

History

Each topic is listed, with an outline of what we would like children to *know*, *do* and *understand* within the unit.



Golden Threads:

- What was it like for children?
- Where is it on the timeline?
- How can you prove it?

Year 1

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
The Victorians	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none">• That the Victorian Era was between 1837-1901• Where the Victorian Era goes on a timeline• That Queen Victoria reigned for the Victorian Era• What life was like for a Victorian child-<ul style="list-style-type: none">• They worked from 10 years of age• Poor children didn't go to school because they had to work to make money, richer children were home schooled and boys sent to boarding school• Orphans lived on the streets or in workhouses• Children had to wear their best clothes on a Sunday• Poor children often made their own toys• Wealthier children played with dolls, toy soldiers and train sets• Key inventions the Victorians made including (telephone, motorcar, typewriter, bicycle)	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none">• Placed the Victorian Era on a historical timeline• Placed key events in the Victorian Era on a timeline• Studied photos to understand Victorian life• Made comparisons between Victorian life and life now	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none">• The Victorian Era is between 1837 and 1901• That life for a Victorian child was different because:<ul style="list-style-type: none">• They worked from 10 years of age• Poor children didn't go to school because they had to work to make money, richer children were home schooled and boys sent to boarding school• Orphans lived on the streets or in workhouses• Children had to wear their best clothes on a Sunday• Poor children often made their own toys• Wealthier children played with dolls, toy soldiers and train sets

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
The Gunpowder Plot	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The Gunpowder Plot took place in 5th November 1605 • Key players in the Gunpowder plot were: Guy Fawkes, Robert Catesby and King James I • Robert Catesby, Guy Fawkes and friends didn't like the King and therefore wanted to blow him up. They planted 36 barrels of gunpowder under the Houses of Parliament and planned to cause a massive explosion. • It ended because the King's guard found the barrels and some of the men (including Guy Fawkes) were found and arrested for trying to kill the King. • The Gunpowder plot is celebrated on 5th November every year through letting off fireworks and burning a bonfire. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Gunpowder Plot on a historical timeline • Studied photos to back up the story they were told 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • That Guy Fawkes and his friends wanted to blow up the Houses of Parliament because they did not like the King as, under his rule, England was a Protestant country and some people were Catholic • That we celebrate the Gunpowder Plot on November 5th every year through letting off fireworks and burning a bonfire.

	Know	Do	Understand
The Great Fire of London	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. • In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. Horses and carts were not allowed near the fire. • People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading. • By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames • King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Great Fire of London on a historical timeline • Placed the events of the Great Fire of London in order • Studied Samuel Pepys diary entries throughout the fire 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The fire spread quickly because houses were made of wood and straw. They were also very close together making it easy for the fire to spread. This wouldn't happen today because houses are further apart and made from brick and stone. • Samuel Pepys diary helps us to know what happened during the fire because it is a primary source from someone who was present at the time of the fire.

	Know	Do	Understand
The Queen (Elizabeth II)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • A monarch is a King or Queen • Queen Elizabeth II is currently the Queen of Britain • She became Queen in 1953 when her father King George VI died. • She has lots of residence around the UK including: Buckingham Palace, Balmoral, Windsor Castle and Sandringham. • Key points in her life including: <ul style="list-style-type: none"> • Birth of her 4 children • Her Silver Jubilee in 1977 • Her Golden Jubilee in 2002 • Death of her Husband, Prince Philip in 2021 • Her Platinum Jubilee in 2022 • Prince Charles will become King when she dies and then Prince William when he dies 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Queen's coronation date on a historical timeline • Ordered events from the Queen's life • Studied photos and clips from the Queen's reign to discover what she has done throughout her reign 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • That the Queen's role is not to control the British government. Instead, she serves as a symbol of her country at ceremonies and public events in Britain and around the world. She does meet with the Prime Minister to discuss politics, though. • She has travelled to lots of countries to represent Britain including: India, South Africa, Australia, the United States, and various countries in South America, the Middle East, and the Caribbean. • She receives visitors from around the world and presents awards to accomplished people. • She is the longest reigning monarch Britain has ever had

	Know	Do	Understand
Explorers- Neil Armstrong & Christopher Columbus	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Neil Armstrong was an astronaut and the first man to land on the moon in 1969 with Buzz Aldrin and Michael Collins • Christopher Columbus was an explorer who completed four voyages across the Atlantic Ocean from Europe to the Americas between 1492 and 1502 • How they are similar • How they are different 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed both explorations on a historical time line • Ordered events from Christopher Columbus's life • Ordered events from Neil Armstrong's life • Watched clips of the moon landing to understand its significance • Studied Christopher Columbus's diary entries from his explorations • Made comparisons 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The significance of Armstrong and Columbus's explorations- Armstrong was the first man on the moon and Columbus's voyages were significant because they were the first to become widely known in Europe • How their explorations were different

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Transport over time	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • How bikes have changed over time including: <ul style="list-style-type: none"> • The first bike made • The Penny Farthing • Pedal Bikes • Electric Bikes • How trains have changed over time <ul style="list-style-type: none"> • Horse and carts on tracks • Steam trains • First Passenger trains • Modern day trains • How cars have changed over time <ul style="list-style-type: none"> • The first car • Diesel/petrol cars • Electric cars • How planes have changed over time <ul style="list-style-type: none"> • The Wright Brothers first plane • The first passenger flight • Concord • Planes today 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Ordered different transports over time into chronological order • Studied photos of different modes of transport over time to identify changes 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How transport has changed in order for us to have what we do now

