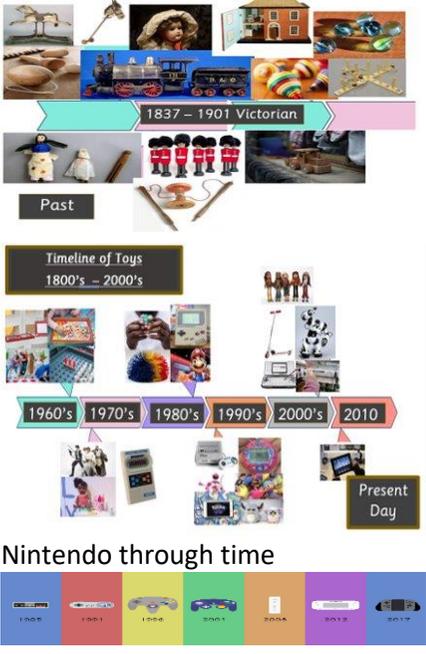


Year				
Core Skills-Year 1	Questioning	Ask and answer simple questions about what they have heard		
	Chronological Understanding	Recognise the difference between past and present. Use common words and phrases or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born' and 'around the time of Jesus'		
	Identifying contrasts and themes	Make simple historical comparisons (e.g., spot the difference between pictures)		
	Using sources	Explain the difference between fiction and non-fiction. Access simple books, internet sites, photos, recordings, artefacts and other sources that are given. Use parts of stories to show that they understand historical events. Show some understanding of the ways we can find out about the past.		
1	Programme of study	Lives of significant individuals in the past who have contributed to national and international achievements KINGS AND QUEENS	Changes within living memory , TOYS IN OUR TIME	Events beyond living memory which are significant nationally and globally- TRANSPORT AND TRAVEL
	Key vocabulary	Monarch Parliament King Queen Succession National International	Wooden toys – toys made from wood Paper toys – toys made from paper Plastic toys – toys made from plastic Metal toys – toys made from metal 20th century - 21st century Artefact - Past – already happened Present – happening now	Astronaut someone who travels in space Coal a black rock that you burn as fuel Carriage a part of a train that carries passengers Congestion lots of traffic Engine a machine with moving parts that powers something Glider an aircraft without an engine

			<p>Modern – something that is new</p> <p>Before – something that happens prior to an event</p> <p>After – something that happens following an event</p> <p>Generation – people born and living in the same time</p> <p>Similarities – something similar/same</p> <p>Differences – something that is not the same</p> <p>Handmade – not made by a machine</p> <p>Factory made – made in a factory</p> <p>Chronology - from oldest to newest</p>	<p>Gravity the force that pulls you to the centre of the Earth</p> <p>Invention something new jet aeroplane powered by a jet engine</p> <p>Journey travelling from one place to another</p> <p>Locomotive the first steam trains</p> <p>Mode a type of (e.g. a type of transport)</p> <p>Modern from the present</p> <p>Omnibus the first buses, meaning ‘for all’</p> <p>Past already happened</p> <p>Passengers people who travel on a vehicle</p> <p>Petrol liquid fuel for cars</p> <p>Present happening now</p> <p>Propellers blades that spin round on boats and planes</p> <p>Route the way from one place to another</p> <p>Steam powered gets power from the heat of steam</p> <p>Technology new machinery and equipment</p> <p>Traffic vehicles together on a public road</p> <p>Transport to take people or goods from one place to another</p> <p>Travel make a journey</p>
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				<p>Underground railway below the floor</p> <p>Vehicle a thing used for transporting people or goods</p> <p>Wind powered gets power from the wind</p>
	<p>Key facts</p>	<p>Who was Queen Victoria? Queen Victoria was queen for almost 64 years. This time was called the Victorian period. Cars and trains were invented during this time.</p> <p>What is Henry VIII known for? Henry was desperate for a son, so when his wife Katherine of Aragon gave birth to a baby girl, he divorced her. In doing so, he split England from the Catholic Church and created the Church of England. Henry had a total of six wives. He divorced two and beheaded two!</p> <p>Who is the longest reigning monarch? Queen Elizabeth II was the longest reigning monarch. She reigned for 70 years.</p>	<p>Toys existed for thousands of years- stones and strings were made into toys.</p> <p>My grandparents' toys were usually made from wood and metal</p> <p>Some toys have been used across the generations- scooters, teddy bears.</p>	

