



North East Learning Trust

HISTORY SCHEME OF WORK

Our Vision

Diamond Hall Junior Academy aims to provide an inspiring, inclusive, challenging and real-world curriculum that the children will enjoy. Inspiring future thinkers, innovators and problem solvers in an environment that stimulates and supports high quality learning. To ensure that all learners exceed their potential academically, socially, emotionally and spiritually with their families, in their communities as well as the wider world ensuring they become ambitious lifelong learners.

Principles and Purpose

Our curriculum has been customised, personalised and structured so that the development of knowledge, skills and vocabulary is completed in a systematic and logical sequence, with big ideas being reintroduced throughout Key Stage in a variety of projects, making links between subjects and content. The curriculum is organised to support pupils growing depth of learning using a project based, thematic approach, it provides children with a range and breadth of rich and memorable learning experiences which promotes SMSC and British Values.

When designing our curriculum, we have ensured a well-planned program which recognises the knowledge and skills, pupils will need for later life taking into consideration our diverse community and local ship building, pottery and coal mining heritage.

Diamond Hall Junior Academy places the community at the heart of all it does, we strive to leave a legacy of future learners for generations to come.

Aims

- Develop the purpose and value of their learning and see its relevance to their past, present and future.
- Opportunities to enrich children's lives through a broad and diverse range of exciting experiences.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Develop a rich and deep subject knowledge.
- Make effective connections to the real world.
- Help children to think both systematically and creatively to solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make informed choices about their learning. Taking into account children's interests and fascinations.
- Make a positive contribution to the school and local community.

Our approach:

- Develops children to the best of their abilities
- Helps children to find their passions and interests
- Facilitates children's acquisition of knowledge, skills and understanding
- Helps children to develop intellectually, emotionally, socially, physically and morally
- Assists all children in becoming resilient, independent, responsible, useful, confident and considerate members of the community
- Promotes a positive attitude towards learning, so children enjoy coming to school
- Helps children to acquire essential knowledge and skills as a solid basis for lifelong learning
- Creates and maintains an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Enables all children to contribute positively within a culturally diverse society
- Promotes innovation and entrepreneurialism
- Opportunities to learn in different environments.

History Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

History skills will be taught as an integrated part of a theme-based curriculum, with skills being applied in relation to each class' current topic.

To ensure children's learning experience we provide additional tools for the children to learn and retain the knowledge taught. These include:

Knowledge Organisers: Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.

Knowledge Walls: History Knowledge Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History, BV and SMSC, and enable pupils to make links across the wider curriculum.

Subject specific vocabulary: Identified through knowledge organisers and knowledge walls These words are fundamental to children's understanding and constantly revisited throughout the unit and beyond.






Class timelines: Timelines are available in classes and are school. There are used for children to understand the context on their learning and how this compares to previous time periods.






Books: Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area





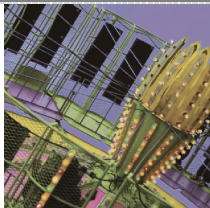
Use of artefacts: Each topic is enhanced with a topic box from Durham Learning Resources. These include a range of artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.

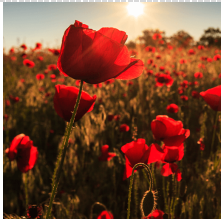




Assessment: Class teachers assess children's understanding in History and this is then recorded in topic books. Gaps are minimised by revising the content in knowledge organisers.

Curriculum Overview with History Implementation

Year Three	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	Scrumdiddlyumptious	Rocks, Relics and Rumbles	Through the Ages	Urban Pioneers	Emperors and Empires
HISTORY	Use a range of historical resource materials to find out more about the man, James Lind.	Discover why Mary Anning's discoveries were so important. Explore the history of Pompeii Exploring primary and secondary sources.	<u>Stone Age</u> A prehistoric visit Everyday life in the Stone Age Stone Age tools Stone Age settlements <u>Bronze Age</u> Everyday life in the Bronze Age Metal working Wealth and power Amesbury Archer <u>Iron Age</u> Cause and effect of Iron Age Britain Invention and ingenuity Hillforts and homes Celtic warriors Celtic beliefs Chronology of all the ages	Use a range of historical source materials to research the history of their town or city, finding out why it developed, what major events have happened there, when the first settlers arrived, whether it has been affected by significant disease such as plague or cholera and the key industries that have helped it grow.. Research the history of a prominent city centre building such as a cathedral, church, city hall or train station.	Founding of Ancient Rome First invasions of Britain Boudicca's rebellion Hadrian's Wall Life in a Roman fort Roman invention and ingenuity Roman towns in Britain Writing historical reports

Year Four	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	I Am Warrior!	Traders and Raiders	Misty Mountain, Winding River	Road Trip USA!	1066
HISTORY	<p>Visit to Segedunum. Vindolanda / Housesteads</p> <p>Chronology of the Roman Empire</p> <p>A gladiator's life</p> <p>Roman numerals</p> <p>What the Romans did for us</p>	<p>Timeline of dates of significant events in the period of history between AD 410 and 1066</p> <p>Explore the everyday life of Anglo-Saxon settlers.</p> <p>Research Viking life, such as ships, weapons, life for women and children, famous Vikings, homes, farming, warriors, explorations and treasures.</p> <p>Viking beliefs about death and the afterlife</p> <p>Research the first Viking invasions of Britain</p> <p>Story of Alfred the Great's battle against the Viking army in January AD 871</p>		<p>Find out about the Native American Iroquois tribe.</p> <p>USA Iconic people – timeline</p> <p>Explore Chief Seattle's speech from 1854</p>	<p>Who is Harold Godwinson? Who will present the best case and persuade the Witan that they should be the next king?</p> <p>Create a picture timeline that sequences the events of the year 1066.</p> <p>Plan a Norman day.</p> <p>Draw a class diagram to show and sequence of the battle what happened and where.</p> <p>Find out what the Domesday Book was and why it was commissioned by William.</p> <p>What did the Normans do for us?</p>

Year Five	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	Off With Her Head	Sow, Grow, Farm	Pharaohs	Firedamp and Davy Lamp	Scream Machine
HISTORY	<p>Sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603)</p> <p>Research Henry's marriages</p> <p>Find out where Henry VIII lived and study the rooms and decor.</p> <p>What happened to Anne and why she was accused of crimes.</p> <p>Research Tudor crimes and punishment</p> <p>Write a response from Anne's perspective after judgement</p> <p>Why did Henry break from the Catholic Church?</p> <p>Character profile of Henry's children</p>	<p>Investigate Dig for Victory</p>	<p>Discovery of Tutankhamun's tomb</p> <p>Timeline to show how ancient Egyptian civilisation developed</p> <p>Role of an Egyptian pharaoh</p> <p>Research mummification and after death rituals</p> <p>Explore why historians use a range of sources</p> <p>Use a range of historical source materials to find out what ancient Egyptians believed happened after they died</p> <p>Book of the Dead – what was it and why was it important?</p> <p>Ancient gods – what their role was and what they looked like</p> <p>Events that led to the death of Cleopatra</p> <p>What the ancient Egyptians contributed to world history</p>	<p>Visit a mining museum and see where generations of coal miners worked.</p> <p>Investigate the history of coal mining in the UK</p> <p>Create a chronology of mining</p> <p>How was coal linked to the industrial revolution?</p> <p>Coal powered inventions</p> <p>Use evidence and sources to research the Oaks colliery disaster and Sacriston disaster in 1940</p> <p>Investigate loss of life at Sacriston colliery</p> <p>The end of an era – Sacriston colliery closes – why?</p> <p>Compare similarities and differences of miners' strikes</p> <p>Interview a local miner</p>	

Year Six	Autumn (1)	Autumn (2)	Spring	Summer (1)	Summer (2)
					
	Fallen Fields	A Child's War	Frozen Kingdoms	Darwin's Delights	Hola Mexico!
HISTORY	<p>Describe the causes and consequences of a significant event in history.</p> <p>Significant events of the First World War</p> <p>Significant people of WWI</p> <p>Warring nations</p> <p>The Christmas Truce</p> <p>How was food on the home front different to food in the trenches?</p> <p>Significance of poppies</p>	<p>Timeline showing major events of the Second World War between 1939 to 1945.</p> <p>Use a range of historical resources to find the dates for events</p> <p>Use a selection of historical source materials including photographs and first-hand accounts of The Blitz</p> <p>Explore the characteristics of World Leaders during WW2</p> <p>School during the war years</p> <p>Similarities and differences between Jewish and German children during the war</p> <p>Impact of homelessness after the war</p>	<p>Explore the events along the timeline, highlighting the dates of significant events.</p> <p>Identify some of the factors that affected Scott's ill-fated Terra Nova expedition life and the lives of others.</p> <p>Shackleton's Endurance expedition</p> <p>Invite the children to discuss their perspective of this historical event</p> <p>Carry out an investigation to present a detailed account of the Titanic disaster.</p>	<p>Who was Charles Darwin?</p> <p>Significant people – Mary Anning</p>	<p>Research ancient Maya civilisation including cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p>

History Progression – Learning Intention and Knowledge

		Year 3	Year 4	Year 5	Year 6
Comparison	Compare and contrast	<p>Explain the similarities and differences between two periods of history. Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p> <p>THROUGH THE AGES EMPIRES AND EMPERORS</p>	<p>Compare and contrast two civilisations. Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>TRADERS AND RAIDERS 1066</p>	<p>Compare and contrast an aspect of history across two or more periods studied. Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p> <p>OFF WITH HER HEAD PHARAOHS</p>	<p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>FALLEN FIELDS A CHILD'S WAR</p>
Humankind	Everyday life	<p>Describe the everyday lives of people from past historical periods. Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>THROUGH THE AGES</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>EMPIRES AND EMPERORS</p>	<p>Describe the 'Romanisation' of Britain including the impact of technology, culture and beliefs. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.</p> <p>Create an in-depth study of an aspect of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>I AM WARRIOR! 1066</p>	<p>Explain how everyday life changed for people after invasion. Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.</p> <p>OFF WITH HER HEAD PHARAOHS</p>	<p>Evaluate the human impact of war or conflict on the everyday life of a past or ancient society. War can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, way of life and identity.</p> <p>FALLEN FIELDS A CHILD'S WAR</p>

	<p>Hierarchy and power</p>	<p>Describe the roles of tribal communities and explain how this influenced everyday life. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gather lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>THROUGH THE AGES</p> <p>Describe the hierarchy and different roles in past civilisations. Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.</p> <p>Describe the significance and impact of power struggles on Britain. After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.</p> <p>EMPIRES AND EMPERORS</p>	<p>Describe the hierarchy and different roles in ancient civilisations. Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.</p> <p>I AM WARRIOR! 1066</p>	<p>Describe the significance and impact of power struggles on Anglo-Saxon Britain. The Viking invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>	<p>Describe and explain the significance of a leader or monarch. Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>FALLEN FIELDS A CHILD'S WAR</p>
	<p>Civilisations</p>	<p>Describe how past civilisations or people in Britain developed during the Stone Age, Iron Age and Bronze Age. The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world. The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</p> <p>Describe ways in which human invention and ingenuity have changed how people live. Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>THROUGH THE AGES EMPIRES AND EMPERORS</p>	<p>Describe the significance and impact of power struggles on Britain. The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>TRADERS AND RAIDERS</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>I AM WARRIOR! 1066 ROAD TRIP USA</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>PHARAOHS</p>	<p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods. Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings, and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>Describe some of the greatest achievements of mankind and explain why they are important. A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>A CHILD'S WAR FROZEN KINGDOMS DARWIN'S DELIGHTS HOLA MEXICO</p>

Change	Changes over time	<p>Summarise how an aspect of British or world history has changed over time. Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.</p> <p>SCRUMDIDDLEYUMPCIOUS THROUGH THE AGES EMPIRES AND EMPERORS</p>	<p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.</p> <p>I AM WARRIOR! TRADERS AND RAIDERS 1066</p>	<p>Frame historically valid questions about continuity and change and construct informed responses. Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</p> <p>OFF WITH HER HEAD FIREDAMP AND DAVY LAMPS</p>	<p>Describe the causes and consequences of a significant event in history. The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long and short-term causes can lead to a variety of consequences for individuals, small groups of people or society as a whole.</p> <p>FALLEN FIELDS FROZEN KINGDOMS</p>
	British history	<p>Describe how a significant event or a significant person in British history changed or influenced how people live today. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.</p> <p>THROUGH THE AGES EMPIRES AND EMPERORS ROCKS, RELICS AND RUMBLES</p>	<p>Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.</p> <p>TRADERS AND RAIDERS</p>	<p>Create an in-depth study of an aspect of British history beyond 1066. Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>OFF WITH HER HEAD FIREDAMP AND DAVY LAMPS</p>	<p>Debate the significance of a historical person, event, discovery or invention in British history. Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>FALLEN FIELDS A CHILD'S WAR FROZEN KINGDOMS DARWIN'S DELIGHTS</p>
	Chronology	<p>Sequence dates and information from several historical periods on a timeline. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.</p> <p>URBAN PIONEERS THROUGH THE AGES EMPIRES AND EMPERORS</p>	<p>Sequence significant dates about events within an historical time period on historical timelines. Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.</p> <p>I AM WARRIOR! TRADERS AND RAIDERS 1066 ROAD TRIP USA</p>	<p>Sequence, and make connections between, periods of world history on a timeline. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</p> <p>PHARAOHS</p>	<p>Articulate and present a clear, chronological world history narrative within and across historical periods studied. Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>A CHILD'S WAR DARWIN'S DELIGHTS</p>
Significance	Significant events	<p>Explain the cause and effect of a significant historical event. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p>THROUGH THE AGES EMPIRES AND EMPERORS ROCKS, RELICS AND RUMBLES</p>	<p>Explain in detail the multiple causes and effects of a significant historical event. Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.</p> <p>1066 ROAD TRIP USA</p>	<p>Explain why an aspect of world history is significant. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p> <p>OFF WITH HER HEAD PHARAOHS</p>	<p>Present a detailed historical narrative about a significant global event. Historical narratives can include descriptions of long and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.</p> <p>A CHILD'S WAR FROZEN KINGDOMS</p>

