



HISTORY CURRICULUM

EYFS – YEAR 6

"We are not makers of history, we are made by history."

Martin Luther King Jr



In line with our vision of children becoming their best versions, children start their journey in history learning from Nursery, focusing on events that are relevant to them and their lives. During their time at St John's, we broaden their experience so that children have a variety of opportunities to consider unfamiliar events, periods and themes. Each individual will aim to:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate children's curiosity to know more about the past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At St John's, these skills are embedded within history lessons and developed throughout their journey of the history curriculum. By the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day, so that they can sequence time periods and make meaningful connections. They are able to draw comparisons and draw parallels between different time periods and their own lives, so that they create a strong historical narrative. Interlinked with this is the need to look at world history in the context of ancient civilisations, so that they broaden their experience beyond local context.

Content and principles underpinning the history curriculum are taken from the 2014 National Curriculum. We use the National Curriculum Programmes of study to guide us on the content and focus of each objective to inform our curriculum. We use a detailed curriculum plan to ensure coverage and progression and teachers are also encouraged to look for additional supporting materials, so that learning experiences are bespoke to our children. We use a thematic approach to learning and include an emphasis on people and community in our local area where appropriate. Children learn through enquiry based learning opportunities to gain a greater understanding of history and develop their historical knowledge and skills.

The Early Years Foundation Stage (EYFS) is guided by 'Development Matters in the EYFS' and 'Birth to Five' but follows curriculum goals that are designed specifically for the children of our school, so that children are gaining experience that enhances their cultural capital. Guidance aims for all children in EYFS to have an 'Understanding of the World; past and present, people and communities and the natural world' by the end of Reception. Teachers, in parallel classes, plan together to create engaging and informative teaching and learning opportunities which take into account prior learning, plan for opportunities for assessment and identify suitable future targets.

At St John's we strive to create a supportive and collaborative ethos for learning. We provide investigative and enquiry based learning opportunities. We place great emphasis on analytical thinking which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We strive to fire children's curiosity to know more about the past.

We consistently consider the issue of diversity and ensure that our children's experience reaches further out than the obvious stereotypes and examples. We consider themes which include a broad representation of society to enrich and benefit the children in a wider sense.

As they move through our school, children have a range of meaningful experiences within History. Through a range of quality teaching experiences, they develop skills to challenge and question the content that they are engaging with. Therefore, they learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement so that they become interested, articulate Historians.



		First Milestone	Second Milestone	Third milestone	Final Milestone	Linked ELGs
Investigate	To investigate and ask questions about the world around them.	<ul style="list-style-type: none"> Nursery 1 			<ul style="list-style-type: none"> Talk about their lives "when I was a baby..." "When I was on holiday..." 	UW: Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.
		<ul style="list-style-type: none"> Nursery 2 	<ul style="list-style-type: none"> Talk about their lives "when I was a baby..." "When I was on holiday..." 	<ul style="list-style-type: none"> Children can talk about special times, celebrations/ birthdays they remember in their life. (Hist) 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history (Hist) To talk about things that happened in the past (Hist) 	
		<ul style="list-style-type: none"> Reception 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history (Hist) To talk about things that happened in the past (Hist) 	<ul style="list-style-type: none"> Compare and contrast characters from stories, inc. figures from the past (Hist) Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) 	<ul style="list-style-type: none"> Children can talk about how they have changed from being a baby.(His) Children will talk about how children and adults are different. (His) Comment on images of familiar situations in the past. (Hist) Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (His) 	

Rationale of curriculum goal for UTW

Investigate

Children do not have enough opportunity and freedom to risk take, often playing in a controlled environment when at home. They don't often experience making a mess. Taking risk is key for our children and through providing challenging tasks and an enabling environment for finding out will give the children the curriculum they deserve such as constructing a model using challenging tools.

End point for UTW

Investigate

To investigate and ask questions about the world around them. Children will be able to understand the past and sequence events in their own life and remember key historical events such as Remembrance Day. Children will be familiar with their local environment, be able to use appropriate geographical language when talking about local environment and physical features of different landscapes. They will have experience of using maps and record what they see in the natural environment. They will be able to show an understanding and care for living things such as plants, identify features of important processes, changes and understand what they can do to help the environment.

Early Learning Goals:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1 & KS2

Aims:

1. Know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
3. Gain and deploy a **historically-grounded understanding of abstract terms** such as empire. Civilisation, parliament and peasantry
4. Understand historical concepts such as **continuity and change**, **cause and consequence**, **similarity**, **difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses.
5. Understand the methods of **historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed.
6. Gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Goal for UTW

Investigate

To investigate and ask questions about the world around them.

To show curiosity and awe when asking questions about the world around them. To recognise key events from the past and key events in our community such as Penistone Show. To confidently talk about what they find out and explain why things happen.

Skills:

KS1: Pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progress described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the flow of development and the complexity of specific aspects of the content.




St John The Baptist Primary School

Golden Threads of History

	Society and cultural change	Invention and Exploration	Monarchy and Power	Conflict and Disaster	Legacy
EYFS	History of Transport	History of Transport			History of Transport History of Me
Year 1	The Great Fire Of London Nurses of War	The Great Fire Of London		The Great Fire of London	The Great Fire Of London Nurses of War
Year 2			The Gunpowder Plot The Royal Family	The Gunpowder Plot	The Gunpowder Plot The Royal Family
Year 3	Stone Age to Iron Age	Stone Age to Iron Age			Stone Age to Iron Age
Year 4	Raiders to Invaders		Raiders to Invaders	Raiders to Invaders	Raiders to Invaders
Year 5	Ancient Egyptians Ancient Greece	Ancient Egyptians	Ancient Egyptians Ancient Greece		Ancient Egyptians Ancient Greece
Year 6	WWII	WWII	WWII	WWII	WWII
Whole school	Remembrance Project		Remembrance Project	Remembrance Project	Remembrance Project

	Autumn 1	Autumn 2	Spring Term – History Unit	Summer 1	Summer 2
EYFS	Topic lesson retrieval practice – History from previous year Assembly to begin the topic looking at the local war memorial as the hook, and in particular Harry Champion, to ensure that all learning that follows has the locality at the heart of it. Sharing learning with the community – display in Tesco.	Local Remembrance Project: Poppies – Why are poppies the symbol of Remembrance? Placing poppies at Penistone Cenotaph.	Ticket to Ride – History of Transport Pupils learn about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. The History of ME Pupils will recall events in own lives, know how they have changed over time, know and share their family tree		Topic lesson retrieval practice – History learning
Year 1		Local Remembrance Project: Why do we remember? (link to Penistone soldiers) + Edith Cavell	Significant Event: Great Fire of London Pupils are taught about an event beyond living memory that is significant nationally or globally Significant People: Florence Nightingale, Mary Seacole and Edith Cavell Pupils are taught about the lives of significant individuals in the past who have contributed to national and international achievements, comparing aspects of life in different periods		
Year 2		Local Remembrance Project: What happens on Remembrance Day? What does this look like in Penistone?	Significant Event: Guy Fawkes and the Houses of Parliament Pupils are taught about an event beyond living memory that is significant nationally or globally Pupils are taught changes within living memory, revealing aspects of change in national life (rule of law and democracy) The Royal Family Pupils are taught changes within living memory - The coronation of King Charles III		
Year 3		Local Remembrance Project: What is the role of Monuments and memorials in remembrance? (with focus on Penistone monuments and memorials.)	Stone Age to Iron Age Pupils are taught about changes in Britain from the Stone Age to the Iron Age, including a local history study on the archaeological discovery of iron age Settlement at Oxspring		
Year 4		Local Remembrance Project: Who are the soldiers from the cenotaph? The stories of Penistone soldiers Visit to Penistone Archive	Raiders to Invaders Pupils are taught about the Roman Empire and its impact on Britain Pupils are taught about Britain's settlement by Anglos-Saxons and Scots Pupils are taught about the Viking invasion on Britain.		
Year 5		Local Remembrance Project: How did soldiers from the commonwealth support us at war? Brothers in arms – soldiers from the Commonwealth	Ancient Worlds Pupils are taught about the main features of life in Ancient Egypt Pupils are taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Year 6		Local Remembrance Project: The legacy of war – How did WW1 shape the modern world? What was the legacy of the war in Penistone? – David Browns	World War II and the Battle of Britain Pupils are taught about, and engage in, a study of an aspect in British History that extends their knowledge beyond 1066, including a local history study – The role of Penistone in WWII A non – European Society – Early Islamic Civilisation To be linked into RE unit		

HISTORY CURRICULUM INTENT – LONG PROJECT - 2022/23

EYFS	<p>Unit: 6 weeks - Ticket to Ride – A history of transport – How has transport changed over time?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Learn what history is 2. Make comparisons between life today and in the past 3. Know how transport has changed over time 4. Be able to talk about the first car/boat/plane/train 5. Use photographs and images to find out about the past <p>END OF UNIT OUTCOME: Share learning with parents at a sharing assembly celebrating the learning which has taken place - throughout the unit children will access activities during carpet teaches and on provision to support their learning eg photos/videos, creative tasks, investigation tasks, writing tasks etc.</p> <p>Unit 2 weeks - The history of me</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Recall events in own lives 2. Know how they have changed over time 3. Know and share their family tree
NC Objectives	Key Explicit Knowledge and Vocabulary
<ul style="list-style-type: none"> • 1st MS - Children can talk about special times, celebrations/ birthdays they remember in their life. (His) • 2nd MS - Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) 	<p>Nursery</p> <p><u>Timeline</u></p>  <p>Anything that happened before ‘now’ is called history. This is in the past. Some things in history we can remember and some things happened before we can remember. If something happened in the past before we can remember we will need to use other ways to find out about the past. Eg We can do this by asking someone or using books and internet to research.</p> <p>The children will look at different modes of transport and be able to talk about their memories of these.</p> <p>Cars</p> <p>I know that we use cars to travel on land</p> <p>I know that cars travel on a road</p>

I know that the first car was made before I was born.