	<p>Who was Elizabeth I? Elizabeth I was the daughter of Henry VIII. She never married, although she said she was married to her country.</p>	<p>Old toys- often wooden, usually mechanical, moved by hand, handmade</p>	<p>8000BC – Canoe 3500BC – Wheel 1500BC – Galley Ship 600BC – Horse and carriage 1783 – Hot air balloon 1818 – Hobby Horse 1845 – First Passenger Locomotive 1830 – Omnibus 1863 – Underground Railway 1870 – Penny Farthing 1886 – Gas powered car 1891 – Glider 1903 – Aeroplane 1950 – Boeing Jet 1961 – Rocket 1969 – Moon Landing</p>
	<p>Family Tree of the royal family</p>	<p>New toys- often plastic, usually need batteries, made by machines Modern toys use electricity to work Computers and consoles were invented in the 20th century Victorian children played with toys- clockwork trains, rocking horses, tea sets, wooden boats, rag dolls filled with sawdust.</p>	<p>timeline of inventions, pictures of past and present modes of transport</p>
<p>Pictures / diagrams</p>	<p>Family Tree of the royal family</p>	<p>Toys for Victorians, 1960s and 2022s</p>	<p>timeline of inventions, pictures of past and present modes of transport</p>

				
	<p>Important People</p>	<p>Henry VIII, Elizabeth I, Victoria, Elizabeth II, Charles III</p>	<p>Inventors of different toys, consoles, etc.</p> <p>Uemura Masayuki - Japanese designer .of the Nintendo console, or Nintendo Entertainment System (NES), 1983</p>	<p>George Stephenson - Invented the first passenger Locomotive in 1825</p> <p>The Wright Brothers - Invented the first aeroplane in 1903.</p> <p>Yuri Gagarin - Russian astronaut who was the first to fly in space in 1961.</p> <p>Neil Armstrong - American astronaut who was the first to land on the moon in 1969.</p>

				
Core Skills- Year 2	Questioning	Show curiosity by voluntarily asking questions about what they have read or heard.		
	Chronological Understanding	Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year. (e.g., 1066)		
	Identifying contrasts and themes	Independently identify similarities and differences when subjects are provided for them. e.g., people, places, events, ways of life		
	Using sources	Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they understand key features of events. Begin to understand how the past is constructed. Identify ways in which the past is represented e.g., songs, films, illustrations, museum displays		
2	Programme of study	The lives of significant individuals in the past who have contributed locally, nationally or internationally NURTURING NURSES	Events beyond living memory that are significant nationally or globally THE GREAT FIRE OF LONDON	The lives of significant individuals in the past who have contributed locally, nationally or internationally They made a difference: significant individuals

	Key vocabulary	significant, inspire, hospital, injured, soldiers, Crimean War, World War I, treason, doctor, nurse	similar, different, year, century, past, present, old, modern, London, capital city, River Thames, St Paul's Cathedral, monument	Explorer, voyage, navigator, sailor, astronaut, orbit, commander, translator, printing press, inventor, world wide web, naturalist, conservationist, environment, preserve, artifact, evidence, source, old and new.
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	<p>Key facts</p>	<p>Mary Seacole Mary Seacole (1805-1881) born in Jamaica and dies in Britain. Wanted to help soldiers in Crimean War, but the British Government refused. Paid for herself to go and set up the 'British Hotel' hospital two miles from the fighting.</p> <p>Edith Cavell Local hero born in Norfolk (1865-1915). After 11 years, 1907, asked to oversee a nursing training school in Brussels, Belgium. WW1, she saved soldiers from both sides. She hid 200 allied soldiers from German troops. Arrested for treason and sentenced to death on 12th October 1915.</p> <p>Florence Nightingale Florence Nightingale (1820-1910) was born in Florence, Italy. She was a nurse and worked in hospitals, looking after soldiers during the Crimean War. Florence was unhappy with the conditions in hospitals. She is remembered for changing the way hospitals were run. Known as 'The Lady with the Lamp.'</p>	<p>The Great Fire of London occurred in 1666. The fire began in a bakery in Pudding Lane. The fire lasted for 4 days and most of the city was destroyed. We know about the fire because people recorded the event in paintings, letters and diaries (Samuel Pepys' diary is particularly famous). Before the fire, houses were often built very close together and were usually made from wood and straw. After the fire, houses were built further apart and were often built with brick. Sir Christopher Wren built a monument to remember the Great Fire of London.</p>	<p>Neil Armstrong was the first man to walk on the moon. Michael Collins flew the spacecraft around the moon. Buzz Aldrin was the second man to walk on the moon. Christopher Columbus completed 4 voyages across the Atlantic Ocean and discovered a sailing route to America William Caxton brought the printing press to England in 1476. Caxton was the first man to work as a printer. Tim Berners-Lee is an English computer scientist who invented the World Wide Web. He developed the internet so information could be shared quickly. Chris Packham is an English naturalist and nature photographer and presenter. Chris often presents Spring watch and Autumn watch from Norfolk. Dian Fossey was an American conservationist. She studied the mountain gorilla in Rwanda</p>
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	Pictures / diagrams	Timeline of Nightingale, Seacole, Cavell. Map of Wars	Identify key features on a map of London. The key features should include the river Thames, bridges, roads and St Paul's Cathedral.	Map of Christopher Columbus' voyages. Pictures of the first moon landing.
	Important People	Edith Cavell, Mary Seacole, Florence Nightingale	Samuel Pepys, King Charles, Sir Christopher Wren.	Neil Armstrong Christopher Columbus William Caxton Tim Burners-Lee Dian Fossey Chris Packham
Core Skills-Year 3	Questioning	Start to frame questions and answers in historically valid ways e.g., about change or differences		
	Chronological Understanding	Note connections over time.		
	Identifying contrasts and themes	Note connections within and across periods, both those that they study and others they draw on independently.		
	Using sources	Explain the differences between primary and secondary sources. Form opinions. Independently select and use sources to satisfy their curiosity about the past. Understand how the past is constructed. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions.		

