

Year 1 History Schools: Then and Now Concept: Equality

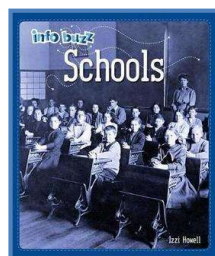
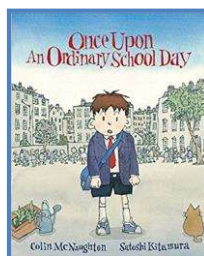
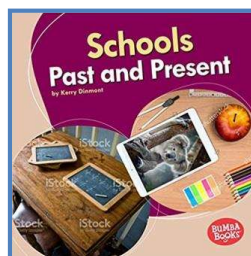
National Curriculum Focus: Changes within living memory; significant historical events, people and places in their own locality.

Builds on knowledge & skills: Y1 Geography (Our School); Y1 PSHE (Being Me in my World). **NB: Skills to be taught in parallel.**

What should I know already?

- That history teaches us about the past and what has changed over time up until today;
- That school is a place that children go so that they can learn;
- That Priory Primary School is the school that I go to;
- That there are different parts of the school to learn in depending on how old I am;
- That the rules about going to school and what happens at school have changed since my parents and grandparents were there.

Recommended Reads



Key vocabulary

Apprentice	Somebody who learns how to do a difficult job from a person who can already do it well.	Governess	A lady who lives with a rich family so that she can look after and teach their children.
Arithmetic	The part of Maths that is all about numbers. Arithmetic was one of the first subjects in schools.	Independent school	A school where you have to pay fees to be allowed to learn there. Most schools in the UK began as independent schools.
Century	One hundred years. Most of the big changes in schools happened in the 19 th century (1800-1899).	National Curriculum	Part of the law that makes sure all teachers in the UK teach the same subjects and types of lessons to their children.
Charity	A way to help others for free. Charity schools used to help poor families and teach their children.	Primary school	A place where nursery (3-4 years old), infant (4-7 years old) and junior (7-11 years old) children go to school.
Compulsory	Something that you have to do. It is compulsory to go to school until you are 18 years old in the UK.	Subject	The different parts of what children learn at school. Examples of subjects are English, Maths, Science and History.
Education	Learning by teaching somebody or being taught yourself. Children go to school for an education.	Teacher	A person who looks after a class of children and helps them to learn while they are at school.

Key knowledge – Is school a better place to learn today than it ever has been?

When was the first school opened and what was it like?	<ul style="list-style-type: none"> ▪ Before children went to school, they were taught at home by their families. A lot of things weren't written down but were taught through speaking and listening. ▪ To begin with, schools in England were run by the church. In 597, the first school that we know about opened in Canterbury, called King's School. It is still open today and may even be the oldest school in the world! Most schools were set up to get children ready for jobs such as working in the church or working for the government.
Why didn't all children go to school in the past? You will learn more about this in Y4 – Victorian Dudley .	<ul style="list-style-type: none"> ▪ A lot of independent and grammar schools asked for money from the families of the children who went there. Unfortunately, many families could not afford the fees. Over time, the cost of going to school became less and less, until it was free for most primary school children to go. ▪ Children from poorer families had to go to work to make sure there was enough money for them all to live. They would work underground in the mines, in the factories and even up chimneys. Because of this, there was no time left for them to go to school. Even when school was compulsory, it was sometimes more important for the children to go to work.
How did children learn if they didn't go to school?	<ul style="list-style-type: none"> ▪ Some children were taught at home, in the same way as they were before there were schools. If a family had a large house and enough money, they might have a governess to look after and teach the children there. ▪ Some children had an apprenticeship. This meant they could go to live and work with someone who was a skilled worker so that they could learn their skills and get paid at the same time. Good examples of this are bakers and tailors. ▪ Charity schools became popular for children who went to work or were part of a poor family and couldn't afford school fees. Children were taught how to read and write and were given some basic clothes, often for free. ▪ Sunday schools started in the 18th century and were run on a Sunday because it was the same day as church and there was no work. Children would learn to read and write using the Bible. ▪ In the 19th century, ragged schools were set up as another type of charity school and were quite popular before school was made compulsory. Children were taught by volunteers and their classrooms could be anywhere!

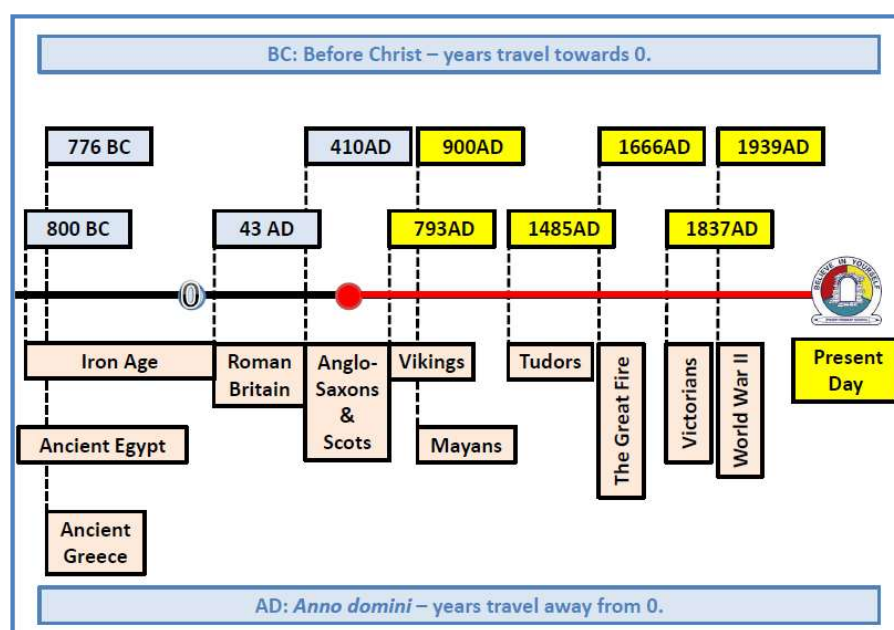
<p>What did a day at school look like in the past?</p>	<ul style="list-style-type: none"> Before schools became compulsory, they taught reading, writing and arithmetic as the most important subjects. Today, the National Curriculum makes sure that every teacher in the United Kingdom teaches the same thing. Schools had bare walls and high windows so children couldn't look outside. Each child sat in rows at a desk on their own. Lessons were from 9am to 12pm and 2pm to 5pm, with a two hour break where children could go home and eat or help with jobs. Each class might have had children in it who were different ages. Teachers were usually ladies because they weren't paid as much as men. They didn't need to train to be teachers and learnt how to teach as they did it! They were also very strict and would often use a cane to hit children who misbehaved or didn't do their work properly. School was not an easy or happy place for children to be.
<p>Why do I have to go to school now?</p> <p>You will learn more about this in Y4 – Victorian Dudley.</p>	<ul style="list-style-type: none"> Lots of things changed in the 19th century about what children could and couldn't do. One of the most important changes was that children had to stop working in the factories and mines and go to school instead. In 1880, the government passed a law that said all children between the ages of 5 and 10 had to go to school. Not long after that in 1891, children were able to go to school for free if they were between the ages of 5 and 13. Today, children start their education before they are 5 years old and keep learning after they are 13 years old. Nursery is probably the first place children go to learn, then a primary school. When children are 11 years old, they start going to a secondary school, before deciding whether they would like to go to college, or even university. Since 2015, it is compulsory for children to keep learning in some way until they are 18 years old.
<p>What is the history of my school?</p> <p>You will learn more about this in Y3 – Priory Ruins.</p>	<ul style="list-style-type: none"> Priory Primary School hasn't always been a primary school. Also, it hasn't always been where it is now! In 1930, the school opened in Priory Hall and looked after infant children. Today, Priory Hall is a place where people can get married and is part of Priory Park. The school has been where it is now since 1932. At the same time as the school opened, the Priory Estate was built so that the children who lived there had somewhere to go to school. To begin with, there were two different schools on Limes Road, with one for infant children and one for junior children. Both schools joined together to make Priory Primary School in 1985. The school joined the Hales Valley Trust in 2017, so that we can all share our good work. The other academy schools in our trust are Lutley Primary, Lapal Primary, Woodside Primary and Hurst Hill Primary schools.

