

# ALL SAINTS CE JUNIOR ACADEMY

## LONG TERM SUBJECT OVERVIEW

### HISTORY



National Curriculum	Strand	Term 1			
		Year 3	Year 4	Year 5	Year 6
		<b>History of All Saints</b>			
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<p><b>Chronological knowledge</b></p> <p>Pupils will develop a timeline for All Saints School.</p>				
<p><b>Knowledge and understanding of events, people and changes</b></p> <ul style="list-style-type: none"> <li>The first All Saints School opened in 1835 on All Saints Street</li> <li>The building currently called All Saints CE Junior Academy was originally called Clive Vale School and it was this building that was taken over by All Saints School in 1959.</li> <li>The Clive Vale School building was opened to infants in July 1886</li> <li>The Boys' and Girls' Board School opened in February 1892.</li> <li>How the school is run has changed (e.g. subjects taught, number of classes, rules, gendered entrances, punishments etc) over time from Victorian times to now.</li> <li>The school closed during WW2 when many children in Hastings were evacuated</li> </ul>					

		<ul style="list-style-type: none"> <li>• Know how and why the 'house' system was introduced in the school, and why the four saints were chosen.</li> </ul>	
	<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• What are the differences and similarities between the school in past times and now?</li> <li>• Why has school life at All Saints changed over time?</li> <li>• Why has All Saints School had to close in the past?</li> </ul>	
	<b>Sources and Historical interpretation</b> <b>Substantive concepts</b>	<ul style="list-style-type: none"> <li>• Consider a range of evidence including primary resources such as original school documents and plans, and first hand testimony from individuals and photographs</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Present what you know about the history of All Saints School using a variety of skills (e.g. Geography, English etc.)</li> <li>• Use appropriate vocabulary to communicate about the history of All Saints School.</li> </ul>	
Exceeding the National Curriculum	Vocabulary	Academy, air raid All Saints Street, Clive	

		Vale, curriculum, evacuation, Githa Road, house system, infant school, junior school, Saint Clement, Saint Michael, Saint George, Saint Nicholas, subject, timetable	
	Suitable Suggested Texts	School document archive	
	Enhancements and enrichment	All Saints History detective tour.	

National Curriculum	Strand	Term 2			
		Year 3	Year 4	Year 5	Year 6
			<b>Anglo Saxons</b>	<b>The Space Race</b>	<b>Victorians</b>
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Chronological knowledge</b>		<p>396-398AD Picts and Saxons constantly raided Roman Britain</p> <p>410 AD – Romans left Britain to defend Rome. Angles, Saxons and Jutes made their way from Germany and South Denmark</p> <p>450AD – Anglo Saxons began to settle alongside the Britons</p> <p>By 500AD the 7 kingdoms had been created</p> <p>597 AD – St Augustine helped missionaries to spread the word about Christianity. King Ethelbert converted to Christianity.</p> <p>AD 731 – Bede completed the Ecclesiastical History of the English peoples</p> <p>AD 789 – The Vikings began to raid Britain</p>	<p>The space race begins between the USA and the USSR</p> <p>1957: the first satellite in orbit (Sputnik 1: USSR)</p> <p>1957: The first animal orbits the Earth: a dog called Laika: USSR)</p> <p>1958: the first American satellite orbited the Earth (Explorer 1)</p> <p>1961: Yuri Gagarin became the first man to orbit the Earth in Vostok 1</p> <p>1963: Valentina Tereshkova became the first woman in space</p> <p>1969: Apollo 11 mission successfully landed on the Moon</p> <p>1981: the first space shuttle launched (USA)</p> <p>1991: Helen Sharman became the first British astronaut</p> <p>2015: Major Tim Peake became the first British astronaut on board the International Space Station</p>	<p>1837 – Queen Victoria crowned (aged 18 years)</p> <p>1840 – Queen Victoria married Prince Albert</p> <p>1840 – first ragged schools set up</p> <p>1844 – factory act stated children could start work from age 8 but had to have 2 hours schooling daily</p> <p>1847 – factory act stated women and children under 18 could only work 10 hours daily</p> <p>1851 – Great exhibition</p> <p>1861 – Prince Albert died</p> <p>1863 – first underground railway opened in London</p> <p>1867 – all factory workers limited to 10 hours daily</p> <p>1870 – Dr Barnardo opened first home for boys</p> <p>1877 – Queen declared Empress of India</p> <p>1880 – Children 5-13 required to attend school (but had to pay)</p> <p>1882 – first electric power station in London</p> <p>1891 – education made free and compulsory for children 5-13</p> <p>1897 – Queen Victoria</p>

