

Finlay Community School

History

Our Whole School Curriculum Intent

At Finlay, we aim to teach a broad and balanced curriculum that enables children to enjoy, achieve and succeed in line with the National Curriculum. We provide opportunities to develop the children's cultural capital and ensure they are life-long learners, who are ready for the next step of their education and to thrive in Society. In addition to teaching the National Curriculum, we also aim for our children to leave school with a SMILE! Our SMILE values are: social awareness, mental health and wellbeing, independence, life skills and excellent aspirations. We provide opportunities to develop these values in all curriculum areas.

Our History Intent

At Finlay, we teach the National Curriculum. As mentioned in the National Curriculum Framework, high-quality history teaching should enable pupils to, "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." We feel this ties in closely with our 'SMILE' values, as our pupils learn more about the reasons for the world being the way it is, and how significant events, people and changes in history has made the world and society the way it is today.

Whole School Curriculum Overview: Thematic Overview

Reception

1. *It's good to be me: All about me and my family*
2. *Let's Celebrate: Religious Celebrations*
3. *Once Upon a Time: Fairytales and Traditional Tales*
4. *Are we nearly there yet? Places and Locational Knowledge*
5. *Moving on up! Transition Year 1*

Year 1

1. *The History of Toys*
2. *Where oh Where is Finlay Bear? Our Local area and the UK.*
3. *The Great Space Race: Armstrong, Aldrin, Peake*

Year 2

1. *Heroes in History: Florence Nightingale and Mary Seacole*
2. *Around the World in 60 Days/Paddington's Passport: The 7 continents and 5 oceans*
3. *The Great Fire of London and the Tudors. Focus on Samuel Pepys*

Year 3

1. *Rock and Roll: The Stone Age to Iron Age*
2. *Deadly Disasters: Natural Disasters including volcanoes and earthquakes*
3. *Navigating the Nile/ Exciting Egyptians: Ancient Egypt.*

Year 4

1. *The Rotten Romans/ Glorious Glevum: Roman Britain and their Legacy.*
2. *Journey to the River Sea/ Come Sail With Me: Oceans and Rivers*
3. *Ancient Greece and the Olympics*

Year 5

1. *Chocolate: Mayans and Aztec Civilization*
2. *The Rainforest: North and South America, Deforestation*
3. *Invaders and Settlers: Anglo Saxons and Vikings*

Year 6

1. *We'll Meet Again: World War 2 and the impact on children*
2. *Ice Explorers: Arctic and Antarctica*
3. *Let Me Entertain You: Changes in leisure and entertainment throughout history*

Coverage Term by Term (EYFS – Year 6)

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre - school <i>'I wonder...'</i>	Who is who? Who lives at your house? How do you feel? What happens in autumn?	Who lives, far, far away? What happens in Winter? Christmas	What is beyond the clouds? What would I find on a treasure island? Could I walk with dinosaurs? What would I find in the the woods?	Who helps me when I am hurt? Who helps my pet if they are hurt? Who can check my teeth? How can I be safe on the road?	What would I find on the farm? What would I find at the zoo? What would I find under the sea? What would I find on safari?	How do plants grow? How do mini beasts grow? What happens in summer? Who helps me at school?
			Begin to describe a sequence of events, real or fiction, using words such as first, then.	Begin to make sense of their own life story and family's history.		
Reception	<i>It's Good to be Me</i>	<i>Let's Celebrate</i>	<i>Once Upon a Time</i>		<i>Are we nearly there yet?</i>	<i>Moving on up!</i>
Historical content	History: changes from baby to now People who help us: Jobs of our parents	History: Comment on images familiar situations in the past.	Traditional Tales History - compare and contrast characters from stories. Including figures from the past. Literacy focus - rhyme, retelling stories			

Year 1	Finlay Toy Factory		Where oh Where is Finlay Bear		The Great Space Race	
Historical content	History - change in toys over time - look at different eras of history - e.g. Victorian toys to electronic toys. What has changed? What is the same?				History - Neil Armstrong and Buzz Aldrin Significant people in the past Reasons why they acted as they did First man on the moon	History - Tim Peake Significant people in the past Reasons why they acted as they did Modern day space travel - Elon Musk
Year 2	Heroes in History Florence Nightingale and Mary Seacole		Around the World in ... Days Passport theme		The Great Fire of London & The Tudors	
Historical content	History - Florence Nightingale Significant people in the past Reasons why people in the past acted as they did	History - Mary Seacole Significant people in the past Reasons why people in the past acted as they did			History What happened in Great Fire of London Significant events in the past	History of houses - how have they changed/ types of houses The Tudors - walk through Gloucester
Year 3	Rock and Roll! Stone Age and Iron Age		Deadly Disasters		Navigating the Nile/ Ancient Egyptians	
Historical content	History - Stone Age Describe the changes in Britain from the Stone Age to the Iron Age.	History - Iron Age Describe the changes in Britain from the Stone Age to the Iron Age.			History - Ancient Egyptians	
Year 4	Rotten Romans Glorious Glevum		Journey to the River Sea! Come Sail with Me!		Ancient Greeks Olympics	
Historical Content	History - Ancient Rome	History - Roman Legacy Glevum		Local History: Gloucester canals	History - Ancient Greece	History - Olympics and the change in this over time.

Year 5	Chocolate! Ancient Maya		Deforestation The Rainforest - North and South America	Invaders and Settlers - Saxons, Vikings and Mayans
Historical Content	History: A study of the Mayan and Aztec Civilization			History: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Year 6	We'll Meet Again! World War 2		Ice Explorer Arctic and Antarctica	Let Me Entertain You! History of Entertainment
Historical Content	History: World War 2: Britain beyond 1066. Developing a chronological awareness.	History: World War 2: Britain beyond 1066. Developing a chronological awareness. Role of men, women and children		History: Leisure and Entertainment up to present day: A change in an aspect of social history. Shakespeare, Charlie Chaplin, Disney (animation), Modern day film and CGI Role of men/women/children - social class at the theatre (Globe) - cost of tickets, place to sit, gender of actors, how the women was perceived in silent movie

Progression of Knowledge, Skills and Understanding in the National Curriculum

Enquiry and Interpretation of the Past

	Birth to Three	Three-Four year olds	Reception	Year 1	Year 2	Year 3	Year 4		Year 5	Year 6
Ask Questions about the past				Ask simple questions about the past such as: What was it like for people? What happened? How long ago?	Ask more detailed questions about the past, after looking at one source of evidence.	Ask detailed questions about the past after looking at a variety of sources of evidence: photos, artefacts and online sources.	After looking at a range of sources, ask focussed questions which allow me to dig deeper into key aspects of history		After looking at a variety of sources, ask detailed questions which allow me to gain a thorough understanding of a key historical context.	After looking at a range of sources, ask detailed questions which allow me to draw conclusions or develop theories.
Answer Questions about the past			Observe or handle evidence to ask questions and find answers to questions about the past.	Answer some simple questions about the past from simple sources of information that are given to me such as artefacts and pictures.	Answer questions by suggesting different artefacts, pictures and stories we could use.	Choose a variety of sources which could be used to answer questions about the past.	Use a variety of sources of information in ways that go beyond simple observations to answer questions about the past.		Select sources of evidence to answer questions about the past, giving reasons for their choices.	Select suitable sources of evidence to answer questions about the past, giving informed and detailed reasons for their choices.
Use sources		Find out about	Listen to both spoken	Sort artefacts into then and now.		Understand that we can	Use a variety of	Choose a variety of	Use a variety of sources of	Seek out and analyse a

		experiences in my life by listening to what somebody tells me.	and written recounts of experiences within my life to understand more about the past		use artefacts, pictures, stories and to find out about the past.	sources of evidence (artefacts, pictures, stories and online sources) to find out about aspects of life in the past.	sources of evidence (artefacts, pictures, stories, online sources and databases) to find out about aspects of life in the past.	evidence (artefacts, pictures, stories, online sources, databases and eyewitness accounts) to deduce information about the past.	wide range of sources of evidence (artefacts, pictures, stories, online sources, databases and eyewitness accounts) to deduce information and draw conclusions about the past.
Differences in sources				Compare some simple similarities and differences between artefacts.	Understand that the past can be represented in different ways.	Understand that sources of evidence on the same topic can give different viewpoints.	Understand that no single source of evidence gives the full answer to questions about the past.	Understand that sources of evidence may contradict each other, and begin to explain some of the reasons why.	Understand that sources of evidence can contradict each other, explaining the potential reasons and giving plausible reasons as to why.
Accounts of events				Relate my own account of an event and understand that others may give a different version.	Relate my own account of an event and understand the reasons why others may give a different version.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Describe causes and consequences of some of the main events and changes in history	Begin to understand the concept of propaganda and the impact it could have.	Have an increased awareness of the concept of propaganda, giving examples of where this has had an impact.

