



History Curriculum

History Curriculum - Overview

Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying History, we are able to identify changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

At Saint Anne's, pupils make progress in History through building their knowledge of the past and of how historians study the past. Children gain a coherent knowledge and understanding of Britain's past and the wider world. They also learn about abstract historical concepts like parliament, democracy and empire through meaningful examples and repeated encounters in different contexts throughout our curriculum.

Substantive Knowledge Development

Topic Knowledge

Children gain a rich knowledge of the time period, society and events of the topics they study.

Chronological Understanding

Children understand language related to chronology and the passing of time, build a mental timeline of the chronological order of periods, develop awareness of general features of periods and know particular dates and events.

Substantive (Abstract) Concepts

Children explore substantive concepts such as empire, invasion, parliament etc.

Substantive & Disciplinary Knowledge

Substantive knowledge is knowledge of the past and historical facts and Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. Our curriculum enables children to develop both types of knowledge.

Disciplinary Knowledge Development

Disciplinary Concepts

Children explore

- Change and continuity
- Similarities and differences
- Cause and consequence
- Historical significance
- Sources of evidence
- Historical interpretations







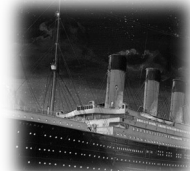


Historical Enquiry

Children will










- Pose historical questions
- Gather, organize and evaluate evidence
 - Interpret findings
- Analyse and make connections
- Evaluate and draw conclusions
 - Communicate findings






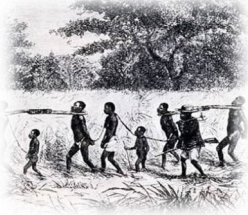



History Enquiry Questions

Yellow Class	Spring 1	Spring 2	Summer 2
	<p>Who were Florence Nightingale and Mary Seacole?</p> 	<p>Would my Great Grandparents play with toys like mine?</p> 	<p>How did Queen Elizabeth II keep herself busy for over 90 years?</p> 
Green Class	Spring 1	Summer 1	Summer 2
	<p>Why did the Wright Brother and Amy Johnson take to the sky?</p> 	<p>What was it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?</p> 	<p>What was The Great Fire of London and why did it spread so quickly?</p> 
Blue Class	Autumn 2	Spring 1	Spring 2
	<p>What was the Titanic and why was it so important?</p> 	<p>What was so important about Neil Armstrong and Christopher Columbus' journeys?</p> 	<p>What is our school made of?</p> 

History Enquiry Questions

Orange Class	Autumn 1	Spring 1	Summer 1
	<p>What were the changes in Britain from The Stone Age to The Iron Age?</p> 	<p>What can I rediscover about Ancient Greece?</p> 	<p>How did the Victorian period change Oldham and what does this mean for me?</p> 
Lime Class	Spring 1	Summer 1	Summer 2
	<p>Why were the Romans so powerful and what did we learn from them?</p> 	<p>Who were the founding fathers of our school and how is their vision still alive today?</p> 	<p>Who were the early lawmakers?</p> 
Lilac Class	Autumn 2	Spring 1	Spring 2
	<p>Why should gunpowder, treason and plot never be forgotten?</p> 	<p>Who were the Anglo-Saxons?</p> 	<p>How can we re-discover ancient Egypt?</p> 

History Enquiry Questions

Turquoise Class	Autumn 1	Autumn 2	Spring 1
	<p>Were the Vikings always so Vicious and Victorious?</p> 	<p>How did Great Britain stand firm against the German threat?</p> 	<p>Who were the Mayans and what can we learn from them?</p> 
	Summer 1		
<p>Why should Britain be ashamed of slavery?</p> 			
Purple Class	Autumn 1	Autumn 2	Spring 2
	<p>What if Great Britain had never been invaded?</p> 	<p>Why was the Islamic Civilization around AD900 known as 'The Golden Age'?</p> 	<p>How has crime and punishment changed over the years?</p> 



Yellow Class Enquiry Questions & Weekly Questions

Spring 1	Spring 2	Summer 2
The lives of significant Individuals	Changes within living memory	The lives of significant individuals
Who were Florence Nightingale and Mary Seacole?	Would my Great Grandparents play with toys like mine?	How did Queen Elizabeth II keep herself busy for over 90 years?
Key Questions	Key Questions	Key Questions
<p>Why is Florence Nightingale remembered today and what did she do in her life?</p> <p>Why do you think Florence was brave when she went to the Crimea?</p> <p>What did Florence do to help the soldiers and what did people think of her?</p> <p>What were the most important things Florence did in her life?</p> <p>Who is Mary Seacole and was she like Florence?</p> <p>How should we remember Florence Nightingale and Mary Seacole?</p>	<p>What are our favourite toys now?</p> <p>What was on Great Grandma and Grandad's birthday list?</p> <p>Would my grandparents have bought toys over the internet when they were children?</p> <p>What do toys from the 1960s look like?</p> <p>Do you prefer toys from the 1960s or now?</p> <p>What would your birthday have been like without the internet or electricity?</p>	<p>Who was Queen Elizabeth II?</p> <p>What was it like when Queen Elizabeth II was a child?</p> <p>What have Royal weddings been like over the years?</p> <p>When and why did Queen Elizabeth II become the queen?</p> <p>What did Queen Elizabeth II do during the first 35 years of her 70 year reign?</p> <p>What did Queen Elizabeth II do during the last 35 years of her 70 year reign?</p>



Enquiry Question - Who were Florence Nightingale and Mary Seacole?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Reception Expectations:</u> Children talk about past and present events in their own life and in the lives of family members.</p> <p><u>Year 1 Expectations:</u> Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday</p>	<p><u>Reception Expectations:</u> Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u> Children know that some people/famous people have helped our lives be better today.</p>	<p><u>Reception Expectations:</u> Children look closely at similarities, differences, patterns and change. Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u> Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources. Children know that not all sources of information answer the same questions.</p>



Enquiry Question - Would my Great Grandparents play with toys like mine?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Reception Expectations:</u></p> <p>Children talk about past and present events in their own life and in the lives of family members.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p>	<p><u>Reception Expectations:</u></p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children know how to give examples of objects and events that are different in their life from that of their grandparents when they were young.</p>	<p><u>Reception Expectations:</u></p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children can find out something about the past by talking to an older person.</p> <p>Children know how to spot old and new things in a picture.</p> <p>Children know that not all sources of information answer the same questions.</p>

Yellow Class - Summer 2



Enquiry Question - How did Queen Elizabeth II keep herself busy for over 90 years?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Reception Expectations:</u></p> <p>Children talk about past and present events in their own life and in the lives of family members.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know how to retell parts of history using beginning, middle and end.</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday</p>	<p><u>Reception Expectations:</u></p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p>Children know how to give more than one reason for an event in a simple context.</p> <p>Children know that we had a queen who ruled us and that Britain has had a king or queen for many years.</p>	<p><u>Reception Expectations:</u></p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Year 1 Expectations:</u></p> <p>Children know how to gather ideas from a few simple sources when building up their understanding of what The Queen has done in the past.</p>



Green Class Enquiry Questions & Weekly Questions

Spring 1	Summer 1	Summer 2
The lives of significant Individuals	Significant historical events, people and places The lives of significant individuals	Events beyond living memory Changes within living memory
Why did the Wright Brother and Amy Johnson take to the sky?	What was it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the	What was The Great Fire of London and why did it spread so quickly?
Key Questions	Key Questions	Key Questions
<p>Why do you think Amy Johnson was famous?</p> <p>How did Amy the secretary end up being the first woman to fly to Australia and why was this difficult?</p> <p>How did people react to Amy Johnson's famous flight and how did things change for her after the famous flight?</p> <p>How can we solve the mystery of what happened to Amy Johnson?</p> <p>What do you think the Wright brothers did to make them famous?</p> <p>How did the Wright brothers manage to be the first to launch a man powered flight?</p> <p>Why did the Wright brothers succeed where others had failed and how should they be remembered?</p> <p>How did flight change as a result of the Wright Brothers' work?</p>	<p>Who was Queen Elizabeth II and when did her reign begin?</p> <p>What did Queen Elizabeth II do for our country?</p> <p>Who was Queen Elizabeth I and when did her reign begin?</p> <p>What was life like during the reign of Queen Elizabeth I?</p> <p>What was life like for children during the reign of Queen Elizabeth I?</p> <p>Would I prefer to live under the rule of Queen Elizabeth I or II?</p>	<p>When was the Great fire of London?</p> <p>How did the fire start?</p> <p>Why did the fire spread so quickly?</p> <p>Who was King Charles and why did people listen to him?</p> <p>How did they try to stop the fire and how would we stop it if it happened today?</p> <p>How did things change after the Great Fire of London?</p>



Enquiry Question - Why did the Wright Brother and Amy Johnson take to the sky?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that some people/famous people have helped our lives be better today.</p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to spot old and new things in a picture.</p> <p>Children know that not all sources of information answer the same questions.</p> <p>Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.</p> <p><u>Year 2 Expectations:</u></p> <p>Children can answer questions by using a specific source, such as an information book.</p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p>

Green Class - Summer 1



Enquiry Question - What was it like to live under the rule of Queen Elizabeth II?



Would I like to have lived under the rule of Queen Elizabeth I?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know that some objects belonged to the past.</p> <p>Children know how to put up to three objects in chronological order (recent history).</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that we had a queen who ruled us and that Britain has had a king or queen for many years.</p> <p>Children know how to identify the main differences between old and new objects.</p> <p>Children know how to identify objects from the past, describe the main features and say what they were used for.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.</p> <p>Children know how to make deductions about artefacts, spotting clues to function and use and can talk about, for example: how toys from the past would have been used, possibly through simple role play.</p> <p>Children show understanding of the concept of change and can offer reasons why simple changes occur. Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to spot old and new things in a picture.</p> <p>Children can find out something about the past by talking to an older person.</p> <p>Children know how to describe how features of life today, such as holidays, differ from those of Victorian times.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p>



Enquiry Question - What was The Great Fire of London and why did it spread so quickly?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 1 Expectations:</u></p> <p>Children know how to use a simple timeline to sequence processes, events and objects within their own experience e.g. something very old, old and new.</p> <p>Children know how to retell parts of history using beginning, middle, and end.</p> <p>Children know how to use words and time phrases like: old, new, a long time ago, before, after, now, then, today, tomorrow, yesterday.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use dates to describe events in time.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know how to give more than one reason for an event in a simple context e.g. why the Great Fire spread.</p> <p>Children ask and answer questions using and comparing sources: books, photographs, videos etc.</p> <p><u>Year 2 Expectations:</u></p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an event took place.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p>	<p><u>Year 1 Expectations:</u></p> <p>Children know that not all sources of information answer the same questions.</p> <p>Children know how to gather ideas from a few simple sources when building up their understanding of why the Great Fire spread so quickly.</p> <p>Children know how to identify ways in which the past is represented i.e. ask and answer questions about old and new objects, extract information from a range of sources.</p> <p><u>Year 2 Expectations:</u></p> <p>Children can answer questions by using a specific source, such as an information book.</p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts.</p>



Blue Class Enquiry Questions & Weekly Questions

Autumn 2	Spring 1	Spring 2
Events beyond living memory	The lives of significant individuals and comparisons between periods of time	Significant historical events, people and places in their own locality
What was the Titanic and why was it so important?	What was so important about Neil Armstrong and Christopher Columbus' journeys?	What is our school made of?
Key Questions	Key Questions	Key Questions
<p>What do we already know about The Titanic and what can I work out from evidence presented?</p> <p>Can I order the events that led to the sinking of The Titanic on a timeline?</p> <p>What was so special about The Titanic and what was life on board like?</p> <p>Why and how did the unsinkable Titanic sink?</p> <p>Why were more people not saved from the Titanic?</p> <p>How did they stop a disaster like that ever happening again?</p>	<p>Can I make a timeline of Neil Armstrong's life?</p> <p>Can I sequence events of the moon landing and explain what happened?</p> <p>Can I think about why astronauts risk their lives to go to the moon?</p> <p>Can I make a timeline of Christopher Columbus' life?</p> <p>Can I investigate and explain the journeys Christopher Columbus went on and why they were so significant?</p> <p>Can I compare the journeys of Neil Armstrong and Christopher Columbus?</p> <p>Can I investigate whether these kinds of journeys and explorations continue today?</p>	<p>Can I use sources of evidence to explain how the local area has changed over the years?</p> <p>Can I find important dates from around school to understand its history?</p> <p>Can I find important dates and signs of heritage from around in the local area?</p> <p>Can I ask other people what life was like at my school and in my local area when they were young?</p> <p>Can I give a clear explanation why school was built offering two or three reasons why it happened?</p> <p>Can I find out what a day at our school was like 100 years ago compared to now?</p>

Blue Class - Autumn 2



Enquiry Question - What was the Titanic and why was it so important?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an even took place.</p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children know that not everyone in history had the same experiences and that there are different versions of real historical situations.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts.</p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p> <p>Children can answer questions by using a specific source, such as an information book.</p>

