle and war to invade countries to build their empires. They then set up defenses such as Hadrian's Wall to prevent any other invasion and to keep their territory.
- The Roman army were one of the most successful in World History due to their organisation and structure. Lots of their weapons were made from iron, following the Iron Age.

Religion:

- Just like the Ancient Egyptians and Ancient Greeks, the Romans worshipped different Gods and Goddesses. They kept most of the Gods and Goddesses the same as the Greeks, just renamed them.
- Christianity became the main religion towards the end of the Roman rule.

Key Question

Sticky Knowledge

Who were The Celts?

- The Celts can be referred to as the Pre-Roman people in Britain. They lived in Britain from 600BC to 43AD.
- They were very powerful and influential in Northern Europe.
- The Celts lived during the Iron Age.
- The Britons (also called the Brythonic Celts) settled in Britain and were based in Cornwall and Wales.
- The Celts lived in roundhouses, made of wooden, wattle and daub walls. These are similar to the roundhouses from the Neolithic Era. There were also houses at the top of a hill called a hillfort. This was a similar set up to what was established in the Iron Age.
- Boudicca, a famous female warrior, led the army as they fought against The Romans when they tried to invade Britain. When she thought the Celtic tribe would lose, Boudicca poisoned herself rather than become a prisoner.

How did Rome Begin? What does The Myth of Rome tell us?

- There was once a pair of twin brothers called Romulus and Remus. Their father was Mars, the God of War.
- When Romulus and Remus were born, Amulius was angry as he wanted to be King. He threw them into the River, and they floated away before being rescued by a Mother Wolf.
- Romulus and Remus decided to kill Amulius and reclaim the throne for their own family.
- They then made their grandfather king instead.
- They decided to build a city of their own but couldn't agree where to build it. They each began to build their own walled city.
- One day, Remus paid Romulus a visit. Remus mocked Romulus's city and its low walls. This made Romulus angry so he killed Remus.
- He called his new city Rome. He built up his city and made himself king in 753 BC.

What do sources tell us about The Roman Empire and their rule?

- The Ancient Romans were based in Rome in Italy but they ruled over land that stretched far beyond the borders. This was called The Roman Empire.
- The Romans invaded this land and settled here, after fighting battles with other groups of people, like the Celts in Britain.
- Rome was a republic before it became an empire, so it had rulers that were elected through votes.
- The first 200 years of Roman Empire is called Pax Romana, which means Roman peace; it was a time of great prosperity.
- In 55-54 BC, Julius Caesar invaded Britain twice, but this was unsuccessful. He was killed in 44 BC.
- The Roman Empire began in 27 BC. The first Emperor was Caesar Augustus, who was Julius Caesar's adopted son.
- The Romans invaded Britain and started ruling in 43 AD. When in Britain, they based themselves in London, which they called Londinium.
- The Romans left Britain in 410 AD because they needed to defend other parts of their Empire. The Anglo-Saxons were the next people to rule England.

How did Caesar invade Britain?

- In 55 BC, an army general from Rome called Julius Caesar invaded Britain.
- He wasn't prepared for the British weather because he was born near the Mediterranean.
- There were several battles between the Roman Army and the Celtic tribes who lived there at the time. The Romans didn't have a large enough army and they retreated.
- The following year, Julius Caesar attacked Britain with a larger army. They still did not defeat the Celts but the Romans promised to leave Britain if the Celts paid tribute to Rome.
- When Emperor Claudius invaded for a third time nearly a hundred years later in 43AD, the Romans invaded Britain. Battles continued for several years afterwards but the Romans eventually gained control and Britain became part of the Roman Empire.

How did the Roman Army operate and how did they prepare for battle?

- Was the backbone of the Roman army and was one of the most successful armies in world history as it was well-trained, well-equipped and well-organised.
- Roman Legionary was made up of all Roman citizens. They signed up to fight for 20 years, and were awarded land/money at the end. There were also non-citizen soldiers called auxiliaries. They joined for 25 years and were awarded Roman citizenship at the end of the time, which came with lots of privileges.
- The army was split into legions of 5400 soldiers. These were called legions. Legions were made up of ten groups of soldiers called cohorts. Cohorts were divided into groups of 80 men called centuries. These leaders were called Centurions.
- The Roman army had strong armour and weapons. Their armour was made of strips of strong iron so it could be flexible. The Roman Era followed the Iron Age.
- Romans carried tall shields which could be used to create a tortoise formation when fighting.
- The Romans used a variety of weapons: pugio (dagger), gladius (sword) javelin, bows and arrows.

What was the purpose of Hadrian's Wall?

- When the Romans tried to invade Caledonia (Scotland), the tribes were defeated in many battles but won the war. When Emperor Hadrian arrived in 122 AD, he constructed Hadrian's Wall to keep the Scots out.
- Soldiers lived in 14 forts constructed along the length of the wall. These soldiers were Auxiliary troops and they manned the wall to defend their territory.

Where did people live? How was this different for rich and poor?