I know that this car had 3 wheels

I know that this car didn't have a roof

Have you been in a car/does your family own a car? Where did you go in the car? Who did you go with? Show children what cars used to look like.

Have they changed much since they were first invented? What can you see in the pictures? How are the cars the same? How are they different?

Trains

I know that trains travel on land

I know that trains run on rails

I know that trains have carriages that carry lots of people

I know that the first train was invented before I was born

I know that the first train was a steam engine

I know that the first steam engine was called the rocket

Have you been on a train? Where did you go? What did the train look like? Who did you go with? Show children what trains used to look like. Have they changed much since they were first invented? What can you see in the pictures? How are the trains the same? How are they different?

Aeroplanes

I know that aeroplanes travel in the air

I know that aeroplanes fly in the sky

I know that aeroplanes are different sizes – some carry lots of people, some only a few.

I know that the first aeroplane was invented before I was born

I know that the first aeroplane was called the wright flyer

Have you been on an aeroplane? Where did you go? What did the aeroplane look like? Who did you go with? Show children what aeroplanes used to look like. Have they changed much since they were first invented? What can you see in the pictures? How are the aeroplanes the same? How are they different?

Boats

I know that boats travel on the water

I know that boats are powered in different ways – oars/sails/engines

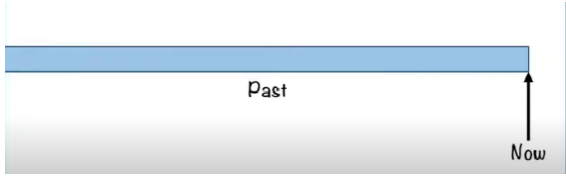

I know that boats are different sizes – some carry lots of people, some only a few.

I know that boats were used before I was born

I know that the first recorded use of boats were powered by wind/sails and oars

Have you been on a boat? Where did you go? What did the boat look like? Who did you go with? Show children what boats used to look like. Have they changed much since they were first invented? What can you see in the pictures? How are the boats the same? How are they different?

Key vocabulary: now, past, today, before, long ago, changed, invented, history, memory, remember

	<p>History of Me</p> <p>I know what history means</p> <p>I know some of the things that have happened in my past</p> <p>I know what I did at Christmas</p> <p>I know what I did on my last birthday</p> <p>I know who is in my family tree</p> <p>I know that my mum and Dad were children in the past</p> <p>I know what adventures I have had with my family</p> <p>Can you remember Christmas?</p> <p>What do you remember about Christmas?</p> <p>Can you remember going on holiday?</p> <p>All these things happened in your past. You have your own history.</p> <p>Who is part of your family?</p> <p>Ask the children to talk about their families – talk about adventures they have had with their families and how that is part of their history.</p> <p>Key vocabulary: now, past, today, before, changed, history, memory, remember</p>
	<p>Reception</p>
<ul style="list-style-type: none"> 2nd MS - Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago (His) 3rd MS - Comment on images of familiar situations in the past. 4th MS - Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (His) 	<p>Timeline</p>  <p>Anything that happened before ‘now’ is called history. This is in the past. Some things in history we can remember and some things happened before we can remember. If something happened in the past before we can remember we will need to use other ways to find out about the past. Eg We can do this by asking someone or using books and internet to research.</p> <p>History of automobiles</p> <p>I know that the first car was powered by a gasoline engine</p> <p>I know that the first car was invented by Karl Benz</p> <p>I know that the first car had 3 wheels</p> <p>I know some similarities and differences between the first car and cars today</p> <p>I know similarities and differences between cars through the ages</p> 

History of train travel

I know that the first train was powered by steam

I know that the first steam train was invented by George Stevenson

I know that the first steam train was called 'The rocket'

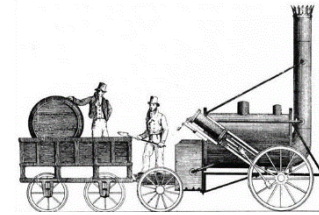
I know that the first steam train was built in 1829

I know that the first steam train could travel at a maximum speed of 30mph

I know some similarities and differences between the first steam train and trains today.

I know similarities and differences between trains through the ages

I know the names of some famous trains and what they were famous for



History of air travel

The first aeroplane was powered by a gasoline engine

I know that the first aeroplane was invented and built by the Wright brothers (Orville and Wilbur)

I know that the first aeroplane was called the 1903 Wright Flyer

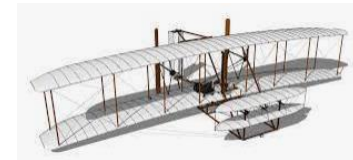
I know that the first aeroplane stayed in the air for 12 seconds

I know that the first aeroplane could travel at approx. 30mph

I know some similarities and differences between the first aeroplane and aeroplanes today.

I know similarities and differences between aeroplanes through the ages

I know the names of some famous aeroplanes and what they were famous for



History of boat travel

I know that the first recorded use of ships was by the Egyptians

I know that the first recorded use of ships happened over 6000 years ago

I know that the first recorded ships were powered by oars and sails (manpower and wind)

I know some similarities and differences between the Egyptian ships and ships today.

I know similarities and differences between boats through the ages

I know the names of some famous boats and what they were famous for



Key vocabulary: Now, past, today, before, long ago, changed, invented, history, similar, different, remember, memory

History of me


I know that I was once a baby

I know that my Mum and Dad were once children

I know that My grandma(s) and Grandad(s) were once children

I know some of the things I have done in my past

I can talk about events I remember from my past. Do you know what you did last Christmas/birthday? Can you talk about what you were like as a baby using photos from the past. Can you talk to your mums and dads / grandmas and granddads about what they liked to do as children and share these with the class?

<p>Year 1</p>	<p>Unit: The Great Fire of London: Who was to blame for the Great Fire of London? How did life in London Change following the Great Fire?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1 Learn what London was like in the 17th century. 2 Make comparisons between life in the 17th century and the present day 3 Know the key events of the Great Fire of London 4 Be able to use timelines to sequence events and periods of history. 5 Develop an understanding of the ways in which we can find out about the past. 6 Begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others. <p>END OF UNIT OUTCOME: Create a variety of pieces of artwork based on the Great Fire of London, including digital art, paintings and collage. This will be used to create a gallery depicting the significant event.</p>
	<p>Context of Study:</p> <p>This unit is one of the first history units that pupils study in our school and so there is limited prior knowledge to activate. This unit comes after a study of the history of transport in Reception. Pupils will know that most travel was by foot at this time - it was around 150 years before Stephenson's Rocket (1829). The knowledge acquired in this unit will help pupils when studying the unit on London in Year 2 specifically with reference to London landmarks such as St Paul's Cathedral and the River Thames. Historical thinking is developed through understanding the events that led up to the fire and the changes that were a direct consequence of the fire.</p>
<p>NC Objectives</p> <p>Pupils will learn about an event beyond living memory that is significant nationally or globally: the Great Fire of London.</p>	<p>Key Explicit Knowledge and Vocabulary</p> <p><u>Timeline</u></p>  <p>Anything that happened before 'now' is called history. Some of it we can remember or can find out about by asking someone. Living memory is the last 100 years. Anything that happened over 100 years ago is said to be beyond living memory.</p> <p><u>London; Past and Present</u></p> <p>I know that London is a city in England – the country where we live</p> <p>I know London is the capital city of England</p> <p>I know where London is on a map of the UK</p> <p>I can use photographs (sources of information) to identify differences between London now (present day) and the London that existed before 1666.</p> <p><u>The Fire</u></p> <p>I know that the Great Fire of London occurred in 1666.</p>

I know that buildings were mostly made from **wood, straw and pitch**.

I know that pitch is a tar like substance that protects the wood from water damage.

I know that pitch is **flammable**.

I know that the buildings were very close together.

I know that the previous summer had been very hot and there had been very little rain. This meant that the buildings would catch fire easily.

I know that people used fire to cook and for light.

I know that Thomas Farriner's **bakery** in Pudding Lane was the **source** of the fire as the oven fire was still burning overnight.

I know that the Great Fire of London started on 2nd September 1666.

I know that there was a strong wind, which helped the fire to spread.

I can write a sentence to say why the fire spread quickly through the city.

I know and can share the main events of the fire.

I can sequence the main events of the fire correctly.

I can create a class timeline of events of the Great Fire of London (this can be referred to throughout the unit).

Samuel Pepys

I know that **Samuel Pepys** was a man living in London at the time.

I know that he wrote a **diary** describing the fire.

I know that this is one of the most important **sources** of information about the fire.

I know that we often learn about the past from things people wrote at the time including diaries.

Know what Samuel Pepys looks like:



I know what an eye-witness is and why this is so important.

I know why Samuel Pepys is such a significant individual in history.

I can write a diary as Samuel Pepys experiencing this event in history.

Stopping the Fire

I know that they tried to stop the fire by pulling down houses (called a **firebreak**).

I know that people tried to put out the fire with simple firefighting equipment including buckets of water but the fire was too strong.

I know that the **River Thames** stopped the fire spreading to the **South**.

I know that the fire went on for four days.

I can compare the fire service now (present day) to the fire service at the time of the Great Fire of London (1666).

I can explain what makes cities safer from great fires today.

Impact of the Fire

I know that the fire destroyed many homes and **St Paul's Cathedral**.

I know what a cathedral is and know what St Paul's Cathedral looks like now.

I know that the **monarch** at the time was called **King Charles II**.

I know that after the fire, he wanted to **rebuild** London and improve it with wide streets, beautiful parks and no overcrowding.

I know that in 1668 new rules were put in place that said that buildings had to be made of **stone** and **brick** to stop a similar fire happening again.

Legacy

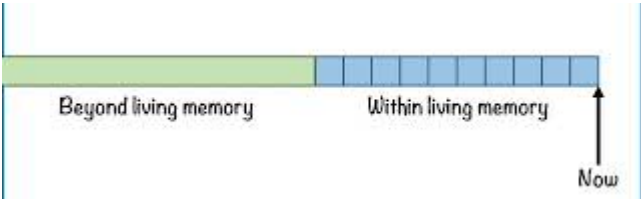
I know that after the fire, the London **Fire Brigade** was set up to stop this happening again.