Blue Class - Spring 1



Enquiry Question - What was so important about Neil Armstrong and Christopher Columbus' journeys?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to recount the life of someone famous from Britain and those outside the UK who lived in the past, explaining why they acted the way they did and giving attention to what they did earlier and what they did later, explaining the consequences of their actions.</p> <p>Children spot the differences between sources and come to a conclusion as to the most common view.</p> <p>Children know how to recount some interesting facts from an historical event.</p> <p>Children show understanding of the concept of change and can offer reasons why simple changes occur. Whenever pupils study a theme, they should be comparing not just 'then' and 'now' but 'then' with another 'then'.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know that there are potential weaknesses in some sources such as eyewitness accounts.</p> <p>Children know how to research the life of a famous Briton or famous event (including why some events repeat now) from the past using different resources to help them.</p> <p>Children can answer questions by using a specific source, such as an information book.</p>



Blue Class - Spring 2



Enquiry Question - What is our school made of?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 2 Expectations:</u></p> <p>Children know how to use dates to describe events in time.</p> <p>Children know sequence parts of more complex periods of history.</p> <p>Children know how to use phrases such as past, present, long ago, decade, when my grandma was young, over 100 years ago to show their understanding of chronology.</p> <p>Children know how to use a timeline sequence a set of events in chronological order and give reasons for their order.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to make deductions about artefacts, spotting clues.</p> <p>Children know how to give a clear explanation or an important event, offering two or three reasons why an event took place.</p> <p>Children know how to explain how their local area was different in the past.</p>	<p><u>Year 2 Expectations:</u></p> <p>Children know how to make deductions from photographs, going beyond the literal and what can be seen.</p>



Orange Class Enquiry Questions & Weekly Questions

Autumn 1	Spring 1	Summer 1
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Overview Unit End: The Romans</p>	<p>Ancient Greece - A study of Greek life and achievements and their influence on the western world</p>	<p>A local history study</p>
<p>What were the changes in Britain from the Stone Age to the Iron Age?</p>	<p>What can I rediscover about Ancient Greece?</p>	<p>How did the Victorian period change Oldham and what does this mean for me?</p>
<p>Key Questions</p>	<p>Key Questions</p>	<p>Key Questions</p>
<p>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</p> <p>How different was life in the Stone Age when man started to farm?</p> <p>What can we learn about life in the Stone Age from a study of Skara Brae?</p> <p>Why is it so difficult to work out why Stonehenge was built?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p> <p>Can I solve the mystery of the 52 skeletons?</p> <p><u>Overview Unit End Question</u></p> <p>Who were The Romans and what did they do?</p>	<p>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</p> <p>What was life in Athens like in Ancient Greece?</p> <p>What was life in Sparta like in Ancient Greece?</p> <p>What were the religious beliefs of Ancient Greeks?</p> <p>What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>What were the main features of Ancient Greek culture and has it lasted?</p> <p>In what ways have the Ancient Greeks influenced our lives today?</p>	<p>What and when were the Victorian times?</p> <p>How did Victorian education change children's lives in Oldham today?</p> <p>How did work in Victorian Oldham change the town?</p> <p>What happened to work when the cotton industry stopped?</p> <p>How did Victorian transport change Oldham?</p> <p>How did Victorian inventions change Oldham?</p>

Orange Class - Autumn 1



Enquiry Question - What were the changes in Britain from the Stone Age to the Iron Age?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children know what life would have been like for the early settlers and why certain events happened as they did in history.</p> <p>Children know how Britain changed between the beginning of the stone age and the iron age.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how to identify differences between versions of the same event.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>



Enquiry Question - What can I rediscover about Ancient Greece?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>

Orange Class - Summer 1



Enquiry Question - How did the Victorian period change Oldham and what does this mean for me?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how the lives of wealthy people were different from the lives of poorer people during this time.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p>



Lime Class Enquiry Questions & Weekly Questions

Autumn 1	Spring 1	Summer 2
<p>The Roman Empire and its impact on Britain Overview Unit Start: The Stone Age</p>	<p>A local history study</p>	<p>A study of an aspect or theme in British history beyond 1066</p>
<p>Why were the Romans so powerful and what did we learn from them?</p>	<p>Who were the founding fathers of our school and how is their vision still alive today?</p>	<p>Who were the early lawmakers?</p>
<p>Key Questions</p>	<p>Key Questions</p>	<p>Key Questions</p>
<p>Why did Claudius want Britain? Would you take on the Roman Army? What was so special about Boudicca? How were the Romans able to keep hold of such a vast empire? What were the features of a Roman town? How did a 400 year empire suddenly come to an end? What have the Romans ever done for us?</p> <p><u>Overview Unit Start Question</u> What and when was The Stone Age?</p>	<p>What was life like in Royton and Britain in 1916? Who had the idea to build our school and why did they have it? How did the Founding Fathers get the support they needed to build in 1914? Why did they chose this site and what was here before it? What clues are there around school? Would I have liked to go to our school 100 years ago?</p>	<p>Which monarchs have significantly affected law and order throughout the years? Who was King John and why did the barons rebel against him? What was The Magna Carta and did it solve any problems? How did The Magna Carta affect the feudal system? How has The Magna Carta helped shaped our lives today?</p>



Enquiry Question - Why were the Romans so powerful and what did we learn from them?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Children know what life would have been like for the early settlers and why certain events happened as they did in history.</p> <p>Children have an overview of how Britain changed between the beginning of the stone age and the iron age.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know that Britain has been invaded by different groups over time.</p> <p>Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.</p> <p>Children know why certain events happened as they did in history and why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know why Britain would have been an important country to have invaded and conquered.</p> <p>Children know about famous figures from historical periods taught.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p>Children can initiate an enquiry from a purposeful visit or an artefact.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>

Lime Class - Spring 1



Enquiry Question - Who were the founding fathers of our school and how is their vision still alive today?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to spot anachronisms from the period studied compared with today.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children know how to research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p>

Lime Class - Summer 2



Enquiry Question - Who were the early lawmakers?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 3 Expectations:</u></p> <p>Children know how to use words which mark the passing of time' e.g. moving from words such as 'before' and 'after' to AD, BC, century, Stone Age etc.</p> <p>Children know how to use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Children know how to accurately sequence events in a historical narrative, e.g. Boudicca's revolt.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children show an understanding of the main ideas associated with periods studied.</p> <p>Children know how to identify differences between versions of the same event.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know about famous figures from historical periods taught.</p>	<p><u>Year 3 Expectations:</u></p> <p>Children know how to use various sources of evidence to answer questions.</p> <p>Children know how to research a specific event from the past to then write about this in simple and accurate, sequenced, sentences when narrating what happened.</p> <p>Children use evidence to build up a picture of a past event, asking and answering a variety of questions containing some period-specific references.</p> <p>Children can show understanding through oral answers and recording devices such as speech bubbles, annotations and recounts.</p> <p><u>Year 4 Expectations:</u></p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p>



Lilac Class Enquiry Questions & Weekly Questions

Autumn 2	Spring 1	Spring 2
A study of an aspect or theme in British history beyond 1066.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Overview Unit Start: The Romans	Ancient Egypt – A study of Egyptian life and achievements and their influence on the western world. Overview Unit Start: Ancients: Greece, Shang Dynasty, Sumer, Indus Valley
Why should gunpowder, treason and plot never be forgotten?	Who were the Anglo-Saxons?	How can we re-discover ancient Egypt?
Key Questions	Key Questions	Key Questions
<p>Who ruled Britain in the early 1600's and what was life like under this rule?</p> <p>What was parliament like in the early 1600's compared to now?</p> <p>Who were the Protestants and Catholics?</p> <p>Who was involved in The Gunpowder Plot and why?</p> <p>What was the conspirators' plan and how successful was it?</p> <p>What is treason and how did this play a part in the Gunpowder Plot?</p> <p>What is the real reason that we have Bonfire Night?</p>	<p>Why did the Anglo-Saxon's invade and how can we possibly know where they settled?</p> <p>What can I find out about Anglo-Saxon settlements?</p> <p>What does the 'mystery of the empty grave' tell us about Saxon Britain?</p> <p>How were the Saxons able to see off the Viking threat?</p> <p>Just how great was King Alfred really?</p> <p>Just how effective was Saxon justice?</p> <p><u>Overview Unit Start Question</u></p> <p>Who were The Romans and what did they do?</p>	<p>What can we quickly find out to add to what we already know about Ancient Egypt?</p> <p>How can we discover what Ancient Egypt was like over 5000 years ago?</p> <p>What sources of evidence have survived and how were they discovered?</p> <p>What does the evidence tell us about everyday life for men, women and children?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>What did Ancient Egypt have in common with other civilisations from that time?</p> <p><u>Overview Unit Start Question</u></p> <p>What other ancients have there been?</p>



Enquiry Question - Why should gunpowder, treason and plot never be forgotten?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know why certain people acted as they did in history.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know about famous figures from historical periods taught.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p>Children can identify differences between versions of the same event.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children are able to see two sides of a question and can offer arguments on both sides.</p> <p>Children's ideas are beginning to have some shape and they can provide supporting evidence for statements made.</p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to identify and explain their understanding of propaganda.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p>

Lilac Class - Spring 1



Enquiry Question - Who were the Anglo-Saxons?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p>Children know how Britain changed from one period of history to the end of another e.g. The Iron Age to the end of the Roman occupation</p> <p>Children know how to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, ancient etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know that Britain has been invaded by different groups over time.</p> <p>Children know that invaders in the past would have fought fiercely, using hand to hand combat and how there would have been resistance against invasions.</p> <p>Children know why certain people acted as they did in history.</p> <p>Children know why certain events happened as they did in history.</p> <p>Children know how events from the past have helped shape our lives.</p> <p>Children know why Britain would have been an important country to have invaded and conquered</p> <p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.</p> <p>Children's ideas are beginning to have some shape and they can provide supporting evidence for statements made.</p> <p>Children know how to use various sources to piece together information about a period in history.</p> <p>Children select and organise relevant historical information writing in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas.</p> <p>Children see that there are often different interpretations and we may have more than one version because the gaps in the evidence are so large they have to be filled by imaginative reconstruction.</p> <p><u>Year 5 Expectations:</u></p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p>



Enquiry Question - How can we re-discover ancient Egypt?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 4 Expectations:</u></p> <p>Children know how to describe events from the past using dates when they happened.</p> <p>Children know how to describe events and talk about periods using the words: ancient and century.</p> <p>Children know how to use a timeline to describe a specific time and events from the past using dates, duration and intervals for when things happened.</p> <p>Children know how to confidently spot major anachronisms from most periods studies compared with today.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, ancient, etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know that Ancient means thousands of years ago.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know why certain events happened as they did in history.</p> <p>Children know why certain people acted as they did in history.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p>	<p><u>Year 4 Expectations:</u></p> <p>Children know how to identify similarities and differences between two periods in history through researching events and saying how they differ.</p> <p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>



Turquoise Class Enquiry Questions & Weekly Questions

Autumn 1	Autumn 2	Spring 1
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Overview Unit Start: The Anglo Saxons</p>	<p>A study of an aspect or theme in British history beyond 1066.</p>	<p>A Non-European society that provides contrasts with British history.</p>
<p>Were the Vikings always so Vicious and Victorious?</p>	<p>How did Great Britain stand firm against the German threat?</p>	<p>Who were the Mayans and what can we learn from them?</p>
<p>Key Questions</p>	<p>Key Questions</p>	<p>Key Questions</p>
<p>Who were the Vikings and what images do we have of them?</p> <p>Why did the Vikings gain such a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>What can we learn about Viking settlement from a study of place name endings?</p> <p>Raiders or settlers: How should we remember the Vikings from what we know and what is still around us?</p>	<p>Why did Britain have to go to war in 1939?</p> <p>Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>How was Britain able to stand firm against the German threat?</p> <p>How did the people manage to carry on normal life during the war and how do we know?</p> <p>Why is it so difficult to be sure what life on the Home Front was really like?</p> <p>What was VE day really like?</p> <p>How were individual families living on the Home Front affected by the war?</p>	<p>Why study the Maya?</p> <p>Why did the Mayan empire grow and how did they become so significant?</p> <p>What was life like for the Maya and how did it differ from British life at the same time?</p> <p>How did the Maya worship and is it similar/different to other civilisations we have studied?</p> <p>How and why did the Mayan empire decline so quickly?</p>
<p>Overview Unit Start Question</p> <p>Who were The Anglo-Saxons?</p>	<p>Summer 1</p> <p>A study of an aspect or theme in British history beyond 1066.</p> <p>Why should Britain be ashamed of slavery?</p> <p>Key Questions</p>	
	<p>What was the slave trade and what was this like in Britain?</p> <p>What was life like on board a transportation ship?</p> <p>What were the slave auctions like and what role did Britain play in these?</p> <p>What did it feel like to be a slave on the duties and plantations?</p>	<p>How did the cotton slave trade directly link to the industry in Britain?</p> <p>How long did the slave trade last for and when were the significant turning points?</p> <p>Has the slave trade ended? A look at modern slavery.</p>

Turquoise Class - Autumn 1



Enquiry Question - Were the Vikings always so Vicious and Victorious?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, Roman, ancient, duration, chronology etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to make links between three periods of history, comparing, spotting similarities and differences.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children can identify differences between versions of the same event.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p>



Enquiry Question - How did Great Britain stand firm against the German threat?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, ancient, duration etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that wars have happened for a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p>Children can identify differences between versions of the same event.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p> <p>Children know how to identify and explain their understanding of propaganda.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.#</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p>



Enquiry Question - Who were the Mayans and what can we learn from them?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, ancient etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to use dates and historical language in their work using more sophisticated time markers within, as well as between periods, e.g. at the start of Victoria's reign.</p> <p>Children know that Ancient means thousands of years ago.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how people who lived in the past cooked and travelled differently and used different weapons from ours.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know about the impact that the ancient civilizations had on the world.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>When appropriate, children see the need to refer to dates and to see importance of lengths of time e.g. when describing causes.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p>

