EYFS         Key Stage One Pupils should be taught to: Pupils should be taught to:         Key Stage           Pupils should be taught to:         Pupils should be taught to:         Pupils should be taught to:           Pupils should be taught about identify similarities and differences beeple and events they study fit within a chronological framework and identify similarities and differences beeple and events they study fit within a chronological framework and identify similarities and differences between ways of lite or everyday historical terms. They should usek and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some questions, choosing and using parts of stories and the complexity of specific aspects of the cor teavoryday historical terms. They should understand some questions, choosing and using parts of stories and identify different ways in which it is represented         Pupils should be taught about:         • Changes within long memory. Where appropriate, these should be used to reveal aspects of then first aropplane light or events commemorated through firstivals or anniversaries]         • the lives of significant individuals in the past woh have contributed to national life         • a local history study • a study of an aspect or them in British history that er • a non-European society that provides contrasts with i cililation, including a study of Baghdad c. AD 900, M 90-1300.           • The lives of significant individuals in the past woh name space to file in different previses (lite and a liveremation antiversaries)         • Ancient Greece - a study of Baghdad c. AD 900, M 90-1300.							
Chronology	EYF	S	Pupils should be taught to: Pupils should develop an awa common words and phrases time. They should know whe they study fit within a chrono identify similarities and differ in different periods. They sho everyday historical terms. The questions, choosing and usin sources to show that they kn features of events. They shou ways in which we find out ab different ways in which it is r Pupils should be taught about • changes within living appropriate, these s aspects of change in • events beyond living nationally or globally of London, the first a commemorated thro anniversaries] • the lives of significa have contributed to achievements. Some aspects of life in diff Elizabeth I and Quee Columbus and Neil A and Tim Berners-Lee LS Lowry, Rosa Parks Seacole and/or Flore Cavell] • significant historical	areness of the past, using relating to the passing of re the people and events ological framework and rences between ways of life ould use a wide vocabulary of rey should ask and answer g parts of stories and other row and understand key uld understand some of the out the past and identify epresented at: g memory. Where hould be used to reveal national life g memory that are significant y [for example, the Great Fire aeroplane flight or events ough festivals or nt individuals in the past who national and international e should be used to compare erent periods [for example, en Victoria, Christopher Armstrong, William Caxton e, Pieter Bruegel the Elder and s and Emily Davison, Mary ence Nightingale and Edith	Pupils should continue to dev history, establishing clear nar and trends over time and dev sometimes devise historically should construct informed re- information. They should und planning to ensure the progra- below, teachers should comb development and the complet Pupils should be taught abou changes in Britain fro the Roman Empire a Britain's settlement the Viking and Anglo a local history study a study of an aspect the achievements of and a depth study of of Ancient China Ancient Greece – a s a non-European soci civilization, including	velop a chronologically secure k ratives within and across the p velop the appropriate use of his valid questions about change, sponses that involve thoughtful lerstand how our knowledge o ession described above through ine overview and depth studie exity of specific aspects of the o t: om the Stone Age to the Iron A nd its impact on Britain by Anglo-Saxons and Scots -Saxon struggle for the Kingdon or theme in British history that the earliest civilizations – an o one of the following: Ancient a tudy of Greek life and achiever ety that provides contrasts wit	know perio istoric istoric ul sel of the gh tea es to conte Age om of t exte overv Sume th Bri
				<u>Chror</u>	nology		
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	k
NurseryReceptionYear OneYear TwoYear 3Year 4		, ,			, .		

### Two

owledge and understanding of British, local and world riods they study. They should note connections, contrasts prical terms. They should regularly address and ause, similarity and difference, and significance. They selection and organisation of relevant historical he past is constructed from a range of sources. In reaching the British, local and world history outlined to help pupils understand both the long arc of intent.

# of England to the time of Edward the Confessor

xtends pupils' chronological knowledge beyond 1066 rview of where and when the first civilizations appeared mer; The Indus Valley; Ancient Egypt; The Shang Dynasty

ents and their influence on the western world British history – one study chosen from: early Islamic 1ayan civilization c. AD 900; Benin (West Africa) c. AD

Key Learning Outcomes	Key Learning Outcomes
Year 5	Year 6

Beginning to have an understanding for terms like, yesterday, last week and last year	To have an understanding for terms like, yesterday, last week and last year	Use simple words and phrases to describe the past such as now/ then, old/new Arrange artefacts in order of their age Use a simple timeline to order recent events Label a timeline with words and phrases eg older newer	Use more complex phrases eg in the past, centuries ago, nowadays, previously Independently sequence artefacts or events on a timeline Annotate timelines to include some historical language	Sequence some events objects, themes, periods and people from the topics covered Sort events or objects into groups Use dates and terms accurately when describing events Use some dates on a time line Use mathematical knowledge to work out how long ago an event happened	Use a full range of dates and historical terms Sequence a number of the most significant events, objects themes, periods and people from topics covered Use a timeline to place events, periods and cultural movements Use mathematical skills to round up time differences into centuries and decades	With support, sequence many of the significant events, societies and people within the topics covered. Use appropriate dates, period labels and terms.	Sequence independently many of the significant events, societies and people within the topics covered across the Key Stage Use dates, period labels and terms confidently
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		<ul> <li>Toys and Games</li> <li>The Space Race</li> <li>Christopher Columbus</li> <li>James Herriot</li> <li>Great Fire of London</li> <li>Grace Darling</li> </ul>	<ul> <li>Toys and Games</li> <li>The Space Race</li> <li>Christopher Columbus</li> <li>James Herriot</li> <li>Great Fire of London</li> <li>Grace Darling</li> </ul>	<ul> <li>Stone Age/ Bronze Age/ Iron Age</li> <li>Medieval York</li> <li>Victorian Empire</li> <li>Roman Empire</li> <li>Anglo Saxons/ Scots</li> <li>Vikings/ Anglo Saxons</li> </ul>	<ul> <li>Stone Age/ Bronze Age/ Iron Age</li> <li>Medieval York</li> <li>Victorian Empire</li> <li>Roman Empire</li> <li>Anglo Saxons/ Scots</li> <li>Vikings/ Anglo Saxons</li> </ul>	<ul> <li>Shang Dynasty</li> <li>Social Justice</li> <li>World War World</li> <li>Ancient Egypt</li> <li>Mayan Civilisation</li> <li>Ancient Greece/ influence on western world</li> </ul>	<ul> <li>Shang Dynasty</li> <li>Social Justice</li> <li>World War World</li> <li>Ancient Egypt</li> <li>Mayan Civilisation</li> <li>Ancient Greece/ influence on western world</li> </ul>
Nursery	Reception	Toys and Games	Toys and Games	Stone Age/ Bronze Age/	Stone Age/ Bronze Age/	Shang Dynasty	Shang Dynasty
In pretend play, imitates everyday actions and events from own family and cultural background, (UTW	To be able to recognise different stages of human growth in a human baby, child, adult – use terms	I can order toys according to their age (and give reasons for my ideas)	I can order toys according to their age (and give reasons for my ideas)	Iron Age The period of pre history refers to the period in time before written records	Iron Age The period of pre history refers to the period in time before written records	To recall some key dates relating to the Shang Dynasty	To recall some key dates relating to the Shang Dynasty
P&C) Remembers and talks about	above to describe last years, four years ago, now	I can identify which time period they belong to (modern day, parents,	I can identify which time period they belong to (modern day, parents,	began. It starts when the earliest hunter gathers came to Britain and ends	began. It starts when the earliest hunter gathers came to Britain and ends	1600 BCE King Tang overthrows the Xia dynasty and the Shang Dynasty	1600 BCE King Tang overthrows the Xia dynasty and the Shang Dynasty
significant events in their own experience (UTW P&C)	when I was a baby To understand what makes	grandparents, Victorian) <u>The Space Race</u>	grandparents, Victorian) The Space Race	with the invasion of the Romans in AD43.	with the invasion of the Romans in AD43.	begins. 1400BCE-1200BCE- The earliest examples of	begins. 1400BCE-1200BCE- The earliest examples of
Recognises and describes special times or events for family or friends (UTW	them unique and to celebrate both differences and shared experiences	To be able to recall the timeline for space travel including key events eg	To be able to recall the timeline for space travel including key events eg	To know that the Stone Age is spilt into 3 distinct periods	The Stone Age is spilt into 3 distinct periods Palaeolithic Period	Chinese writing are dated to this period 1250 BCE– 1192BCE	Chinese writing are dated to this period 1250 BCE– 1192BCE
P&C) Beginning to develop respect for difference	positively when comparing their family and others (EY inspection framework)	1949- monkey is sent into space through to 2015 when Tim Peake became the first British astronaut to	1949- monkey is sent into space through to 2015 when Tim Peake became the first British astronaut to	Palaeolithic Period People were nomadic hunters and they found food by roaming from place	People were nomadic hunters and they found food by roaming from place to place in different	Emperor Wu Ding reigns over the Shang Dynasty General Fu Hao leads lots of successful military	Emperor Wu Ding reigns over the Shang Dynasty General Fu Hao leads lots of successful military
Developing an understanding of growth, decay and changes over	To be able to describe seasonal changes throughout the year, use	visit the International Space station.	visit the International Space station.	to place in different seasons Mesolithic Period	seasons Mesolithic Period The middle stone age, was	campaigns 1200BCE- Fu Hao dies. 1075 BCE- The last Shang	campaigns 1200BCE- Fu Hao dies. 1075 BCE- The last Shang
time(UTW The World)	termly to describe such as before, last season, next	<u>Christopher Columbus</u> To understand key events in Christopher's life that influenced his work as an explorer in chronological	Christopher Columbus To understand key events in Christopher's life that influenced his work as an explorer in chronological	The middle stone age, was called the Mesolithic Period. Tools were developed to become smaller and more refined.	called the Mesolithic Period. Tools were developed to become smaller and more refined. Canoes were invented	King, Di Xin, begins his reign 1046 BCE- Slaves revolt and the Shang Dynasty is overthrown and replaced by the Zhou Dynasty	King, Di Xin, begins his reign 1046 BCE- Slaves revolt and the Shang Dynasty is overthrown and replaced by the Zhou Dynasty