									Understand that historians must understand the social context of evidence studied.
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Progression of Knowledge, Skills and Understanding in the National Curriculum

Knowledge and Understanding of the World

	Birth to Three	Three-Four year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change over time			Use everyday terms to describe the passing of time: new and old, now and then	Describe things that have happened to themselves and other people in the past using phrases such as: now, yesterday, last week, a long time ago, present, older and newer.	Show an awareness of the past using common words relating to the passing of time.	Understand the concept of change over time, using an increasing range of common words and phrases relating to the passing of time.	Understand the concept of change over time, representing this, along with evidence, on a time line.	Identify periods of rapid change in history and understand some of the reasons why.	Identify periods of rapid change in history and contrast them with times of relatively little change.

<p>Knowledge and areas of study</p>			<p>All about me People from the past: Traditional Tales</p>	<p>Change in toys over time Roles of significant people: Space Travel: Buzz Aldrin, Neil Armstrong, Tim Peake</p>	<p>Roles of significant people: Florence Nightingale, Mary Seacole, The Great Fire of London and the Tudors (Samuel Pepys)</p>	<p>Stone Age to Iron Age Ancient Egypt</p>	<p>Roman Britain and their legacy (Glorious Glevum) Ancient Greece and the Olympics</p>	<p>Mayans and Aztecs Invaders and Settlers: Anglo Saxons and the Vikings</p>	<p>World War 2 Change in Leisure and entertainment throughout history and the role of men, women and children</p>
<p>Change</p>		<p>Develop an understanding of growth and change over time.</p>	<p>Recognise key aspects of change within my own life: birthdays, passage of time: growing babies-toddlers, starting school, moving on.</p>	<p>Recognise there are reasons for changes in history.</p>	<p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Identify links between the time periods studied and other areas of interest around the world</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p>	<p>Describe some of the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Explain how this then impacts on subsequent periods and on today's society.</p>
<p>Key Changes</p>				<p>Listen to eyewitness accounts from the past (grandparents) to find out information.</p>	<p>Describe the main changes between then and now</p>	<p>Describe houses and settlements, culture and way of life, people's beliefs and differences between rich and poor</p>	<p>Describe features of past societies and periods.</p>	<p>Describe some cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society, backing up ideas with</p>

*using
evidence.*

*evidence and
statistics.*

Progression of Knowledge, Skills and Understanding in the National Curriculum

Understanding and Developing Chronology

	<i>Birth to Three</i>	<i>Three-Four year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Change over time</i>			<i>Use everyday terms to describe the passing of time: new and old, now and then</i>	<i>Describe things that have happened to themselves and other people in the past using phrases such as: now, yesterday, last week, a long time ago, present, older and newer.</i>	<i>Show an awareness of the past using common words relating to the passing of time.</i>	<i>Understand the concept of change over time, using an increasing range of common words and phrases relating to the passing of time.</i>	<i>Understand the concept of change over time, representing this, along with evidence, on a time line.</i>	<i>Identify periods of rapid change in history and understand some of the reasons why.</i>	<i>Identify periods of rapid change in history and contrast them with times of relatively little change.</i>
			<i>Sequence events and everyday objects within experience in time order, e.g. school day.</i>	<i>Sequence events within living memory</i>	<i>Recount changes within my own life over time.</i>	<i>Describe memories of key events in my life using historical vocabulary.</i>	<i>Describe some of the changes in a period of history.</i>	<i>Begin to look at religious, technological and cultural changes in a period of history.</i>	<i>Describe the main changes in a period of history using the terms: social, religious, political, technological and cultural.</i>

<i>Using a timeline to show chronology</i>				<i>Place known events within living memory on a timeline.</i>	<i>Place significant events from a period of history on a timeline.</i>	<i>Place events, artefacts and objects on a timeline using dates.</i>	<i>Place events, artefacts, objects and key historical figures on a timeline across both BC and AD.</i>	<i>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</i>	<i>Use timelines to place events, periods and cultural movements from around the world.</i>
				<i>Label a timeline with words or phrases such as: past, present, older and newer.</i>	<i>Use key dates when describing significant events.</i>	<i>Understand that a timeline can be divided into BC and AD.</i>			<i>Use timelines as a reference point for historical interpretation and enquiry, as well as communicating about the past.</i>

Progression of Knowledge, Skills and Understanding in the National Curriculum

Communicating Historically

	<i>Birth to Three</i>	<i>Three-Four year olds</i>	<i>Reception</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Presenting information from the past</i>			<i>Record memories of special events: making a book,</i>	<i>Show knowledge and understanding about things from</i>	<i>Share knowledge and understanding about objects,</i>	<i>Suggest different ways to present my knowledge and</i>	<i>Choose different ways to present my knowledge and</i>	<i>Present detailed findings, giving reference to historical</i>	<i>Present information in an organised and clearly structured way, in the most effective/appropriate</i>

			collecting photos, drawing and writing	the past in different ways: role play, drawing, writing and talking.	people and events from the past in different ways: labelled diagrams, simple stories and recounts.	understanding about key events or changes in history: a good standard of Computing and Literacy skills.	understanding about key events or changes in history: a high standard of Computing/Literacy/Data Handling skills.	skills being taught in a way that shows awareness of an audience.	e manner: e.g. tables, charts, labelled diagrams or written explanations.
Using historical vocabulary	Use vocabulary to communicate about the past: yesterday, last week	Use vocabulary to communicate about the past: yesterday, before, last...old, new	Use vocabulary to communicate about the past: today, yesterday, present, past, future, tomorrow, long ago, calendar, remember, parents, grandparents, old, month, day	Use vocabulary to communicate about the past: year, timeline, different, ancient, decade, modern, date order, memories, long ago, century, similar, artefact.	Use vocabulary to communicate about the past: significant, investigate, detective, opinion, historians, research, chronological order, era/period, diary, evidence, experts.	Use vocabulary to communicate about the past: BC (Before Christ), AD (Anno Domini), importance, impact, change, first hand evidence, second hand evidence, continuity, effects, thousands of years, legacy, sources.	Use vocabulary to communicate about the past: BCE (Before the Common Era), BC (Before Christ), AD (Anno Domini), infer, consequences, culture.	Use vocabulary to communicate about the past: extent of change, extent of continuity, religious, religion, social, technological, eyewitness, primary evidence, secondary evidence, deduce, conclusive	Use vocabulary to communicate about the past: legislation, politics, political, social, democracy, diversity, reliability, bias, definitive, extent of change

Knowledge Organisers

Knowledge organisers should be shared with the children at the beginning of each block of work.

In history, as this is the basis of each theme, the children will have one knowledge organiser per big term.

The children should take a copy of this home.

The children should have quizzes based on the information on their knowledge organisers on a regular basis and use this as a tool for learning.


Knowledge Organisers should show:


- Key dates
- Vocabulary
- Sticky knowledge and Rapid Recall facts
- How learning may link to previous learning








Finlay Community School - Reception - Geography knowledge organise



Overview	
History	
<p>-In <u>History</u>, we look at things that have happened in <u>the past</u>.</p> <p>We look at the things humans have done in the past, to try and help us understand <u>the present</u>, and what may happen in <u>the future</u>.</p> <p>In EYFS, we learn about the past and present through looking at <u>our lives</u> and the <u>lives of family and friends</u>.</p> <p>Almost all of the early History learning can be found in 'Understanding the World', one of the 7 learning areas.</p>	
	

Understanding the World – The World		Key Vocabulary
<p><u>Our World</u></p> <p>-Our world is a <u>planet</u> called <u>Earth</u>. It is one of a number of planets that go around <u>the Sun</u>.</p> <p>-On Earth, there are many different <u>countries</u>. In each country, there are <u>cities, towns and villages</u>.</p> <p>-Which country do you live in? Which town/city?</p>		History Past Present Future Time Family Friends Earth Community Environment
<p><u>Nature and Objects</u></p> <p>-Humans share the planet with lots of other <u>living things</u>, including <u>plants and animals</u>.</p> <p>-Animals and plants live in many different ways.</p> <p>-There are also things that <u>people have made</u> in the world, for example buildings and cars.</p>		
<p><u>Changes over Time</u></p> <p>-Humans go through life stages: baby, toddler, child, teenager, adult and old people.</p> <p>-Other things change over time too. For example, they can grow, shrink, decay and die.</p>		
		

Understanding the World – People and Communities		
	<p>Family and Friends Sub-Area: People and Communities</p>	<p>-Family are people who are <u>related</u> to one another.</p> <p>-Friends are people who <u>like spending time together</u>.</p> <p style="text-align: center;"><u>Family members include:</u></p> <p>Mother/Mum Father/Dad Parent Sister Brother Grandmother/Nana Grandfather/Papa Auntie Stepmother/father/sister/brother Uncle Cousin</p>
	<p>Experiences Sub-Area: People and Communities</p>	<p>-An <u>experience</u> is something that happens to us in our lives. Important experiences are called <u>life events</u>.</p> <p style="text-align: center;"><u>Life events may include:</u></p> <p>-Birthday -Starting school -Birth of brother/sister -Wedding -Christening -Achievements/ success!</p>
	<p>Ways of Life & Occupations Sub-Area: People and Communities</p>	<p>-We <u>share some things</u> with other people. Some things make us <u>unique</u> (different to everyone else).</p> <p>-A <u>way of life</u> is how you choose to spend your time.</p> <p>-An <u>occupation</u> is a job – what you do for work.</p> <p>-Occupations include: teacher, policeman, chef, etc.</p>