3	Programme of study	Changes in Britain from the Stone Age to the Iron Age A LOCAL STUDY	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.
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	<p>Key vocabulary</p>	<p>Snettisham, Thetford- Grimes Graves, Bloodgate- hillfort in South Creake, raw materials, settlements, enclosure, farmstead, Iceni tribe, torcs, coins, rebellions</p>	<p>Stone Age - The stone age is the name given to the earliest period of human culture when stone tools were first used.</p> <p>Bronze Age- The bronze age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.</p> <p>Iron Age - The iron age is the time period when iron became the preferred choice of metal for making tools.</p> <p>Neolithic - The neolithic is the youngest part of the Stone Age. The word "neolithic" comes from two words in Greek: "neo", meaning "new" and "lithic", meaning "stone". The neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.</p> <p>Forage - To look widely for nourishment or other provisions.</p> <p>Thatched - A thatched house or a house with a thatched roof has a roof made of straw or reeds.</p> <p>Prehistoric - Prehistoric means the time before recorded history.</p> <p>Monument- A group of huge stones, often set up in a line or circle.</p> <p>Tribe - Iron age people who lived in the same area and did similar</p>	<p>Afterlife - the place where Egyptians believed they would go after they died.</p> <p>Akhet - The season of the year when the river Nile flooded. Very important in a desert!</p> <p>Canopic Jars - Special jars that held the organs of the mummy including lungs, intestines, liver and stomach.</p> <p>Dynasty - A period of rule when a series of Pharaohs all came from the same family.</p> <p>Egyptologist - An archeologist who focuses on Ancient Egypt. Howard Carter discovered Tutankhamun's tomb.</p> <p>Hieroglyphics - A type of writing that uses a combination of pictures and symbols.</p> <p>Mummification - The process of preserving a body after death in preparation for the afterlife.</p> <p>Papyrus - A plant that grew on the banks of the Nile. It was used to make an early form of paper.</p> <p>Pharaoh - The supreme ruler of Ancient Egypt.</p> <p>Sarcophagus - A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.</p> <p>Pyramids - Structures located in Egypt. Mostly built as tombs for Pharaohs and other important people.</p>
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			<p>things. Agriculture – The raising of crops and animals for human use</p> <p>Flaking – A process of shaping stone by chipping pieces off the edges</p> <p>Glacier – A large sheet of ice</p> <p>Hunter-Gatherer – A person who meets their needs by hunting animals and gathering plants</p> <p>Microlith – Small, sharp stones used as arrow and spear heads</p> <p>Neolithic Era – The last period of the Stone Age when humans began to develop agriculture and use tools and weapons</p> <p>Paleolithic Era – The earliest part of the Stone Age characterised by tools made of crudely chipped stone and by cave art</p> <p>Tools – Objects used to improve the performance of a task</p>	
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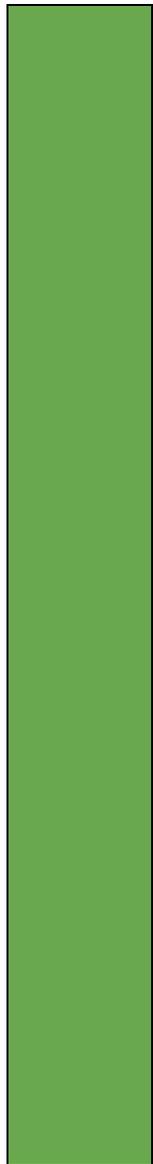