Concept: Equality (Democratic link – Rule of Law)

These concepts should weave through all aspects of this topic.

For example:

- What job would you like to do when you grow up? What do you need to know so that you can do that job? Who would be the best person, or people, to teach you about it?
- Apart from your teacher, who helps you to learn? What do they teach you? Why might they teach you?
- Do you have a right to go to school? Why is it so important? Do you think you should pay to go to school?
- Would you have liked to be an infant child in the past? Why/why not? Compare and contrast.
- Are teachers better now than they were in the past? Why/why not? Compare and contrast.
- How is school different to when your parents or grandparents were there? What about other people in your family who are older than you? Compare and contrast.



597AD: The King's School in Canterbury opens. It is the oldest school in the United Kingdom.

1751: The first Sunday school opens to let children go to school when they aren't at work.

1844: Ragged schools open and let children in poor families go to school for free if they want to.

1880: The Education Act says that all children aged 5-10 have to go to school.

1932: Priory Primary School opens on Limes Road for children who are 5-7 years old.

1988: Every child in the United Kingdom is taught the same thing using the brand new National Curriculum.

2015: The age children can leave school or college changes from 16 to 18 years old.

Year 2 History Flight Concept: Change

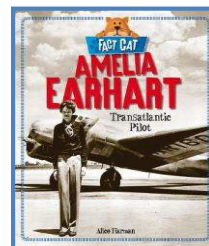
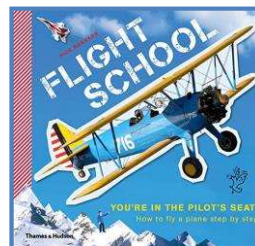
National Curriculum Focus: Events beyond living memory that are significant nationally or globally: the first aeroplane flight.

Builds on knowledge & skills: Y1 History (Transport Then and Now); Y1 Geography (Weather).

What should I know already?

- That maps can tell us about different parts of the world, and that the United Kingdom is one of many countries in the world;
- That there are different ways for people and goods to travel on a regional, national and international scale;
- That the weather changes and looks different during each season of the year.

Recommended Reads



Key vocabulary

Astronaut	A person who is trained to travel in a spacecraft. Yuri Gagarin was the first astronaut in space.	Ornithopter	A machine that uses flapping wings to fly. Leonardo Da Vinci's designed the first ornithopter over 500 years ago.
Aviation	Anything to do with making or running a machine that can fly. These machines are called aircraft.	Pilot	Somebody who is allowed to fly a plane. Orville Wright was the first pilot of an aeroplane, the Wright Flyer, in 1903.
Concorde	A supersonic aircraft that was made by the UK and France and could carry passengers.	Pioneer	The first person to use a new idea or invention. The Montgolfier and Wright brothers were aviation pioneers.
Drone	An aircraft that doesn't need a pilot and is flown using a remote control.	Supersonic	Being able to travel quicker than the speed of sound. Concorde could cross the Atlantic Ocean in less than 3 hours.
Helicopter	An aircraft that is able to fly both up and down and forwards and backwards in small spaces.	Transatlantic	Making a journey that crosses the Atlantic Ocean. The first transatlantic flight took place in 1919.
Invent	To make or design something new. Somebody who invents something is called an inventor.	Zeppelin	Another name for an airship. Zeppelins use the same ideas as a hot air balloon to fly but can carry a lot more passengers.

Key knowledge – How has flight helped us reach every part of the world and beyond?

Where did the first ideas about flight come from?	<ul style="list-style-type: none"> Human beings have wanted to be able to fly like birds for a long time. For example, kites were invented by the Chinese thousands of years ago. They were used for lots of different things like sending messages. The story of Icarus and his father Daedalus has also been told for centuries – Daedalus made wings out of feathers and wax so they could both fly away from prison, but Icarus flew too close to the sun and the wax in his wings melted. About 500 years ago, the artist Leonardo Da Vinci wrote about and designed lots of different inventions to do with flight. Most of them were ornithopters and helped future inventors to create their own designs. Da Vinci also came up with ideas for aeroplanes, helicopters and parachutes.
How did people first begin to fly?	<ul style="list-style-type: none"> The Montgolfier brothers invented the first hot air balloon and the first flight of one with a pilot took place in 1783 in Paris, the capital city of France. Smoke from a small fire made hot air rise and fill the balloon. Soon after, gliders started to be made that used the air and wind to help them to fly. Glider inventors kept changing their designs to make them fly further and carry a pilot, but they knew they needed more power. Zeppelins, or airships, started to carry passengers and mail in 1910. They were able to fly a long way without stopping, and in 1929 one travelled around the world. However, because they were full of gas they could be dangerous and catch fire.
Who invented the first working aeroplane?	<ul style="list-style-type: none"> The Wright brothers, Orville and Wilbur, invented the Wright Flyer, which was the first working aeroplane that could be flown by a pilot. It was the first flight in an aeroplane powered by a motor. Orville was the pilot of the Wright Flyer and used it to fly 36 metres. The aeroplane stayed in the air for 12 seconds, but it was a bit difficult to control. The flight took place on 17th December 1903 in the United States of America (USA), at a place called Kitty Hawk in North Carolina. After another two years hard work and a few changes, the Wright Flyer III was flown by Wilbur for 39 minutes. He was able to fly it in circles as well as in a straight line and it flew about 24 miles.