Extended Learning		
	<p>Communities & Traditions Sub-Area: People and Communities</p>	<p>-A <u>community</u> is a group of people who live in a particular place or have something in common.</p> <p>-E.g. all of the teachers, parents and children at your school make up your <u>school community</u>.</p> <p>-Your town or village is your <u>local community</u>.</p> <p>-A <u>tradition</u> is something that people in a group or community do, that has been passed down over time.</p> <p>-E.g. eating certain foods, wearing certain clothes.</p>
	<p>Environments Sub-Area: The World</p>	<p>-<u>Environments</u> are our surroundings.</p> <p>-Different people, plants and animals like to live in different environments.</p> <p>-Some examples of <u>natural environments</u> are: garden, forest, beach, desert, rainforest, polar or mountain.</p>

Time and Chronology

-THE PAST: Birth of grandparents	-THE PAST: Birth of parents	-THE PAST: When I was a baby	-THE PAST: What I did last week	-THE PAST: What I did earlier today	-THE PRESENT: What I am doing right now	THE FUTURE: What I will do later today	THE FUTURE: What I will do next week	THE FUTURE: What I will do when I am a grown-up	THE FUTURE: What I will do when I am an old person
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The History of Toys

Some key facts!	
How long have toys existed?	Toys have existed for thousands of years. They were made out of materials that were available at the time.
What were toys made of 100 years ago?	Toys were mainly made of wood, paper and metal.
What toys did children play with 100 years ago?	Rich children played with toys such as clockwork trains, tea sets and dolls. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.
What are modern toys made of?	Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with.
How are modern toys different?	Many modern toys use electricity to work.

Different Materials
Children 100 years ago played with some of the toys that you play with today! You can tell when these toys were created by looking at the materials they were made from.
Can you tell which of these toys are old and which are new?
Teddy bears have been around for more than 100 years and used to be stuffed with wood shavings. Now they are stuffed with soft fibres.
100 years ago, dolls were made with a porcelain face and a felt body. Today, dolls are usually made from soft plastic.



Key vocabulary:
Materials A material is any substance that has a name. For example: chalk, paper, wood.
Porcelain A very delicate materials that is hard and shiny.
Clockwork A clockwork toy has machinery inside it which makes it move when it is wound up with a key.
Modern The present time E.g. new toys are modern.

Moving Toys
Lots of modern toys have batteries which make them move.
Before batteries were invented, many toys that moved had windup power and clockwork devices. This means that you had to turn a key to tighten a spring and then let the spring unwind for the toy to move.



The Great Space Race!

The Great Space Race- Neil Armstrong and Buzz Aldrin



Overview:
Neil Armstrong (1930-2012) was an American astronaut who is famous for being the first man to walk on The Moon.
Buzz Aldrin (1930) is an American former astronaut who is also famous for landing on The Moon.
Armstrong went to the moon as the Commander of a NASA (the American Space Agency) mission called 'Apollo 11'.
Joining him on the mission were two other astronauts- Buzz Aldrin and Michael Collins. Aldrin was the second man on The Moon.
As Armstrong set foot on the moon, he is famous for saying the words "That's one small step for man, one giant leap for mankind."

Question	Answer
What did they do on the moon?	They collected samples from the moon to take back to Earth. They placed the American flag about 8 metres from where they landed.

Key Facts:
Six hundred million people watched the moon landing on television.
Neil Armstrong was given the Presidential Medal of Freedom
Armstrong learnt to fly before he could even drive.
The footprints made by Neil Armstrong and Aldrin are still on the moon. There is no wind to remove them.
Armstrong stepped onto the moon's surface first and Aldrin joined him on the moon 19 minutes later.



Key Vocabulary:	
Astronaut	a person who is trained to travel in a spacecraft
Famous	Known about by many people
Apollo 11	The name of the first manned space flight to the moon and back - mission
Moon	A large natural orbits the Earth.
NASA	A US space agency, that stands for 'National Aeronautics and Space Administration'.

5- August 1930: Armstrong is born in Ohio. 1946: At 16 years old, Armstrong gains his pilot license. 1949: Armstrong fights for the US Navy. 1952: Armstrong joins the organisation NASA. 1962: Armstrong joins the astronaut programme. 1966: goes into space for the first time. 1969: moon mission, becomes first person to walk on the moon. 1971: becomes a university professor. 2012: He dies in Ohio, aged 82.

The Great Space Race- Tim Peake and Elon Musk

Overview:

Timothy Nigel Peake was born on April 7, 1972, in Chichester, West Sussex, England.

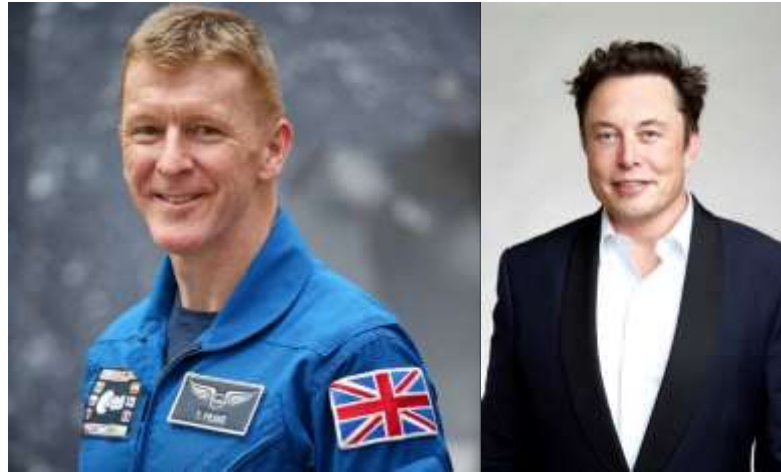
Tim Peake is a British astronaut. In 2016 he became the first official British astronaut to walk in space.

Elon was born Pretoria, South Africa on June 28th, 1971.

Elon Musk is truly a great space visionary, and one of the greatest entrepreneurs of our time.

Elon Musk is on a mission of great space exploration by creating spacecraft and technology that is funding and will fund space travel for today and for the future.

Elon owns a company called 'SpaceX' which works with NASA and other space organisations, providing them with rockets and technology to use for missions. SpaceX also conducts certain space missions to the International Space Station



Key Facts:

Elon Musk founded SpaceX in 2002.

Elon Musk built model rockets as a kid.

Elon Musk has no formal training in rocketry.

Tim became interested in flying after his father took him to air shows. When he was 13 years old, Tim joined a military program through his school.

By the time Tim was 16, Peake had decided to become a pilot in the army.

Key Vocabulary:

Astronaut	a person who is trained to travel in a spacecraft
Famous	Known about by many people
Apollo 11	The name of the first manned space flight to the moon and back - mission
Space	Where everything (all of the planets, stars, galaxies and other objects) is found.
NASA	A US space agency, that stands for 'National Aeronautics and Space Administration'.
ISS	The International Space Station (ISS) is a space station that keeps moving in low earth orbit.

1972: Tim Peake is born.

1990: goes to Royal Military Academy

2008: applies for a job for European Space Agency.

2009: offered the job

2015: He became the first British astronaut to live on the International Space Station.

2016: Tim returns to Earth on 18 June. Landing in Kazakhstan.

Heroes in History: Florence Nightingale and Mary Seacole



Mary Seacole 1805-1881
Mary was born in Jamaica. Mary's mother was a nurse and when she was 12, Mary started to help her mum look after the sick.
As an adult when she heard news of British soldiers going off to Russia to fight in the Crimean War, she wanted to help. She went to London and asked to join Florence Nightingale and her team of nurses but she was turned down.
Together with her friend she set off to the Crimea in a ship stocked with medical supplies.
She arrived to a terrible state. Many of the soldiers were cold, dirty and hungry, and those that were sick and wounded weren't being cared for. Mary opened a "British Hotel" near to the battlefields where soldiers could rest and buy hot food, drinks and equipment. Mary used the money spent there to help treat and care for sick and wounded soldiers.
Mary rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. Mary so was caring she became known as "Mother Seacole".
Mary Seacole was awarded medals by the British, Turkish and French to thank her for her work with the soldiers of all nationalities.

Key facts
Florence Nightingale and Mary Seacole went to the Crimean War to nurse wounded soldiers.
The Crimean war lasted between 1854 56
Florence nursed soldiers during the night, and became known as 'The Lady with the Lamp'. She and her nurses saved many lives. Mary risked her own life to nurse soldiers on the battlefield and became known as 'Mother Seacole'
Key facts Florence Nightingale and Mary Seacole went to the Crimean War to nurse wounded soldiers.