<p style="text-align: center;"><b>Knowledge and understanding of events, people and changes, Disciplinary Concepts</b></p>					<p>Diamond Jubilee (60 years on the throne) 1901 – Queen Victoria died</p>
			<p><b>Causation</b> The Saxons were invited to defend England, following the departure of the Romans, as they were coming under attack from the Celts. They were hired as mercenaries but they rebelled and formed their own kingdom.</p> <p><b>Consequence</b> The Anglo-Saxon settlement in England.</p> <p><b>Continuity/ change</b> The Anglo-Saxon people were very superstitious. They believed in good and bad omens, lucky charms, spells and magic as they thought that these things could influence what happened in different aspects of their lives. There were many festivals throughout the year were Anglo Saxons made sacrifices to their Gods.</p> <p>The Pope in Rome sent a message to England to persuade the Anglo-Saxons to become Christian. St Augustine landed in the South and converted King Ethelbert of Kent and his people. He built a church and Christianity then spread to other</p>	<p><b>Causation</b> Examine the timeline of this period and examine the periods of rapid change; explain the reasons for this. The reasons for the Civil Rights movement</p> <p><b>Consequence</b> Explore the impact of the space race on modern life: e.g. satellite technology The impact of the Civil Rights movement in the USA The impact of the Space Race on the Civil Rights Movement and vice versa</p> <p><b>Continuity/ change</b> Explore the impact of the space race on modern life: e.g. satellite technology The Civil Rights movement</p> <p><b>Similarities and differences</b> Compare the sources from the USA and the USSR.</p> <p><b>Significance</b> The impact of the Space Race on the Civil Rights Movement and vice versa</p> <p><b>Interpretation</b> Compare different sources that tell us about the history of</p>	<p>Present what you know about the history of the Victorians using a variety of skills (e.g. Geography, English etc.) Use appropriate vocabulary to communicate about the history of the Victorians.</p> <p><b>Causation</b> Industrial revolution Understand the reasons behind British expansionism and the creation of the British Empire and identify key countries that were part of the empire (e.g. India, Australia, Canada)</p> <p><b>Consequence</b> How leisure time began as a concept for the middle and upper classes, and how leisure areas (parks, seaside resorts) were developed Understand the reasons behind British expansionism and the creation of the British Empire and identify key countries that were part of the empire (e.g. India, Australia, Canada)</p> <p><b>Continuity/ change</b> Identify specific social and medical reforms</p>

			<p>parts of England.</p> <p><b>Similarities and differences</b> in homes, language, religion.</p> <p><b>Significance</b> Many of today's words are based on Saxon words, such as days of the week, the name 'England' and other place names, including Hastings, Hurst Green, Tonbridge, Ticehurst, Etchingham.</p> <p><b>Interpretation</b> Ask questions, infer and find out answers about the Anglo-Saxons. Use more than one source to find out what Anglo-Saxon life was like. Compare the accuracy of these sources.</p> <p><b>Sources</b> Pictures of archaeological findings, pictures and quotes from Bede</p> <p>Describe different accounts of the Anglo-Saxon settlement from different perspectives, explaining some of the reasons why the accounts may differ. Present what you know about the Anglo-Saxons using a variety of skills</p>	<p>space travel - newspaper articles, books, comics, photographs, film etc. Discuss the reliability of sources as historical fact</p> <p>Examine how the space race was used by both the USA and the USSR as a source of propaganda</p> <p>Give clear reasons why there may be different accounts of history.</p> <p><b>Sources</b></p> <p>Examine a variety of sources and use these to make inferences about the past.</p> <p>Present what you know about the history of space travel and its impact using a variety of skills (e.g. Geography, English, science)</p>	<p>(e.g. abolition of slavery, Dr Barnardo, education, hospital care and nursing, cures and vaccines for diseases)</p> <p>Understand the reasons behind British expansionism and the creation of the British Empire and identify key countries that were part of the empire (e.g. India, Australia, Canada)</p> <p><b>Similarities and differences</b></p> <p>What life was like for children, both at work and at school</p> <p><b>Significance</b></p> <p>Victoria and Albert's influence</p> <p><b>Sources</b></p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history and the rapid social changes. Consider a range of evidence including secondary resources such as reports of the time. Primary sources such as pictures and testimonials.</p>
	<b>Historical enquiry</b>		<p>How did the Roman withdrawal contribute to Anglo-Saxon settlement?</p> <p>What was Anglo-Saxon life like for men and women?</p>	<p>Are historical sources always reliable?</p> <p>Which sources are primary/ secondary?</p> <p>What is the source?</p> <p>Where is it from?</p> <p>When was it created?</p>	<p>Who was Queen Victoria and what sort of Queen did she want to be?</p> <p>What was the impact of the Industrial</p>