I know that a **monument** was built to remember what happened and the people who died.

I know that a monument is something that is built to remember an important event.

I know the rhyme 'London's Burning' by heart.

Key vocabulary: Great Fire of London, 1666, wood, straw, pitch, bakery, Samuel Pepys, diary, sources, fire break, River Thames, South, St Paul's Cathedral, monarch, King Charles II, rebuild, stone, brick, fire brigade, monument

<p>Year 2</p>	<p>Unit: Guy Fawkes and the Houses of Parliament – Why do we celebrate Bonfire Night?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Find out about events beyond living memory that are significant nationally 2. Deepen their understanding of the Gunpowder Plot 3. Increase their awareness of the past by finding out about Guy Fawkes and other significant people involved. 4. Compare the lives of people in 1605 to present day – finding similarities and differences <p>END OF UNIT OUTCOME: Sharing event for parents – including role play, museum of work (including photography of children in role) and examples of oracy in action (talking in role – why do we remember Guy Fawkes?)</p>
	<p>Context of Study: This unit introduces children to the Houses of Parliament and the UK Government. During the unit children will learn the language of Houses of Parliament, The House of Commons and The House of Lords. The children will learn that the UK has a Prime Minister and also the process that people vote for different parties within the Houses of Parliament – this will provide opportunity for children to reinforce learning around the Fundamental British Values (particularly democracy and the rule of law).</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils will learn about an event beyond living memory that is significant nationally or globally: Guy Fawkes and the Gunpowder Plot.</p> <p>Pupils will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life: the UK Government and Parliament in the current day.</p>	<p><u>Timeline</u></p>  <p>Anything that happened before ‘now’ is called history. Some of it we can remember or can find out about by asking someone. Living memory is the last 100 years. Anything that happened over 100 years ago is said to be beyond living memory.</p> <p><u>Guy Fawkes</u> I know Guy Fawkes was born in 1570 in York, England. I know that in England at the time there were two main religious groups - Protestants and Catholics. I know that Catholics believe that both good deeds and faith in God are needed to get into heaven. I know that his parents were Protestants but during his childhood Guy converted to Catholicism. I know that in 1594, he joined a group of fellow English Catholics, led by Robert Catesby, in a plot to blow up the Houses of Parliament in order to kill the monarch King James I and his Government.</p> <p><u>UK Parliament</u></p>

I know that the Houses of Parliament is what we call two buildings in London - The House of Commons and The House of Lords, which are next to each other.

I know that this is where people decide the **laws** of England.

I know that the parliament of some countries, for example Britain, is the group of people who make or change the laws.

I know that we have a **Prime Minister** who runs the country. Our current Prime Minister is called Rishi Sunak.

I know what **democracy** means.

I know that this is what The Houses of Parliament looks like in London:



I know the clock tower is known as **Big Ben**.

I know that people called Members of Parliament (MPs) meet here to discuss important decisions for the country.

Monarchy – King James I of England

I know that this is a painting of King James I:



I know that we can identify him as a monarch by his clothes and crown

I know that he reigned in Tudor times.

I know what life was like for Catholics in England during the reign of James I.

I know some people became known as puritans and worshipped in secret.

The Gunpowder Plot

I know there was religious tensions in England during the reign of King James I.

I know Guy Fawkes decided to join the Spanish Army and why.

I know that Guy Fawkes and his men decided to blow up the Houses of Parliament on 5th November 1605 at the opening of parliament.

I can form a conscience alley to help Guy decide if killing the king would be the right thing to do.

I know Guy Fawkes was responsible for lighting the fuse to the barrels of gunpowder, which they hid under the Houses of Parliament in a room the gang had rented.

I know this is known as the **gunpowder plot**.

I know the events of 5th November 1605.

I know and can share – in role – how different characters were feeling (leading up to the day and on the day).

I know the plot was unsuccessful and Guy was caught and punished, along with the other conspirators.

I know Guy Fawkes is remembered today because of the **failed plot**.

Legacy

I know that over four hundred years after the Gunpowder plot, we still remember how Guy Fawkes and his fellow **plotters** failed to blow up Parliament and kill King James I.

I know **Bonfire night** is celebrated every year on **5 November**.

I know Bonfires, fireworks and sparklers are lit in parks and gardens all over the country.

I know that sometimes we even burn a **dummy** called a 'Guy' on the bonfire - this is supposed to **represent** Guy Fawkes.

I know that since the Gunpowder Plot, whenever the King or Queen visits Parliament, there is a tradition that the royal bodyguards, called the **Yeoman of the Guard**, search beneath the Houses of Parliament for any potential plotters hiding explosives.

I know that this engraving shows the 7 plotters including Guy Fawkes:



<https://www.bbc.com/bitesize/articles/zdrrcj6>

SHORT UNIT: Living Memory – The Royal Family

This short unit should add to knowledge of Monarchy taught during Guy Fawkes and London (Y1 Geography). It allows children to understand how the Royal family in the UK works, looking up to recent coronation of King Charles III.

I know that His Majesty **King Charles III** is the current **monarch** and his **coronation** recently took place in 2023.

I know that prior to his **coronation**, Queen Elizabeth II had been on the throne for more than 60 years.

I know that she was the longest **reigning** British monarch (monarch means 'king or queen').

I know that for over 1500 years kings and queens have **reigned** in Great Britain.

I know that the word **reign** means 'the time during which a monarch is on the throne'

I know that the British **throne** is passed down through family lines so most of these kings and queens were ancestors of our current king, King Charles III.

This is King Charles III:



Windsor Castle

I know that **Windsor castle** is the official **residence** of the British Royal Family and has been for more than 1000 years.

I know that a residence is another word for 'home'.

This is Windsor Castle:



Buckingham Palace

I know that the King's official **London** residence is **Buckingham Palace**.

I know that **London** is the **capital city** of England.

I know King Charles uses Buckingham Palace more as a place of work than his home.

This is Buckingham Palace:



The Coronation

I know that a coronation is the ceremony at which a king or queen is crowned.

I know that a ceremony is a special event.

I know that when Queen Elizabeth II died in 2022, her son Charles was next in line to inherit the throne.

I know that he was officially crowned King in 2023.

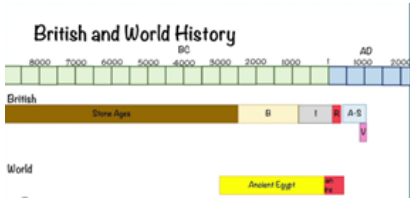
I know that this took place at Westminster Abbey in London

This is Westminster Abbey:



I know that Westminster Abbey is an important church where significant events take place such as royal weddings, coronations and is where many kings and queens are buried.

Y2 Key vocabulary: Protestants, catholics, faith, heaven, deeds, converted, Catholicism, Houses of Parliament, Monarch, King James I, government, laws. Prime Minister, democracy, Big Ben, bonfire night, Gunpowder Plot, failed plot, plotters, 5th November, dummy, represent, Yeoman of the guard, coronation, reign, King Charles III, throne, residence

Year 3	<p>Unit: Stone Age to Iron Age – How did life in Britain change during the Prehistoric period?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Learn what Prehistory is. 2. Develop an understanding of chronology 3. Deepen their understanding of how sources of evidence help us to find out about the past. 4. Know the difference between primary and secondary sources of evidence and how archaeologists use this evidence to make informed observations about the past. 5. Understand substantive concepts such as settlement, migration, tribe and technology 6. Find out how technological advancements changed life in Britain from the stone age through to the end of the Iron Age 7. Develop skills to ask and answer historical questions. <p>END OF UNIT OUTCOME: Creating a video against a green screen as a character in role from the time period. Children will also create an Iron Age roundhouse and sculpt clay figures for a class museum.</p>
	<p>Context of Study: This is the beginning of the pre-history topics. The children will have touched on dinosaurs in reception. This topic introduces the idea of hunter-gatherers and homo sapiens. The topic will cover aspects of Mesolithic life such as: open grassland, hunting, making spears and the building of small houses with thatched roofs (seen again in Anglo Saxons - Year 4). The topic also introduces the term 'archaeologist'. This term will be used again in the next topic The Roman Empire in Britain and again throughout the Year 4 topics of Anglo Saxons and the Scots and The Vikings. It will also be used in Year 5's study of the Ancient Egypt and Ancient Greece. In the latter part of the topic, the idea of farming and understanding of seasons is explained. (The Winter Solstice and the Summer Solstice) This links to the Ancient Egyptians using the three seasons to farm and their dependence on the River Nile. 'Trading' is studied at the end of the topic, which is seen again in the Romans and also Anglo-Saxons and the Scots and the Vikings. It also explains that during the Bronze Age, hill forts were built to protect against raiders (Vikings Year 4 link).</p>
NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Pupils will learn about changes in Britain from the Stone Age to the Iron Age</p> <p>Pupils will carry out a local history study</p>	<p>Timeline</p>  <p>I know the timeline showing the Bronze Age, Iron Age, Stone Age:</p> <p>I know that the term 'prehistory' means the time before people started writing and being able to record events. The suffix 'pre' means 'before' so prehistory is literally 'before history'.</p>

I know that people have been in Britain for about 1 **million** years (1,000,000 years) and the first writing found was from 2000 years ago. This means there is a lot of human history that we don't know about from written records.

I know **historians** and **archaeologists**, who study history and prehistory, look for **evidence** to work out what happened and what life was like in the past.

Sources of Historical Information

I know historians use **primary** and **secondary sources** to find out about the past. Primary sources are from the period of time that's being studied - this includes objects and writing from the time period studied.

I know secondary sources are not from the time period being studied. They include books and videos about the past.

How do archaeologists know how old an object is?

I know the three ways that archaeologists can **date** objects

1. Studying **carbon atoms** every living thing contains carbon atoms and over time these atoms **decay** - you can tell how old things are by seeing how much of this type of atom is left
2. Studying how deep something is buried in the ground. Things at the top are newer and things deeper down are older.
3. Look at what they are buried with - if items are buried alongside other items that we know a lot about we can say these new items are from the same time period.