Turquoise Class - Summer 1



Enquiry Question - Why should Britain be ashamed of slavery?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 5 Expectations:</u></p> <p>Children know how to securely use words which mark the passing of time: AD, BC, century, ancient etc.</p> <p>Children know how to draw a timeline (including centuries) with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Children know how to build up a picture of what main events happened in Britain/ the world during different centuries.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know that how we make decisions has been through a parliament for some time.</p> <p>Children can explain beliefs and attitudes in terms of why people might have had those ideas. They show real sense of period in an abstract way.</p> <p><u>Year 6 Expectations:</u></p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing.</p> <p>They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>	<p><u>Year 5 Expectations:</u></p> <p>Children know how to research more than one version of an event and say how they differ. Giving more than one reason to support an historical argument.</p> <p>Children know how to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><u>Year 6 Expectations:</u></p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Children are able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. They instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.</p>



Purple Class Enquiry Questions & Weekly Questions

Autumn 1	Autumn 2	Spring 2
<p>Overview of Romans to Vikings (Chronological understanding)</p>	<p>A Non-European society that provides contrasts with British history.</p>	<p>A study of an aspect or theme in British history beyond 1066.</p>
<p>What if Great Britain had never been invaded?</p>	<p>Why was the Islamic Civilization around AD900 known as 'The Golden Age'?</p>	<p>How has crime and punishment changed over the years?</p>
<p>Key Questions</p>	<p>Key Questions</p>	<p>Key Questions</p>
<p>Can I plan timeline to show the chronology of Romans to Vikings?</p> <p>Why did the Romans invade England, what impact did this have and why did they leave?</p> <p>Why did the Anglo Saxons invade England, what impact did this have and why did they leave?</p> <p>Why did the Vikings invade England, what impact did this have and why did they leave?</p> <p>Who does the evidence suggest was the most victorious of all invaders?</p>	<p>Can I find out about Baghdad's role in the early Islamic Civilisation?</p> <p>Can I find out about the House of Wisdom and how it became a centre for learning?</p> <p>Can I explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world?</p> <p>Can I describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph?</p> <p>Can I identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques?</p> <p>Can I identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume?</p>	<p>How do we know what punishment was like 800 years ago?</p> <p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How did crimes and punishments change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th Century?</p> <p>Why did so much change happen in crime and punishment during the 19th century?</p> <p>Has the way we catch and punish criminals improved in the last 100 years?</p>



Enquiry Question - What if Great Britain had never been invaded?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>

Purple Class - Autumn 2



Enquiry Question - Why was the Islamic Civilization around AD900 known as 'The Golden Age'?



Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p> <p>Children know that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know about the impact that the ancient civilizations had on the world.</p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know how to test out a hypothesis in order to answer a question.</p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>



Enquiry Question - How has crime and punishment changed over the years?

Progression of Knowledge, Skills and Understanding

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p><u>Year 6 Expectations:</u></p> <p>Children know how to place features of historical events and people from past societies and periods in a chronological framework and on a timeline outlining the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Children know how to use dates and specific terms confidently to establish period detail e.g. when referring to the outbreak of war in 1939.</p> <p>Children have a sense of period and understand what's special and distinctive about a period of history, not just simply what happened during that period.</p> <p>Children can successfully match iconic images to each of the periods studied, spotting major anachronisms.</p> <p>Children confidently note connections, contrasts and trends over time.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know the role that Britain has had in spreading Christian values across the world.</p> <p>Children know how to summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Children know that significant events in history have helped shape the country we have today.</p> <p>Children know how Britain has had a major influence on world history.</p> <p>Children know what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Children know how to describe features of historical events and people from past societies and periods they have studied.</p> <p>Children know how to recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>	<p><u>Year 6 Expectations:</u></p> <p>Children know how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Children use a range of reliable sources to find out about an aspect of time past and recognise primary and secondary sources.</p> <p>Children bring knowledge gathered from several sources together in a fluent account.</p> <p>Children can look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint.</p>

Concepts Coverage

Core Concepts	Definition	Times Explored
Empire	A group of nations or people under one ruler or government.	14
Invasion	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.	6
Rebellion	An armed fight or uprising against the rulers of the area that one lives within.	5
Civilisation	The society, culture, and way of life of a particular area.	6
Parliament/Democracy	An assembly of people who deal with matters of state and law.	12
Ancient	Belonging to the very distant past and no longer in existence.	3
Exploration	Travelling across or through something to discover new places.	7
Cultural Change	Changes to the way that a society or culture is run, how it functions or is governed.	24
Crime and Punishment	Laws and subsequent actions for those that do not follow set rules.	6
Technological Advancements	Changes in technology over time within a specific society or civilisation.	16



Yellow Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Yellow Class Spring 1	Who were Florence Nightingale and Mary Seacole?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Yellow Class Spring 2	Would my Great Grandparents play with toys like mine?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Yellow Class Summer 2	How did Queen Elizabeth II keep herself busy for over 90 years?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Green Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Green Class Spring 1	Why did the Wright Brother and Amy Johnson take to the sky?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Green Class Summer 1	What was it like to live under the rule of Queen Elizabeth II? Would I like to have lived under the rule of Queen Elizabeth I?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Green Class Summer 2	What was The Great Fire of London and why did it spread so quickly?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment



Blue Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Blue Class Autumn 2	What was the Titanic and why was it so important?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Blue Class Spring 1	What was so important about Neil Armstrong and Christopher Columbus' journeys?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Blue Class Spring 2	What is our school made of?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Orange Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Orange Class Autumn 1	What were the changes in Britain from The Stone Age to The Iron Age?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Orange Class Spring 1	What can I rediscover about Ancient Greece?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Orange Class Summer 1	How did the Victorian period change Oldham and what does this mean for me?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-



Lime Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Lime Class Spring 1	Why were the Romans so powerful and what did we learn from them?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Lime Class Summer 1	Who were the founding fathers of our school and how is their vision still alive today?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Lime Class Summer 2	Who were the early lawmakers?								
Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-

Lilac Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Lilac Class Autumn 2	Why should gunpowder, treason and plot never be forgotten?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Lilac Class Spring 1	Who were the Anglo-Saxons?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Lilac Class Spring 2	How can we re-discover ancient Egypt?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment



Turquoise Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Turquoise Class	Were the Vikings always so Vicious and Victorious?								
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Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technological Advancements
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Turquoise Class	How did Great Britain stand firm against the German threat?								
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Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technological Advancements
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Turquoise Class	Who were the Mayans and what can we learn from them?								
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Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technological Advancements
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Turquoise Class	Why should Britain be ashamed of slavery?								
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Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technological Advancements
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Purple Class - Concepts Coverage



Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment	Technologi- cal Advance-
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Purple Class Autumn 1	What if Great Britain had never been invaded?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Purple Class Autumn 2	Why was the Islamic Civilization around AD900 known as 'The Golden Age'?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment

Purple Class Spring 2	How has crime and punishment changed over the years?								
	Empire	Invasion	Rebellion	Civilisation	Parliament/ Democracy	Ancient	Exploration	Cultural Change	Crime and Punishment



Knowledge Organisers



History : Yellow Class – The Lives of Significant Individuals

Who were Florence Nightingale and Mary Seacole?

Key Vocabulary

Past	Time gone by or no longer existing.
Present	Existing or happening now.
Future	Time still to come that has not happened yet.
Nurse	A person trained to care for sick people.
Hospital	A place that provides care for sick or injured people.
Long Ago	In the distant past.
Change	A process through which something becomes different.



Key Questions

Why is Florence Nightingale remembered today and what did she do in her life?

Why do you think Florence was brave when she went to the Crimea?

What did Florence do to help the soldiers and what did people think of her?

What were the most important things Florence did in her life?

Who is Mary Seacole and was she like Florence?

How should we remember Florence and Mary?



History : Yellow Class – The Lives of Significant Individuals

Who were Florence Nightingale and Mary Seacole?

Key Knowledge and Key Dates

Florence Nightingale

1820
Florence Nightingale was born.



1851
Florence became a nurse.



1854
Florence travelled to the Crimea.



1860
Florence opened a nursing school.



1910
Florence Nightingale died, age 90.



Florence Nightingale and Mary Seacole were alive in the past.

They were both nurses that helped injured soldiers in the Crimean war.

Nurses help sick and injured people get better.

They are both remembered for their bravery and how they changed peoples thoughts about nurses.

They were both honoured for their service.

Mary Seacole

1805
Mary Seacole was born.



1836
Mary married her husband.



1855
Mary travelled to the Crimea.



1857
Mary published a book about her life.



1881
Mary Seacole died, age 75.





History : Yellow Class – Changes Within Living Memory

Would my Great Grandparents play with toys like mine?

Key Vocabulary

Memory	Something remembered from the past.
Similar	Looking like something without being identical.
Different	Not the same as something.
Century	A period of 100 years.
Decade	A period of 10 years.
Modern	Relating to the present or recent times.



Key Questions

What are our favourite toys now?

What was on Great Grandma and Granddad's birthday list?

Would my Grandparents have bought toys over the internet when they were children?

What do toys from the 1960's look like?

Do you prefer toys from the 1960's or now?

What would your birthday have been like without the internet or electricity?



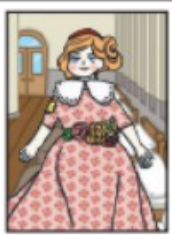
History : Yellow Class – Changes Within Living Memory

Would my Great Grandparents play with toys like mine?

Key Knowledge and Key Dates

19th century

Toys: wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toys soldiers, leather footballs.



20th century

Toys: teddy bears, Barbie dolls, Action Man, electronic toys, computers, games consoles.



21st century

Toys: handheld games consoles, virtual reality.



Toys have changed over time.

There are many differences between toys from the past and present.

Toys are similar and toys are different.

Our Great Grandparents would have played with toys that were simple in design and easy to use.

Toys from the past were often made of metal and wood.

Modern toys are often made of plastic with screens, batteries and speakers.

1903

Wax crayons were made.



1943

The slinky was made.



1949

Lego bricks were made.



1959

The Etch A Sketch was made.



1989

The first game boy was made.



1995

Buzz Lightyear figure was made.





History : Yellow Class – The Lives of Significant Individuals

How did the Queen Elizabeth II keep herself busy for over 90 years?

Key Vocabulary

Royal	A King or Queen or members of their family.
Reign	A time a monarch rules a country.
Heir	The person who is going to become King or Queen next.
Monarch	A King or Queen or Emperor who rules a country.
Government	The people who are in charge of running the country.



Key Questions

Who was Queen Elizabeth II?

What was it like when Queen Elizabeth II was a child?

What have Royal weddings been like over the years?

When and why did Queen Elizabeth II become queen?

What did Queen Elizabeth II do during the first 35 years of her 70 year reign?

What did Queen Elizabeth II do during the last 35 years of her 70 year reign?



History : Yellow Class – The Lives of Significant Individuals

How did Queen Elizabeth II keep herself busy for over 90 years?

Key Knowledge and Key Dates

Queen Elizabeth II Timeline

April 1926
Princess Elizabeth was born.



December 1936
Elizabeth becomes heir to the throne.



February 1952
Elizabeth becomes the Queen.



February 1953
The Queens coronation.



February 2022
The Queens Platinum Jubilee.



September 2022
The Queen dies age 96.



Moments in Queen Elizabeth's Life

Princess Elizabeth



Royal Wedding



Queen's Speech



The Coronation



Queens Funeral





History: Green Class – The Lives of Significant Individuals

Why did the Wright Brothers and Amy Johnson take to the sky?

Key Vocabulary

Chronological	Events in a order.
Travel	Moving from one place to another.
Pilot	A person who operates the flying controls of an aircraft.
Career	An occupation (job) that has the opportunities for progression.
Continent	One of the main landmasses of the globe.
Aeroplane	A powered flying vehicle with fixed wings
Engine	Machine that provided power.
Significance	Importance .



Key Dates

1899	The wright brothers built there first glider, it flew like a kite.
Dec 1903	Orville piloted the first ever powered aeroplane. He flew 120 feet, lasting for 12 seconds.
Nov 1904	Using a newly designed craft named Flyer II, Wilber took to the skies. This flight lasted for over 5 minutes.
1928	Amy gained her pilots License.
5th May 1930	Amy set off from London, England to Darwin, Australia.

Key People

Wilbur Wright
Orville Wright
Amy Johnson

Key Places

America
England
London
Australia
Darwin

Key Questions

Why do you think Amy Johnson was famous?
How did Amy the secretary end up being the first woman to fly to Australia and why was this difficult?
How did people react to Amy Johnson's famous flight and how did things change for her after the famous flight?
How can we solve the mystery of what happened to Amy Johnson?
What do you think the Wright brothers did to make them famous?
How did the Wright brothers manage to be the first to launch a man powered flight?
Why did the Wright brothers succeed where others had failed and how should they be remembered?
How did flight change as a result of the Wright Brothers' work?



History: Green Class – The Lives of Significant Individuals

Why did the Wright Brothers and Amy Johnson take to the sky?

Key Knowledge: Wright Brothers

Orville and Wilber Wright, known as the Wright brothers, invented the aeroplane. Their interest all started when their dad bought them a toy helicopter.

They used their knowledge about birds and bicycles to help design their first glider. They continued to improve their design which made the first flight successful.