			<p>Why the Anglo-Saxons settle in England?          Can we still see how England changed with the Anglo-Saxon settlement?          What were the religious beliefs of the early Anglo Saxons? How did Christianity coming to England change these? If... then...?</p>	<p>Who created it?          Why did they create it?          Do you think this source is trustworthy? Why?          What did Dr. Martin Luther King do to help others?          What are civil rights and why are they important?          What was the bus boycott, and what impact did it have on the civil rights movement?</p>	<p>Revolution?          What were the changes to medicine and how has that impacted today?          What are the differences between children then and children today?          What is the result in the creation of the British Empire?</p>
	<p><b>Sources and Historical interpretation</b>  <b>Substantive concepts</b></p>		<p>Key people: Hengist and Horsa, King Alfred the Great, King Ethelbert , St Augustine</p> <p>The name comes from the two biggest invading tribes were the Angles and the Saxons.</p> <p>England was split into seven kingdoms in AD 660: Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent.</p> <p>Anglo Saxons used Runes which still influence how we form letters today.</p> <p>Anglo Saxons had an influence on the English language          Place events on a timeline using dates.</p>	<p>The names of key figures in space travel and exploration: e.g. Yuri Gargarin, Valentina Tereshkova, Neil Armstrong, Buzz Aldrin, Michael Collins</p> <p>The names of key figures in space travel and science who were people of colour (e.g. Katherine Johnson, Dorothy Vaughn and Mary Jackson) and link this to the American Civil Rights Movement led by Martin Luther King</p> <p>The names of key British astronauts: Helen Sharman, Tim Peake</p> <p>The Space Race was between the USA and the USSR</p>	<p>Key information about Queen Victoria's life and her family</p> <p>Identify key features of the Industrial Revolution, including discoveries, inventions and innovations (e.g. steam engines (ships, trains and factory machinery), telephone and telegrams, electricity, business and commerce)</p> <p>The names of men and women who invented, innovated and changed society ( e.g. Isambard Kingdom Brunel, James Lister, Thomas Cook, Lord Shaftesbury etc) and how their influence extends to the modern day</p> <p>Identify significant local</p>

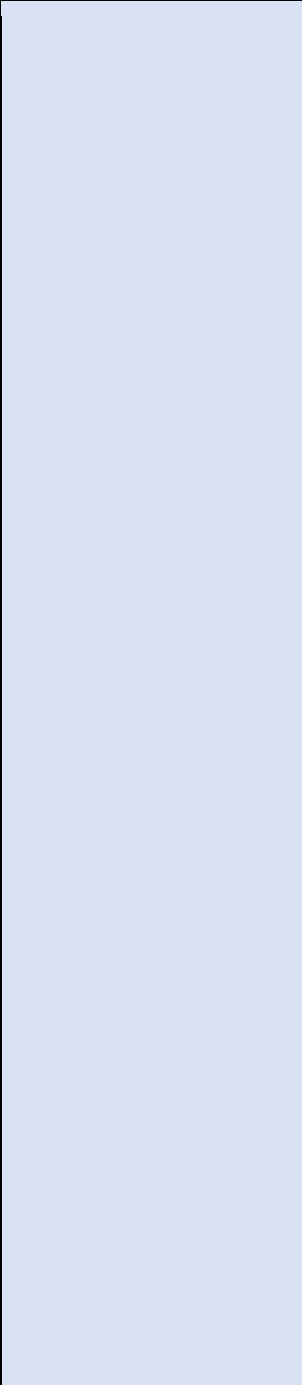
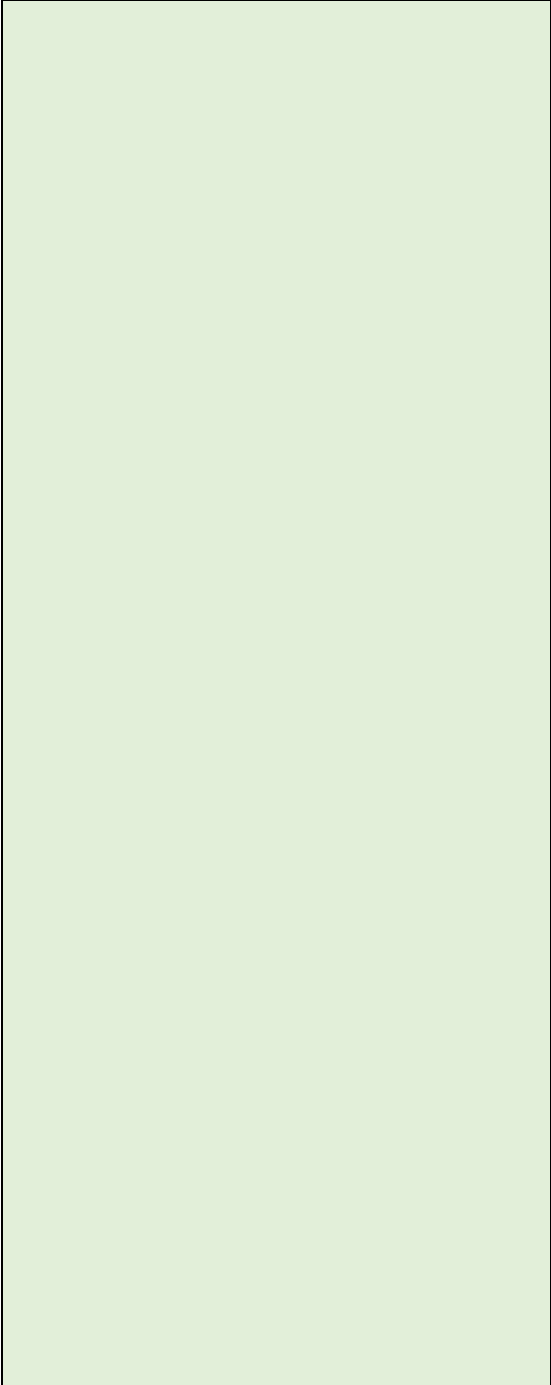
					people, innovations and places that had an impact on or reflected life in the Victorian era
Exceeding the National Curriculum	Vocabulary		Angles , Anglo-Saxon, archaeologist, artefact, Celts, century, Christianity , hoard, interpretation, invasion , Jutes, mercenary, migration, missionary, monk, pagan, Picts, Saxons, Scots, settler/settlement, source	Apollo, astronomy, astronaut, Cape Canaveral, civil rights movement, cosmonaut, Eagle, Explorer, launch, lunar, orbit, Soviet, Sputnik, USSR	board school, British Empire, census, compulsory, coronation, crime, disease, domestic service, drill, estate, factory acts, industrialised / industrialisation, Industrial Revolution, leisure, middle class, mill, mines, paupers, population, poverty, public health, ragged school, reformer, slum, transport, trap, upper class, urban, wakes week, workhouse, working class
	Suitable Suggested Texts		Beowulf	Cosmic	Hetty Feather
	Enhancements and enrichment		Experience of making butter and yarn.	Links with Science/ English  Visit from the Herstmonceux Science Centre dome, with some focus on the Space Race.	Victorian Day