Key Vocabulary

Disease	A condition that causes harm to the health of a person, animal, or plant
Infection	the act or process of passing on or introducing a germ, illness, or disease
Crimean War	a war fought between Russia on one side, and France, the United Kingdom and Turkey on the other side
Nurse	a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office
Soldier	a person who fights as party of an army when there is a war
Monarch	A person who reigns over a kingdom or empire

The Crimean War

In 1854, the Crimean War broke out. British troops went off to fight.

News soon reached home of soldiers dying from battle wounds, cold, hunger and sickness, with no real medical care or nurses to treat them.

Help was needed fast and Florence was asked to lead a team of nurses to the Crimea.

When they arrived, the nurses found the Army hospital in Scutari in a terrible state. It was overcrowded and filthy, with blocked drains, broken toilets and rats running everywhere. Disease spread quickly and most of the soldiers died from infection.

Florence knew that the soldiers could only get well again if the hospital conditions improved. She bought better medical equipment and food, and paid for workmen to clear the drains.

Together with her team, she cleaned the wards, set up a hospital kitchen and provided the wounded soldiers with quality care.

As a result of all the improvements, far fewer soldiers were dying from disease.

Queen Victoria

Queen Victoria, the monarch, awarded Florence a jewelled brooch, designed by her husband, Prince Albert. It was dedicated: 'To Miss Florence Nightingale, as a mark of esteem and gratitude for her devotion towards the Queen's brave soldiers.'



Florence Nightingale

In Victorian Britain girls like Florence Nightingale would usually do housework or charity work. Florence was different.

Florence trained as a nurse and decided to help others. She changed the way people nursed and helped save many lives.

Florence led a team of nurses to the Crimea. When she was there she saved many lives.

The Nightingale Fund was established for the training of nurses which many people donated to.

She used some of the money to set up the Nightingale Training School at St. Thomas' Hospital to train nurses.

Queen Victoria wrote her a letter to say thank you for everything she had done.

Florence wrote letters to important people telling them what was wrong with Army hospitals, and in September 1856 she met with Queen Victoria to discuss ways to improve military medical systems.

Huge reform took place - the Army started to train doctors, hospitals became cleaner and soldiers were provided with better clothing, food and care.



The Great Fire of London!

Timeline	
2nd September 1666 - 1:30 am:	A fire starts in Thomas Farynor's bakery on Pudding Lane in the middle of the night. The fire probably came from the oven.
2nd September 1666 - 7 am	Samuel Pepys wakes up and finds out that the fire has already burnt down 300 houses!
3rd September 1666	People try to put the fire out using leather buckets of water and then by pulling down houses with fire hooks. They hope this will make a fire break but the fire keeps on spreading.
4th September 1666	St Paul's Cathedral burns down
6th September 1666	The Fire of London finally stops but many people are left homeless because their houses burnt down.

The Great Fire of London - 1666

The Fire of London started on 2nd September 1666 and lasted for 5 days. The weather in London was hot and it hadn't rained for 10 months. Houses in London were mainly built from wood, straw and pitch which are flammable, especially when it is dry. The houses were also very close together, so the fire could easily spread. People used fire to cook and for light

The Great Fire of London



The fire spread because...

The materials the houses were made of were flammable. The houses were very close together. The weather was very hot and dry. There was a strong wind which helped the fire to spread.

Key Vocabulary

Pitch	A tar like substance that protects wood from water damage
Bakery	A place where bread or cakes are made and sold
Diary	A personal record of life's events
Eye witness	A person who has seen something and can give a description of it.
Source of fire	Where it started
Evidence	Anything you can see, experience, read, or are told that causes you to believe something is true or has really happened
Source of evidence	Where the evidence came from
St Paul's Cathedral	One of the largest churches in the world. It is located within the city of London on Ludgate Hill, the city's highest point.
Firebreak	An area of land that has plants, trees or buildings removed to stop the spread of a fire
Monarch	A person who reigns over a kingdom or empire
Monument	A structure (e.g. building or statue) which remembers a person or event



How did they try and put out the fire?

Buildings were pulled down with fire hooks to create a fire-break. People used simple firefighting equipment, including buckets of water. The River Thames stopped the fire spreading to the south.



St. Paul's Cathedral



Samuel Pepys

Samuel started to write, around 1660, about the things he did and who he saw. He lived in London. Samuel's diary tells us about ordinary things, like going to the coffee house and what he ate for dinner.

He kept his diary safe because he didn't want other people to read it. Some of his diary was written in a secret code. Samuel wrote about two of the most important events to happen in London. The things he wrote about help us to understand everyday life at that time and what living through them was really like. First, there was the Great Plague of 1665, an illness which killed thousands of people living in the capital city of London. Pepys also saw the Great Fire of London in 1666. It destroyed 13,000 houses. He wrote about how it started and of watching it spread, hoping his own things didn't catch fire. His diary is one of the most important sources of evidence about the fire.

What happened next?

- King Charles II decided he wanted to rebuild London and improve it
- New rules were put in place that said buildings had to be made of stone and brick
- The London Fire Brigade was set up
- A monument was built to remember what happened and the people who died

London's Burning

London's burning. London's burning.
Fetch the engines, fetch the engines.
Fire, fire! Fire, fire!
Pour on water, pour on water!



Rock and Roll! Stone Age to Iron Age

Key Dates	
800,000 BC	Earliest footprints in Britain
300,000 BC	Palaeolithic period begins
10,000 BC	End of the last Ice Age Mesolithic period begins
8,000 BC	Neolithic period begins
4,000 BC	Adoption of agriculture
3,000 BC	Stonehenge started

In Norfolk archaeologists found an ancient stream channel containing woolly mammoth bones and stone tools, dating to about 60,000 years ago. The remains of at least 11 mammoths were found, Fortyseven handaxes were found at the site.



Stone Age
The term 'Stone Age' refers to a very long period of time that we can break up into three sections. Palaeolithic to 10,000 BC Mesolithic to 4000 BC Neolithic to 2300 BC
In the early Stone Age, which we call the Paleolithic, people were hunter gatherers and they found food by roaming from place to place in different seasons.
The middle Stone Age, called the Mesolithic, began at a time when sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe). During the Mesolithic period, tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals.
In the late Stone Age, which is called the Neolithic, the way people lived changed a lot because they began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.
Handaxes were used in the Palaeolithic period. They would have been held in the hand rather than attached to handles. Their sharp edges were used for chopping or cutting.

Chronology	The arrangement of dates or events in the order in which they occurred.
BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.
Archaeologist	A person who studies the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society.
Historical evidence	Anything left over from the past is a source of evidence
Hunter gatherers	People who found food from their local environment and then moved from site to site depending on the season. They moved wherever they needed to get food from
Prehistoric	Relating to or existing in the time before written history began
Paleolithic	The prehistoric period when stone tools were made by humans.
Mesolithic	Also called Middle Stone Age, is an ancient cultural stage that existed between the Paleolithic (Old Stone Age) and the Neolithic (New Stone Age)
Neolithic	The youngest part of the Stone Age. The Neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.
Ancient	Very old; referring to times in the distant past



Stonehenge!

Found in Wiltshire, England, Stonehenge is a huge man-made circle of standing stones. Built by our ancestors over many hundreds of years, it's one of the world's most famous prehistoric monuments...And one of its biggest mysteries, too!

Work started on this super stone circle around 5,000 years ago in the late Neolithic Age - but it took over 1,000 years to build, in four long stages! Archaeologists believe the final changes were made around 1,500BC.

If you visit Stonehenge today, you'll see many of the enormous stones still standing strong in a circular arrangement. Archaeological research shows that the structure of this amazing monument changed over time, as it was built and rebuilt by generations of ancient peoples.



Skara Brae

Found on the Orkney Islands off the north of Scotland, Skara Brae is one of Britain's most fascinating prehistoric villages. Archaeologists estimate it was built and occupied between 3000BCE and 2500BCE, during the Neolithic era. The village is older than the pyramids and Stonehenge!

Skara Brae is one of the best preserved Neolithic settlements anywhere in Western Europe - which makes it a super-special find for archaeologists. The amazing artefacts discovered at this incredible site give us an insight into what life was like in Britain during that time. They can teach us how the Neolithic people built their homes, as well as the work they did, the tools they used, the food they ate and much, much more!

Tools, crop remains and bones found at Skara Brae show the villagers weren't only skilled hunters and fishermen - they were expert farmers, too! They grew crops such as wheat and barley, and reared sheep, cattle and pigs. They were some of Britain's first ever farmers, in fact. Before the Neolithic period, people only hunted wild animals, and gathered wild fruit and vegetables to eat.



Inside a house at Skara Brae



Skara Brae



View of the settlement

Ancient Egypt!