Orville made the first flight in North Carolina in 1903. He flew 120 feet, lasting 12 seconds.

They continued to perfect their craft. Around a year later, in November 1904 they took their newly designed aeroplane, the Flyer II, to the air. The flight lasted over five minutes.



Key Knowledge: Amy Johnson

Amy Johnson is Britain's most famous female pilot. Amy worked in an office before she became interested in flying.

She was determined to break records other pilots had set for flying long distances. Amy decided to try flying from London to Australia.

Amy set off on 5th May 1930 from London, England to Darwin, Australia hoping to break the record of 16 days. Sadly for Amy, the journey took her 19 days to complete. She had not broken the world record.

Even though Amy failed to break the record for the fastest journey to Australia, she had broken a different record! Amy was the first woman to fly solo (on her own) to Australia.

This was very brave and made Amy very popular in the newspapers.





History: Green Class – Significant Historical Events, People and Places/ The Lives of Significant Individuals.

**What is it like to live under the rule of Queen Elizabeth II?
Would I like to have lived under the rule of Queen Elizabeth I?**

Key Vocabulary

Chronological	A list of event in time order.
Heir	A person is the next King or Queen.
Coronation	The ceremony of crowing a king or queen.
Monarch	A King or Queen.
Reign	The period of one monarch's rule.
Royal	A king or queen or member of their family.
Buckingham Palace	The palace where the King or Queen.
Elizabethan Era	The time period in which Elizabeth I was Queen of England and Ireland.



Key Questions

- Who was Queen Elizabeth II and when did her reign begin?
- What did Queen Elizabeth II do for our country?
- Who is Queen Elizabeth I and when did her reign begin?
- What was life like during the reign of Queen Elizabeth I?
- What was life like for children during the reign of Queen Elizabeth I?
- Would I prefer to live under the rule of Queen Elizabeth I or II?

Key Places

London
England
Britain
Spain

Key People

Queen Elizabeth I
Queen Elizabeth II
Prince Charles



History: Green Class – Significant Historical Events, People and Places/ The Lives of Significant Individuals.

What is it like to live under the rule of Queen Elizabeth II?
Would I like to have lived under the rule of Queen Elizabeth I?

Key Knowledge - Queen Elizabeth I

Elizabeth I was Queen of England and Ireland for 45 years (1558 to 1603). She was born on 7th September 1533 (more than 400 years ago!)



Queen Elizabeth I like to have control and didn't want to share her power. If she didn't like what you said to her she would throw her shoes.

Key Knowledge - Queen Elizabeth II

Queen Elizabeth II was the previous Queen of Great Britain. Queen Elizabeth II was born on 21st April 1926. She was the Longest reigning monarch ever in Britain.



Key Dates - Queen Elizabeth I

7th September 1533	Birth of Princess Elizabeth.
17th November 1558	The Queen begins her reign.
30th November 1601	Coronation of the Queen.
24th March 1603	Queen Elizabeth I died.

Key Dates - Queen Elizabeth II

21st April 1926	Birth of Princess Elizabeth.
1936	Princess Elizabeth become heir.
6th February 1952	The Queen begins her reign.
2nd June 1953	Coronation of the Queen.
8th September 2022	Queen Elizabeth II died.



History: Green Class – Events Beyond Living Memory/Changes Within Living Memory

What was the Great fire of London and why did it spread so quickly?

Key Vocabulary

Fire Hook	A pole with a metal end used to pull down walls.
Pudding lane	Where the fire started.
River Thames	A river in England.
Leather Bucket	A water container made of leather .
Diary	A book in which a person keeps a record of events and experiences.
St Paul's Cathedral	A very large church that was destroyed in the Great Fire of London
Fire	Hot bright flames.
Axe	A tool used for cutting wood.
Bakery	A shop where bread and cake are made.
Cart	An old- Fashioned wooden vehicle that is used for transport.
City	A large town.
De- stroyed	Something that gets ruined.



Key People

Thomas Farriner
 Samuel Peppys
 King Charles II
 Thomas Bludworth

Key Places

Britain
 London



Key Questions

When was the Great fire of London?
 How did the fire start?
 Why did the fire spread so quickly?
 Who was King Charles and why did people listen to him?
 How did they try to stop the fire and how would we stop it if it happened today?
 How did things change after the Great Fire of London?





History: Green Class – Events Beyond Living Memory/Changes Within Living Memory

What was the Great fire of London and why did it spread so quickly?

Key Knowledge

The fire started in Thomas Farriner's bakery in Pudding Lane in 1666. It may have been caused by a spark from his oven falling onto a pile of fuel nearby.

Following a long, dry summer the city was very dry. There was no water and it was windy. This meant that the fire spread quickly.

Buildings, including houses, were made of wood and roofed with thatch, meaning they caught fire easily. Homes were close together.

There was no fire brigade in London in 1666 so people had to fight the fire.

Shortly after, clever businessmen spotted an opportunity to make money by paying men to put fires out. The first fire brigades were formed.

Key Questions

When was the Great fire of London?

How did the fire start?

Why did the fire spread so quickly?

Who was King Charles and why did people listen to him?

How did they try to stop the fire and how would we stop it if it happened today?

How did things change after the Great Fire of London?





History: Blue Class - Events Beyond Living Memory

What was The Titanic and why was it so important?

Key Vocabulary

Iceberg	A floating piece of ice.
The Titanic	The name of the luxury passenger ship.
White Star Line	The company that owned The Titanic.
Maiden Voyage	The first journey of a ship.
Collide	When something hits an object by accident when it is moving.
Wreckage	Left over parts of something that has been badly damaged or destroyed.
Survivors	People who are still alive after an event where other people have died.
Disaster	An accident that causes great damage or loss of life.
First Class	Titanic's first class passengers were rich.
Second Class	Second class on Titanic was the same as first class on any other ship at the time.
Third Class	Third class rooms were at the bottom of the ship and they



Key People

Captain Edward John Smith
Thomas Andrews

Key Places

Southampton
Belfast
Queenstown, Ireland
Liverpool
Atlantic Ocean
New York



Key Questions

What do we already know about The Titanic and what can I work out from evidence presented?

Can I order the events that led to the sinking of The Titanic on a timeline?

What was so special about The Titanic and what was life on board like?

Why and how did the unsinkable Titanic sink?

Why were more people not saved from the Titanic?

How did they stop a disaster like that every happening like that again?





History: Blue Class - Events Beyond Living Memory

What was The Titanic and why was it so important?

Key Information

The Titanic was a luxury passenger liner that was the largest man-made moveable object. It was on its maiden voyage from Southampton to New York and it set off on the 10th April 1912. The Titanic did not make it to New York because it hit an iceberg in the middle of the Atlantic Ocean on the 14th April 1912.

Some people think that The Titanic was travelling too fast when it hit the iceberg and that it was unable to stop in time. The Titanic was called the unsinkable ship because the builders of the ship thought it would never sink.

When it was built The Titanic was a luxury ship and it even had a swimming pool and a gym that first class passengers could use.

There were not enough lifeboats on the ship for every passenger and some ships nearby did not hear the distress signals. The Carpathia came to rescue some of passengers from the lifeboats and took them to New York.

Lots of things have been put in place to stop a disaster happening like this happening again for example, more lifeboats, iceberg warnings, ice patrols and radio communications.



Key Dates

31st March 1909	Building on The Titanic begins in Belfast, Ireland.
3rd April 1912	The Titanic arrives in Southampton.
10th April 1912	The Titanic begins her maiden voyage.
11th April 1912	The Titanic reaches Queenstown, Ireland.
14th April 1912	The Titanic hit an iceberg.
15th April 1912	In the early hours the huge ship sinks to the bottom of the ocean.
15th April 1912	The Carpathia rescued the first lifeboat.
18th April 1912	The Carpathia arrived in New York.





History: Blue Class - The Lives of Significant Individuals and Comparisons Between Periods of Time

What was so important about Neil Armstrong and Christopher Columbus' journeys?

Key Vocabulary

Mission	An important task given to a person that involves travel outside of the country.
Explorer	A person who travels to an unfamiliar place to discover what is there.
Expedition	A journey that is made for a particular purpose.
Orbit	The path an object takes in space when it goes around a star, moon or planet.
Compass	A item to show direction.
Voyage	A long journey involving travel by sea or in space.
NASA	National Aeronautics and Space Administration.



Key Questions

- Can I make a timeline of Neil Armstrong's life?
- Can I sequence events of the moon landing and explain what happened?
- Can I think about why astronauts risk their lives to go to the moon?
- Can I make a timeline of Christopher Columbus' life?
- Can I investigate and explain the journeys Christopher Columbus went on and why they were so significant?
- Can I compare the journeys of Neil Armstrong and Christopher Columbus?
- Can I investigate whether these kinds of journeys and explorations continue today?

Key People Neil Armstrong	Key People Christopher Columbus
Neil Armstrong Buzz Aldrin Michael Collins	King Philip and Queen Isabella of Spain



History: Blue Class - The Lives of Significant Individuals and Comparisons Between Periods of Time

What was so important about Neil Armstrong's and Christopher Columbus' journeys?

Key Dates - Neil Armstrong	
5th August 1930	Neil Armstrong was born.
August 1946	At the age of 16 Neil Armstrong got his pilot licence.
1949	Neil Armstrong flew planes for the US Navy in the Korean War.
1952	Neil Armstrong joins the programme that becomes NASA .
1969	Neil Armstrong began to train as a astronaut.
21st July 1969	Apollo 11 went into orbit around the moon. Neil Armstrong was the first man to walk on the moon.
24th July 1969	Neil Armstrong returns to earth and lands in the Pacific Ocean.
25th August 1912	Neil Armstrong died.

Key Dates - Christopher Columbus	
1451	Christopher Columbus was born in Genoa, Italy.
1492	First voyage—he sets foot on the Caribbean Islands including Cuba.
1493 –96	Second voyage—reaches more Caribbean Islands.
1498— 1500	Third voyage—reaches South America mainland.
1502— 1504	Columbus makes his final voyage exploring much of Central America.
1506	Columbus dies in Valladolid, Spain.

Key Places Neil Armstrong	Key Places Christopher Columbus
The moon Earth NASA USE	America ASIA Europe Atlantic Ocean





History: Blue Class - Significant Historical Events, People and Places In Their Own Locality.

What is our school made of?

Key Vocabulary

Local area	The area around where you live.
Foundation stone	A stone laid at a ceremony to celebrate the beginning of a construction of a building.
Dates	These tell you when something happened.
Timeline	Events and dates organised in order that they happened.
Historian	A person who knows a lot about the past.
Source	The place where evidence comes from.
Primary evidence	First-hand evidence such as a written letter or an artefact from the time.
Secondary Evidence	Evidence which has come from elsewhere such as a non-fiction book.
Founding Fathers	A person who starts or helps to start a movement or institution.
Local heritage	Things such as traditions, monuments and objects that are important to the local area.



Key Questions

Can I use sources of evidence to explain how the local area has changed over the years?

Can I find important dates from around school to understand its history?

Can I find important dates and signs of heritage from around the local area?

Can I ask other people what life was like at my school and in my local area when they were young?

Can I give a clear explanation why school was built offering two or three reasons why it happened?

Can I find out what a day at our school, was like 100 years ago compared to now?



History: Blue Class - Significant Historical Events, People and Places In Their Own Locality.

What is our school made of?

Key Information

In 1912 Edge Lane Hollow was demolished. In 1914 World War One started and in the same year the construction of school started. In 1916 the junior school building was opened. In 1927 the church tower was added. In 1933 the construction of the infant building began before opening in 1936.

There are date stones around both of the school buildings and photographs that show how our school has changed over the last 100 years.

In the local area there are sources of evidence that show how the local area has changed over the last 100 years.

Schools have changed a lot over the last 100 years and the lessons and the way that children learn is different today.

As the local area changed 100 years ago there was a need for a new school to be built. The Founding Fathers' wanted to make a new school that had links with St Anne's church. The old school was full and the new school was built to allow the poor children in the area to go to school.

Key Dates

1912 - 1914	Edge Lane Hollow was demolished.
1914	World War One begins.
1914	Construction of the school begins.
1916	The junior school building was opened.
1918	World War One ends.
1927	The church tower was added.
1933	Construction of the Infant building begins.
1934	The Infant building opens.

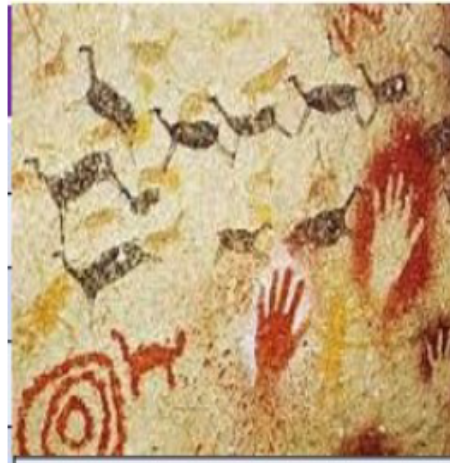


History: Orange Class - Changes In Britain From The Stone Age To The Iron Age

What were the changes in Britain from the Stone Age to the Iron Age?