Why is Amelia Earhart such an important pilot?	<ul style="list-style-type: none"> At the start of the 20th century, there was a group of women who were as successful in aviation as men. Raymonde de Laroche was the first woman to be allowed to fly a plane, and Harriet Quimby was the first woman to fly a plane across the English Channel. Amelia Earhart was another pioneer and the first woman to be a passenger in a plane that travelled across the Atlantic Ocean. In 1932, four years after this, she made her own transatlantic crossing as a pilot. Sadly, Earhart disappeared while she was trying to fly around the world in 1937. This would have been a world record because of the distance she was going to travel. No one knows what happened to her or her plane, but most people think she crashed into the sea.
Which flying inventions have helped people to travel faster and further than before?	<ul style="list-style-type: none"> The helicopter began to be made and used a lot more during the 1940s. Instead of only moving forwards and backwards, it can also fly up and down in small spaces. A good use of a helicopter is as an air ambulance. Concorde was an aeroplane that was built by Britain and France in the 1960s. It was the first aeroplane that could go on a supersonic flight, which made it a very quick and popular way for passengers to make transatlantic crossings. The USA and Russia raced each other to see who could fly into space first. Yuri Gagarin was Russian and flew into space on Vostok I in 1961, whilst Neil Armstrong was American and flew to the Moon on Apollo 11 in 1969. Neil Armstrong even took a piece of the Wright Flyer with him!
How many different ways to fly do we know about today?	<ul style="list-style-type: none"> We can now make and use machines that that can fly without a pilot. For example, drones can be used to take pictures and videos of places we cannot travel to very easily. Most of the aircraft we use are improving. For example, aeroplanes that carry passengers are bigger and faster than they've ever been, can fly for longer and use less fuel than they used to, which helps to look after our planet. Planes are also used a lot more for moving mail, goods and soldiers around the world in a quick way. Space travel is also getting better. Since the 1960s, astronauts can now live in space for months at a time at the International Space Station, like Tim Peake did in 2015. Some companies are also starting to take passengers into space.

1493: The artist Leonardo da Vinci designs the first helicopter, 400 years before one is built.

1783: The Montgolfier brothers invent and fly the first hot air balloon in France.

1903: The Wright Brothers invent and fly the first aeroplane for 12 seconds in the USA.

1932: Amelia Earhart becomes the first woman to fly across the Atlantic Ocean on her own.

1969: Neil Armstrong becomes the first man on the Moon after flying there in Apollo 11.

1973: Concorde, the first supersonic plane for passengers, goes on its first flight across the Atlantic Ocean.

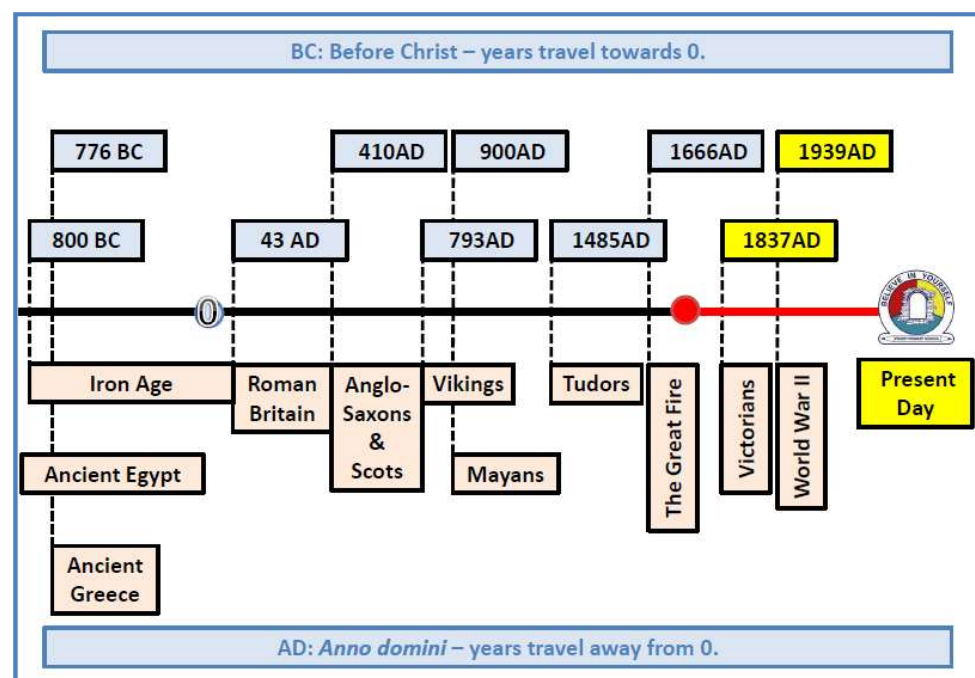
2015: Tim Peake becomes the UK's first official astronaut and visits the International Space Station.

Concept: Change

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? Compare and contrast.
- Is there anywhere in the world that you would like to explore? Why? How would you get there? What about out of this world?
- If you could invent your own way to fly, what would you design? Why?
- How are the ways we fly today better than the ways we used to fly? Compare and contrast.
- How could we make sure we can still fly to so many places and look after the planet at the same time?



Year 3 History Autumn Term Pre-historic Britain Concept: Change

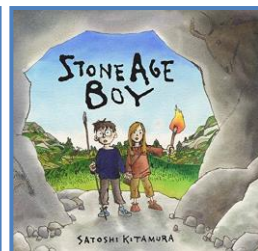
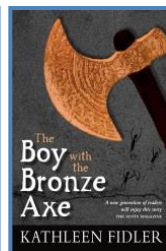
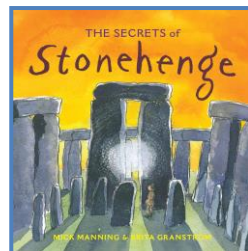
National Curriculum Focus (KS2): Changes in Britain from the Stone Age to the Iron Age.

Builds on Knowledge/Skills: KS1 Geography (The United Kingdom; Continents); Y2 Science (Living things and their habitats; Animals, including humans).

What should I know already?

- That Great Britain/the United Kingdom is part of the continent of Europe;
- That humans and animals are dependent on the flora and fauna around them in order to survive.




Recommended Reads






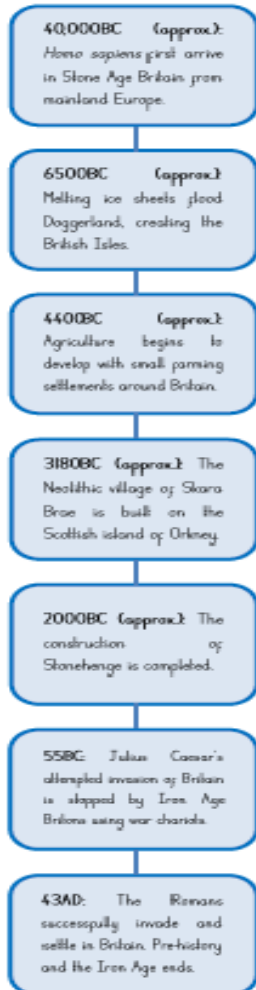
Key Vocabulary

Ancestors	The people human beings are descended from that lived a very long time ago.	Neanderthals	One of the earliest known types of human being, which is now extinct.
Doggerland	A flooded area of the North Sea that was once a land-bridge joining Britain to mainland Europe.	Nomadic	People who do not stay in the same place for long, but instead keep moving from place to place.
Hearth	A square, stone pit in the middle of a pre-historic house where a fire would have been lit.	Ore	Rock mined from underground that is rich in metal minerals, such as copper and tin.
<i>Homo sapiens</i>	The scientific name for modern humans: <i>homo</i> means 'man' and <i>sapiens</i> means 'wise'.	Pre-historic	The period of time in the past before people started to write things down. Pre-history in Britain ended in 43AD when the Romans invaded.
Hunter-gatherer	Somebody who got their food through a mixture of hunting living things and gathering plant life.	Stonehenge	A circle of large heavy stones built by Stone Age humans in the west of Britain.
Mound	A heaped pile of earth or other natural materials that looks like a manmade hill.	Tools	Handheld objects that are used to do a particular job. People in pre-historic Britain mainly used tools to hunt for food.