- Insulae: apartments used by poor citizens. They were usually five-seven stories high. They were built around a courtyard with a wall on the fourth side to stop intruders. The courtyard was used for cooking, washing and socializing. Each Insulae accommodated around 40 people. The rooms were just for sleeping, as it wasn't safe to cook inside due to the fact it was built from mud bricks, timber or towards the end of the Roman Era – primitive concrete. The top floor apartments did not have water, heating or toilets.
- Domus: Wealthy and influential people lived here. A Domus had a door that opened into a courtyard called an Atrium. Beyond the atrium, there were toilets, kitchens, stores and slave quarters. Romans decorated their walls with mosaics. Many Romans installed a hypocaust for underfloor heating.
- Villa: A Roman Villa was a country home used by wealthy Romans. They were larger than a Domus as there was more space for building houses in the countryside. A villa had three parts: the Villa Urbana where the family lived and was decorated with mosaics; the Villa Rustica where slaves and other workers lived and the Villa Fructuaria, where the park produce was stored.
- Local Roman Villa Remains: Chedworth Roman Villa, located near Chedworth, Cheltenham.

What did people do for entertainment?	<ul style="list-style-type: none"> Amphitheatre: centre of public entertainment in Rome. People would go to see men fighting wild beasts or each other. These men were called gladiators. It was cruel because someone was usually killed. Roman Stadium: this was used for chariot races. Chariots were first designed during the Bronze Age. Chariots raced around the curved track, lap after lap, trying to cut in front of one another. Roman baths: Many people visited the Thermae (public baths) to keep themselves clean. Each town had its own bath complex, like a large swimming pool. Roman theatres: Most cities had a theatre. Performances consisted of male actors. There were four types of performances: comedies, tragedies, farces and pantomimes. Comedies and tragedies were two of the kinds of plays written by Shakespeare in the 1600s too. Dinner parties: this was a great way for Romans to show off their houses. This usually happened after a day at the amphitheatre. They lasted up to 8 hours. Entertainment during the dinner included actors performing a scene from a popular play or dancing.
What did the Romans believe in?	<ul style="list-style-type: none"> Romans believed in a lot of Gods. Many Romans had a shrine in their house to worship Gods. The Romans adopted much of the Greek Mythology. They took most of the Greek Gods and gave them Roman names. Jupiter (King of the Gods and God of thunder and lightning); Juno (Jupiter's wife and queen of the Gods, also the protector of Rome); Mars (God of war, Jupiter's son); Neptune (God of the sea; brother to Jupiter; used a trident); Venus (Goddess of love and beauty); Apollo (God of music, poetry and archery); Vulcan (God of fire. The word volcano comes from the name Vulcan). Christians were persecuted during the Roman Era, as they believed in one God, whereas the Romans believed in many. There were many temples in Rome, where people could worship a single God. The Pantheon was a temple to all Roman Gods.
What did the Romans leave behind? What was their legacy?	<ul style="list-style-type: none"> In 410 AD, The Romans had to leave Britain to defend Rome. The country fell into chaos, and native tribes and foreign invaders battled each other for power. <p>What did the Romans leave behind?</p> <ul style="list-style-type: none"> New roads across the landscape: over 16,000km (10,000 miles) of road. Christianity: Christians were free to worship in peace after Emperor Constantine declared they were in AD 313. By AD 391, Christianity was the official Roman religion. Romans wrote down their history, literature and laws. Before the Romans came, very few people could read or write. The Romans wrote in Latin. This was used for 1000 years after the end of the Roman Empire. Our coins are based on Roman design. Fresh water: draining and sanitation was introduced through the use of aqueducts bring water in, and drains keeping the streets clean. Our calendar: The Julian calendar was the first one to consist of 365 days. Central heating
Why did the Romans settle in Glevum? (Gloucester)	<ul style="list-style-type: none"> Gloucester began as a Roman town. It was called Glevum. It lies at the first point where the River Severn can be easily crossed, so is a natural place to build a town. In 49 AD, the Romans built a fort to guard the river crossing at Kingsholm. In 64 AD, they built a new fort on the site of Gloucester town centre. In 75 AD, the Roman army moved on but the site of the fort was built into a town for retired soldiers. It was laid out in a grid pattern and the centre of the town was a forum: marketplace lined with shops and public buildings. The last Roman soldiers left Britain in 407 AD. Most towns were then abandoned. The Saxons captured Gloucester in 577 AD.
What evidence is there in Gloucester to show that it was a Roman town?	<ul style="list-style-type: none"> The crossroad design Roman walls Remains of the Roman and medieval East Gate – on display in the East Gate Chamber on Eastgate Street Many remains can be seen in the Gloucester City Museum.

Developing Chronology

Year 3	Year 3	Year 3	Year 5	Year 4	Year 4	Year 4	Year 4	Year 4	Year 5	Year 2	Year 5	Year 6	Year 2	Year 6	Year 2	Year 2	Year 2	Year 1	Year 6	Year 1	Year 1	Year 6	Year 6
2.5 million – 10,000 BC Palaeolithic Period	10,000 – 8,000 BC Mesolithic Era	8,000 – 3,000 BC Neolithic Era	Maya civilisation began	776 BC First date in Greek History: The Olympic Games	753 BC Rome was founded by Romulus and Remus	323 BC End of the Ancient Greek Era following death of Alexander the Great	27 BC Roman Empire Established	476 AD Fall of the Roman Empire	1400s Aztecs ruled Central Mexico	1485 Tudor Era began	1519 Aztec and Maya rule finished	1564 William Shakespeare born	1603 Tudor Era finished	1616 Shakespeare died	1666 The Great Fire of London	1820 Florence Nightingale born	1805 Mary Seacole born	1837 Victorian Era began	Charlie Chaplin born	1901 Victorian Era ended when Queen Victoria died.	1903 First Teddy Bear created	1939-1945 World War 2	Charlie Chaplin died