First Humans in Britain: The Stone Age

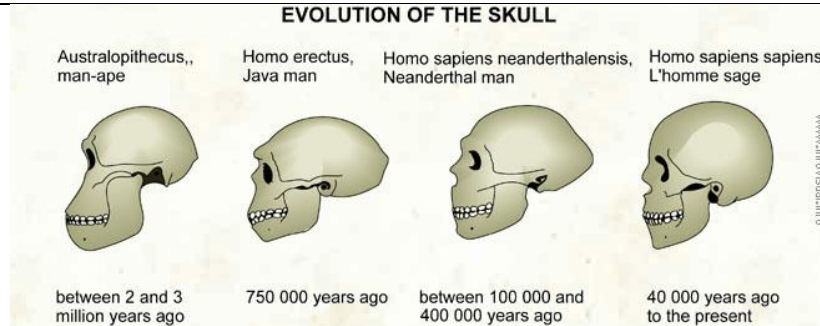
I know the earliest **signs** of humans in Britain (the oldest human footprints outside of Africa) have been discovered in a place called Happisburgh – these also included basic **stone tools** and **teeth**. No human bones have been found from this period. The stone tools are the earliest evidence of people in Britain. The **remains** found are possibly 950,000 years old (nearly 1 million years ago).

I know at the time the land looked very different and Britain was connected to Europe.

I know that **Stone Age** is named because the people used stones as tools.

I know that our species is called **homo sapiens**. When we go back into prehistory humans looked **different from us today**. Our ancestors include **Australopithecus**, **Homo Erectus** and **Homo Neanderthals**.

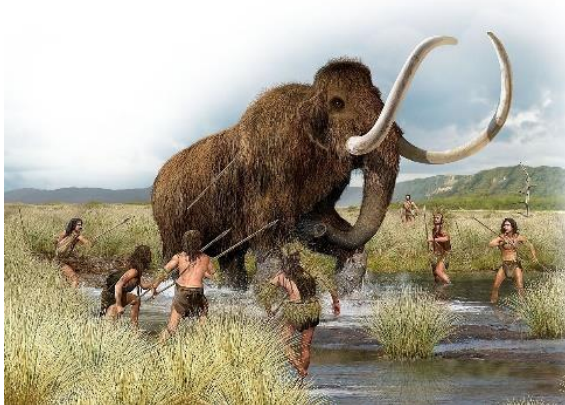
I can use the image below to see how our skull has developed over time:



Evidence of Early Humans in Britain

- **Boxgrove Man** - the earliest human remains were found in Boxgrove in South East England. The remains are known as Boxgrove Man. These remains are believed to be 500,000 years old.
- **Paviland Man or 'The Red Lady'** - originally thought to be a woman as they were buried with jewellery. Buried 33,000 years ago. It is believed he was killed whilst hunting a **woolly mammoth**.

I know that a **Woolly Mammoth** is an extinct mammal from this period which was known for its shaggy fur and large **tusks**. Woolly mammoth being hunted:



Mesolithic Life

I know after the glaciers melted Britain was **open grassland** with lakes and forests. Many animals such as **deer, boar, elk and wild cattle** roamed and the hunters of the **Mesolithic** age used tools made from stone to hunt them. They also used deer antlers as **spears** to hunt land animals or used them as **harpoons** to hunt fish in the lakes and rivers.

I know that people may have lived in small houses with **thatched roofs** as found in **Star Carr** in Yorkshire. **People lived in caves too**. We know from **fossils**, the Mesolithic people looked more like us and lived in families.

Cave Paintings

I know that we have found out about animals from the Mesolithic period from studying cave paintings. Here is an example of a Cave Painting found in Spain:



I know that people at this time are known as hunter-gathers as they hunted for animals and gathered plants to eat. A **hunter-gatherer** is a human living in a society in which most or all food is obtained by foraging (collecting wild plants and pursuing wild animals).

Neolithic Age (6500 to 2,500 BC)

I know that in the Neolithic period people had begun to grow their own crops and **domesticate** animals to be used as helpers or as food.

I know towns were being formed rather than **settlements** that were just used to rest for a short time. People were beginning to stay in one place because they needed to stay in one place to tend the crops and look after their animals. This is the start of how most people live today in one particular place and not travelling around.

I know that this is known as an **agricultural** society as agriculture means farming food rather than hunting and gathering it.

Neolithic people made **pottery**, and **woven material** (they still only had stone tools at this point).

Neolithic pottery example:



Bronze Age

I know that the next major age after the Stone age is the Bronze Age. People found a way of making tools and weapons with metal.

I know that they separated **copper** (a type of metal) from **copper ore** (a type of rock). It was then melted and poured into moulds to make tools when it had cooled down. Copper was useful but it was quite a soft metal. When it was mixed with **tin** it became harder and stronger and this is called bronze.

I know the Bronze Age started about 4000 years ago.

I know that for the first time there was a difference between people who had many belongings and people who didn't - the rich and poor. People didn't have money, but could make things. The rich were the people with metal, they began to then swap things and **trading** began.

I know that people with the skills to work metal were seen as more important than others.

I know that trading of goods began all over Europe and people would travel to trade.

I know that families lived in large huts, they owned animals and made or grew things they needed.

I know that Bronze age people travelled by foot or boats. They made boats by chopping trees and hollowing them out until they floated evenly.

I know that archaeologists found part of a wheel from 3000 years ago. It is the oldest wheel found in England. People think that this is evidence that people travelled in other ways than just by foot or by boat.

I know that **hill forts** were built with walls around them to stop **raiders** taking camps or animals

I know that **alliances** between families meant people began to live in **tribes**.

I know that people began to fight for land more and wanted to be in a strong tribe to protect themselves.

I know that the weather became colder and wetter. Parts of England became too cold and wet to farm anymore. Archaeologists have discovered that people often threw bronze axes and swords into rivers and believe this was done as an offering to the water spirits and gods in return for good weather.

I know this shows that people had developed spiritual beliefs.

Iron Age/ Celts

I know that from around 800 BC the Iron Age began.

I know that **iron** had begun to be used more than bronze as it is thought that maybe the materials needed to make bronze had become harder to find.

I know tools and weapons were now being made of iron.

Iron Age tools found at Hillfort Site in Germany:



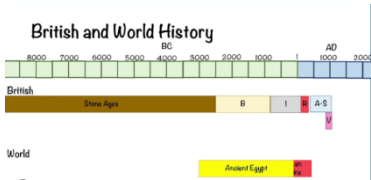
I know that Iron Age people are often called **Celts**. These were a number of different tribes all over Britain.

I know that the Iron Age ended in **43 AD**.

I know the city of **Rome** in **Italy** was a very powerful country. They knew that Britain had rich **resources** such as **gold, silver, lead, copper and tin** and they also liked the glory of conquering new lands.

I know that the **Roman Emperor Julius Caesar** led an invasion to conquer Britain and this was the end of **Prehistoric Britain** - many Romans could read and write so there are good primary sources of evidence from this time.

Vocabulary: Bronze Age, Iron Age, Stone Age, Prehistory, million, historians, archaeologists, evidence, primary sources, secondary sources, decay, tusks, open grassland, Mesolithic, spears, harpoons, thatched, Star Carr, fossils, hunter-gatherer, domesticate, settlements, agricultural, Neolithic, pottery trading, hill forts, raiders, alliances, tribes, celts, resources,

<p>Year 4</p>	<p>Unit: Raiders and Invaders: A story through time - Romans, Celts, Anglo-Saxons and Vikings</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Develop their chronological understanding 2. Continue to develop their understanding of how archaeologists use primary and secondary sources of evidence to find out more about the past. 3. Focus on personalities such as Caesar, Claudius and Boudica. 4. Deepen their understanding of how life in Britain changed when the Romans invaded (both then and later) 5. Understand how life in Britain changed again with Anglo Saxon invasion 6. Develop an understanding of the impact of the spread of Christianity on wider culture 7. Understand the Viking and Anglo-Saxon struggle for the kingdom of England, looking closely at the attack on Lindisfarne <p>END OF UNIT OUTCOME: We are bloggers – create a horrible-histories style blog in role as someone from the Roman, Anglo-Saxon or Viking era showcasing all learning.</p>
	<p>Content of study:</p> <p>Children will consider what Britain was like before the Roman invasion, investigate why the Romans invaded, why the Romans suddenly left Britain in 410AD and why the Scots and Anglo-Saxons arrived in the years after. Children will then explore the concept of Viking raids and invasions, looking at the impact on Britain.</p> <p><u>Roman Empire in Britain:</u> This unit directly follows on from the Y3 project of ‘Stone Age to Iron Age’. It begins with the concepts of dictator and government (Links to Year 6 World War 2). The beginning of the unit describes how the people of Rome peacefully traded with Britain and then eventually invaded. The invasion by the Romans is also revised during the next phase of this project as part of Britain’s Settlement by Anglo Saxons and Scots.</p> <p>The project continues by discussing the attacks and raids from different groups such as: the Picts, Scots, and Saxons. This is also studied in more detail during the next phase ‘Britain’s Settlement by Anglo Saxons and Scots’.</p> <p><u>The Anglo-Saxons and Scots:</u> This is the first of two sections looking into the changes in British History after the Roman invasion. The Anglo Saxons (from Northern Germany, Denmark and the Netherlands) came to Britain after the Roman retreat. They, along with the Scots (Ireland) and Picts (Scotland) battled amongst themselves to dominate. Eventually settling in different parts of the country. The unit explores how the Anglo-Saxons eventually settled into smaller Kingdoms, each ruled by a different leader. This knowledge is an important basis when understanding the follow-on unit, ‘The Vikings’ as the Viking and Anglo-Saxon leaders fought for power over these parts (Mercia, Wessex, Kent, Essex, East Anglia and Northumbria).</p>
<p>NC Objectives</p>	<p>Key Explicit Knowledge and Vocabulary</p>
<p>Pupils will learn about the Roman Empire and its impact on Britain</p> <p>Pupils will learn about Britain’s</p>	<p><u>Timeline</u></p>  <p>Display periods of history previously taught. Highlight where this period of history fits in with the previously taught eras.</p>

settlement by
Anglo-Saxons and
Scots

The Romans Invade Britain

(Some recap knowledge of Stone Age to Iron Age content which leads into the story of the Roman Empire)

I know that Rome is a city in Italy:



I know towards the end of the Iron Age and Bronze Age (studied in Year 3) life in Britain was very different to life in Rome.