Year 2/3 (Year A)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Schools through time	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none">• How schooling has changed from the Victorians though to present day including:<ul style="list-style-type: none">• From 1880 it was only compulsory to go to school from ages 5-10• In the 1950's children left school at 15• Between 1900-1930 there were about 60 children in a class• Boys and girl were sometimes taught separately• They wrote on slate boards with chalk and the teacher wrote on a black board• They had individual desks• After the war, children were given milk to drink every day• How subjects studied at school have changed including:<ul style="list-style-type: none">• Children used to learn the 3R's: Reading, writing and arithmetic• Subjects used to be gender specific with girls learning how to sew and cook and boys doing metalwork and woodwork.• How punishments at school have changed<ul style="list-style-type: none">• The use of the Dunce Cap• The cane• Rulers	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none">• Studied changes in schooling throughout time• Studied photographs of schools from different times to identify similarities and differences• Made comparisons between school life in different eras	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none">• How schools, teaching, punishment and learning has changed over time<ul style="list-style-type: none">• All children do all subjects now regardless of gender• Children stay in school until at least 18 now• Children are taught a range of subjects• Children are not hurt as a form of punishment now

	Know	Do	Understand
Wars and Remembrance	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • World War I happened between 1914 and 1918 • Walter Tull played football for Spurs and Northampton FC before signing up to join the army when WWI started • He was sent to France and took part in his first battles. Walter showed courage as a soldier and the other soldiers respected him. In 1916 he was sent back to Britain to be trained as an officer (someone who leads soldiers). Walter became Britain's first black British Army officer to lead white British soldiers into battle. • Walter Tull is remembered by the football clubs he played and plaques in his home town of London. There was also a £5 coin created in his memory in 2014 • What life on the front line was like in WW1 including: <ul style="list-style-type: none"> • Life in the trenches • The daily routine of a soldier on the front line • How animals played a role in WW1 including: <ul style="list-style-type: none"> • Horses for carrying things • Elephants to pull heavy equipment like guns • Pigeons to deliver messages • Casualty dogs to locate injured soldiers • What it was like for women during WW1. With the men at war, women needed to help do the jobs that men would usually do. Women were asked to carry out lots of roles outside of the home, as well as looking after their family and household on their own. • What it was like for children during WW1- children collected things for soldiers to take to war and also worked the land and in factories. • Remembrance Day on the 11th November every year to remember those who lost their lives. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed WW1 on a historical timeline • Used photos, videos and sources to study the life of Walter Tull • Used photos, videos and sources to study the use of animals during WW1 • Used photos, videos and sources to study the role of woman during WW1 • Participated in Remembrance Service 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The differences in Walter Tull's life, compared with today • The significance of WW1 and how it is remembered today <ul style="list-style-type: none"> • Millions of people lost their lives • Poppies grew in the fields after the war and therefore poppies are worn to show respect and remember • Money made from selling poppies helps soldiers of today • The war ended at 11am on the 11th November and this is when remembrance services happen (or on the nearest Sunday)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Rosa Parks and Emily Davison	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Rosa Parks- 1913-2005 • Emily Davison- 1872-1913 • Rosa Parks: <ul style="list-style-type: none"> • Civil rights activist in the mid to late 20th Century. • She refused to give up her seat to a white passenger on December 1st, 1955 and was arrested. • This launched the Montgomery bus boycott (5th Dec, 1995-20th Dec, 1996) • At this time, black people were segregated and discriminated for the colour of their skin. • Rosa Parks changed laws on segregation in the USA, starting with transportation. • Emily Davison: <ul style="list-style-type: none"> • A women's equal rights activist who quit her job as a teacher to join the Women's Social and Political Union. • The WSAPU was founded by Emmeline Pankhurst. • Arrested and sentenced in 1909 to a month's hard labour for public demonstrations • Attempted to starve herself in protest • On 4th June, 2913, she ran out in front of the King's horse at Epsom Derby and died of her injuries. • How and why they are similar • How they changed society, including for children (equal rights for men and women; equal rights for black people) • What the difference between primary and secondary sources is 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed key events in the lives of Rosa Parks and Emily Davison on a historical timeline • Studied primary and secondary sources from their lives • Made comparisons between Rosa Parks and Emily Davison 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Rosa Parks and Emily Davison helped to shape society as we know it today by encouraging and standing up for equal rights for all regardless of skin colour and gender

	Know	Do	Understand
Comparing Elizabeth I and Queen Victoria	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Elizabeth the I was the daughter of Henry VIII and reigned between 1558 and 1603 • Queen Victoria reigned between 1837 and 1901 • Elizabeth I established Protestantism in England; defeated the Spanish Armada in 1588; maintained peace inside her previously divided country; and created an environment where the arts flourished. She never married. • Queen Victoria presided over a time of industrial expansion, educational advances, the abolition of slavery and workers' welfare. • What the similarities are between them • What the differences are between them 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed their reigns on a historical timeline • Studied sources to identify key aspects of their lives • Made comparisons between the lives of each monarch 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The impact that Elizabeth I and Queen Victoria had on society • Elizabeth stopped the country from being invaded • Brought peace to the country after Mary I created a big divide • Victoria created the way from Kings and Queens as we know them today • She was Queen during some big changes such as slavery being abolished, education changing and industrial revolutions. • The key similarities and differences between their reigns