Key Knowledge – How did the changes in pre-historic Britain help humans to develop?

 1) Who were the hunters of Doggerland?	<ul style="list-style-type: none"> Britain was once connected to mainland Europe as part of a much bigger land mass. This meant all types of humans, including Neanderthals, could migrate freely, and in approximately 40,000BC, Homo sapiens first arrived here. By approximately 33,000BC, the Ice Age had made Britain uninhabitable. Humans travelled back to mainland Europe, only returning to Britain in around 11,000BC as climate conditions improved. Around 6500BC, as ice sheets melted and sea levels rose, the land-bridge joining Britain and Europe, called Doggerland, disappeared: Britain became an island as the North Sea grew and the English Channel was created. Our human ancestors were nomadic hunters who lived in caves and who used Doggerland to travel around and find food. They also discovered fire, probably as a result of a natural event like a lightning strike, which over time became vital for light, heat, cooking, clearing trees and vegetation, industry and protection from predators.
 2) What are the defining features of the Stone Age?	<ul style="list-style-type: none"> Although some tools and weapons used during this time were made of wood and bone, most of them were made of stone, giving the period the name 'Stone' Age. The Stone Age is so big its split into the Palaeolithic (approximately 800,000BC – 11,000BC), Mesolithic (approximately 11,000BC – 6,000BC) and Neolithic (approximately 6,000BC – 2,200BC) periods. The suffix -lithic comes from the word lithos ('stone'), with the prefixes Palaeo coming from palaios ('old'), Meso meaning 'middle', and Neo meaning 'new'. Mammoths were one of the main animals hunted during the Stone Age and were used in many ways by humans to help them survive. Cave paintings created by our ancestors show how mammoths and other animals were hunted. Stone Age humans were nomadic and spent a lot of time travelling around to learn which foods they could and couldn't eat, gradually developing from hunters to hunter-gatherers.
 3) What do we mean by pre-historic?	<ul style="list-style-type: none"> Cave paintings are one way that we know about the Stone Age, but there are also places such as the African village of Isimila that prove how our ancestors around the world lived in much the same way as they did in Britain. For something to be pre-historic, it must have existed before humans started to write things down. When the Roman Empire conquered Britain in 43AD, one of the things they introduced to the country was their language and written records. Because of this, 43AD is thought to be the end of pre-history and the start of history.

 100 4) How did pre-historic people live?	<ul style="list-style-type: none"> ▪ Skara Brae is a well-preserved Stone Age village on the Scottish island of Orkney that tells us a lot about how pre-historic people lived. Historians believe people lived there in around 3180BC, before it was abandoned and later buried by storms. ▪ Pre-historic houses were circular, single rooms with rooves made from soil, earth and grass. They were connected by covered passageways, with a hearth in the middle. Each house also had beds and shelves around the walls.
 100 5) Why did pre-historic people build Stonehenge?	<ul style="list-style-type: none"> ▪ Stone Age people built large mounds around Britain, like the one at Silbury Hill in the west of England, but it's not clear whether they did this for protection, as places to bury the dead, or for some other reason. ▪ Pre-historic humans were most likely pagans who believed in many gods. Valuables were often buried with human remains as offerings to the gods and to show how important and rich a person was. ▪ Stonehenge is another manmade and pre-historic landmark that had an unknown use: its layout is the only clue to its purpose. There is a Neolithic burial site there, but it may also have had other uses, like as an astronomical clock tracking the Sun and Moon by marking Midsummers and Midwinters Day, or as a place of worship.
 100 6) How did pre-historic Britain change after the Stone Age? You will learn more about this in Y4 – The Romans in Britain .	<ul style="list-style-type: none"> ▪ In the late Neolithic period (around 4400BC), our cave dwelling ancestors began to evolve from hunter-gatherers into farmers by building village settlements and growing their own food. ▪ The Bronze Age began around 2200BC, when tools, weapons and ornaments cast in moulds started to be made from bronze, hence its name. Bronze is a mixture of copper and tin: the ore of each metal was mined to use in Britain and to trade abroad. Bronze was very valuable because Britain was one of the only sources of tin ore in Europe. Some of the mines used to gather raw materials in pre-historic Britain have been found, like the Great Orme in Llandudno, Wales: the narrow tunnels tell us that working conditions were very difficult. ▪ Stone Age people were buried together in large pits called barrows. By the Bronze Age, round barrows had replaced long, rectangular ones. Over time, people began to be cremated: their bodies were burned, placed in pottery urns and buried. ▪ Agriculture developed further, with stone walls being built to divide the countryside into fields for various uses. By the late Bronze Age, stone roundhouses became the most common type of dwelling. ▪ The Iron Age began around 800BC, when tools, weapons and ornaments cast in moulds started to be made from iron, hence its name. Life in the Iron Age was a lot like the late Bronze Age, although settlements began to get bigger due to the growing population. As a result, small kingdoms developed with large settlements like Colchester becoming 'capital cities': each one was an important trade centre that helped create links with the Roman Empire. ▪ Although the Romans first invaded Britain in 55BC, they were defeated by Iron Age Britons using war chariots and iron weaponry, and did not conquer Britain until 43AD. Roman records tell us about some of the Iron Age people.



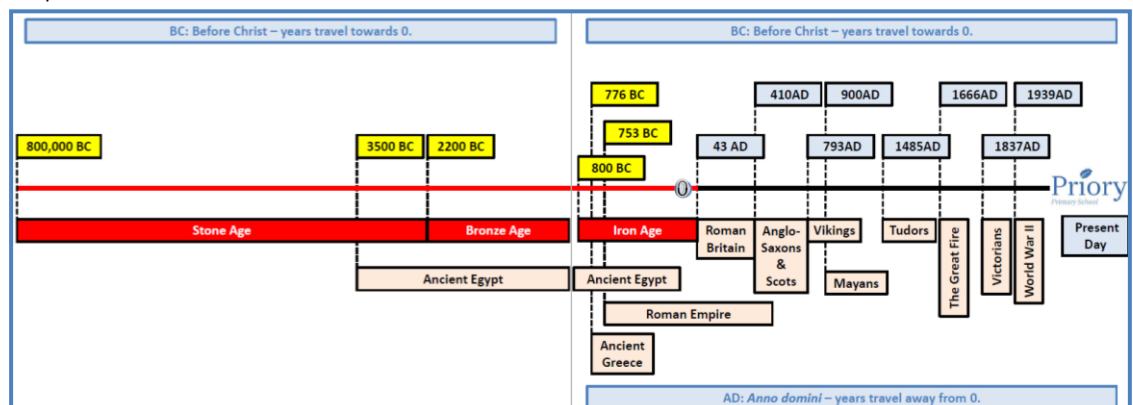
7) Synoptic Task:

When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

Concept: Change

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- **LESSON 1:** What are the reasons for modern day immigration? Why might people from one country choose to settle in another? How is climate change affecting our planet? What impact could it have on the Britain that you live in?
- **LESSONS 2 and 6:** 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?
- **LESSON 5:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?
- **LESSON 6:** What goods are traded within and between countries in the twenty-first century? How are these goods transported?



