

# Year 1 History Transport: Then and Now Concept: Consequences

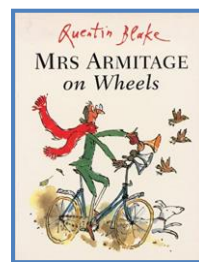
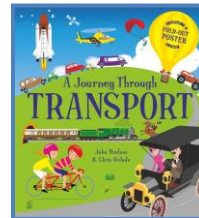
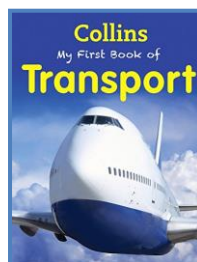
**National Curriculum Focus:** Changes within living memory; significant historical events, people and places in their own locality

**Builds on knowledge & skills:** Y1 Geography (The United Kingdom); Y1 Science (Everyday Materials); Y1 PSHE (Being Me in my World).

## What should I know already?

- That the United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland;
- That we can use different materials that we make or find in the world to make new things to help us in our lives;
- That there are different ways to move around close to where we live, around our country or around the world;
- That how we move around and what we use to transport us has changed since our parents and grandparents were our age.

## Recommended Reads



## Key vocabulary

Carriage	Part of a vehicle for passengers that is pulled along, usually by horses or by a train.	London Underground	The underground railway that joins different parts of London together. It has been running for over 150 years!
Explore	To travel to somewhere new to learn about it. An explorer is somebody who explores as their job.	Network	A group of things that are joined together. Road and railway networks join together many different places around the UK.
Fuel	Something that is used to make power. Coal is used in steam engines and oil helps make petrol.	Passengers	The people who use transport to travel around. If you're a passenger, you can't be the one who is moving the vehicle.
Goods	Objects that can be transported around the country or internationally, such as people's mail.	Public transport	Vehicles that passengers can pay to use. Buses, trams and trains are all good examples of public transport.
International	Something that takes place between two or more countries, like travelling from the United Kingdom.	Technology	To use science to build inventions that make things better. Technology has helped build things like the Channel Tunnel.
Journey	To travel from one place to another. Your journey could be going to school or going on holiday.	Vehicles	Anything that is used to transport people or goods. Vehicles could be anything from a bicycle to a space ship!

## Key knowledge – How many different ways are there to move around the world?

<p><b>Where in the world can we use transport?</b></p> <p>You will learn more about all of these things in some of your Y2, Y3, Y4 and Y5 topics.</p>	<ul style="list-style-type: none"> <li>▪ The word <b>transport</b> can mean two things. It could mean to <b>move</b> something from one place to another, or it could mean how we do that moving. You can use transport to <b>travel</b>, or you can be <b>transported</b>! How confusing!</li> <li>▪ When the Romans came to Britain in 43AD, they <b>built</b> the first <b>road network</b> so that they could quickly send their <b>soldiers</b> over the <b>land</b> from one place to another. They were a bit like the <b>motorways</b> we have today.</li> <li>▪ As well as over the land, transport can go over <b>water</b>. In the past, lots of different types of people <b>travelled</b> to Britain from their own countries using the <b>oceans</b> and <b>seas</b>. It used to be the only way to travel <b>internationally</b>.</li> <li>▪ Over the last <b>century</b> or so, people have started to travel around the world using the <b>sky</b>. Transport is getting so good that people can even travel above the sky to go and look at the <b>Earth</b> and the <b>Moon</b> from <b>space</b>!</li> </ul>
<p><b>How has transport on my High Street changed in the last century?</b></p>	<ul style="list-style-type: none"> <li>▪ For <b>centuries</b>, <b>horses</b> have been used as the main <b>transport</b> for <b>goods</b> and <b>passengers</b>. They would often pull <b>carts</b> or <b>carriages</b> and you would see them on the <b>High Street</b> working, <b>parked</b> or <b>refuelling</b> with water and hay.</li> <li>▪ Some people used a <b>bicycle</b> instead. The first bicycles didn't have <b>pedals</b>, and some had different sized <b>wheels</b> like the <b>Penny Farthing</b>, but <b>technology</b> changed and they started to look more like the ones you see today.</li> <li>▪ Just before <b>World War I</b>, <b>motor engines</b> were <b>invented</b> and people started to <b>travel</b> by <b>car</b> or <b>motorbike</b>. Lots of these <b>vehicles</b> had to be used in the war, so horses carried on doing most of the work until the war was over.</li> <li>▪ <b>Public transport</b> also began to change. <b>Buses</b> pulled by horses were <b>replaced</b> by buses that used <b>petrol</b> for <b>fuel</b>. <b>Trams</b> also started being built around big towns and cities to transport passengers using <b>rails</b> and <b>electricity</b>.</li> </ul>
<p><b>Can we transport ourselves on land without roads?</b></p> <p>You will learn more about this in Y4 – <a href="#">Victorian Dudley</a>.</p>	<ul style="list-style-type: none"> <li>▪ The easiest way to <b>travel</b> is to <b>walk</b>! <b>Tracks</b> and <b>paths</b> have been around for a lot longer than <b>roads</b> have, although how far people walk to get somewhere has got less as <b>technology</b> has made <b>transport</b> quicker.</li> <li>▪ The UK <b>railway network</b> is the oldest in the world. It was built in the 19<sup>th</sup> <b>century</b> to transport <b>passengers</b> and <b>goods</b> on long <b>journeys</b> by <b>train</b>. People were able to go to places they had never been to before, like the seaside, and this meant that holidays and <b>tourism</b> started to become popular.</li> <li>▪ The railways were so quick because trains used <b>steam engines</b>. The more steam you could make by burning <b>coal</b>, the quicker you travelled. This made them much faster than travelling by <b>horse</b> or by <b>car</b> on a long journey.</li> </ul>