	Know	Do	Understand
Stone Age, Bronze Age, Iron Age	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Stone Age: 15000BC- 3000BC • Bronze Age: 3000BC- 800BC • Iron Age: 800BC- AD 43 • What order the periods happened in • The Stone Age marks a period of prehistory in which humans used primitive stone tools. Lasting roughly 2.5 million years, the Stone Age ended around 5,000 years ago when humans in the Near East began working with metal and making tools and weapons from bronze. • The Bronze Age is a time period when bronze replaced stone as the preferred material for making tools and weapons. This led to improvements in agriculture and brought with it changes in the way people live. • During the Iron Age, people across much of Europe, Asia and parts of Africa began making tools and weapons from iron and steel. • What houses were like within the 3 periods (hillforts) • The tools and weapons used within the periods (look at use of stone, bronze and iron in making tools) • Skara Brae: <ul style="list-style-type: none"> • Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used. • Stonehenge <ul style="list-style-type: none"> • Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed all 3 periods of time on a historical timeline, in the correct order • Studied primary and secondary sources from the 3 periods to gain a better understanding of what life was like 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The similarities and differences between the Stone Age, Bronze Age and Iron Age- tools, weapons, houses • How the 3 periods linked together- one after the other, developing ideas already created

Year 2/3 (Year B)

	Know	Do	Understand
Florence Nightingale, Mary Seacole and Edith Cavell	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She died in Britain in 1881. • Mary Seacole wanted to join the nurses treating the soldiers injured in the Crimean War, but the British Government refused because she was black. So she paid for herself to go. She set up the 'British Hotel' hospital two miles from the fighting for soldiers to receive food, drink and treatment. She would also travel to the front line, taking supplies and treating soldiers from both sides. • Florence Nightingale was a British nurse born in Florence, Italy. Her father wouldn't allow her to be a nurse as it was not a job that a lady would have. Eventually, she became a nurse in 1853. • Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the Crimean War; here she became known as 'The Lady with the Lamp'. • Edith Cavell was born 4th December 1865 in Norfolk, England. She trained as a nurse in 1896. In 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium. • During WWI, Edith nursed and saved soldiers from both sides of the war. She also hid over 200 allied soldiers from the Germans. She was arrested for treason and sentenced to death. She was killed by a German firing squad on 12th October 1915. • How the changed nursing (more women as nurses and doctors; clean hospitals; beds for patients etc) • The similarities and differences between the 3 nurses 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the work of Florence Nightingale, Mary Seacole and Edith Cavell on a historical timeline • Used sources to find information out about the three nurses • Made comparisons between their lives and work 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How the work of Florence Nightingale, Mary Seacole and Edith Cavell has impacted on nurses and hospitals today (clean, inclusive, well supplied, devoted areas for different illnesses) • The challenges faced by these women and how they overcame them (being women, being black, good moral compass of wanting to save lives regardless of who they were)

	<i>Know</i>	<i>Do</i>	<i>Understand</i>
Houses through time	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • How houses have changed from the Stone Age to now • Iron Age Houses • Viking & Saxon houses • Roman houses • Middle age houses • Tudor houses • Georgian houses • Victorian houses • Modern day houses • What is different about the houses (materials used to build them, strength, protection, how many people lived there, amenities- water, heating, electricity etc) 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Ordered different houses in chronological order • Placed houses from each era onto a historical timeline • Studied pictures of houses from different periods • Made comparisons between houses from different periods 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How houses have changed over time to be what they are now (materials used to build them, strength, protection, how many people lived there, amenities- water, heating, electricity etc)

	Know	Do	Understand
Scots and Anglo-Saxons	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • What an invasion is • By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support. • The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions. • Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape. • Many areas, towns and villages in Britain are named after the Anglo-Saxons who first settled here. • How life changed when the Anglo-Saxons took over after the Romans (moved to village life and abandoned towns, everyone who lived in the village contributed to running it) • How Britain converted back to a predominantly Christian country during the Anglo-Saxon times 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the invasions by the Scots and Anglo-Saxons on a historical timeline • Studied the invasions and made suggestions on why they wanted to invade Britain • Studied sources about the invasions and decided if they are reliable or not 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The Scots invaded Scotland because the Romans had left Britain and it was easy to take over • The Anglo-Saxons had tried to take over Britain when the Romans were ruling but couldn't, they were only successful when Britain was weaker after the Romans had left • The impact Anglo-Saxons had on Britain, and how we can see that today- place names

	Know	Do	Understand
William the Conqueror	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • William the Conqueror was the first Norman King of England between 1066–1087 • William’s claim to the throne was through his cousin, Edward the Confessor, who was king before him. William was the son of Robert I, the Duke of Normandy and Herleva of Falaise. • There was dispute over his claim to the throne as William's parents were not married. His father was already married to someone else. • He was a Norman and is an ancestor of every English monarch after him, including our queen, Elizabeth II. • He is famous for battling and killing Harold Godwinson for the English throne in the Battle of Hastings in 1066. • The Bayeux Tapestry is a 230ft long intricate embroidery depicting the events of the Norman Conquest and the Battle of Hastings. It is said that Harold was shot in the eye, which is shown in the tapestry. • In 1085, he ordered the Domesday book to be created. This was a survey of all the landholdings in England at the time. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed William the Conqueror’s reign on a historical timeline • Placed the Battle of Hastings on a historical timeline • Studied sources from his reign such as the Domesday book and Bayeux Tapestry • Drawn conclusions from the sources 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Understand the impact of William the Conqueror including: <ul style="list-style-type: none"> • kick-starting England into the phase known as Medieval England • Being victorious at the Battle of Hastings • introducing modern castle building techniques into Medieval England • Financially tying down many people with the Domesday Book.