	Significant people	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.	Construct a profile of an significant leader using a range of historical sources. A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals
		SCRUMDIDDLYUMCIOUS ROCKS, RELICS AND RUMBLES EMPERORS AND EMPIRES	I AM WARRIOR! TRADERS AND RAIDERS 1066 ROAD TRIP USA	OFF WITH HER HEAD PHARAOHS	FROZEN KINGDOMS DARWIN'S DELIGHTS
Creativity	Report and conclude	Make choices about the best way to present historical accounts and information. Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Present a thoughtful selection of relevant information in a historical report or in-depth study. Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
		URBAN PIONEERS THROUGH THE AGES EMPIRES AND EMPERORS	I AM WARRIOR! TRADERS AND RAIDERS 1066 ROAD TRIP USA	PHARAOHS	A CHILD'S WAR FROZEN KINGDOMS
	Communication	Use historical terms to describe different periods of time. Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Ask well composed historical questions about aspects of everyday life in ancient periods. Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change.	Use more complex historical terms to explain and present historical information. Historical terms include abstract nouns, such as invasion and monarchy. I AM WARRIOR! TRADERS AND RAIDERS 1066	Articulate and organise important information and detailed historical accounts using topic related vocabulary. Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. OFF WITH HER HEAD SOW, GROW, FARM	Use abstract terms to express historical ideas and information. Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. HOLA MEXICO
Place	Local history	Analyse a range of historical information to explain how a national or international event has impacted the locality. National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. URBAN PIONEERS EMPIRES AND EMPERORS	Describe and explain the impact of a past society on a local settlement or community. A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. 1066	Investigate evidence of invasion and settlement in the locality. Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends. FIREDAMP AND DAVY LAMPS	Present an in-depth study of a local town or city, suggesting how to source the required information. Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. FALLEN FIELDS A CHILD'S WAR

Materials	Artefacts and sources	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.</p> <p>URBAN PIONEERS EMPIRES AND EMPERORS THROUGH THE AGES ROCKS, RELICS AND RUMBLES</p>	<p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.</p> <p>Identify bias in primary and secondary sources. Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p>I AM WARRIOR! TRADERS AND RAIDERS</p>	<p>Use a range of historical sources or artefacts to build a picture of a historical event or person. Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</p> <p>Find evidence from different sources, identify bias and form balanced arguments. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</p> <p>PHARAOHS</p>	<p>Ask perceptive questions to evaluate an artefact or historical source. Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Identify different types of bias in historical sources and explain the impact of that bias. Different types of bias include political, cultural or racial.</p> <p>FALLEN FIELDS A CHILD'S WAR FROZEN KINGDOMS DARWIN'S DELIGHTS</p>

History Impact

The curriculum at Diamond Hall Junior Academy is well planned and thought-through to enable a wide range of engagement, so to develop knowledge and skills cross the curriculum, not only within class but in providing out of class opportunities to enable children to develop themselves as learners and encourage each child to be as independent as possible. Pupil voice feedback, specific whole staff planning time and moderation during staff meetings allows the staff to regularly review and assess the impact that the curriculum is having.

Regular and robust monitoring and scrutiny by SLT and Subject leaders provide first-hand evidence of how pupils are doing and ensures that high expectation and demanding outcomes are maintained. In-school and cross-school moderation is quality assured.

We are working with NELT primary schools and Hermitage Academy, to develop, monitor and quality assure our curriculum quality and provision.

The impact of our curriculum is measured through a range of different strategies:

- Data which is produced from summative tests as well as on-going teacher assessments
- Work scrutiny
- Learning walks
- Pupil voice
- Lesson observations

Monitoring is conducted by members of the senior leadership team and subject leaders. Governors are invited to work alongside us with our monitoring.

History Memorable Experiences (suggested)

Year Group	Topic	Experience	Impact
3	Through The Ages	Wild Adventure Day Session at Hardwick Park Durham University Stone Age to Bronze Age Workshop https://www.dur.ac.uk/4schools/programme/ks2/history/ Visit a prehistoric site – Lordenshaws Visit Durham Museum of Archaeology https://www.dur.ac.uk/archaeology.museum/whatshere/prehistoric/	Knowledge of history from an expert. Being able to view artefacts and make comparisons to their own lives.
	Emperors and Empires	Arrange a visit to a living museum to learn about life in ancient Rome such as Housesteads, Vindolanda	Local area study Real life history
4	I Am Warrior!	Visit Roman Fort – Segedunum https://segedunumromanfort.org.uk/ The Battle of Neville's Cross	
	Traders and Raiders	Durham Cathedral Visit Anglo-Saxon Life Workshop https://www.dur.ac.uk/4schools/programme/ks2/history/	Local history Our origins
	1066	Role Play Drama – act out the battle	Bringing learning to life
5	Off with her head!	Visit Lumley or Raby Castle	To compare a local landmark to Hampton Court Palace. First-hand experience of what royal life was like during Tudor times.
	Firedamp and Davy Lamps	Visit Mines at Beamish Invite a local miner into school to talk to children	Talk to experts with first-hand experience/knowledge. Emersion into era.
	Pharaohs	Durham Oriental Museum Exhibition	View artefacts and speak to experts
6	Fallen Fields	Play the Leaving for war audio and explain to the children that it is a monologue of a young soldier as he prepares to leave home for the Western Front at the beginning of the First World War.	
	A Child's War	Bring in grandparents https://www.durhamatwar.org.uk/ Beamish Museum War Workshop https://www.beamish.org.uk/learning-activity/evacuees/	Learn about the Second World War Wartime Home Front. Understand what it was like to be evacuated. Empathise with what it was like to be an evacuee in World War 2.

Knowledge Organisers

Year Three: Scrumdiddlyumpcious

Scrumdiddlyumpcious!

Useful food

Food gives all animals the energy they need to survive. Energy is needed to make muscles move and keeps body systems working well. It is also needed by the body to fight off illness and recover after injury.

Food groups

A food group is a collection of foods that provide similar nutrients, such as vitamins, minerals, proteins and carbohydrates.

Fruits and vegetables provide fibre to help digestion, and carbohydrates and natural sugars for energy. They also contain vitamins and minerals to keep the body healthy.

Carbohydrates provide the body with energy.

Protein from meat, fish, eggs and pulses is needed by the body for building, repairing and maintaining body tissues that make up the muscles, skin and other organs.

Dairy and alternatives contain protein, fat, vitamins and minerals, especially calcium, which is needed for healthy bones and teeth.

Oils and spreads contain fats, which are needed for energy, warmth and to protect the body's organs.

Food labelling

Food labelling tells shoppers what is inside the foods they buy. The words and colours on food labels tell the shopper whether the amounts of fat, sugars and salt are low (green), medium (amber) or high (red) and how much energy or calories the food contains.

Each serving (150g) contains				
Energy	Fat	Sugars	Salt	
1048kJ	3.0g	1.3g	34g	0.9g
250kcal	LOW	LOW	HIGH	MED
13%	4%	7%	39%	15%
of an adult's reference intake				
Typical values (as sold) per 100g/100ml/167kcal				

Eatwell Guide

The Eatwell Guide shows the amounts of different foods that people need to eat for a healthy, balanced diet. Sugary and processed foods are outside the circle because people don't need to eat them as part of a balanced diet.



Nutritional packed lunch

Choosing nutritional food for a packed lunch can be tricky, especially because processed food and snacks can contain lots of fat and sugar. Choosing a variety of foods from the Eatwell Guide can help to make packed lunches healthier.



Example of a nutritional packed lunch based on the Eatwell Guide

James Lind (1716–1794)

James Lind was a ship's surgeon. He worked with sailors who were suffering from an illness called scurvy. Sailors with scurvy were tired, their joints and muscles were weak and aching and they felt irritable and miserable. Their gums bled and many lost teeth. James Lind discovered that scurvy was caused by a lack of vitamin C in their diet and eating citrus fruit containing this vitamin could cure the disease. He helped to save the lives of many sailors.



Fairtrade and farming

The food that people buy comes from all over the world. Bananas are grown in Costa Rica, the cocoa bean (used to make chocolate) is grown in Ghana and rice is grown in China. Sometimes, farmers in countries across the world get paid very little for the food they grow or rear. Fairtrade is a worldwide movement that works with farmers and supermarkets to make sure farmers get paid and treated fairly. Food and products from Fairtrade farms and producers carry the Fairtrade logo.



Advertising food

Food adverts use different ways to encourage people to buy products. Many food manufacturers have a target audience for their products, such as children, and they create adverts that appeal to this audience.

Slogans like 'Beanz Meanz Heinz' and 'Eat fresh' are memorable and become associated with certain food products.

Promises make shoppers feel that foods are healthy or will make them happy.

Well-chosen vocabulary makes food sound tasty or healthy.

Warm colours like red and orange make people hungry.

Eye-catching pictures make food look irresistible.

Logos help shoppers to recognise products.



Glossary

calorie	A unit used to measure the amount of energy a food provides.
citrus fruit	A family of fruits that contain lots of vitamin C including oranges, grapefruits, limes and lemons.
fat	A nutrient in food that gives the body energy, keeps the body warm and protects the organs.
fibre	A type of carbohydrate found in plant-based foods that helps the digestive system to work properly.
logo	A design or symbol used by a company to advertise its products.
mineral	A nutrient in food, such as calcium, iron, potassium and zinc, which helps the body to grow, develop, stay healthy and fight illness.
nutrient	A substance that animals and plants take in so they can live and grow.
processed	Foods that have been changed during preparation. Not all processed foods are unhealthy, for example when olives are pressed to make olive oil.
slogan	A short, easily remembered phrase used to advertise a product.
sugar	A substance found naturally in some foods, such as fruit, or added to foods to make them taste sweet.
vitamin	A nutrient in food such as vitamin A, B1, B2, B3, B12 and C that helps the body to grow, develop, stay healthy or fight illness.

Year Three: Through the Ages

Through the Ages

Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe. Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time.

Stone Age			Bronze Age	Iron Age
Palaeolithic c750,000–c10,000 BC Duration: 740,000 years	Mesolithic c10,000–c4000 BC Duration: 6000 years	Neolithic c4000–c2500 BC Duration: 1500 years	c2500–c800 BC Duration: 1700 years	c800 BC–AD 43 Duration: 843 years

Stone Age

Tools and weapons – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.

Everyday life – Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.

Settlements – People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Beliefs – People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.

End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

Bronze Age

Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.

Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.

Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

Iron Age

Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.

Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Definitions of time

There are many words that are used to describe time.

BC and AD	The birth of Jesus Christ separates time into two eras, BC, before Christ, and AD, after Christ was born.
BCE and CE	Sometimes, BC and AD are replaced by BCE and CE. BCE stands for 'before common era' and CE stands for 'common era'. Therefore, 1 BC is the same as 1 BCE and AD 1 is the same as 1 CE.
era	An era is a period of history that begins with a significant event. The birth of Jesus Christ was a significant event that started a new era.
century	A century is 100 years. The first century AD was AD 1–AD 100. The first century BC was 100 BC–1 BC.
millennium	A millennium is 1000 years. The first millennium AD was AD 1–AD 1000. The first millennium BC was 1000 BC–1 BC.
prehistory	Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded.
prehistoric	The word prehistoric relates to any object, animal, person or place that existed before written records began.

Archaeological evidence

Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people.

Skara Brae is a Neolithic settlement in the Orkney Islands, Scotland. It has well preserved, interconnected houses made of stone.



Stonehenge is a stone circle in Wiltshire, England. It is made of stones from the local area and Wales. The stones line up with the Sun during midsummer and midwinter.



The **Amesbury Archer** was buried near Stonehenge with his tools, including arrowheads, a metalworking stone and some Bell Beaker pottery.



The **Mold cape** was made from one piece of gold the size of a golf ball. It is finely made and archaeologists believe that it was worn by a wealthy tribe leader.



The **Snettisham Great torc** was made during the Iron Age. It was worn around the neck and is crafted from twisted gold stands.



The **Battersea shield** was found in the river Thames. Archaeologists believe that it was put in the river as a votive offering to the gods in the Iron Age.