I know Rome was more **developed** than Britain - it had better facilities for the Roman people.

I know Rome was ruled by a **dictator** - a ruler who has complete power in a country, especially power which was obtained by force and is used unfairly or cruelly.

I know Rome had a **government** which collected **taxes** and a very organised army which had **conquered** many different countries. There were lots of grand buildings in Rome where people could gather including **temples** and **public baths**.

I know the people in Britain were called **Celts**.

Trade

I know people from Rome travelled peacefully to Britain to **trade** goods. Traders brought **wine, olive oil, dried fruit, glass** (which could be made into beads) and **tools**. Glass was rare and precious and owning glass beads showed that you were rich and powerful.

I know olives for olive oil and grapes for wine are difficult to grow in the British cold so they had to be **imported** from hotter places like Rome.

I know that in return, they took **slaves**, and metals such as **gold, silver, tin, copper and bronze**.

I know that in 55BC, an **army general** from Rome called **Julius Caesar** invaded Britain.

A statue of Julius Caesar in Rome:



I know Caesar and his army were not used to British weather as he was used to the **Mediterranean** Sea climate. This meant that his army struggled to cope with rough seas.

I know Caesar won some battles and took some hostages.

When the stormy weather came in autumn, he decided to return to an area called **Gaul** (*pronunciation: gawl*), (an area where countries like France, Belgium and Netherlands are today – see map above).

I know he planned to return to conquer Britain the following year.

I know Caesar attempted an invasion of Britain for the second time in 54 BC.

I know an invasion is when a foreign army enters another country by force. I know he brought 25,000 men and 800 ships.

I know the Romans had a highly-organised **military** force with better equipment and well-developed fighting strategies.

I know Roman soldiers lined up in battle with shields facing outwards (called a phalanx). **They advanced slowly forward** knocking enemies to the ground. If a man in the front was killed, he was replaced by the man behind. **If Romans feared attack from the air they created a 'shell' of shields around them** called the 'testudo' or tortoise formation.

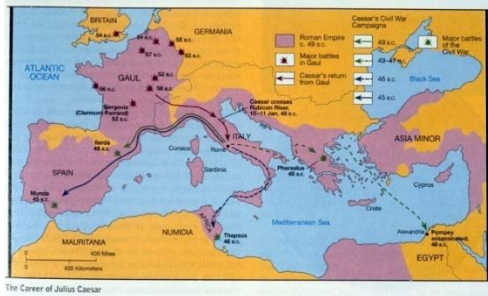
A photo of people demonstrating the testudo formation:



I know the Celt fighters were more disorganised and rushed forward in groups or individually to attack then run back.

I know that after defeating the people of Gaul, Caesar returned to Rome to fight there. He became the ruler of the Roman Empire but was killed a few years later.

I know the Roman Empire was a group of countries that Rome ruled over. This map shows the extent of the Empire under Julius Caesar:



Claudius the Conqueror

I know **Claudius** became the Roman emperor in AD 41 but people didn't think much of him because he had a stammer, a limp and was often ill.

I know he decided to invade Britain as a way of showing his power. Claudius **assembled** an army of 40,000 soldiers and took with him war elephants and war machines. Here is an example of a Roman war machine:



I know the Romans used these machines to fire stones and **ballista bolts**, which were good at breaking down walls and injuring people.

I know that evidence suggests that the Roman troops landed at **Richborough** and marched to **Colchester** which was a town (towns were known as **oppidum**).

I know the Romans quickly captured the town and tribes in the South East of Britain began to surrender to the might of the Roman army.

The Invasion Continues – Turning Britain into Rome

I know that by AD 48, the south of England had been conquered. The Romans moved upwards into **Wales** to get hold of metals such as gold that had been found in the Welsh hills.

I know that while the Roman army was fighting in Wales, other Romans were turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy.

I know **Amphitheatres** were built which would be used for wild animal fights and **gladiator** combat.

I know that in the time of the Roman Empire, a gladiator was a man who had to fight against other men or wild animals in order to entertain an audience.

I know many Roman buildings still remain and we can learn a lot by studying them.

I know that around AD 50, the Romans built a small city called **Londinium** which we now know as London.

Boudica

I know the **Iceni** were a Celtic tribe ruled by a king called **Prasutagus**.

I know that when he died in AD 60, he left some of his kingdom to the Roman Emperor but also some to his daughters.

The Emperor wasn't happy as he expected to own all of Prasutagus' land, so the Roman soldiers started to take over the Iceni lands.

I know that when Prasutagus's wife, **Boudica** (pronunciation: boo-duh-kuh), protested, they beat her and her two daughters. Boudica was angry and led the Celtic tribes into a **rebellion** against the Romans.

I know she took her army to **Colchester** (where the Romans' headquarters were). They set fire to the city and the temple of Claudius.

I know Boudica's army then went on to burn down other Roman cities including London.

I know many of the Roman army were still fighting in Wales but quickly returned to attack Boudica.

I know the Romans were better organised and had better equipment and defeated Boudica's army.

The end of the Roman Empire in Britain

I know that around AD 250, the Roman Empire started to come under attack from different groups: the **Picts** from Scotland, the **Scots** from Ireland and the **Saxons** from Europe started to carry out raids on English towns and cities.

I know the Roman Empire had become very big and they needed more and more soldiers to **defend** the land they had conquered. These soldiers needed paying so it became too expensive to keep the empire under control.

I know the Romans tried to continue to rule in Britain but after attacks became more frequent, the Roman Army left Britain completely in AD 410.

The Anglo-Saxons and Scots: Invasions

I know the **Romans** had **ruled** over Britain for nearly 400 years at the start of the 5th Century.

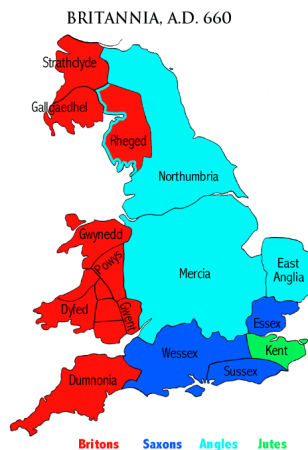
I know in AD 410, the Romans left Britain.

I know that although the Romans could read and write, the invaders couldn't so very little was written about this time period from AD 400 to AD 600 and it is known as '**the dark ages**'.

I know that by about AD 550, Britain had been broken up into many small **kingdoms** each ruled by a different leader.

The name England is derived from 'Angle Land' meaning land of the Angles.

I know that by AD 660, the Anglo-Saxons controlled most of Britain. This map shows the kingdoms at the time:



Anglo Saxon Settlements

I know the Anglo-Saxons built their own **settlements** with each village having a chief who protected the villagers.

I know that a settlement is a place where people have come to live and have built homes.

Christian Conversion and Lindisfarne

I know that by about AD 700, Christianity was a big part of Anglo-Saxon life and everyone was expected to go to church. Kings who became Christians expected their followers to convert too.

I know the church in England was organised around **ministers**. These were places where a group of monks, priests and nuns organised **worship**.

I know **Lindisfarne Priory** is a **monastery**, which was built on Holy Island in around AD 630. I can locate Lindisfarne on a map of the UK.

I know a **monastery** is a **building or collection of buildings in which monks live**. The monks at Lindisfarne wrote the famous **Lindisfarne Gospels**. The gospels are examples of Anglo-Saxon **illuminated texts**.

I know most texts at the time were written in **Latin** - the language used by monks.

I know that by the late 8th Century Britain was known as a wealthy country with treasures and **fertile** ground for growing crops.

I know a group of people from **Scandinavia** called **The Vikings** began to attack Britain. The Anglo-Saxons built **defensive** forts called **Burhs** to protect the Anglo-Saxon people.

Viking raids and invasion

The Vikings came from the lands we now call Norway, Sweden and Denmark. This area is called Scandinavia.

The Vikings were Norsemen - meaning 'Men of the North'.

The Vikings began exploring and raiding from the end of the 8th Century (700-799 AD) until the middle of the 11th Century (1000-1099 AD)

They travelled across the seas in longships:



The first Viking raids (790CE to 850 AD) to Britain were short trips to steal treasure and take slaves.

I know the location of Norway, Denmark and Sweden and understand the routes that the early Viking raiders took.

The Attack on Lindisfarne

The first planned Viking raid was on the island of Lindisfarne in 793 AD. A small community of monks lived on Lindisfarne in an undefended priory. Like most monasteries at the time, the priory was rich - it had gold and silver treasures, plates, candlesticks and beautiful books.

The Vikings who raided Lindisfarne would have seen that the small church communities along the shores of Britain were easy targets.

The raid on Lindisfarne terrified the church (differentiate between the two meanings of church 1. a building 2. the institution - we are referring to the institution of the church in this instance).

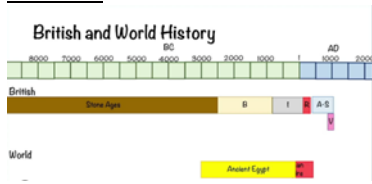
The Vikings didn't just steal things and ruin the priory they also took some monks as slaves and killed others.

A description of the raid can be found in the Anglo-Saxon Chronicle which is a famous document from the time describing the history of Anglo-Saxon Britain.

The description says that great lightning storms warned people of the Vikings coming. We now know that this could not be true.