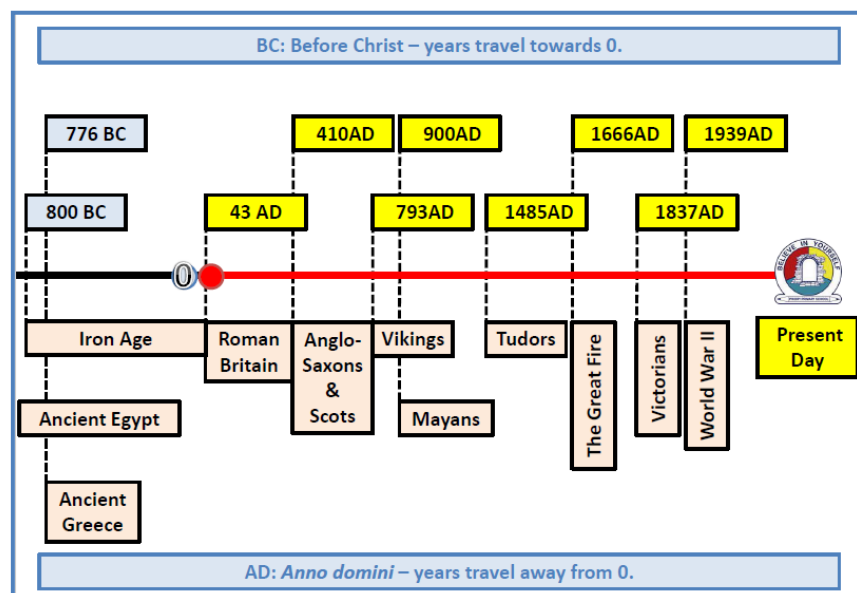
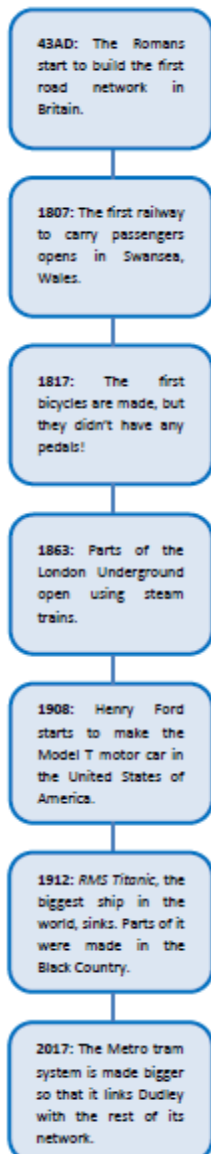
<p><b>Why is water a good, and sometimes better, place for transport?</b></p> <p>You will learn more about all of these things in some of your Y3, Y4 and Y5 topics.</p>	<ul style="list-style-type: none"> <li>Before <b>railways</b> and <b>motorways</b>, <b>canals</b> were the best way to quickly <b>transport</b> heavy <b>goods</b> in one <b>journey</b>. The canal <b>network</b> was very important where there were lots of <b>mines</b> and <b>factories</b>, like here in Dudley.</li> <li><b>Ships</b> using <b>sails</b> and <b>oars</b> were the first way that people began to <b>travel</b> over <b>water</b> to different countries and <b>explore</b> them. <b>Technology</b> began to make ships bigger, stronger and faster, until they could travel all the way around the world to <b>trade</b> goods, send <b>mail</b> and even fight <b>Wars</b>!</li> <li>Eventually, <b>steam engines</b> started to be used in ships to make them faster and more comfortable for <b>passengers</b> on an <b>international</b> journey. In 1912, the <b>RMS Titanic</b>, which had some of its parts made in Dudley, was the biggest and fastest ship in the world. She sank on her first ever journey across the <b>Atlantic Ocean</b>.</li> </ul>
<p><b>How do we use transport above and below?</b></p> <p>You will learn more about this in Y2 – <a href="#">Flight</a> and Y4 – <a href="#">Battle of Britain</a>.</p>	<ul style="list-style-type: none"> <li><b>Vehicles</b> that travel in the <b>sky</b>, like <b>aeroplanes</b>, have made <b>international journeys</b> even quicker than <b>travelling</b> over <b>water</b>. This means that <b>passengers</b>, <b>goods</b> and <b>mail</b> can travel in new ways and <b>Wars</b> are fought differently.</li> <li>Since the middle of the 20<sup>th</sup> century, people have been able to travel into <b>space</b>, <b>exploring</b> new places above the <b>Earth</b> like the <b>Moon</b>. New <b>technology</b> in 1969 meant that the <b>Apollo 11</b> space ship landed on the Moon!</li> <li>As well as fighting <b>Wars</b> on the <b>land</b> and in the <b>air</b>, people can be <b>transported underwater</b> using <b>submarines</b>. They are also used to explore the <b>ocean floor</b> – the wreck of <b>RMS Titanic</b> was found by a submarine in 1985!</li> <li><b>Railways</b> can travel <b>underground</b> as well. <b>Steam trains</b> started transporting <b>passengers</b> on the <b>London Underground network</b> in 1863, and the UK and France have been joined by the <b>Channel Tunnel</b> since 1994.</li> </ul>
<p><b>How is transport changing in the 21<sup>st</sup> century?</b></p> <p>You will learn more about this in Y2 – <a href="#">Flight</a> and Y4 – <a href="#">Victorian Dudley</a>.</p>	<ul style="list-style-type: none"> <li>For a long time, the best way to make <b>engines</b> work has been to use <b>fuel</b> made from <b>coal</b> and <b>oil</b>. However, these are running out and are quite harmful to the world. Better <b>technology</b> means that different fuels can now be used that are cleaner and don't cause so much harm, like <b>electricity</b>.</li> <li>Because electricity is being used as a fuel a lot more, <b>trams</b> are being used more too, so their <b>networks</b> are being made bigger. Technology also allows us to build <b>high speed railways</b>. Some good examples that are being built are the new <b>Metro</b> line in Dudley and the <b>HS2</b> network through Birmingham.</li> <li><b>Travelling</b> into <b>space</b> is probably going to be the next big way that <b>transport</b> changes. By 2024, it is hoped that we will be able to build on the <b>Moon</b> so that people can go there to <b>explore</b> for long periods of time, and after that, start to travel even further to the planet <b>Mars</b>!</li> </ul>

## Concept: Consequences

These concepts should weave through all aspects of this topic.

For example:

- How do you travel from one place to another? How long does it take you? Which way do you think is the best way to travel?
- How could we make sure we can still travel and look after the planet at the same time?
- How are the ways we use transport today better than the ways we used to? Compare and contrast.
- If you could invent your own transport, what would you design and what fuel would it use? Why?
- Is there anywhere in the world that you would like to explore? Why? How would you get there? What about out of this world?
- How is transport different to when your parents or grandparents were children? What about other people in your family who are older than you? Compare and contrast.



## Year 2 History African Adventure Concept: Power

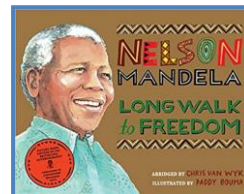
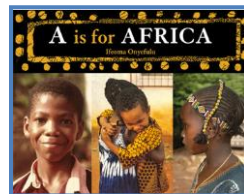
**National Curriculum Focus:** The lives of significant individuals in the past who have contributed to national and international achievements.

**Builds on knowledge & skills:** Y2 Geography (Map Skills; Continents); KS1 PSHE (Being Me in my World; Celebrating Differences).

### What should I know already?

- That Africa is one of the seven continents that people live on around the world;
- That differences between people from different parts of the world, including race, should be celebrated rather than discriminated against.

### Recommended Reads



### Key vocabulary

Apartheid	Rules that separate people because of the colour of their skin. This started in South Africa in 1948.	Member	A person that belongs to a group of people. Nelson Mandela was a member of the African National Congress party.
Campaign	Working to achieve a change or goal in the world. Nelson Mandela campaigned for equality.	President	The head of a republic or country. Nelson Mandela became the first black president of South Africa in 1994.
Dutch	Somebody who comes from the country of the Netherlands. It is also known as Holland.	Racism	Being unkind to people or treating them unfairly because of the colour of their skin or where they come from.
Election	Using votes to choose somebody for a job. Nelson Mandela won an election to become president.	Republic	A country where the people who live there are allowed to vote to choose who leads them and makes their rules.
Equality	Having the same rights as everybody else. This shouldn't change if people are different.	Rights	To be allowed to do something. All children and adults in the world have the right to be safe, healthy and happy.
Legacy	Something that is left behind by a person when they die. Nelson Mandela's legacy was peace.	Volunteer	A person who takes part in something to help others. Volunteers are not paid for the work that they choose to do.

### Key knowledge – Why did Nelson Mandela have such a 'long walk to freedom'?

<p><b>Where is South Africa?</b></p> <p>You will learn more about this in Y4 – <a href="#">The Changing Power of Monarchs</a>.</p>	<ul style="list-style-type: none"> <li><b>South Africa</b> is one of the 54 <b>countries</b> that make up the <b>continent</b> of <b>Africa</b>. It is the furthest country to the south of the continent.</li> <li>The country's full name is the <b>Republic of South Africa</b>. In 1961, it became an <b>independent</b> country and was allowed to make its own laws for its people. It is a <b>member</b> of the <b>Commonwealth of Nations</b>.</li> <li>There is an entire country, called <b>Lesotho</b>, inside the <b>borders</b> of South Africa! It is known as the '<b>Kingdom of the Sky</b>' because it is so high above <b>sea level</b> and provides South Africa with most of its <b>water</b>.</li> <li>There is a lot of <b>unique wildlife</b> in South Africa and in the <b>seas</b> and <b>oceans</b> around it. A lot of <b>endangered species</b> are looked after in the <b>national parks</b> and <b>game reserves</b> around the country.</li> </ul>
<p><b>Who was in charge of South Africa in the past?</b></p> <p>You will learn more about this in Y4 – <a href="#">The Changing Power of Monarchs</a>.</p>	<ul style="list-style-type: none"> <li>From the 15<sup>th</sup> <b>century</b>, many <b>ships</b> from <b>Europe</b> travelled on the <b>Atlantic Ocean</b> and passed <b>South Africa</b> on the way to <b>trade</b> goods with countries in <b>Asia</b>. They used the South African <b>coast</b> as a place to stop off for <b>supplies</b>.</li> <li>The city of <b>Cape Town</b> was built by the <b>Dutch</b> in 1652. Many Dutch <b>farmers settled</b> in the areas around the city and were known as <b>Boers</b>. They also spoke the <b>Afrikaans language</b>, which is still used as one of South Africa's official languages today.</li> <li>Most of the countries in Europe spent a lot of time at war with each other in the early 19<sup>th</sup> century, and some of the fighting was over who controlled the different countries of Africa. By 1815, the <b>British</b> took control of South Africa and made it part of the <b>British Empire</b>.</li> </ul>
<p><b>Who was Nelson Mandela?</b></p>	<ul style="list-style-type: none"> <li><b>Mandela</b> was born in 1918 and given the name <b>Rolihlahla</b>. His father was a <b>chief</b> of the <b>Thembo</b> people and his family lived in the village of <b>Mveko</b>. When he was 12, his father died and the Thembo king <b>adopted</b> him.</li> <li>On his first day at <b>school</b> in 1925, his teacher gave him the name <b>Nelson</b>. He thought school and <b>education</b> were very important, so he worked hard and was allowed to go to <b>university</b> in 1939.</li> <li><b>Equality</b> was something he really <b>believed</b> in and he <b>campaign</b>ed for it all his life. He even said once that he was "prepared to die" for a <b>South Africa</b> that was run fairly. He became a <b>lawyer</b> and set up his own <b>black law firm</b>.</li> </ul>