Glossary

archaeologist	Someone who studies artefacts from the past.
artefact	An object made by a person that is of historical interest.
Beaker folk	A group of people who travelled from Europe at the beginning of the Bronze Age and brought metalworking and pottery making skills to Britain.
bronze	A metal alloy made by mixing copper and tin.
Bronze Age collapse	A period at the end of the Bronze Age, when society collapsed in Britain and Europe.
Celts	A group of people who travelled from Europe and brought their ironworking skills to Britain.
circa	Abbreviated to 'c' and used before a date to show that the date is approximate. For example c2500 BC.
hillfort	A settlement built on a hill that is protected by ditches and fences.
stone circle	A circular arrangement of standing stones.
sacrifice	An animal or person that has been killed and offered to a god or gods.
torc	A rigid neck ring made from metal.
votive offering	An object placed in water or the ground as a gift to a god or gods.

Year Three: Urban Pioneers

Urban Pioneers

What is a city?

A city is a large settlement where lots of people live and work. Businesses and banks are located in the centre of a city. There are shopping districts full of shops and many restaurants, cafes and bars. Cities have good transport links so people can easily get in and out to work and shop. Train stations, bus stations and coach depots are usually in the centre of a city. Some people live in city centres, usually in flats, but many live in the residential areas surrounding cities, called suburbs.

Features of a city



cathedral



tourist office



city hall



train station



main square



shops

History of a city

Most cities developed near rivers and ports, which provided good transport links, or were close to natural resources, such as coal. Industry is often an important part of city life and different cities are known for their industries. Sheffield, in northern England, is an important centre for steel production and Stoke-on-Trent, in Staffordshire, is associated with the pottery industry. The history of a city can include major events, famous people who have lived there and important buildings and landmarks. Monuments and statues often celebrate the history of a city.

Berlin

Berlin is the capital city of Germany and home to over 3.5 million people. The city was heavily bombed during the Second World War and many buildings were destroyed. When the war ended in 1945, the city was split into four parts. In 1961, a wall was built to separate East and West Berlin. The wall was finally pulled down in 1989, making the city whole again. There are several famous landmarks in Berlin, including the Brandenburg Gate and the Reichstag Building. Berlin has an underground railway system, called the U-Bahn. It is also connected to other German cities by motorways called the Autobahn.



Berlin skyline

Urban art

Art created outside on walls and buildings is known as urban art. Graffiti is a form of urban art that is mainly made up of words, whereas some pieces of urban art include pictures too. Urban artists use spray paint to create words and pictures that usually show the feelings of the artist or give a political message. Urban art is now part of popular culture, thanks to artists such as Banksy. It is important to remember that it is illegal to create graffiti or other forms of urban art on walls or buildings without permission.



24 hours in a city

Early morning	Street lights turn off. Lorries deliver fresh produce to shops. Rush hour starts as people travel to work in cars or on public transport.
Morning	Factories, shops and businesses are busy. Schools, colleges and universities are full of students and teachers. Parks are visited by young children and parents.
Lunchtime	Workers move around the city in their lunch hour. Cafes and restaurants are crowded.
Afternoon	Parents collect children from school. Pedestrian and road traffic increases. Street entertainers perform to passers-by.
Evening	Street lights turn on to light the city at night. Roads, trains and buses are busy as people travel home from work. People visit restaurants, bars and cafes.
Late night	Roads are quieter. Hospitals and emergency vehicles are active. Workers repair and maintain roads.

Images from Shutterstock editorial

Lighting a city

Light sources are used in different ways in a city at night. Street lights provide light for cars and pedestrians to see where they are going. Traffic lights control the traffic and guide pedestrians safely across roads. Some important buildings, such as cathedrals, town halls and galleries, are lit up at night to make them look attractive. Illuminated advertising boards flash to gain the attention of passers-by. Pictures of Earth from space at night show brightly lit areas where cities are located.



Light from the Sun

The Sun is our main source of light. The light from the Sun contains the visible light that we can see, and also light that we cannot see, called ultraviolet. It is this ultraviolet light that causes our skin to tan but also to burn. It can also damage our eyes. Sunglasses are important to protect eyes in bright sunlight. They block out the harmful ultraviolet rays and stop them reaching and damaging our eyes. It is important never to look at the Sun directly.

Sources of light

A light source is something that gives out light. Light sources can be natural, such as the Sun, or man-made, such as electric light bulbs. Some objects also appear to give out light but are not light sources. Instead, these are reflectors of light. For example, 'cat's eyes' in the road reflect the light from car headlights. The Moon reflects the light from the Sun. High visibility safety clothing also reflects light, making cyclists and runners more visible at night.



The Sun is a light source



Cat's eyes are light reflectors

Shadows

A shadow is formed when light from a light source is blocked by an opaque object. The shadow is always formed on the side of the object furthest from the light source. The size and shape of a shadow depend on the position and size of the light source compared to the object. For example, when the Sun is low in the sky at the beginning and end of the day, shadows are long. When the Sun is overhead in the middle of the day, shadows are short.



Glossary

Brandenburg Gate	A monument in Berlin, built on the site of a former city gate.
capital city	A city that is the centre of government of a country.
depot	A building where vehicles, especially buses or coaches, are kept.
district	An area of a city or country.
industry	An activity involving the production of goods in factories.
light source	Something that produces and gives out light, such as the Sun.
monument	A building, statue or structure that is built to honour an event or person.
opaque	An object or material that can not be seen through.
pedestrian	A person who is walking rather than travelling in a vehicle.
port	A town by the sea or by a river that has a harbour.
Reichstag Building	A historic building in Berlin that was once used as a parliament building.
reflect	To send back light, heat or sound without absorbing it.
residential	An area where there are private houses, not offices and factories.
settlement	A place where people live.
urban	In, from or belonging to a town or city.

Images from Shutterstock editorial

Year Three: Emperors and Empires

Emperors and Empires

Founding of Rome

There are two explanations for the founding of the city of Rome in Italy.

Mythical version

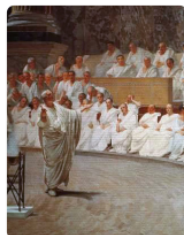
Romans believed that the city was built by Romulus, the son of the god Mars, on 21st April 753 BC.

Historical version

Historians believe that the city started as a collection of small settlements that were built on hills near the River Tiber. Over time, they grew and joined together to form a city.

Ruling Rome

Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) lead by a king. Next it was a republic (509–27 BC) lead by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.



Roman senate

Emperors

An emperor is the male ruler of an empire. Roman emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish.



Commodus

Growth of an empire

The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.



Roman Empire, AD 117–200

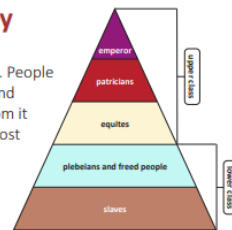
Ancient Rome

Ancient Rome was a bustling city of over one million people. At the centre of the city was a meeting place called the forum, and a basilica where court cases and official business took place. The people of Rome lived in houses and apartments around the city. They visited the shops and markets, bathed at the public baths and visited the Colosseum to watch gladiator fights for entertainment.



Social hierarchy

Ancient Rome had a well-structured hierarchy. People were born into a group and couldn't usually move from it during their lifetime. Almost every group had Roman citizenship, which meant they had rights and could vote. However, slaves were not Roman citizens so they had no rights and were owned by individuals or the government.



Roman army

The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was lead by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting. Soldiers were well trained and fit. After an invasion, they also used their skills as engineers and builders to create forts, towns, roads and bridges in the countries they conquered.



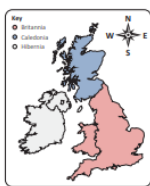
Illustration: Getty Images / Alamy

Romans in Britain



Invasion

Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43.



Britannia

The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans.



Boudicca

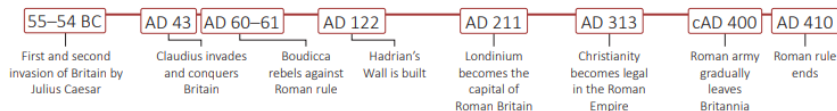
Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).



Hadrian's Wall

The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today.

Timeline of Roman Britain



Romanisation of Britain



Towns

The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle.



Inventions

The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.



Londinium

Londinium was founded near the River Thames cAD 50. It grew and became the capital of Roman Britain.



Christianity

Emperor Constantine made Christianity legal in AD 313. Some people in Britannia became Christians.

Glossary

absolute power	Complete authority to make decisions.
aqueduct	A channel for carrying water, normally in the form of a bridge across a valley or other gap.
consul	One of two men who held the highest position in the senate of the Roman Republic.
empire	A group of countries ruled by a single person, government or country.
hierarchy	A system where people or things are arranged in order of importance.
hypocaust	A system of underfloor heating invented by the ancient Romans.
Roman citizen	A person who had privileges and protection from the Roman state.
Romanise	To become Roman.
Romano-British culture	The culture that was created in Britannia after the Roman invasion.

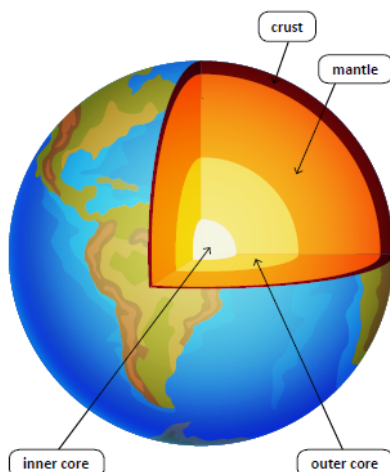
Images from the British Library, Getty Images, Alamy, and the British Library

Year Three: Rocks, Relics and Rumbles

Rocks, Relics and Rumbles

Structure of Earth

Earth is made up of four layers. These are the crust, mantle, outer core and inner core. The crust is a thin layer of rock on the surface that is broken into large pieces called tectonic plates. The mantle is made up of molten and semi-molten rock called magma. The outer core is a liquid layer of metal. The inner core is solid metal, and the hottest part of the Earth.









Types of rock

There are three main types of rock in the Earth's crust. These are sedimentary, igneous and metamorphic.

Sedimentary rocks are made from layers of mud and sand, called sediment, that have settled in water and have been squashed over a long time to form rock.

Igneous rocks are made from cooled magma or lava.

Metamorphic rocks are formed when existing rocks are changed by heat and pressure.

Sedimentary rocks	Igneous rocks	Metamorphic rocks
 sandstone	 granite	 marble
 limestone	 obsidian	 slate

Uses of rocks

The appearance and properties of rocks affect how they are used.

Chalk, a sedimentary rock, is soft and can be easily eroded. This makes chalk suitable for writing and drawing on blackboards.



Granite, an igneous rock, is very hard and impermeable. Granite is used for making kitchen work surfaces.



Marble is a metamorphic rock. It is easy to carve and is not easily eroded, making it suitable for sculptures.



Fossils

Fossils are the remains, or traces, of once-living things preserved as rock. Fossils are only found in sedimentary rock and the conditions must be just right for them to develop.



Mary Anning

Mary Anning (1799–1847) was an English fossil collector. She lived in Lyme Regis in Dorset, in an area now known as the Jurassic Coast. Mary had little formal education but was taught fossil hunting by her father. She made many important fossil discoveries during her lifetime, including an *Ichthyosaurus* fossil in 1811 and a fossilised *Plesiosaur* in 1823.



fossilised Plesiosaur skeleton

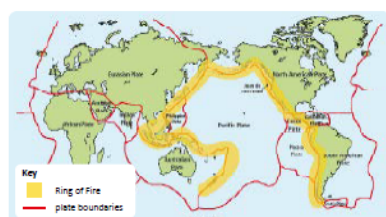
Soil

Soil is the material that covers the Earth's crust. It is made from a mixture of organic matter, air and rock particles from the underlying rock. Soil has many important functions, including anchorage for plant and tree roots and supporting many food chains. There are three main types of soil. These are sandy, silty and clay.



Plate tectonics

The tectonic plates that make up the Earth's crust float on top of the mantle and are constantly moving. The places where tectonic plates meet are called plate boundaries. Tectonic plates can push together, pull apart or slide against each other. This movement at the plate boundaries can cause volcanic eruptions, earthquakes and tsunamis.



Earth's tectonic plates

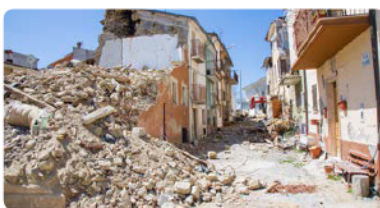
Volcanoes

Volcanoes are mountains or hills with vents at the top through which lava, gases and ash erupt. There are four different types of volcano. These are shield, stratovolcano, cinder cone and lava dome. Volcanoes are classed as active, dormant or extinct. Active volcanoes are likely to erupt again. Dormant volcanoes might erupt again in the future. Extinct volcanoes will not erupt again.



Earthquakes

Earthquakes are the sudden violent shaking of the ground. As the Earth's tectonic plates try to move past each other at plate boundaries they can get stuck. The pressure builds up so that when the plates eventually slip, a huge amount of energy is released causing an earthquake. Earthquakes can cause a lot of damage, especially to buildings and roads.



earthquake damage

Tsunamis

A tsunami is a series of waves caused by a volcanic eruption or earthquake under the sea. As the waves near the shore, they become larger and can travel a long way inland, causing a huge amount of damage to buildings, belongings and people.



tsunami damage

Glossary

erode	Be gradually worn away.
impermeable	Not allowing water to pass through. Also described as waterproof.
lava	Hot, molten rock that comes out of a volcano.
liquid	A material that is runny, can be poured easily and takes the shape of its container.
magma	Hot molten rock found in the Earth's mantle.
molten	Metal or rock that is in a liquid state because of great heat.
organic matter	Dead and decaying plants and animals.
Ring of Fire	Area around the Pacific Ocean where many earthquakes and volcanic eruptions occur.
solid	A material that doesn't flow and can be held.
tectonic plate	A large, slow-moving piece of rock that makes up the Earth's crust.
vent	An opening in the Earth's crust through which lava escapes.
volcanic eruption	The sudden and violent explosion of lava, gas, ash and rock out of a volcano.