Maths (NC coverage):

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

	<p>Vocab – Romans - Peasant, Centurion, Empire, Emperor, Gladiator, Conquer, Invade/invasion, Archaeologist, Settlements, government, dictator, hillfort, military, hostages, rebellion, trade</p> <p>Anglo saxons – raid, longhouse, Scandinavia, Angles, Saxons, Wattle and Daub, thatch, Lindisfarne, shires, defend, ruled, kingdom, Burhs, monastery,</p>
Year 5	<p>Unit: Ancient Egypt – What was important to the Ancient Egyptians? How do we know?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Further develop their chronological understanding 2. Continue to develop their understanding of how archaeologists use primary and secondary sources of evidence to find out more about the past. 3. Compare and contrast this period of history with those studied previously 4. Develop knowledge about the achievements of the ancient civilisation. 5. Learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians. 6. Learn who Tutankhamun was and how mummies were made. 7. Develop an understanding of how Egyptian people used hieroglyphs to communicate. 8. Find the similarities and differences between the powers of different gods. <p>END OF UNIT OUTCOME: To build a website educating a target audience all about Ancient Egypt. Children will also make Egyptian trinket boxes and sculpture (Egyptian cartouche) and showcase in a museum along with other work.</p>
	<p>Context of study: <i>This unit links back to knowledge of the Stone Age (Year 3). People have lived in Egypt since the Stone Age. Ancient Egypt mentions the invasion of the Greeks (later in Year 5) and the Romans (Year 4). The children will learn that the last pharaoh of Ancient Egypt was Cleopatra. After her rule Egypt became part of the Roman Empire (studied in Year 4).</i> <i>The term ‘archaeologist’ will be used and also the introduction of the term ‘Egyptologist’. The topic will cover the discovery of Tutankhamun, The Valley of the Kings and the different pharaohs such as Rameses II. The topic covers the Ancient Egyptian beliefs in different gods. This follows on from the Vikings and their beliefs in Gods and the ‘Afterlife’.</i> <i>Children will learn some of the main Egyptian Gods such as Anubis (God of the Dead) Isis (protective Goddess) and Ra (Sun God). Children will study how Egyptians prepared themselves for the ‘Afterlife’ and the similarities between the Egyptians burials with belongings and the Anglo-Saxons and the Vikings rituals. It uses the term ‘ritual’ (also seen in the topic of Vikings and Anglo-Saxons – Year 4).</i> <i>Ancient Egypt was one of the wealthiest civilizations of all time. The terms ‘trade’ and ‘bartering’ is taught and the idea that the Egyptians did not use coins and money as we do.</i></p>
NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Pupils will learn the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a</p>	<p>Timeline</p>  <p>Display periods of history previously taught. Highlight where this period of history fits in with the previously taught eras.</p>

depth study of Ancient Egypt.

I know that people have lived in **Egypt** since the **Stone Age** (Y3 curriculum) and that by 3500BC people were living in large **settlements**.

I know that a settlement is 'a place where people have come to live and have built their homes'.

I know that the **Ancient Egyptian** era spanned from 3100 BC to 30 BC. I can explain where this fits with previously studied civilisations.

I know the location of Egypt on a world map and the **River Nile** on a map of the country.

I know that Egypt is part of the continent of **Africa**.

I know that Egyptians lived in the **desert** where they would herd animals and hunt for food. Over time the desert got hotter and they moved closer to The Nile where it was easier to grow crops like **wheat** for food.

I understand that the Nile was very important to the Egyptians.

I know that the Ancient Egyptian era came to an end when **Alexander The Great** invaded with the Greeks and the Romans invaded 300 years later.

I know the last **pharaoh** of Ancient Egypt was **Cleopatra**. After her rule, Egypt became part of the Roman Empire (studied in Y4).

Uncovering Ancient Egypt

I know that **archaeologists** study historical records to work out where ancient civilisations were. They then go on **expeditions** to excavate these places - taking care not to damage anything they dig up.

I know that people who study Ancient Egypt are called **Egyptologists**.

I know the Ancient Egyptians buried their pharaohs in impressive **tombs** filled with weapons, clothes and jewellery.

I know that on the Nile's west bank is an area known as **The Valley of The Kings** near the city of **Luxor**.

I know the Egyptians buried many pharaohs here and over 60 tombs have been found.

I know the most famous discovery was by **Howard Carter** in November 1922 when he discovered the tomb of Pharaoh **Tutankhamun**.

Howard Carter (Left) and Lord Carnarvon (right):



I know that the tomb was full of treasures such as weapons, furniture, jewellery and the pharaoh's gold mask.

Tutankhamun's gold mask:



I know some people believe that a powerful curse was released when the tomb was opened as one of the Egyptologists called Lord Carnarvon died shortly after the discovery from blood poisoning. We now know he was bitten by a **mosquito**.

The Pharaohs

I know that from 3100 BC Egypt was ruled by kings/queens known as **Pharaohs**.

I know that Pharaohs were believed to be the living **descendants of Ra**, the sun god. This meant

people thought Pharaohs were gods too. It was believed that the world would fall into chaos without them.

I know that Pharaohs built **monuments** of themselves to impress people and scare their enemies. This is a monument of **Pharaoh Ramses II** at **Karnak Temple** in **Luxor**:

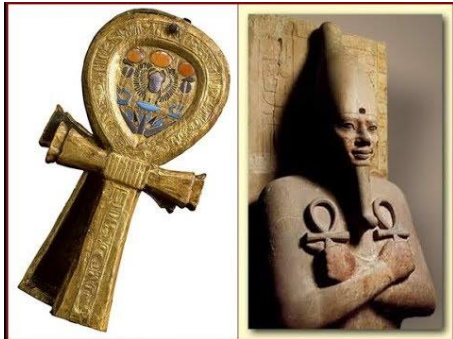


I know that Pharaohs often wore a **ceremonial beard** as a symbol of royal power. Ceremonial Beard:



I know that even female pharaohs wore these.

I know only gods and pharaohs were allowed to carry the **ankh** – a symbol of life showing that the person who held it had the power to give life and take it away:



I know the most important **official** to the Pharaoh was their '**Vizier**'.

I know that the role of the Vizier included supervising the running of the country, like a prime minister does.

I know the vizier was chosen from the Pharaoh's family.

Egyptian Gods

I know that the Egyptians worshipped hundreds of different gods and goddesses.

I know that Ancient Egyptians believed that **Atum** was the first god to exist.

I know that the Egyptian people **worshipped** many different gods and this is called **Polytheism**.

I know the following Egyptian Gods' names and function:

- **Anubis** - God of the dead (often shown as a jackal)
- **Horus** - God of the sky (often shown as a falcon)
- **Isis** - Goddess of magic, the protective goddess.
- **Osiris** - Ruler of the Underworld (often shown with black skin)
- **Ra** - Sun god (a falcon headed man)
- **Thoth** - The God of writing and knowledge (often shown with the head of an Ibis)
- **Set** - The god of the desert and storms

I know the story of Osiris and Isis to give context to the gods (use text by Cari Meister if possible)

Priests and Temples

I know that Gods were **worshipped in temples** which were seen as 'houses for the gods'.

I know people went to temples to pray and make **offerings to the gods**. They could only enter the outer parts of the temple.

I know that the centre of the temple was only for **high priests** (important religious people) and was known as the **sanctuary**.

I know the sanctuary had a statue of the temple's god and it was believed that the gods visited the temple by entering the statue.

I know most temples had a special offering **ritual** every day to keep the gods happy: the high priest would wash themselves thoroughly and then visit the statue. They would wash the statue, dress it in fresh cloths and leave an offering of food in front of it.

I know that people also visited **shrines** which were holy buildings (that were not as **sacred** as temples) where people could make their own offerings to the gods.

I know that sacred means something which is believed to be holy and have a special connection with God.

Life After Death

I know that the Ancient Egyptians believed that if you lived a good life and prepared yourself you could live again in the **afterlife**.

I know they believed that the **spirits of the dead** travelled through **Duat**, an underground world. Duat was full of dangers like evil spirits, giant snakes and lakes of fire that you had to get past to meet Osiris and be **reborn** in a heavenly version of Egypt.

I know that other people believe in the afterlife such as the Vikings (refer to previous unit of work).

I know that Egyptians believed that if your spirit survived Duat then the god **Anubis** weighed your heart against the **Feather of Truth**. If the scales balanced you could enter the heavenly kingdom. If your heart was heavier than the feather it meant you had been evil in life. Your heart would be fed to the goddess **Ammut** and your spirit would disappear.

Mummification

I know that the Ancient Egyptians **mummified** the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.

I know that mummies were made in several stages:

1. The body was washed and prepared for mummification
2. The **internal organs** were taken out and stored in special **canopic jars** to protect them (the heart was left in while the brain was removed with long hook through the nose)
3. The body was left to dry out in **natron salt** for 40 days.
4. The salt was removed and the body stuffed with cloth
5. The body was wrapped in **linen** bandages and then placed in a **coffin**
6. A **ritual** was performed so the body would be able to eat, drink and speak in the afterlife.

I know that rich people had highly decorated coffins while poor people could not afford to be mummified and were often buried in pits in the desert.
I know people's belongings were buried alongside them. The tombs of Pharaohs contained many treasures and were a target for thieves who would try to steal these. A decorated coffin:



Pyramids

I know that the Ancient Egyptians built pyramids to protect the bodies and treasures of the pharaohs after they had died.

I know more than 100 pyramids have been discovered and most are on the West Bank of the Nile.

I know most pyramids were built between 2675-1759BC.

I know that the most famous pyramids were built at Giza by Pharaoh **Khufu**, his son **Khafre** and his grandson Menkaure. Three pyramids were built with Khufu's pyramid, known as the **Great Pyramid**, being the tallest and most impressive. Know that it was the tallest **man-made structure** for more than 3800 years.

The Three Pyramids of Giza:



I know that the Great Sphinx (pronunciation: sfinks) is also located in Giza.

I know the Sphinx is a large statue with the body of a lion and the head of a human (believed to be Pharaoh Khafre). The purpose of the statue is unknown although people believe it was built to guard the pharaohs in their tombs.

I know the Sphinx has now started to crumble so people are trying to find ways to protect it. Many people believe that protecting historical statues is very important.

The Sphinx:



Building the pyramids

I know that Khufu's Great Pyramid at Giza took about 20 years to build and is 147 m tall.