	<p>Key facts</p>	<p>Raw materials were available in Norfolk- especially in the West of the county.</p>	<p>Skara Brae — Skara Brae is a stone-built Neolithic settlement, located on the Bay of Skail on the west coast of Mainland, the largest island in the Orkney archipelago of Scotland. Stonehenge — A prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 13 feet high, 7 feet wide and weighing around 25 tons</p>	<ul style="list-style-type: none"> ● Most pyramids were built as tombs for Pharaohs and their families. Over 130 pyramids have been discovered in Egypt so far. ● The afterlife was incredibly important to the Egyptians. They believed that by preserving a dead person’s body (which they did through the process of mummification) their soul would live on in the after-life forever. ● The Pyramid of Khufu at Giza is the largest Egyptian pyramid. This incredible structure weighs as much as 16 Empire State buildings! ● Both Egyptian men and women wore make-up. The eye-paint was usually green or black. As well as offering protection from the sun, the Egyptians believed make-up had magical healing powers, too. ● Unwrapped, the bandages of an Ancient Egyptian mummy could stretch for 1.6km. ● The Egyptian alphabet contained more than 700 hieroglyphs. ● Ancient Egyptians believed in more than 2,000 deities! They had gods for everything, from dangers to chores! Each had different responsibilities and needed to be worshipped so that life could be kept in balance. ● Cats were considered to be a sacred animal by the Ancient Egyptians. It’s thought that most families kept a cat as a pet, which they believed would bring the
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		<p>Iron age settlement in West Harling- small farmstead with several circular buildings and 1 rectangular- all made from wood. Some larger enclosures in the Northwest of the country- North Creake and Massingham. Most lived in family groups which were part of a wider local group. Very few skeletons from Iron age as they believe bodies were burnt and the ashes scattered</p> <p>Iceni tribe lived in Norfolk and north Suffolk- objects were found in Norfolk including torcs from Snettisham</p> <p>2 rebellions against the Romans at the end of the Iron Age- meant it came to a bloody end</p>		<p>household good luck!</p> <ul style="list-style-type: none">• The Ancient Egyptians invented lots of things we still use today, such as paper, pens, locks and keys and – believe it or not – toothpaste!
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	Pictures / diagrams	Map of Norfolk to locate West Harling, Snettisham, North Creake, Thetford	pictures of Archaeological artifacts. https://kids.kiddle.co/images/9/97/Aerial_photograph_of_Maiden_Castle%2C_1935.jpg	map of Egypt showing the position of the Nile and the major man-made features. Map indicating where Egypt is in relation to the rest of the world.
	Important People	Iceni tribe Boudicca	Neolithic People- human culture that began around 10,000 years ago. Celts - natives of Britain before Roman invasion.	Tutankhamun 1341 BC - 1323 BC Pharaoh of Egypt (his tomb was found full of Egyptian treasure and artefacts) Howard Carter 9th May 1874 - 2nd March 1939. Became famous after discovering the intact tomb of Tutankhamun in November 1922.
Core Skills- Year 4	Questioning	Ask and answer historically valid questions e.g., about contrast, cause and effect, reliability		
	Chronological Understanding	Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes to month and day.		
	Identifying contrasts and themes	Use the year confidently to date events		
	Using sources	Select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources. Understand how the past is constructed. Recognise that historical facts can vary depending on the source and begin to suggest reasons for this. Start to critique others' opinions about the past.		