Looks closely at similarities,	order.	order and know how some	Canoes were invented	which allowed people to	
differences, patterns and		events are connected. E.g.	which allowed people to	fish as well as hunt.	1
change in nature (UTW)	James Herriot	How his trip to Trinidad and	fish as well as hunt.	Neolithic period	ł
	To know how key events in	then South America came	Neolithic period	People began to farm and	ł
Talks about past and	his life influenced his	before him travelling to	People began to farm and	grow their own crops. This	Ľ
present events in their own	books. To understand that	central America.	grow their own crops. This	meant that people that	
life and in the lives of family	He was a vet, then worked		meant that people that	people had a more reliable	
members (UTW P&C)	in the RAF during WW2 and		people had a more reliable	supply of food which led to	ł
	finally an author.	James Herriot	supply of food which led to	communities forming	
Knows about similarities		To know how key events in	communities forming	settlements.	ł
and differences between	Great Fire of London	his life influenced his	settlements.		ł
themselves and others, and	To know when the great	books. To understand that		2100 BCE- By 2100 Bronze	ł
among families,	fire of London happened	He was a vet, then worked	2100 BCE- By 2100 Bronze	is being mined in Britain	ł
communities, cultures and	and to discuss what	in the RAF during WW2 and	is being mined in Britain	and is used to make	L
traditions (UTW)	happened across the 5	finally an author.	and is used to make	weapons and tools	
	days. When did the fire		weapons and tools	1800 BCE- The first large	
Children show respect for,	start? How did it travel so	Great Fire of London	1800 BCE- The first large	copper mines are dug	
people, families	quickly? How was the fire	To know when the great	copper mines are dug	1200 BCE -Celtic Culture	
and communities beyond	put out?	fire of London happened	1200 BCE -Celtic Culture	arrives in Britain and tribal	
their own (EY inspection	To identify the different	and to discuss what	arrives in Britain and tribal	kingdoms develop	
framework)	equipment used in 1666	happened across the 5	kingdoms develop	800 BCE- Iron begins	ł
	and now	days. When did the fire	800 BCE- Iron begins	to be used in Britain to	L
ELG UTW- People and		start? How did it travel so	to be used in Britain to	make tools and weapons in	
communities - Understand	Grace Darling	quickly? How was the fire	make tools and weapons in	stead of bronze	1
the past through settings,	To know what happened	put out?	stead of bronze	800BCE -The first hillforts	L
characters and events	during the rescue in	To make comparisons	800BCE -The first hillforts	are constructed	Ľ
encountered in books read	September 1838	about the equipment used	are constructed	AD43 - The Romans invade	1
in class and storytelling	To make comparisons	in 1666 and now	AD43 - The Romans invade	Britain	Ľ
	about lighthouses/ sea		Britain		
	rescue today and in the	Grace Darling			
	past, including the	To know what happened		Medieval York	ľ
	technology which is	during the rescue in	Medieval York	To understand that the	ł.
	available today.	September 1838	To understand that the	medieval period in York	11
	To think about how girls	To make comparisons	medieval period in York	spans from the end of the	
	and women were viewed in	about lighthouses/ sea	spans from the end of the	Roman rule in Britain in 410	
	the past	rescue today and in the	Roman rule in Britain in 410	CE to the early 16 <sup>th</sup> century.	
		past, including the	CE to the early 16 <sup>th</sup> century.		
		technology which is		The significant dates linked	
		available today.	The significant dates linked	to the building of the York	
		To think about how girls	to the building of the York	minster and architecture in	
		and women were viewed in	minster and architecture in	medieval times. E.g. The	
		the past and make	medieval times. E.g. The	walls being rebuilt and	
		comparisons with life	walls being rebuilt and	strengthened/ Viking	
		today.	strengthened/ Viking	building reconstructed in	
			building reconstructed in	stone. Four new fortified	
			stone. Four new fortified	gates, or 'bars' were built	
			gates, or 'bars' were built	to regulate traffic through	
			to regulate traffic through	the walls and the stone	
			the walls and the stone	keep of York Castle (today	
			keep of York Castle (today	known as Clifford's Tower)	
				was reinforced.	í

To know where the Shang Dynasty is placed in relation to other ancient dynasties/ time periods.

Social Justice

To be able to describe, compare and contrast the social justice which existed in Britain from the time of the Romans to the Victorians Roman AD43– AD410 Anglo– Saxon 410-1066 Norman 1066 – 1075 Tudor 1485-1603 The Georgians 1714-1837 The Victorians 1837-1901

To describe in detail the story of the Sinkler Brothers, their crime and subsequent punishment. To know which time period their story fits into and how typical their experiences were.

World War World To recall some key dates and facts relating to WWII eg 1st September 1939 German troops invade Poland 1st September 1939 **Evacuation begins** 3rd September 1939 Britain and France declare war on Germany January 1940 Rationing 10th May The Battle of France Begins 10th July The Battle of Britain begins 7th September The Blitz begins 1941 22nd June 1941 Germany invades the USSR

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was reinforced.     medieval tense were influenced by the Romans and What impact this could have acrowed Queen until her detain in 1901, particularly those dates which signified a change which signified a change which signified a change which signified a change which affect the leves of children ag, kwy passed in 1882 which prevented children under 10 working in mines or the Education Act of 1880.     Vactorians To know some key dates was crowed Queen until her death in 1901, particularly those dates which affect the leves of children ag, kwy passed in 1882 which prevented children under 10 working in mines or the Education Act of 1880.     1892 which prevented children ag, kwy passed in 1882 which prevented children ag, kwy passed in 1892 which prevented children ag, kwy passed in 1892 which prevented children ag have passed in 1892 Konton ag prowth of urban areas.     1892 which prevented children ag kwy passed in 1892 which prevented children ag kwy passed in 1892 Konton 1892 Konton 1893 Konton			known as Clifford's Tower)	To discuss how the	j
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Anglo Saxons/ Scots     Rome is placed in relation				To know where Ancient	
			Anglo Saxons/ Scots	Rome is placed in relation	

7th September1941 Japan Bombs Pearl Harbour June 6<sup>th</sup> 1944 The D Day landings

1945 7th May Germany surrenders to the Allies 8th May 1945 VE Day

To be able to describe the events that led to the Second War

#### Ancient Egypt

To know key dates relating to Ancient Egypt such as c7500 BCE when people began to build homes and farm in the Nile Valley c3000 BCE. Hieroglyphics started to be used. c2950 BCE. Upper and

Lower Egypt were united into one kingdom by King Narmer (or Menes) 2650 the first pyramid is built

2250BCE God for all areas of lives are introduced 1332 BCE The 10 year rule of Tutankhamun began in To know where Ancient Egypt is placed in relation to other ancient dynasties/ historical periods.

#### <u>Mayans</u>

To recall some key dates and facts relating to the Mayan Civilisation eg. 2000 BCE The Maya civilisation comes into being

1100 BCE The first hunter gathers settle along the Pacific Coast and then expand into the central highlands.

800BCE Village farming and trade becomes established throughout the Maya Region 7th September1941 Japan Bombs Pearl Harbour June 6<sup>th</sup> 1944 The D Day landings 1945 7th May Germany surrenders to the Allies

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# Ancient Egypt

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## <u>Mayans</u>

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800BCE Village farming and trade becomes established throughout the Maya Region

To recall some dates and	to other ancient dynasties/	700 BCE Mayan writing is	700 BCE Mayan writing is
key facts relating to the	historical periods	developed in Mesoamerica	developed in Mesoamerica
Anglo Saxons eg		100 BCE The first pyramids	100 BCE The first pyramids
410AD The last Romans		are built.	are built.
leave Britain	Anglo Saxons/ Scots	AD 683 Pakal the Great of	AD 683 Pakal the Great of
Scots invasions from		Planque dies and is buried	Planque dies and is buried
Ireland to north Britain	Anglo Saxons and Vikings	in the Temple of	in the Temple of
(now Scotland)	To recall some dates and	Inscriptions.	Inscriptions.
Anlgo-Saxon invasions	key facts relating to the	AD 800 –900 Cities in the	AD 800 –900 Cities in the
C C	Anglo Saxons eg	rainforest are abandoned	rainforest are abandoned
Anglo Saxons and Vikings	410AD The last Romans	due to an extensive	due to an extensive
To recall some dates and	leave Britain	drought. People move	drought. People move
key facts relating to the	450AD Saxons from	north to the highlands of	north to the highlands of
Anglo Saxons eg	Germany land in Britain and	Guatemala and the	Guatemala and the
450AD Saxons from	settle in Kent	Yucatán.	Yucatán.
Germany land in Britain and	BY AD 600 Seven	AD 1000 Cities like Chichén	AD 1000 Cities like Chichén
settle in Kent	kingdoms are created	ltzá (which has two temple	Itzá (which has two temple
BY AD 600 Seven	across Britain.	pyramids) are still thriving.	pyramids) are still thriving.
kingdoms are created	617AD Northumbria	AD 1500s The Spanish	AD 1500s The Spanish
across Britain.	becomes the Supreme	arrive in South America	arrive in South America
617AD Northumbria	Kingdom of Britain		
becomes the Supreme	793AD Vikings land at	To know where the Ancient	To know where the Ancient
Kingdom of Britain	Lindisfarne and attack the	Mayans are placed in	Mayans are placed in
793AD Vikings land at	monastery	relation to other ancient	relation to other ancient
Lindisfarne and attack the	866AD The Vikings capture	dynasties/ time periods.	dynasties/ time periods.
monastery	York (which they call Jorvik)		
866AD The Vikings capture	and make it their main	Ancient Greece	Ancient Greece
York (which they call Jorvik)	settlement	To be able to recall some	To be able to recall some
and make it their main	871AD Alfred the Great is	key dates and events	key dates and events
settlement	crowned King of Wessex	relating to Ancient Greece	relating to Ancient Greece
871AD Alfred the Great is	886AD Alfred agrees to a		
crowned King of Wessex	treaty with the Vikings.	776 BC The first Olympic	776 BC The first Olympic
886AD Alfred agrees to a	Alfred keeps control of the	games.	games.
treaty with the Vikings.	West and the Vikings are	650 BC The tyrant Kypselos	650 BC The tyrant Kypselos
Alfred keeps control of the	given the East which is later	takes over Corinth. His son	takes over Corinth. His son
West and the Vikings are	know as Danelaw.	Periander succeeds him	Periander succeeds him
given the East which is later	943AD Eric Bloodaxe, the	508 BC Male citizens of	508 BC Male citizens of
know as Danelaw.	last Kind of Jorvik is thrown	Athens are given a chance	Athens are given a chance
943AD Eric Bloodaxe, the	out of York	to vote.	to vote.
last Kind of Jorvik is thrown	927AD King Athelstan of	500 BC The 'Classical	500 BC The 'Classical
out of York	the Anglo-Saxons is	Period' starts.	Period' starts.
927AD King Athelstan of	crowned the first King of	472 BC Greek theatres	472 BC Greek theatres
the Anglo-Saxons is	England.	become popular in Athens.	become popular in Athens.
crowned the first King of	1014AD King Cnut becomes	460 BC Hippocrates is born	460 BC Hippocrates is born
England.	King of England	in Kos.	in Kos.
1014AD King Cnut becomes		432 BC The Parthenon is	432 BC The Parthenon is
King of England	To know how this period of	finished	finished
	history fits into and relates	336 BC Alexander the	336 BC Alexander the
To know how this period of	to other time periods	Great takes over rule of	Great takes over rule of
histowy fits into and valates	studied	Graaca	Craasa
history fits into and relates	studied.	Greece	Greece