Key Vocabulary

BC	The time and date in years before Christ was born.
Archaeology	Scientific study of human life using artefacts from the past.
Bronze Age	A period of time when people used bronze to make tools and weapons.
Stone Age	A period of time when people used stone to make tools and weapons.
Megalith	Stone Age monuments built by people.
Settlement	A place where a group of people live together.
Hunter Gatherer	A person who hunts and forages for food.
Artefact	An object left as evidence of life in an earlier time.
Palaeolithic	A period of history from early humans until about 9,500 BC.
Mesolithic	A period of history from 9,500 BC until about 4,000 BC.
Neolithic	A period of history from about 4,000 BC until about 2,100 BC.



Key Questions

- Was Stone Age man simply a hunter and gatherer, concerned only with survival?
- How different was life in the Stone Age when man started to farm?
- What can we learn about life in the Stone Age from a study of Skara Brae?
- Why is it so difficult to work out why Stonehenge was built?
- How much did life really change during the Iron Age and how can we possibly know?
- Can I solve the mystery of the 52 skeletons?

Key Places

Stonehenge: stone age megalithic monument in Wiltshire, England.

Skara Brae: Neolithic village in Orkney, Scotland.

Star Carr: a Mesolithic archaeological site in North Yorkshire, England.



History: Orange Class - Changes In Britain From The Stone Age To The Iron Age

What were the changes in Britain from the Stone Age to the Iron Age?

Key Knowledge

The stone-age period is said to have started just over 3000 year ago when humans started to live in Europe.

The stone-age was followed by the bronze –age period. This is when humans started to use metal.

The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.

During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.

During the Neolithic Age (towards end of the stone-age/new stone age), the humans formed settled communities, and domesticated plants and animals for the first time in history.



Key Dates

2, 000, 000 BC The Paleolithic Age (Old Stone Age)	The first humans arrive. They lived in caves or shelters. They survive by hunting and fishing.
9, 500 BC The Mesolithic Age (Middle Stone Age)	Britain is connected to the rest of Europe by a land bridge called Doggerland that disappears beneath the sea in 6000 BC making Britain an island. People live in camps along the coasts and rivers and hunt in teams with spears, bows and arrows.
4000 BC The Neolithic Age (New Stone Age)	People start to live in larger groups. Farming begins and crops such as barley and wheat are grown. People use flint, antler and bone to make tools. People make clay pots.
3180 BC	Skara Brae is built in Orkney.
2800 BC	The first part of Stonehenge is built.
2100 BC The Bronze Age	People start to use metal instead of stone for weapons and tools. They mix copper and tin to make bronze.
750 BC The Iron Age	People start to use iron instead of bronze. It is harder and can stay sharp for longer.



History: Orange Class - A Study of Greek Life and Achievements and Their Influence on the Western World

What Can I Re-discover About Ancient Greece?

Key Vocabulary

City state	A city and its surrounding territory forming an independent state.
Civilisation	The society, culture or way of life of a particular area.
Hoplite	A heavily armed foot soldier.
Tyrant	A ruler who inherited power or seized it unconstitutionally.
Mythology	A collection of mythological stories belonging to a culture or religion.
Democracy	A system of government by eligible members of a state (male citizens aged 18+ who could speak).
Olympics	A major sporting event involving the city-states of Ancient Greece held in honour of Zeus.
Classical	Something that is very old, like ancient music or stories from long ago.
Legacy	Something that resulted from events in the past.
Parthenon	Temple to the goddess Athena.
Mount Olympus	The highest mountain in Greece.

Key People

- Philosophers: Plato, Socrates, Aristotle. Scientists/mathematicians: Euclid, Archimedes, Anaximander, Aspasia the Physician
- Writers: playwrights—Aeschylus, Euripides, Sophocles. Aristophanes, Poets—Sappho
- Historians: Thucydides, Herodotus
- Athletes: Milo of Croton, Cynisca of Sparta, Theagenes of Thasos
- Gods/Goddesses: Zeus, Athena, Apollo, Demeter, Poseidon, Artemis, Ares, Hera



Key Questions

- How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?
- What was life in Athens like in Ancient Greece?
- What was life in Sparta like in Ancient Greece?
- What were the religious beliefs of Ancient Greeks?
- What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?
- What were the main features of Ancient Greek culture and has it lasted?
- In what ways have the Ancient Greeks influenced our lives today?

Key Places

Greece
Sparta
Athens
Crete
Mount Olympus





History: Orange Class - A Study of Greek Life and Achievements and Their Influence on the Western World

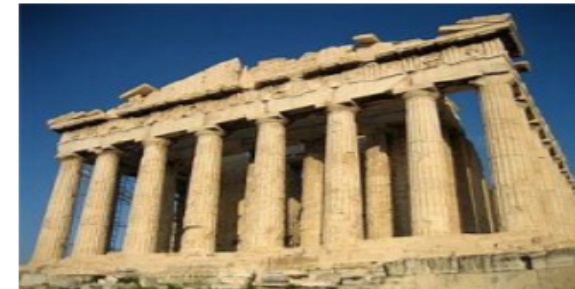
What Can I Re-discover About Ancient Greece?

Key Knowledge

- Athens and Sparta were two ancient Greek cities that were always trying to be better than each other. They had their own rules, leaders and traditions.
- Greek warriors were very strong because they fought together in a group called a phalanx. They used armour, shields and weapons like catapults. They also used boats called triremes to steal things from other coastal towns. In Sparta, boys as young as 7 had to go to Agoge to become strong warriors to fight for the city when they grew up.
- In Athens, women mostly stayed at home and took care of things. In Sparta, women had more freedom. They could join in sports and own land.
- Athens had direct democracy for 100 years, meaning citizens had to be actively involved in the government (women, children, and slaves could not take part).
- Alexander the Great changed the way armies fought. He had soldiers carry spears instead of heavy armour, and they had scouts to check out the land before battle.
- The Ancient Greeks thought that religion was very important. They believed in gods and goddesses. Athena was the goddess of war, wisdom and craft. Her dad was Zeus, the king of all the gods, known for throwing lightning bolts.
- The Olympic games lasted for 5 days and honoured Zeus and other gods like Poseidon, the god of horses. Wars and fights were paused for the games so everyone could travel safely. Only men could compete and they competed without clothes.

Key Dates

776 BC	The first Olympic games takes place in honour of Greece.
600 BC	The first Greek coins are used to buy and sell goods.
570 BC	Pythagoras is born. He made major breakthroughs in science and maths.
508 BC	Democracy begins in Athens giving greater power to the people.
432 BC	The Parthenon, the most famous building in Athens, is completed.
400-300 BC	Plato, Socrates and Aristotle are alive.
336 BC	Alexander the Great is king and completes many conquests.
146 BC	Rome conquers Greece making it part of the Roman Empire.





History: Orange Class - A Local History Study

How did the Victorian period help to make Oldham the way it is today?

Key Vocabulary

Ragged School	A type of charity school where poor children would be educated.
Slums	An area of bad housing with poor hygiene and sanitation.
Textile Mill	A factory where cloth and linen were created.
Work-house	A place where the very poor, young and elderly got food and a bed in return for work.
Reign	The length of time that a monarch is king or queen.
Poverty	Not having enough money for basic needs.
British Empire	The areas of the world ruled by the United Kingdom.
Transport	The movement of people or things from one place to another.
Education	The process of learning.
Invention	The creation of something new.
Wealth	A large amount of money or possessions.
Telephone	A device for communicating over distance.
Cotton Industry	A business involving changing cotton from the way it grows on a plant into cotton thread/yarn.
Education Act	A law passed giving all children the right to attend school.



Key Questions

- What and when were the Victorian times?
- How did Victorian education change children's lives in Oldham today?
- How did work in Victorian Oldham change the town?
- What happened to work when the cotton industry stopped?
- How did Victorian transport change Oldham?
- How did Victorian inventions change Oldham?

Key Dates

1837	Queen Victoria crowned (aged 18 years).
1840	Queen marries her cousin, Prince Albert.
1840	First ragged schools set up.
1844	Children had to have 2 hours schooling daily.
1847	factory act states women and children under 18 could only work 10 hours or less daily.
1861	Prince Albert dies.
1863	First underground railway opens in London.
1870	Dr Barnardo opens first home for boys—taught carpentry, metal-work and shoe making.
1877	Queen declared 'Empress of India'.
1880	Children 5-13 required to attend school (but had to pay).
1891	Education made free and compulsory for children 5-13
1901	Queen Victoria dies.



History: Lime Class – The Roman Empire and It's Impact on Britain

Why Were The Romans So Powerful and What Did We Learn From Them?

Key Vocabulary

Invasion	Invading a country with armed force.
Empire	A group of states or countries ruled by one monarch or leader.
Soldier	A person who serves in the army.
Auxiliary	Fought in the Roman Army but was not a Roman citizen.
Legionary	The elite soldiers.
Emperor	A sovereign ruler of an empire.
Slave	A person who is the legal property of another and is forced to obey them.
Minerals	Are solid substances that are present in nature.
Conquer	Overcome and take control of (a place or people) by military force.
Election	A formal and organized choice by vote of a person for a political office or other position.
Conquer	Overcome and take control of (a place or people) by military force.
Fort	A fort is a strong building or a place with a wall or fence around it where soldiers can stay and be safe from their enemies.
Rebellion	The action or process of resisting authority, control, or convention.
Resist	Try to prevent by action or argument.
Military	Relating to or characteristic of soldiers or armed forces.



Key Questions

- Why did Claudius want Britain?
- What was so special about Boudicca?
- How were the Romans able to keep hold of such a vast empire?
- What were the features of a Roman town?
- What have the Romans ever done for us?

Key Dates

54 BC	Julius Caesar's invasion attempt.
AD 43	Successful invasion ordered by Claudius.
AD 51	Defeat of Caratacus.
AD 61	Iceni revolt led by Boudicca.
AD 122	Construction of Hadrian's wall.
AD 200	Introduction of Christianity.
AD 306	Constantine proclaimed emperor in York.
AD 406	Suevi, Alans, Vandals and Burgundians attack Gaul, and break contact between Rome and Britain: Remaining Roman army in Britain mutinies.
AD 408	Devastating attacks by the Picts, Scots and Saxons.
AD 409	Britons expel Roman officials and fight for themselves.
AD 410	Britain is independent.
AD 440-500	Civil war and famine in Britain; Pictish invasions: Many towns and cities are in ruins.



History: Lime Class – The Roman Empire and It's Impact on Britain

Why Were The Romans So Powerful and What Did We Learn From Them?

Key Places

Britain
Europe
Italy/Rome
Colchester
Castleshaw
Chester

Key People

Julius Caesar
Emperor Claudius
Boudicca
Emperor Hadrian
Romulus Augustulus

Key Knowledge

Romans encouraged people in Britain to build and live in towns. These contained shops where money was used to pay for local and foreign goods. They also collected taxes from the people that lived there. Long straight roads were built all over Britain allowed armies and riders to travel more quickly. This also allowed goods to be transported using a cart and a mule or oxen. Goods and craftsmen worked in the towns, Roman coins of gold, silver and bronze (with the face on the Emperor) were used to buy products. Romans used wool produced by British farmers to make clothes; togas were only worn by rich men on special occasions. Shoes were made of leather wrapped around the foot. Iron was often nailed to the bottom of the shoe to make it stronger. Slaves were brought to Britain and trained as gladiators; they fought for the entertainment of the crowd in an arena or amphitheatre. The loser was usually killed. Romans introduced bathing to Britain – they build public baths where people sat in hot rooms, had massages and swam. Strigils were used to scrape off dirt before oils were rubbed into the body. Romans had strict rules about burial, cemeteries were places outside the towns along the main roads that led out of the town. This continued after the Romans had left Britain.

Key Knowledge

Boudicca fought against the Romans when they came to take her land. Her army destroyed the Roman towns of St Albans, Colchester and London. Boudicca led her army against the Romans in AD60. She is remembered as a strong leader and ferocious warrior. She fought in a famous battle called the Battle of Watling Street. The Roman army won the battle against Boudicca and her army. They ruled Britain for the next 350 years. Claudius wanted to invade Britain and was under intense pressure to do so, it wasn't necessarily for more land but more the fact that if he successfully invaded Britain then he would have achieved a feat that even the great Julius Caesar had failed to do

The Stone Age is the name given to the earliest period of human culture when stone tools were first used. By about 5,000 years ago people in Greece and China were making tools from bronze (a mixture of copper and tin). This development marked the end of the Stone Age and the beginning of the Bronze Age. Many of our buildings and how they are heated, the way we get rid of our sewage, the roads we use, some of our wild animals, religion, the words and language we speak, how we calculate distances, numbers and why we use money to pay for goods were all introduced by the Romans.





History: Lime Class – A Local History Study

Who Were The Founding Fathers of Our School and How is Their Vision Still Alive Today?

Key Vocabulary

Foundation Stone	A stone laid at a ceremony to celebrate the beginning of construction of a building.
Parish	(In the Christian Church) a small district typically having its own church and a priest or pastor.
Curate	A member of the clergy engaged as assistant to a vicar, rector, or parish priest.
Population	All the inhabitants of a particular place.
Industry	Economic activity, processing of raw materials and manufacture of goods in factories.
Expansion	The action of becoming larger or more extensive.
Increasing	Becoming greater in size, amount, or degree; growing.
Founding	Involved in establishing or originating an institution or organization.
Demolished	Pull or knock down (a building).
Vision	The ability to think about or plan the future with imagination or wisdom.
Local	Relating or restricted to a particular area or one's neighbourhood.
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Resilience	The capacity to recover quickly from difficulties; toughness.
Values	The regard that something is held to deserve; the importance, worth, or usefulness of something.