Vital Vocabulary

<p>Amphitheatre Circular in shape. Used for gladiator fighting. Famous amphitheatre in Rome is called the Colosseum</p> 	<p>Aqueduct Allowed for clean water and effective drainage.</p> 	<p>Mosaic Decorative patterns used often on the walls in houses, which belonged to wealthier Romans. Made of little squares to form a larger picture or pattern.</p> 	<p>Villa Accommodation for rich Romans, located in the countryside. Included space for the family, slaves and farm produce.</p> 	<p>Insulae Poor Romans lived here. These consisted of many apartments and were quite crowded.</p> 	<p>Domus: Wealthier Romans lived here. This was accommodation within towns and cities.</p> 
<p>Chariot Chariots were first designed in the Bronze Age. Romans used chariots for chariot racing. They were pulled by horses.</p> 	<p>Roman Shield A Roman shield was called a Scutum. Many were rectangular and curved, like part of a cylinder. These were used to protect soldiers whilst fighting. Soldiers used these to fight in a tortoise formation.</p> 	<p>Pugio A dagger used by Romans when fighting.</p> 	<p>Gladius A sword used by Roman foot soldiers.</p> 	<p>Temple These were designed to enable worship to Roman Gods. Most temples were dedicated to one God. The Pantheon was dedicated to all.</p> 	<p>Pantheon Roman temple dedicated to all the Roman Gods and Goddesses. This is located in Rome, Italy.</p> 