	Know	Do	Understand
The Railway Revolution	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • That the first railroads in Britain consisted of mine carts pulled along wooden tracks by horses • Thomas Savery invented and made one of the first steam engines in 1698. • In 1807, the first passenger railway opened in South Wales. Horses pulled carriages along tracks. • The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson in 1825. Locomotion No.1 was the first locomotive to run on this line. • In 1914 the government took control of all British railways and continued to manage them until 1921. • In 1923 all railways were grouped into four main companies: <ul style="list-style-type: none"> • Great Western Railway • London, Midland & Scottish Railway • London & North Eastern Railway • Southern Railway • In 1948 all railways were nationalised and the Big Four companies were merged to form British Rail. • Between 1994-1997 British rail was privatised • The different types of engines trains have had over time: <ul style="list-style-type: none"> • Steam • Diesel • Electric • High-speed • How trains have changed over time • How train tracks have changed over time 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed significant events in the railway revolution on a timeline • Studied how trains have changed using a range of sources 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How and why trains have changed to be what they are now: <ul style="list-style-type: none"> • From steam to diesel because diesel trains were easier to maintain, and more efficient. • From diesel to electric because they are more eco-friendly and cheaper to run.

	Know	Do	Understand
The Romans	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The Roman Empire existed between 27 BC -AD 410 • The main countries they conquered: <ul style="list-style-type: none"> • England/Wales (then known as Britannia) • Spain (Hispania) • France (Gaul or Gallia), Greece (Achaea) • The Middle East (Judea) • The North African coastal region. • Julius Caesar was a famous Roman leader. He won many battles for Rome and helped the Roman Empire grow. • He first attempts to invade Britain were unsuccessful. • He tried again, taking a bigger legion and had some success. • Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of Britain now known as East Anglia, with her husband, Prasutagus. • The Romans decided that the Iceni tribe needed to start paying taxes but Queen Boudicca refused to let this happen and formed an army to fight the Romans. Thousands of people battled but the Romans won. • The Romans built elaborately designed baths for people to relax and socialise. • The first roads built in Britain were completed by the Romans. They were straight and transported legions, supplies, trading goods and messages. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Romans on a historical timeline • Placed key events from the Roman Empire on a map • Ordered key events from the period • Studied sources that identify how we know about what happened during the Roman Empire 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How the Romans conquered Britain and who they fought (Celts, Iceni Tribe) • How we can still study the Romans today using objects and places established by them (Bath, roads, weapons)

Year 4/5/6 (Year A)

	Know	Do	Understand
Lesiure and Entertainment through time	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> How leisure and entertainment activities have changed since 1920: <p>Cinema:</p> <ul style="list-style-type: none"> Going to the cinema became one of the most popular forms of entertainment in the 20th century. At the beginning of the 20th century, films were silent - a pianist would sit in the theatre and play live music that they thought might fit the story. The first 'talkie' (a film that included sound and actors talking) was made in 1927 - The Jazz Singer. By the 1930s, colour films began to be made. People often went to the cinema once or twice a week, until televisions became popular. The Wizard of Oz (1939) was the most popular movie of the decade. Other popular films included King Kong (1933) and Dracula (1931). <p>Holidays:</p> <ul style="list-style-type: none"> 1936 - Billy Butlin set up the first family holiday camp in Britain including accommodation, food and entertainment. Camping and caravanning became popular. 1960s - more people started travelling abroad with Spain being the most popular destination. <p>Sport:</p> <ul style="list-style-type: none"> At the beginning of the 20th century, cricket was the most popular sport. However, during WWI, many soldiers played football while away from home and so this became more and more popular. How technology has aided these changes- radio, television, music, technology How food, music and clothes from the 1960's are different from those of today (explore what these things were like in the 60's and how they are different to today) 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> Placed different forms of leisure and entertainment on a timeline Made comparisons between modern day entertainment and that in previous decades 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> Why entertainment and leisure has changed so much in the 20th and 21st Centuries How their childhood leisure is different to that of their parents

	Know	Do	Understand
Early Islamic Civilisation	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • For around a thousand years (around AD 700), a vast Islamic civilisation spread from Baghdad, through North Africa and into Spain. • Baghdad was built in AD 752 by Caliph Al-Mansur as the new capital of the Islamic Empire. Baghdad's location was perfect for the city to succeed. It was close to water and established trade routes. • Bayt Al-Hikma, or 'The House of Wisdom', was built in AD 830 in Baghdad. It was founded by Caliph Harun Al-Rashid. He encouraged learning and invited scholars of different faiths to his court and treated them with great respect. The House of Wisdom was a library and research facility. Scholars from the House of Wisdom would travel widely to collect texts from all over the world. They would bring them back to translate them into Arabic. • Muslim scholars from the early Islamic civilisation are responsible for the discovery and development of a wide range of inventions that we now take for granted in our daily lives like: <ul style="list-style-type: none"> • Muhammad ibn Zakariya Razi's significant contribution to the history of medicine. • Al-Zahrawi who is regarded as 'the father of surgery' for his ground-breaking development of surgical techniques and the invention of numerous surgical tools. • Abu Abdullah Muhammad Ibn Musa Al-Khwarizmi who is regarded as 'the father of algebra'. • Ibn al-Haytham was influential in the study and development of optics and invented the first camera. • Islam is a religion which was created by a man called Muhammad who was born in Mecca in AD 570. People who practise Islam are called Muslims. • A caliphate is a political-religious form of government which led the Muslim community in the lands of the Islamic civilisation. • Different forms of Islamic art including: <ul style="list-style-type: none"> • Geometric patterns • Vegetal patterns • Islamic calligraphy • The ancient Silk Road trade route linked east to west, along which traders could travel to sell their wares. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed Early Islamic Civilisation on a historical timeline • Described discoveries made by Early Islamic scholars • Evaluated the impact of discoveries on the wider world 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The early Islamic civilisation became a major power because: <ul style="list-style-type: none"> • Baghdad became the Muslim capital of the world • The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. • Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam. • They made break through inventions in medicine, optics and maths.