4	Programme of study	A local history study, e.g., a study of an aspect of history or a site dating from period beyond 1066 that is significant in the locality THE ROMANS	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
	Key vocabulary	Burgh Castle, Caister on Sea, Caister St Edmunds, Temples, Ampitheatre, fort, estuary, forum	<p>Burh (burgh) a well-defended Saxon town. Christianity a religion based on the teachings of Jesus Christ. Hoard items buried and left, possibly for safekeeping.</p> <p>Interpretation of one person's view of an event in history. Invasion attacking and conquering another country. Martyr someone who dies for what they believe in.</p> <p>Missionary a person who goes to a different country to spread a religion, usually Christianity.</p>	<ul style="list-style-type: none"> • Anglo-Saxons - the main group of people living in Britain when the Vikings invaded. • Exile - to be sent away • Invade - to enter and occupy land • Kingdom - an area ruled by a king • Longship - a long, wooden, narrow boat used by the Vikings • Outlawed - having all property taken away and no longer being able to live in the community • 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.

	Key facts	Chain of coastal forts guarded the river estuary to Great Yarmouth	<p>Why did the Anglo Saxons invade Britain? Historians are not sure why the Anglo Saxons came to Britain. Some say that the Saxons were invited to come to England to help to keep invaders from Scotland and Ireland out. Additionally, their lands often flooded, and it was difficult to grow crops, so they were looking for somewhere to farm and settle. Why did Vortigern invite Saxons to live on his land? Vortigern invited the Saxons as, following the departure of the Romans, they were coming under attack from the Celts. He hired them as mercenaries, but they rebelled and formed their own kingdom. When did Christianity come to Anglo Saxon England? About 1400 years ago, the Pope in Rome sent a message to England to persuade the Anglo-Saxons to become Christian. Augustine landed in the South and converted King Ethelbert of Kent and his people. He built a church and Christianity then spread to other parts of Britain. Who was King Offa? One of the most famous Anglo-Saxon Kings was Offa, who was the King of Mercia from AD 757 to AD 796. He made the first pennies.</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. ● Viking laws were not written down but passed on by word of mouth. Punishments could include fines, being semi-outlawed, fighting to the death,

		<p>Burgh Castle- Roman Saxon fort built in the 3rd century- built in a trapezoidal shape Caister-on-Sea fort- built in 200AD and was used by the Roman army for 2 centuries</p>		<p>or revenge on someone who has killed a family member.</p>
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		<p>Caister St Edmunds- known as the Venta Icenorum- Roman civitas which was the administrative centre- built in 70AD. This included temples, baths, forum, Amphitheatre and running water. It served as the capital of Boudica's Iceni tribe- like a marketplace for them.</p> <p>Peddars Way- Roman route from Thetford to Holme-next-the-Sea. Many other Roman routes can be found around the county.</p> <p>Brampton near Aylsham was a Roman industrial centre with 100 pottery kilns and a metalwork industry- linked to the river.</p>		
	Pictures / diagrams	Map of Norfolk to locate the Roman routes around the county		Viking longship Viking settlements
	Important People	Boudicca	<p>Alfred the Great King who stopped the Vikings taking control of Britain 886 AD</p> <p>St Augustine Sent as a missionary to convert England to Christianity 597 AD</p> <p>King Offa King of Mercia from AD 757 – AD 796</p> <p>King Harold Died during the Battle of Hastings in 1066 following the death of King Edward the Conqueror in January 1066.</p>	<p>King Alfred The Great (849 – 899) - An Anglo Saxon who fought the Vikings and then made peace so that English and Vikings settled down to live together</p> <p>Eric Bloodaxe (947 - 954) - King of Norway who became ruler of Northumbria</p> <p>King Cnut (995 – 1035) - Viking King of England, Denmark and Norway</p> <p>Edward the Confessor (1003 - 1066)</p> <p>-His death in 1066 and the fight for who should succeed him led to the Norman invasion of October 1066 and the Battle of Hastings</p>

Core Skills- Year 5	Questioning	Ask and answer historically valid questions- e.g., about significance or the basis of peoples' opinions		
	Chronological Understanding	Demonstrate historical perspective by explaining contrasts and trends in the short and long term. Use precise dates and explain why some are significant. e.g., transport delay, seasonality		
	Identifying contrasts and themes	Sequence and structure complex subjects and themes. Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy.		
	Using sources	Form opinions. Select, organise, and use information from more than one source to construct an informed response and opinion. Explain the usefulness and reliability of various sources. Understand how the past is constructed. Start to develop perspective and judgment by explaining how historical facts are often interpreted to support opinions. Accurately summarise others' opinions about the past.		
5	Programme of study	Study of an aspect in British History that extends beyond 1066. Changing powers of monarchs- focus on The Tudor monarchs	A study of an aspect in British History the extends beyond 1066. Changes in aspects of Social History- The Victorians. Focus on working conditions and the Poor Laws	Ancient Greece - a study of Greek life and achievements and their influence on the western world. The legacy of Greek culture