					1		
				to other time periods		338 BC King Philip II of	338 BC King Philip II of
				studied.		Macedonia takes control of	Macedonia takes control of
						Greece	Greece
						146 BC Rome conquers the	146 BC Rome conquers the
						Corinthians at the Battle of	Corinthians at the Battle of
						Corinth and Greece falls	Corinth and Greece falls
						under the rule of the	under the rule of the
						Roman Empire	Roman Empire
						To recall details and	To recall details and
						timeline of some of the	timeline of some of the
						great battles which took	great battles which took
						place eg Battle of Marathon	place eg Battle of Marathon
						To know where the Ancient	To know where the Ancient
						Greece is placed in relation	Greece is placed in relation
						to other ancient dynasties/	to other ancient dynasties/
						time periods.	time periods.
						time perious.	time perious.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Toys and Games	Toys and Games	Stone Age/ Bronze Age/	Stone Age/ Bronze Age/	Shang Dynasty	Shang Dynasty
		Old, new,	Old, new,	Iron Age	Iron Age	Ancestor	Ancestor
		Past, present	Past, present	Archaeology	Archaeology	Archaeologist	Archaeologist
		Long ago, recently	Long ago, recently	Archaeologist	Archaeologist	artefact	artefact
		Victorian	Victorian	Artefact	Artefact	Civilisation	Civilisation
		Mechanical toys	Mechanical toys	Monument	Monument	Cowrie shells	Cowrie shells
		Street games	Street games	BCE	BCE	Dynasty	Dynasty
		Materials	Materials	AD	AD	Emperor	Emperor
				Hunter Gathers	Hunter Gathers	General	General
		The Space Race	The Space Race	Nomadic	Nomadic	Merchant	Merchant
		Apollo 11	Apollo 11	Settlement	Settlement	Peasant	Peasant
		Astronaut	Astronaut	Tribe	Tribe	Social hierarchy	Social hierarchy
		Lunar	Lunar	Celt	Celt	Tomb	Tomb
		Mission	Mission	Hillfort	Hillfort	Jade	Jade
		NASA	NASA	Roundhouses	Roundhouses	Oracle bones	Oracle bones
		Satellite	Satellite	Druids	Druids		
			Space Race	Hillfort	Hillfort	Social Justice	World War World II
		Space Race	Solar System	Roundhouses	Roundhouses	Social Justice Bobbies/ peeler	Air Raid
		Solar System Vostok 1	Vostok 1				Allies
		VUSLOK 1	VUSLOK 1	Bronze	Bronze	Deterrent	
		Christophor Calumbus	Christenber Celumbus	Alloy	Alloy	Execution	Annex
		Christopher Columbus	Christopher Columbus			Hard labour	Aryan Race
		Explorer	Explorer	MadiavalVark	MadiavalVaril	Highwaymen	Atomic Bomb
		Atlantic Ocean	Atlantic Ocean	Medieval York	Medieval York	Judge	Axis
		Voyage	Voyage	Knight	Knight	Jury	Blitz
		Renaissance	Renaissance	Squire	Squire	Ordeal	Conflict
		America	America	Feudal	Feudal	Poacher	Evacuee
		Мар	Мар	Monk	Monk	Transportation	Invasion
		Ship	Ship	Friar	Friar	Treason	Nazi Party
		Sail	Sail	Wattle and daube	Wattle and daube	Twelve tables	Propaganda
		Navigate	Navigate	Chivalry	Chivalry	Vagrant	Rationing
		Compass	Compass	Merchant	Merchant	Victim	

New World	New World	Weaver	Weaver	Trial
Colonies	Colonies	Tapestry	Tapestry	
Continent	Continent	Nobleman	Nobleman	
		Squalor	Squalor	World War World II
James Herriot	James Herriot	Middle Ages	Middle Ages	Air Raid
James Alfred Wight	James Alfred Wight	farmland	farmland	Allies
Veterinarian	Veterinarian			Annex
Surgeon	Surgeon	Victorians		Aryan Race
Author	Author	British Empire	Victorians	Atomic Bomb
Yorkshire Dales	Yorkshire Dales	Domestic service	British Empire	Axis
		Mill	Domestic service	Blitz
Great Fire of London	Great Fire of London	Mines	Mill	Conflict
Eye witness	Eye witness	Industrial Revolution	Mines	Evacuee
Diary	Diary	Migrate	Industrial Revolution	Invasion
Fire break	Fire break	Paupers	Migrate	Nazi Party
Fire hook	Fire hook	Public health	Paupers	Propaganda
Flammable	Flammable	Ragged schools	Public health	Rationing
Leather buckets	Leather buckets	Rural	Ragged schools	
London	London	Slum	Rural	Ancient Egypt
River Thames	River Thames	Тгар	Slum	Archaeologist
		Urban	Тгар	Artefact
Grace Darling	Grace Darling		Urban	Burial chamber
Coble boat	Coble boat	Romans		Canopic jar
Lighthouse	Lighthouse	AD	Romans	Cartouche
Heroine	Heroine	Amphitheatre	AD	Hieroglyphics
Oars	Oars	BCE	Amphitheatre	Irrigation
Paddle steamer	Paddle steamer	Celts	BCE	Mummification
Shipwreck	Shipwreck	Centurion	Celts	Papyrus
Rescue	Rescue	Century	Centurion	Pyramid
RNLI	RNLI	Conquer	Century	Pharaoh
Survivors	Survivors	Emperor	Conquer	Sarcophagus
Survivors	Sarvivors	Invade	Emperor	Tomb
		Legion	Invade	
		legionnaire	Legion	
		Mosaic	legionnaire	Mayans
		Senate	Mosaic	Ancient
		Settlers	Senate	Ancestor
		Settiers	Settlers	Artefact
		Anglo Saxons/ Scots	Settlers	Civilization
		Angles	Anglo Saxons/ Scots	Cacao beans
		Tibes	Angles	codices
		Christianity	Tibes	Calendar
		Missionary	Christianity	Diety
		-	-	Empire
		Pagan Picts	Missionary	
		Romans	Pagan Picts	Hieroglyphics Maize
		Saxons	Romans	Maya
		Scots	Saxons	
		SCOLS		Mayan
		Angle Savens and Mikings	Scots	Mesoamerica
		Anglo Saxons and Vikings	Angle Savens and Vikings	Ritual
		Anglo	Anglo Saxons and Vikings	Temple

Social Justice Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables Vagrant Victim Trial

<u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice

# Ancient Greece Ancient Acropolis Amphitheatre Assembly Artefact Civilization City states Democracy Legacies Olympics Parthenon Philosophy

		Saxons	Anglo	Tomb	
		Conquer	Saxons	Sacrifice	Anglo Saxons and Vikings
		Danegeld	Conquer		Anglo
		Danelaw	Danegeld		Saxons
		exile	Danelaw	Ancient Greece	Conquer
		Kingdom	exile	Ancient	Danegeld
		Long ship	Kingdom	Acropolis	Danelaw
		Monastery	Long ship	Amphitheatre	exile
		Pagan	Monastery	Assembly	Kingdom
		outlawed	Pagan	Artefact	Longship
		Тах	outlawed	Civilization	Monastery
		Invade	Tax	City states	Pagan
		Pillage	Invade	Democracy	outlawed
		Raid	Pillage	Legacies	Tax
			Raid	Olympics	Invade
				Parthenon	Pillage
				Philosophy	Raid

Historical Study and Interpretation
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Kaulaamin Oliver	Kaulaamin Q. I.	Kaulaanin Oliver	Key Learning O. Learning	Keylesenin O. ta	Key Leonging O. Leon	Keylesenin O. ta	Kaulaamin Q. Luu
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Show curiosity about	Links to the characteristics	Use written, oral and visual	Plan questions and find	Use more complex sources	Use a range of documents	Identify significant issues in	Explain why particular
objects, events and people	of effective learning (CoEL)	sources as well as artefacts	answers to an historical	of primary and secondary	and printed sources	the topics covered	aspects of a historical
		to find out about the past	enquiry	information	Comment on a range of	Identify different	event, development society
Use senses to explore the	<ul> <li>Show a deep drive</li> </ul>	Ask and answer questions	Use a range of sources	Understand how sources	possible reasons for	interpretations for events,	or person of are particular
world around them	to know more	about what they have	including written, visual	can be used to answer a	differences in a number of	developments and people	significance
	about people and	heard or seen.	and oral sources and	range of historical	accounts	Give a balanced view of	Explain how or why it is
Initiate activities	their world	Communicate their ideas	artefacts to answer	questions	Distinguish between	interpretation of the past	possible to have a different
Representing their experiences in	• Show high levels of	through a range of	historical questions	Select what is most	reliable and unreliable	Draw conclusions using a	interpretation of the same
play	involvement,	mediums including spoken	Communicate historical	important in an historical	sources and identify the	range of evidence	event or person
	energy, fascination	and written word	knowledge through a range	account	most useful for a task	Accept or reject sources	Reach a valid and
Taking on a role in their play	<ul> <li>Pay attention to</li> </ul>		of mediums including	Understand that events	Devise a range of questions	based on valid criteria	substantiated conclusion to
Acting out experiences with other people	details		spoken and written word	from the past are	and answer them with	when carrying out an	an independently planned
people	<ul> <li>Use the language of</li> </ul>			represented and	substantiated responses	historical enquiry	and investigated enquiry
• Show a deep drive	thinking and			interpreted in different			Comment with confidence
to know more	learning: think,			ways and these may			on a range of different
about people and	know, remember,			contradict each other.			types of sources for
their world	forget, idea, makes			Give reasons why two			enquiries
<ul> <li>Show high levels of</li> </ul>	sense, plan, learn,			accounts of the same event			
involvement,	find out, confused,			might differ			
,	figure out, trying to			Ask and answer valid			
energy, fascination	do.			questions for enquiries and			
Pay attention to	<ul> <li>Thinking of ideas</li> </ul>			answer using a range of			
details	that are new and			sources			
Use the language of	meaningful to the						
thinking and	_						
learning: think,	child						
know, remember,							
forget, idea, makes							