	Know	Do	Understand
Crime and Punishment	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Terms used in crime and punishment <p>The Romans:</p> <ul style="list-style-type: none"> • Roman laws were called the 'Twelve Tables'. • The laws written in the Twelve Tables dealt with all manner of crimes, from serious crimes, such as murder, and less serious crimes, such as stealing. The laws also dealt with cleanliness – homeowners had to clean the street outside their home. Children learnt the laws off by heart at school. • People accused of committing a crime were taken to court to be judged guilty or not guilty. • There were no police to catch a criminal – people had to catch the criminals themselves. • Punishments were severe. Their main purpose was to deter people from committing crimes. The worst possible punishment was kept for anyone who tried to rebel against the Emperor. The punishment you received depended on what money and possessions you had. <p>The Anglo-Saxons:</p> <ul style="list-style-type: none"> • Many laws we have in Britain today are not that different from the laws of Anglo-Saxon Britain. However, the punishments were considerably different. • There were no prisons to send criminals to, so punishments were designed to be a huge deterrent to those thinking of breaking the law and they were often pretty brutal! • The different Anglo-Saxon kings and kingdoms had their own laws and punishments. <p>The Tudors:</p> <ul style="list-style-type: none"> • In Tudor times, there were still no police. Crime – mainly stealing – was widespread, as many poor people could not afford to pay for increasingly expensive food. However, punishments were harsh, in the belief that it would stop others from committing the same crime. New punishments were created to be even more terrifying than before. <p>Dick Turpin:</p> <ul style="list-style-type: none"> • Was the most famous highwayman. • Highwaymen would rob people while they were travelling on the road. • Britain still did not have a police force, so it was difficult to catch highwaymen. There were large rewards for their capture. Most highwaymen were eventually caught and hung. • When he was on the run from being caught in London, he moved to York and lived under the name of John Palmer. He was captured and hung in 1739. <p>The Victorian prisons:</p> <ul style="list-style-type: none"> • The police force was first introduced in London in 1829. • The Victorians worried about crime. However, they were growing increasingly angry about people being hanged as punishment – often for committing smaller crimes. This created a problem: how should criminals be punished? As a result, other ideas were tried out. One of these was building prisons and using jail to prevent people from committing further crimes. • Life in a Victorian prison was extremely tough. Even people who were put into prison for less than three months had to do hard labour. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed different eras studied within crime and punishment on a historical timeline • Compared modern methods of crime prevention and detection with what existed in the past. • Used historical sources based on the life of Dick Turpin to find out information 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How crime and punishment has changed over time: <ul style="list-style-type: none"> • Punishments used to be very severe (hanging, stocks, hard labour) • The invention of the police meant people no longer had to deal with crime themselves • You have to have actual proof of crime to be guilty now

	Know	Do	Understand
Henry VIII	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The dates of the Tudor Period- 1485-1603 • The Kings and Queens that reigned during this time: Henry VII (1485 – 1509) Henry VIII (1509–1547) Edward VI (1547–1553) Lady Jane Grey (1553) Mary I (1553 – 1558) Elizabeth I (1558 – 1603) • Henry VIII wives and what happened: Catherine Parr (1512-1548) Peacemaker who outlived Henry VIII Catherine Howard (1523-1542) Beheaded Anne of Cleves (1515-1557) Six-month marriage Jane Seymour (1508-1537) Died after giving birth to male heir Anne Boleyn (1501-1536) Beheaded Catherine of Aragon (1485-1536) Demoted for bearing no son • Tudor punishment: <ul style="list-style-type: none"> - There was no police force during Tudor times. - Often in smaller towns and villages, preventing crime was left up to the people. Some villages and towns employed 'Parish Constables' who would be responsible for keeping the peace and catching criminals. - The laws were strict and most crimes were punished severely. - People believed if a criminal's punishment was painful enough, then it would stop others from doing it as well. - Whipping was a common punishment for a wide variety of crimes. Vagrants (homeless people), thieves who stole goods worth less than a shilling and those who refused to attend church could all be whipped. - Being branded (burned) with a hot iron was another common punishment. - Criminals were also locked in 'stocks'. These were large wooden frames that held your head between two planks of wood. Stocks were placed in the centre of the village so everyone could see you were being punished and could make fun of you. - The worst punishments were reserved for the most serious crimes. Executions, such as beheading, being hung, drawn and quartered or being burnt at the stake were punishments for people guilty of treason (crimes against the king) or heresy (following the wrong religion). - Executions were public events that people would come to watch. They were very popular and huge crowds would attend. • What the Tower of London is and how it was used by Henry VIII: <ul style="list-style-type: none"> - Founded by William the Conqueror - By the Tudor period, the Tower had secured a reputation as the foremost state prison in the country and the Tower itself sought to reinforce its image as an unbreakable prison. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Located the Tudors on a historical timeline • Compared Henry VIII with previous monarchs studied and identified how they link • Studied primary and secondary sources to find out about the Tudor period 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Henry VIII was a King of England during the Tudor Period and he plays a significant part in British History due to his ruthless behaviour

	Know	Do	Understand
Ancient Greeks	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece. • Some of the key events during the ancient Greek period (The Olympic Games and the Trojan War) • How Alexander the Great's Empire grew and the effects of this (Independent city states existed for most of the ancient Greek period. However, near the end of this period, King Philip II of Macedonia ruled over all of ancient Greece. Later, his son – Alexander the Great – took over the empire along with other lands that he conquered). • Aspects of daily life and society in ancient Greece including: children, clothes, food, homes • Some differences between life in ancient Athens and life in ancient Sparta (The main difference between Athens and Sparta is their government, economy, and society. Athenian society, which was based on trade, valued art and culture and was ruled under a form of democracy. Spartan society, on the other hand, was a militant society whose economy was based on farming and conquering). • About the Olympics in ancient Greek times • Similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Ancient Greeks on a historical timeline • Compared aspects of daily life and society in ancient Greece and the modern day • Compared the Olympic games in Ancient Greek times and the modern Olympic Games 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The impact the ancient Greeks had on society and shaping history- The Olympics, architecture, scientific and mathematical ideas • The ancient Greeks left a long-standing mark on the modern world by developing new government systems called democracy, architecture, sports, art, theater, philosophy, science, mathematics, and by inventing new technologies.