Year 4 History Autumn Term The Roman Empire Concept: Power/Democracy

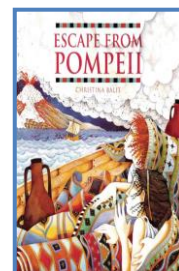
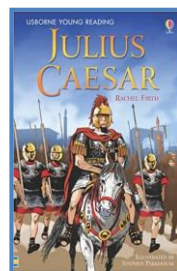
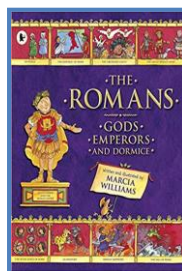
National Curriculum Focus (KS2): The Roman Empire.

Builds on Knowledge/Skills: Y1 History (Transport Then and Now); Y3 History (Pre-historic Britain, Ancient Egypt); KS1 Geography (Continents).

What should I know already?

- That the Roman Empire expanded into Egypt during the first century BC, ending the rule of the pharaohs;
- That the Roman Empire finally expanded into Britain during the first century AD after years of trading goods during the Iron Age;
- That the seven continents of the world have constantly changed since ancient times because of invasions and people settling in different places.




Recommended Reads






Key Vocabulary

Aqueduct	A manmade way of moving water, usually in the form of a bridge.	Imperial	Anything that is related to an empire or emperor. For example, Rome was the imperial city of the Roman Empire.
Consul	One of the most important people in the Roman Republic. Two consuls ruled together for one year.	Legion	A group of around 5,000 Roman soldiers. One legion was made up of ten cohorts, each containing six centuries.
Descended	To have ancestors, or to be related to somebody who lived a long time ago.	Patrician	A member of one of the original families of the Roman Republic. Julius Caesar came from a patrician family.
Emperor	The complete ruler of an empire. Octavian Caesar became the first emperor of the Roman Empire.	Peninsula	A piece of land surrounded by water or sticking out into a body of water.
Frontier	A line or border that separates two countries or empires.	Province	A territory or area of land that has been taken over by someone else, usually by force.
Governor	An official that is put in charge of somewhere, such as a town, region or province.	Rebellion	To fight, or rebel, against the rules of somebody in charge. The Jewish-Roman war began after a rebellion in Judea.

Key Knowledge – How was the Roman Empire established, expanded and governed during its first two centuries?

 <p>1) How did Rome control its growing empire?</p>	<ul style="list-style-type: none"> After the founding of the city of Rome in 753BC by the twins Romulus and Remus, it fought for survival against neighbouring tribes and against the city of Carthage in the Punic Wars. By 100BC, the Roman Republic had expanded in all directions from the Italian peninsula. Each battle won meant that the Romans would take over a territory and create a province, placing a governor in charge to keep order. Eighty or so Roman soldiers, known as miles, made up a century, which was commanded by a centurion. When six centuries were put together a cohort was formed, with ten cohorts producing a legion of about 5,000 soldiers. Legions could be sent to fight or stay in any province to make sure the people there didn't rebel, and at its height, half a million soldiers protected the Roman Empire. To help properly guard every frontier, walls and forts were built that allowed legions to defend a province more easily.
 <p>2) Who was Julius Caesar and what made him so powerful?</p> <p>You will learn more about this later in Y4 – Roman Britain.</p>	<ul style="list-style-type: none"> Julius Caesar was an important Roman commander, who was a consul in the Roman Republic before becoming governor of the province of Gaul. Caesar conquered the whole of Gaul whilst governor and even visited Britain! Because not all Roman senators trusted Caesar, he wasn't allowed to be a consul and governor of Gaul at the same time. Although it was against the law, he marched his legion into Rome by crossing the river Rubicon. After being reappointed consul, Caesar became more powerful and began to search for his enemies, who had fled Rome. He chased the senator Pompey to Egypt, but the pharaoh had already killed him! Caesar was furious that a foreign king had killed a Roman and, because he had also fallen in love with Cleopatra, he had her made pharaoh. By now, Caesar had begun to act like a king and was too powerful. On the Ides of March (March 15th), a group of senators, led by Brutus, stabbed Caesar 23 times and killed him.
 <p>3) How did Octavian Caesar become the emperor Augustus?</p>	<ul style="list-style-type: none"> After the death of Julius Caesar, there was a struggle for power in the Roman senate. The nephew of Caesar, Octavian, fought against the Roman commander Mark Anthony and the queen-pharaoh Cleopatra at the Battle of Actium, which Octavian won. As a patrician family, the Caesar dynasty believed they were descended from Romulus, and even claimed to be descended from the goddess Venus! This allowed Octavian to be very cunning – he called himself the 'first citizen' of Rome, but not its king. Octavian made himself more powerful by choosing his own personal protection force, known as the Praetorian Guard, and murdering any senators who didn't agree with him. Over time, the senate decided to rename Octavian as Augustus, which meant 'the high one'. Even though Augustus promised to defend the Roman Republic, he was in fact about to create the Roman Empire by becoming its first emperor.

 <p>4) What sort of emperors were the rest of the Caesar family?</p> <p>You will learn more about this later in Y4 – Roman Britain.</p>	<ul style="list-style-type: none"> As the first emperor of the Roman Empire, Augustus set out the way in which the Caesar family should rule. He brought peace and made great improvements to Roman life, and when he died, he was succeeded by the emperors Tiberius and Caligula. After Caligula was murdered by the Praetorian Guard, the senate were happy to proclaim Claudius as the new emperor because he had trouble speaking and walked with a limp. They thought they could control him, but he was just as cunning as Augustus because he used what others saw as his weaknesses to his advantage. Claudius expanded the Roman Empire, including leading his army to Britain and creating the province of Britannia. He also built more roads and aqueducts throughout the empire. Nero was the last of the Caesar dynasty to be emperor, and was thought of as a cruel and violent ruler. During his rule, the Great Fire of Rome destroyed the city, allowing him the opportunity to completely rebuild and make improvements. He also used what happened as an excuse to kill many Christians, who he blamed for starting the fire. After Nero there were many other emperors, including Titus, who ruled when building of the Colosseum was completed.
 <p>5) Why is Pompeii such an important Roman town today?</p>	<ul style="list-style-type: none"> On 24th August 79AD, whilst Titus was emperor, the Roman town of Pompeii on the west coast of Italy saw the eruption of the nearby volcano Mount Vesuvius. The eruption created a poisonous vapour that killed most of the people who lived in the town. We know so much about Pompeii and the eruption because of two men named Pliny: Uncle Pliny was a Roman navy commander and Young Pliny was his nephew, who watched the eruption and wrote everything down in two long letters to his friend Tacitus. The letters detail how Pliny the Elder tried to rescue people by boat and what happened to Young Pliny and his mother. The eruption caused a lot of debris to fall in the streets of Pompeii, which became buried and gradually forgotten by the Roman people. It remained hidden from the world for nearly 1,700 years, before archaeologists started to find the remains of the town's buildings and people. Even today, new areas of Pompeii are being discovered and telling us new things about Roman life.
 <p>6) What was the Jewish-Roman War?</p>	<ul style="list-style-type: none"> As the Roman Empire expanded and created new provinces, it sometimes had to deal with rebellion. In 66AD, the province of Judea rebelled against the Romans and the Jewish-Roman War began. Thousands of Jews lived in Judea, who believed in one god instead of many gods like the Romans. Emperor Nero found it very hard to control the rebellion in Judea – it took the army commander Vespasian two years to stop fighting in the north of the province alone! As Vespasian moved on to take Jerusalem, Judea's most important city, Nero died and Vespasian became the new emperor. Vespasian returned to the imperial city of Rome and sent his son Titus to take Jerusalem. Roman forces surrounded the city, slowly weakening its defences, before storming the walls and destroying it: most of the Jews there were killed or enslaved and the Jewish temple was burnt down. There was still some resistance around Judea in cities such as Masada, where the Jews knew they would die but decided they wanted to die as free men and free women rather than Roman slaves and continued to fight.