I know that other tall man-made structures include:

Burj Khalifa in United Arab Emirates - 829m (tallest man-made structure in the world)

Leaning Tower of Pisa in Italy - 57m

Big Ben's Tower in London, England - 96m

Eiffel Tower in Paris, France - 300m

I know that around 4000 workers built the pyramids.

How were the pyramids built?

1. Workers cut blocks of stone out of the ground
2. These were loaded onto boats which carried them to the pyramid
3. Using a **chisel** and hammer workers made the blocks smooth so they would fit together tightly
4. Workers moved the blocks using wooden sledges up ramps on the side of the pyramids
5. Pharaohs were usually buried underneath the pyramid structure although some had **burial chambers** built in to them.

Hieroglyphs

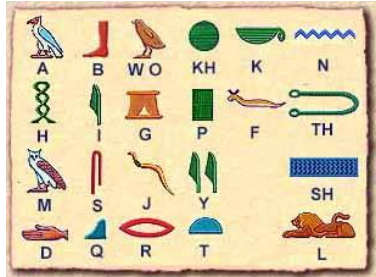
I know that Egyptian writing was called **hieroglyphs** which used symbols to represent letters and words.

I know that only people at the top of society could read and write, including Pharaohs and Scribes.

I know that a Scribe was an official record keeper for the Pharaoh. They recorded important information such as trade deals with other countries, notes from meetings, medical remedies, rituals and magic spells.

I know scribes were very well respected in Egyptian society.

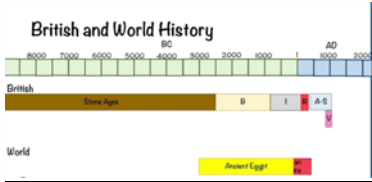
Some Egyptian Hieroglyphs



I know that scribes would carve hieroglyphs into stone or paint on the walls of tombs.

Vocabulary: Pharaoh, archaeologist, expedition, Egyptologist, tomb, Tutankhamun, monument, descendants, polytheism, ankh, high priest, sanctuary, shrine, ritual, sacred afterlife, mummified, hieroglyphs

Year 6	<p>Unit: The Second World War and Battle of Britain – Why did Britain go to war in 1939? How did the events of WWII change life in Britain and the wider world?</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Develop their investigation and evaluation skills; 2. Further develop their chronological understanding 3. Understand how past events have helped to shape the world we know today 4. Continue to develop their understanding of how archaeologists use primary and secondary sources of evidence to find out more about the past. 5. Compare and contrast this period of history with those studied previously 6. Learn about when and why World War II began 7. Find out about the key individuals and countries involved in WWII. 8. Learn what it was like to live with food rationing and explore the contribution made by women to the war effort. 9. Learn important facts about the Holocaust 10. Investigate events that were key turning points in the war, such as the Battle of Britain <p>END OF UNIT OUTCOME: Create a short television advert/documentary linked to a key event in WWII (Battle of Britain), create a short quiz using online software to test people’s knowledge of WWII, screen printing artwork and make own morse code machines – all to be showcased in WWII museum/learning hub for parents and members of the local community.</p>
	<p>Context of study: <i>The unit covers and revises many different terms and concepts the children will have been taught throughout the History Curriculum so far.</i></p> <p><i>When discussing Winston Churchill, children will have prior knowledge of where the British Parliament is and how a Prime Minister is elected (United Kingdom: Guy Fawkes and Parliament – Year 2).</i></p> <p><i>Children will look at a range of primary and secondary sources throughout the topic such as: images of Anderson Shelters, ration books, diary entries (Anne Frank) and propaganda posters. The children will be familiar with what a primary and secondary source is from the Year 3 ‘Ernest Shackleton’ unit, in which children were introduced to the terms ‘primary’ and ‘secondary’ when looking at evidence of Shackleton’s journey to the Antarctic and his memoirs.</i></p> <p><i>Part of the unit will look into racial discrimination and the Holocaust. This is a direct link to previous studies on how discrimination, segregation and boycotting can affect people’s lives due to their race or beliefs. It also allows opportunity to consider the persecution of black people due to prejudice. This time, concentrating on anti-Semitism and the treatment of minorities under Nazi rule.</i></p> <p><i>Another link to previous topics is when looking at the role of ‘Women at War.’ Women had the right to vote (Link to Year 2, Inspirational People: Emily Davison and Annie Kenney) however, their roles were still mainly in the household. World War 2 changed expectations and aspirations for women as many enjoyed their newfound independence and felt valued in their roles in the war effort. Many did not want to go back to how things were before the war and it was another factor in the changing role of women in Britain. It can also be linked back to Important People; Florence Nightingale, Mary Seacole and Edith Cavell (Year 2) as all had very important nursing roles throughout war times and brought light to the importance of women during the Crimean War and World War 1.</i></p>

	The Second World War (also known as World War 2) was a significant moment in recent history that affected people from many different countries including Britain. It is significant because the world changed as a result of the war.
NC Objectives	Key Explicit Knowledge and Vocabulary
<p>Pupils will take part in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War II and Battle of Britain</p> <p>Pupils will conduct a local history study</p> <p>Empires, trenches, fatalities, conflict, military, civilians, economic depression, hyperinflation, election, opposition, tyrant, violated, abort, invasion, conflict, imported, Fuhrer, government, declared, rationing, suicide,</p>	<p>Timeline</p>  <p>Display periods of history previously taught. Highlight where this period of history fits in with the previously taught eras</p> <p>First World War</p> <p>I know that the first World War (often referred to as 'World War 1') was fought from 1914 - 1918.</p> <p>I know that first World War started because countries were trying to expand their empires.</p> <p>I know that the majority of the world's countries became involved in the conflict forming two military alliances:</p> <ol style="list-style-type: none"> 1. The Triple Entente including: Britain, France, Russia (they were helped by USA, Japan and Italy) 2. The Central Powers included Germany, Austria, Hungary, Bulgaria and the Ottoman Empire. <p>I know that WWI was different from all other wars as it was the first war in an industrialized age. New weapons and vehicles were used in this war that had never been used before. With the invention of the plane in 1901, planes were used as gunships, light bombers, and heavy bombers.</p> <p>I know that WW1 was fought in trenches, mainly in France.</p> <p>I know that World War I was known as the "war to end all wars" because of the great slaughter and destruction it caused.</p> <p>I know that Remembrance Day poppies became a symbol of remembrance, after the war the trenches were filled in and poppies were the only flowers, which grew on these fields.</p> <p>The Second World War</p> <p>I know that unfortunately WW1 was not the "war to end all wars" as the second World War (often referred to as World War 2) occurred 21 years later and was the deadliest conflict in human history with an estimated 40-50 million fatalities.</p> <p>I know that the second World War was fought between 1939 - 1945.</p> <p>I know that the majority of the world's countries became involved in the conflict forming two military alliances:</p> <ol style="list-style-type: none"> 1. The Allies included Britain, France, USA, Russia 2. The Axis included Germany, Italy and Japan <p>I know that second World War was different to previous wars as it was the first time that civilians at home were directly involved in the war.</p> <p>Background- Treaty of Versailles</p> <p>I know that the Treaty of Versailles (<i>pronunciation: vuh-sai</i>) was an important agreement that brought World War 1 to an end in 1918. World War 1 was a conflict between Germany and Great Britain, France, Russia, Italy, Romania, Japan and the United States (known as the Allied Powers)</p> <p>I know that the Treaty of Versailles was an important agreement that brought World War 1 to an end in 1918.</p> <p>I know that the Treaty of Versailles was a peace treaty, aimed to avoid future conflicts.</p> <p>I know that the Treaty of Versailles led to World War II because its terms punished Germany harshly.</p> <p>I know the terms of the Treaty of Versailles meant that Germany had to pay back money to compensate for all the loss and damage caused by the war. Their army, navy and air force were limited and parts of their land were given to neighbouring countries.</p>

I know that German people were frustrated by the treaty and the treaty had negative implications for the German people:
The treaty frustrated people and the **economic depression** in the country so were pleased when **Adolf Hitler** and the **Nazi political party** claimed they could restore wealth to Germany.

I know that, due to paying money back, Germany was very poor, so the government began printing more money. This led to **hyperinflation**, meaning that the money was worthless and this caused an **economic depression** in the country.

Know that an economic depression is when there is little money being spent in a country and people become poorer.

Know that during the economic depression businesses crashed meaning people lost their jobs, their houses and had very little money.

Know that a political party is a group of people who share the same views and come together to try to gain power to run a country through people voting for them in an **election**.

Hitler's Rise

I know that Adolf Hitler was arrested for **treason** and served 9 months in prison.

I know that in prison Hitler wrote 'Mein Kampf', which was a book about his political beliefs and ideas.

I know that in this book he discussed his beliefs about some humans being better than others based on their physical appearance. (Fair skin, blonde hair, blue eyes)

I know that Hitler became the leader of the Nazi Party in 1921.

I know that Hitler claimed he could make Germany a more powerful and wealthy country – the people of Germany were very interested in this as they were struggling to survive.

I know that Hitler promised the German people new jobs and a better quality of life.

I know that Hitler began holding rallies/meeting for the Nazi Party - these meetings grew from a few people attending to thousands of people attending.

I know that the Nazi Party at this time was in **opposition** to the current German government and was building up support ready for the next election.

I know that in 1933 the Nazi party came to power in Germany. Hitler became **chancellor** (equivalent to our Prime Minister)

I know that the Nazi Party was led by Adolf Hitler who called himself the '**Fuhrer**' (German word meaning leader). This term is now used to describe a **tyrannical leader**. A **tyrant** is someone who treats the people they have authority over in a cruel and unfair way.

I know that he began to build the country's **military** strength and moved troops into the **Rhineland** in 1936 (an area of Western Germany by the Rhine River). This **violated** the **terms** of the Treaty of Versailles.

I know that in 1938 German troops **invaded Austria** and then in 1939 troops invaded **Czechoslovakia** (Czechoslovakia is now split into two countries, the **Czech Republic** and **Slovakia**).

Start of Second World War

I know that on the 1st September, 1939, German forces invaded **Poland** in order to claim the land for Germany.