Why did Nelson Mandela have to go to Robben Island?	<ul style="list-style-type: none"> <li>Apartheid was introduced in <b>South Africa</b> in 1948 to <b>separate</b> the lives of <b>white</b> and <b>black</b> people. White people had many more <b>rights</b> than black people, which was <b>racist</b> and very unfair.</li> <li><b>Nelson Mandela</b> was a <b>leader</b> in the <b>African National Congress</b> party and <b>campaigned</b> against apartheid to try and improve the lives of black people. He was <b>arrested</b> and put in <b>prison</b> many times for his <b>beliefs</b>.</li> <li>In the early 1960s, Mandela was sent to the prison on <b>Robben Island</b> for his never-ending campaigning. While he was there, he was one of ten people who were told they would have to stay in prison for the rest of their lives.</li> <li>When he was on Robben Island, Mandela was only allowed one visitor and one letter every six months. He wrote a book called '<b>The Long Road to Freedom</b>' in secret while he was a <b>prisoner</b>.</li> <li>There was a campaign around the world to <b>free</b> Mandela in the 1980s, but because he wouldn't give up on his beliefs, he had to stay in prison. Eventually, he was moved from Robben Island to other prisons in South Africa.</li> </ul>
What happened when Nelson Mandela left prison?	<ul style="list-style-type: none"> <li>In 1990, <b>Nelson Mandela</b> was freed from <b>prison</b> after 27 years. He was allowed to become a <b>member</b> of the <b>African National Congress party</b> again and started to <b>campaign</b> for <b>black</b> people's <b>rights</b> once more.</li> <li>Over the next couple of years he worked with the <b>white president</b> of <b>South Africa</b>, <b>FW de Klerk</b>, to create <b>equality</b> and end <b>apartheid</b>. Both of them won the <b>Nobel Peace Prize</b> in 1993 for all of their hard work.</li> <li><b>Elections</b> were held for all people in South Africa for the first time in 1994, and Mandela won to become the country's first black president. His <b>government</b> came up with new, fairer <b>rules</b> for the people to live by.</li> </ul>
Why do we celebrate Mandela Day?	<ul style="list-style-type: none"> <li><b>Nelson Mandela</b> retired from in 1999 but he still <b>campaigned</b> for <b>equality</b> and <b>peace</b> around the world.</li> <li><b>Nelson Mandela International Day (Mandela Day)</b> was set up by the <b>United Nations</b> in 2009 and the first official <b>event</b> took place on July 18<sup>th</sup> (Mandela's birthday) 2010. Since then, it has taken place every year.</li> <li>Mandela Day celebrates Mandela's <b>legacy</b> of equality and <b>helping others</b>. It asks people to become <b>volunteers</b> to help people who live near to them, and believes that everybody has the <b>power</b> to <b>change the world</b> somehow.</li> <li>In 2013, Nelson Mandela died at the age of 95, which makes Mandela Day an even more important legacy today.</li> </ul>

1652: The city of Cape Town is set up by traders and farmers from the Netherlands.

1815: South Africa becomes part of the British Empire.

1918: Nelson Mandela is born in the South African village of Mvezo.

1948: Black and white people in South Africa are forced to live apart by the new policy of apartheid.

1963: Nelson Mandela is sent to prison on Robben Island. He stays in prison for 27 years.

1994: Mandela becomes the first black president of South Africa.

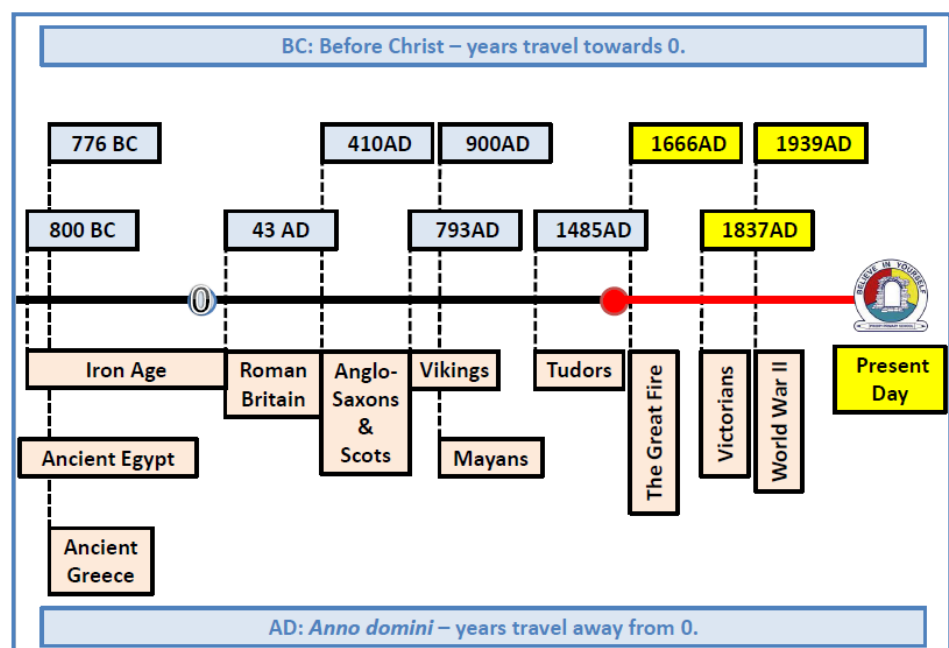
2010: The first official UN Mandela Day is held across the world.

## Concept: Power

These concepts should weave through all aspects of this topic.

For example:

- How do we make sure there is peace in our country and in the world?
- What rights do we have as adults and children in the world today? What laws do we have that look after our rights?
- How are you different to your friends or family? Do your differences make you a special person?
- What could you do to help make things better for the people you live with, or live near to, or go to school with?
- What important events do we remember today and how do we remember them? What would you like to leave behind for people to remember you by?





## Year 3 History Priory Ruins Concept: Change

**National Curriculum Focus:** A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Builds on knowledge & skills:** KS1 Geography (The United Kingdom, Continents); KS1 Science (Everyday Materials); Y1 History (Schools Then and Now).

### What should I know already?

- That the world is made up of separate continents and that the United Kingdom is part of the continent of Europe;
- That different materials can be compared and contrasted using their physical properties;
- That the United Kingdom's physical and human geographical features, in particular its land usage, have changed over time.

### Recommended Reads



### Key vocabulary

Boundary	A line that marks out an area's size. Boundaries are used for buildings, parks, towns and counties.	Market	An area where goods are bought and sold. Dudley became a major market town during medieval times.
Cluniac	Monks that followed the rules of Cluny Abbey in France. They lived simply and cared for the poor.	Medieval	Another name for the Middle Ages, which is the time in the United Kingdom between the 5 <sup>th</sup> and the 15 <sup>th</sup> centuries.
Denizen	Someone that lives in and follows the rules of a particular place.	Monk	A man who follows strict church rules. Monks lived in monasteries or priories, run by an abbot or a prior.
Diocese	An area looked after by a bishop. St. James' Priory was in the diocese of Coventry and Lichfield.	Plunder	To steal from a place or a person. Stone from St. James' Priory was plundered for many years for other buildings.
Dissolved	To close down or end something. Henry VIII dissolved England's monasteries in the 1530s.	Restore	To repair something so that it looks like it did when it was first built. Priory Park and the ruins were restored in 2013.
Excavate	To remove earth carefully from an area to find something that's buried underneath.	Tourism	To visit a place of interest. Dudley has lots of places that tourists like to visit, such as the priory and Dudley Castle.