Invaders and Settlers: Anglo Saxons and Vikings

Focus: Invaders and Settlers: Anglo Saxons and Vikings

Year: 5

Term: Autumn

Subject: History


Rapid Retrieval (Can I still recall)	Key Question	Sticky Knowledge
<ul style="list-style-type: none"> Toys have changed over time: children during the Victorian Era played with wooden toys whereas toys now include more electrical components. Neil Armstrong was the first man on the moon. The Great Fire of London started on Pudding Lane in 1666. The Plague spread through London due to poor hygiene through rats. The Stone Age (Paleolithic Era; Neolithic Era; Mesolithic Era), Bronze Age and Iron Age were some of the first periods of the prehistoric period. The Ancient Egyptian Era started in 3150 BC and ended in 30 BC. It lasted for around 3000 years. It was one of the greatest and most powerful civilizations. The Roman Empire span from 753 BC to 476 AD. The Romans settled in Gloucester in 49 AD. They named it Glevum. They left Britain in 410 AD to invade Rome. Native tribes and foreign invaders battled to take control. The Ancient Greek Era started when the Olympic Games began in 776 BC. It officially ended in 323 BC, as this marks the death of Alexander the Great. 	<p>Why did the Romans leave Britain? Where did they go?</p> <ul style="list-style-type: none"> The Romans had invaded England and ruled over England for 400 years. In 410 AD, the Romans left England because their homes in Italy were being attacked by fierce tribes and every soldier was needed back in Rome. In AD 400s, towards the end of Roman rule, Britain was being attacked from almost every direction by the Picts and Scots from the North, and the Anglo-Saxons from the sea. The Anglo-Saxons travelled by wooden boat, just the same as the settlers did during the Bronze Age. 	<p>Who were the Anglo Saxons?</p> <ul style="list-style-type: none"> The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three tribes were called: Angle, Saxon and Jute. The two largest were the Angle and Saxons, which is why they are called the Anglo-Saxons today. The Anglo Saxon era was 410 AD – 1066. The Anglo-Saxons were farmer-warriors. They were fierce people, who fought many battles during their rule of Britain – often fighting one another. Each tribe was ruled by its own strong warrior who settled their people in different parts of the country.
<p>Clever Connections: (Links to the Golden Threads)</p> <p>Society</p> <ul style="list-style-type: none"> Previously, many monarchs and rulers were men, other than Queen Boudicca of the Celts. In the Saxon and Viking Era, there were also many male rulers, however there was a Saxon Warrior Queen, also known as Aethelflad. She was the daughter of Alfred the Great. In Tudor Britain, under the rule of Henry VIII, it was important for kings and queens to have a son, to take the heir to the throne, but this seemed less important during this Era. <p>Religion</p> <ul style="list-style-type: none"> Just like the Ancient Egyptians, Ancient Greeks and the Romans, the Anglo-Saxons worshipped different Gods and Goddesses. Their main beliefs were Paganism. After the Anglo-Saxons had settled in Britain, they were able to convert them to Christianity. When Alfred the Great defeated Guthrum the Dane, he forced him to convert to Christianity. 	<p>When did the Anglo Saxons come to Britain?</p> <ul style="list-style-type: none"> The Anglo-Saxons first tried invading Britain in the 4th Century, but they were defeated by the Romans. In the 400s AD, the Romans had left Britain so there was no longer a strong Roman army to invade it. Therefore, there were many battles between Anglo-Saxons and Britons and gradually, the Anglo-Saxons took control of most of Britain. The Anglo-Saxons came to Britain in ships across the North Sea. England was a very different country 1600 years ago when the Anglo-Saxons came. Most of the country was covered in thick oak forests and the population of one million people lived in the countryside. Most were farmers. There were many different kings – each one ruled over a different area of England. It is believed that the Anglo-Saxons came to Britain on the search for new land, as floodwaters back home made it hard for them to farm. 	<p>Where did the Anglo Saxons settle?</p> <ul style="list-style-type: none"> The land that the Anglo-Saxons settled in became known as 'Angle-land' or England. Although the Anglo-Saxons settled, they never conquered. They settled in England in places near to rivers or the sea, as they could be easily reached by boat. When the Anglo-Saxons came to England, much of the country was covered in forest. It was an easy place for newcomers to find a place to start a village, and then chop down the surrounding forest to make a farmland. The Anglo-Saxons divided England into kingdoms, each with its own royal family. The five main Anglo-Saxon kingdoms were Northumbria, Mercia, Wessex, Kent and Anglia. Two other kingdoms were Sussex and Essex.
<p>Technology and Transport</p> <ul style="list-style-type: none"> Just the same as the Bronze Age, invaders used long wooden boats to move from one country to another. This is why Anglo-Saxons often settled by rivers. The Vikings used long boats to take their treasures from their raids back to their home countries, in a similar way that Romans used rivers to trade. 	<p>Is Gloucester a Saxon town?</p> <ul style="list-style-type: none"> After the Fall of Rome, Gloucester was captured by the Anglo-Saxons following the battle of Dyrham in 577 AD. Cirencester and Bath were also captured during this battle. The Mercian King, Osric of Hwicce, founded an abbey dedicated to St Peter on the site of today's Cathedral. By the 10th Century, Gloucester continued to be an important centre in the Kingdom of Mercia, and was famously re-planned and re-fortified by Queen Aethelflaed (who was the daughter of Alfred the Great). The core street layout survives to this day. Aethelflaed founded the St Oswald's Priory, where she was buried after her death. As England became a more unified country, Kings such as Edward the Confessor, and William the Conqueror regularly held council with their nobles at the Saxon Palace in Kingsholm. In 1085, the order for the Domesday Book was decreed in Gloucester. 	<p>Why is the Sutton Hoo Burial so important?</p> <ul style="list-style-type: none"> Sutton Hoo is the site of the grave of an Anglo-Saxon king (Redwald) in Suffolk, England. Redwald was the first East Anglian King to pay attention to Christianity. It was discovered in 1939 (the same year as WW2 began) and is one of the largest and best-preserved archaeological finds of the Saxon period. It tells historians a great deal about the wealth and traditions of early Anglo-Saxon kings. It also tells them about Anglo-Saxon craftsmanship, technological developments, and beliefs. A huge wooden ship, which had been buried in the 600s, had been found. The wood had rotted away, but it had left an impression in the soil showing the shape of the ship. Inside the ship was a coffin and many priceless treasures. People were buried with treasures as it was believed it was the best way to reach the afterlife; this is the same as what was believed by the Ancient Egyptians.
<p>Legacy</p> <ul style="list-style-type: none"> Gloucester, initially a Roman town, was invaded by the Saxons, and the Saxons continued to develop the town after it had been abandoned for some years. The roads in Gloucester remain the same as they were during the Saxon Era. Queen Aethelflaed was responsible for developing St Oswalds Priory, which is still evident in Gloucester today. 	<p>What did the Anglo Saxons believe in?</p> <ul style="list-style-type: none"> Unlike Roman Britain, the early Anglo-Saxons were not Christian. They were pagans who worshipped lots of different gods and spirits, and who believed in superstitions and lucky charms. After they had settled, the British were able to convert the Anglo-Saxons to Christian faith. There are still signs of their pagan religion in modern day Britain, including days of the week, many of which are named after Anglo-Saxon gods Woden was the king of the Anglo-Saxon gods. Other gods included Thunor (the god of thunder); Frigg (the goddess of love) and Tiw (the god of war) These gods gave their names to the days of the week: Thunor (Thursday); Woden (Wednesday); Frigg (Friday); Tiw (Tuesday) Anglo-Saxons worshipped these gods and goddesses, and prayed to them for specific things. This is the same as the Egyptians, Romans and Greeks. They worshipped at religious sites, which were sometimes timber-framed temples, or otherwise could be sacred tree or hill. 	<p>Where did the Vikings come from and why?</p> <ul style="list-style-type: none"> The Vikings came from Norway, Sweden and Denmark. These three countries are known collectively as Scandinavia. The Vikings came to Britain and other countries for different reasons, but one of the main reasons was a lack of farmland in Scandinavia. There was a large population surge in Scandinavia and there was no longer enough land to go around, so they travelled to Britain where there was plenty of good farmland.
<p>Monarchy</p> <ul style="list-style-type: none"> During the Anglo Saxon rule, there were many kings and queens, who ruled over different areas. This is different to nowadays where we have one monarch and one royal family. It is also different to the way in which Queen Victoria ruled in the Victorian Era. King Alfred the Great, and his daughter, Aethelflad, play an important part in the history of Britain and in Gloucester. Queen Elizabeth II – our current monarch – is a direct descendent of Alfred. <p>Invasion and settlement</p> <ul style="list-style-type: none"> During the Bronze Age, Britain was invaded by settlers from Europe, who travelled in wooden boats. They invaded and settled near rivers so that goods could be transported via boats. The Anglo Saxons and Vikings travelled by boat too, so settled near rivers. The Vikings carried out raids close to the coast so it was easy to transport their treasures back. Just like during the Roman Era, the Picts and Scots posed a threat to the Anglo-Saxons in Britain, as they regularly tried to invade from Scotland. After the Romans left Glevum, the Anglo-Saxons invaded and settled here. 	<p>When did the Vikings invade Britain?</p> <ul style="list-style-type: none"> The Vikings first came to England from Norway in the 790s, but they didn't farm to begin with. They raided the east coast of England looking for riches, attacking the towns and then returned to Scandinavia with their treasures. The first recorded Viking raid was of Lindisfarne monastery of Holy Island, off the coast of North East England in 793 AD. This was one of the most sacred Christian monasteries, and people were shocked by the brutal attack. To begin with, the Vikings attacked in the summer when the seas were calmer for their small ships. They initially raided villages and monasteries near the coast, and then sailed back with their gold and silver, cattle and even slaves. Later, they sailed up rivers and attacked further inland. 	