753BC: The city of Rome was founded by twin brothers Romulus and Remus.

49BC: Julius Caesar marched his army into Rome by crossing the River Rubicon.

44BC: On the Ides of March (15th), Julius Caesar is assassinated in Rome.

31BC: Julius Caesar's nephew Octavian wins the Battle of Actium against Mark Anthony.

64AD: The Great Fire of Rome burns for six days and destroys most of the city.

66AD: The Jewish-Roman War begins after the province of Judea rebels against Roman rule.

79AD: Mount Vesuvius erupts, burying the city of Pompeii for nearly 1,700 years.

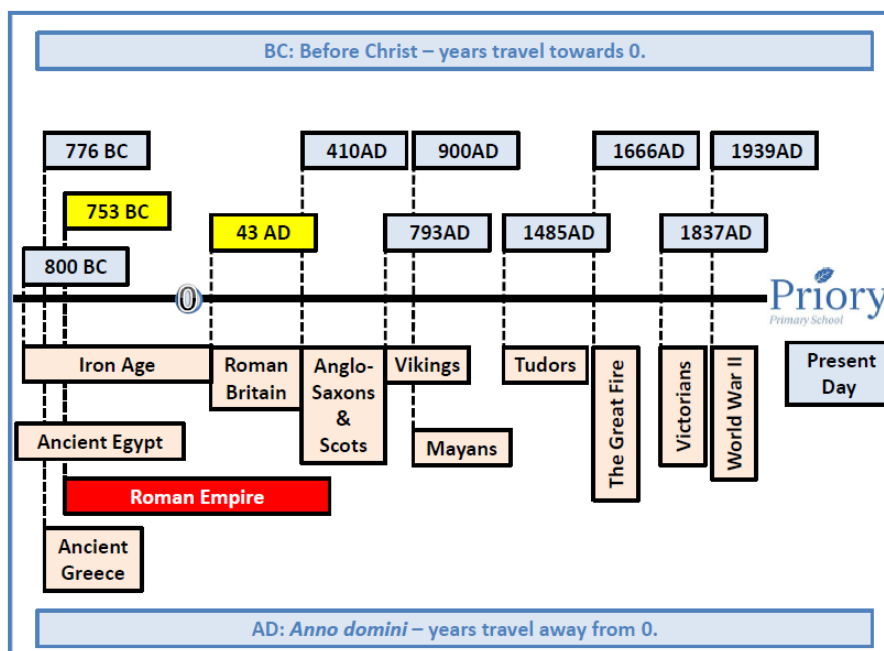
7) Synoptic Task:

Who was the most important Roman leader?

Concept: Power/Democracy

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

- LESSONS 1, 2, 3, 4 and 6:** How are wars fought today? Why are they fought? Compare and contrast.
- LESSON 1 and 4:** How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom?
- LESSONS 2, 3 and 4:** 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.
- LESSONS 2, 3, 4, 5 and 6:** What legacy would you like to leave behind at the end of your life? How would you want to be remembered?



Year 5 History Autumn Term Anglo-Saxons and Scots Concept: Consequences

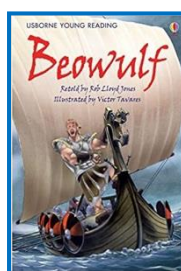
National Curriculum Focus (KS2): Britain's settlement by Anglo-Saxons and Scots.

Builds on Knowledge/Skills: Y1 History (Transport Then and Now); Y4 History (The Romans in Britain); KS1 Geography (United Kingdom, Continents); Y4 RE (Christianity: Worship and Prayer).

What should I know already?

- That the Roman Empire invaded and settled in Britain from 43AD and developed many settlements and traditions in the country;
- That the geography of Europe, and especially the United Kingdom (UK), constantly changed in the first millennium AD because of invasions and people settling in different places;
- That the UK is made up of four countries (England, Scotland, Wales and Northern Ireland) and is part of the continent of Europe;
- That Christian worshippers believe in one god rather than many.





Recommended Reads



Key Vocabulary

Agriculture	Farming that means either growing crops, looking after animals (livestock), or both.	Grave goods	Possessions and valuables that were buried with their owners after death.
Bretwalda	An Anglo-Saxon word used by kings to describe themselves, meaning 'ruler of all Britain'.	Heptarchy	The name used to describe all seven of the main kingdoms in Anglo-Saxon Britain.
Charters	A royal grant or award allowing people to build or develop new settlements.	Migration	The movement of people between countries in order to find a new place to settle in.
Dark Ages	The time in Europe after the fall of the Roman Empire in the 5 th century.	Missionary	A person sent out on a religious mission. Missionaries are usually Christians sent to convert people in other countries.
Dyke	A long wall made of earth that's used to defend somewhere. Offa's Dyke is on the Welsh border.	Pagans	People who believe in many gods. This was different to Christianity, where believers only worship one god.
Germanic	The group of people who came from North Europe, in particular Germany, Denmark and Holland.	Pillage	To violently rob people and property. The Picts and Scots formed an alliance to pillage the Romans in the 4 th century.

Key Knowledge – How much did Anglo-Saxon life in Britain gain from the past and give to the future?