Key Questions

- What was life like in Royton and Britain in 1916?
- Who had the idea to build our school and why did they have it? How did the Founding Fathers get the support they needed to build in 1914?
- Why did they chose this site and what was here before it?
- What clues are there around school?
- Would I have liked to go to our school 100 years ago?

Key Dates

1784	Windmill built.
1875	All Saints Mission opens.
1879	Edge Lane Mission opens due to an increase in numbers (1896 became called St Anne's).
1901	Royton coal mine closes.
1906	Rev. Ormerod appointed curate.
1907	Royton library opens.
1908	Sty Anne's Church foundation stone.
1914	The date stone for the junior building. Building begins.
02/11/1916	The school opens its doors.
1922	Wayside Cross unveiled.
1927	St Anne's Church tower added.
21/07/1934	Infant building opened.
1970	St Anne's becomes a primary school.



History: Lime Class – A Local History Study

Who Were The Founding Fathers of Our School and How is Their Vision Still Alive Today?

Key Knowledge

CHURCH

In 1906 The Rev Joseph Thomas Ormerod was appointed a Curate at St Paul's with special responsibility for St Anne's. He came to St Anne's with a view to forming a separate parish. On 5th Sept 1906 the first meeting of the Congregation was held for making plans to build a church. The following formed the building committee: Rev J T Ormerod, Chairman, Mr W Hall, Mr J Buckley, Mr T Evans, Mr D Graham, Mr G Sladen, Mr S Tattersall, Mr G Whittaker.

In April 1908 Mr Temple Moore was appointed architect and on 5th June his plans were accepted. The church was built by Eshelby & Son of Sheffield using stone from Oldham Edge. It cost £10,043 excluding architects fee and the upper portion of the tower. This was added in 1927 at a cost of £2,500. The church was designed in C14th Gothic Decorated style. The ground plan is in the form of a cross. The sanctuary and Baptistry are higher than the nave and the Lady Chapel is situated behind the High Altar.

The foundation stone of the church was laid by Miss C M Cocker of New Bank, Crompton on 27th June 1908 and the church was consecrated on 27th Jan 1910.

Key People

Rev J T Ormerod, Chairman
Mr W Hall
Mr J Buckley
Mr T Evans
Mr D Graham
Mr G Sladen
Mr S Tattersall
Mr G Whittaker
Temple Moore



Key Knowledge

SCHOOL

The foundation stone of the old school on Edge Lane was laid in 1878 and the school opened on 26th May 1879 and enlarged in 1898.

The site chosen for the new school to accommodate 350 pupils was Edge Lane Hollow. Thirty five cottages were demolished and the hollow (Formed by the completion of the new turnpike road to Rochdale) filled in with earth from Industry St (now St Philip's Drive).

Miss C H Ormerod, daughter of the Vicar laid the foundation stone on the Eve of All Saints Day, 31st Oct 1914. The 2 acre site cost £2000. The school, also designed by Temple Moore, was dedicated by the Bishop of Manchester on 2nd Nov 1916. The children transferred to their new school on 27th Nov 1916. The total cost of the school including the site was £12,248. The old school was used as an infant school for 234 children until the Parish could provide a new infant school.

In Jan 1929 the school became a Central School for Senior Children in Royton while St Paul's became the Junior School. In order to provide every child in the two parishes from 5 – 15 with a choice to attend church school a site was purchased next to the church and the foundation stone laid by Mrs Ormerod on 1st July 1933 and dedicated & opened on 21st July 1934. The total cost was approximately £9,000. In 1967 Royton & Crompton Secondary School was built at Luzley Brook and St Anne's was modernised, the corridors built around the quadrangle and the building once again re-opened as a primary school in 1970.



History: Lime Class - A study of an aspect or theme in British history beyond 1066

Who Were The Early Law Makers?

Key Vocabulary

Magna Carta	The Great Charter (book of Laws)
Charter	an official document setting out the rights and duties of a group.
Baron	a member of the lowest order of the British nobility, usually referred to as a Lord.
Crusade	a series of medieval military expeditions.
Scroll	a roll of parchment or paper for writing on.
Feudal System	The feudal system was a way of organising society into different groups based on their roles. It had the king at the top with all of the control, and the peasants at the bottom doing all of the work.
Taxes	an amount of money that you have to pay to the government so that it can pay for public services.
Democracy	is a form of government in which the common people hold power and can rule either directly or through chosen people
Rule of Law-	no person or government is above the law . No government or its officials can enforce laws that are unfair or unjust.
British Values	Being British means having freedom in the country, but respecting democratic laws. Also to have tolerance with everyone and treating them with equality,
Tyrant	a ruler who shows absolute power
Medieval Times	The Middle Ages , or Medieval Times , in Europe was a long period of history from 500 AD to 1500 AD. That's 1000 years!



Key People

King John
Richard The Lion-Heart
The Barons

Key Places

King John of England put his seal on the Magna Carta at Runnymede, near Windsor, on 15 June 1215.



Key Dates

1199	King John becomes King. He has no money as it has been spent by Richard the Lionheart on the Crusades.
1203	Arthur, John's nephew and rival for the throne is murdered. He is only 16.
1203-04	John is defeated in war with France. He loses most of his French lands.
1207	John falls out with the Pope. He doesn't like the man the Pope has chosen for Archbishop of Canterbury.
1208	Pope bans all church services.
1209	Pope excommunicates John. John steals Church land and money.
1214	John tries to win back lands in France. He loses and short of money tries to make the barons pay more.
1215	Barons rebel against John. They force him to sign the Magna Carta. His power is limited.



History: Lime Class - A study of an aspect or theme in British history beyond 1066

Who Were The Early Law Makers?

Key Knowledge

Causes:

King John was unpopular due to high taxes and losses in his war with France. He was a poor soldier in comparison to the previous King, his brother Richard.

King John angered people by trying to control the Church. This led to the Pope closing all Churches in England for 7 years.

The barons were angry at paying scutage—a high tax and giving John their best fighting men.

Events:

In 1215, the barons gave the king a choice: change the way the country was run or face a fight against the barons' armies. The barons came up with 63 rights they thought all barons should have. This list of rights became known as The Magna Carta. When John refused to listen, they raised an army and captured London. This meant that John had to listen. Key promises included: The King not demanding taxes without the barons' permission, not interfering with the church, fair trials for all freemen, no inheritance tax and a reduction in fines for crimes.

Impact:

It limited the King's power and John could not back out of the agreement without a war.

The laws covered everyone in society (e.g. fair taxes).

It was the start of the idea of parliament—we still have this today.

Countries like America based their constitution on the Magna Carta.

It involved ordinary people in the running of England (e.g. barons, bishops and knights)

Key Knowledge

Magna Carta Libertatum is Medieval Latin for "the Great Charter of the Liberties", commonly called the **Magna Carta** (also **Magna Charta**; "Great Charter").

It is a charter of rights agreed to by King John of England in 1215. It set out the first laws and everyone, including the monarch, must obey the law of the





History: Lilac Class - A Study of an Aspect or Theme In British History Beyond 1066.

Why Should Gunpowder, Treason and Plot Never Be Forgotten?

Key Vocabulary	
Dummy	A dummy man on the top of a bonfire.
Catholics	Members of the Catholic church who base their beliefs on the Christian Bible. They believe that Jesus is the son of God.
Protestants	Christians who are not Catholic. They base their beliefs on the Christian Bible. Most believe that getting to heaven requires only faith in God.
Houses of Parliament	The building in London where the government works.
Gunpowder	An explosive powder that was used in guns.
Arrest	To stop someone and put them in a cell until they are questioned.
Bonfire	A fire outdoors to burn rubbish or celebrate an event.
Conspirator	A person who plans to do something illegal or harmful.
Executed	To kill someone as a punishment for a serious crime.
Monarch	A King or Queen.
Plot	A secret plan to do something that is illegal or wrong.
Treason	Treason is the crime of betraying one's country. This could be against the government or monarch, or helping the country's enemies are both forms of treason.
Torture	To cause deliberate pain or suffering, whether physical or mental.
Smuggle	To move goods illegally, often across a border.
Overthrown	When a government or leader is overthrown, they are removed from power by force.
Law	Rules that affect the whole country are called laws. They are enforceable and punishable if broken.

Key People
Guy Fawkes
King John I
Thomas Percy
Robert Catesby

Key Places
London
Houses of Parliament
Tower of London
Westminster Hall



Key Dates
13th April 1570 Guy Fawkes is born.
24th March 1603 King James I becomes King of England.
May 1604 The group begin to plot against King James I.
March 1605 The plotters rent a cellar under the Houses of Parliament.
26th October 1605 Lord Monteagle, who is a Catholic, receives an unsigned letter that warns him not to go to the opening of Parliament on the 5th November.
5th November 1605 Guy Fawkes is found in the cellar with 36 barrels of gunpowder by the king's guards.
31st January 1606 Guy Fawkes is executed.

Key Questions
Who ruled Britain in the early 1600's and what was life like under this rule?
What was parliament like in the early 1600's compared to now?
Who were the Protestants and Catholics?
Who was involved in The Gunpowder Plot and why?
What was the conspirators' plan and how successful was it?
What is treason and how did this play a part in the Gunpowder Plot?
What is the real reason that we have Bonfire Night?



History: Lilac Class - A Study of an Aspect or Theme In British History Beyond 1066.

Why Should Gunpowder, Treason and Plot Never Be Forgotten?

Key Knowledge

What was the Gunpowder Plot? The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament.

Who was involved in the plot? Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved.

Why were they plotting? Under the rule of James I, Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne.

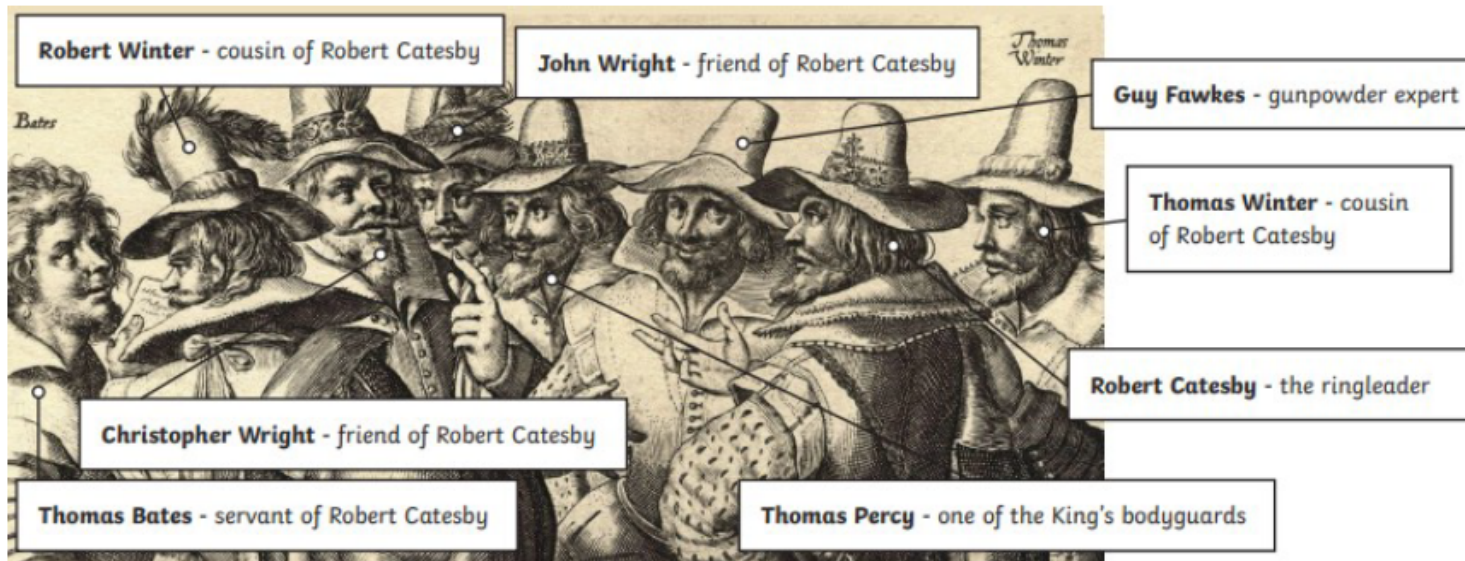
How was the plot stopped? A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder.

Why do we celebrate Bonfire Night? King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy

Key Knowledge

What happened to Guy Fawkes and the other conspirators?

All the co-conspirators (except for Thomas Winter's brother, Robert) were killed or arrested by 12 November and taken to the Tower of London. They were probably subjected to extensive torture which formed part of the punishment for treason at the time. Fawkes and the conspirators who remained alive, were tried for high treason in Westminster Hall on 27 January 1606 and all were convicted and sentenced to death. The executions took place on 30 and 31 January (Fawkes was executed on 31) and included hanging, drawing and quartering. The heads and other portions of the conspirator's bodies were set up at different points around Westminster and London.





History: Lilac Class - The Viking and Anglo-Saxon Struggle For The Kingdom of England To The Time of Edward The Confessor

History: Who were the Anglo Saxons?