<p>What was life like in Viking Britain and life in the Danelaw?</p>	<ul style="list-style-type: none"> The part of England under Viking control changed considerably and was known as the Danelaw. During Alfred's reign, there were still Viking raids on Anglo-Saxon territory. For the most part, however, the Vikings in Danelaw settled down as farmers and lived fairly peacefully side by side with the Anglo Saxons. There were three main areas where Vikings lived – Northumbria (which included modern day Yorkshire), East Anglia and the Five Boroughs. A borough was a town and the five towns were: Leicester, Nottingham, Derby, Stamford and Lincoln. People could vote on what should happen. For example, the meetings could decide who owned a piece of land, or how to punish a criminal. Viking laws were not written down, so were passed by word of mouth. People who broke laws were forced to live in the wilderness, and anyone was allowed to hunt them down and kill them. Vikings could also settle arguments with a fight. They held a type of duel, known as a Holmgang.
<p>How did Alfred the Great create a peace agreement?</p>	<ul style="list-style-type: none"> After the Vikings had conquered Northumbria, East Anglia and most of Mercia, the Vikings now turned their attention to Wessex. King Ethelred of Wessex, supported by his younger brother Alfred, managed to hold back the Viking invasion. By 22nd January 871, the Saxons were defeated at the Battle of Basing. They were defeated again on 22nd March at the Battle of Merton. Ethelred died shortly afterwards. In 876, there were a series of attacks from the Vikings. After some early successes, King Alfred's army was driven back and forced to hide on the Isle of Athelney in the Somerset marshes. After several desperate months, Alfred managed to gather enough support to train an army to attack the Vikings once more. In May 878, King Alfred of Edington, and the two sides sat down to agree peace terms Alfred insisted that the Viking leader, Guthrum, had to become a Christian, like himself, and agree not to attack Wessex again. The two leaders settled a border between their lands. The Vikings would stick to Danelaw in the East and North.
<p>Why was Alfred great?</p>	<ul style="list-style-type: none"> After defeating Guthrum the Dane, Alfred made him convert to Christianity and then adopted him as his foster son. Alfred recaptured London and set about renovating the city in 886 AD. Alfred believed all free born English boys should receive an education so he set up a school at his court to educate his sons, as well as those of nobles and others of lesser birth. Alfred, although illiterate until he was 12, was the first English king to write books. Alfred set up a rota system in the military to ensure that farms and fields were not neglected and could still supply the army. He also understood the importance of a strong navy, in preventing Viking attacks on land. He built large warships.
<p>Who were the last Anglo-Saxon Kings?</p>	<ul style="list-style-type: none"> In 1042 AD, Edward the Confessor became king. He was known as the 'Confessor' because he had a very religious life and was very kind and thoughtful. Edward died in 1066 without an heir to the throne, so Harold became King of England. Harald, the King of Norway, and William, Duke of Normandy, were unhappy that Harold had been named king as they believe they had a right to the throne. In 1066 AD, Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge. William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (1066 AD). Harold was shot through the eye with an arrow and died in battle. William of Normandy, who became known as William the Conqueror, became king, bringing the Viking and Anglo-Saxon age to an end in 1066 AD.