Year Four: I Am Warrior

I am Warrior

Life as a Celt

The Celts were tribespeople who lived in England and across most of Europe over 2000 years ago. In Britain, there were many tribes of Celts, each with its own king. They were often at war with other nearby tribes. Celts lived by farming, hunting and gathering. They built roundhouses made from wattle and daub with thatched roofs. Most Celts farmed the land and kept animals, but there were also skilled craftsmen and blacksmiths. They made jewellery using glass beads and pots from clay.



Recreation of a Celtic roundhouse in Dorset

Life as a Roman

The Romans invaded Britain in AD 43 under the order of Emperor Claudius. Their way of life was different from the Celts. Romans built towns protected by walls. Inside, they had houses, shops, meeting rooms, workshops and bathhouses. Romans also enjoyed entertainment and built amphitheatres for theatre performances and gladiator battles. To join towns together, Romans built roads. These made it easier for troops to move around and for goods to be traded. Some rich Romans lived in grand country houses called villas. These were large farms with a big house for the owners, with servants and farm workers.

Celtic warriors

Celtic warriors carried an iron sword and an oval, wooden shield. Some wore bronze or wooden helmets and rode into battle on horses or chariots. It is thought that both men and women were warriors. They liked to scare their enemies by painting themselves with blue dye, called woad. They would shout, beat their shields and blow horns to frighten their enemies. The Celts were not as disciplined or as organised as the Romans.

Roman warriors

The huge Roman army was divided into groups called legions. Each legion was divided into groups of 80 men called centuries. The soldiers were well trained and organised. Roman soldiers lined up for battle in a tight formation. They carried curved, wooden shields that they could overlap to form a protective shell around them called a *testudo*, meaning 'tortoise'. Soldiers carried a short sword called a *gladius*, a dagger and a spear. They wore armour and helmets made of iron. Only men could be soldiers in the Roman army.

Queen Boudicca

Boudicca refused to allow her tribe's lands to be taken over by the Romans after the death of her husband, King Prasutagus, who was the leader of the Celtic Iceni tribe. As a punishment, the Romans tied Boudicca and her daughters to a post and savagely beat them. Boudicca promised to fight back and formed an army of loyal supporters. They defeated the Roman army at Colchester and then in London. However, although Boudicca had a bigger army, her warriors were not as well trained as the Roman army. The Romans fought back hard, and Boudicca was eventually defeated. It is thought she then ended her life by drinking poison.

Gladiators

Gladiators in ancient Rome were often slaves, criminals or prisoners of war. They were trained to fight each other or wild animals for the entertainment of huge crowds. They fought in large, open-air arenas called amphitheatres. Gladiators' lives were tough. They lived in special training schools called *ludi*. The schools were more like prisons, and the gladiators had very little freedom. Once in the arena, they would often fight to their deaths.



Roman mosaic showing gladiators fighting a tiger

Spartacus

Spartacus was a gladiator who led a major slave rebellion against the Roman Republic. He escaped slavery in 73 BC and hid on Mount Vesuvius, where he formed an army of other escaped slaves. Together, they attacked and defeated the Roman army many times over the next two years. Spartacus was eventually killed, and his army was defeated by the Roman army led by Marcus Crassus.



The Death of Spartacus by Hermann Vogel, 1882

Images used from: Wikimedia Commons/public domain

Timeline of the Roman Empire

753 BC	Rome is founded. Romulus becomes the first king.
509 BC	Rome becomes a republic ruled by elected citizens called senators rather than a king.
73–71 BC	A gladiator called Spartacus leads a revolt against the Romans.
58–51 BC	The Romans invade France, Belgium, western Germany and northern Italy and control many lands around the Mediterranean Sea.
55–54 BC	Julius Caesar tries to invade Britain twice but is beaten back by the Britons.
27 BC	Rome becomes an empire. Augustus Caesar becomes Rome's first emperor.
AD 43	The Romans invade Britain under the orders of Emperor Claudius.
AD 60	Boudicca leads the Iceni tribe in a revolt against the Romans.
AD 71–78	The Romans conquer Wales and northern England.
AD 83	The Roman army defeats the Scottish Highland tribes at the Battle of Mons Graupius.
AD 122	The building of Hadrian's Wall to defend the northern limit of the Roman Empire in northern England begins.
AD 211	Britain is split into two provinces called Britannia Superior and Britannia Inferior.
AD 250	New enemies, the Angles, Saxons and Jutes, repeatedly attack Britain.
AD 401–410	Roman soldiers leave Britain to protect other parts of the Roman Empire.

Roman numerals

The system of numbering using Roman numerals started between 900 and 800 BC. The numerals developed because the Romans needed a way to count that would be the same for everyone. This was essential for communication and trade. Roman numerals are still used today, for example after a king or queen's name, such as Henry VIII, or on a clock or watch face.

What the Romans did for us

The Romans invented or developed many things that are still used today. They designed a system of underfloor heating to keep homes warm. They developed a drainage and sewerage system. The Romans built many roads, some routes that are still used today. They also built stone forts and walls for defence, such as Hadrian's Wall and the fort at Vindolanda. Roman baths and aqueducts made of stone are still standing. The Romans brought in coins called *denarii* to buy things. The calendar we use today is based on the Roman calendar, with July and August being named after Julius Caesar and Emperor Augustus.



Ruins at Vindolanda Roman fort in England

Glossary

Britannia	The Roman name for Britain.
conquer	To take control of another country and its people, usually after a war or battle.
defeat	To win a war or battle against an enemy.
elect	To choose a person for a job by voting.
emperor	The leader of an empire.
empire	A group of countries that are ruled by one leader, king or country.
invade	To enter a country using force.
rebellion	An action against a leader or rules, especially when they are seen as unfair.
republic	A country ruled by elected people instead of a king or queen.
revolt	To refuse to be ruled or controlled by people in authority.
Roman numerals	Letters that ancient Romans used to write numbers.
tribe	A group of people, often of related families, who live together.
wattle and daub	A mixture of sticks, earth and clay used as a building material.

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Year Four: Traders and Raiders

Traders and Raiders

Anglo-Saxons invade

During the Roman rule of Britain, tribes from Denmark and Germany attempted to invade Britain. The Romans built shore forts on the east and south coasts of England to protect themselves from invasion. After the Romans left in AD 410, three tribes called the Angles, Saxons and Jutes invaded England. They attacked and killed Britons or caused them to flee to Cornwall, Wales or Scotland. By AD 500 the invaders had claimed England as their own country and divided it into seven kingdoms. Each kingdom was ruled by an Anglo-Saxon king.



Map showing the different invasions of Britain and the Anglo-Saxon seven kingdom divide

Anglo-Saxon way of life

After the invasion, people in the south and east of England settled into the Anglo-Saxon way of life. The Anglo-Saxons lived in small villages of huts and farmed the land. They were great craftspeople who used metal, wood, clay and precious stones to make weapons, tools, pottery, furniture and jewellery. When the Anglo-Saxons arrived in Britain, they were pagans, which means they believed in different gods. Over time, most Anglo-Saxons converted to Christianity. They spoke Old English, which developed from the language spoken by the Angles, Saxons and Jutes. Few people could read and write.



Recreation of an Anglo-Saxon house in Suffolk

Vikings invade

The Vikings came from Denmark, Sweden and Norway. The word 'Viking' comes from the Old Norse language and means 'a pirate raid'. They first raided monasteries on the north coast of England in AD 793. Monasteries were easy targets for the Vikings, as the monks had no weapons but lots of riches. At first, the Vikings carried out violent raids, stealing precious items and burning down buildings, before returning home. However, they eventually conquered the land and took over many of the Anglo-Saxon kingdoms.

Viking way of life

The Vikings lived in large homes, called longhouses, which they shared with their animals. Longhouses were built from wood or stone with a thatched or turf roof. Many Vikings worked as farmers, growing crops and keeping animals. The Vikings were skilled craftsmen. They made strong weapons, fast ships and beautiful metalwork and wooden carvings. They also made jewellery from metal, wood and glass. Viking women were skilled at spinning wool to weave into cloth and dyeing fabrics. The Vikings were pagans, unlike most people living in Britain at the time, who were Christians. Gradually, the Vikings became Christians to allow them to live and trade more easily with their neighbours.

End of Anglo-Saxon rule

By AD 870, the only Anglo-Saxon kingdom left was Wessex, which was ruled from AD 871 by a wise and popular king called Alfred. The Vikings tried to invade Wessex in AD 876 and at first seemed to be succeeding but Alfred fought back. He defeated the Viking leader, Guthrum, in battle. Alfred made a deal with Guthrum to share Britain between them. However, the Anglo-Saxons and Vikings continued to fight so Alfred created an army and navy to defend Wessex from Viking troops. Other Anglo-Saxon leaders followed Alfred and their separate kingdoms started to unite. The end of Anglo-Saxon rule came in 1066 with the invasion of the Normans.



Timeline

AD 410	The Romans leave Britain.
cAD 450	Angles, Saxons and Jutes invade England and settle on the south and east coast.
cAD 450–600	The invaders claim England as their own and divide the country into seven kingdoms.
AD 685	King Ecgfrith of Northumbria loses a fierce battle to the Scottish Picts, ending Anglo-Saxon rule in Scotland.
AD 731	Bede writes about the Anglo-Saxon invasion in the <i>Ecclesiastical History of the English People</i> .
AD 785	King Offa, the Anglo-Saxon king of Mercia, builds an earth wall to protect the border between his kingdom and the Welsh kingdom of Powys.
AD 793	Vikings attack the monastery of Lindisfarne.
AD 866	Vikings capture the city of York.
AD 870	Wessex is the only remaining Anglo-Saxon kingdom.
AD 871	Alfred of Wessex becomes king of the Anglo-Saxons.
AD 886	King Alfred agrees to share Britain with the Vikings.
AD 899	King Alfred dies in Winchester.
1066	The Normans, under William, Duke of Normandy, invade from France and defeat the Anglo-Saxon King Harold II at the Battle of Hastings. This ends the Anglo-Saxon era.

Famous people

There were several notable people during this period. Much of what we know about the Anglo-Saxons comes from Bede's writing and the *Anglo-Saxon Chronicle*, which was ordered by King Alfred and distributed around monasteries.

Bede

Bede was a Christian priest who lived in a monastery in Jarrow, Northumberland. He was a great scholar and wrote many books including the *Ecclesiastical History of the English People*.



King Arthur

King Arthur was a popular king of England. He worked with his Knights of the Round Table to fight the Anglo-Saxon invaders. Historians are not sure whether King Arthur existed or not.



Alfred the Great

King Alfred is considered to be one of the greatest Englishmen of all time. He was born in AD 849. He defended his kingdom of Wessex against the Vikings, agreed to share England with the Viking leader, Guthrum, and united Anglo-Saxon leaders.



Glossary

Angle	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
Anglo-Saxon	The people who invaded and settled in Britain from the 5th century up to the Norman conquest.
conquer	To take control or possession of a place or people, by force.
Germanic	Relating to people who speak Germanic, a group of languages that include German, Swedish and English.
invade	To enter a country by force.
Jute	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
longhouse	A long, single-room building made from wood, stone, mud and turf where many Viking people lived together.
monastery	A building in which monks live and worship.
Offa's Dyke	A wall made from earth that King Offa ordered to be built to divide his kingdom of Mercia from Wales.
pagan	Belonging to a religion that worships many gods.
Saxon	A member of a Germanic tribe who invaded and settled in Britain in the 5th century.
Viking	A member of a Scandinavian tribe who invaded and settled in Britain between the 8th and 11th centuries.

Year Four: Road Trip USA

Road Trip USA!

Welcome to the USA

The United States of America (US or USA) is a country on the continent of North America and is made up of 50 states. 48 states are joined together on the mainland, Alaska is found to the north-west of Canada and Hawaii is an island state in the Pacific Ocean. The capital city of the USA is Washington DC, and each state has a capital. The USA has a wide range of environments and a diverse population, including Native Americans.

New York

New York is a state in the north-eastern area of the USA and shares a border with Canada. Its capital is Albany. New York state has a varied landscape that includes three mountain ranges, many rivers, plains and lakes. The climate can experience extremes from -10°C in the winter, to warmer temperatures of $25-30^{\circ}\text{C}$ in the summer.

New York City

New York City was the former capital of the USA and is in the south-east of New York state. It is made up of the five boroughs of Manhattan, Brooklyn, the Bronx, Queens and Staten Island. People from around the world visit New York City to experience the rich culture and enjoy its famous landmarks, such as Times Square, Central Park and the Statue of Liberty.