<ul> <li>sense, plan, learn, find out, confused, figure out, trying to do.</li> <li>Thinking of ideas that are new and meaningful to the child</li> <li>Playing with possibilities (what if? what else?)</li> <li>Visualising and imagining options</li> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Develop ideas of grouping, sequences, cause and effect</li> </ul>	<ul> <li>Playing with possibilities (what if? what else?)</li> <li>Visualising and imagining options</li> <li>Making links and noticing patterns in their experience</li> <li>Making predictions</li> <li>Testing their ideas</li> <li>Develop ideas of grouping, sequences, cause and effect</li> <li>UTW – Reception - Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>UTW – Reception - Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>						
	listen and recall, compare and contrast, Talk about now and then, same and different						
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		Toys and Games I can use objects, pictures and stories to find out about the past I can ask questions about the toys my parents and grandparents played with when they were children I can talk about what I have learnt and draw and write about it I know that museums can help me to understand life	Toys and Games I can use objects, pictures and stories to find out about the past I can ask questions about the toys my parents and grandparents played with when they were children I can talk about what I have learnt and draw and write about it I know that museums can help me to understand life	Stone Age, Bronze Age and Iron Age I can ask and answer a range of questions about this time period. I can use a range of different documents and sources to answer questions including sources from the time such as cave art. I will consider how archaeologists make sense of life in the past	Stone Age, Bronze Age and Iron Age I can ask and answer a range of questions about this time period. I can use a range of different documents and sources to answer questions including sources from the time such as cave art. I will consider how archaeologists make sense of life in the past	Shang Dynasty Identify (and explain)why particular aspects of a historical period of are particular significance eg what do archaeologist and historians tell us about the Shang dynasty and how do they know this? I can draw conclusions, using a range of evidence eg how can we find out about Shang religion? Reach a valid and	Shang Dynasty Identify (and explain)why particular aspects of a historical period of are particular significance eg what do archaeologist and historians tell us about the Shang dynasty and how do they know this? I can draw conclusions, using a range of evidence eg how can we find out about Shang religion? Reach a valid and

in the past	in the past	I know that we may not	I know that we may not	c
		have definite answers to	have definite answers to	1
The Green Deep	The Creek Dees	questions eg why was	questions eg why was	
The Space Race	The Space Race	Stonehenge erected?	Stonehenge erected?	
I can use objects, pictures	I can use objects, pictures	Children will use a variety	Children will use a variety	
and stories to find out	and stories to find out	of images/ replica objects	of images/ replica objects	
about the past including	about the past including	to investigate and explore	to investigate and explore	
newspaper reports and	newspaper reports and	life in the stone Age	life in the stone Age	
video footage.	video footage.		C C	
I know that sources of	I know that sources of	They will take part in a	They will take part in a	2
information can be	information can be	workshop, asking finding	workshop, asking finding	
different from different	different from different	answers to their questions	answers to their questions	
times in history	times in history	I can identify details from	I can identify details from	
I can ask and answer	I can ask and answer	local and national history to	local and national history to	
questions about questions	questions about questions	show my understanding of	show my understanding of	
about the space race, Neil	about the space race, Neil	societies and people during	societies and people during	
Armstrong and Tim Peake	Armstrong and Tim Peake	this time frame.	this time frame.	e
I can share what I have	I can share what I have	I can investigate and	I can investigate and	ŀ
learnt through talk,	learnt through talk,	comment on the	comment on the	ſ
drawing, writing or by using	drawing, writing or by using	similarities, differences and	similarities, differences and	
technology	technology	changes which occurred	changes which occurred	
		during this time through	during this time through	
Christopher Columbus	Christopher Columbus	investigating the sources.	investigating the sources.	ð
I can use objects, pictures	I can use objects, pictures	I can talk about the	I can talk about the	
and stories to find out	and stories to find out	importance of causes and	importance of causes and	í
about the past including	about the past including	effects for some of the key	effects for some of the key	í
newspaper reports and	newspaper reports and	events and	events and	e
video footage.	video footage.	developments across this	developments across this	
I know that sources of	I know that sources of	time frame.	time frame.	
information can be	information can be			
different from different	different from different	Medieval York	Medieval York	1
times in history	times in history	I can use a range of	I can use a range of	(
I can ask and answer	I can ask and answer	different evidence to help	different evidence to help	(
questions about	questions about	devise historically valid	devise historically valid	t
Christopher Columbus.	Christopher Columbus.	questions. I understand	questions. I understand	e
I can share what I have	I can share what I have	that evidence may be more	that evidence may be more	
learnt through talk,	learnt through talk,	reliable that other sources	reliable that other sources	
drawing, writing or by using	drawing, writing or by using	of evidence and can	of evidence and can	
technology	technology	discuss, communicate and	discuss, communicate and	à
I can compare objects to	I can compare objects to	present ideas relating to	present ideas relating to	I
evidence from the space	evidence from the space	evidence that I have seen.	evidence that I have seen.	9
race and notice differences.	race and notice differences.		I can note connections	
		Victorians	between artefacts and	ľ
James Herriot	James Herriot	I can use a range of	understand the significance	e
I can use objects, pictures	I can use objects, pictures	different evidence including	of this in the Medieval	
and stories to find out	and stories to find out	documents and printed	times. E.g.	1
about the past.	about the past.	sources. I can comment on		1
I know that sources of	I know that sources of	a range of possible reasons	Victorians	1
information can be	information can be	for differences in a number	I can use a range of	
different from different	different from different	of accounts e.g. different	different evidence including	l
times in the past I can ask and answer	times in the past I can ask and answer	experiences of life working in a factory	documents and printed sources. I can comment on	

substantiated conclusion to an independently planned and investigated enquiry – eg what was life like in the Shang dynasty- what sources can we use to answer the question?

## Social Justice

I can identify why particular aspects of a historical period are of particular significance I can identify different interpretations of the same event or person eg portrayal of vagrants being criminals

I can draw conclusions using a range of evidence and reach a valid and substantiated conclusion to an independently planned and investigated enquiry) eg. Sinkler trial Accept or reject sources based on valid criteria when carrying out an historical enquiry (and comment with confidence on a range of different types of sources for enquiries)

World War World II I can Identify why particular aspects of a historical period of are particular significance

I can identify different interpretations of the same event or person eg use of propaganda/ Allied/Axis viewpoint or the impact of the war on the role of women.

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questions about questions	questions about questions	Distinguish between	a range of possible reasons	an
about the Great Fire of	about the Great Fire of	reliable and unreliable	for differences in a number	
London	London		of accounts eg different	an wa
I can share what I have	I can share what I have	sources and identify the	experiences of life working	ne
learnt through talk,	learnt through talk,	most useful for a task	in a factory	ch
drawing, writing or by using	drawing, writing or by using	I can devise a range of	Distinguish between	
technology	technology	questions and answer them	reliable and unreliable	so
I know that that people	I know that that people	with substantiated	sources and identify the	cri
who lived a long time ago	who lived a long time ago	responses eg by	most useful for a task	an
wrote and drew about	wrote and drew about	considering experiences of	most useful for a task	
events that took place in	events that took place in		I can devise a range of	
their lifetime and we can	their lifetime and we can	different groups of people	questions and answer them	Ar
use these to find out about	use these to find out about	in the Victorian era when	with substantiated	Ic
the past eg paintings/	the past eg paintings/	new laws came in to effect.	responses eg by	so
diaries	diaries		considering experiences of	se
			different groups of people	in
Great Fire of London	Great Fire of London		in the Victorian era when	dc
I can use objects, pictures	I can use objects, pictures	<u>Romans</u>	new laws came in to effect.	an
and stories to find out	and stories to find out			
about the past.	about the past.	I can use primary and		ca
I know that sources of	I know that sources of	secondary information		ra
information can be	information can be	including a range of	2	pa
different from different	different from different	documents and printed	Romans	
times in the past	times in the past	sources e.g. maps to show		un ha
I can ask and answer	I can ask and answer	the spread of the Roman	I can use more complex	
questions about questions	questions about questions	Empire.	sources of primary and	Eg
about the Great Fire of	about the Great Fire of	I understand how sources	secondary information	l u
London	London	can be used to answer a	including a range of	fro
I can share what I have	I can share what I have learnt through talk,	range of historical	documents and printed	re
learnt through talk, drawing, writing or by using	drawing, writing or by using	questions	sources eg maps to show	int
technology	technology	Understand that events	the spread of the Roman	Wa
I know that that people	I know that that people	from the past are	Empire.	lc
who lived a long time ago	who lived a long time ago	represented and	I understand how sources	an
wrote and drew about	wrote and drew about	interpreted in different	can be used to answer a	en
events that took place in	events that took place on	ways and these may	range of historical	su
their lifetime and we can	their lifetime and we can	contradict each other and	questions	us
use these to find out about	use these to find out about	comment on a range of	Understand that events	
the past eg paintings/	the past eg paintings/	possible reasons for	from the past are	
diaries	diaries	differences in a number of	represented and	<u>M</u>
		accounts eg the impact of	interpreted in different	lc
Grace Darling	Grace Darling	the invasion on Britain. I	ways and these may	as
I can use objects, pictures	I can use objects, pictures	can ask and answer valid	contradict each other and	pe
and stories to find out	and stories to find out	questions for enquiries and	comment on a range of	eg
about the past	about the past	answer using a range of	possible reasons for	ar
I know that sources of	I know that sources of	sources.	differences in a number of	
information can be	information can be	sources.	accounts eg the impact of	
different from different	different from different	Anglo-Saxons/ Scots	the invasion on Britain. I	us an
times in history	times in history	I can identify why particular	can ask and answer valid	la
I can ask and answer	I can ask and answer	aspects of a historical	questions for enquiries and	m
questions about questions	questions about questions	period are of significance ie	answer using a range of	to
		period die of significance le		

an independently planned and investigated enquiry eg was evacuation always a negative experience for children?

I can accept or reject sources based on valid criteria when carrying out an historical enquiry

## Ancient Egypt

I can use more complex sources of primary and secondary information including a range of images, documents, printed sources and artefacts

I understand how sources can be used to answer a range of historical eg using painted pottery to

understand what life might have been like in ancient Egypt.

I understand that events from the past are represented and

interpreted in different ways

I can devise, ask and answer valid questions for enquiries and answer with substantiated responses using a range of sources.

# Mayans

I can identify why particular aspects of a historical period are of significance eg oracle bones, number and writing systems

I can draw conclusions, using a range of evidence and comment on when a lack of evidence can lead to more questions eg Fu Hoa's tomb an independently planned and investigated enquiry eg was evacuation always a negative experience for children?