Developing Chronology

Year 3	Year 3	Year 3	Year 5	Year 4	Year 4	Year 4	Year 4	Year 4	Year 5	Year 2	Year 5	Year 6	Year 2	Year 6	Year 2	Year 2	Year 2	Year 1	Year 6	Year 1	Year 1	Year 6	Year 6
2.5 million – 10,000 BC Paleolithic Period	10,000 – 8,000 BC Mesolithic Era	8,000 – 3,000 BC Neolithic Era	Maya civilization began	776 BC First date in Greek History: The Olympic Games	753 BC Rome was founded by Romulus and Remus	323 BC End of the Ancient Greek Era following death of Alexander the Great	27 BC Roman Empire Established	476 AD Fall of the Roman Empire	1400s Aztecs ruled Central Mexico	1485 Tudor Era began	1519 Aztec and Maya rule finished	1564 William Shakespeare born	1603 Tudor Era finished	1616 Shakespeare died	1666 The Great Fire of London	1820 Florence Nightingale born	1805 Mary Seacole born	1837 Victorian Era began	Charlie Chaplin born	1901 Victorian Era ended when Queen Victoria died.	1903 First Teddy Bear created	1939-1945 World War 2	1977 Charlie Chaplin died

Vital Vocabulary

<p>Invaders A person or a group that invades a country, region or other place</p> 	<p>Netherlands A country located in Northwestern Europe.</p>  	<p>Denmark A Scandinavian country. Liked to nearby Sweden.</p>  	<p>Germany A country in Central landscape of forests, and North Sea</p>  	<p>Europe. Includes a rivers, mountain ranges beaches.</p>	<p>Picts A group of people who lived in what is now Northern and Eastern Scotland.</p> 	<p>Scots The Scots came from Ireland, invaded and took land into Scotland. The Picts and the Scots were always trying to get into England.</p> 
<p>Anglo Saxon Wooden Boat Also called the Nydam Boat.</p> 	<p>Sutton Hoo The site of two early medieval cemeteries dating from the 6th and 7th Century. It is the home to one of the most important archaeological discoveries ever made. It is the site of the grave of a King in Suffolk.</p> 	<p>Aethelflad Lady of the Mercians. She ruled Mercia in the English Midlands from 911 until she died. She was the daughter of Alfred the Great. She is a significant person in Gloucester history.</p> 	<p>St Oswalds Founded by Church was Peter. It is</p> 	<p>Priory Aethelflad. The Priory initially dedicated to St located in Gloucester.</p>	<p>Alfred the Great A King of the West Saxons from 871 to 886. He fought the Vikings and created a peace agreement.</p> 	<p>Raid Raids were common in the Viking invasion. They stole gold from monasteries and took people as slaves. These were aggressive and people got hurt. A famous raid was the Lindisfarne Monastery.</p> 
<p>Danelaw The part of England in which the law of the Danes held sway and dominated those of the Anglo-Saxons.</p> 	<p>Settlers A person or people who move with a group of others to live in a new country or area.</p> 	<p>Edward the Confessor One of the last Anglo Saxon kings. Will</p> 	<p>William, Duke of Normandy Known as William the Conqueror. The first Norman king of England</p> 	<p>Harold II The last crowned Anglo Saxon King</p> 		

We'll Meet Again

Focus: World War Two

Year: 6

Term: Autumn

Subject: History

Rapid Retrieval (Can I still recall)

- Toys have changed over time: children during the Victorian Era played with wooden toys whereas toys now include more electrical components.
- Neil Armstrong was the first man on the moon.
- The Great Fire of London started on Pudding Lane in 1666. The Plague spread through London due to poor hygiene through rats.
- The Stone Age (Paleolithic Era; Neolithic Era; Mesolithic Era), Bronze Age and Iron Age were some of the first periods of the prehistoric period.
- The Ancient Egyptian Era started in 3150 BC and ended in 30 BC. It lasted for around 3000 years. It was one of the greatest and most powerful civilizations.
- The Roman Empire span from 753 BC to 476 AD. The Romans settled in Gloucester in 49 AD. They named it Glevum. They left Britain in 410 AD to invade Rome. Native tribes and foreign invaders battled to take control.
- The Ancient Greek Era started when the Olympic Games began in 776 BC. It officially ended in 323 BC, as this marks the death of Alexander the Great.
- The Anglo-Saxons and Vikings invaded after the Romans left Britain. The Vikings carried out violent raids.

Clever Connections: (Links to the Golden Threads) Society

- The role of men and women changed during WW2. Women took on jobs usually carried out by men, whereas previously they had to do typical 'women jobs' including nursing, looking after the house and shopkeeping.
- During the Crimean War, Florence Nightingale and Mary Seacole, two women, carried out nursing roles.
- During the Roman, Saxon and Viking Era, many women stayed at home and looked after the house, whilst the men tended to the farmland or battled to protect their land.

Religion

- During World War 2, there were still some tensions linked to religion.
- People no longer really worshipped Gods and Goddesses overall, like they did during the Roman, Greek and Egyptian Era, and the religions we have nowadays were more common, in particular Christianity and Judaism.
- Hitler did not like Jewish people, despite rumours being that he was a Jew himself. He treated them badly, and segregated them due to their religion.
- War still happens nowadays based on different religious beliefs.

Technology and Transport

- Technology during WW2 had advanced from the technology used during the Roman, Greek, Egyptian and Saxon and Viking Era. Soldiers still fought on foot but also had sophisticated bombs, weapons and an air-force.
- The wireless (radio) was used to broadcast information as opposed to sending it via paper, and the computer was developed to break the Enigma code. Computers are now commonly used, and are important in ensuring the security of our country.

Legacy

- Women campaigned for equal rights
- The NHS was formed, providing free health care for everyone. Health care has advanced dramatically since the time of Mary Seacole and Florence Nightingale.

Monarchy

- George VI was King of England during WW2, our current Queen's father.