 <p>1) What happened to Britain after the Romans left?</p>	<ul style="list-style-type: none"> In 367AD, an alliance between the Picts from Scotland and the Scots from Ireland created a stronger resistance against the Romans in Britain than ever. Together, they started pillaging Roman outposts and killing officials. As well as Picts and Scots, Germanic tribes from across the North Sea in Europe were also challenging the Romans for control of Britain: the Angles and Jutes came from Denmark and the Saxons from Germany and Holland. The Romans used the Forts of the Saxon Shore to defend the coast, but each invasion was harder to repel. By 410AD the Roman Empire was weakening, and pleas for more support from Rome were ignored. Because of uprisings on land and invasions by sea, the Romans withdrew from Britannia, beginning the Dark Ages and giving others an opportunity to take charge, such as the Britons, the Picts and Scots alliance and the Germanic tribes. Eventually, the stronger Angles, Jutes and Saxons became known as the Anglo-Saxons and took control of Britain.
  <p>2) Why did the Anglo-Saxons invade, and settle in, Britain?</p> <p>You will learn more about this in Y5 – Vikings in Britain.</p>	<ul style="list-style-type: none"> The Germanic tribes were strong fighters with fearsome weapons, such as the battle-axe and throwing axe Francisca (meaning 'Frankish axe'): archaeologists have discovered axe heads from the 6th century that prove how terrifying they were. Superior strength and experience meant that the Anglo-Saxons overcame the disorganised Britons, whose legends suggest they survived by becoming slaves or marrying into the invading tribes. The British King Vortigern may have paid two Germanic warriors and brothers Hengist and Horsa to help stop raids by the Picts and Scots, but because they were stronger fighters, the brothers actually seized Vortigern's kingdom for themselves! The Anglo-Saxons were mainly farmers whose land was regularly getting flooded. Britain had good soil, so the Anglo-Saxons may have migrated for better agriculture. This allowed them to bring livestock, tools and weapons to Britain in order to build and settle in wooden villages, such as the reconstructed village at West Stow in Suffolk.
 <p>3) How was Anglo-Saxon life in Britain organised and governed?</p>	<ul style="list-style-type: none"> As the Germanic tribes arrived in Britain, they invaded and settled in as many places as possible. Each tribe's chief ruled their own kingdom, eventually creating the Heptarchy of Northumbria, Mercia, East Anglia, Essex, Kent, Sussex and Wessex. Kent in the late 6th century is a good example of how Anglo-Saxon kingdoms operated. King Aethelberht married the more powerful Frankish princess Bertha, and the couple mixed with high-born people who were rewarded for their service. Archaeologists have concluded from artefacts such as amber and glassware that Kent was good at trade, and in Canterbury in 2017, a noblewoman from Aethelberht's time was found with grave goods including a brooch made with a garnet from Sri Lanka. Aethelberht also had a law code, which let families settle their differences through compensation. Men and women were treated differently: a woman's rank depended on if they were married, unmarried or widowed, and women could not be paid compensation, although in Kent they could own property. Aethelbert's code is the earliest surviving document written in English.



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4) Why did Christianity become such an important part of Anglo-Saxon life?

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- Christianity had come to Britain during Roman times, but most Britons were still pagans, as were the Anglo-Saxons. In 597AD, the Pope sent the monk Augustine as a missionary to Britain to convert the Anglo-Saxon kingdoms to Roman Christianity, but Irish missionaries led by the monk Columba had already tried to convert people to Irish Christianity in around 563AD.
- Aethelberht met with Augustine and was the first king to convert, although his father-in-law was probably his overlord and had insisted he convert to marry Bertha. Augustine was allowed to build Canterbury Cathedral, and from there Christianity spread throughout Britain, replacing pagan temples with churches and creating many Anglo-Saxon Christians. Monasteries were also built as centres of prayer, work and scholarship: they were the only schools in Anglo-Saxon England.
- The monk Bede was schooled in a Northumbrian monastery, before going on to write *A History of the English Church and People*. In it, he tells of Hilda, a girl who eventually joined Whitby Abbey as a nun. In 664AD, the Synod of Whitby discussed the differences between Irish and Roman Christianity, such as the date for Easter. From then on, Roman Christianity was followed.



5) How did Anglo-Saxon kingdoms change over time?

- Late 8th century Mercia is a good example of how Anglo-Saxon kingdoms changed over time. King Offa married the Frankish woman Cynethryth, whose power grew so much that she had her own coinage and issued her own town charters. Together, they copied the Roman emperors of the past to expand Mercia and make it the most powerful kingdom in the Heptarchy. Kingdoms constantly fought each other for land, and Mercia became one of the four strongest kingdoms as the Anglo-Saxon period had worn on. Three of the kingdoms were made up of Angles, eventually giving us the name 'Angle-Land'...or England.
- Power in Anglo-Saxon times constantly changed. Offa named himself as bretwalda for a time and continued to expand Mercia, but couldn't break into Wales. For security he built a barrier along the Welsh border which became known as Offa's Dyke.
- Following Offa's death in 796AD, Mercia's power declined and Wessex's grew. As a Christian who could no longer be queen, Cynethryth chose to become a nun and went to live as the abbess of Cookham Abbey on the banks of the River Thames.



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6) What is the significance of Sutton Hoo?

- In 1938, self-taught archaeologist Basil Brown was invited by Edith Pretty to the Suffolk village of Sutton to excavate some earthen mounds. Brown agreed to start work as he had unearthed Roman and Anglo-Saxon artefacts before, knew that Sutton was in the old Anglo-Saxon kingdom of East Anglia, and that Hoo was an old English word meaning 'hill'.
- After days of trowel work and a few minor discoveries Brown found some iron rivets, which were part of an Anglo-Saxon burial ship. Archaeologists claim it belonged to King Raedwald, whose body had probably decomposed long ago, and had travelled eight miles of meandering river before being dragged over land to where it was found.
- Amongst the grave goods were silverware, amber and garnet jewellery, and a bronze helmet, which has been reconstructed by the British Museum so that visitors can compare the artefact with its original appearance. Once fully excavated, Sutton Hoo provided firm evidence that the Anglo-Saxons were skilled craftsmen of great artistry.

367AD: The Picts and Scots form an alliance against the Romans in Britain.

410AD: The Romans abandon Britain, leaving many different tribes to fight and take charge.

597AD: Augustine comes to Britain to convert the Anglo-Saxons to Roman Christianity.

600AD (approx): The Heptarchy splits Anglo-Saxon Britain into seven kingdoms.

664AD: The Synod of Whitby meets to decide how Christianity will be practised in Britain.

780AD (approx): Offa, King of Mercia, becomes bretwalda of most of Anglo-Saxon England.

1938: Basil Brown discovers an Anglo-Saxon burial ship under earthen mounds at Sutton Hoo.

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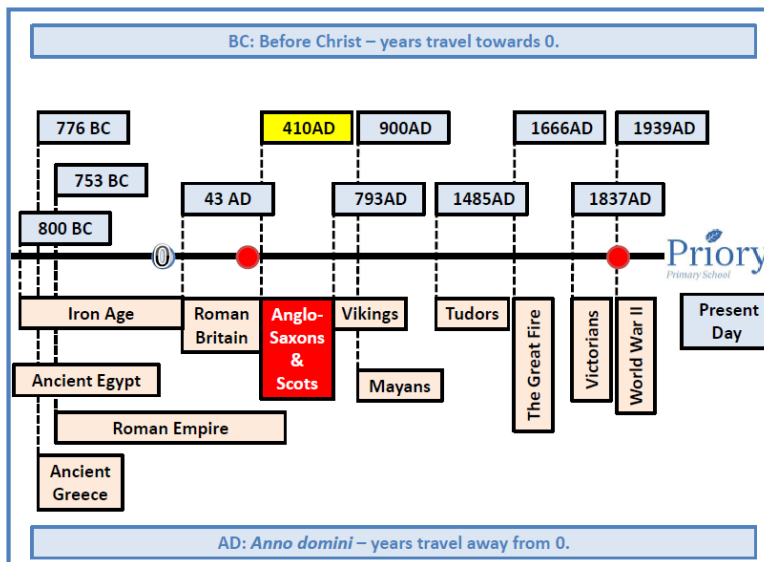
7) Synoptic Task:

What did the Anglo-Saxons leave behind?