Key Dates	
3100BC - 30BC	Egyptian Era
2,640 BC	First pyramid is believed to be built
2,520 BC	The Great Sphinx (body of a lion and head of a human) is believed to be built
1,332 BC	The 10-year rule of Tutankhamun begins
55-54 BC	Julius Caesar leads two Roman military expeditions to Britain, but was driven back by the Celts on both occasions
51 BC	Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period
43 AD	Romans invade Britain. It becomes part of the Roman Empire
1922 AD	Howard Carter discovers the tomb of Tutankhamun in the Valley of the Kings

Egyptian Calendar

The Egyptian year was based on the happenings of the River Nile. It had 3 seasons, each one lasting 4 months:

AHKET - July - October: flooding season

PERET - November - February: fields were planted in this season

SHEMU - March - June: crops were harvested.

Introduction

The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. The people were ruled by Pharaohs.

The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes. Papyrus also grew along its banks and they used this to write on.

Map of Egypt

Cairo is the capital of Egypt. The River Nile is the longest river in the world. People settled near the Nile. This is because it is green and crops can be grown in the areas around the Nile whilst the rest of Egypt is desert. The people of ancient Egypt depended on the Nile to survive









Key Vocab

BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was
AD	Anno Domini - "in the year of our Lord". AD is used to show dates after the birth of Jesus.
Civilisation	A particular society at a particular time and place. For example, the ancient Egyptian civilization.
Papyrus	A material like paper used by ancient people to write on
Tomb	A large grave which is above ground with a sculpture or decoration on it.
Hieroglyphs	A picture used as a form of writing instead of letters.
Mummification	The process in which the flesh and skin of a corpse (dead body) can be preserved.
Pyramid	A building with triangular sides built as an Egyptian tomb (a place to bury the dead).
Source	The start or cause of something; where something comes from
Polytheist	Belief in, or worship of, multiple gods
Egyptologist	Someone who studies of the archaeology and language of ancient Egypt

Religion

The Ancient Egyptians believed in many gods and goddesses who ruled different aspects of their lives. Egyptians believed in never-ending afterlife. Some gods carried an ankh (a symbol of life) and some gods carried a sceptre of power.

Name of God/ Goddess	Osiris 	Sekhmet 	Ra 
Role	God of the dead and leader of the underworld	Goddess of healing	God of the Sun
Appearance	A mummified man wearing a white cone-like headdress with feathers	Woman with the head of a lioness	Man with hawk head and headdresses with a sun disk
Statue			

Tutankhamun's Tomb

Tutankhamun reigned for roughly 10 years. He died around the age of 18 and was buried in a tomb in the Valley of the Kings.

His burial place was hidden for many centuries. It was discovered by the Egyptologist Howard Carter in 1922. It contained many amazing artefacts, including Tutankhamun's famous golden death mask, a chariot and a dagger made from meteorite iron.



Construction

The ancient Egyptians were experts in building. They built the Great Sphinx of Giza.

The Great Pyramid at Giza is the oldest of the seven wonders of the ancient world.

The Afterlife

The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.

The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife when the world had ended. Unless their body was preserved, it would be no good in the afterlife.

The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids.

A death mask, that looked like the person when they were alive, was made and put on top of the mummy so that their soul (Ba) could find them.



Hieroglyphs

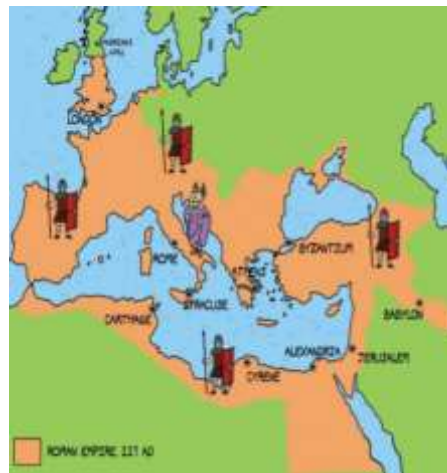
The ancient Egyptians invented a writing system using symbols called hieroglyphs, which comes from a Greek word meaning 'sacred carving'. This is because they believed that hieroglyphs had been invented by the gods.

Rotten Romans!

Key Dates	
55-54 BC	Julius Caesar leads two Roman military expeditions to Britain, but was driven back by the Celts on both occasions
43 AD	Romans invade and Britain becomes part of the Roman Empire
47 AD	The Romans force their allies, the Iceni tribe of East Anglia, to give up all of their weapons. The Iceni resist but their revolt is short lived
49 AD	The Romans make Colchester the capital of Roman Britain
60-61 AD	Boadicea leads the Iceni in revolt against the Romans
100 AD	Most of the 8,000 miles of Roman roads in Britain are completed, allowing troops and goods to travel easily across the country.
122-128 AD	Emperor Hadrian builds a wall on the Scottish Border
250 AD onwards	The Picts from Scotland, as well as the Angles, Saxon and Jutes from Germany and Scandinavia, start threatening Roman lands
401-410	The Romans withdraw from Britain: Anglo Saxons migrants begin to settle

Roman Empire

Around 2,000 years ago, Britain was ruled by tribes of people called the Celts. But this was about to change. For around a century, the Roman army had been building an Empire across Europe. Now it was coming for Britain! In AD43, the full might of the Roman army landed on the beaches in Kent. Over the next year it battled inland, storming through hillforts and chopping down anyone who stood in their way. The Romans wanted Britain's precious metals. However, they weren't just a destructive force they built new forts, new settlements and roads. They spread their culture, language and laws



Key Vocab

Evidence	Anything that can be used to prove something. For example, a coin from ancient Rome can be used as evidence.
Civilisation	A particular society at a particular time and place. For example, the ancient Roman civilization.
BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.
Empire	A group of different countries with one leader
AD	Anno Domini - "in the year of our Lord". AD is used to show dates after the birth of Jesus.
Capital	A city where a region's government is located
Conflict	A disagreement about something important.
Conquer	To get or gain by force : win by fighting
Archaeology	The study of the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society
Invasion	One country attacking another to take it over
Emperor	The ruler (person in charge of an empire)

How did the Celts fight back?

When the Romans invaded, the Celtic tribes had to decide whether or not to fight back. If they made peace, they agreed to obey Roman laws and pay taxes. In return, they could keep their kingdoms. However, some Celtic leaders chose to fight.

After years of heavy taxes and the Romans taking their land, some Celtic tribes were desperate for revenge. In AD60, one leader who chose to fight was Queen Boudicca of the Iceni tribe. She raised a huge army and went on a rampage, burning the Roman towns of Colchester and London, before heading north to St Albans.

When the Roman army heard about this, they turned back from their campaign in Wales to face Boudicca. Even though the Romans were outnumbered by Boudicca's 200,000 warriors, they were better trained and had better armour. Both sides clashed in a fierce battle, but the Romans won.

What was life like for a Roman Soldier?

The Roman army was the largest and meanest fighting force in the ancient world. One of the main reasons Rome became so powerful was because of the strength of its army. It conquered a vast empire that stretched from Britain all the way to the Middle East. The army was very advanced for its time. The soldiers were the best trained, they had the best weapons and the best armour. When the Romans invaded Britain, their army was so good that it took on armies 10 times its size and won!

A Roman soldier was a well-trained fighting machine. He could march 20 miles a day, wearing all his armour and equipment. He could swim or cross rivers in boats, build bridges and smash his way into forts.

A Roman soldier almost always followed orders. Anyone who didn't faced tough punishments. If you fell asleep on duty, you could be sentenced to death.

Important People

Emperor Claudius

First Roman emperor to successfully invade Britain. Claudius launched the military campaign consisting of 40,000 troops and several war elephants which would lead to the conquest of Britain in 43 AD

Julius Caesar

Caesar

Famous Roman leader who attempted to invade Britain. He won many battles for Rome and helped the Roman Empire grow. He was assassinated by a large group of Roman Senators in 44 BC, on the Ides of March (15 March).

Queen Boudicca

Celtic Queen of the Iceni tribe of modern-day East Anglia, Britain, who led a revolt against Rome in 60/61 AD

Emperor Hadrian

The Roman emperor from 117 to 138 A.D. He is known for building Hadrian's Wall, which marked the northern limit of Britannia



Artillery soldiers fired giant catapults called 'onagers'. These machines fired rocks or balls of burning tar.



Ancient Greece!

Key Dates	
4-1184 BC	Believed to be the dates of the Trojan War
776 BC	The first ever Olympic Games were held
750 BC	Homer writes The Iliad, about the last year of the Trojan War
508 BC	The Athenians create Democracy.
490 BC	The Battle of Marathon
432 BC	The Parthenon is completed
431- 404 BC	Peloponnesian War between Athens and Sparta (Sparta is victorious)
336- 323 BC	Alexander the Great conquers most of the known world.
146 BC	The Romans invade Greece

Ancient Greece
About 2,500 years ago, Greece was one of the most important places in the ancient world. The Greeks called themselves Hellenes and their land was Hellas. The name 'Greeks' was given to the people of Greece later by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.
The Minoans were the first great Greek civilisation and lived on island of Crete, between 2200BC and 1450BC. Next came the Mycenaean civilisation, from mainland Greece. They were fine builders and traders, but they were also great soldiers.