National Curriculum	Strand	Term 3			
		Year 3	Year 4	Year 5	Year 6
		<b>Egyptians</b>		<b>Tudors and Explorers</b>	<b>World War II The Home Front</b>
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Chronological knowledge</b>	<p>First settlers around the Nile in 3500 BC</p> <p>Development of Hieroglyphs 3100 BC</p> <p>First stone pyramid built 2700 BC</p> <p>Pyramid of Giza built 2600 BC</p> <p>Last evidence of Hieroglyphs 300 AD</p> <p>Howard Carter discovered the tomb of Tutankhamun 1922</p>		<p>1485 – 1509: Henry VII won the War of the Roses and reigned over England and Wales</p> <p>1492 – Christopher Columbus sailed to America</p> <p>1509 – Henry VIII became king</p> <p>1534 – the Reformation began</p> <p>1547 – 1553 – King Edward VI</p> <p>1553 – 1558 – Queen Mary I</p> <p>1558 – Elizabeth I ascended the throne</p> <p>1577 – 1580 – Sir Francis Drake circumnavigated the world</p> <p>1588 – Spanish Armada</p> <p>1580s – Shakespeare</p> <p>1603 – Death of Elizabeth I and the end of the Tudor age.</p>	<p>1<sup>st</sup> September 1939 – Hitler invaded Poland. In preparation for war, evacuation began</p> <p>3<sup>rd</sup> September 1939 – Britain/ Neville Chamberlain declared war on Nazi Germany</p> <p>May 1940 – Winston Churchill became Prime Minister</p> <p>July-October 1940 – Battle of Britain</p> <p>September 1940 – The Blitz began</p> <p>30<sup>th</sup> April 1945 – Hitler died</p> <p>5<sup>th</sup> May 1945 – Nazi Germany surrendered</p> <p>8<sup>th</sup> May 1945 – VE Day</p> <p>March 1946 – Evacuation ended</p> <p>1954 – Rationing officially ended</p>
	<b>Knowledge and understanding of events, people and changes</b> <b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society.</li> <li>Mummification was the process of preserving a body - this process was</li> </ul>	<p><b>Causation</b> Henry Tudor defeated Richard III in the first English civil war to become King of England. The victory over Richard III enabled Henry VII to begin to create two of the strongest monarchs in modern historical times in the form of Henry VIII and Elizabeth.</p>	<p><b>Causation</b> As part of their campaign, Nazi Germans tried to cut off supplies of food and other goods coming to Britain by attacking many of the ships that brought food to Britain. This meant that there was less food for the people - whatever food</p>	