### Key knowledge – How much does the Priory Estate owe to Gervase Paganel?

<p><b>When and why was the Priory founded?</b></p>	<ul style="list-style-type: none"> <li><b>St. James' Priory</b> was founded in 1160 by <b>Gervase Paganel</b>, Lord of Dudley in memory of his father. It was part of a bigger priory in nearby <b>Much Wenlock</b>, which chose the monk <b>Osbert</b> as the first <b>prior</b>. The priory was built out of the same <b>stone</b> as <b>Dudley Castle</b>, which was taken from the <b>Wren's Nest</b>.</li> <li>St. James' was an <b>alien priory</b> because it followed the <b>Cluniac</b> order, which was based in <b>France</b> and part of a larger group of monks who followed the rules of <b>St. Benedict</b>. They were led by the <b>Pope</b>, which meant they were able to lead a quiet life without being disturbed by the <b>King</b>.</li> <li>The monks lived, slept and ate together, and allowed the Lords of Dudley to use the <b>church</b> and <b>chapel</b> in return for money to look after the buildings. Many of them also had <b>tombs</b> in the grounds.</li> </ul>
<p><b>What was life like in medieval Dudley?</b></p> <p>You will learn more about this in Y4 – <a href="#">Victorian Dudley</a>.</p>	<ul style="list-style-type: none"> <li><b>Dudley Castle</b> was the home of the <b>Baron of Dudley</b>, who was so powerful that he ruled over land in eleven different parts of England and used <b>Dudley</b> as his base.</li> <li>Because Dudley had a castle, the <b>priory</b> and lots of <b>coal</b> and <b>iron</b> underground to help make <b>metal goods</b>, it became a powerful <b>market town</b>. <b>Food</b> from the local farms could also be sold there.</li> <li>The <b>diocese boundaries</b> of England changed in 1238 – the <b>Bishop of Worcester</b> took charge of the <b>churches</b> of Dudley, but the castle and the priory stayed with the <b>Bishop of Coventry and Lichfield</b>.</li> </ul>
<p><b>Why did the Priory close?</b></p> <p>You will learn more about this in Y4 – <a href="#">The Changing Power of Monarchs</a>.</p>	<ul style="list-style-type: none"> <li>Although <b>St. James' Priory</b> was <b>dissolved</b> for good in 1539, it had been dissolved before! In 1395, the priory was closed for the first time, but soon after that it was <b>restored</b> to be used as a <b>denizen</b> priory. This meant that it was run the same way as an English <b>monastery</b> rather than as an <b>alien priory</b>.</li> <li>When <b>King Henry VIII</b> made himself the head of the <b>Church of England</b> and separated <b>England</b> from the <b>Pope</b> and the rest of the <b>Catholic Church</b>, he dissolved all the monasteries in the country. Because it was now a denizen priory, the St. James' <b>monks</b> were sent to other monasteries and the buildings were given to <b>Sir John Dudley</b>, 1<sup>st</sup> Duke of Northumberland in 1540.</li> </ul>

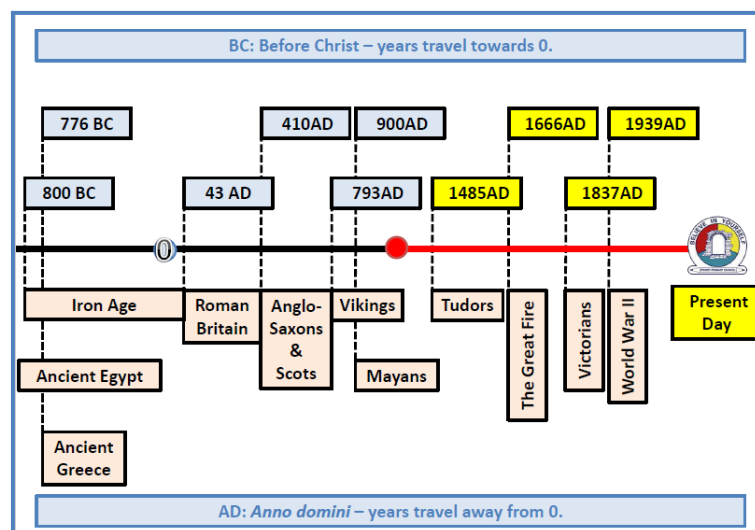
<p><b>What happened to the surrounding area when the Priory closed?</b></p> <p><a href="#">You will learn more about this in Y4 – Victorian Dudley.</a></p>	<ul style="list-style-type: none"> <li>When the <b>monks</b> left, the <b>priory buildings</b> began to fall into <b>disrepair</b>, and this got worse after <b>Sir John Dudley</b> was executed in 1553. The <b>stone</b> walls were <b>plundered</b> to construct new local buildings.</li> <li>From the 17<sup>th</sup> century, <b>skilled workers</b> used the <b>ruins</b> of the priory buildings, such as a <b>thread maker</b> and a <b>tanner</b> who made leather. There were also small <b>workshops</b> for <b>grinding glass</b> and <b>polishing steel</b>, as these were some of the important <b>materials</b> that were made and used in Dudley's <b>factories</b>.</li> <li>In 1825, <b>Priory Hall</b> was built by the <b>Earl of Dudley</b>, who liked the ruins so much that he planted <b>ivy</b> around them, knocked down the workshops and <b>drained</b> their <b>medieval fish ponds</b>. Artist J.M.W. Turner drew them and the ruins of <b>Dudley Castle</b> in 1830 – the <b>sketch</b> is now in a museum in London.</li> </ul>
<p><b>When and how were the Priory's ruins found?</b></p>	<ul style="list-style-type: none"> <li>In 1926, the <b>land</b> surrounding the <b>priory ruins</b> was bought by <b>Dudley Council</b> to build new <b>houses</b> for more than 2,000 families. In 1930, the first people to live on the <b>Priory Estate</b> moved in.</li> <li><b>Priory Park</b> was designed by <b>Edward Prentice Mawson</b> and opened to the <b>public</b> in 1932. Because the priory ruins were inside the park <b>boundaries</b>, they were <b>uncovered</b> and <b>cleared</b> at the same time.</li> <li><b>Rayleigh Radford</b> put down stone boundaries in 1939 to show where different rooms within the priory would have been. He also <b>excavated</b> some original <b>medieval floor tiles</b>.</li> </ul>
<p><b>How important are the ruins to Dudley today?</b></p>	<ul style="list-style-type: none"> <li><b>Dudley Castle</b> and the <b>priory ruins</b> were <b>Grade I listed</b> in 1949. This means they are very important to the United Kingdom and are <b>protected</b> from being <b>changed</b> or <b>knocked down</b>. <b>Priory Park</b> and <b>Priory Hall</b>, now a place to get married, are <b>Grade II listed</b> so they can't be changed without <b>permission</b>.</li> <li>In 2013, a <b>restoration</b> project on Priory Park and the ruins began using money from the <b>Heritage Lottery Fund</b>. Some of the main jobs were to plant a <b>medieval</b> herb garden and make some new <b>floor tiles</b> to show where the priory's rooms would have been. It is now "Dudley's finest <b>historic</b> park".</li> <li>With all of these things being so close together, as well as the <b>Black Country Living Museum</b>, <b>Dudley Zoo</b> and the <b>Dudley Canal</b>, it means that Dudley is a <b>unique</b> place for <b>tourists</b> to visit.</li> <li>There are still plenty more <b>excavations</b> of the priory ruins that could be made in the future, as there's more still <b>buried</b> underground. Maybe one day even more <b>discoveries</b> will be made!</li> </ul>

## Concept: Change

These concepts should weave through all aspects of this topic.

For example:

- What goods are traded within and between countries in the twenty-first century? How are these goods transported? Compare and contrast.
- What laws do we have today that safeguard our human rights, such as religious freedom?
- What changes have there been in technology and industry in your lifetime? How are they different compared to your parents or grandparents? What do you think will change for the next generation? Compare and contrast.
- If you could bury a time capsule now to be excavated in 50 years time, what would you include in it? Why?
- What changes have there been to the place you live in since you moved in? How are they different compared to where your parents or grandparents live? What do you think will change for the next generation? Compare and contrast.
- What legacy would you like to leave behind at the end of your life? How would you want to be remembered?