	Key vocabulary	<p>Catholic Church of England Monarchy Court Monastery Plague Timber-framed Treason Almshouse Dissolution Reformation Heir</p>	<p>British Empire - lands that Britain controlled all over the world (e.g. India)</p> <p>Compulsory - having to do something. (e.g. going to school)</p> <p>Coronation - the formal service of making a person king or queen of a country.</p> <p>Disease - illnesses, many of which were very dangerous. (e.g. smallpox)</p> <p>Factory Acts - laws passed by the government to protect people working in dangerous factories (particularly women and children).</p> <p>Hygiene - cleanliness needed to keep healthy.</p> <p>Middle class - the middle of the Victorian class system, from lawyers earning £500 per year to a small shopkeeper earning £100 per year.</p> <p>Mines - underground areas where people worked digging out coal and other minerals.</p>	<p>Architecture- The art or science of designing and creating buildings Acropolis – An Acropolis is a fortified citadel within a larger city. It is usually located on top of a hill and in the centre of the city Assembly – In Athens the Assembly consisted of the group of citizens who showed up to vote Democracy – A form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws Government-The system used for overseeing a country literature- Written works, especially those considered of superior Oligarchy – A type of government where the power is held by a few people Olympics – An athletic event held by the Ancient Greeks every four years Mathematics- The study of numbers and how they are related to each other and to the real world philosophy - The study of the basic ideas about knowledge, right and wrong, reasoning, and the value of things Science- The study of the nature and behaviour of natural things and the knowledge that we obtain about them Titans – The Titans were the first Greek gods Tyrant – The ruler of a Greek city-state like a king</p>
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			<p>Paupers - very poor people who have no way of feeding or supporting themselves.</p> <p>Poverty - people living in poverty did not have enough money to feed or clothe themselves.</p> <p>Ragged school - a school set up to teach poor children.</p> <p>Upper class - wealthy people, often estate owners, who had a lot of money and servants.</p> <p>Workhouse - place set up by the government where poor people with no money could go and be given a bed, food and work. Many had very harsh rules.</p> <p>Working class - the bottom of the Victorian class system. A working class man could be anyone from a skilled mechanic earning £90 a year to a servant earning £10 a year.</p>	
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	<p>Key facts</p>	<p>The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603. They ruled for 118 years and during their reign encouraged new religious ideas, overseas exploration and colonisation. England became richer than ever before. As the country became wealthier, towns grew, beautiful houses were built and schools and colleges were set up. Arts and crafts flourished too. England was home to great painters, writers and musicians. England defeated the Spanish Armada in 1558.</p>	<p>1837 – Queen Victoria crowned (aged 18 years). 1840 – Queen marries her cousin, Prince Albert. 1840 – first ragged schools set up. 1844 – factory act states children could start work from age 8 but had to have 2 hours of schooling daily. 1847 – factory act states women and children under 18 could only work 10 hours or less daily. 1851 – Great Exhibition. 1861 – Prince Albert dies. 1863 – first underground railway opens in London. 1867 – all factory workers are limited to 10 hours' work daily. 1870 – Dr Barnardo opens his first home for boys. 1871 – first FA cup for football. 1877 – Queen declared 'Empress of India'. 1880 – Children 5-13 are required to attend school (but had to pay). 1882 – first electric power station in London. 1891 – education made free and compulsory for children 5-13. 1897 – Queen Victoria Diamond Jubilee (50 years on the throne). 1901 – Queen Victoria dies.</p>	<p>Ancient Greece is commonly known as the 'birthplace of western civilisation'. It is made up of three periods: The Archaic (c.800BCE - 500BCE), the Classical (500BCE - 323BCE) and the Hellenistic (323BCE - 146BCE). This time saw a huge increase in population and the establishment of the Greek city states, produced much of the political ideas, art, architecture, sculpture, science, philosophy, and literature that influence our lives today. Fundamental to understanding the influence of Greek ideas is in understanding the spread of Athenian ideas during the Hellenistic period, following Alexander the Great's military campaigns.776BCE-The first Olympic Games held (only for men) 505BCE-Cleisthenes introduced democracy in Athens 468BCE- Sophocles (famous for developing his characters) wrote his first tragedy 461BCE- Peloponnesian wars began between Sparta and Athens 432BCE- Parthenon was completed 441BCE- Euripides writes first tragedy 420BCE- Construction of Temple of Athens 387BCE- Plato founded his Academy 330BCE- Alexander the Great effectively in control of Persian Empire 146BCE- Rome conquered Greece</p>
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	Pictures / diagrams	Tudor portraits, pictures of Tudor houses, pictures of Tudor artefacts, map of the Spanish Armada, the voyages of the Tudor explorers	Map showing the British Empire. Pictures of the Great Exhibition	
	Important People	Henry VII 1485 - 1509, Henry VIII 1509 - 1547, Edward VI 1547 - 1553, Lady Jane Grey 1553 - 1553, Mary I 1553 - 1558, Elizabeth I 1558 - 1603, William Shakespeare, Sir Francis Drake, Sir Walter Raleigh	Queen Victoria - Queen of the UK from 1837 to 1901. She is one of the longest serving monarchs in British history (63 years). The Victorian era is named after her. Prince Albert - Husband of Queen Victoria, died in 1861. Dr Barnardo - Founder of the charity Barnardo's in 1867 - providing homes and education for poor children. Charles Dickens - Famous Victorian author. He wrote: Oliver Twist, A Christmas Carol and Great Expectations.	Socrates- Socrates was a famous philosopher, who taught others to question things. This led to his downfall, as he questioned the Gods and was arrested for influencing the young. Plato- Plato, a philosopher, was a student of Socrates. After Socrates' death, Plato founded the first university, called the Academy. He believed a philosopher's job was to seek the truth. Aristotle - Aristotle was a philosopher and scientist. At the age of 17, he travelled to Athens to attend Plato's university. He began to dissect animals to learn more about their anatomy. Alexander the Great- Alexander the Great gained a strong and united Greece when he became King. He used his military genius to then win battle after battle, conquering eastern Europe and Egypt.
Core	Questioning	Regularly ask and answer perceptive questions in historically valid ways.		