		<p>very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.</p> <ul style="list-style-type: none"> <li>•The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.</li> <li>•Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.</li> </ul>		<p>When King Henry VIII was refused a divorce from his first wife, Catherine of Aragon, by the Roman Catholic Church; he proceeded in the Reformation, where England changed their main religion from Roman Catholic to Protestantism. This change in England created a rivalry between religions and countries in which they tried to explore more places and expand their empires. In doing so, increase in trade of goods, expansion of empires and slavery re-emerged.</p> <p><b><u>Continuity/ change</u></b></p> <p>There was much change that occurred during the Tudor period that had a lasting impact on Britain. During the period of Reformation during the reign on Henry VIII the main religion changed from the Roman Catholic Church to Protestantism. During the reign of Elizabeth I, the Tudors explored a lot more of the world than had previously been explored and ordinary people were exposed to greater spices, fabrics and foods than ever before.</p> <p><b><u>Similarities and</u></b></p>	<p>was grown, produced or managed to enter Britain was rationed - people used the Ration Book during this time.</p> <p><b><u>Consequence</u></b></p> <p>After the loss of WWI in 1918, Germany's economy had suffered. In 1934, the people voted for Hitler, the leader of the Nazi Party to lead them after he had offered them hope. Many men fought in the war and so women were tasked to carry out much of the war work. Many women undertook jobs that were traditionally only done by men during peacetime. There was less food for the people - whatever food was grown, produced or managed to enter Britain was rationed - people used the Ration Book during this time. During the Blitz Hitler began a series of nightly bombing raids on London and other important industrial cities. People kept safe by using air raid sirens, shelters and blackout curtains.</p> <p><b><u>Continuity/ change</u></b></p> <p>Many children living in urban areas were moved temporarily from their homes to places considered safer, usually</p>
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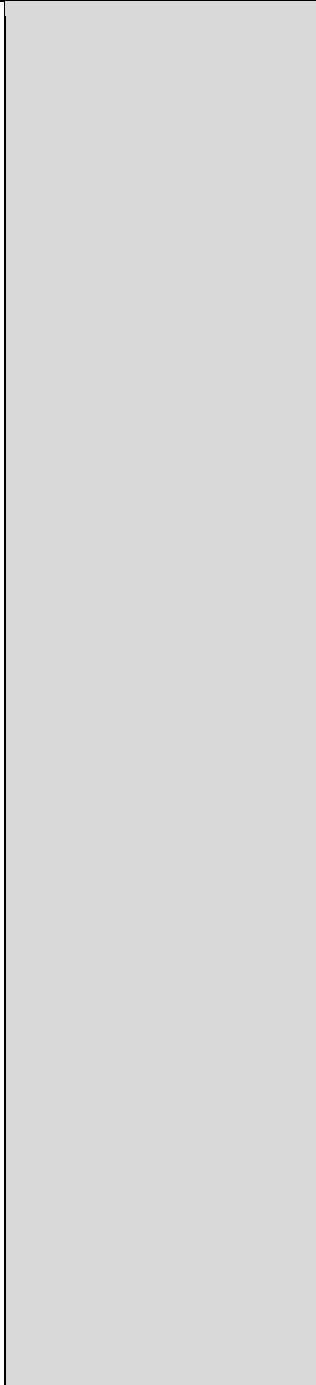
				<p><b>differences</b> in goods received, religions, power and lifestyles. As a result of the Reformation, the main religion in Britain changed which had a lasting effect on the country. People also had greater access to food types and fabrics than before, which enabled their cookery and lifestyles to change, as well as this, there was a re-emergence of trading in people and slavery became quite a focal point of trade. There was also great significance in exploration as explorers found more direct routes around the Cape of Good Hope which meant less reliance on old trade routes through different countries.</p> <p><b>Interpretation</b> Ask questions, infer and find out answers about the Tudors. Use more than one source to find out whether explorers were good people and achieved good things. Compare the accuracy of these sources based on where they come from.</p> <p><b>Sources</b> First hand reports from European explorers finding new lands, first hand reports from native people</p>	<p>out in rural areas of Britain</p> <p><b>Similarities and differences</b></p> <p><b>Interpretation</b> Describe what like was like for different groups of people in Britain during World War II.</p> <p><b>Sources</b> Look at different sources that tell us about life in Britain during WW2 - newspaper articles, ration books, diary entries, photographs. Discuss reliability of sources and what makes them similar/different. Read the transcript of Neville Chamberlain's speech - what information can you gather about why he declared war? Give clear reasons why there may be different accounts of history.</p>
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				welcoming European explorers. Pictures/ paintings of key Tudor monarchs and key figures, including people of colour from the book 'Black and British' by David Olusoga. Present what you know about the Tudors using a variety of skills (e.g. Geography, English)	
	<b>Historical enquiry</b>	How do we know about the Egyptians? What was life like for rich or different types of Egyptians?		How did the Reformation in England impact life for Tudor people? Francis Drake: An explorer or pirate? Was the Tudor period an age of great exploration? What is the impact the period of exploration had on the explorers and the natives of each country they explored?	Why was war declared? How was Britain able to stand firm against the Nazi bombing campaign? What was life like for different groups of people in Britain during the war? What were the causes and consequences of WW2 on Britain? If... then...?
	<b>Sources and Historical interpretation Substantive concepts</b>	<ul style="list-style-type: none"> <li>• Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs.</li> <li>• Describe what Egyptian life was like for different groups of people.</li> <li>• Describe how the Egyptian society has had an impact on modern society.</li> <li>• Describe why people chose to settle in certain areas in ancient Egypt.</li> <li>• Compare what was happening in the Egyptian civilisation with</li> </ul>		There were six Tudor monarchs who ruled England from 1485 - 1603 Tudor England had two of the strongest monarchs ever to sit on the English throne: Henry VIII and his daughter Elizabeth I. The Tudor Rose was created when Henry VII bought an end to the War of the Roses. He joined the White Rose of York with the Red Rose of Lancaster to create the Tudor Rose.	<b>The main causes of WW2:</b> After the loss of WWI in 1918, Germany's economy had suffered. In 1934, the people voted for Hitler, the leader of the Nazi Party to lead them after he had offered them hope. Even though he spoke of peace, Hitler and the Nazi Party invaded Austria and Czechoslovakia. Two days after the invasion of Poland, Britain declared war on



what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture.

- Present what you know about the Egyptians using a variety of skills (e.g. Geography, English, Maths, Computing etc.)
- Use appropriate vocabulary to communicate about the Egyptians.



When Henry VII and Henry VIII were King, England was a Roman Catholic country and the head of the Church was The Pope, in Rome. When the Pope refused to grant Henry a divorce from Catherine of Aragon, Henry split the English Church from the Roman Church. This was called The Reformation. At this time most still followed the Catholic religion. The Tudor period coincided with a European focus on exploration of Africa, the Far East and the cross Atlantic route. Sir Francis Drake circumnavigated the world in his ship The Golden Hind in 1577. European exploration during this time set the pattern for colonisation of countries around the world.