I know that the UK and France had promised to help the Poles if they were attacked so gave Hitler an ultimatum (final demand) by threatening war if his troops did not withdraw by 3rd September.

I know that World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, **Neville Chamberlain**, declared war on Germany after Hitler had refused to **abort** his **invasion** of Poland.

I know that most families in the UK heard the news on the radio, announced by the Prime Minister, Neville Chamberlain at 11:15am. He told them, "This country is at war with Germany".

The majority of the world's countries became involved in the **conflict** forming two **military** alliances: The **Allies** and The **Axis**.

The Allies included **Britain, France, USA**

The Axis included **Germany, Italy and Japan**

I know World War 2 was the deadliest conflict in human history with an estimated 40-50 million **fatalities**.

I know Winston Churchill was Britain's **Prime Minister** for most of World War II. He was a member of the **Conservative political party** (compare with the political party of the current Prime Minister). He was famous for his **speeches**, and for his refusal to give in.

I know the meaning of the speech given by Winston Churchill in 1940 to the House of Commons. This is known as the 'we shall fight them on the beaches speech'. Listen to a recording of the speech.

I know the final sentence of this speech by heart: *"We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."*

Britain preparing for war

I know that other countries, including Britain, were aware of Hitler building up Germany's army and were therefore anticipating a future conflict.

I know that Britain wanted to be prepared, should a conflict arise, so they began getting Britain ready for war. Know that Britain started building war ships and increasing their weapon supplies.

I know that the government cut down street railings so they could be melted down to create weapons.

I know that before the Second World War started Britain **imported** about 55 million tons of food a year from other countries.

I know that in WW1, German submarines sank many ships importing food to Britain. Britain almost had to surrender, due to British people starving. Britain did not want to make the same mistake again.

I know that the government anticipated rationing would be needed to avoid food shortages, so in 1938, before the war started, the government encouraged people to plant and grow vegetables on any spare land.

I know that rationing began in the UK in January 1940.

I know that the government made and printed ration books ready for if war was to break out.

I know that between 1938 - 1939 the government began preparing British civilians for war. They did this by:

- recruiting for essential jobs such as air wardens
- teaching people how to stay safe during an air raid or gas attack

I know that the **Government** issued gas masks to everyone in Britain (including babies)

I know that this was due to the use of gas in WW1.

I know that children were taught **drills** on how to get out and get to safety in case of an **air raid**

I know that air raid shelters were built in gardens called **Anderson Shelters**:



I know that a shelter under stairs or in a house was called a **Morrison Shelter**:



I know what the word propaganda means and how examples (including posters) were used to encourage citizens to act safely and support the war effort.

Rationing

***TEACHER KNOWLEDGE** include as part of Britain preparing/the start of WWII*

Before the Second World War started Britain **imported** about 55 million tons of food a year from other countries. After war was **declared** in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British **supply ships**. There was a worry that this would lead to **shortages** of food supplies in the shops so the British government decided to introduce a system of **rationing**.

Rationing made sure that people got an equal amount of food every week.

Ration books and coupons were used to record what each family were allowed to buy from shops.

I know food and goods began to be rationed as supply ships were attacked coming in to the country Understand that **butter, meat, cheese, milk, sugar, eggs** were rationed.

I know that rationing of food continued long after the war ended as food was still difficult to import.

Battle of Britain

I know that the **Battle of Britain** was a battle fought in WW2.

I know it has been described as the first major military campaign fought entirely by air forces.

I know that the Battle of Britain began after Dunkirk, where Germany had won the battle and taken over France.

I know that Germany's next step was to take control of Britain, as it was the last line of defence and if Germany took control of Britain, they would have won WW2.

I know that the **Royal Air Force (RAF)** defended the UK against attacks by Nazi Germany's air force (**Luftwaffe**).

I know that the **primary objective** of the German forces was to cut British supplies and force Britain to surrender.

I know that the Battle of Britain lasted from 10 July until 31 October 1940.

I know that the Luftwaffe initially targeted **coastal towns and ports**, to stop supplies reaching the UK.

I know that due to ports being attacked, more rationing of food was needed.

I know that the RAF retaliated and began bombing German cities.

I know that this meant that Germany changed their strategy and began to attack RAF **airfields** and factories involved in aircraft production.

Know that as the Battle of Britain continued into 1940 a significant number of British towns and cities were attacked, as the Luftwaffe began to target factories. These include - **London, Aberdeen, Bristol, Birmingham and Portsmouth**.

I know that the Luftwaffe accidentally dropped a bomb on London, causing loss of life and destruction to the city.

I know that Hitler saw the impact of this and thought that '**terror bombing**' **civilians** would be a good strategy to break the spirit of the British people and force them to surrender.

I know that as the German strategy changed and night raids became a focus for German Luftwaffe the period of attack became known as **The Blitz**.

The Blitz

I know that the term 'blitz' is derived from German word '**Blitzkrieg**' meaning '**Lightning War**' (**Blitz = lightning** and **Krieg = war**).

I know it lasted from September 1940 to May 1941

I know that bomber planes attacked at night.

I know that **Air Raid Sirens** were used to warn people of the raids. (Recognise the air raid siren and all clear siren)

I know that the planes aimed for **cities, ports and factories**.

I know that thousands of people were killed.

I know that after an **air raid**, fire fighters, ambulance workers and **air raid wardens** rushed to rescue people.

I know that children were taught **drills** on how to get out and get to safety in case of an **air raid**.

I have read personal accounts from civilians who lived through the Blitz to further develop my understanding (example Peter Kitcherside of Kent).

Women at War

I know before the Second World War, women were expected to be 'housewives' or perhaps to do certain 'women's jobs', such as nursing or being a domestic servant or shop assistant.

I know the war changed the world of work for women forever. When men went to fight, women were called upon to fill their jobs, and this included many jobs that were previously thought of unsuitable for women.

I know that women were called up for war work from March 1941.

I know that jobs undertaken by women during the war included:

- mechanics
- engineers
- Tank drivers
- Building ships
- Working in factories - making bombs and aircraft parts
- Air raid wardens
- Driving fire engines
- Plumbers
- Ambulance drivers
- Nurses

I know that at first, only single women aged 20-30 were called up, but by mid-1943, almost 90 per cent of single women and 80 per cent of married women were working in factories, on the land or in the armed forces.

I know that in 1944 the government realised how vital women's contributions were to the war effort and doubled their wages as a response.

I know that women mainly enjoyed independence and felt valued.

Huge numbers of women were involved in the war effort and many joined the armed forces even though they did not have to:

- 640,000 in the armed forces;
- 55,000 serving with guns and providing essential air defence;
- 80,000 thousand in the Land Army;

I know that the government started the Women's Land Army in order to grow more food and as more help was needed on the farms.

I know that women were an integral part of victory.

I know that women worked in factories

I know that women working as mechanics, air force, farms, looking after children, **Women's Voluntary Service (WVS)**



D-Day Invasion

I know that D-Day is a military term designating the start of a military operation.

I know that D-Day happened on **6th June 1944** - the day on which the Battle of Normandy began. It was a huge effort involving months of secret preparations.

I know that by this time, Britain had been at war with Germany for 5 years and many people had died.

I know that most of Europe had been taken over by Hitler's army, including France.

I know that on D-day:

- Allied planes dropped bombs on the German defences.
- Thousands of ships arrived and soldiers from Britain, Canada, America and France landed on the beaches in a part of France called Normandy.

I know that this was the start of the battle to liberate mainland Europe from Nazi occupation

I know that D-day marked the turning point in World War II when the Allied forces began to win their fight against the Axis powers.

I know that the allies were ready to take back France.

I know that the allies pushed the German army back.

I know that the battle went on for days and in that time, many thousands of people died.

I know that D-Day played an important part in helping the allies to win the war and defeat Hitler and his army.

End of the War

I know that after D-day the Allies pushed across France towards Germany.

I know that the Allies had to fight the Axis powers as they headed towards Germany.

I know that the Allies reached the German frontier in September 1944, but decided to wait until after winter to attack.

I know that the Allies started the invasion of Germany in January 1945, before eventually reaching Berlin.

I know that German Commanders understood that they were going to lose and were plotting against Hitler.

I know that Adolf Hitler began killing his own commanders and locked himself in a bunker.

I know that Hitler knew he would be captured by the Allies and tried for war crimes, so committed suicide on 30th April 1945.

I know that on **8th May 1945** Germany surrendered, Germany was then divided up between the Allies.

I know that Hitler committed **suicide** to avoid being captured and tried for **war crimes**

I know that in Britain there were street parties - flags, banners, bunting

I know that soldiers returned/ surviving **prisoners of war** returned

Long term impacts of WW2

I know that soldiers and surviving **prisoners of war** returned home after the war ended, although this took years to achieve.

I know that rationing of food continued long after the war ended as food was still difficult to import and rationing in Britain did not end until 1954.

I know that many evacuees were returned home, although some did not have home to return to.

These children often stayed with their host family.

I know that many country's borders needed to be re-set and governments re-established where Germany or Japan had taken over.

	<p>I know that many of the countries in the west returned to the same governments and borders they had prior to the war.</p> <p>I know that Germany was divided up into Eastern and Western Germany. The Eastern part was controlled by the USSR (Russia) and the Western part by the Allies.</p> <p>I know that Europe was in much need of financial aid due to all the roads, bridges, buildings and more that had been destroyed in the fighting. The United States offered Aid money to help Europe recover.</p> <p>I know that after the war, many leaders from Japan and Germany were brought to trial. They had violated the rules of war and had also committed crimes against humanity. These crimes included the Holocaust, slave labour, and the terrible treatment and torture of prisoners of war.</p> <p>I know that many of these leaders were executed for their crimes.</p> <p>I know the Allies formed the United Nations in order to try and prevent World War III from happening. The United Nations was formed on October 24, 1945.</p> <p>Vocabulary: Empires, trenches, fatalities, conflict, military, civilians, economic depression, hyperinflation, election, opposition, tyrant, violated, abort, invasion, conflict, imported, Fuhrer, government, declared, rationing, suicide,</p>
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