1160: St. James' Priory is founded by Gervase Paganel, the Lord of Dudley.

1395: The Priory is dissolved for the first time, but reopened again not long after.

1539: St. James' Priory is dissolved for good on the orders of King Henry VIII.

1830: The famous artist J.M.W. Turner sketches Dudley Castle and the ruins of the Priory.

1932: Priory Park, including the ruins, opens as a public space for people on the new Priory Estate.

1939: Rayleigh Radford excavates the Priory ruins and uses stone lines to mark out the missing walls.

2013: Priory Park and the Priory ruins are updated and restored using money from the Heritage Lottery Fund.

## Year 4 History The Battle of Britain Concept: Consequences

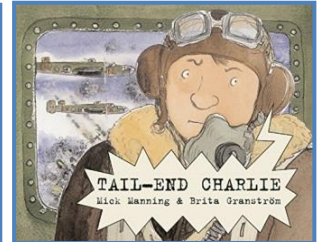
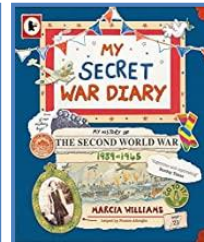
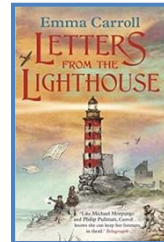
**National Curriculum Focus:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the Battle of Britain.

**Builds on knowledge & skills:** KS1 History (Transport Then and Now); Y3 Geography (UK Physical and Human Features); Y4 Geography (UK Land Use).

### What should I know already?

- That the United Kingdom's physical and human geographical features, in particular its land usage, have changed over time;
- That events beyond living memory, such as the first aeroplane flight, can have national and global significance.

### Recommended Reads



### Key vocabulary

Allies	The combined military forces of Britain, France, Russia (USSR) and, from 1941, the USA.	Luftwaffe	The German air force responsible for the Blitz and starting the Battle of Britain.
Appeasement	A policy where demands are met in order to prevent fighting between two or more countries.	Nazi	A member of the National Socialist German Workers' Party, led by Adolf Hitler.
Blackout	The covering or dimming of lights at night time during the Blitz to protect citizens and industry.	RAF	The Royal Air Force. The RAF was formed towards the end of World War I and supported military operations from the air.
Blitz	The bombing of major British cities. Blitz means 'lightning' in German.	Radar	A way to detect incoming objects and a key part of the Dowding System of defence against the Luftwaffe.
Citizens	The people who live in a particular place, such as a town or city.	Shelters	Structures used to protect British citizens from the Blitz. Different types were used for families and communities.
Evacuation	The movement of millions of children to the countryside as part of Operation Pied Piper.	Winston Churchill	Prime minister of Great Britain, who replaced Neville Chamberlain in 1940.

### Key knowledge – Why was the Battle of Britain such a significant turning point in World War II?

What were the circumstances that led to the Battle of Britain?	<ul style="list-style-type: none"> <li><b>Adolf Hitler</b> became the German <b>Chancellor</b> in 1933. He had fought in World War I and thought the <b>sanctions</b> placed upon <b>Germany</b> were unfair. He began to rebuild the <b>military</b> and <b>invaded</b> several <b>European</b> countries, such as <b>Austria</b> and <b>Hungary</b>.</li> <li><b>Neville Chamberlain</b> and the <b>British government</b> used a policy of <b>appeasement</b> to try and <b>prevent</b> war. However, Hitler ignored them and invaded Poland, leading to the <b>outbreak</b> of <b>World War II</b> in September 1939.</li> <li>After successfully invading <b>France</b>, Hitler believed <b>Winston Churchill</b> would <b>surrender</b>. When he wouldn't, the <b>Nazis</b> created <b>Operation Sealion</b> to invade Great Britain.</li> </ul>
What were the differences between the British and German air forces?	<ul style="list-style-type: none"> <li>Both the <b>RAF</b> and the <b>Luftwaffe</b> used <b>fighter planes</b> in battle over the <b>English Channel</b>. The <b>Supermarine Spitfire</b> and <b>Hawker Hurricane</b> were used by the RAF, whilst the Luftwaffe relied mainly on the <b>Messerschmitt</b>.</li> <li>The RAF also used the <b>Dowding System</b>: a combination of <b>radar</b> and radio messages <b>alerted</b> the fighter planes and <b>ground crews</b> when the Luftwaffe was coming so that they could prepare their <b>defences</b> in good time.</li> </ul>
How did the Germans respond to their defeat in the Battle of Britain?	<ul style="list-style-type: none"> <li>Because the <b>RAF</b> was able to <b>launch</b> some minor <b>bombing raids</b> on <b>German</b> cities, <b>Hitler</b> believed they were stronger than they actually were. In fact, the RAF was almost <b>defeated</b> when the <b>Nazis</b> changed their <b>tactics</b> in order to <b>defend</b> their cities. As a result, the RAF claimed <b>victory</b> and Hitler had to <b>postpone</b> <b>Operation Sealion</b>.</li> <li>To <b>retaliate</b>, the <b>Luftwaffe</b> began a <b>bombing campaign</b> against major cities and <b>industrial areas</b> throughout Britain, known as the <b>Blitz</b>. This lasted for several months and was designed to <b>demoralise</b> British <b>citizens</b>. <b>London</b> and <b>Coventry</b> were some of the worst <b>affected</b> cities.</li> <li>By 1944, the Nazis were using <b>V-1 ('Doodlebugs')</b> and <b>V-2 rockets</b> instead of <b>bombs</b>, which they could launch from <b>occupied</b> France. Although they weren't very <b>accurate</b>, they still managed to cause significant <b>damage</b> and <b>casualties</b> in London and other parts of the country.</li> </ul>