Key People: Henry VIII, Elizabeth I, Sir Francis Drake , John Cabot , Henry the Navigator, Bartolomeo Dias, Vasco de Gama, Christopher Columbus , Amerigo Vespucci, Hernan Cortes, John Blanke, Jacques Francis

Nazi Germany.

**The Battle of Britain and the Blitz:**

The Battle of Britain and the Blitz were military campaigns of the Second World War, in which the Royal Air Force (RAF) de-fended the United Kingdom (UK) against large-scale attacks by Nazi Germany's air force, the Luftwaffe. Hitler sent his Luftwaffe bombers to attack British ports and RAF airfields. During the Blitz – From September 7th the city of London was heavily bombed. Night Bombing – With the failure of daylight bombing raids Hitler began a series of nightly bombing raids on London and other important industrial cities. People kept safe by using air raid sirens, shelters and blackout curtains.

**The impact of WW2 on Britain:**

**Evacuation:**

Many children living in urban areas were moved temporarily from their homes to places considered safer, usually out in rural areas of Britain

The British evacuation began on Friday 1 September 1939. It was

					<p>called 'Operation Pied Piper'. When the war was over, Government began to make travel arrangements to return the evacuees to their homes</p> <p><b>Rationing</b> Food was rationed.</p> <p><b>Jobs:</b> Many men fought in the war and so women were tasked to carry out much of the war work. However, some jobs were protected - men who held these jobs were not called up to join the army (e.g. doctors, miners) Jobs undertaken by women during the war included mechanics, ambulance drivers and air raid wardens.</p>
Exceeding the National Curriculum	Vocabulary	Afterlife, ancient, archaeologist, architecture, artefacts, chronology, circa, civilisation, climate, continent, culture, deities, fertile, hierarchy, hieroglyphics, irrigation, mummification, papyrus, pharaoh, polytheists, preserve, pyramids, sarcophagus, settler/settlement, society, tomb, trade		Annul, armada, Catholic/ Catholicism, circumnavigate, colonise, divorce, execution, explorers/, exploration, heir, monarch, navigation, protestant, Reformation, reign, treason, annul, armada, Catholic/ Catholicism, circumnavigate, colonise, divorce, execution	air raid, Blitz, campaign, Chamberlain (Neville), Churchill (Winston), defend, economy, evacuate, Hitler (Adolf), industrial, industry, invasion, Luftwaffe, military, Nazi, Prime Minister, rationing, rural, surrender, urban, warden
	Suitable Suggested Texts	Marcy and the Riddle of the Sphinx		Macbeth Black and British	Once

		The Story of Tutankhamun			
	Enhancements and enrichment	The Ancient Egyptians: Understanding People in the Past			
		Egyptian experience day		Tudor Day	

National Curriculum	Strand	Term 4			
		Year 3	Year 4	Year 5	Year 6
		History sustained during this time using retrieval questions during the Afternoon Quadrant tasks.			
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Chronological knowledge</b>				
	<b>Knowledge and understanding of events, people and changes</b>				
	<b>Historical enquiry</b>				
	<b>Sources and Historical interpretation Substantive concepts</b>				
Exceeding the National Curriculum	Vocabulary				
	Suitable Suggested Texts				
	Enhancements and enrichment				

National Curriculum	Strand	Term 5			
		Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Chronological knowledge</b>		<b>Vikings</b>  700AD – The Vikings began to venture out of Scandinavia 789 – First recorded raids of British monasteries from the Vikings 850 – Vikings began to settle. Picts defended the North 866 – The Vikings, led by Ivar the Boneless, captured York, which became the Viking Capital of England. 901 – King Alfred the Great fought the Vikings. Peace was made and Danelaw was created. 991 – Canute the Great took control of Britain	<b>Ancient Greeks</b>  776BC – The First Olympic Games 750BC – Early Greek culture thrived. Homer wrote the Iliad and the Odyssey 570 BC – Pythagoras was born. He made major breakthroughs in Science and Maths 508BC – Democracy began in Athens, giving greater power to the people 450BC – Athens became a powerful city and controlled the empire 432BC – The Parthenon was completed 336BC – Alexander the Great became king and helped expand the Greek empire further 146BC – Rome conquered Greece and it became part of the Roman Empire.	
	<b>Knowledge and understanding of events, people and changes</b> <b>Disciplinary Knowledge</b>		<u><b>Causation</b></u> The Vikings had left Scandinavia to set out on expedition to raid and settle in Britain. <u><b>Consequence</b></u> Wessex and Danelaw were created to eventually be united into a united English	<u><b>Causation</b></u> Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures liveable and created fertile farming conditions. <u><b>Continuity/ change</b></u>	