A important Greek temple built in Athens in honour of the Goddess Athena. A temple is an important religious building

Key Vocab	
Democracy	A democracy means 'rule by the people'. Here, people can take part in the decisions that affect the way their community is run.
Society	A community of people living together and having shared ways of living.
Evidence	Anything that can be used to prove something. For example, a piece of art from ancient Greece can be used as evidence.
Civilisation	A particular society at a particular time and place. For example, the ancient Greek civilization.
BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.
Empire	A group of different countries with one leader
Philosophy	The word comes from the Greek language and means 'love of wisdom'. It is the study of difficult questions about human life and questioning the world
Myth	A well-known story, which was made up in the past to explain natural events.
Conflict	A disagreement about something important

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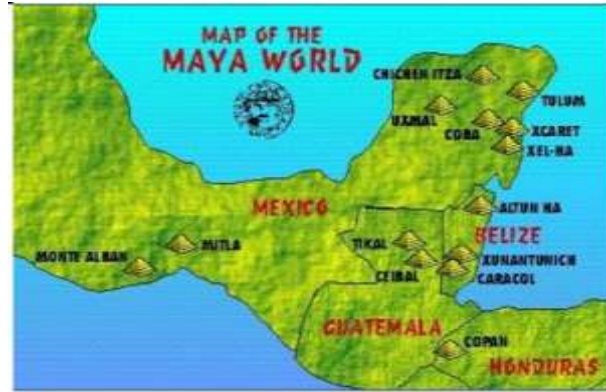
Artillery soldiers fired giant catapults called 'onagers'. These machines fired rocks or balls of burning tar.



Ancient Civilization: Mayans and Aztecs

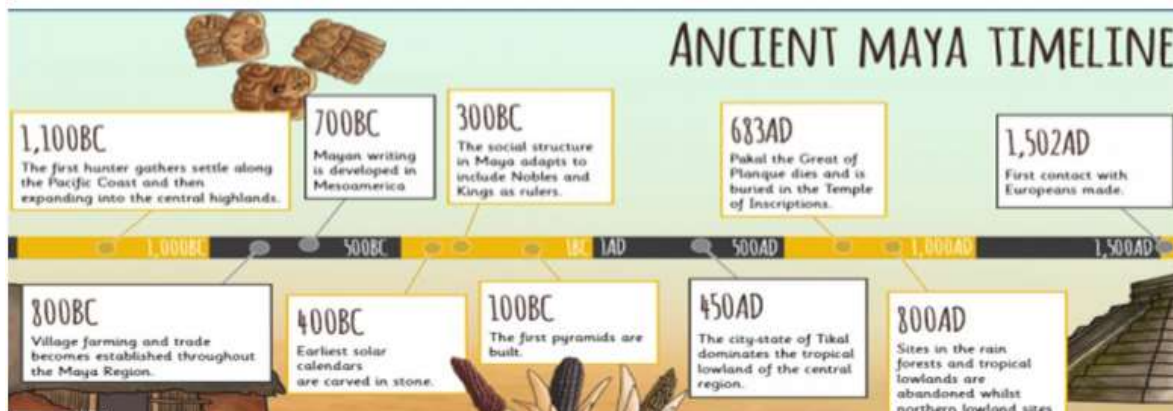
Who were the Maya?

The ancient Maya people were quite a sophisticated bunch! They developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built impressive temples, palaces, monuments and cities; skillfully farmed the land and established a complex political system.



Levels of Society

The king, the link between his people and the gods was at the top of Maya society. Then came top generals, scribes and priests. Then came merchants and warriors. Then the farmers and labourers. Right at the bottom were the slaves.



Key Vocab

Chronology	The arrangement of dates or events in the order in which they occurred.
BC	Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.
AD	In the year of the Lord (from the Latin anno domini) AD is used to show dates after the birth of Jesus.
Civilisation	A place which has laws, culture, a regular way of getting food and protecting the people.
Society	A community or group of people having common traditions and interests.
Archaeologist	A person who studies the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society.
Historical evidence	Anything left over from the past is a source of evidence.
Primary source	A primary source of evidence is one that was created by someone who witnessed first-hand or was part of the historical events that are being described. The most common primary sources are journal entries or letters.
Theory	An explanation for why things work or how things happen.
Warfare	Military fighting between enemies
Invasion	An act or instance of entering as an enemy, especially by an army.

Maya Beliefs

Religion was an important part of the ancient Maya culture. The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that they could help or hurt them.

The Maya had complicated rituals involving prayer, singing, dancing and sacrifices. These sacrifices (mainly of slaves) which involved letting blood were held to honour the rise of a husband to ruler, a major victory in battle or the birth of the heir to the throne.

Priests were very important in Maya society as it was believed that they could communicate directly with the gods. The priests were responsible for leading rituals of worship and sacrifice, and telling the people what the gods wanted them to do. They would tell the people when to plant crops, who to marry and what sacrifices they should make. The people did all these things because they believed that the priest was speaking the wishes of the gods.

Blood Letting

Stone carvings show rulers and nobles giving blood sacrifices. These primary sources help archaeologists understand what the Maya believed.



Blood Letting

This lintel shows Shield Jaguar, the warrior king of Yaxchilan, standing over his wife, Lady Xook, holding an enormous flaming torch. Lady Xook is pulling a thorn-studded rope through her tongue in an act of blood letting to honour the gods.

The end of the Maya

In the ninth century, the Maya world was turned upside down. Many of the great centres like Tikal were deserted and abandoned. Stone masons stopped making stelae (monuments).

The sacred temples and palaces briefly became home to a few squatters, who left household rubbish in the once beautiful buildings. When they left, Tikal was abandoned forever, and the Maya civilisation never recovered.

For decades, archaeologists have been searching for an explanation of the Maya collapse. Many theories have been put forward, ranging from warfare and invasion to migration, disease and over-farming.



Tikal, one of the last Mayan cities

Invaders & Settlers: Anglo Saxons & Vikings

Key Dates	
401-410AD	The Romans withdraw from Britain: Anglo Saxons migrants begin to settle
450AD	Anglo-Saxon invaders arrive in Britain
600AD	Anglo-Saxons gradually take over Britain
633AD	Lindisfarne monastery built
793AD	The Vikings attack and capture the city of York (Jorvik)
867 - 878AD	Series of Viking victories
871AD	Alfred the Great becomes King of Wessex
886AD	The Vikings and King Alfred divide England
954AD	Eric Bloodaxe, the last King of Jorvik, is thrown out of York
1014 A D	King Canute (Cnut) of Denmark becomes King of England
1042 A D	Edward the Confessor becomes king
1066 A D	King Harold is killed in the Battle of Hastings William I (the Conqueror) crowned King of England
1100AD	End of the Viking age

Anglo-Saxons

After the Romans left Britain, it became more open to invasion.

The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now Northern Germany, Denmark and the Netherlands.



The kings of Anglo-Saxon Britain ruled their own kingdom and the people in it. They also controlled their own army. Kings constantly fought to control other kingdoms and defend their land. When the Anglo-Saxons first settled there were 7 kingdoms. However, by 878AD there was only 1 kingdom left: Wessex, ruled by king Alfred the Great. The other kingdoms had been overrun by the Vikings

Anglo-Saxon Days of the Week

Monandæg	Day of the Moon
Tiwesdæg	Tiw's day
Wodnesdæg	Woden's day
Dunresdæg	Dunor/Thor's day
Frigedæg	Freia's day (Woden's Wife)
Saeternesdæg	Saturn's day
Sunnandæg	Day of the Sun

Key Vocab	
AD	In the year of the Lord (from the Latin <i>anno domini</i>) AD is used to show dates after the birth of Jesus.
Conflict	A disagreement about something important
Conquer	To get or gain by force: win by fighting
Archaeology	The study of the buildings, graves, tools and other objects that belonged to people who lived in the past, in order to learn about their culture and society
Invasion	One country attacking another to take it over
Settlement	A colony or any small community of people
Unified	A word that means being together
Kingdom	A country whose rule is a king or queen.

Alfred the Great	
There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern well and fairly.	
Alfred made good laws and believed education was important. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle. A famous story tells how, while sheltering in a cowherd's hut, the king got a telling-off from the cowherd's wife. Why? He accidentally let her cakes (or bread) burn on the fire when he forgot to watch them	

The Vikings

The Viking age in European history was from about AD700 to 1100. During this period many Vikings left Scandinavia and travelled by longboat to other countries, like Britain and Ireland.

When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground.

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors.

There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse.

The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters.



The Great Viking Invasion

In AD865 an army of Vikings sailed across the North Sea. This time they wanted to conquer land rather than just raid it. Over several years the army battled through northern England and in 10 years almost all the kingdoms had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. After years of fighting the Vikings and Alfred made a peace agreement. But even after this agreement, fighting went on for many more years. An imaginary dividing line was agreed to run across England, from London in the south towards Chester in the north west. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.

Life in the Danelaw

The Danelaw covered an area east of their line joining London and Chester. Everything to the east belonged to the Vikings.

Viking families came to settle on these lands. Good farmland was scarce in the Vikings' own countries, and they were looking for a better life.