Year 4/5/6 (Year B)

	Know	Do	Understand
Maya Civilisation	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The dates of Mayan Civilisation (250BC to about AD 900) • The Mayan, or Maya, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). • The religious beliefs of the Maya people • How they worshipped (The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the gods. Priests were very important in Maya society as it was believed that they could communicate directly with the gods. They would perform different rituals during festivals or special ceremonies in order to appeal to the gods). • The names of some of the main gods and know what they represented to the people (The Maya people worshipped a number of different gods, many of whom had overlapping roles and names. Some had human form, some took the form of an animal and some were a phenomena of nature. Historians have discovered a lot about the Maya gods from carvings and codices). • How the Maya number system works (The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero. The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with, such as pebbles, sticks and shells. The Maya used a base 20 number system, so after number 19, multiples of 20 were written above the bottom number). • What the Mayan writing system consists of, how words are constructed and what codices are (The Maya writing system, used to write several different Maya languages, was made up of over 800 symbols called glyphs. Some glyphs were logograms, representing a whole word, and some were syllabograms, representing units of sound. They were carved onto stone buildings and monuments and painted onto pottery. Maya scribes also wrote books, called codices, made from the bark of fig trees. Only priests and noblemen would know the whole written language). • A range of foods that were eaten by the ancient Maya people (Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money). 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed Maya Civilisation on a historical timeline • Used primary and secondary sources to conduct research about Mayan Civilisation 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The Mayan Civilisation was important because they developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. • Why certain foods were particularly significant (they believed that some of the first humans were made from Maize by the Gods).

	Know	Do	Understand
Ancient Sumer	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Where and when the ancient Sumerian civilisation existed (c. 4500 – c. 1900 BC. Sumer, site of the earliest known civilization, located in the southernmost part of Mesopotamia, between the Tigris and Euphrates rivers, in the area that later became Babylonia and is now southern Iraq, from around Baghdad to the Persian Gulf). • What City States were (The land between the Tigris and the Euphrates rivers often flooded and left rich, fertile land for planting. The Sumerian people took advantage of this and established their cities on these areas. Large dry, desert type areas between the fertile ground separated cities from one another and made communication and transportation between cities very difficult. This led to the development of city states, with each city being the centre of its own self-governed unit of civilisation. City states frequently warred with each other to gain glory, reputation and more land, so large walls were built all around the outskirts of the city states, and guards were employed to protect the people inside from attack). • Some of the inventions of the people of ancient Sumer (mathematics, astronomy, time, tools, weapons, the loom, then harp) • The religious beliefs of the ancient Sumerian people and know some of the gods they worshipped (The Sumerians practised a polytheistic religion, meaning that they worshipped many different gods, whom they believed were responsible for managing and controlling different aspects of life. They believed their main purpose in life was to please the gods. Although each city worshipped their own gods, sometimes these gods were acknowledged by other cities too). • The ancient Sumerian writing system and how it developed over time (Early Sumerian writing used pictures called hieroglyphs, similar to those used in ancient Egypt. This developed into a script called cuneiform ('wedge-shaped') – symbols inscribed in clay tablets using a blunt reed to make marks) • What the The Royal Standard of Ur is and why it is important (The Royal Standard of Ur (2500 BC) was found in the 1920s in a royal grave in the city of Ur. It is a slim wooden box, shaped like a wedge with elaborate mosaics on each side. The intricate mosaics are made from shell, red limestone and lapis lazuli, a semi-precious blue stone. The images on the two sides have been named 'War' and 'Peace'. Archaeologists have used the images to draw many conclusions about Sumerian life and culture). 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed Ancient Sumer on a historical timeline • Ordered significant events from Ancient Sumer on a timeline • Used primary and secondary sources to conduct research about Sumerian Civilisation • Compared Ancient Sumer and Maya civilisation 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The importance of some of the inventions made by the people of Ancient Sumer (mathematics, astronomy, time, tools, weapons, the loom, then harp) • How Mayan civilisation and Ancient Sumer are similar and different-religions, gods, inventions, writing/symbols

	Know	Do	Understand
Benin/West Africa	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The dates: 1180–1897 • The kingdom of Benin began in the 900s when the Edo people settled in the rainforests of West Africa. By the 1400s they had created a wealthy kingdom with a powerful ruler, known as the Oba. • What the people of Benin believed in: <ul style="list-style-type: none"> - religious beliefs were centred around rituals and ceremonies - The Benin people made human sacrifices. - The Benin people believed that after death, people may be either reincarnated as another person, or that the spirit joined the Spirit World. - The Benin people were animists. This meant that they believed that animals and objects had souls and spirits. • We know that art was very important to the people of the Kingdom of Benin because the Oba kept control of it. He supervised wood and ivory carving, and the casting of brass. The people would make plaques, heads and statues. The artists made their work only for the Oba and he rewarded them with gifts in return. When people in Europe saw artworks from the Benin and Ife Kingdoms, they were shocked. They didn't believe that African people could make such beautiful objects! They also couldn't believe that African people were clever enough to have invented such difficult art techniques! • The story of how Eweka came to be the Oba of the Benin Kingdom • How the empire came to an end (In 1897, the British launched the Benin Punitive (punishment) Expedition which destroyed the Benin Empire). 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed Benin on a historical timeline • examined and evaluated different sources of evidence about Benin and say what they can teach us about Benin culture 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Why the kingdom of Benin became so powerful and successful (Benin had skilled craftsmen and women. The Kingdom traded goods with other countries. Farming of the land produced a multitude of healthy and delicious crops. The Benin Kingdom had a large, powerful army. A large mound of earth was built around the Kingdom. • That the empire came to an end because the British launched the Benin Punitive (punishment) Expedition which destroyed the Benin Empire.