			<p>kingdom.</p> <p><b><u>Continuity/ change.</u></b> Describe how Britain changed over time from the Stone Age through to 1066, looking at different aspects (e.g. settlements, technology, communication, food, warfare)</p> <p><b><u>Similarities and differences</u></b> in homes, language, religion. Compare Anglo-Saxon and Viking leaders. Compare the Anglo-Saxon settlement to that of the Vikings.</p> <p><b><u>Significance</u></b> As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.</p> <p><b><u>Interpretation</u></b> Use more than one source to find out what life was like in Britain at this time. Compare the accuracy of these sources. Describe different accounts of the Viking settlement from different perspectives, explaining some of the reasons why the accounts may differ.</p> <p><b><u>Sources</u></b> Present what you know about the Vikings using a variety of skills (e.g. Geography, English)</p>	<p>Examine the timeline of the Greek civilisation and consider where there was rapid change and where there was very little change. Explain why this may be the case.</p> <p><b><u>Similarities and differences</u></b> Discuss the notion of democracy - compare the democratic process of ancient Greece with that of modern Britain. Compare what was happening in the Greek civilisation with what was happening in Britain at the same time. Place the chronology of key events of the Greek civilisation on a time line with a chronology of the history of Britain. Where are the overlaps?</p> <p><b><u>Consequence/ Significance</u></b> Describe how the Greek society has had an impact on modern society. In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. The introduction of democracy.</p> <p><b><u>Interpretation</u></b> Examine Greek artefacts (such as vases) and use these to make</p>	
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				<p>inferences about the past. Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs. Describe the ideas, beliefs and attitudes of all groups of people in the Greek civilisation.</p> <p><b>Sources</b></p> <p>Present what you know about the Anglo-Saxons using a variety of skills (e.g. Geography, English)</p>	
	<p><b>Historical enquiry. Key Questions Children Should Be Able to Answer</b></p>		<p>Describe and explain the causes and consequences of the Viking invasion. Explain how Britain changed with the Viking settlement. Who was the Greatest – Alfred the Great or Canute the Great? The Vikings: Ruthless invaders or peaceful settlers?</p>	<p>What impact did the Ancient Greeks have? Why was there rapid change at some time and none in others? Place the chronology of key events of the Greek civilisation on a time line with a chronology of the history of Britain. Where are the overlaps between Ancient Greece and Britain at the same time? If...then...?</p>	
	<p><b>Sources and Historical interpretation Substantive concepts</b></p>		<p>The Vikings had left Scandinavia to set out on expedition to raid and settle in Britain. The Vikings were great traders and skilled seafarers. They were skilled at farming, fishing, craft work and hunting. The Vikings raided and</p>	<p>Greece is made up of the mainland and many islands. Its position by the sea meant that the Greeks were a seafaring people. City-states (polis) were created and trade happened between each of the cities.</p>	

invaded Britain repeatedly, setting up bases and taking land and riches, particularly from monasteries as they had easy riches and were not well defended. King Alfred of Wessex, also known as Alfred the Great, initially fought the Vikings, also known as the Danes, but then peace was agreed and the country was divided. Wessex and Danelaw were created to eventually be united into a united English kingdom. As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established.

England was ruled by Anglo-Saxon kings as well as Danish kings. The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings.

Greece is a warm country, but winds from the Mediterranean, and rains from the north, kept temperatures liveable and created fertile farming conditions. Greece was divided into city-states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are Athens and Sparta. In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain. In Sparta, life was very different; all that was important was being able to defend Sparta in battle. The first Olympic Games were held in 776 in the city-state Olympia. Religion was very important in ancient Greece. They were polytheists - they believed in different gods and goddesses

				<p>that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology. A polis consisted of an urban centre, often fortified and with a sacred centre built on a natural acropolis (citadel) or harbour.</p>	
Exceeding the National Curriculum	Vocabulary		<p>Archaeologist, berserker, chieftain, Danegeld ,Danelaw , freeman , excavation, invasion , knarr, longship, marauder, massacre, monastery, Norse, Pagan, Picts, raid, ransack, ritual, runes, Scandinavia, settler/settlement, thatched roof, trader, treaty, Valhalla, Viking</p>	<p>Acropolis, archaeologist, architecture, chronology, circa, citadel, civilisation, climate, continent, culture, deity, democracy, empire, fertile, invasion, merchant, military, mythology, philosophy, polis, polytheists, seafaring, society, trade, urban, warfare, acropolis</p>	
	Suitable Suggested Texts		<p>Arthur and the Golden Rope The Chessmen Thief</p>	<p>Odysseus by Hugh Minton Myths and Legends</p>	
	Enhancements and enrichment		<p>Viking Day</p>	<p>Greek Day</p>	