Concept: Consequences

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

- LESSONS 1 and 2: How are wars fought today? Why are they fought? Compare and contrast.
- LESSON 2: What are the reasons for modern day immigration? Why might people from one country choose to settle in another? Compare and contrast.
- LESSON 3: What goods are traded within and between countries in the twenty-first century? How are these goods transported? Compare and contrast.
- LESSONS 3 and 5: How is peace maintained? What laws, treaties and organisations do we have today that safeguard our human rights, such as religious freedom?
- LESSONS 4-6: What legacy would you like to leave behind at the end of your life? How would you want to be remembered?



Year 6 History Autumn Term Victorian Dudley Concept: Change

National Curriculum Foci (KS2): A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study.

Builds on Knowledge/Skills: Y1 History (Schools Then and Now, Transport Then and Now); Y1 Geography (Our School, The United Kingdom); Y3 Geography (Settlements and Cities).

What should I know already?

- That the role children have in society, in particular how they are educated, has changed over time;
- That the way people and goods are transported in the United Kingdom has changed on a regional and national level over time;
- That the United Kingdom's physical and human geographical features, in particular its land usage, have changed over time on a local, regional and national level.

Recommended Reads



Key Vocabulary

Black Country	The industrial heart of the West Midlands that became known as the 'Workshop of the World'.	Industrial Revolution	A time of rapid change between 1750 and 1900, when factories began to expand and introduce machinery to make goods.
Canal	A manmade waterway used to transport goods. Black Country people call the canal 'the cut'.	Manufacture	To make something on a large scale using machinery, such as the chains and anchors made in Victorian Dudley.
Colliery	The correct name for a coal mine. Collieries could mine coal from above or under the ground.	Reform	To change something in order to improve it. Victorian Dudley saw many reforms in education and working practices.
Cottage industry	A business that makes items on a small scale from home, such as nails in Victorian Dudley.	Seam	An underground layer of minerals that can be mined for other uses. The Black Country is located on a thick coal seam.
Forge	A place where metal is heated and shaped by a skilled worker, known as a blacksmith.	Smelting	The process of removing pure metal from raw materials that are mined, such as creating iron from iron ore.
Foundry	A workshop or factory where metal is heated and placed in casts to make new shapes.	Workhouse	A place where people who couldn't afford to look after themselves worked in return for food and accommodation.

Key Knowledge – How did Victorian life make Dudley the 'capital of the Black Country'?

1) Where is the Black Country and why is it called that?	<ul style="list-style-type: none"> The area was given its name in the 1840s, towards the start of the reign of Queen Victoria, and there are many possible reasons why it became known as the 'Black Country'. One key reason is the amount of pollution created by coal mining. Once mined, coal was used to power the steel mills and iron foundries in the area, which created thick clouds of smoke and turned the buildings black. Another reason is the 30ft coal seam that runs throughout the area, which is thought to be the thickest layer of coal in Britain. Because the coal is so close to the surface, Black Country soil is often black. There are no set boundaries to the Black Country. Today, the government says that most of the boroughs of Dudley, Sandwell, Walsall and Wolverhampton make up the area. As well as the town itself, the borough of Dudley includes the towns of Sedgley, Coseley, Brierley Hill, Kingswinford, Stourbridge and Halesowen.
2) How many industries were based in the Black Country in the Victorian era?	<ul style="list-style-type: none"> There were a lot of collieries mining the thick seam of coal in the Black Country. Other raw materials, such as iron and limestone, were also mined to be used in different industries or for power. Metalwork was the other main industry in the Black Country from the beginning of the Industrial Revolution. Iron and steel were made by smelting and then used to create chains and nails, as well as anchors for ships. Glass was also manufactured in the Black Country. Its popularity meant that it was even put on display at the Great Exhibition in 1851 in London for people from around the world to come and look at.
3) How was Victorian Dudley connected to the rest of the country?	<ul style="list-style-type: none"> Canals were the equivalent of the motorways of the Industrial Revolution and were used to transport goods using barges. The Dudley Tunnel, one of the busiest tunnels in the Black Country, was opened in the 18th century and transported limestone from Dudley to Netherton before connecting to other parts of the country. Railways were another significant part of transporting goods and passengers around the country in Victorian times. The line through Dudley, which opened in 1850, transported coal from the collieries to other parts of the Black Country, which then connected to other railways in the West Midlands.

4) What was life like for the people who worked in the Black Country industries?	<ul style="list-style-type: none"> Most Black Country industries took place in factories, foundries, mines and mills. However, some industries, such as nail making, were more efficient if they were run on a smaller scale as a cottage industry, operating out of premises like back yards, small workshops and even the ruins of St. James' Priory! Because women and children were cheaper to employ than men, many industries did this to keep their costs down. However, reforms throughout the Victorian era, such as the Miners Act in 1842, made this more difficult. Health and safety was very poor and many people were injured or even killed. Loud noises caused hearing loss, smoke and dust led to lung diseases and children often had to crawl inside broken machinery to try and mend it. Working hours were long, between 12 and 14 hours per shift, and could be even longer at busy times. Reforms were again passed to improve this during Victorian times, such as the Factory Act in 1844. Some of the poorest people lived in workhouses and completed simple jobs like chopping firewood.
5) What sort of education did children in Victorian Dudley have?	<ul style="list-style-type: none"> Traditionally, most children in Victorian Dudley would have been working from an early age, making school impossible. Additionally, children had to pay to go to school, which meant poor families could not afford it. From 1870, schools were opened across the country for children between the ages of 6 and 10. For poorer families, ragged schools were opened to allow children a basic education in reading, writing and arithmetic. The Education Act of 1880 made it compulsory for children between the ages of 5 and 10 to go to school. Later reforms in 1891 meant that this schooling became free and was extended to children aged up to 13 years old.
6) How can we learn about Victorian Dudley today?	<ul style="list-style-type: none"> The Black Country Living Museum was opened to the public in 1978. It is an open-air museum that shows visitors what life was like for people who lived and worked in the Black Country from the Victorian era through to the mid-20th century. Most of the shops and houses are moved from their original locations and accurately rebuilt on site. The Dudley Canal & Tunnel Trust looks after all of the canals and underground waterways, including the Dudley Tunnel, since the 1950s. Visitors can tour the canal network and learn about its importance during the Industrial Revolution. Some of the abandoned parts of the network are now being restored and reopened.

1837: Princess Victoria becomes Queen of the United Kingdom of Great Britain and Ireland.

1842: The Miners Act is passed, which stops children under the age of 10 from working in mines.

1844: The Factory Act is passed, stopping children aged 8-13 from working more than 8½ hours a day.

1850: Workhouses start to open across Britain, giving poor people a bed and food in return for labour.

1851: The Great Exhibition takes place in London, including goods made in the Black Country.

1880: The Education Act is passed, which makes school compulsory for children aged 5-10.

1901: The Victorian era ends with the death of the queen and the coronation of her son, Edward VII.

7) Synoptic Task:

Which Victorian reform has had the most lasting impact upon Black Country life – industry, transport or education?

Concept: Change

These concepts should weave through all aspects of this topic, allowing for the opportunity to compare and contrast. For example:

- LESSONS 1 and 4:** How is pollution and climate change affecting our planet? What impact could it have on the Britain that you live in?
- LESSONS 2 and 3:** 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?
- LESSONS 2 and 3:** What goods are traded within and between countries in the twenty-first century? How are these goods transported? Are the same methods used for people?
- LESSON 5:** 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 twenty-first century Britain?