New York City skyline

Physical features



Grand Canyon



Old Faithful geyser



Monument Valley



Niagara Falls

Human features



Statue of Liberty



Mount Rushmore



Hoover Dam



Golden Gate Bridge

Native Americans

Native Americans are the indigenous people of the USA. The Native American population began to decline when European explorers discovered the USA and created colonies. Many Native Americans lost their lives due to the spread of disease or through wars with Europeans. Many Native Americans were forced to move onto reservations as the European colonies grew in number. More recently, the US government has done more to protect the rights, culture and traditions of Native Americans.

The Iroquois

The Iroquois are a tribe of Native American people who have inhabited Ontario in Canada and parts of northern New York state for more than 4000 years. The Iroquois people originally lived near lakes and streams that provided water for drinking, fishing and a means of transportation. Today, the Iroquois are often referred to as the Haudenosaunee or Six Nations and are made up of a group that includes the Mohawk, Seneca, Oneida, Onondaga, Tuscarora and Cayuga tribes.



Iroquois Six Nations 1720 map

David Tolin 1/EA1

Tim Driess in A3

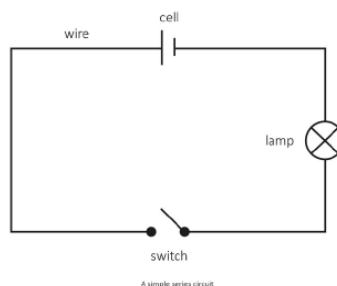
Photo: © 2008 Corbis/Bettmann Images

Iconic people from the USA

1732–1799	George Washington First President of the USA
1811–1896	Harriet Beecher Stowe Author and anti-slavery activist
1847–1931	Thomas Edison Inventor and businessman
1863–1947	Henry Ford Founder of the Ford Motor Company
1882–1945	Franklin D Roosevelt Longest serving US President
1895–1948	George Herman 'Babe' Ruth Professional US baseball player
1897–1939	Amelia Earhart First female pilot to fly across the Atlantic
1901–1966	Walt Disney Animator, voice actor and film producer
1901–1971	Louis Armstrong Trumpeter, composer and jazz singer
1913–2005	Rosa Parks Civil rights activist
1926–1962	Marilyn Monroe Actress, model and singer
1929–1968	Martin Luther King Jr Civil rights activist
1930–2012	Neil Armstrong Astronaut and aeronautical engineer
1935–1977	Elvis Presley Singer and actor
1942–2016	Muhammad Ali Professional boxer
1958–present	Madonna Ciccone Singer, songwriter, actress and businesswoman

Electricity

Electricity is a form of energy that is used to power many household appliances including kettles, toasters, televisions and computers. An electrical circuit is a loop through which electricity flows. A simple circuit is made up of a cell that provides electricity, wires through which the electric current can pass and a lamp that lights up when electricity flows through it. Electricity will only flow around the circuit when it is complete, so any breaks in the circuit will stop the flow of electricity.



A simple series circuit

Electrical conductors and insulators

Materials that allow electricity to pass through them are called electrical conductors. These include copper, aluminium, gold and silver. Materials that do not allow electricity to flow through them are called electrical insulators. These include glass, air, plastic and wood.

Glossary

borough	A town or village that governs itself.
capital	A town or city where the government of the country is based.
civil right	A right that has been given to a person by the government's laws.
climate	The typical weather for an area, region or country.
colony	An area controlled by a powerful country that is often far away.
indigenous	Occurring naturally or originating in a particular place.
landmark	A landscape feature that is easily seen and recognised from a distance.
Native American	A member of one of the groups of people who were living in America before the Europeans arrived.
physical feature	An item on a landscape that has occurred naturally.
president	A person who has the highest position in a country that does not have a king or queen.
reservation	An area of land managed by a Native American tribe.
state	A part of a large country that has its own government.
tribe	A group of people who live together and share beliefs, customs and language.

Year Four: 1066

1066

Britain in 1066

In 1066, Edward the Confessor was the Anglo-Saxon king of England. After his death, his brother-in-law Harold Godwinson was crowned King Harold II, although several others also claimed the right to the throne.

Potential kings



Harold Godwinson

Harold was Edward the Confessor's brother-in-law and the most powerful Saxon earl. Harold's mother was related to the former king, Cnut the Great.



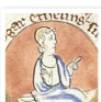
William of Normandy

William was the second cousin of Edward the Confessor and the Duke of Normandy. William claimed Edward had named him as his successor.



Harald Hardrada

Harald was a fierce Viking warrior and King of Norway. He claimed he was a descendant and successor of Cnut the Great.



Edgar Ætheling

Edgar had the strongest claim to the throne. He was the grandson of a previous English king, Edmund I. However, he was in his early teens in 1066.

Battle of Hastings

Build-up to the battle

King Harold II's brother, Tostig, had gone to Norway to help the Viking king, Harald Hardrada, to take the throne of England. King Harold II's army fought against Harald Hardrada in a battle at Stamford Bridge in Yorkshire on 25th September 1066. After a long battle, King Harold II defeated Harald Hardrada. He marched his army to the south of England where William of Normandy and his troops had landed at Pevensey Bay.



During the battle

King Harold II told his men to get ready for battle on Senlac Hill, Hastings on 14th October 1066. Both sides fought a hard battle. By the early evening, the battle was over. King Harold II and his brothers had been killed.



After the battle

William was crowned King of England on Christmas Day 1066 and became known as William the Conqueror. The time of the Anglo-Saxons had ended and the Norman period began. King William took over the Saxon lands, introduced the French language and built many castles.

Bayeux Tapestry

The Bayeux Tapestry tells the story of the Norman invasion and the Battle of Hastings in 50 different scenes. It is an embroidered cloth over 70m long and 50cm wide. The tapestry shows Duke William of Normandy sailing across the English Channel with his army and horses, the Battle of Hastings and the death of King Harold II. The tapestry is on display in the Bayeux Museum in northern France.



Part of the Bayeux Tapestry showing the death of King Harold II

Castles

The Normans built motte and bailey castles all around Britain to protect their new country. These consisted of a mound of earth known as a motte, with a wooden or stone tower on top called a keep. An enclosed area at the bottom of the mound, the bailey, housed the stables, storehouses, bakeries and quarters for the soldiers. These castles were quick and cheap to build, but not very strong and they caught fire easily. The motte and bailey castles were soon replaced with stone castles. These were castles with tall, square keeps and thick walls that could hold off fierce enemy attacks.

Events of 1066

5th January	The King of England, Edward the Confessor, dies.
6th January	Harold Godwinson is crowned King Harold II.
18th September	The Viking king of Norway, Harald Hardrada, invades the north of England and tries to claim the throne.
20th September	King Harold II sends some men to confront Harald Hardrada's troops outside York. King Harold II's men are defeated at the Battle of Fulford and King Harold II himself marches north with his troops to stop the Viking invasion.
25th September	King Harold II defeats Harald Hardrada at the Battle of Stamford Bridge. Harald Hardrada is killed. King Harold II marches his exhausted army south to stop the imminent invasion by William of Normandy.
28th September	William lands on the south coast of England.
14th October	The Battle of Hastings takes place between King Harold II and William of Normandy. William wins and King Harold II is killed.
Mid-October	After the Battle of Hastings, 15-year-old Edgar Ætheling is proposed as King of England by the Witan but there is no coronation to make it official.
25th December	William of Normandy is crowned King of England. He becomes known as William the Conqueror.

Domesday Book

Between 1085 and 1086, William the Conqueror ordered a 'Great Survey' to find out who owned the land across England and parts of Wales. He also wanted to find out how much money could be raised in taxes. This information was recorded in the *Domesday Book*. Officials had to record how much land there was and the owner. The information was given to scribes and clerks who recorded it in the *Domesday Book*.



After William the Conqueror

William the Conqueror died on 9th September 1087 while fighting in France. He had decided to make his second son, William Rufus, the next King of England instead of his oldest son, Robert. Robert and his friends were not happy about the situation because they thought Robert should be king. Robert's followers led two rebellions against William Rufus over the next eight years and they were defeated both times. William Rufus died in a hunting accident in 1100 and his younger brother, Henry, became King of England.



William Rufus (c.1050-1100)

Glossary

Anglo-Saxon	The Germanic people who lived in England from the 5th century up to the Norman conquest.
bailey	The open area within the outer wall of a castle containing buildings necessary for castle life.
Bayeux Tapestry	An embroidered cloth that shows the events leading up to the Norman conquest of England.
brother-in-law	The husband of your sister or the brother of your husband or wife.
castle	A large, strong building built to defend the people inside from attack.
claim to the throne	To demand to be recognised as an individual who has a right to become the next king or queen of a country.
conqueror	Someone who has successfully taken over a country or its people.
Domesday Book	A written record, ordered by William the Conqueror, showing who owned the land in England and parts of Wales.
keep	The strong, central tower of a castle, acting as a final refuge.
motte	A raised mound or area on which a wooden or stone keep is built.
Norman	Belonging or relating to the Normans, who were people from northern France.
rebellion	An action against those in authority.
Witan	The council of important and wise English noblemen summoned to advise the king.

Year Five: Off with Her Head

Off with Her Head

The Tudors

The Tudor period began when Henry Tudor defeated King Richard III at the Battle of Bosworth in 1485. This ended the Wars of the Roses. Henry Tudor became King Henry VII after the battle and married Elizabeth of York in 1486. Their youngest son, Henry, went on to become King Henry VIII. After King Henry VIII died his nine-year-old son, Edward, became king for six years. Henry's daughter, Queen Mary I, then took the throne and ruled until her death in 1558. Henry's youngest daughter then became Queen Elizabeth I. The reign of the Tudors ended with the death of Queen Elizabeth I in 1603.



Henry VIII

Henry VIII was King of England from 1509 until he died in 1547. He is mostly remembered for having six wives and for breaking away from the Roman Catholic Church and the Pope. He was only 18 when he became king and was an attractive and educated man. He was also an excellent sportsman, author and composer. Later in his life, he became overweight and had various health problems. He was known as a cruel and selfish man. During his reign, Henry founded the Church of England and expanded the Royal Navy from five ships to 60.



Henry's six wives



Catherine of Aragon (1485–1536)

Henry and Catherine were married for 24 years and had one daughter, Mary. Their marriage was annulled in 1533 after Henry broke away from the Roman Catholic Church.



Anne Boleyn (c1501–1536)

Henry married Anne in 1533 and their daughter, Elizabeth, was born later that year. Anne was accused of treason and beheaded at the Tower of London in 1536.



Jane Seymour (1508–1537)

Henry married Jane Seymour three weeks after Anne was beheaded. Jane died 12 days after giving birth to their son, Edward.



Anne of Cleves (1515–1557)

Henry was persuaded to marry Anne after seeing her portrait. They married in 1540 but divorced after six months.



Catherine Howard (1521–1542)

Catherine Howard was a teenager when she married the 49-year-old king. Within two years, she was beheaded for treason.



Catherine Parr (1512–1548)

Henry married his last wife, Catherine Parr, in 1543. She looked after Henry until he died.

Henry's 'Great Matter'

In 1527, Henry decided he needed a divorce from Catherine of Aragon so that he could marry her young lady-in-waiting, Anne Boleyn. The only way to divorce Catherine was to break away from the Roman Catholic Church. This became known as the 'Great Matter'.

Thomas Cromwell, the king's chief advisor, helped Henry to break away from the Roman Catholic Church and persuaded parliament to make Henry the Head of the Church of England. This led to a period called the Reformation, where the Roman Catholic abbeys, monasteries and convents were closed, with all the money going to the king.



Anne Boleyn

Anne Boleyn was one of Catherine of Aragon's ladies-in-waiting. Henry married Anne in January 1533 after his divorce. Anne gave birth to a daughter, Elizabeth, in September 1533. Henry was disappointed not to have a son and blamed Anne. He decided to marry Jane Seymour and looked for ways to end his marriage to Anne. She was accused of being unfaithful to him, convicted and imprisoned in the Tower of London. On 19th May 1536, Anne was executed. Even though Henry VIII had sentenced her to death, she used her final moments to praise him:

'...a gentler nor a more merciful prince was there never: and to me he was ever a good, a gentle and sovereign lord.'



Henry VIII timeline

- 1491 28th June** Henry Tudor, later King Henry VIII, is born to King Henry VII and Elizabeth of York.
- 1502 2nd April** Arthur, Henry's brother, dies aged 15.
- 1509 21st April** Henry VII, dies. Henry VIII becomes king.
- 11th June** Henry marries Catherine of Aragon, his brother's widow.
- 1516 18th February** Princess Mary is born to Catherine of Aragon.
- 1533** After seven years, Henry breaks away from the Pope and the Roman Catholic Church so that his marriage to Catherine of Aragon can be annulled.
- 25th January** Henry marries Anne Boleyn.
- 7th September** Princess Elizabeth is born to Anne Boleyn.
- 1534 3rd November** Henry becomes Head of the Church of England.
- 1536** Roman Catholic monasteries, abbeys and convents are closed during the Dissolution of the Monasteries.
- 19th May** Anne Boleyn is executed for treason.
- 30th May** Henry marries Jane Seymour.
- 1537 12th October** Prince Edward is born to Jane Seymour. Jane dies 12 days later.
- 1540 6th January** Henry marries Anne of Cleves. The marriage lasts six months.
- 28th July** Henry marries Catherine Howard.
- 1542 13th February** Catherine Howard is executed.
- 1543 12th July** Henry marries Catherine Parr.
- 1547 28th January** King Henry VIII dies, aged 55.