National Curriculum	Strand	Term 6			
		Year 3	Year 4	Year 5	Year 6
		<b>Romans</b>	<b>1066</b>		
<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a local history study</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<b>Chronological knowledge</b>	<ul style="list-style-type: none"> <li>The Iron Age lasted from 800 BC till the Roman invasion (AD 43) - this was when people used tools made from iron.</li> <li>753 BC The building of Rome begins</li> <li>54 AD Caesar invades Britain but doesn't settle.</li> <li>AD 43 Emperor Cladius invades Britain and settles.</li> <li>AD 61 Boudicca leads a rebellion againts the Romans but is defeated.</li> <li>AD 122 The Romans start to build Hadrian's wall.</li> <li>AD 410 Roman rule of Britain ends</li> </ul>	<p>5<sup>th</sup> January 1066 – Edward the Confessor died</p> <p>January 1066 – Harold Godwinson was crowned king</p> <p>25<sup>th</sup> September 1066 – Battle of Stanford Bridge</p> <p>27<sup>th</sup> September 1066 – William of Normandy landed in Norman's Bay, near Pevensey.</p> <p>14<sup>th</sup> October 1066 – Battle of Hastings</p> <p>25<sup>th</sup> December 1066 – William of Normandy crowned king</p>		
	<b>Knowledge and understanding of events, people and changes</b>	<ul style="list-style-type: none"> <li>Before the Roman invasion, Britain was ruled by tribes of people called Celts</li> <li>Queen Boudicca of the Iceni tribe was one of the Celtic leaders who fought the Romans</li> <li>The legend of Romulus and Remus and the founding of Rome</li> <li>The timeline of key events of the Roman invasion and occupation of the British Isles</li> </ul>	<p><b>Causation</b> Describe and explain the causes of the Norman invasion. The impact of Edward the Confessor dying without an heir at the beginning of 1066.</p> <p><b>Consequence</b> Describe and explain the consequences of the Norman invasion. The consequences of William and Harold disputing the crown of England</p>		

		<ul style="list-style-type: none"> <li>•The geographical extent of the Roman Empire, from north Africa and west Asia across most of central and western Europe</li> </ul>	<p>The consequences of Edward the Confessor not naming an outright King.</p> <p>Consequences of William saving Harold from the storm.</p> <p><b><u>Continuity/ change</u></b></p> <p>The Norman Victory created changes in England e.g. Domesday Book, feudalism, language</p> <p><b><u>Significance</u></b></p> <p>William the Conqueror and the monarchs and upper classes to the present day.</p> <p><b><u>Interpretation</u></b></p> <p>Compare and question the accuracy of sources. (e.g. The Bayeux Tapestry)</p> <p>Describe different accounts of the Norman invasion from different perspectives, explaining some of the reasons why the accounts may differ.</p> <p><b><u>Sources</u></b></p> <p>Bayeux Tapestry</p> <p>Use more than one source to find out what life was like in Britain at this time.</p> <p>Present what you know about the 1066: The Battle of Hastings using a variety of skills (e.g. Geography, English)</p>		
	<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>•What were the main reasons why the Romans wanted a large</li> </ul>	<p>Why were some accounts of the Norman invasion different from</p>		

		<p>empire, and the key reasons why the Romans wanted to invade Britain, (including resources, power and revenge).</p> <ul style="list-style-type: none"> <li>• Was the Roman army an effective fighting force? (e.g. organisation, training, discipline)</li> <li>• What was the impact of the Roman invasion and settlement on the lives of the people in Britain both then and now (e.g. civic organisation, road systems, public baths and heating, water supply and sewerage systems)</li> <li>• Why did the Romans abandon Britain (e.g. resources were being stretched too much)</li> </ul>	<p>others?</p> <p>What was the impact of key events, such as Stamford Bridge?</p> <p>How did Britain change after the Norman invasion?</p> <p>Who were the Anglo-Saxon, Viking and Norman leaders?</p>		
	<p><b>Sources and Historical interpretation</b></p> <p><b>Substantive concepts</b></p>	<ul style="list-style-type: none"> <li>• Describe how Roman artefacts and ruins tell us about their way of life, culture, and religious beliefs.</li> <li>• Describe how the Roman invasion had an impact on life in Britain</li> <li>• Describe how the Roman invasion and settlement has had an impact on modern society.</li> <li>• Compare aspects of life such as achievements, society, beliefs, and architecture.</li> </ul>	<p>Edward the Confessor died without an heir at the beginning of 1066. That the main candidates to succeed Edward were Harold Godwinson, Harald Hardrada, William of Normandy and Edgar Aetheling.</p> <p>That the decision to appoint Edward's successor was made by the Witan.</p> <p>Harald Hardrada's and William's motivation for invading Britain.</p> <p>William had intended to invade England earlier</p>		

			but was kept back by tides and the weather That key features such as quality of leadership, timing and luck influenced the outcome of the Battle of Hastings. How the events of the Battle of Hastings unfolded and led up to William's coronation on Christmas Day 1066.		
Exceeding the National Curriculum	Vocabulary	Amphitheatre, aqueduct, barbarian, assembly, capital city, catapult, cavalry, chariot, Celts, centurion, citizen, election, empire, fort, general, gladiator, governor, hypocaust, invasion, Latin, legion, legend, mosaic, myth, republic, scroll, senate, senator, sewers, slave, standard, stylus, taxes, villa	Bailey, barons, Bayeux tapestry, berserker, cavalry, Domesday Book, Edward the Confessor, excavation, fleet, feudal system/feudalism, Harald Hardrada, Harold Godwinson, heir, house carls, invasion, knights, motte, Normans, Norse, peasant, raid, rebellion, Scandinavia, settler/settlement, William of Normandy/William the Conqueror, witan		
	Suitable Suggested Texts		Looking at the Bayeux Tapestry Non fiction texts/ resources		
	Enhancements and enrichment		Trip to the Battlefield/ Battle Abbey		