Invasion and settlement

- Invasion and settlement has been common throughout history: The Romans invaded territory and settled, to build up their Empire, as did the Saxons and Vikings.
- When Hitler was in charge of Germany, he wanted to invade other countries to build his empire and increase his power. This is one of the main causes of World War 2, as other countries did not think this was right.
- This tactic is not common anymore, but does still happen – Russia invading Ukraine.




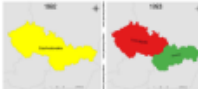














Key Question	Sticky Knowledge
Who was involved in World War 2? Where are these countries located on a map?	<ul style="list-style-type: none"> • Allies: United Kingdom, USA, France, China, Soviet Union (Russia) • Allies: All countries who were part of the Commonwealth or under British Rule were also Allies • Axis: Germany, Italy, Japan – These three countries signed an allegiance called the Tripartite Pact. • Axis: Later, the three Axis countries were joined by Hungary, Romania, Slovakia, Bulgaria and Yugoslavia.
Who ruled the country during World War 2?	<ul style="list-style-type: none"> • Neville Chamberlain was the Prime Minister of the UK when the war broke out. He was replaced by Winston Churchill. • The King of England during World War 2 was George VI. He is the father of Queen Elizabeth II – our current Queen. • Adolf Hitler was Germany's Fuhrer (Leader) during the Second World War. He was a Nazi. Hitler had strong views about how the country should be run. He was a very good public speaker.
What were the causes of World War 2?	<ul style="list-style-type: none"> • Adolf Hitler – leader of the Nazi Party in Germany – planned to take over other countries. In March 1938, he invaded Austria. • Other countries were worried and in September 1938, a treaty was signed by Britain, France, Germany and Italy, which said Hitler could annex a part of Czechoslovakia if he agreed not to invade anywhere else. • Hitler broke this agreement, and invaded the rest of Czechoslovakia in August 1939. He then invaded Poland on 1st September 1939. • Britain and France declared war on Germany. Neville Chamberlain announced this declaration of war using the wireless.
What was the Battle of Britain and how did it impact on the war?	<ul style="list-style-type: none"> • The Battle of Britain was fought between the German Air Force (Luftwaffe) and the British Air Force (RAF). • The Germans wanted to destroy Britain by air, so that they could invade by sea. • This took place between July and September 1940. • The RAF won the Battle of Britain: they had fewer planes but were well-organised; British factory workers supported the RAF by making parts for planes that were damaged.
What was the Blitz?	<ul style="list-style-type: none"> • The Blitz was an attack on London by German bombers. It began on September 1940 and ended in May 1941, straight after the Battle of Britain. • At one point, London was bombed for 57 nights in a row. • To prepare: people had gas masks; people also went into shelters when the air raid siren went off – Anderson Shelters, Morrison Shelters, Underground tube stations; The Black Out happened so there was no light for the Germans to identify targets. • Other cities were bombed during this time, including: Swansea, Bristol, Birmingham, Liverpool and Coventry.
What happened to children during World War 2? What was it like to be evacuated?	<ul style="list-style-type: none"> • During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities were evacuated from the cities to the countryside. • It was believed the countryside was safer from bombing than the city. • All evacuees had to take their gas masks, ration books and identify card. • When they reached their destination, a billeting officer would arrange a host family for them. Host families were able to choose who they wanted.
What were the roles of men and women?	<ul style="list-style-type: none"> • Before the war, most women stayed at home and didn't go out to work. Women who did work were generally paid less than men and restricted to 'women's jobs' such as working as a shop assistant or nursing. • When men were called up for active service, women were needed to do jobs such as making weapons, driving buses and trains, or working in engineering or shipbuilding. Some women even joined the armed forces themselves. • After the war, many women lost their jobs, however their experiences led to them campaigning for equal working rights and pay so they could carry on leading more independent lives.
What is rationing and what impact did this have?	<ul style="list-style-type: none"> • Supply ships were targeted by German bombers so food supplies needed to be conserved. • Rationing meant that each person was only allowed a fixed amount of food. Ration books were issued, and they had coupons to show how much of each item people were allowed. • People were also encouraged to 'Grow your own' and 'Dig for Victory' as much as possible. • Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.
Who was Anne Frank and how did she share her experiences with others?	<ul style="list-style-type: none"> • Anne Frank lived with her Jewish family in Germany. • Adolf Hitler did not like Jewish people and did not treat them kindly. • To escape this maltreatment, Anne Frank and her family went into hiding. Anne Frank kept a diary whilst in hiding, which was published.
How did education differ during World War 2, compared to nowadays?	<ul style="list-style-type: none"> • During WW2, children had regular gas drills at school, similar to how we have fire drills. • Schools had air raid shelters • Children had to carry their gas masks to school with them. • Young children were able to use a pencil, but when you had learnt to write well, and could join your writing, you used a pen and ink • https://www.bbc.co.uk/history/ww2peopleswar/stories/91/a1979391.shtml
What happened to Gloucestershire during World War 2?	<ul style="list-style-type: none"> • During WW2, 4,200 highly explosive bombs, 20,000 incendiaries and 10 parachute mines fell on Gloucestershire over nearly 1,000 different occasions. • The county became a target for the Germans as a variety of war related industries were established from 1940. • Cheltenham held the headquarters of various war time services. • In April 1942, bombs were dropped on Hucclecote and Brockworth. • There was a wartime nursery in Gloucester Cathedral Cloisters. Working mothers found it a central and convenient nursery; there were 50 members.