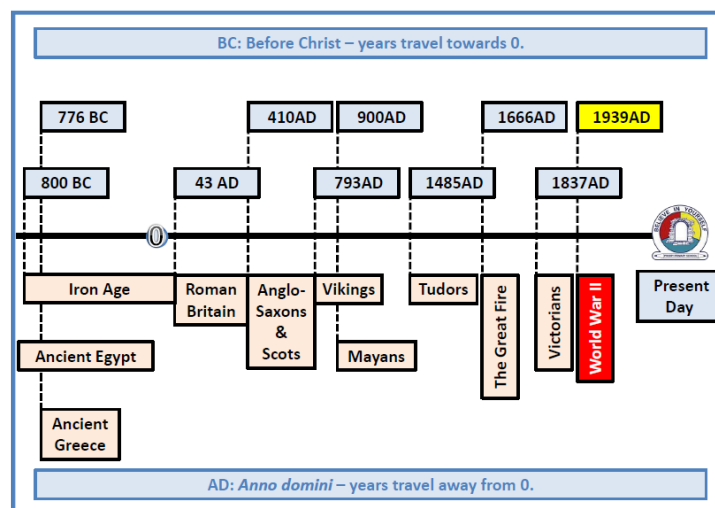
What actions were taken to protect British citizens during the Blitz?	<ul style="list-style-type: none"> <li>Just before war broke out, <b>Operation Pied Piper</b> started <b>evacuating</b> children from major cities to the countryside. This <b>protected</b> them from the worst <b>bombing</b> but many didn't return home until after the war.</li> <li>All <b>citizens</b>, including children, were provided with <b>gas masks</b> in case of a gas attack by the <b>Luftwaffe</b>.</li> <li><b>Shelters</b>, such as <b>Anderson shelters</b> and <b>Morrison shelters</b>, were provided to <b>protect citizens</b> from bombs. <b>Communal shelters</b> like the <b>London Underground</b> were available if people weren't at home during an <b>air raid</b>.</li> <li>At night, lights were <b>extinguished</b> to make it harder for the Luftwaffe to bomb their <b>targets</b>. It was the job of <b>air raid wardens</b> to make sure all windows and doors were appropriately covered during the <b>blackout</b>.</li> </ul>
How were aircraft used in the later events of World War II?	<ul style="list-style-type: none"> <li>The <b>Parachute Regiment</b> was formed in 1940. It allowed specially trained <b>soldiers</b> called <b>paratroopers</b> to jump from planes and land safely in <b>enemy territory</b>.</li> <li><b>Japan</b> attacked the American <b>navy</b> at <b>Pearl Harbor</b>, Hawaii in 1941 using <b>aircraft</b> and <b>aircraft carriers</b>. This led to the <b>USA</b> joining <b>World War II</b> on the side of the <b>Allies</b>.</li> <li>The <b>D-Day landings</b> in 1944 were designed to <b>liberate France</b> from the <b>Nazis</b>. The <b>Allies invaded</b> northern France using a combination of sea and air forces, including <b>paratroopers</b> and the <b>RAF</b>.</li> <li>Specially equipped planes were used to drop <b>atomic bombs</b> on Japanese cities in 1945, which led to Japan's <b>surrender</b> and the end of World War II in September.</li> </ul>
How are the events of World War II, including the Battle of Britain, remembered today?	<ul style="list-style-type: none"> <li>Public speeches give us an idea of how people felt at the time. During the <b>Battle of Britain</b>, <b>Winston Churchill</b> said: "Never in the field of human conflict was so much owed by so many to so few."</li> <li>Nationwide <b>celebrations</b> take place for the <b>anniversaries</b> of some of the key events in <b>World War II</b>, such as the 75<sup>th</sup> anniversary of <b>VE Day</b> ('<b>Victory in Europe</b>' Day) in May 2020.</li> <li><b>War memorials</b> were built around the country to record the names of the <b>soldiers</b> and <b>civilians</b> from the area who died. There is also a <b>National Memorial Arboretum</b> in Staffordshire to <b>honour</b> soldiers from all wars.</li> <li>There is an annual <b>commemoration</b> of the <b>sacrifices</b> people made in <b>wartime</b> on November 11<sup>th</sup>, known as <b>Armistice Day</b>. Many people choose to wear a <b>poppy</b> and take part in a <b>2-minute silence</b> at 11am.</li> <li>Many <b>museums</b> have <b>exhibitions</b> that use <b>artefacts</b> and the memories of <b>survivors</b> to <b>educate</b> people on what happened. The <b>Imperial War Museum</b> and the <b>Royal Air Force Museum Cosford</b> are good examples of this.</li> <li>In our lifetimes there will be nobody left alive from World War II, so it is important to learn about their <b>experiences</b> if they are willing and able to tell us. This is called <b>living history</b>.</li> </ul>

## Concept: Consequences

These concepts should weave through all aspects of this topic.

For example:

- What would have been the consequences if the RAF had lost the Battle of Britain? How different could the events and outcome of World War II been? Compare and contrast.
- What has been the consequence of having to rebuild many of Britain's major cities and industrial areas? Have housing, businesses and public spaces had to change because of the Blitz? Compare and contrast.
- How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom and freedom of speech?
- How are wars fought today? Why are they fought? What has been the consequence of changes to military tactics and strategies since World War II? Compare and contrast.
- What has been the consequence of building relationships across Europe after World War II? Where does Britain fit into twentieth-century Europe?



September 1939: In case of war, Operation Pied Piper starts evacuating children to the countryside.

September 1939: Britain declares war on Nazi Germany after Adolf Hitler invades Poland.

July 1940: The Battle of Britain begins as the Luftwaffe launch their first attack on the British coast.

September 1940: The official start of the Blitz, which continues for many months in several major cities.

October 1940: The Battle of Britain officially ends with victory for the RAF.

June 1944: The D-Day landings, supported by the RAF, take place in occupied Normandy, France.

September 1945: World War II ends. Although Germany surrendered in May, Japan fought on.



# Year 5 History Ancient Greece Concept: Consequences (& Democracy)

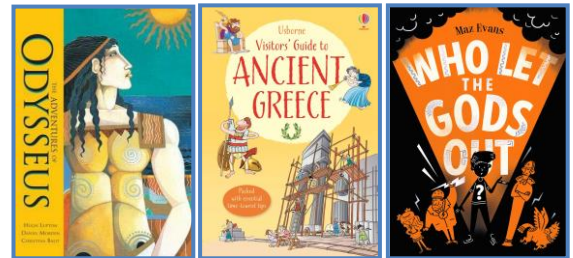
**National Curriculum Focus:** Ancient Greece – a study of Greek life and achievements and their influence on the western world.

**Builds on knowledge & skills:** Y3 History (The Romans in Britain); Y3 Geography (Comparing UK with Mediterranean, Europe: Invaders and Settlers).

## What should I know already?

- How countries are ruled and what the word 'democracy' means;
- That Greece is a country in the continent of Europe;
- The climate of Greece is different to that of the UK;
- Knowledge of early civilisations: Romans and the impact they had on modern Britain and the wider world.

## Recommended Reads



## Key vocabulary

Acropolis	A fortified building within a city. It is usually located on top of a hill in the centre of the city.	Jurors	Men who were randomly selected every day to try criminals in the dikasteria (popular courts).
Architecture	The art of designing and creating buildings. Greek architecture made use of a lot of mathematics.	Myths	A story often describing the adventures of beings with more than human powers. The study of myths is called mythology.
Athenians	The citizens (people who lived in Athens) who invented democracy.	Olympics	An athletic event held by the Ancient Greeks every four years.
Consequence	The results or effects of someone's or something's actions.	Philosophy	A way of thinking about the world, the universe, and different parts of society.
Democracy	A system of government in which people choose their rulers by voting for them in elections.	Polytheism	A belief in many gods – people who practise polytheism are called polytheists.
Etymology	The study of the history and meaning of words in a language.	Temple	A building devoted to the worship of one or more gods or goddesses.

## Key knowledge - How did the Ancient Greeks change the world?

<b>How did the Greek alphabet and language influence us?</b>	<ul style="list-style-type: none"> <li>Our <b>alphabet</b> was developed using some of the alphabet that the Ancient Greeks used. In fact, the first two letters in the Greek alphabet were 'alpha' and 'beta', which is where we get the word 'alphabet' from! Many mathematical words are also Greek in origin, e.g. polygon, scalene, tetrahedron.</li> <li>We can look at <b>etymology</b> to work out lots of our words today.</li> </ul>
<b>What do we know about Ancient Greek culture?</b>	<ul style="list-style-type: none"> <li>The Ancient Greeks invented the <b>theatre</b> and the idea of written drama performed by actors.</li> <li>Theatre performances and plays were a big part of Greek life, so theatres were an important part of Greek cities. Usually, they were built into a hillside, where the public could sit along the hills and watch the action. In large cities, some theatres could sit tens of thousands of people!</li> </ul>
<b>What did the Greeks believe?</b>	<ul style="list-style-type: none"> <li>Religion was very important in ancient Greece. They were <b>polytheists</b> - they believed in different <b>gods</b> and <b>goddesses</b> that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom: in fact, the <b>Romans worshipped</b> almost the same gods and goddesses but with different names. <b>Temples</b> were built in their <b>honour</b> and they featured heavily in the stories of Greek <b>mythology</b>.</li> </ul>
<b>How has Greek architecture influenced our buildings today?</b>	<ul style="list-style-type: none"> <li>Greek <b>architecture</b> has influenced the design of buildings all over the world. The British Museum (London) is an example of this. The Greeks built all sorts of buildings. The main examples that survive today are the large temples that they built to their gods.</li> <li>The Greeks believed that the secret to making a great building was maths. They designed and measured their buildings, making sure they got all their angles, shapes and sizes right.</li> <li>The Greeks built most of their temples and <b>government</b> buildings in three types of styles: <b>Doric</b>, <b>Ionic</b>, and <b>Corinthian</b>. The <b>columns</b> were carved with leaves, flowers, scenes of battles, and <b>mythological</b> creatures.</li> <li>Temples were the most common type of public buildings in Ancient Greece and were built to store a religious statue. The most famous temple of Ancient Greece is the <b>Parthenon</b>, located on the <b>Acropolis</b> in the city of <b>Athens</b>. It was built for the goddess Athena.</li> </ul>