	Know	Do	Understand
Changing power of Monarchs (John, Ann, Victoria)	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • King John reigned (was king) in England from 1199 – 1216 (in medieval times). At the death of his older brother, he inherited England and large parts of Wales, Ireland and France. • King John decided to fight a lot. He spent much of his first years as king in battle in France – defending his land and trying to win new lands. <i>He was actually a brave soldier.</i> • Unfortunately, he lost the lands in France. This was very embarrassing for King John. In 1206, he started raising taxes to pay for the weapons, soldiers and equipment he needed in battle. He was determined to win back those lands in France. English people got a bit fed up of paying these taxes, especially when King John kept raising the taxes higher and higher. He wasn't doing a very good job of winning back France, so he needed more and more money to keep going on the battlefield. By 1214, many English people decided to revolt. By May 1215, the rebellion had travelled to London and the city became under the control of the people, not the king. • King John agreed to sign the Magna Carta. This was a list of promises that would make England a safe and fair place to live. This is one of the most important moments in English history. He signed this at Runnymede Castle on 15th June 1215. • Queen Anne was the Queen of England from 1702 to 1714. By the time she became Queen, Anne had already proved to be a strong and calm leader, helping King William and Queen Mary run the country when they were away. • One of the most important moves for Queen Anne would be to join Wales, Scotland and England together as Great Britain. • Her father, King James II had started the process, but Scotland had remained a separate country. Anne was determined to succeed. On the 1st May 1707, the Acts of Union were finalised to create a United Kingdom of Great Britain. • Victoria was Queen of the United Kingdom of Great Britain and Ireland from 1837 to 1901. During her time as Queen, Victoria survived seven assassination attempts, partly because she had become unpopular for hiding away after Albert's death. • However, Queen Victoria became well-loved as she became older. During this time, there was the Industrial Revolution when machines were developed that could run whole factories. Many more ships, buildings and bridges were built. • When a mutiny happened in India in 1857, her Prime Minister, Benjamin Disraeli, arrange that she be appointed as Empress of India in 1877. • The British Empire included Australia, New Zealand, Canada, South Africa, India (now), Jamaica, Barbados and many more. Under the reign of Queen Victoria, the UK became the most powerful country in the world. Wow! • The differences and similarities between the 3 monarchs 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the reigns of John, Anne and Victoria on a historical timeline • Studied the lives of all 3 monarchs using a range of sources • Made comparisons and contrasts between the 3 monarchs 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The impact John, Anne and Victoria had on life in Britain (Laws and rules; The United Kingdom; The British Empire and the industrial revolution)

	Know	Do	Understand
The Vikings	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Dates 793 AD – 1066 • Where the Vikings came from and how the Vikings invaded Britain (where did the first raid, how did they get here etc) • (The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain). • How some kings in Britain dealt with the Viking invaders (The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle). • How Vikings lived and worked (Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls. Jewellery - Worn to show off how rich a person was. Pagans - Vikings arrived as pagans but eventually converted to Christianity. Sagas - Vikings used rhyme to tell stories about adventures and battles against monsters). • What happened during the Viking invasions and know what Viking warriors were like (Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed, fighting to the death, or revenge on someone who has killed a family member). • Viking gods and what they represent 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Vikings on a historical timeline • Identified and described Viking artefacts • Studied Viking invasions to identify how they took place and who was successful • Made connections and contrasts with other time periods of invasion 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • Why the Vikings invaded Britain • Whether or not the Vikings were successful in invading Britain

Year 4/5/6 (Year C)

	Know	Do	Understand
WW1 & WW2	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The dates of WW2: 1st September 1939-2nd September 1945 • 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, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them. Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz. • About the implementation of rationing (Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to 'Dig for Victory' and grow as much of their own food 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'). • The role of women during WW2 and how this was similar/ different to WW1 (Before the war, most women stayed at home and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, 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 joined the armed forces themselves. After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives). • The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the Nazi party. Even before the war, they wanted to blame the Jews for the problems in Germany and used propaganda to promote widespread public hatred of them. Jewish people were openly bullied, persecuted, abused and discriminated against. Many Jews were sent to concentration camps where they were forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide. What happened during the holocaust • On September 2, World War II ended when U.S. General Douglas MacArthur accepted Japan's formal surrender aboard the U.S. battleship Missouri, anchored in Tokyo Bay along with a flotilla of more than 250 Allied warships. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed WW2 on a historical timeline • Ordered events from early World War II on a timeline • Made comparisons between WW1 and WW2 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How the wars shaped history as we know it and how we remember the sacrifices now • How life in the war was different to now • How modern day warfare is the same/different to that of WW1 and WW2