Key Vocabulary

Urn	Cremation is when a body is put into a very warm room and turned into soft ashes. Afterward, the ashes are put into a container called an urn.
Rule	To be in charge of a country or place.
Conflict	A disagreement about something important.
Conquer	To get or gain force: win by fighting.
Danelaw	The name given to parts of the country ruled by the law of the Danes.
Invade	An armed force enters a country or region in order to live in it.
Consequence	The effect, result, or outcome of something that has happened.
Grave	where somebody or something is buried after they have died.
Settle	To live in a place and take up residence.
Settlement	A small community of people.
Justice	Fairness in the way that people are dealt with. Justice often has a lot to do with rules and laws.
Kingdom	A country whose ruler is a king or queen.
Longship	A long, narrow warship, powered by both oar and sail with many rowers.
Burial	The action or practice of burying the dead.
Century	A hundred years.
Impact	The effect of something that has happened.

Key Questions

Why did the Anglo-Saxon's invade and how can we possibly know where they settled?

What can I find out about Anglo-Saxon settlements?

What does the 'mystery of the empty grave' tell us about Saxon Britain?

How were the Saxons able to see off the Viking threat?

Just how great was King Alfred really?

Just how effective was Saxon justice?



Key People

King Alfred
Athelstan
Guthrum
King Cnut
Edward the Confessor
Anglo Saxons
Britons

Key Places

Tatton Park, Cheshire
Sutton Hoo, Suffolk
Butser Ancient Farm,
Hampshire
Alice Holt Forest, Hampshire
West Stow Anglo- Saxon
Village, Suffolk



History: Lilac Class - The Viking and Anglo-Saxon Struggle For The Kingdom of England To The Time of Edward The Confessor

History: Who were the Anglo Saxons?

Key Dates		Key Knowledge	Key Knowledge
350 CE	Some arrivals from north Europe.	<p><u>Sutton Hoo Ship Burial</u></p> <p>Sutton Hoo is the site of the grave of an Anglo-Saxon king in Suffolk, England. Discovered in 1939, it is one of the largest and best-preserved archaeological finds of the Saxon period in Europe. It is very important to historians because it tells them a great deal about the wealth and traditions of early Anglo-Saxon kings. It also tells them about Anglo-Saxon craftsmanship, technological developments, and beliefs. Archaeologists have also found several smaller burial sites in the same area.</p> <p>On the site, archaeologists discovered that a huge wooden ship had been buried there in the 600s CE. The wood had rotted away, but it had left an impression in the soil showing the shape of the ship. The custom of ship burials was common with people from northern Europe. There are similar Viking remains in Denmark and Sweden. A hut had been built in the middle of the ship. Inside it was a coffin and many priceless treasures. The Anglo-Saxons believed that this was the best way for a powerful person to reach the afterlife when he had died. The treasures found by archaeologists inside the ship included armour, weapons, inlaid ornaments, jewellery, silver and gold tableware, musical instruments, and gold coins. The coins, from the 620s CE, helped to date the burial. The site also contained objects that showed that people in England during Anglo-Saxon times must have traded with the rest of Europe. The objects included a large silver dish made in Byzantium (in what is now Turkey) in about 500 CE and a set of silver bowls from the Mediterranean.</p>	<p><u>Why did the Anglo Saxons invade Britain?</u></p> <ul style="list-style-type: none"> - More land for farming - Better, milder climate - Saxon land flooded - There was not enough food in their countries - They thought they could easily win any battle now that the Romans had gone and could set up their own kingdoms <p>Clue 6: They were invited by the Celtic leader Vortigern to come over to help fight against the Picts who had invaded from Ireland and Scotland after the Roman troops had withdrawn.</p>
410 CE	Last Romans leave Britain.		
430 CE	First Christian church in Britain is built in Whithorn, Scotland.		
450 CE	German Saxons settle in Kent.		
516 CE	Battle of Mount Badon.		
600 CE	Anglo-Saxons gradually take over Britain.		
613 CE	Northumbrian kings rule over most of England.		
633CE	Lindisfame monastery built.		
664 CE	Synod of Whitby held.		
731 CE	Bede completes ecclesiastical history.		
757 CE	Offa becomes king of Mercia and arguably first king of all England.		
789 CE	First recorded Viking attack (Dorset).		
793 CE	Viking attack on Lindisfame.		
871CE	Alfred the Great becomes king of Wessex.		
886CE	The Vikings and King Alfred divide England.		
1014CE	King Cnut of Denmark becomes King of England.		
1042CE	Edward the Confessor becomes king.		





History: Lilac Class - Ancient Egypt - A Study of Egyptian Life and Achievements and Their Influence on the Western World

How Can We Re-discover Ancient Egypt?

Key Vocabulary

Afterlife	A life that some people believe begins when you die, for example, a life in heaven or as another person or animal.
Ancient	Belonging to the distant past; many, many years ago.
Hieroglyphics	A type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.
Mummification	A dead body that has been specially preserved using embalming so that it won't rot.
Papyrus	A plant that grew on the banks of the Nile. Used to make paper, boats, sandals, baskets, and rope.
Pharaoh	The supreme ruler of all of Ancient Egypt. He or she was considered a god.
Pyramid	A giant tomb built for the pharaohs of Egypt in the shape of a pyramid.
Sarcophagus	A large stone box that held a mummy's coffin.
Century	A hundred years.
Chronology	Time order; what happened when.
Civilisation	A group of people with their own languages and way of life.
Canopic jars-	Special jars that held the organs of a mummy including the lungs, intestines, liver, and stomach
Anachronisms	When something does not belong in a group or something that is out of place, specifically when something does not belong with the time.
Widespread	Something exists or happens over a large area.
Tomb	A place where a dead person is buried.



Key People

Howard Carter
Khufu
Tutankhamun
Ramses II
Cleopatra VII
Anubis

Key Places

Cairo
The River Nile
Memphis
Thebes
Alexandria

Key Questions

What can we quickly find out to add to what we already know about Ancient Egypt?
How can we discover what Ancient Egypt was like over 5000 years ago?
What sources of evidence have survived and how were they discovered?
What does the evidence tell us about everyday life for men, women and children?
What did the Ancient Egyptians believe about life after death and how do we know?
What did Ancient Egypt have in common with other civilisations from that time?

Key Dates

7500 BCE	First settlers in Nile valley.
3500 BCE	First use of hieroglyphic symbols.
3100 BCE	Narmer unites regions of Lower and Upper Egypt.
2650 BCE	First step pyramid built.
2550 BCE	Pyramids at Giza built.
2335 BCE	Pyramid texts written (magical spells to protect pharaohs).
1472 BCE	Hatshepsut becomes caretaker ruler. (Later declares herself pharaoh).
1336 BCE	Tutankhamen becomes pharaoh.
1279 BCE	Ramses II becomes pharaoh.
1100 BCE	Upper & Lower Egypt split 332 BCE Alexander the Great conquers Egypt.
196 BCE	Rosetta stone carved 30 BCE Egypt becomes a Roman Province.
1279 BCE	Ramses II becomes pharaoh.
1922 CE	Carter discovers Tutankhamun's tomb.

History: Lilac Class - Ancient Egypt - A Study of Egyptian Life and Achievements and Their Influence on the Western World

How Can We Re-discover Ancient Egypt?

Key Knowledge

1. The first step in the Egyptian mummification process was washing the body with water from the Nile River, which was sacred because it helped their crops grow.
2. The next step was removing the brain, using a brain hook. They discarded the brain.
3. Next, the priests would remove other internal organs. The heart was the most important since they believed it was the seat of one's spirit and being.
4. Each organ was put in one of four canopic jars to be protected by one of the Four Sons of Horus.
5. After the priests removed the organs, they covered the body inside and out with natron. Natron is a naturally occurring salt from the Egyptian desert that absorbs moisture and fat. They had to replace the natron every couple weeks. This part of the process lasted about 40 days.
6. Next, it was time to wrap the mummy. Wrapping the mummy was symbolic in many ways. As the arms and legs were wrapped, the priest read spells to protect and re-awaken it in the afterlife.
7. The mummy would be placed in a coffin called a sarcophagus.
8. The ancient Egyptians believed their heart would be weighed on scales against the feather of the goddess Maat. Maat represented the idea of order, which meant "what is right."
9. Ammit was the devourer. The demon had the head of a crocodile, the body of a lion, and the bottom of a hippopotamus. If someone's heart was heavier than Maat's feather, Ammit would devour their heart. When Ammit devoured their heart, they weren't sent somewhere to be punished; they just disappeared.

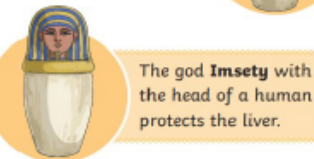


over you during the afterlife.

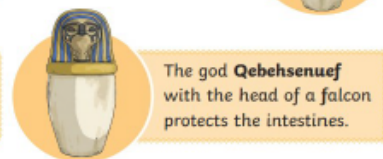
The god **Hapy** with the head of a baboon protects the lungs.



The god **Duamutef** with the head of a jackal protects the stomach.



The god **Imsety** with the head of a human protects the liver.



The god **Qebehsenuef** with the head of a falcon protects the intestines.

Key Knowledge

Tutankhamun became pharaoh of Egypt in 1332 B.C. at the age of nine. He ruled the country at a time of conflict, when battles over land raged between Egypt and the neighbouring kingdom of Nubia. Nearly a decade after coming to power, the young leader died at about 18. In 1922, British archaeologist Howard Carter uncovered Tutankhamun's tomb in Egypt's Valley of the Kings. After finding a crypt beneath the Egyptian desert, Carter spent the next two years searching the tomb. But the biggest treasure was within another room in the tomb, where Carter found a coffin. The coffin opened to reveal ... another coffin. Inside the second coffin was a third coffin made of gold. Inside was Tutankhamun's mummified body, untouched for more than 3,000 years.



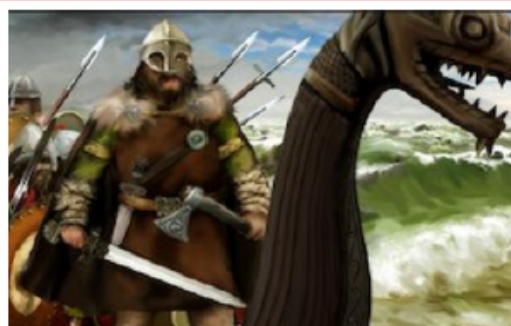


History: Turquoise Class - The Viking and The Anglo-Saxon Struggle For The Kingdom of England At The

Were The Vikings Always Vicious and Victorious?

Key Vocabulary

Invasion	Invading a country with armed force.
Empire	A group of states or countries ruled by one monarch or leader.
Conquer	Overcome and take control of (a place or people) by military force.
Civilization	An advanced state of human society, in which a high level of culture, science, industry, and government has been reached.
Monarchy	Supreme power or sovereignty held by a single person. (King or Queen).
Kingdom	A state or government having a king or queen as its head.
Scandinavia	Norway, Sweden and Denmark.
Conquest	The act or state of conquering or the state of being conquered.
Monastery	A house or place of residence occupied by a community of persons, especially monks, living in seclusion under religious vows.
Conflict	A fight, battle, or struggle, especially a prolonged struggle; strife.



Key Questions

Who were the Vikings and what images do we have of them?

Why did the Vikings gain such a bad reputation?

How did the Vikings try to take over the country and how close did they get?

How have recent excavations changed our view of the Vikings?

What can we learn about Viking settlement from a study of place name endings?

Key Dates

787 CE	First Scandinavian raids.
793 CE	Viking attacks on Lindisfarne.
842 CE	Viking raids on London.
865 CE	Great Heathen Army invade.
878 CE	Battle of Edington.
927 CE	Athelstan unites English kingdoms.
950 CE	Vikings from Ireland & Isle of Man raid the west coast of Wales.
991 CE	Battle of Maldon leads to the first payments of Danegeld.
994 CE	Danish attack on London fails.
1000 CE	Vikings reach Newfoundland.
1013 CE	King Sven of Sweden lands and becomes King of England.
1016 CE	King Cnut becomes King of England.
042 CE	Saxon Edward the Confessor returns to become King of England.
1066 CE	Edward the Confessor dies, leading Harold Godwinson becomes King, but is killed by William the Conqueror at the Battle of Hastings.



History: Turquoise Class - The Viking and The Anglo-Saxon Struggle For The Kingdom of England At The Time of Edward The Confessor.

Were The Vikings Always Vicious and Victorious?

Key Knowledge

Vikings were largely from Denmark, Norway and Sweden and it is not known for certain why they began to raid other lands and settle in places such as England. Within a century Vikings had taken over large parts of the land in northern England, although failed to over-rule the large kingdom of Wessex. By 884, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the north of England.

Vikings have traditionally had a fierce reputation as invaders and for violent attacks. This was only true sometimes; there is evidence that some attacks were very violent– including that at Lindisfarne in 793.

The Vikings occupied much of north-eastern England, including their stronghold of York. We now know that the city was a busy place with up to 15,000 inhabitants. Gradually as the Vikings spread.

Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England.

After years of small-scale attacks and invasions, and the start of the main attacks in 793, Viking raids continued into the 9th Century. In 865, an army was raised to conquer England, known as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year.

Over the next 10 years the Vikings took over more land, leaving Wessex as the only unconquered kingdom. Battles with the Saxons continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings. In 954AD Eric Bloodaxe – king of the Vikings – was killed, the Saxon king, Eadred took control of the kingdom.





History: Turquoise Class - A Study of an Aspect or Theme In British History Beyond 1066

How Did Great Britain Stand Firm Against The German Threat?