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# <u>Mayans</u>

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I can draw conclusions, using a range of evidence and comment on when a lack of evidence can lead to more questions eg Fu Hoa's tomb

		about the Grace Darling I know that historical figures are remembered in a variety of different ways I can share what I have learnt through talk, drawing, writing or by using technology	about the Grace Darling I know that historical figures are remembered in a variety of different ways and that there can be difference in the ways people and events are remembered I can share what I have learnt through talk, drawing, writing or by using technology	Anglo-Saxon invasions, settlements and kingdoms: place names and village life and how this influenced life for people at that time. I can identify different interpretations of Anglo- Saxon art and culture Christian conversion- Canterbury, Iona and Lindisfarne. <u>Anglo Saxons and Vikings</u> I can identify why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let in AD43 I can identify different interpretations of the same event or person eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded I can draw conclusions, using a range of evidence I can accept or reject sources based on valid criteria when carrying out an historical enquiry.	sources. <u>Anglo-Saxons/ Scots</u> I can identify why particular ascpects of a historical period are of significance ie Anlgo-Saxon invasions, settlements and kingdoms: place names and village life and how this influenced life for people at that time. I can identify different interpretations of Anglo- Saxon art and culture Christian conversion- Canterbury, Iona and Lindisfarne. <u>Anglo Saxons and Vikings</u> I can identify why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let in AD43 I can identify different interpretations of the same event or person eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded I can draw conclusions, using a range of evidence I can accept or reject sources based on valid criteria when carrying out an historical enquiry.	Isaavn AIvhsapndliieehiieonf Isaai.ao
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	
		<u>Toys and Games</u> Mechanical toys Street games Materials	<u>Toys and Games</u> Mechanical toys Street games Materials	Stone Age/ Bronze Age/ Iron Age Archaeology Archaeologist	Stone Age/ Bronze Age/ Iron Age Archaeology Archaeologist	S F F a
		Museum	Museum	Artefact	Artefact	C
		Exhibit	Exhibit	Monument	Monument	C
				BCE	BCE	C
		The Space Race	The Space Race	AD	AD	E
		Apollo 11	Apollo 11	Hunter Gathers	Hunter Gathers	0
		Astronaut	Astronaut	Nomadic	Nomadic	N
		Lunar	Lunar	Settlement	Settlement	P

I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg what was life like in Ancient Mayan civilisation Ancient Greece I can identify (and explain) why particular aspects of a historical period are of significance e.g. Greek architecture/ philosophy/politics/ mathematical and scientific discovery I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was fought. I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry i.e. investigation into life as a woman in Greek civilisation	I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg what was life like in Ancient Mayan civilisation <u>Ancient Greece</u> I can identify (and explain) why particular aspects of a historical period are of significance e.g. Greek architecture/ philosophy/politics/ mathematical and scientific discovery I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was fought. I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry i.e. investigation into life as a woman in Greek civilisation
Vocabulary	Vocabulary
Shang Dynasty	Shang Dynasty
Ancestor	Ancestor
Archaeologist	Archaeologist
artefact	artefact
arteract	arteract

Archaeologist	Archaeologist
artefact	artefact
Civilisation	Civilisation
Cowrie shells	Cowrie shells
Dynasty	Dynasty
Emperor	Emperor
General	General
Merchant	Merchant
Peasant	Peasant

	Mission	Mission	Tribe	Tribe	Social h
	NASA	NASA	Celt	Celt	Tomb
	Satellite	Satellite	Hillfort	Hillfort	Jade
	Space Race	Space Race	Roundhouses	Roundhouses	Oracle
	Solar System	Solar System	Druids	Druids	
	Vostok 1	Vostok 1	Hillfort	Hillfort	Social J
	Russia	Russia	Roundhouses	Roundhouses	Bobbie
			Bronze	Bronze	Deterre
	Christopher Columbus	Christopher Columbus	Alloy	Alloy	Executi
	Explorer	Explorer	,	,	Hard la
	Atlantic Ocean	Atlantic Ocean			Highwa
	Voyage	Voyage	Medieval York	Medieval York	Judge
	Renaissance	Renaissance	Knight	Knight	Jury
	America	America	Squire	Squire	Ordeal
	Мар	Мар	Feudal	Feudal	Poache
	Ship	Ship	Monk	Monk	Transp
	Sail	Sail	Friar	Friar	Treaso
	Navigate	Navigate	Wattle and daube	Wattle and daube	Twelve
	Compass	Compass	Chivalry	Chivalry	Vagran
	New World	New World	Merchant	Merchant	Victim
	Colonies	Colonies	Weaver	Weaver	Trial
	Continent	Continent	Tapestry	Tapestry	
	continent	continent	Nobleman	Nobleman	
	James Herriot	James Herriot	Squalor	Squalor	World
	James Alfred Wight	James Alfred Wight	Middle Ages	Middle Ages	Air Raid
	Veterinarian	Veterinarian	farmland	farmland	Allies
	Surgeon	Surgeon		Tarmanu	Annex
	Author	Author	Victorians	Victorians	Aryan I
	Author	Aution		Victorians Dritich Empire	
	Creat Fire of Landar	Creat Fire of London	British Empire	British Empire	Atomic
	Great Fire of London	Great Fire of London	Domestic service	Domestic service	Axis
	Eye witness	Eye witness	Mill	Mill	Blitz
	Diary	Diary	Mines	Mines	Conflic
	Fire break	Fire break	Industrial Revolution	Industrial Revolution	Evacue
	Fire hook	Fire hook	Migrate	Migrate	Invasio
	Flammable	Flammable	Paupers	Paupers	Nazi Pa
	Leather buckets	Leather buckets	Public health	Public health	Propag
	London	London	Ragged schools	Ragged schools	Rationi
	River Thames	River Thames	Rural	Rural	
			Slum	Slum	Ancien
	Grace Darling	Grace Darling	Trap	Trap	Archae
	Coble boat	Coble boat	Urban	Urban	Artefac
	Lighthouse	Lighthouse			Burial o
	Heroine	Heroine	<u>Romans</u>	<u>Romans</u>	Canopi
	Oars	Oars	AD	AD	Cartou
	Paddle steamer	Paddle steamer	Amphitheatre	Amphitheatre	Hierog
	Shipwreck	Shipwreck	BCE	BCE	Irrigatio
	Rescue	Rescue	Celts	Celts	Mumm
	RNLI	RNLI	Centurion	Centurion	Papyru
	Survivors	Survivors	Century	Century	Pyrami
				-	
			Conquer	Conquer	Pharao

Social hierarchy Tomb ade Dracle bones

Social Justice Bobbies/ peeler Deterrent Execution Hard labour Highwaymen udge ury Drdeal Poacher Transportation Treason Twelve tables /agrant /ictim

Vorld War World II ir Raid Allies Annex Aryan Race Atomic Bomb \xis Blitz Conflict vacuee nvasion Nazi Party ropaganda Rationing Ancient Egypt rchaeologist Artefact Burial chamber Canopic jar Cartouche lieroglyphics rrigation **Nummification** 

Papyrus Pyramid Pharaoh Garcophagus Social hierarchy Tomb Jade Oracle bones

Social Justice Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables Vagrant Victim Trial

World War World II Air Raid Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing

Ancient Egypt Archaeologist Artefact Burial chamber Canopic jar Cartouche Hieroglyphics Irrigation Mummification Papyrus Pyramid Pharaoh Sarcophagus

gion gionnaire osaic nate ittlers nglo Saxons/ Scots ngles ibes	Legion legionnaire Mosaic Senate Settlers <u>Anglo Saxons/ Scots</u>	<u>Mayans</u> Ancient Ancestor Artefact	<u>Mayans</u> Ancient
osaic mate httlers nglo Saxons/ Scots ngles	Mosaic Senate Settlers	Ancient Ancestor	-
nate ttlers nglo Saxons/ Scots ngles	Senate Settlers	Ancient Ancestor	-
ttlers nglo Saxons/ Scots ngles	Settlers	Ancestor	Ancient
nglo Saxons/ Scots ngles			7 41010111
ngles	Anglo Saxons/ Scots	Artefact	Ancestor
ngles	Anglo Saxons/ Scots	/	Artefact
-		Civilization	Civilization
hes	Angles	Cacao beans	Cacao beans
UC3	Tribes	codices	codices
nristianity	Christianity	Calendar	Calendar
issionary	Missionary	Deity	Deity
igan	Pagan	Empire	Empire
cts	Picts	Hieroglyphics	Hieroglyphics
omans	Romans	Maize	Maize
xons	Saxons	Maya	Maya
ots	Scots	Mayan	Mayan
		Mesoamerica	Mesoamerica
nglo Saxons and Vikings	Anglo Saxons and Vikings	Ritual	Ritual
nglo	Anglo	Temple	Temple
xons	Saxons	Tomb	Tomb
onquer	Conquer	Sacrifice	Sacrifice
anegeld	Danegeld		
anelaw	Danelaw		
ile	exile	Ancient Greece	Ancient Greece
ngdom	Kingdom	Ancient	Ancient
ng ship	Long ship	Acropolis	Acropolis
onastery	Monastery	Amphitheatre	Amphitheatre
-	Pagan	Assembly	Assembly
gan	outlawed	Artefact	Artefact
igan Itlawed	Тах	Civilization	Civilization
-		City states	City states
itlawed	Invade		Democracy
itlawed ix vade	Invade	Democracy	
itlawed x		Democracy Legacies	Legacies
itlawed x vade llage	Invade Pillage	Legacies	
itlawed x vade llage	Invade Pillage		Olympics Parthenon
itlawed x vade llage	Invade Pillage	Legacies Olympics	Olympics
itla x va lla	de ge	ge Pillage	

Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
To begin to identify their	To develop their own sense	Identify relevant features of	Describe features of	Identify details from several	Identify details from local,	Understand some features	Understand and be able to
own sense of time and	of time and place	particular historical themes,	particular historical themes,	themes, societies, events	national and global history	associated with themes ,	give an overview of the
place	ie when I was 2, I played	events and people from	events and people from	and significant people	to demonstrate overall	individuals, society and	most significant features of
ie when I was 2, I played	with, now I am 5 I like	family, local, national and	family, local, national and	covered in local national	awareness of themes,	events covered	different themes ,
with	When I was younger I lived	global history	global history eg retell a	and global history	societies, events and		individuals, society and
When I was younger I lived	in		story		people	Explain why some changes	events covered
in				Describe some similarities,		and developments were	
	To be able to recall key			differences and changes		important	
	events which are significant						