	Know	Do	Understand
The Shang Dynasty	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • The Shang dynasty (ruled by the Shang family) was located in ancient China. It was founded by Cheng Tang. • The civilisation lasted from around 1600 BC until 1046 BC. • How the social hierarchy of the Shang dynasty was organised (The King and Ruling Family, The Priest and Government Officials, The Noble Warriors, The Craftsmen and Merchants, The Peasant Farmers, The Slaves) • What life was like for these different people • Some of the religious beliefs and practices of the people from the Shang dynasty (The Role of the King, Ceremonies and Sacrifices, Family and Ancestor Worship, Gods, Tombs and Burial Customs) • About the discovery, purpose and significance of oracle bones (Family was very important to the Shang people and they worshipped their ancestors after they had died. Their supreme god was called Shang Di, whom they believed communicated only with the king through his royal ancestors. Priests, or the king himself, would write questions for the ancestors on oracle bones, which were then heated until they cracked. The king would interpret the cracks to work out the answers). • Who Fu Hao was and why the discovery of her tomb was significant (In 1976, archaeologists discovered the tomb of Fu Hao at the site of the ancient Shang capital, Yinxu. Because the tomb and its contents were intact, the discovery had a significant impact on our knowledge of the Shang dynasty and some of its people. The tomb consisted of a large pit with a wooden chamber inside containing the coffin. Evidence was found above ground of a building where memorial ceremonies and rituals were probably held in honour of Fu Hao. Thousands of items were found in Fu Hao's tomb, demonstrating how wealthy and powerful she was. Many artefacts were from an earlier period in history, suggesting Fu Hao collected antiques. The skeletons of six dogs and 16 humans were also found in the tomb. These were probably Fu Hao's pets and advisers, sacrificed to accompany her into the afterlife. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Shang dynasty on a historical timeline • Used archaeological evidence to draw conclusions about what life was like in the Shang dynasty and present my findings • Examined a range of artefacts to find out about life in the Shang dynasty 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • The importance of the Shang Dynasties existence (The Shang made many contributions to Chinese civilization, but four in particular define the dynasty: the invention of writing; the development of a stratified government; the advancement of bronze technology; and the use of the chariot and bronze weapons in warfare). • The key beliefs of the Shang dynasty (Shang religion was characterized by a combination of animism, shamanism, spiritual control of the world, divination, and respect and worship of dead ancestors, including through sacrifice. Different gods represented natural and mythological symbols, such as the moon, sun, wind, rain, dragon, and phoenix).

	Know	Do	Understand
Richard III	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> Richard III (2 October 1452 – 22 August 1485) was King of England and Lord of Ireland from 26 June 1483 until his death in 1485. He was the last king of the House of York. The Houses of Lancaster and York were the ruling dynasties of England whose reign extended from 1399 to 1485. During this era, three rulers from each house ruled the country. It began with the ascension of Henry IV to the throne and ended with the death of Richard III in a battle against Henry Tudor. The Wars of the Roses, known at the time and for more than a century after as the Civil Wars, were a series of civil wars fought over control of the English throne in the mid-to-late fifteenth century, fought between supporters of two rival cadet branches of the royal House of Plantagenet: Lancaster and York. It happened between 22 May 1455 – 16 June 1487. The outcome of the War of the Roses (Henry defeats the Yorkist forces, Richard is killed, and Henry ushers in the rule of the house of Tudor effectively ending the Wars of the Roses. Henry VII spends the next two years wiping out any other claimants to the throne). When Richard III body was discovered (The remains of Richard III, the last English king killed in battle, were discovered within the site of the former Grey Friars Priory in Leicester, England, in September 2012). 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> Placed Richard III's reign on a historical timeline Placed the War of the Roses on a historical timeline Studied Richard's burial site and the evidence that was gained when it was discovered 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> Whether or not Richard III was a good King How the rivalry of Yorkshire and Lancashire is still evident today (The term 'Roses rivalry' is usually used to refer to sporting rivalries between Lancashire and Yorkshire. This term has been used to describe the rivalries between Leeds United and Manchester United and other traditional East Lancashire and West Yorkshire clubs including Bradford City vs Burnley, Halifax Town vs Rochdale and Huddersfield Town vs Oldham Athletic. 'Roses Match' refers to any game of cricket played between Yorkshire County Cricket Club and Lancashire County Cricket Club).

	Know	Do	Understand
Ancient Egyptians	<p>By the end of the unit children should know...</p> <ul style="list-style-type: none"> • Dates: 7500 BC to 31 BC • Life in ancient Egypt depended on a person's wealth (money) and education. • The River Nile runs through Egypt. Most people live along and around it today. This was also the case in ancient times. This is because the land near the Nile is a place where crops can be grown. The rest of Egypt is desert. The most important thing the Nile provided to the Ancient Egyptians was fertile land. Most of Egypt is desert, but along the Nile River the soil is rich and good for growing crops. • Pharaohs made laws, waged war, collected taxes, and oversaw all the land in Egypt. • After death, the pharaohs of Egypt usually were mummified and buried in elaborate tombs. Members of the nobility and officials also often received the same treatment, and occasionally, common people. However, the process was an expensive one, beyond the means of many. • The process of Mummification • Pyramids were built to house the tombs of those who had been mummified. • Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken. The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read. Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language. • The Rosetta Stone is famous because it contains hieroglyphic script that specialists were able to decode (make sense of). It was found in 1799 and took twenty years to translate. • Tutankhamun became the Pharaoh at the age of nine and ruled at a time when the Egyptian Empire was at its strongest. He ruled for about nine years until his death the age of about eighteen. The tomb was found by a group of researchers led by Howard Carter (right). The reason why Tutankhamun is one of the most famous and talked about pharaohs is because his tomb was only found in 1922, which means that all of the treasures and the body inside have been left in very good condition. 	<p>By the end of the unit children should have...</p> <ul style="list-style-type: none"> • Placed the Ancient Egyptians on a historical timeline • Studied artefacts to find out more about the Ancient Egyptians • Studied the discovery of Tutankhamun's tomb and examined the evidence found to draw conclusions 	<p>By the end of the unit children should understand...</p> <ul style="list-style-type: none"> • How we know what the Ancient Egyptian times were like today • Key practises carried out during the Ancient Egyptian time