How have the Greeks impacted on our democracy and legal systems today?	<ul style="list-style-type: none"> <li>▪ <b>Democracy</b> began in Ancient Greece. It has helped to shape many systems of democracy around the world today. There were three main systems of democracy in Ancient Greece: <ul style="list-style-type: none"> <li>○ The <b>Ekklesia</b> was the main assembly of <b>citizens</b> who met to make laws and decisions. Any male <b>Athenian</b> citizen could attend. They made decisions by a simple majority vote.</li> <li>○ The <b>boule</b> was a group of 500 men who served for one year. They met daily and made lots of decisions. They were chosen randomly.</li> <li>○ The <b>dikasteria</b>, or popular courts, was a group of 500 <b>jurors</b> who dealt with crimes. There were no rules or police so the dikasteria decided what would be <b>tried</b> and what the sentences would be. The jurors were chosen daily at random from a group of men.</li> </ul> </li> </ul>
What did the Greek scholars discover and develop, and why are they still remembered today?	<ul style="list-style-type: none"> <li>▪ Ancient Greek thinkers made big discoveries. Even after 3,000 years, we're still using Ancient Greek ideas in maths, science and art.</li> <li>▪ <b>Pythagoras</b> found ways to measure and describe shapes that we still use in maths today.</li> <li>▪ <b>Aristotle</b> studied plants, animals and rocks. He devised experiments to find out about the world we live in.</li> <li>▪ <b>Socrates</b> focused on how people should behave rather than on the world. He said that happiness came from leading a <b>moral</b> life rather than material possessions. He encouraged people to pursue <b>justice</b> and goodness rather than wealth and power.</li> <li>▪ <b>Plato</b> founded the world's first university. He wrote down his teachings and people all over the world, even today, study the Greek <b>philosophers</b>.</li> <li>▪ <b>Archimedes</b> was a mathematician and an engineer. He designed a machine, called the <b>Archimedean screw</b>, which could make water flow uphill. His design has been used for almost 2,000 years, to take water from rivers to the fields.</li> </ul>
How did the Greeks change sport?	<ul style="list-style-type: none"> <li>▪ The <b>Olympics</b> began in Ancient Greece. The different city states often fought, but during the Olympics peace was declared and everyone came together to enjoy the games.</li> <li>▪ Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing.</li> <li>▪ The games began in 776BC in <b>Olympia</b>. It is believed that the games were a religious event to honour <b>Zeus</b>, who was the king of the Gods.</li> <li>▪ Some of the evidence about the games comes from paintings, most commonly found on vases!</li> </ul>

776BC: The first Olympics are held in Olympia to honour the king of the gods, Zeus.

621BC: The ekklesia is formed by Athenian citizens to make laws and decisions.

600BC (approx.): The boule is formed to support the decision making of the ekklesia.

508BC: The dikasteria courts are established to make decisions and pass sentence on crimes committed.

500BC (approx.): The first play is performed in an Ancient Greek theatre.

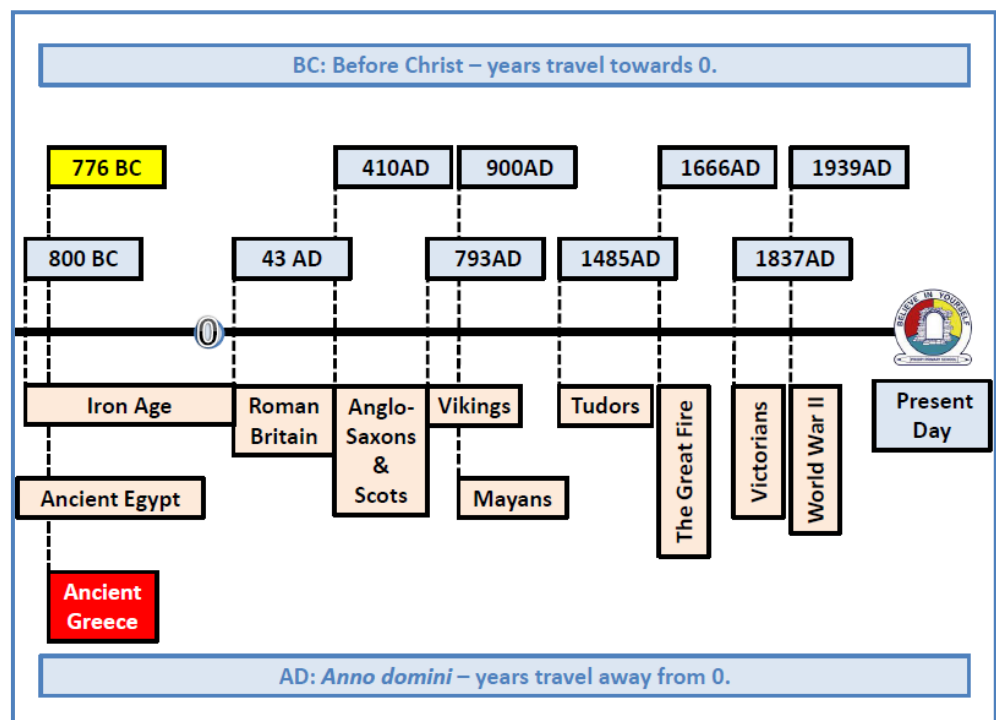
447BC: Building work begins on the Parthenon in Athens. It is completed in 432BC.

250BC (approx.): Archimedes' invention, the Archimedean screw, is used for the first time.

## Concept: Consequences (& Democracy)

These concepts should weave through all aspects of this topic. For example:

- What has been the consequence of the Greeks inventing the alphabet?
- What has been the consequence/legacy of the ancient Olympics on the modern Olympics?
- How does democracy work in modern day Britain? How does this link to British values? Are there countries in the world that do not have a democracy? What does that look like? Compare and contrast.



# Year 6 History Famous People from Dudley Concept: Consequences

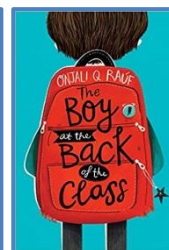
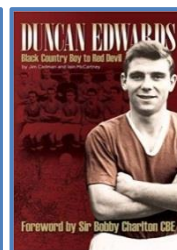
**National Curriculum Focus:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: changes in an aspect of social history – leisure and entertainment in the 20<sup>th</sup> century.

**Builds on knowledge & skills:** KS1 History (Schools Then and Now, African Adventure); KS1 Geography (Our school, United Kingdom, Map Skills, Continents, Africa); KS2 Geography (Mapping Priory locality, World Atlas and Globes; Field study of Dudley).

## What should I know already?

- That Priory Primary School is located in the metropolitan borough of Dudley, which is part of the West Midlands conurbation of England in the United Kingdom;
- That there are different countries and continents located throughout the world, including Europe and Africa, and that they can be identified from atlases and other maps;
- That attitudes towards a variety of human rights, including race, gender, education and disability, have changed over time.

## Recommended Reads



## Key vocabulary

Amateur	Somebody who takes part in a hobby or activity without being paid for it, usually involving sport.	Prejudice	Somebody's unreasonable opinion that is based on 'difference', such as sexism, racism and intelligence.
Charity	An organisation that is set up to help and raise money for people in need or good causes.	Professional	Somebody who takes part in a hobby or activity for a living, usually involving sport, such as a Premier League footballer.
Commemorate	To remember and respect an event or person. Duncan Edwards' life is commemorated locally.	Tragedy	An event that causes great suffering or destruction, such as the death of Duncan Edwards in the Munich Air Disaster.
Humanitarian	A person or organisation, often a charity, that tries to improve human rights, such as Comic Relief.	Trailblazer	Somebody who is the first person to achieve something new. Many famous Dudley people have been trailblazers.
Immigrants	A person who comes to live in a country that is different to where they were born.	Telethon	A long television programme that is broadcast to help raise money for charity, such as Red Nose Day and Sport Relief.
Knighthood	A title given by the Queen to somebody for their achievements. A man who is knighted can use the title 'Sir' before their name.	Yugoslavia	A former country in eastern Europe, which is now split into the countries of Bosnia and Herzegovina, Croatia, Macedonia, Montenegro, Serbia and Slovenia.