	to them or family members or friends. To talk about their personal history and recall singicant points ie when we moved to the airfield, recall details about their previous home/school To talk about older/ younger siblings and similarities / differences ie favourite TV shows may have changed.	Identify a few similarities, differences and changes between past and present Identify at least one cause for, and effect of, several events covered Consider why an event or a person might be significant	Identify a range of similarities and differences and changes over a period of time Identify a few relevant causes and effects for some of the main events covered Identify a range of significant aspects of a theme, society, period or person	which occurred in the topic covered Describe relevant causes for, and effects on, some of the key events and developments covered Begin to understand why people acted as they did and give reasons	Make valid statements about the main similarities, differences and changes which occurred in the topic covered (eg different lived experiences of rich and poor) Comment on the importance of causes and effects for some of the key events and developments within topics	Describe some of the significant issues in the time frame being studied Place several valid causes and effects in order of importance relating to events and developments	Compare similarities, differences and changes within and across some topics Explain reasons why particular aspects of a historical event, development society or person were of particular significance Explain the role and significance of different causes and effects of a range of events and developments.
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
		Toys and Games Toys have existed for thousands of years. They were made out of the material available at the time including, stone, bone and string In Victorian times, toys were made mainly from wood, paper and metal Rich Victorian children played with rocking horse, dolls, tea sets and clockwork trains Poor Victorian children played with peg dolls, wooden toys and rags filled with sawdust to make balls or toy animals • Modern toys are often made of plastic or are electrical Many modern toys use electricity to work Computers were invented in the 20th Century The Space Race The Space Race was between Russia and the USA- they both wanted to be the first to land on the	Toys and Games Toys have existed for thousands of years. They were made out of the material available at the time including, stone, bone and string In Victorian times, toys were made mainly from wood, paper and metal Rich Victorian children played with rocking horse, dolls, tea sets and clockwork trains Poor Victorian children played with peg dolls, wooden toys and rags filled with sawdust to make balls or toy animals • Modern toys are often made of plastic or are electrical Many modern toys use electricity to work Computers were invented in the 20th Century <u>The Space Race</u> The Space Race was between Russia and the USA- they both wanted to be the first to land on the	Stone Age The Stone Age is split into three distinct periods Palaeolithic Period People were nomadic hunters and they found food by roaming from place to place in different seasons Mesolithic Period Tools were developed to become smaller and more refined. Canoes were invented which allowed people to fish as well as hunt. Neolithic period People began to farm and grow their own crops. People had a more reliable supply of food which led to communities forming settlements. Bronze Age People produced a greater range of tools and weapons than had previously been possible as well as household and luxury goods and fine jewellery. Trade in metals	Stone Age The Stone Age is split into three distinct periods Palaeolithic Period People were nomadic hunters and they found food by roaming from place to place in different seasons Mesolithic Period Tools were developed to become smaller and more refined. Canoes were invented which allowed people to fish as well as hunt. Neolithic period People began to farm and grow their own crops. People had a more reliable supply of food which led to communities forming settlements. <u>Bronze Age</u> People produced a greater range of tools and weapons than had previously been possible as well as household and luxury goods and fine jewellery. Trade in metals	Shang Dynasty The Shang Dynasty is the first well-documented dynasty. It was based around the Yellow River in central China and is sometimes called the cradle of Chinese civilisation. It was a Bronze Age culture, they didn't yet have knowledge of iron working. Writing was first developed in China in this period and many written texts were incised onto bones found in archaeological excavations. The culture was ruled over by a king and his relatives were the government. Archaeological excavations have revealed towns with palaces, tombs and craft working areas The majority of the people who lived under the Shang Dynasty were farmers There were also craftsmen who worked in workshops just outside the city walls. Remains of jade, bone, pottery, and bronze- working have been found	Shang Dynasty The Shang Dynasty is the first well-documented dynasty. It was based around the Yellow River in central China and is sometimes called the cradle of Chinese civilisation. It was a Bronze Age culture, they didn't yet have knowledge of iron working. Writing was first developed in China in this period and many written texts were incised onto bones found in archaeological excavations. The culture was ruled over by a king and his relatives were the government. Archaeological excavations have revealed towns with palaces, tombs and craft working areas The majority of the people who lived under the Shang Dynasty were farmers There were also craftsmen who worked in workshops just outside the city walls. Remains of jade, bone, pottery, and bronze- working have been found

	moon. Russian cosmonaut,	moon. Russian cosmonaut,	and goods began to take	and goods began to take	b
	Yuri Gagarin was the first	Yuri Gagarin was the first	place over longer distances.	place over longer distances.	а
	man in space in 1961.	man in space in 1961.	One form of housing, called	One form of housing, called	l.
	Before the Apollo 11 flight	Before the Apollo 11 flight	Roundhouses were built in	Roundhouses were built in	F
	mission no one been to the	mission no one been to the	the Bronze Age	the Bronze Age	t
	moon. On July 16th 1969,	moon. On July 16th 1969,			t
	Saturn 5, was launched.	Saturn 5, was launched.	Study of Skara Brae is an	Study of Skara Brae is an	a
	There were three American	There were three American	archaeological site in	archaeological site in	d
	astronauts on board; Neil	astronauts on board; Neil	Orkney, Scotland and	Orkney, Scotland and	v
	Armstrong, Buzz Aldrin and	Armstrong, Buzz Aldrin and	Stonehenge	Stonehenge	t
	Michael Collins. It took four	Michael Collins. It took four			с
	days to reach the moon.	days to reach the moon.	Iron Age	Iron Age	t
	Neil Armstrong was the first	Neil Armstrong was the first	Changes and comparison	Changes and comparison	a
	man on the moon. Buzz	man on the moon. Buzz	about life from Stone Age	about life from Stone Age	k
	Aldrin joined him 19	Aldrin joined him 19	to the Iron Age	to the Iron Age	q
	minutes later. They	minutes later. They	What changes happened	What changes happened	c
	gathered moon dirt and	gathered moon dirt and	and why did these changes	and why did these changes	v
	rocks to bring back to	rocks to bring back to	happen?.	happen?.	с
	Earth. They also took	Earth. They also took			ir
	photographs to show what	photographs to show what	'Bell Beaker People'.	'Bell Beaker People'.	0
	the moon was like. The	the moon was like. The	It was thought that the Bell	It was thought that the Bell	l.
	moon landing was	moon landing was	Beaker people brought	Beaker people brought	F
	important because it told	important because it told	bronze to Britain and they	bronze to Britain and they	fi
	us that people could travel	us that people could travel	introduced different types	introduced different types	b
	there and back safely. It	there and back safely. It	of weapons and jewellery	of weapons and jewellery	ii
	also allows us to find out	also allows us to find out	into Britain.	into Britain.	t
	more about space and the	more about space and the	They were named this after	They were named this after	le
	moon.	moon.	the distinctive bell-shaped	the distinctive bell-shaped	b
			pottery that was decorated	pottery that was decorated	р
	Christopher Columbus	Christopher Columbus	with impressions made	with impressions made	u
	Christopher Columbus	Christopher Columbus	from a comb or cord.	from a comb or cord.	t
	made four trips across	made four trips across	The pots were used for	The pots were used for	l l
	the Atlantic Ocean from	the Atlantic Ocean from	drinking from or to smelt	drinking from or to smelt	<u>S</u>
	Spain: in 1492, 1493,	Spain: in 1492, 1493,	copper, store food or to use	copper, store food or to use	l.
	1498 and 1502. He was	1498 and 1502. He was	as urns.	as urns.	R
	determined to find a	determined to find a	Intricate pottery would	Intricate pottery would	R
	direct water route west	direct water route west	show someone's wealth	show someone's wealth	t
	from Europe to Asia, but	from Europe to Asia, but	and status.	and status.	N N
	he never did. Instead,	he never did. Instead,	Iron was tougher than	Iron was tougher than	B
	he stumbled upon the	he stumbled upon the	bronze and could be	bronze and could be	f
	Americas. Though he did	Americas. Though he did	shaped into finer and	shaped into finer and	P
	not really "discover" the	not really "discover" the	sharper objects. It	sharper objects. It	0
	so-called New World-	so-called New World—	required smithing (heating	required smithing (heating	С
	millions of people	millions of people	and hammering) to make	and hammering) to make	C
	already lived there-his	already lived there-his	into tools and implements.	into tools and implements.	S
	journeys marked the	journeys marked the	farming became more	farming became more	a
	beginning of centuries	beginning of centuries	productive the population	productive the population	U
	of exploration and	of exploration and	began to rise.	began to rise.	P
	colonization of North	colonization of North	Most Iron Age	Most Iron Age	t
	and South America. His	and South America. His	people worked and lived on	people worked and lived on	
	achievements as an	achievements as an	small farms and their lives	small farms and their lives	Α

by archaeologists in these
areas.

Family was very important to the Shang people and they worshipped their ancestors after they had died. Their supreme god was called Shang Di, whom they believed

communicated only with the king through his royal ancestors. Priests, or the king himself, would write questions for the ancestors on oracle bones, which were then heated until they cracked. The king would interpret the cracks to work out the answers.

Fu Hao was not only the first known military leader but also the most influential military leader of the time, responsible for leading 13,000 soldiers into battle. She was also a high priestess which was very unusual for a woman at that time.

## Social Justice

#### Roman Laws

Roman Laws were called the twelve tables. They were written around 450 BC and set out basic right for all Roman people. People who were accused of a crime were taken to court to be judged "guilty" or not "guilty". Roman systems of a court, a judge, a jury and a lawyer are still used today. Punishment in Roman