Life at court

Henry VIII had over 60 homes and his favourite was Hampton Court Palace. Henry enjoyed showing off his wealth at court. It became a centre for his favourite things, including art, music, dance, poetry and tournaments. The richest and most important people in the country also lived at court. To show their wealth and impress the king, the courtiers wore expensive clothes made of silk, velvet and lace. They had to please the king, give him expensive gifts and flatter him. If they displeased him, they would be severely punished or even executed.



Hampton Court Palace

Hans Holbein

Holbein was a German artist and portrait painter. He travelled to England in 1532 with the backing of Anne Boleyn and Thomas Cromwell. In 1535, he became the King's Painter. Holbein painted many portraits of the royal family and the nobles. He was also asked to paint a picture of Anne of Cleves so Henry could decide if he wanted to marry her. Henry liked the portrait but the marriage only lasted six months because Anne didn't look as beautiful in real life as she did in her portrait.



Anne of Cleves by Hans Holbein

Glossary

annulment	A legal procedure in which something is no longer legally binding.
Christianity	A religion based on the Bible, the belief in God and the person and teachings of Jesus Christ.
Church of England	A Protestant branch of Christianity created by Henry VIII.
divorce	A legal or official process to end a marriage.
English Reformation	The breaking away of the Church of England from the authority of the Pope and the Roman Catholic Church during the 16th century.
Protestantism	The beliefs and activities of the Christian Church that separated from the Roman Catholic Church in the 16th century.
reign	The period that a monarch rules.
Roman Catholicism	The beliefs and activities of the Roman Catholic Church, a branch of Christianity headed by the Pope.
Tower of London	A fortress in London used for many purposes, including a prison and execution ground.
treason	The crime of betraying your country and going against the ruler or government.
Tudor	Relating to the Tudor line of rulers who held the throne from 1485 until 1603.
Wars of the Roses	A series of wars between the House of Lancaster and the House of York for control of the throne of England.

Pharaohs

Egypt

Egypt is in the north-east corner of Africa and is well-known for its ancient history and culture. Much of Egypt is covered in desert and there is very little rain. The Nile is the main river that flows through Egypt.



Life in ancient Egypt

The Nile played an important part in the daily life of the ancient Egyptians. It provided water, food, transportation and excellent soil for growing food. The people of ancient Egypt built cities, temples, palaces and pyramids on both sides of the river and created a great civilisation. The Egyptian people were ruled by a pharaoh. Pharaohs were the richest and most powerful kings or queens and were believed to be messengers of the gods. The rest of the people were organised into a very strict hierarchical system of viziers; nobles; scribes; priests; farmers, craftspeople and soldiers; peasants and slaves.

Famous pharaohs

Khafra, c2558–2532 BC

Khafra was responsible for the building of Giza's second pyramid and his face is believed to be the model for the Great Sphinx that guards the pyramids.



Thutmose III, c1479–1425 BC

Thutmose is thought to be one of the greatest rulers of ancient Egypt. He was very young when he became king, so Hatshepsut ruled in his place until her death in 1458 BC.



Hatshepsut, c1473–1458 BC

Hatshepsut was one of Egypt's most successful female pharaohs and was responsible for the building of a temple at Deir el-Bahri.



Tutankhamun, c1336–1327 BC

Tutankhamun became pharaoh when he was only eight or nine years old and Egypt's old religion was restored during his rule.



Ramesses II, c1279–1213 BC

Ramesses had many monuments built, such as the temples at Abu Simbel and Nubia. He was also known as Ramesses the Great.



Cleopatra VII, c51–30 BC

Cleopatra was the last pharaoh of Egypt and ruled with the help of two Roman leaders, Julius Caesar and Mark Antony.



Egyptian gods

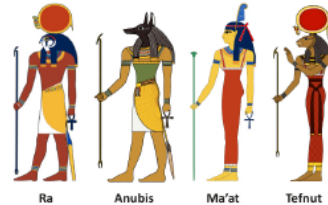
Ancient Egyptians believed that many different gods and goddesses controlled the world. They were thought to look like humans and animals and each god represented a different aspect of life in ancient Egypt. The Egyptians performed rituals and built temples to honour the gods.

Ra was the most important Egyptian god. He was the god of the Sun and was thought to be reborn every morning.

Anubis was the god of embalming and the dead. He had the head of a jackal and the body of a man.

Ma'at was the goddess of truth, justice and harmony. She symbolised the balance of life on Earth.

Tefnut was the goddess of moisture and the mother of the sky and the Earth. She had the head of a lioness.



Hieroglyphics

Ancient Egyptian writing is called hieroglyphics. Hieroglyphics use pictures to represent different objects, sounds, actions and ideas. Each character is known as a hieroglyph. There are more than 700 hieroglyphs. In 1799, a stone carving called the Rosetta Stone was found in Egypt. The Rosetta Stone had the same writing on it in three different languages and helped a Frenchman, Jean-François Champollion, to read hieroglyphics.

Discovery of Tutankhamun's tomb timeline

1922

1st November Carter and his team begin their final season working in the Valley of the Kings.

4th November A boy carrying water for the workers discovers the steps to a tomb by accident.

5th November Carter realises the steps lead to a royal tomb when he uncovers a special stamp.

6th November Carter sends a telegram to Lord Carnarvon to tell him about the tomb and invites him to visit.

24th November Lord Carnarvon and his daughter, Lady Evelyn Herbert, arrive to join Carter and his team.

25th November The door to the tomb is removed and the team enter.

26th November Carter enters a second doorway and discovers strange animals, statues and gold. Carter's team also discover objects that tell them about ancient Egyptian daily life in another room. They begin to remove items from the tomb. This takes seven weeks.

1923

17th February The team begin taking apart a third door. They discover the burial chamber of Tutankhamun.

Discovery of Tutankhamun's tomb

A wealthy Englishman, Lord Carnarvon, was interested in ancient Egypt. He paid for an archaeologist called Howard Carter and a team of workers to carry out excavations in the Valley of the Kings on the west bank of the Nile, where they discovered Tutankhamun's tomb. It took Carter and his team 10 years to remove over 3000 items from the tomb. After the discovery, a series of strange events occurred, including the death of Lord Carnarvon. Many people believed a curse had been placed on Carter's team for disturbing the tomb.



Howard Carter examining the tomb of Tutankhamun

Afterlife

One of the key beliefs in ancient Egypt was that when a person died, their spirit would live again in the afterlife. The ancient Egyptians had special rituals to prepare the body, and the dead were buried with possessions that would help them in the afterlife, such as food, drink, clothes and treasures. The pharaohs had huge tombs built to house their bodies and possessions. These tombs are the famous Pyramids of Giza that are guarded by a sphinx.

Glossary

archaeologist	A person who studies the lives of people who lived in the past.
afterlife	A world the ancient Egyptians believed they would travel to after death.
curse	A statement or warning supposed to inflict harm on someone or something.
Giza	A place in Egypt where large pyramids and the Great Sphinx were built.
hierarchy	A system where members of a society are ranked according to their status.
hieroglyphics	A method of writing used by the ancient Egyptians that used pictures to represent objects, sounds, actions and ideas.
pyramid	A huge, stone tomb built for the wealthy pharaohs of Egypt.
ritual	A fixed set of words or actions that are performed over time, usually as part of a ceremony.
Rosetta Stone	A stone with Greek and Egyptian writing on it, which helped historians to unlock and understand the code of hieroglyphics.
sphinx	A fictional creature with the body of a lion and the head of a pharaoh or god.
tomb	A stone structure or underground room where someone is buried.
Valley of the Kings	A valley in Egypt where many tombs were built.
vizier	An official who was of high importance and served the pharaoh.

Year Five: Sow, Grow and Farm

Sow, Grow and Farm

Farming in the UK

Farming is the business of growing crops and rearing livestock. Up to 70% of the land in the UK is used for farming. There are three main types of farming in the UK. These are arable, pastoral and mixed.



Arable farming is growing crops, such as cereals and vegetables.



Pastoral farming is rearing animals, such as cows and sheep.



Mixed farming is both growing crops and rearing animals.

The type of farming depends on the climate, the quality of the soil and the topography of the area. For example, the flat, nutrient-rich land in the east of England is perfect for arable farming, whereas the wet and windy hills of central Wales are most suited to pastoral sheep farming.

Allotments

Allotments are small pieces of land that individuals can rent to use for growing fruit, vegetables and flowers. The location of allotments in the local environment depends on many factors, including soil quality, drainage, transport links, availability of water and local facilities.



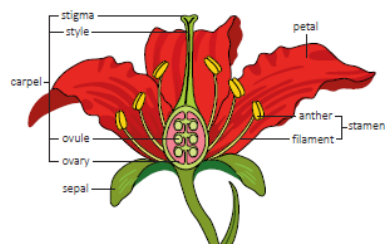
During the Second World War there were food shortages and rationing. The Dig for Victory campaign encouraged people to grow fruit and vegetables on open land, increasing the number of allotments by over 70%.



Plant life cycles

Plants can reproduce in one of two ways. Firstly, by sexual reproduction where two parent plants are needed, and the offspring are genetically different to either parent. Secondly, by asexual reproduction where only one parent plant is needed, and the new plants are genetically identical to that parent. Some plants can reproduce in either way.

Flowers are needed for sexual reproduction. Flowers have both male and female parts. Pollen from the male stamen gets transferred to the female carpel in a process called pollination. Following pollination, the ovules are fertilised and seeds are produced.



Modern farming techniques

Some farmers use modern farming practices, including new machinery, technology and scientific discoveries, to produce more food. Whilst this has increased food production there have also been some negative effects on the environment.

Modern farming techniques include chemical pesticides, synthetic fertilisers and irrigation technologies.



Sow, Grow and Farm
Generic Knowledge organiser
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Climate zones

The world is divided into five main climate zones. These are areas of similar average temperature and average rainfall.



The **polar zone** is cold and dry with long, dark winters. Average temperatures are 0°C to -47°C.



The **temperate zone** has warm summers, cool winters and year-round rainfall. Average temperatures are 0°C to 20°C.



The **desert zone** is hot year-round and has very little rainfall. Average temperatures are 35°C to 40°C.



The **tropical zone** has a wet season and a dry season. It is hot and humid. Average temperatures are 20°C to 30°C.



The **equatorial zone** has high humidity and heavy rainfall. It has consistent year-round temperatures of 25°C to 35°C.

North and South America

The continents of North and South America can be divided into environmental regions based on their physical features, climate and soil types. The characteristics of these environmental regions determine which type of farming will thrive in that area.

Citrus farming in California

The climate in California, on the west coast of North America, is hot and sunny in the summer and mild in the winter. The soil is fertile and well drained. This suits the growing of citrus fruits, particularly oranges. Several different types of orange are grown and sold in the United States or transported around the world.



orange grove

Coffee growing in Peru

Peru, in South America, has a cool to warm, tropical climate with frequent rainfall and rich soil. This makes ideal growing conditions for coffee. Growing and processing coffee is a difficult and time-consuming task because most of the work is still done by hand. The Fairtrade Foundation offers training to farmers to improve how they process coffee, so they can earn a better living.



coffee plant

Food miles

Consumers in the UK have come to expect that they can buy most foods all year round, regardless of the growing season. This means that some foods are transported from where they are grown to where they are eaten. The distances food travels is known as food miles. However, this movement of goods means more energy is being used to transport the food and keep it fresh, which can add to pollution and contribute to climate change.

Glossary

carpel	The female part of a flower, consisting of the stigma, style, ovary and ovules.
climate	The general weather conditions found in a place over a period of time.
fertiliser	A natural or chemical substance that is spread on the land or given to plants to make them grow successfully.
irrigation	The practice of supplying land with water so that crops and plants will grow.
livestock	Animals and birds that are kept on a farm, such as cows, sheep or chickens.
pesticide	A chemical substance used to kill animals and plants that are harmful to crops.
stamen	The male part of a flower, consisting of a thin stem, called the filament, and the anther that is covered with pollen.



Sow, Grow and Farm
Generic Knowledge organiser
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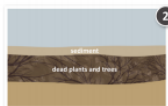
Firedamp and Davy Lamps

How coal is formed

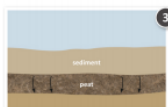
Coal is a type of fossil fuel formed from dead plants and trees that lived around 300 million years ago.



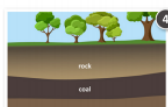
1 The remains of dead plants and trees sink to the bottom of a swamp and are covered by a layer of sediment.



2 The sediment squashes the remains of dead plants and trees together to make peat.



3 More layers of sediment cover and squash the peat, which is now deep in the Earth.



4 Over millions of years, the sediment turns to rock and the peat turns to coal.

Coal mining

Coal has been used since Roman times. At first, coal was collected from drift mines where it was available near the surface. As this coal was used, miners dug further down through the Earth's surface. Deep mineshafts were sunk in the Victorian era to access large amounts of coal in coal seams. Coal seams are found in bands across the British Isles, mainly in the Pennines, South Wales and the Midland Valley of Scotland. Since the 1700s, machinery has been used to allow miners to work deep underground.