The most important city in the Danelaw was the city of York, or 'Jorvik' (pronounced 'your-vick'), as the Vikings knew it. Over 10,000 people lived there and it was an important place to trade goods.

Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.

Attack on Lindisfarne

In AD793 the Vikings famously attacked a monastery at Lindisfarne in Northumbria, north-east England.

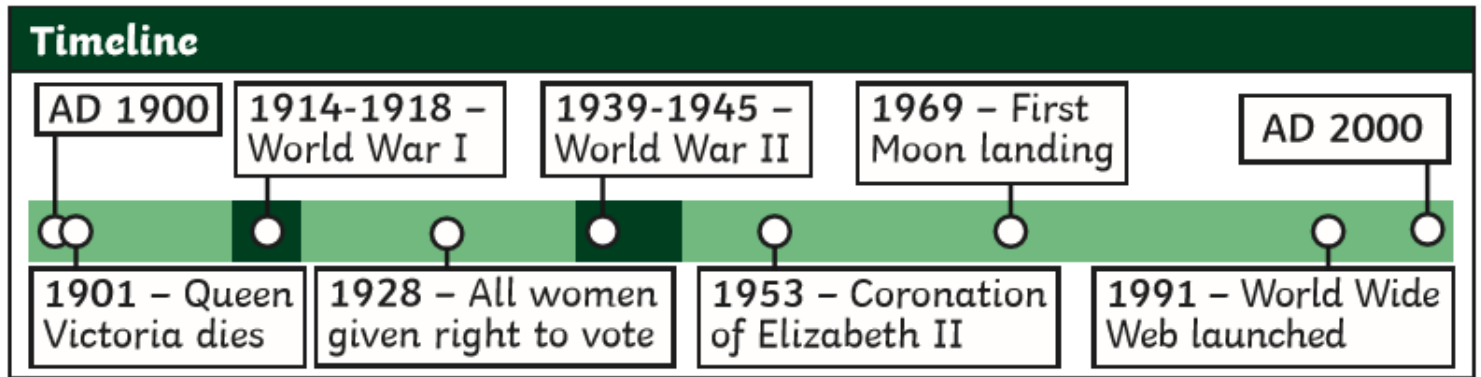
The Vikings were pagans, not Christians like most people living in Britain at the time. They did not think twice about raiding a monastery.

Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books. There was food, drink, cattle, clothes and tools too - all very tempting to a Viking raider.



World War Two

Key Dates	
1939	
1 st September	German troops invade Poland
3 rd September	Britain and France declare war on Germany
1940	
10 th May	The Battle of France begins
26 th May	Allied forces are evacuated from Dunkirk in France
26 th May	The Battle of Britain begins
10 th July	The Blitz begins
1941	
22 nd June	Germany invades the USSR (Soviet Union)
7 th December	Japan bombs Pearl Harbour in the US.
1943	
16 th and 17 th May	The Dambusters bombing raid is carried out.
1944	
6 th June	The D-Day Landings
1945	
7 th May	Germany surrenders to the Allies
6 th and 9 th August	The US drops atomic bombs on two cities in Japan



Evacuation

During World War II, over 3.5 million children, along with some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities, were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. All evacuees had to take their gas mask, ration book and identity card. When they reached their destination, a billeting officer would arrange a host family for them.

Evacuation happened in waves, beginning on 1st September 1939. Other waves occurred at the start of the Battle of Britain and at the start of the Blitz.

Evacuation

Supply ships were targeted by German bombers and it was necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed.

Shopkeepers would remove or stamp the coupons when they were used. People were also encouraged to 'Dig for Victory' and grow as much of their own food as possible. Petrol, soap, clothing and timber were also in short supply.

Clothing ration books were issued and people were encouraged to 'make do and mend'.

Key Vocabulary	
Allies	The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China.
Axis	The Axis Powers were originally Germany, Japan and Italy. Other countries joined them later.
Nazi Party	A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
Atomic bomb	A very high-energy bomb made of radioactive material
Annex	To take another country's land and make it part of your country.
Czechoslovakia	A European country. Now two countries: Czech Republic and Slovakia.
Propaganda	Information designed to promote a political idea or opinion.
Active service	Taking part in a military operation as part of the armed forces.

How did World War II Start?

The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 29th September 1938, British, French, German and Italian leaders signed a treaty called the Munich Agreement. This allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, in August 1939, Hitler broke the agreement and invaded the rest of Czechoslovakia, followed by Poland on 1st September. Britain, France and Poland had made a pact to support each other, so Britain and France declared war on Germany.

The Role of Women

Before the war, most women stayed at home and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, when men were called up for active service, women were needed to do jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves.

After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives.

The Holocaust

The Holocaust is the term for the killing of over six million Jewish people before and during World War II, organised by Adolf Hitler and the Nazi party. Even before the war, they wanted to blame the Jews for the problems in Germany and used propaganda to promote widespread public hatred of them. Jewish people were openly bullied, persecuted, abused and discriminated against.

Many Jews were sent to concentration camps where they were forced to work like slaves. Many died through infection, starvation or exhaustion. Others were sent to death camps where they were killed in gas chambers. This form of mass killing is called genocide.

Leisure and Entertainment up to present day: A change in an aspect of social history-Shakespeare

Overview:
Shakespeare grew up in the town of Stratford-upon-Avon in Warwickshire. His mother was the daughter of a local farmer and his father was a glove-maker.
They were one of the richest families in town.
Because acting companies were used to performing in local inns on their travels, the first theatres were made from converted inns.
Acting companies had to do everything themselves - from making the costumes to setting the stage. Today theatres have stage managers and a whole host of other people working hard back stage
To be an actor in the Elizabethan age was to have the possibility of becoming rich and famous - actors frequently mixed with nobility and appeared at court.
Shakespeare's company built the Globe in 1599 in Southwark on the south bank of the Thames. It replaced an earlier theatre, the Rose. In 1613 the Globe burned down and the company rebuilt it on the same spot.



Key Facts:
Shakespeare was an actor as well as a playwright. We think that he played quite minor roles in his own plays - like the ghost in Hamlet.
To make the bags of blood, the actors would fill animal bladders with animal blood.
At the end of the play in Shakespeare's time, the company would put on a second shorter piece - a farce or a dance.
The actors would wear make-up, particularly to portray a woman.

Key Vocabulary:	
The Globe Theatre	The theatre in London where many of the great plays of William Shakespeare were first performed.
Inns	a house providing accommodation, food, and drink, especially for travellers.
Nobility	is a social class normally ranked immediately below royalty
Bank	the land at either edge of a river
Playwright	A person who writes plays.
Farce	Farce is a comedy that aims at entertaining the audience through situations that are highly exaggerated

1558: Elizabeth I becomes queen at 25 years of age. 1564: Shakespeare is born. 1580s Shakespeare comes to London. 1590 Shakespeare writes his first play-Henry VI Part I. 1594 Shakespeare and his company are performing plays for the queen. Romeo and Juliet was first performed. 1606- Macbeth is performed first time. 1606-16 He keeps on writing, but from home. 1616- Shakespeare dies on 23rd April. 1623- Collection of plays are published.

Leisure and Entertainment up to present day: A change in an aspect of social history- During Shakespeare's Time

Audience and Social Attitudes
Everybody went to the theatre.
Just like today, theatre tickets cost different amounts depending on where you sat.
Merchants could buy stools in boxes next to the stage, which were expensive but not too flashy.
Nobles bought seats on the stage because they could be seen by the whole audience.
A seat in the gallery on the first or second floor cost two or three pennies, and for a penny more you could have a cushion. Even poor people could afford to go to the theatre - a standing ticket in front of the stage cost just one penny. People who stood were called 'groundlings'.
The only person who did not go to the theatre was Queen Elizabeth I herself - but she loved plays too. She ordered plays to be written and commanded special performances at court.



Class
Society in Shakespeare's time was quite strictly divided by class. The very richest people were the lords and ladies - the nobility.
The nobles were the ruling class, influencing what the monarch did, as well as owning large areas of land themselves.
Just below them were the gentry, who were rich enough to live off their own land, but did not have titles.
The middle classes included yeomen, merchants and craftsmen. They were relatively well off and their sons would have gone to school and learnt to read and write.
Shakespeare comes from this class - his father was a glove-maker. The lower class worked as servants or as labourers on farms.
The poor were the responsibility of each parish. Parliament passed new Poor Laws which meant that anyone who was poor but able to work would be sent to a poor house to earn their keep.

Key Vocabulary:
Parish - an area served by one church.
Yeoman - a farmer who owned their own land

Women
Women belonged to their fathers (or their brothers if their father died), and then to their husbands.
Women were allowed to marry from the age of 12 in Shakespeare's time, but often only women from wealthy families would marry so young.
Many marriages were arranged for the good of the family and small children might be 'betrothed' to each other in order to join the families together before they were old enough to get married.
Women were not allowed on the stage. All the female parts in plays at the time were played by boys whose voices hadn't broken yet - the apprentices.
In several of the plays the female characters disguise themselves as men - so the audience would have seen a man pretending to be a woman pretending to be a man.