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Anglo Saxon

	explorer compared to	explorer compared to	were governed by the	were governed by the	E
	Neil Armstrong and the	Neil Armstrong and the	changing of the seasons.	changing of the seasons.	C
	change in time.	change in time.	There were many wars and	There were many wars and	C
			battles between different	battles between different	C
	James Herriot	James Herriot	tribes and clans during the	tribes and clans during the	C
	James Herriot was his pen	James Herriot was his pen	Iron Age and because of all	Iron Age and because of all	V
	name and that his actual	name and that his actual	of this, Iron Age people	of this, Iron Age people	b
	name was James Alfred	name was James Alfred	began to protect	began to protect	C
	Wight, how his life has	Wight, how his life has	themselves by settling in	themselves by settling in	S
	influenced our local area	influenced our local area	hillforts. These were groups	hillforts. These were groups	h
	and what significance his	and what significance his	of round houses and	of round houses and	p
	novels have on our locality.	novels have on our locality.	farming land protected by	farming land protected by	а
	Differences and similarities,	Differences and similarities,	stone walls. Sometimes	stone walls. Sometimes	C
	they can identify linking to	they can identify linking to	people from the Iron Age	people from the Iron Age	
	their living memory. How	their living memory. How	are called 'Celts'. This	are called 'Celts'. This	N
	his veterinary work	his veterinary work	period of history ended	period of history ended	V
	influenced his writing and	influenced his writing and	when the Romans invaded	when the Romans invaded	t
	that he was in the Raf	that he was in the Raf	Britain in AD 43.	Britain in AD 43.	p
	before becoming a writer.	before becoming a writer.			h
			Medieval York	Medieval York	n
	Great Fire of London	Great Fire of London	The influence of	The influence of	V
	The Great Fire of London	The Great Fire of London	architecture in this time.	architecture in this time.	t
	started in a bakery in	started in a bakery in	The changes that happened	The changes that happened	T
	Pudding Lane on 2nd	Pudding Lane on 2nd	to York. The significance of	to York. The significance of	n
	September 1666. The fire	September 1666. The fire	the city for King Edward 1 <sup>st</sup> ,	the city for King Edward 1 <sup>st</sup> ,	t
	spread easily because it	spread easily because it	2 <sup>nd</sup> and 3 <sup>rd</sup> . How King	2 <sup>nd</sup> and 3 <sup>rd</sup> . How King	f
	hadn't rained for months.	hadn't rained for months.	Edward III had strong links	Edward III had strong links	C
	In 1666, lots of people had	In 1666, lots of people had	with the city and got	with the city and got	V
	houses made from wood	houses made from wood	married in the cathedral/	married in the cathedral/	t
	and straw which were	and straw which were	held parliament in York.	held parliament in York.	h
	flammable and burnt	flammable and burnt	Compare this to modern	Compare this to modern	
	easily. Houses were built	easily. Houses were built	times and how significant	times and how significant	T
	too close together and	too close together and	this would have been.	this would have been.	
	there was no organised fire	there was no organised fire	Richard II visited York on a	Richard II visited York on a	V
	brigade.	brigade.	number of occasions and	number of occasions and	p
	They used leather buckets	They used leather buckets	granted the city greater	granted the city greater	а
	and squirts filled with	and squirts filled with	freedoms and	freedoms and	P
	water, axes, fire-hooks and	water, axes, fire-hooks and	privileges. Most	privileges. Most	a
	gunpowder to make fire-	gunpowder to make fire-	importantly, in 1396 he	importantly, in 1396 he	
	breaks. As the wind died	breaks. As the wind died	gave the city its most	gave the city its most	
	down and changed	down and changed	significant royal charter,	significant royal charter,	r
	direction the fire became	direction the fire became	which promoted it to the	which promoted it to the	p
	under control and was	under control and was	status of a county in its own	status of a county in its own	V
	finally put out.	finally put out.	right: <i>'the county of the</i>	right: <i>'the county of the</i>	
	After the fire, King Charles	After the fire, King Charles	<i>city of York'</i> . One of	<i>city of York'</i> . One of	6
	ordered that houses be	ordered that houses be	England's most infamous	England's most infamous	T
	made from stone and they	made from stone and they	monarchs, Richard III had	monarchs, Richard III had	p
	should be built further	should be built further	close connections to York	close connections to York	p
	apart	apart	and Yorkshire. He visited	and Yorkshire. He visited	i
	An organised fire brigade	An organised fire brigade	the city several times as	the city several times as	S
	was established, water	was established, water	King and was sorely missed	King and was sorely missed	t

Each village was made up of tithings of ten men. If one person in the tithing committed a crime the other men in the tithing would be responsible for bringing the criminal to courts. Different Anglo-Saxon kings and kingdoms had their own laws and punishments. Wergild was a payment system to settle disputes.

## Norman

William the Conqueror kept the court and system in place that the Anglo Saxons had introduced. William I made the rule that Wergild would be paid to him rather the victims of the criminal. The Normans introduced a new trial by ordeal. The two parties at odds would fight with wooden swords or real weapons. The winner was declared to be the honest party as he must have had God on his side.

# Tudors

Crime – mainly stealing – was widespread, as many poor people could not afford to pay for things. Punishments were harsh to act as a deterrent. Vagrancy was a crime and punished by being whipped, or even hanged. Executions were popular with many people waiting hours to watch.

# Georgians

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engines were designed that	engines were designed that	by the citizens when he was	by the citizens when he was	a
gave a continuous stream	gave a continuous stream	deposed and killed by	deposed and killed by	e
of water when pumped.	of water when pumped.	Henry.	Henry.	T
		To note connections	To note connections	
Samuel Pepys kept a diary	Samuel Pepys kept a diary	between food, hygiene and	between food, hygiene and	S
during this time period, so	during this time period, so	the economy in medieval	the economy in medieval	r
we have a first-hand	we have a first-hand	York as opposed to now.	York as opposed to now.	li
account of what happened.	account of what happened.			t
		<u>Victorians</u>		6
			<u>Victorians</u>	N
Grace Darling	Grace Darling	The period of time between		۱v
		1837 to 1901 when Queen	The period of time between	r
Grace Darling was one of	Grace Darling was one of	Victoria reigned. During her	1837 to 1901 when Queen	v
the Victorian era's most	the Victorian era's most	63 year reign, there was a	Victoria reigned. During her	
celebrated heroines. On 7	celebrated heroines. On 7	huge contrast between	63 year reign, there was a	\
September 1838, she risked	September 1838, she risked	how the rich and poor	huge contrast between	ד
her life to rescue the	her life to rescue the	Victorians lived. Queen	how the rich and poor	l i
stranded survivors of the	stranded survivors of the	Victoria led the expansion	Victorians lived. Queen	1
wrecked steamship	wrecked steamship	of the British empire and	Victoria led the expansion	i
Forfarshire, a feat of	Forfarshire, a feat of	saw major changes to all	of the British empire and	a
bravery which changed her	bravery which changed her	aspects of Britain due to	saw major changes to all	p
life dramatically.	life dramatically.	exciting discoveries and	aspects of Britain due to	р 
		inventions.	exciting discoveries and	
The story hit the front	The story hit the front		inventions.	
pages of all the	pages of all the			k
newspapers. And the brave	newspapers. And the brave	Poor children had to work		p
rescuers were celebrated	rescuers were celebrated all around the world. It was	to help support their	Poor children had to work	
all around the world. It was Grace who got the	Grace who got the	families and there were no	to help support their	1
attention, as an unlikely	attention, as an unlikely	laws to protect working	families and there were no	s
hero in most people's eyes.	hero in most people's eyes.	children. Children were	laws to protect working	
A woman demonstrating	A woman demonstrating	given a number of different	children. Children were	
strength and bravery was	strength and bravery was	jobs including: chimney	given a number of different	L
headline news. She became	headline news. She became	sweep, factory worker,	jobs including: chimney	1
a celebrity, awarded	a celebrity, awarded	farm hand and working in a coal mine.	sweep, factory worker, farm hand and working in a	s
medals from Queen	medals from Queen	At the start of the Victorian	coal mine.	f
Victoria for her bravery and	Victoria for her bravery and	period, very few children,	At the start of the Victorian	i
celebrated as far away as	celebrated as far away as	apart from the wealthy,	period, very few children,	6
Australia	Australia	went to school. In 1880, a	apart from the wealthy,	ā
		law was passed that made	went to school. In 1880, a	F
		school compulsory for all	law was passed that made	ł
		children between the ages	school compulsory for all	0
		of five and ten. Rules in	children between the ages	F
		Victorian schools were	of five and ten. Rules in	5
		strict and punishments	Victorian schools were	s
		were very harsh. Learning	strict and punishments	6
		was done by chanting or	were very harsh. Learning	ר
		copying out facts many	was done by chanting or	E
		times until they had been	copying out facts many	0
				1 -
		remembered.	times until they had been	l a

adults and punished in exactly the same ways. There was a new threat during the Georgian and Stuart period—the highway man.. Highwayman would lie in wait in forests and threaten people to hand over their possession. Members of the community were responsible for maintaining the peace. It was a very risky job.

#### Victorians

The police force was first introduced in London in 1829. Sir Robert Peel introduced them as part of a campaign to improve public law. These policemen were called 'Bobbies' or 'Peelers'. During this period, prison became the main form of punishment. Prisoners were forced to undertake "hard labour".

Transportation (being shipped to Australia) was also used as a punishment.

# Local history

In Ripon The Hornblower sounded the horn at the four corners of the obelisk in the Market Place at the centre of Ripon at dusk after which the citizens of Ripon had to stay in their homes until four or five o'clock in the morning. Ripon's first policeman was Samuel Winn, a shopkeeper, who was appointed in 1830. The case of the Sinkler Brothers was a famous case. The brothers Elijah and John were caught poaching and when they

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		Key individuals who pushed w
		for social reform included Key individuals who pushed k
		Charles Booth, Dr Barnardo for social reform included T
		and Lord Shaftesbury Charles Booth, Dr Barnardo e
		and Lord Shaftesbury ju
		<u>Romans</u> v
		Before the Romans Romans to
		invaded, Britain was Before the Romans
		occupied by the Celts. Julius invaded, Britain was
		Caesar had visited Britain in occupied by the Celts. Julius T
		55 BCE with two legions but Caesar had visited Britain in s
		he realised the Roman 55 BCE with two legions but 1
		army was not powerful he realised the Roman
		enough to invade fully. He army was not powerful C
		returned a year later with enough to invade fully. He
ļ		five legions and 2000 returned a year later with to
		cavalrymen but Caesar had five legions and 2000 c
		other issues to deal with in cavalrymen but Caesar had b
		the Empire and he didn't other issues to deal with in
		think that Britain was worth the Empire and he didn't for
		a long war. The British tribes think that Britain was worth P
		agreed to pay tributes to a long war. The British tribes the
		Rome and were left in agreed to pay tributes to n
		peace. Rome and were left in the
		peace. d
		In AD43, Claudius' army
		attacked Celtic tribes in the In AD43, Claudius' army
		south-east of Britain and attacked Celtic tribes in the
		quickly took control of the south-east of Britain and N
		lands. Many Celtic tribes quickly took control of the o
		realised how strong this lands. Many Celtic tribes o
		Roman army was and made realised how strong this s
		deals to keep the peace. Roman army was and made b
		They agreed to obey deals to keep the peace.
ļ		Roman laws and pay taxes. They agreed to obey ra
		In return they were allowed Roman laws and pay taxes. T
		to keep their kingdoms. In return they were allowed p
		to keep their kingdoms.
ļ		After Claudius left Britain,
		he left a governor in charge After Claudius left Britain, "
		In AD 60, the Romans he left a governor in charge a
		experienced uprisings from In AD 60, the Romans a
		native tribes such as the experienced uprisings from P
ļ		Iceni. The Iceni, native tribes such as the ti
		commanded by Queen Iceni, The Iceni, s
		Boudicca, were angry that commanded by Queen b
		the Romans had Boudicca, were angry that p
ļ		seized their lands and how the Romans had "
		they were being treated. seized their lands and how B
		Boudicca led the Iceni to they were being treated.
		many victories against the Boudicca led the Iceni to d
l		many victories against the bouncea ieu the item to u

were challenged by a game keeper they assaulted him. The brothers were eventually brought to justice and their sentence was commuted to transportation.

World War World II The Second World War started on September 3rd 1939

Over 3.5 million children were evacuated from large towns and cities to the countryside where it was believed they would be safe from bombings. The name for this was Operation Pied Pipe .All evacuates took their ration books and gas masks with them. When they reached their destination a billeting officer would arrange a host family for them.

Nazi Germany tried to cut off supplies of foods and other good by attacking the supply ships that were bringing food to Britain. To combat this this, rationing was introduced. This meant that every person was only allowed a fixed amount of food. People were encourage to "Dig for Victory" and grow as much of their own food as possible.

Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to "make do and mend". Before the war many women stayed at home and did not go out to work. A were challenged by a game keeper they assaulted him. The brothers were eventually brought to justice and their sentence was commuted to transportation.

World War World II The Second World War started on September 3rd 1939

Over 3.5 million children were evacuated from large towns and cities to the countryside where it was believed they would be safe from bombings. The name for this was Operation Pied Pipe .All evacuates took their ration books and gas masks with them. When they reached their destination a billeting officer would arrange a host family for them.

Nazi Germany tried to cut off supplies of foods and other good by attacking the supply ships that were bringing food to Britain. To combat this this, rationing was introduced. This meant that every person was only allowed a fixed amount of food. People were encourage to "Dig for Victory" and grow as much of their own food as possible.

Petrol, soap, clothing and timber were also in short supply. Clothing ration books were issued and people were encouraged to "make do and mend". Before the war many women stayed at home and did not go out to work. A

		Domana Daudiasa was	many vistorias against the	~
		Romans. Boudicca was	many victories against the	m
		eventually defeated in AD	Romans. Boudicca was	e
	t	61.	eventually defeated in AD	h
			61.	w
	1 -	Anglo-Saxons/ Scots		m
		Roman withdrawal from	Anglo-Saxons/ Scots	а
		Britain in c. AD 410 and the	Roman withdrawal from	n
		fall of the western Roman	Britain in c. AD 410 and the	tı
		Empire. Scots invasions	fall of the western Roman	SI
		from Ireland to north	Empire. Scots invasions	fa
		Britain (now Scotland).	from Ireland to north	d
	1	Anglo-Saxon invasions,	Britain (now Scotland).	е
	1	settlements and kingdoms:	Anglo-Saxon invasions,	tł
	1	place names and village life.	settlements and kingdoms:	W
	A	Anglo-Saxon art and	place names and village life.	A
	c	culture. Christian	Anglo-Saxon art and	W
	c	conversion – Canterbury,	culture. Christian	tł
		Iona and Lindisfarne.	conversion – Canterbury,	re
			Iona and Lindisfarne.	e
		Anglo Saxons and Vikings		C
			Anglo Saxons and Vikings	ri
		After the Romans left		^
		Britain, it was more open to	After the Romans left	A N
	1	invasion as there was no	Britain, it was more open to	
		onger a strong army to	invasion as there was no	
		defend the land. Anglo	longer a strong army to	w le
	1	Saxon began to come over	defend the land. Anglo	w
		the sea from around	Saxon began to come over	w
		410AD. They were a mix of	the sea from around	w
		, tribes from Germany,	410AD. They were a mix of	fc
		Denark and the	tribes from Germany,	U
		Netherlands. The three	Denark and the	р
		biggest were the Angles,	Netherlands. The three	g
		the Saxons and the Jutes.	biggest were the Angles,	
		The land they settled in	the Saxons and the Jutes.	R
	1	became known as Angle—	The land they settled in	ir
		and or England	became known as Angle—	w
			land or England	Т
	<sub>1</sub>	The kings of Anglo– Saxon		W
		Britain each ruled their own	The kings of Anglo– Saxon	li
		kingdom and the people in	Britain each ruled their own	
		it .Kings were constantly	kingdom and the people in	Η
		battling to take control of	it .Kings were constantly	S
		other kingdoms and defend	battling to take control of	S
		their own lands. When the	other kingdoms and defend	to
		Anglo Saxons first began to	their own lands. When the	u :
		settle in Britain there were	Anglo Saxons first began to	ır +
		seven kingdoms. By 878AD	settle in Britain there were	to
		there was only one	seven kingdoms. By 878AD	fo
		Kingdom, Wessex, which	there was only one	a ta
	1	was not under Viking	Kingdom, Wessex, which	
	l V	was not under vikilig	Kinguoin, wessex, which	R

married woman was expected to be a homemaker. However, when war broke out and men were called up for active duty , women were needed to do the traditionally "male" jobs such as working in factories, making weapons driving buses, or working in engineering. Some joined the Women Land Army or Women Royal Nava Service. After the war, many women lost their jobs and they were expected to return to the home. Their experiences led them to campaign for equal working rights.

## Ancient Egypt

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

Religion was very important in Egyptians were polytheists with more than 2000 gods. They believed that the gods would guide them through life and the afterlife.

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken. The Rosetta Stone, discovered in

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		Control.	was not under Viking Control.
		The Vikings came from the	
		modern day Scandinavian,	The Vikings came from the
		travelling in boats called	modern-day Scandinavian,
		longships and first arriving	travelling in boats called
		in Britain in AD787. Over	long ships and first arriving
		several years the army	in Britain in AD787. Over
		battled through northern	several years the army
		England, taking control of	
			battled through northern
		the Anglo-Saxon kingdoms	England, taking control of
		of Northumbria, East Anglia	the Anglo-Saxon kingdoms
		and most of Mercia.	of Northumbria, East Anglia
			and most of Mercia.
		By AD874, almost all the	D 40074
		kingdoms had fallen to the	By AD874, almost all the
		Vikings. All except for	kingdoms had fallen to the
		Wessex, ruled by Alfred the	Vikings. All except for
		Great. He beat the Viking	Wessex, ruled by Alfred the
		army in battle but wasn't	Great. He beat the Viking
		able to drive the Vikings out	army in battle but wasn't
		of Britain. After years of	able to drive the Vikings out
		fighting the Vikings and	of Britain. After years of
		Alfred made a peace	fighting the Vikings and
		agreement.	Alfred made a peace
			agreement.
		The Vikings were not all	
		bloodthirsty raiders. Some	The Vikings were not all
		came to fight, but others	bloodthirsty raiders. Some
		came to Britain to live	came to fight, but others
		peacefully. Their long	came to Britain to live
		ships brought families who	peacefully. Their long
		settled in villages. There	ships brought families who
		were farmers, who kept	settled in villages. There
		animals and grew crops,	were farmers, who kept
		and skilful craft workers,	animals and grew crops,
		who made beautiful	and skilful craft workers,
		metalwork and wooden	who made beautiful
		carvings. Everyone lived	metalwork and wooden
		together in a large home	carvings. Everyone lived
		called a longhouse. The	together in a large home
		Vikings also brought with	called a longhouse. The
		them their way of life and	Vikings also brought with
		beliefs. The Norse people	them their way of life and
		worshipped many gods and	beliefs. The Norse people
		loved to tell stories of	worshipped many gods and
		magic and monsters around	loved to tell stories of
		the fire. The most	magic and monsters around
		important city in the	the fire. The most
		important city in the Danelaw was the city of	the fire. The most important city in the

1799, was written in hieroglyphs It took 20 years to translate all the text into modern language.

Tutankhamun was probably born at Akhetaten which was the capital city of Egypt in about the year 1346 BCE. He became Pharaoh at the age of around 9 or 10 after his father died. He reigned for about 10 years until he died aged just 18. His tomb was discovered by a team of British archaeologists in 1922, nearly 3000 years after his death.

# <u>Mayans</u>

The Ancient Maya were people who made their homes in an area known as Mesoamerica. They lived for thousands of years – from around 1000BC to 1700AD. They shared a common culture and religion but they lived in different city-states. Each city-state had its own ruler and they often fought with each other.

They developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating elaborate ceremonial architecture, such as pyramids, temples, palaces, and observatories. These structures were all built without metal tools.

Chichen Itza is a wellpreserved example of a Mayan city, located in what would have been Mesoamerica. It is a popular tourist destination as it shows a series of 1799, was written in hieroglyphs It took 20 years to translate all the text into modern language.

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		Vikings knew it. Over	York, or 'Jorvik' as the
		10,000 people lived there	Vikings knew it. Over
		and it was an important	10,000 people lived there
		place to trade goods.	and it was an important
			place to trade goods.
		The Norse people had their	
		own laws and government.	The Norse people had their
		The community would	own laws and government.
		gather together at a	The community would
		meeting called a Thing.	gather together at a
		Here they would settle	meeting called a <b>Thing</b> .
		problems and make	
		decisions. People could	Here they would settle
		vote on what should	problems and make
		happen. All this was	decisions. People could
		overseen by a chieftain or a	vote on what should
		judge known as a <b>law-</b>	happen. All this was
		speaker. Viking laws were	overseen by a chieftain or a
		not written down, so laws	judge known as a <b>law-</b>
		were passed from person	speaker. Viking laws were
		to person by word of	not written down, so laws
		mouth. People who broke	were passed from person
		the law became <b>outlaws</b> .	to person by word of
		They were forced to live in	
		the wilderness.	mouth. People who broke
			the law became <b>outlaws</b> .
			They were forced to live in
			the wilderness.

Mayan sculptures, pyramids and natural water sources through sinkholes. Archaeologists can tell a great deal about the ancient Maya from their wonderful pottery and clay figures. The art they created honoured their leaders, gods, and their daily life. They were skilled weavers, creating beautiful fabrics and designing musical instruments like horns, drums, and castanets. They also carved huge statues. Mayans were also skilled farmers- they build large underground reservoirs to store the rainwater. They also cleared routes through jungles and swamps to create trade routes to sell their goods.

The Maya developed a complex number and counting system. They were one of only two cultures in the world to develop the concept of zero. The Maya used a base 20 number system.

The Mayan writing system was made up of 800 glyphs. Some of the glyphs were pictures and others represented sounds. The Mayans wrote hundreds of books which contained information on history, medicine, astronomy, and their religion. The Spanish missionaries burned all but four of these books.

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society as it was believed that they could communicate directly with the gods. Ordinary Maya people believed that, after they died, their souls would travel through a series of caves and tunnels to Xibalba. Rulers and noblemen believed that they had a chance of getting to the Upperworld.

## Ancient Greece

Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece.

Most women did not have the freedoms we take for granted but their rights and freedoms depended on their social status as well as where they lived. Married women had to stay at home. Rich women were only allowed to leave the house if they were accompanied by a slave or a male companion. Only poor women went out alone.

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			sc hc th th A w m
			Sp bo in it: fo eo pr st bo co
			n tł su Ti b g g
			a: co fe co b p N th g
			ga ar O TI fc in da

schools and were taught at home. Spartan women had more freedom and power than their counterparts throughout ancient Greece. As adults, Spartan women were allowed to own and manage property.

Sparta was well known for being feared and respected in ancient Greek times for its strong army. Sparta focused on physical education and general preparation for being strong fighters. They were beaten so they learnt to cope with pain and were not given much food so that they learnt how to survive.

The ancient Greeks believed in many different gods and goddesses and each represented a certain aspect of humanity and each was responsible for certain parts of life too and festivals were held to celebrate them. It is believed that the 12 most powerful gods lived on Mount Olympus Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.

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