Key:
■ coal seams

Need for coal

The Industrial Revolution started in about 1760. Engineers designed machines that made products much faster and more cheaply than by hand. Many of these machines were powered by steam engines that used huge amounts of coal. The British coal industry became incredibly important as it provided fuel to power iron and steel works, mills, factories and railways, as well as providing heat at home.



Coal mining during the Industrial Revolution

During the Industrial Revolution, miners worked long hours in cramped spaces that were sometimes only 60–120 cm high. Miners worked in complete darkness unless they could afford a candle or lamp. Sometimes, entire families worked in the mines, including children. In 1842, the law was changed to make it illegal for women and girls to work underground, and boys under the age of 10.



Health, safety and disasters

Mining was a very dangerous job during the Industrial Revolution. Over 1000 miners were killed every year in accidents underground. Pockets of gas deep underground suffocated miners and caused explosions that killed hundreds of people. Collapsing tunnels and flooding were also dangerous and the thick coal dust that miners inhaled caused chest infections, asthma, pneumonia and silicosis. Over time, laws were passed to improve working conditions for miners and provide regulations for mine owners to follow. Safety equipment, including the Davy lamp, was also introduced.

Firedamp and Davy Lamps

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Timeline of coal mining since the Industrial Revolution

- 1760** The Industrial Revolution begins and coal mining expands.
- 1816** The Davy lamp is used for the first time.
- 1842** The Mines and Collieries Act is passed.
- 1866** An explosion at the Oaks Colliery kills 388 people.
- 1911** Canaries are used to detect gas for the first time.
- 1914** The government takes control of coal mining to help the war effort.
- 1924** Pithead baths and canteens come into general use.
- 1926** The General Strike begins.
- 1943** Bevin Boys work in coal mines during the Second World War.
- 1945** The National Union of Mineworkers is formed.
- 1950** Coal mining in the UK begins to decline.
- 1972** The National Union of Mineworkers strike against wage cuts.
- 1984** The National Union of Mineworkers strike against pit closures.
- 2015** The last deep coal mine in the UK closes.
- 2017** Britain goes a full day without using coal power for the first time since the Industrial Revolution.

Coal and war

Miners were recruited into the army during the First World War because they were able to use their skills to dig trenches that went under enemy lines. However, this caused a lack of miners in the UK, which led to coal shortages and rationing. During the Second World War, government minister Ernest Bevin introduced a 'no choice' lottery. This meant that one in 10 conscripted men were sent to work in the mines. They were known as the Bevin Boys.



General Strike 1926

In 1926, British miners went on strike because mine owners wanted them to work longer hours for less money. People from other industries supported the miners, which caused massive disruption. The miners returned to work nine days later.

End to mining in the UK

The British coal mining industry went into decline in the 1950s. Coal imported from abroad was cheaper, and gas and oil were replacing coal as cleaner sources of power. In 1984, 187,000 miners went on strike to protest against the government's plans to close 20 mines. After a year, the strike ended and many miners went back to work. The last deep mine in the UK, Kellingley Colliery in North Yorkshire, closed in 2015.

Glossary

colliery	A coal mine, its buildings and machines.
Davy lamp	A safety lamp designed to be used in mines to reduce the risk of fires or explosions.
fossil fuel	Natural fuels, such as coal or gas, that were formed millions of years ago from animal and plant remains.
general strike	A strike that includes workers from all or most industries.
Industrial Revolution	A period of time when more work was done by steam-powered machines than by hand.
natural gas	A flammable fuel that is found underground.
non-renewable energy	A source of energy that comes from fuels that cannot be replaced once it has been used, such as oil, coal and gas.
renewable energy	A source of energy that can be produced as quickly as it is used, such as wind or solar power.
sediment	Stones and sand grains that form a soft, wet substance.
strike	To refuse to work as a form of protest against an employer, usually due to working conditions, pay or job losses.

Firedamp and Davy Lamps

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Fallen Fields

First World War 1914–1918

Before the war

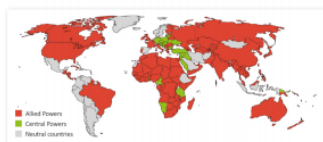
In the early 1900s, Britain was one of the world's most powerful nations and had a large empire. British politicians wanted to avoid war and there had been a period of peace in Europe. However, Germany was becoming a cause for concern, ruled by an ambitious **kaiser** who was envious of Britain's military strength.

Causes of war

The First World War started after the **assassination** of Archduke Franz Ferdinand in Sarajevo on 28th June 1914. However, other factors, including **imperialism**, **nationalism**, **militarism** and **alliances** between countries, also contributed towards war breaking out.

Warring countries

The war was fought between two groups: the **Central Powers** (Germany, Austria-Hungary, Bulgaria and the Ottoman Empire) and the **Allied Powers** (Serbia, Russia, France, Great Britain, Italy, Belgium and the United States of America). The USA joined the Allies in 1917. Some countries remained neutral during the war.



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Becoming a soldier

When war broke out, the army needed soldiers. Initially, men did not have to fight but were persuaded to join by **propaganda**. Later on, **conscription** was introduced meaning that men aged 18–41 had to join the army. Hundreds of thousands of men were sent to battlefields in places such as northern France and Belgium.



Life in the trenches

Soldiers on both sides dug deep, narrow ditches called **trenches** in the ground to hide from enemy attack. Soldiers lived in the trenches for weeks at a time and thousands were killed in battle. Trench conditions were terrible. They were smelly, muddy and infested with lice and rats. The soldiers did not get much sleep and were woken to complete daily chores or fight. During rest time, soldiers wrote letters and sometimes played card games.

Weapons and technology

During the First World War, both sides used a combination of weapons such as **artillery**, poison gas, tanks and aircraft. Some of these, like poison gas and tanks, were newly-invented and being used for the first time. Poison gas was one of the most feared weapons of the war and was fired into the trenches inside shells. Its effects included vomiting, sore eyes, blistering skin and internal and external bleeding.

Life on the home front

The war changed people's lives at home in Britain. **Rationing**, bombing and strikes by discontented workers made life difficult for people living on the **home front**. New jobs were created to help with the war effort, including jobs for women that had previously been done by men, such as working in **munitions** factories. Children were also expected to help with the war effort by doing jobs around the home. Some men refused to fight for moral reasons. They were known as conscientious objectors and were often treated harshly.

The end of the war

The war ended in 1918 at 11 am on the eleventh day of the eleventh month. Germany signed an **armistice**, an agreement for peace, that had been prepared by Britain and France. The Allies celebrated the end of the war, and in London, a huge crowd gathered in Trafalgar Square. On the 28th June 1919, exactly five years after the assassination of Archduke Franz Ferdinand, Germany and the Allied Powers signed a peace treaty called the Treaty of Versailles.

Remembrance

The poppy is a symbol of remembrance. During the First World War, poppies grew on barren land such as old battlefields. A Canadian doctor called Lt Col John McCrae was inspired by the sight of the poppies to write a famous poem called *In Flanders Fields* after his friend died at Ypres. After the war, the poppy became an official symbol of remembrance.

Fallen Fields

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First World War timeline

1914	
28th June	Archduke Franz Ferdinand is assassinated in Sarajevo
28th July	Austria-Hungary declares war on Serbia and Russia mobilises its troops
4th August	Germany invades Belgium and Britain declares war on Germany
6th–10th September	First Battle of Marne
19th October – 22nd November	First Battle of Ypres
24th–25th December	Christmas truce
1915	
17th February	Battle of Gallipoli begins
22nd April	German forces launch their first gas attack near Ypres, Belgium
7th May	A German submarine sinks the British passenger ship, RMS <i>Lusitania</i>
31st May	London suffers first German Zeppelin attack
1916	
9th January	Battle of Gallipoli ends
21st February – 18th December	Battle of Verdun
2nd March	Conscription for unmarried men aged 18–41 is introduced in Britain
25th May	Conscription for married men aged 18–41 is introduced in Britain
31st May – 1st June	Battle of Jutland
1st July – 18th November	Battle of the Somme
15th September	Britain deploys the first ever tank used in warfare
7th December	David Lloyd George becomes the British prime minister
1917	
6th April	USA joins the war to support the Allies
17th July	The Royal Family change their surname to Windsor to appear more British
31st July – 10th November	Third Battle of Ypres, also known as the Battle of Passchendaele
1918	
January	Compulsory food rationing is introduced in stages in Britain
1st April	The Royal Air Force (RAF) is formed in Britain
8th – 11th August	Battle of Amiens
August	Allies force the German army to retreat
9th November	Kaiser Wilhelm II abdicates as ruler of Germany
11th November	Armistice is signed between France, Britain and Germany
1919	
28th June	Treaty of Versailles is signed, formally ending the war

Glossary

alliances	Groups of countries that promise to protect and support each other.
Allied Powers	Also referred to as the Allies. Serbia, Russia, France, Great Britain, Italy, Belgium and the USA.
armistice	An agreement made by both sides in a war to stop fighting for a certain time.
artillery	Large, heavy guns used in land warfare.
assassination	The killing of a prominent person, often for political or religious reasons.
Central Powers	Germany, Austria-Hungary, Bulgaria and the Ottoman Empire.
conscription	Compulsory enlistment for state service, typically into the armed forces.
home front	The everyday life and activities of civilians living in a country at war.
imperialism	A desire to conquer other countries through colonisation, use of military force, or other means.
kaiser	The German emperor.
militarism	The belief that it is important to have strong armed forces and that they should be used to gain land and political power.
munitions	Military weapons, ammunition, equipment and stores.
nationalism	The belief that a person's home country is better and stronger than others.
propaganda	Information, especially biased or misleading, used to promote a political cause or point of view.
rationing	A system allowing each person to have only a fixed amount of food.
trenches	Long tunnels dug into the ground to protect soldiers from attack.

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A Child's War

The Second World War

The Second World War lasted from 1939 to 1945. On one side were the Axis Powers (including Germany, Italy and Japan). On the other side were the Allied Powers (including Britain, France, the Soviet Union and the USA). After six years of fighting, the Allied Powers won. Children, as well as adults, were affected by the war.

Key leaders

Allied leaders



Winston Churchill
Prime Minister of Great Britain



Charles de Gaulle
President of France



Joseph Stalin
Leader of the Soviet Union



Franklin D. Roosevelt
President of the United States

Axis leaders



Adolf Hitler
Leader of Germany



Benito Mussolini
Prime Minister of Italy



Michinomiya Hirohito
Emperor of Japan

Evacuation

During the war, German planes dropped bombs on British cities in an attempt to destroy factories, dockyards and airfields but homes and schools were also hit. The government decided to evacuate children from the cities, where they might be in danger, to the countryside where they would be safer. Children who were evacuated were called evacuees. They went to live with other families who looked after them until the war ended.

The Blitz

The intense and sudden bombing of British cities was called the Blitz. Sirens were sounded in the streets to warn civilians that bombers were coming. To escape the bombs, people went into air raid shelters. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities.

Air raid shelters

Many people built air raid shelters, called Anderson shelters, in their gardens. These were made from corrugated steel panels with soil spread over the top. Some people, who didn't have gardens, made a Morrison shelter inside their homes. This shelter looked like a steel table with wire mesh around the sides.



Propaganda

Posters, radio, films and newspapers were used during the war to keep up people's spirits, celebrate Allied victories and make fun of the enemy. This was called propaganda. Propaganda was also used to persuade people to do what the government wanted, such as carry a gas mask, grow vegetables, make or mend clothes and evacuate children from the cities to the countryside.

Food and rationing

During the war, there was a shortage of some foods because ships bringing food into Britain were at risk of sinking by German submarines. Rationing was introduced in 1940, which meant that each person could only buy fixed amounts of certain foods each week. Every person was issued with a ration book, and they had to hand over coupons from their ration book, as well as money, when they went shopping. Many foods were rationed, such as butter, bacon, sugar, meat, cheese and milk, but some were not, including potatoes and fish. People were encouraged to grow their own vegetables through the 'Dig for Victory' campaign.

Battle of Britain

The Battle of Britain started in July 1940 and lasted for many months. The German air force bombed Britain in an attempt to destroy Britain's Royal Air Force so they could prepare to invade Britain by sea. However, the Royal Air Force shot down many German planes and stopped Hitler's planned invasion of Britain.



Spitfires were used in the Battle of Britain.

Second World War timeline

Before the Second World War

1934 19th August Adolf Hitler, the leader of the Nazi party, becomes the leader of Germany.

1936 March German troops break the Treaty of Versailles when they occupy the Rhineland.

1938 12th March Austria becomes part of the German Empire, which is known as the Third Reich.

During the Second World War

1939 1st September The Second World War begins when Germany invades Poland.

September In the first three days of evacuation, 1.5 million children and vulnerable adults leave British cities.

1940 8th January Rationing starts.

10th July–31st October The Battle of Britain takes place.

7th September The Blitz begins.

1941 10th May The Blitz ends.

7th December Japanese planes bomb the American naval base at Pearl Harbour in Hawaii, leading to the United States entering the war.

1944 6th June Allied troops land in Normandy, France to free western Europe from German control (D Day).

1945 January Allied forces begin to free prisoners of war from German concentration camps.

30th April Adolf Hitler commits suicide.

8th May Germany surrenders. The Second World War in Europe ends (Victory in Europe Day).

26th July Clement Attlee replaces Winston Churchill as Prime Minister of Great Britain.