Key Vocabulary:
Betrothed - engaged to be married.
Courtier - someone who attends the royal court.
Merchant - someone who buys things and sells them for a profit.
Noble - someone of high rank with title.

Leisure and Entertainment up to present day: A change in an aspect of social history- Charlie Chaplin

Overview:

In December 1895, in Paris, the Lumiere brothers presented the first example of pictures displayed on a screen to a paying audience. Early films often only lasted a few minutes. They showed events in the local area, scenes from abroad or short comedy sketches. These films were shown at fairgrounds and music halls (a type of theatre).

In early films, the only way to have colour was to tint each frame of film by hand. Even when other ways of adding colour were invented, these were expensive and time-consuming.

During the early days of cinema, there was no way of filming pictures and recording sound at the same time.

As there was no sound, the actors' voices weren't heard. If a character needed to say something, a frame would be inserted into the film with the dialogue written on it.

Charles Spencer Chaplin was born in London on 16th April 1889. He came from a family of performers, with both his parents being singers and actors in the theatre.

Charlie Chaplin became known for his moustache, bowler hat, long shoes, ragged trousers and walking cane.

Some of Charlie's most well-known films include 'The Kid' (1921), 'The Gold Rush' (1925) and 'City Lights' (1931). He won his first Academy Award for 'The Circus' in 1929. One of Charlie's most famous films was 'The Great Dictator' filmed in 1940 during the Second World War.



Key Facts:

It wasn't until the 1950s that colour films were regularly shown at the cinema.

When Charlie was very young, his father left the family. Charlie's mother struggled with her mental health and was often in hospital.

Charlie and his brother Sydney had to find ways to earn money to support their family. Both boys began to appear in stage shows.

A young Charlie Chaplin in the play 'Sherlock Holmes' aged between 14-16.

During the silent film era, Charlie's mannerism and facial expressions were important for conveying events in the film to the audience. Charlie often performed a comedic walk, which made audiences laugh. He was known for 'slapstick' comedy, which involves exaggerated physical movements.

As well as acting, Charlie composed music for his films. He was a talented musician and played the piano and the cello. Charlie also directed many of his films. A director is in overall control of a film, giving direction to actors and film crew.

Charlie Chaplin died on Christmas Day 1977 at the age of 88. He died in Switzerland where he had lived for over 20 years.

Key Vocabulary:

Sketches	Short scenes commonly between one and ten minutes long. Such sketches are performed by a group of comic actors or comedians.
Frame	a frame is one of the many still images which compose the complete moving picture
Slapstick comedy	In slapstick, characters often appear to get injured but in a humorous way.
Composed	can refer to an original piece or work of music, either vocal or instrumental, the structure of a musical piece or to the process of creating or writing a new piece of music.
Director	a person who controls the making of a film and supervises the actors and technical crew.

Leisure and Entertainment up to present day: A change in an aspect of social history-Walt Disney

Walt was born in Chicago, USA, on 5th December 1901. He had three older brothers: Herbert, Raymond and Roy. The boys' sister, Ruth, was born two years after Walt.

When Walt was four, his family moved to Marceline, Missouri, to farm land. Main Street, the high street of the town, would go on to play an important role in Walt's later success.

The land was near a train line and Walt became fascinated by the steam trains which took people all over the country. This fascination would also be a big part of Walt's later life.

To help support their family financially, Walt and his brother Roy had to do a newspaper round. The boys would wake at 4:30 a.m., delivering hundreds of newspapers before school. Walt continued his paper round for six years.

Walt developed a love of drawing early in his life. As a young child, he would copy cartoons from newspapers. He went to drawing classes and completed a course on how to draw cartoons when he was a teenager.

Walt got a job at an art studio, drawing illustrations for adverts. While he was there, Walt made friends with another illustrator called Ub Iwerks, who would play a big part in his later success.



Key Facts:

The Disney farm was not a success and, when Walt was 11, the family moved again in order for their father, Elias, to try to find work. The Disney's moved to the larger city of Kansas City in Missouri.

In 1928, Walt decided to leave Universal Studios.

Walt won an Oscar for 'Snow White and the Seven Dwarves'. He was given one full-sized Oscar and seven little ones!

Walt started his own weekly television show called 'Walt Disney's Disneyland'. Walt presented the show, telling stories and introducing Disney characters.

Key Vocabulary:

Illustrations	picture or a drawing or the act of creating the drawing
Animation	Animation is a method in which figures are manipulated to appear as moving images.
Hollywood	the centre of the US film industry
Art studio	the working place of a painter, sculptor or photographer and/or including the study of an art such as dancing, singing, acting, musical instruments, etc
Oscar	an annual award given to a performer, director, technician, etc.

In 1920, Walt lost his job. He decided to start his own company. Moving pictures (later known as movies) were becoming popular and Walt experimented with the new art form. He made a 12-minute black and white film called 'Alice's Wonderland'. The film was a mixture of real-life and animation.

In 1923, Walt moved to Hollywood, where his brother Roy lived. There, Walt went on to produce several more Alice films for the company Universal Studios. Walt's friend Ub later joined the brothers in Hollywood. Following the success of Oswald, Walt and his team decided to create another animal character that they could use in their own films. Eventually, Walt decided on a mouse. He named him Mortimer. Mortimer was renamed to 'Mickey' and Mickey Mouse was born. Following increasing success, Walt set himself the challenge of creating a full-colour, full-length film with sound. In 1937, 'Snow White and the Seven Dwarves' was released. This was soon followed by 'Pinocchio' and 'Fantasia', both released in 1940. Due to growing success, the company released many films, Dumbo (1941), Cinderella (1950), Peter Pan (1953), Sleeping Beauty (1959), 101 Dalmatians (1961) and Mary Poppins (1964).

The pace of change here has always been rapid - think of how unusual a CD was to someone from the 1960s raised on vinyl, for example, or the revolutionary effect the Walkman had when first released to make music portable for the first time.

However, nothing can quite match the impact that modern-day tech has had on how we keep ourselves amused.

Of course, the major technological force behind all of this in our current age is the online world. First came the internet to connect the world together, and pretty soon after followed Wi-Fi along with Bluetooth to really change the game.

In the past, to catch a movie, you either had to **watch** it on the main house TV or go the cinema. Modern tech in PCs and mobile devices now has changed all this for good.

In the past, to catch a movie, you either had to watch it on the main house TV or go the cinema. Modern tech in PCs and mobile devices now has changed all this for good.

You can stream your favourite show to your mobile device now and watch it wherever you may be or whatever room of the house you are in.

Leisure and Entertainment up to present day: A change in an aspect of social history-Modern Day Film and CGI



Key Facts:

In the last few decades, computer generated imagery (CGI) has dominated many movies, from dramas to animated films and major blockbusters.

CGI stands for computer generated imagery. These can be 2D or 3D animations, objects, or renderings in a film, television program, video game, or simulation.

So, when people refer to CGI today, they are almost always talking about VFX work. This can include 3D models of people, monsters, buildings, cars, explosions, and many other things. These 3D models are then put into a live-action scenario, such as a monster attacking a city.

CGI can also be seen in movies as different as romantic dramas and science-fiction blockbusters. In a period drama, for example, it can be used to fill out locations with period-specific details, as well as maintain consistent scenery (e.g., background environments, people, and vehicles).

Key Vocabulary:

CGI	Computer generated imagery- many types of visual effects.
Animation	Animation is a method in which figures are manipulated to appear as moving images.
Hollywood	the centre of the US film industry
VFX	Stands for visual effects, which can be shortened to visual FX.
Walkman	Is a brand of portable media players manufactured by Sony.
Bluetooth	A standard for the short-range wireless interconnection of mobile phones, computers, and other electronic devices.

Films now use a green screen, this basically lets you drop in whatever background images you want behind the actors. It's used in film production.

CGI can be traced back to the 1960s.

Used in films like the Westworld (1973)

In the 1980s making use of the technology to create full models of real-life objects and life-like characters.

It also made Titanic (1997) that much more effective, with its use of CGI models along with actual sets.

Other CGI movies that use it in ways we won't even notice, such as adding more textures, characters, or objects in an environment.

Characteristics of Effective History Teaching

What would I see in a unit of History? What would I see in a Lesson?

<p><i>Recap at the beginning of the theme to teach children how this unit links to their previous learning. This also includes how the era fits into the chronology.</i></p>	<p><i>Developing chronological understanding: teaching in a sequential manner.</i></p>	<p><i>Asking and answering historical questions</i></p>
<p><i>Language rich: using and developing historical language</i></p>	<p><i>5 minute recap at the beginning of each lesson to encourage retention of key knowledge and vocabulary.</i></p>	<p><i>Children drawing conclusions to answer historical enquiry based questions</i></p>
<p><i>Use of artefacts where appropriate</i></p>	<p><i>Use primary and secondary sources</i></p>	<p><i>Development of knowledge, skills and understanding in line with the National Curriculum.</i></p>