Skill s- Yea r 6	Chronological Understanding	Establish clear narratives within and across periods- and at a local, national, and international level.		
	Identifying contrasts and themes	Start to use their secure sense of chronology to inform their wider learning (into KS3)		
	Using sources	Compare and contrast places, people, and culture, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.		
	Programme of study	Making our mark a study of an aspect or theme in British and world history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g., a significant turning point in British history (The Battle of Britain)	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; Benin (West Africa) c AD 900-1300
	Key vocabulary	<p>Activism using campaigning to bring about political or social change</p> <p>Controversial likely to cause disagreement or discussion</p> <p>Cohesion the action of forming a united whole</p> <p>Dignity being worthy of honour or respect</p> <p>Discrimination when someone, or a group of people, is treated unfairly because of gender,</p>	<p>Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.</p> <p>Blackout - a period when all lights must be turned out or covered to prevent them being seen by the enemy during an air raid.</p> <p>Bomb Shelter - a structure designed to protect people from explosions caused by falling bombs.</p> <p>Billeting Officer- A person whose job was to find suitable</p>	<p>Civilisation - the society, culture, and way of life of a particular area.</p> <p>Baghdad - the capital of Iraq.</p> <p>Islam - religion of Muslims.</p> <p>Scholar - a person who is highly educated.</p> <p>Caliphs - chief Muslim civil and religious ruler.</p> <p>Four Gates - the round city was surrounded by tall walls. There were four gates located on the North, South, East and Western points.</p> <p>House of Wisdom - Institution of Education in Baghdad.</p> <p>River Tigris - the river running through Baghdad that is ideally situated to be good for trade.</p>

		<p>religion, disability, nationality, appearance or any factor when they are compared to other people</p> <p>Dissent having a strong different opinion to the one commonly held</p> <p>Injustice lack of fairness or justice</p> <p>Lobbying trying to influence decisions of government on an issue</p> <p>Legislation the process of making or passing laws</p> <p>Militant someone who is willing to use force or violence in support of a cause</p> <p>Nonviolent resistance a form of peaceful protest</p> <p>Pioneer first to develop or to apply a new method, area of knowledge or activity</p> <p>Prejudice an unfair opinion that is not based on reason or actual experience</p>	<p>houses in all areas that were receiving evacuees.</p> <p>Evacuation - to leave a place. Many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside.</p> <p>Allies - a state formally cooperating with another for a military or other purpose.</p> <p>Axis - the opposing nations.</p> <p>Rations - allowing each person to have only a fixed amount of food.</p> <p>The Blitz -Nazi Germany's sustained aerial bombing campaign against Britain in World War Two. The raids killed 43,000 civilians and lasted for eight months, stopping when Hitler began to focus on his plans for Russian invasion in May 1941.</p> <p>Evacuee - a person evacuated from a place of danger.</p> <p>Society - the community of people living in a particular country or region, usually sharing laws and/or religion.</p> <p>Invasion - invading a country or region with an armed force.</p>	<p>Mongols - a group that invaded and destroyed Baghdad.</p> <p>Empire - a group of nations or people ruled over by an emperor or other powerful sovereign or government, usually a territory of greater extent than a kingdom.</p> <p>Mosque - Muslim place of worship.</p> <p>Society - the community of people living in a particular country or region with shared laws and sometimes a shared religion.</p> <p>Dynasty - a line of hereditary rulers of a country.</p> <p>Invasion - attacking a country or region using armed force.</p>
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		Strike a form of protest that involves refusing to do something		
		Stereotype oversimplified belief of a person or group of people usually based on assumptions		