15th August Japan surrenders (Victory over Japan Day). The Second World War ends.

After the Second World War

1945 24th October The United Nations is created to make sure a world war doesn't happen again.

1954 4th July Rationing ends in Britain.

Anne Frank

Anne was a German Jew who wrote a diary about her experiences during the war. When the Nazis gained control over Germany, Jews were persecuted and transported to concentration camps, so Anne moved with her family to Amsterdam in the Netherlands. When the Germans then invaded the Netherlands, Anne and her family went into hiding in a concealed room in her father's work building. Her famous diary tells her story while in hiding.



Glossary

Allied Powers Countries (including Britain, France, the Soviet Union and the USA) that united to fight the Axis Powers.

Axis Powers Countries (including Germany, Italy and Japan) that united to fight against the Allied Powers.

civilian A person who was not in the police or armed forces.

concentration camp A place where large numbers of people, especially Jews, were held and often killed.

evacuee A child or vulnerable adult who was sent away from a city to live in the countryside, which was considered safer.

invade To enter or occupy a country by force.

Nazi A follower of Adolf Hitler, leader of the Nazi party.

persecute To treat someone cruelly or unfairly.

propaganda Biased news, media and communication, used to influence people's opinions.

rationing The limited supply of food, clothes and other goods to prevent shortages.

Rhineland An area of western Germany that runs along the River Rhine.

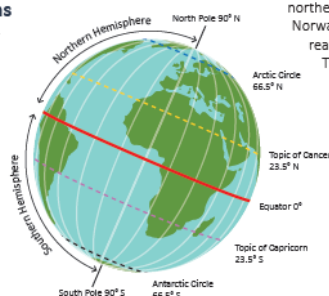
Treaty of Versailles A peace treaty signed in 1919 that punished Germany for the First World War.

Year Six: Frozen Kingdoms

Frozen Kingdoms

The polar regions

The Earth has two polar regions: the Arctic Circle in the Northern Hemisphere and the Antarctic Circle in the Southern Hemisphere. Polar regions have long, cold winters and temperatures mostly below freezing. The weather can be very windy with little precipitation.



Polar landscapes

Much of the polar regions is covered with snow and ice all year round. Polar landscape features include glaciers, ice fields and icebergs.

Glacier

Glaciers are slow-moving masses of flowing ice, formed by the compaction of snow. They can vary in depth from 50m to 1500m.



Ice field

Ice fields are large areas of connected glaciers covering flat areas, such as valleys and high plateaus. They are made from compressed and frozen snow.



Iceberg

Icebergs are chunks of ice that calve, or break off, from glaciers and ice sheets and float in the sea. Wind and water erode icebergs into sculptural shapes.



Arctic region

The Arctic region consists of the Arctic Ocean and the northern parts of Canada, Alaska, Russia, Finland, Sweden, Norway, Greenland and Iceland. Winter temperatures can reach -50°C and summer temperatures can reach 10°C. The Arctic region has a varied landscape including mountains, tundra and boreal forest. It is home to small populations of people and an amazing variety of plants and animals including the polar bear, Arctic fox, Arctic hare and walrus.



polar bear

Natural resources in the Arctic

Natural resources in the Arctic include oil, gas, minerals, metals, fish, wood and freshwater. Arctic inhabitants use the natural resources available for fuel, food and to sell to other countries. However, many of the resources have not yet been touched as they are difficult to extract, especially those that underneath the frozen waters of the Arctic Ocean.

Indigenous peoples of the Arctic

The indigenous peoples of the Arctic have inhabited the area for thousands of years. In the past, they adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walrus, and using reindeer skins to keep warm. Many lived nomadic lifestyles, following reindeer herds. Today, many indigenous peoples live in permanent settlements and have a modern lifestyle, but some still follow the traditional way of life.

Antarctic region

Antarctica is the world's fifth-largest continent and is covered in an ice sheet that is up to 4800m thick. It is the coldest, driest, highest and windiest continent on Earth. Temperatures can drop to -89°C, there is little precipitation, and wind speeds can reach 80km per hour. There are only two native species of flowering plants in Antarctica, but there is a rich sea life, including the emperor penguin, humpback whale and leopard seal. No people live permanently in the Antarctic. However, scientists stay for part of the year to carry out research and tourists visit in the summer months to see the landscape and wildlife.



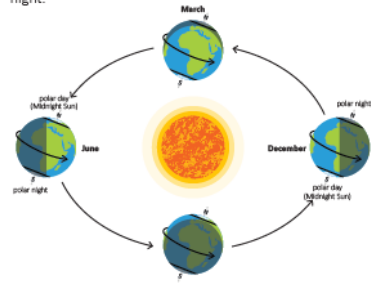
emperor penguin



humpback whale

Polar day and night

Due to the tilt of the Earth, the poles experience nearly 24 hours of daylight during the summer months. This is called polar day, or Midnight Sun. In the winter, the poles experience nearly 24 hours of darkness. This is called polar night.



Polar discovery

Due to the harsh and inhospitable conditions, the polar regions were the last places on Earth to be explored. During the golden age of polar exploration, between 1898 and 1916, explorers searched for the Northwest Passage in the Arctic and raced to reach the South Pole in Antarctica. Three famous polar explorers were Robert Falcon Scott, Roald Amundsen and Ernest Shackleton.

Robert Falcon Scott

Robert Falcon Scott (1868–1912) was a British explorer who led two expeditions to the Antarctic. His second expedition turned into a race to the South Pole that Scott's team lost, losing their lives in the attempt.



Image from: Wikimedia Commons/PAUL ARMSTRONG

Roald Amundsen

Roald Amundsen (1872–1928) was a Norwegian explorer. He was the first to discover the Northwest Passage in the Arctic that joined the Atlantic Ocean to the Pacific Ocean. In 1911, he led a successful expedition to be the first to reach the South Pole, beating Scott's team.



Image from: Wikimedia Commons/PAUL ARMSTRONG

Ernest Shackleton

Ernest Shackleton (1874–1922) was a British explorer who led an expedition to attempt to walk across Antarctica. However, his ship became stuck in sea ice and sank. Shackleton and his men managed to survive for 18 months before making their way to safety.



Image from: Wikimedia Commons/PAUL ARMSTRONG

Titanic

The RMS *Titanic* sank on 15th April 1912. Four days after leaving Southampton, UK and just 300 miles from its destination of New York, USA, the lookout crew spotted an iceberg in the *Titanic's* path. The ship collided with the iceberg, damaging its hull. At 2:20am on 15th April, the *Titanic* began to sink. Although the crew sent distress signals, none of the ships who responded were able to reach the *Titanic* before she sank. It is estimated that 1500 people were killed and only 700 survived.



RMS Titanic

Climate change

Human activities such as burning fossil fuels and deforestation are releasing gases into the atmosphere that are causing the temperature of the Earth to rise and its climate to change. The Arctic landscape and wildlife are at risk due to this change. Scientists are concerned that the rising global temperature is causing the polar ice to melt. If the polar ice melts, sea levels and temperatures will rise, weather patterns will change and the polar regions will be damaged.



Arctic landscape

Glossary

Antarctic Circle	An imaginary circle of latitude that lies 66.5° south of the equator. Everything south of this line is known as the Antarctic.
Arctic Circle	An imaginary circle of latitude that lies 66.5° north of the equator. Everything north of this line is known as the Arctic.
boreal forest	A large area of wetland covered in conifer trees. Boreal forests are found in countries that are in or near the Arctic Circle.
climate	The usual weather conditions that occur in a place over a long period.
horizon	The line where the sky appears to meet the Earth.
indigenous	Occurring naturally or originating in a particular place.
native	Referring to the animals and plants that occur naturally in a place.
North Pole	The most northern geographical point of the Earth.
polar day	Near constant daylight in the Arctic or Antarctic during the summer months when the Sun does not set below the horizon. Also known as Midnight Sun.
polar night	Near constant darkness in the Arctic or Antarctic during the winter months when the Sun does not rise above the horizon.
precipitation	Water that falls from clouds in the sky as rain, snow, hail or sleet.
South Pole	The most southern geographical point of the Earth.
tundra	An area of land where it is too cold for trees to grow and the ground below the surface is permanently frozen.



Year Six: Hola Mexico!

Hola Mexico!

This is Mexico!

Mexico is located in the south of the continent of North America. It has a diverse landscape that includes mountains, rainforests and deserts. This means that its climate is also very varied and there are a wide range of plants and animals found there, including many types of cacti and over 700 species of reptile. Some people live in rural communities and others live in large cities. Mexico City is the capital of Mexico. It is home to nearly nine million people, with a vibrant, diverse population and a rich cultural heritage.



Mexico City and the Popocatepetl volcano

Chihuahuan Desert

The Chihuahuan Desert is one of the largest in North America. It covers parts of Texas, New Mexico, Arizona and Mexico. Winters are cool and summers are extremely hot. There is very little rainfall, but the Rio Grande River runs through the desert and provides water for the animals, plants and people who live there. The Chihuahuan Desert is said to have more species of cacti than any other desert. Shrubs and cacti, such as Mormon tea and prickly pear, are found in the desert. There are many different animals, such as the pronghorn antelope and kit fox, that thrive in the desert.

Festivals and celebrations

Mexican people celebrate many different festivals and special days across the year. They are a central part of Mexican culture and may involve music, food, dancing and special clothes.

Día de la Independencia (Independence Day)

This festival celebrates the start of Mexico's fight for independence from Spain in 1810. On 15th September, the President of Mexico rings a bell in the National Palace in Mexico City then shouts, 'Viva Mexico!' from the balcony. The Mexican flag is waved, and people sing the national anthem. The following day, banks, schools, offices and many businesses close and there are parties and parades for everyone to enjoy.

Día de los Muertos (Day of the Dead)

This festival takes place during the first two days of November. It is a positive celebration to remember loved ones who have died. Families set up brightly decorated altars with photographs of the deceased. Relatives place their loved ones' favourite foods on altars and skeleton costumes and skull decorations are popular.



Fiesta de Santa Cecilia (Festival of Saint Cecilia)

Mexicans celebrate Saint Cecilia, the patron saint of musicians, on 22nd November. Musicians take part in open-air concerts and people celebrate with food and drink. Over 500 musicians perform a song called *Las Mañanitas* that is dedicated to Saint Cecilia.

Food

Food plays an important part in Mexican culture. Many Mexican foods can be traced back thousands of years to the Aztecs or Maya and some contain flavours from other countries, including Spain. Traditional Mexican foods include chocolate, corn tortillas, avocados and beans. Popular Mexican dishes may contain a mixture of these ingredients, such as enchiladas, guacamole or churros with chocolate.



Music

Music and dance are essential to the culture of Mexico. Each region of Mexico has traditional dances that are accompanied by music and feature colourful costumes. One well-known type of music is mariachi, which is performed by a group of musicians playing violins, trumpets and guitars. A traditional Mexican song is *La Cucaracha*, which means 'The cockroach'.



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Maya

The Maya were a group of indigenous people who lived in Mexico and other parts of Central America over 3000 years ago. The Maya were experts in farming, pottery, writing and maths. Around AD 900, the Maya civilisation began to decline, and the people moved into small villages, rather than staying in the great cities they had built. There are still some Maya people today who follow the lifestyle, language and traditions of the ancient Maya.

Maya calendar

The Maya created a calendar that was based on their understanding of maths and astronomy. It was highly complex and used three different calendars to record the days, months and years.

Maya ball game

The Maya played a ball game called *ulomá* on a long, stone-lined court. Teams would compete to get a large, rubber ball through a stone ring using their knees, elbows or hips. The leader of the losing team was killed after the game.

El Castillo

El Castillo is a Maya temple in Chichén Itzá. During the spring and autumn equinox, the Sun casts a shadow that slithers down the steps of the temple like a snake.



El Castillo in Chichén Itzá, Mexico

Maya timeline

- 3114 BC** The Maya calendar begins.
- 1000 BC** Maya settlements develop.
- 750 BC** Large stone structures are built in Maya cities.
- 600 BC** The Maya create a settlement at Tikal that later becomes a major city.
- 300 BC** The Maya begin to use a monarchy government and develop a writing system known as glyphs.
- 100 BC** The largest known ancient city in the Americas, Teotihuacan, is founded in the Valley of Mexico.
- 250 AD** The Maya become one of the most significant civilisations. They dominate Central America.
- 900 AD** The Maya civilisation begins to mysteriously decline. People begin to live in smaller villages and abandon the great Maya cities.
- 1200** The Maya abandon their northern cities.
- 1400** The surviving Maya suffer a period of warfare, natural disasters and disease.
- 1500** Spanish explorers take land and wealth from the remaining Maya.

Glossary

civilisation	A well-organised and developed society.
climate	The weather in a particular place over a period of time.
culture	The lifestyle of a group of people or a society.
diverse	Very varied or different.
equinox	A time when the length of the day and night are the same.
festival	A celebration or special event held to mark a particular occasion.
heritage	Traditions, languages or buildings from the past that are important to a particular society.
indigenous	People, plants or animals that originated in a place.
landscape	A large area of land.
patron saint	A holy person who is specially chosen as a protector over a person, place, object or activity.
region	A geographical area with its own unique features or characteristics.
tradition	An activity, custom or belief that people have continued to follow for a long time.