How did World War 2 end?	<ul style="list-style-type: none"> On 8th May 1945, the Allies accepted Germany's surrender, about a week after Hitler had died. VE Day – Victory in Europe Day – marked the end of WW2 in Europe. Winston Churchill announced VE Day on 8th May 1945. Street parties were held all over Britain to celebrate the end of the war. Even though the war was officially at an end in Europe, fighting still continued in the Far East, until Japan surrender on 15th August 1945. This is known as VJ Day – Victory in Japan Day.
How do you think World War 2 has impacted the country we live in today?	<ul style="list-style-type: none"> More equality for men and women in terms of jobs After the Second World War, the various governments introduced better benefits and care for children, as well as for those who were unemployed, sick or disabled. The NHS was introduced, and 5,250,000 pairs of glasses were given out and 8 million people booked to see a dentist. New houses were built, and offered a much better standard of living than before the war, with modern kitchens and bathrooms, and indoor plumbing so outdoor toilets and tin baths could be a thing of the past. Technology has developed; during the war, computers were important for breaking German secret code. The computers used were as big as a large room, and only specialist people could use them.

Developing Chronology

Year 3	Year 3	Year 3	Year 5	Year 4	Year 4	Year 4	Year 4	Year 4	Year 5	Year 2	Year 5	Year 6	Year 2	Year 6	Year 2	Year 2	Year 2	Year 1	Year 6	Year 1	Year 1	Year 6	Year 6
2.5 million – 10,000 BC Paleolithic Period	10,000 – 8,000 BC Mesolithic Era	8,000– 3,000 BC Neolithic Era	Maya civilization began	776 BC First date in Greek History: The Olympic Games	753 BC Rome was founded by Romulus and Remus	323 BC End of the Ancient Greek Era following death of Alexander the Great	27 BC Roman Empire Established	476 AD Fall of the Roman Empire	1400s: Aztecs ruled Central Mexico	1485 Tudor Era began	1519 Aztec and Maya rule finished	1564 William Shakespeare born	1603 Tudor Era finished	1616 Shakespeare died	1666 The Great Fire of London	1820 Florence Nightingale born	1805 Mary Seacole born	1837 Victorian Era began	Charlie Chaplin born	1901 Victorian Era ended when Queen Victoria died.	1903 First Teddy Bear created	1939-1945 World War 2	1977 Charlie Chaplin died

Vital Vocabulary

Winston Churchill Served as Prime Minister of Britain from 1940-1945. 	Adolf Hitler He was the leader of the German Nazi Party, who then became dictator of Germany. 	Annexed To take another country's land and make it part of your country. 	Czechoslovakia A European country. Now two countries: the Czech Republic and Slovakia. 	George VI The King of England. He is Elizabeth II's Father. 	Luftwaffe The German Air Force 
RAF The British Royal Air Force 	Gas Mask These were used to protect people during a gas attack. Adults wore them and so did children. Children's gas masks were called Mickey Mouse gas masks. 	Black Out This came into force as the war began. This meant families needed to cover up all windows at night so that no light escaped. This meant enemy bombers found it harder to find their targets. Street lamps were turned off too, as were car headlights apart from a narrow slit. 	Anderson Shelter These provided shelter during an air raid. They were buried in the ground and covered in a thick layer of earth. They were cold, dark and damp. They were hard to sleep in as they did not block out the sound. 	Morrison Shelter This was an indoor shelter. They were also known as table shelters, and were made of steel. 	Billeting officer Billeting officers were responsible for helping to find homes for evacuees. 
Host family Looked after evacuees. They were given money by the government. Many evacuees were used as cheap labour, for farms or housework. 	Active Service Taking part in a military operation as part of the armed forces. 	Surrender Stop resisting an enemy. 	Wireless A mobile self-contained radio station which provided 8 channels. Information was broadcast through a wireless. 	Code breaking machine At Bletchley Park, the main job was to crack the Enigma Code, a secret code used by Germans. The code breaking machine was called 'Bombe'. 	Incendiaries An Incendiary bomb, Incendiary device, or Incendiary weapon is a weapon designed to start fires or destroy sensitive equipment using fire. They use materials such as napalm, magnesium powder and white phosphorous. 

Characteristics of Effective History Teaching

What would I see in a unit of History? What would I see in a Lesson?

<p><i>Recap at the beginning of the theme to teach children how this unit links to their previous learning. This also includes how the era fits into the chronology.</i></p>	<p><i>Developing a chronological understanding: teaching in a sequential manner</i></p>	<p><i>Asking and answering historical questions</i></p> <p><i>Development of Voice 21 oracy skills</i></p>
<p><i>Language rich: using and developing geographical vocabulary</i></p>	<p><i>5-minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i></p>	<p><i>Children drawing conclusions to answer historical enquiry-based questions</i></p>
<p><i>Use of artefacts</i></p>	<p><i>Use of primary and secondary sources</i></p>	<p><i>Development of knowledge, skills and understanding in line with the National Curriculum</i></p>