## Key knowledge – Who should be celebrated on the Dudley Walk of Fame?

<b>How has the way people spend their free time changed over the last century?</b>	<ul style="list-style-type: none"> <li>The <b>television</b> was <b>invented</b> by several people, including <b>John Logie Baird</b>, who demonstrated it publicly in 1926. It became increasingly popular in the 1950s and <b>complemented</b> <b>radio</b>, <b>live theatre</b> and <b>summer seasons</b> at the seaside by showing <b>drama</b>, <b>comedy</b> and <b>sport</b>. The <b>launch</b> of <b>satellite TV</b> in 1989 provided even greater choice.</li> <li>Interest in <b>watching</b> and <b>playing sport</b> grew, thanks partly to <b>England's football World Cup win</b> in 1966 and the launch of the <b>Premier League</b>. From 1968, the <b>Open era</b> meant <b>amateur tennis</b> players could play <b>professionally</b>.</li> <li>As <b>world news</b> became more <b>accessible</b>, <b>humanitarian</b> problems and the need for change became more obvious. Many <b>charities</b> were founded and people offered to do more <b>voluntary</b> work to help with <b>fundraising</b>.</li> </ul>
<b>Why is there a statue of Dorothy Round in Priory Park?</b>	<ul style="list-style-type: none"> <li><b>Dorothy Round</b> (1909-1982) was a <b>trailblazer</b> for <b>women's tennis</b> who <b>inspired</b> a new <b>generation</b> of <b>professional players</b> in the 1960s and 1970s. She grew up playing on a <b>homemade court</b> in <b>Park Road, Dudley</b>.</li> <li>Round is the only <b>British</b> player to win the <b>Wimbledon's ladies singles</b> twice, in 1934 and 1937. She also won the <b>mixed doubles</b> three times, twice with <b>Fred Perry</b>, and the <b>Australian Championships</b> in 1935 as an <b>amateur</b>.</li> <li>As 1934 Wimbledon <b>champion</b> and <b>world no. 1</b>, she <b>etched</b> her initials into a <b>window</b> at <b>Dudley Council House</b>. The <b>statue 'The Return of Dorothy Round'</b> was <b>erected</b> in <b>Priory Park</b> as part of the 2013 restoration project.</li> </ul>
<b>What do you and Duncan Edwards have in common?</b>	<ul style="list-style-type: none"> <li><b>Duncan Edwards</b> was born in 1936 and lived in <b>Elm Road</b> on the <b>Priory Estate</b>. He <b>attended Priory Primary School</b> from 1941-1948, and upon finishing his <b>education</b> in 1952 signed for <b>Manchester United Football Club</b>.</li> <li>Edwards' <b>schoolmaster</b> Geoff Groves spotted his <b>footballing talent</b> while he was still at Priory and believed that he would one day play for <b>England</b>, which he did at schoolboy, under 23, 'B' team and full <b>international level</b>.</li> </ul>
<b>Why was Duncan Edwards' life so tragic?</b>	<ul style="list-style-type: none"> <li>As one of the <b>Busby Babes</b>, <b>Duncan Edwards</b> made 151 first team appearances for Manchester United, scoring 20 goals, and was even allowed to play whilst serving as a <b>Lance Corporal</b> during his <b>National Service</b>.</li> <li>In February 1958, the team was returning from a <b>fixture</b> in <b>Yugoslavia</b> via <b>Munich</b>, when their plane crashed in heavy snow during takeoff. Edwards was one of 23 <b>fatalities</b> in what became known as the <b>Munich Air Disaster</b>.</li> <li>Edwards' life and footballing <b>reputation</b> has been <b>commemorated</b> in a variety of ways across the country, including a <b>stained glass window</b> in <b>St. Francis Church</b> and the <b>Duncan Edwards Visitor Trail</b> around <b>Dudley</b>.</li> </ul>

How has Sir Lenny Henry used his Dudley upbringing to fight prejudice?	<ul style="list-style-type: none"> <li>Lenworth (Lenny) Henry was born in 1958 and raised on <b>Dudley's Buffery Estate</b>. He was one of seven children whose parents were <b>Jamaican immigrants</b>. He endured <b>racism</b> as a child and wrote about his experiences of growing up in 1970s Dudley in the partly <b>autobiographical TV drama programme <i>Danny and the Human Zoo</i></b>.</li> <li>In 1975 he won the TV <b>talent programme <i>New Faces</i></b> by doing <b>impressions</b> of mainly white <b>comedy characters</b>. Around the same time he was forced to work on a racist programme called <b><i>The Black and White Minstrel Show</i></b>.</li> <li>At the start of the 1980s, Henry worked a <b>summer season</b> in <b>Blackpool</b> and <b>presented</b> the TV <b>children's programme <i>Tiswas</i></b>. His <b>success</b> and <b>talent</b> meant he could <b>perform</b> in <b>comedy</b> and drama, such as <b><i>Doctor Who</i></b>, <b><i>Harry Potter</i></b> and in <b>Shakespeare</b> in the <b>theatre</b>. He was <b>knighted</b> in 2015 for 'services to drama and <b>charity</b>'.</li> </ul>
How is a red nose from Dudley helping to make poverty history?	<ul style="list-style-type: none"> <li>The charity <b>Comic Relief</b> was <b>co-founded</b> by <b>Lenny Henry</b> in 1985 and uses comedy to <b>fundraise</b> for <b>humanitarian causes</b> in <b>Africa</b> and the <b>UK</b>. Some of the major <b>campaigns</b> it has been involved with include <b>disabled rights</b> and <b>Make Poverty History</b>. By 2015, it had raised over £1 billion in humanitarian <b>aid</b>.</li> <li>The <b>Red Nose Day telethon</b> was <b>launched</b> live from <b>Ethiopia</b> by Lenny Henry in 1988 and is the main <b>source</b> of fundraising for Comic Relief. It has been so successful that Red Nose Day now takes place in several countries around the world, including <b>Australia</b> and the <b>USA</b>.</li> <li>As well as Red Nose Day, <b>Sport Relief</b> was <b>established</b> in 2002 and uses sport as its main fundraiser. Sport Relief telethons now take place in even numbered years, with Comic Relief telethons in odd numbered years.</li> </ul>
How did Sam Allardyce take Dudley around the world?	<ul style="list-style-type: none"> <li><b>Sam Allardyce</b> was born in 1954 and raised on <b>Dudley's Old Park Farm Estate</b>. As a child he struggled with undiagnosed <b>dyslexia</b> and dreamed of becoming a <b>player</b> and <b>manager</b> of <b>Wolverhampton Wanderers</b>.</li> <li>He began his <b>footballing career</b> as a <b>defender</b> with <b>Dudley Town</b> and <b>Bolton Wanderers</b>, before going on to play at <b>clubs</b> throughout the <b>English leagues</b> and even in the <b>USA</b>, where he learnt some <b>management strategies</b>.</li> <li>As a manager in England, he has managed a record number of seven <b>Premier League</b> clubs and has never been <b>relegated</b> with any of them. Whilst managing Bolton, he <b>competed</b> throughout <b>Europe</b> in the <b>Europa League</b>.</li> <li>His <b>success</b> as a club manager led to him being <b>appointed</b> as the <b>England national team</b> manager in 2016. Unfortunately, he was only in charge of one game, which he won 1-0 in <b>Slovakia</b>.</li> </ul>

1926: John Logie Baird demonstrates the first working television system.

1934: Dorothy Round wins the women's singles title at Wimbledon for the first time.

1941: Duncan Edwards attends Priory Primary School for the first time.

1958: Duncan Edwards is one of 23 people to die in the Munich Air Disaster.

1985: The charity Comic Relief is founded by Lenny Henry and comedy writer Richard Curtis.

2015: Lenny Henry receives a knighthood for services to drama and charity.

2016: Sam Allardyce becomes the manager of the men's England national football team.

## Concept: Consequences

These concepts should weave through all aspects of this topic.

For example:

- What changes have there been in technology in your lifetime? How are they different compared to your parents or grandparents? What do you think will change for the next generation? Compare and contrast.
- What rights should children have about how they live? Where does education fit into those rights? What sort of an education should be available to you as a child in the twenty-first century? Compare and contrast.
- What laws, treaties and organisations do we have today that safeguard our human rights, such as racial and gender equality?
- What are the reasons for modern day immigration? Why might people from one country choose to settle in another? Compare and contrast.
- What opportunities are there today for people to help others? What could you freely give that would help someone in need?
- What legacy would you like to leave behind at the end of your life? How would you want to be remembered?