	<p>Key facts</p>	<p>1870 –1928 Suffragists and Suffragettes</p> <p>1930 Salt March in India</p> <p>1950 Civil Rights Movement</p> <p>1960 The Aboriginal Land Rights Movement</p> <p>1963 Bristol Bus Boycott</p> <p>1967 Vietnam anti-war movement</p> <p>1969 and 1970 The Stonewall Uprising and Pride Parades</p> <p>1977 The Green Belt Movement</p> <p>1987–1991 The Singing Revolution</p> <p>2003 The London March against the Iraq War</p> <p>2013 Black Lives Matter</p> <p>2017 March for Science</p> <p>2018 Fridays for Future Movement</p>	<p>1939 - Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.</p> <p>1939 - Children were evacuated from larger cities in the UK to rural areas. This was known as “Operation Pied Piper”.</p> <p>1940 - Rationing starts in the UK. - Churchill becomes Prime Minister of Britain. - British victory in Battle of Britain forces Hitler to postpone invasion plans.</p> <p>1941 - The Blitz continues against Britain's major cities. - Japan attacks Pearl Harbor, and the US enters the war.</p> <p>1942 - Mass murder of Jewish people at Auschwitz begins.</p> <p>1944 - D Day: The Allied invasion of France. Paris is liberated in August.</p> <p>1945 - Auschwitz liberated by Soviet</p>	<ul style="list-style-type: none"> ● The Tigris and the Euphrates rivers flood, creating fertile land. ● 4000BC, an ancient civilisation began in Mesopotamia. ● Baghdad is a city that was built near the Tigris River, to make trade and travel easier. ● People came to Baghdad to buy and sell things and also to study. ● The ancient city of Baghdad was a round city. ● In the centre of the city there was a Mosque and a palace. ● Around the outside of the city were markets and homes. ● In AD 900, people came from all over the world to learn in Baghdad. Baghdad had the largest collection of books in the world. ● 1258, Mongols attacked Baghdad. The Mongols destroyed the city and killed its inhabitants. ● 1258, thousands of books were thrown into the Tigris River and lost forever.
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		2019 Extinction Rebellion Key	troops. - Hitler commits suicide and Germany surrenders on 7 May.	
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	<p>Pictures/diagrams</p>	<p>Timeline showing protest events.</p>	<p><i>Evacuee children boarding a train to the countryside, with very little luggage.</i></p> <p><i>Evacuees had little time to pack and many took things that would remind them of home.</i></p>	<p>House of Wisdom</p> <p>Hülegü's army conducting a siege on Baghdad walls. Tapestry circa 1430.</p> <p>The City of Baghdad and the River Tigris</p>
<p>Important people</p>	<p>Emiline Pankhurst Muhammed Ali Vanessa Nakate Millicent Garrett Fawcett Paul Stephenson Ruth Bader Ginsburg Opal Tometi Maya Angelou Patrisse Cullors</p>	<p>Neville Chamberlain - Prime minister of Britain (1937-1940) at the start of WWII.</p> <p>Adolf Hitler - Leader of Germany</p> <p>Winston Churchill - Successor to Neville Chamberlain, Prime Minister of Britain (1940 - 1945) - (1951-1955)</p> <p>Franklin D. Roosevelt- US President, 1933 – 1945 (<i>took the US into the war following the Pearl Harbour attacks</i>)</p>	<p>Hammurabi, the King of Babylon 1792-1750 BCE</p> <p>Caliph Al-Mansur selected the location for building a city as it was close to the Tigris River and was a crossing point for many trade routes.</p> <p>Al- Tabari - was a historian who wrote and taught in Baghdad.</p> <p>Hulagu Khan, led the army of Mongol's that invaded Baghdad in 1258.</p>	