Key Vocabulary

Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945).
Evacuee	Someone who was evacuated, moved from a danger area to a safer place (normally from the cities to rural areas).
Nazi	Member of the fascist German political party which came to power in 1933. Symbol = swastika.
Black out	System of ensuring no lights were visible after dark so that buildings could not be spotted by enemy planes.
Rationing	The controlled distribution of scarce resources (mainly food & clothing).
Blitzkrieg	Translated as 'lightning war'. German quick strike invasion of Western Europe.
Trenches	A long, narrow ditch used for troops to shelter from enemy fire or attack.
Axis	Countries which fought on the German side (including: Italy, Germany, Japan, Russia (1939 -1941).
Luftwaffe	The German Air Force (responsible for the Blitz).
Blitz	Series of aerial bombing raids on the UK, mainly cities including London, Bristol & Nottingham.
Holocaust	Mass murder of Jews and other groups of people by the Nazis.



Key Questions

Why did Britain have to go to war in 1939?
 Why was it necessary for children to be evacuated and what was evacuation really like?
 How was Britain able to stand firm against the German threat?
 How did the people manage to carry on normal life during the war and how do we know?
 Why is it so difficult to be sure what life on the Home Front was really like?
 What was VE day really like?
 How were individual families living on the Home Front affected by the war?

Key Dates

30th January 1933	Adolf Hitler became Chancellor of Germany.
1st September 1939	Germany invades Poland; World War II begins.
10th May 1940	Winston Churchill became Prime Minister.
10th July 1940	The Battle of Britain began.
22nd June 1941	Adolf Hitler launched Operation Barbarossa, Germany's invasion of the Soviet Union.
7th December 1941	Japan launch a surprise attack on Pearl Harbor.
7th May 1945	Germany Surrenders.
8th May 1945	VE day (Victory in Europe day) is first celebrated after the Germans surrendered.



History: Turquoise Class - A Study of an Aspect or Theme In British History Beyond 1066

How Did Great Britain Stand Firm Against The German Threat?

Key Knowledge

World War 2 was a battle between two groups of countries – the “Allies” and the “Axis”. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.

Before World War 2 began, Germany was ruled by a man named Adolf Hitler. Together with the Nazi Party, he wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.

During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxemburg, Denmark, Norway, Greece, Yugoslavia and the USSR.

The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history’s most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.

The US didn’t join the war until 1941, when Japan attacked the United States – at their Naval Base at Pearl Harbor in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.

The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan’s major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.

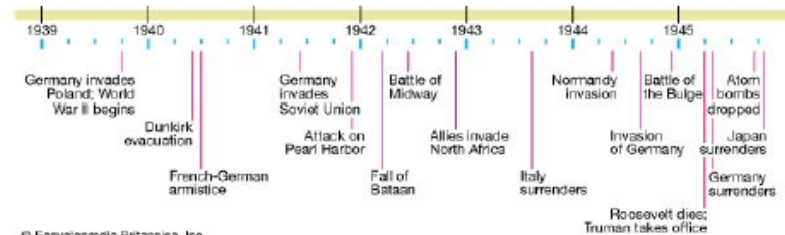
Key People

Winston Churchill—UK Prime Minister 1940-1945 (and again from 1951-1955)

Adolf Hitler—Leader of the Nazi Party and Chancellor of Germany, 1933-1945 (also referred to as Fuhrer, meaning leader)

Neville Chamberlain—UK Prime Minister, 1937-1940

Chief Events of World War II, 1939–45





History: Turquoise Class - A Non-European Society That Provides Contrasts With British History.

Who Were The Mayans and What Can We Learn From Them?

Key Vocabulary	
Ancient	Thousands of years ago.
Empire	A group of states or countries ruled by one monarch or leader.
Conquer	Overcome and take control of (a place or people) by military force.
Civilization	A large group of people who share certain advanced ways of living and working.
Chronological	The order in which things happen.
Polytheistic	A religion where they worship many gods.
Agriculture	The science or practice of farming.
Urbanisation	The process of making an area more urban.
Drought	A lack or insufficient amount of rain for an extended period of time.
Maize	A Central American cereal plant that yields large grains (corn or sweetcorn) set in rows on a cob.



Key Questions
<p>Why study the Maya?</p> <p>Why did the Mayan empire grow and how did they become so significant?</p> <p>What was life like for the Maya and how did it differ from British life at the same time?</p> <p>How did the Maya worship and is it similar/ different to other civilisations we have studied?</p> <p>How and why did the Mayan empire decline so quickly?</p>

Key Dates	
2000 BCE	The Mayan civilisation emerges in Central America.
100 BCE	First city states appear.
250 CE	The 'classical' period begins, urbanisation begins and continues.
300 CE	Mayan started to trade goods such as stone and chocolate are traded with neighbouring city states.
600 CE	Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply.
650 CE	Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre.
900 CE	Mayan civilization started to decline, because of a drought that led to the collapse.



History: Turquoise Class - A Non-European Society That Provides Contrasts With British History. Who Were The Mayans and What Can We Learn From Them?

Key Knowledge

The Maya were an ancient civilisation of people who lived in an area that used to be known as Mesoamerica. People had lived in the area from around 5000 BC but it wasn't until around 300 BC that the first cities started to form. Before this people were hunter gatherers, or lived in small villages.

the early Mayan cities developed agriculture and pottery, and began trading with their neighbours. They grew and grew, until they became so large and powerful that they became their own independent governments, called city-states.

In ancient Maya times, children had very different lives to today. They dressed differently and their homes were much smaller. Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.

The Maya worshiped many gods that represented elements of nature. The most prominent Maya god was Itzamná, ruler of the heavens and of day and night

The reason for the decline of the maya decline has never been confirmed but historians have suggested a number of factor such as overpopulation, environmental degradation, warfare, shifting trade routes and extended drought.





History: Turquoise Class - A Study of an Aspect or Theme In British History Beyond 1066

Why should Britain be ashamed of slavery?

Key Vocabulary

Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.
Rebellion	An act of armed resistance to an established government or leader.
Colony	A country or area under the full or partial political control of another country and occupied by settlers from that country.
Prejudice	Preconceived opinion that is not based on reason or actual experience.
Trade	The action of buying and selling goods and services.
Slave	When a person is owned by another and is forced to work through mental intimidation or physical threat.
Segregation	The enforced separation of different racial groups in a country, community, or establishment.
Liberty	The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behaviour, or political views.
Captives	A person who has been taken prisoner or an animal that has been confined.
Abolished	Formally put an end to (a system, practice, or institution).



Key Questions

What was the slave trade and what was this like in Britain?

What was life like on board a transportation ship?

What were the slave auctions like and what role did Britain play in these?

What did it feel like to be a slave on the duties and plantations?

How did the cotton slave trade directly link to the industry in Britain?

How long did the slave trade last for and when were the significant turning points?

Has the slave trade ended? A look at modern slavery.

Key Dates

1562	Sir John Hawkins was given permission by Elizabeth I to begin transporting captured African slaves to America.
1582	First English Slavery voyage to Africa.
1787	Thomas Clarkson set up the Abolition of Slavery Committee.
1789	Olaudah Equiano published autobiography.
1791	The slave rebellion on St Domingue.
1804	The slaves on St Domingue won the rebellion and re name the island Haiti.
1807	The Slave Trade is abolished in Britain.
1831	'The History of Mary Prince a Slave' published in Britain.
1833	Slavery is abolished in the British Empire.
1865	Slavery abolished in America.



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Key Knowledge

The Atlantic slave trade or triangular trade involved the forced enslavement of many millions of Africans and their transport to the Americas, where they were made to work without wages in often inhumane conditions. The trade was at its height during the 18th century when Britain was the most active trading nation.

The slave trade was huge—British ships transported 2.6 million slaves. It has been estimated that, overall, about 12 million Africans were captured to be taken to the Americas as slaves. Over 55% of the slaves were taken to Brazil and Spanish South America. About 35% were taken to the West Indies and less than 5% of slaves were sold in North America.

The slaves were forced to take part in auctions where they would be sold for small amounts of money.

The death rate of slaves was horrific. Unknown millions died in Africa before they even made it to the ships. It has been estimated that perhaps 20% of the slaves died on the Middle Passage across the Atlantic (between Britain and the Caribbean).

In the 18th century, perhaps 6 million Africans were taken to the Americas as slaves, at least a third of them in British ships.

For the British slave traders it was a three-legged journey, called the 'triangular trade'.

Goods such as guns and brandy were taken to Africa to exchange for slaves. The slaves were then taken on the 'Middle Passage' across the Atlantic to sell in the West Indies and North America. Finally a large cargo of rum and sugar were taken back to sell in England. Conditions on the Middle Passage were terrible.





History: Purple Class - Overview of Romans to Vikings (Chronological understanding)

What if Great Britain had never been invaded?

Key Vocabulary		Key Questions	
Aqueduct	A man-made channel used for delivering water to Roman towns.	Can I plan timeline to show the chronology of Romans to Vikings? Why did the Romans invade England, what impact did this have and why did they leave? Why did the Anglo Saxons invade England, what impact did this have and why did they leave? Why did the Vikings invade England, what impact did this have and why did they leave? Who does the evidence suggest was the most victorious of all invaders?	
Barbarian	A term used by the Romans to refer to people who lived outside the Roman Empire.		
Censor	A government official who counted the people of Rome. He also was responsible for public morality and some of the government finances.		
Consul	The highest position in the Roman government. There were two consuls elected each year for a one year term.		
Forum	The area of a Roman town that was the centre of Roman life. Government meetings, public speeches, and business all took place in the forum.	Key Dates (Romans)	
Legion	The main unit of the Roman army. It generally had around 5400 soldiers and was divided up into groups of men called cohorts and centuries.	753 BC	Rome was founded.
Senate	A group of prestigious men who advised the consuls. In most cases the consuls did what the Senate recommended.	509 BC	The Roman Republic was founded.
Tribune	An elected representative of the Plebeian Council. Tribunes could veto laws made by the Senate.	55 - 54 BC	Julius Caesar invaded Britain twice.
Invaders	People who attack and try to take land from other people.	44 BC	Julius Caesar was killed.
Raiders	People who attack, then take what they find away with them.	27 BC	Caesar Augustus became the first Roman emperor, which marked the start of the Roman Empire.
Paganism	The religion of the Anglo-Saxons.	43 AD	Britain was invaded again and this time the Romans stayed.
Christianity	The religion of the Romans, based on the teachings of Jesus and belief in one God.	64 AD	A fire in Rome lasted for six days, which affected most of the city – it is known as the 'Great Fire.'
Monastery	Building where monks live.	79 AD	Mount Vesuvius erupted, covering Pompeii and Herculaneum in ash.
Society	The people who live in a place and their way of life.	80 AD	The Colosseum opened.
Anglo-Saxons	The main group of people living in Britain when the Vikings invaded.	83 AD	The battle of Mons Graupius took place in northern Scotland.
Danegeld	Money paid to Vikings to stop them from raiding.	122 AD	Hadrian's Wall was built.
Longship	A Viking ship used for fighting and carrying out raids.	410 AD	The Romans left Britain, ending their rule and leaving it unguarded and open to invasion.
Pagan	A person who believes in many gods.	Key Dates (Anglo-Saxons/Vikings)	
Rune	A letter from the alphabet used by Vikings. There were 16.	455 - 585	The kingdoms of Kent, Sussex, Wessex, Essex, Northumberland, East Anglia and Mercia were formed in Britain.
Scandinavia	The countries of Norway, Sweden and Denmark. This is the area Vikings came from.	597	St. Augustine came to England and introduced people to Christianity.
Valhalla	The place Vikings believed they would go to after death if they died fighting bravely in battle.	757 - 796	Offa was king of Mercia and declared himself king of all England. Around the end of the 8th century there were many Viking raids. These marked the start of a long struggle between the Anglo-Saxons and the Vikings for control of Britain.
		802	Egbert was the first Anglo-Saxon king of all England.
		899	Alfred the Great ruled. He stopped the Vikings taking over all of England. He agreed to peace with them and some Vikings settled down to live in their own area of eastern England, called the Danelaw.
		954	The Anglo-Saxons drove out Eric Bloodaxe, the last Viking king of Jorvik. Later, when Eric was killed in battle, the Vikings agreed to be ruled by England's.
		1016 - 1035	Canute the Great ruled as the first Viking king.
		1066	The Battle of Hastings took place, resulting in the Normans defeating the Anglo-Saxons.

History: Purple Class - Overview of Romans to Vikings (Chronological understanding)

What if Great Britain had never been invaded?

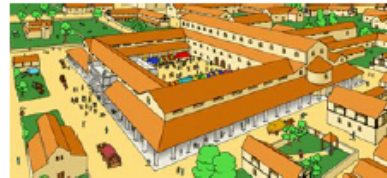
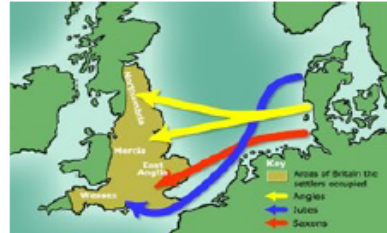
Romans Key Knowledge

- Before the Romans arrived, Britain consisted of a patchwork of tribal areas, each with its own king. Life was hard for the Celtic tribes.
- The Celts were mainly farmers who grew, gathered or hunted for their own food. They were also fierce warriors who were often at war with each other.
- The infamous warrior Queen Boudicca was the wife of the ruler of the Iceni, a Celtic tribe who lived in eastern England.
- The Romans invaded Britain and started ruling it in 43 AD. They based themselves in London, which they called Londinium.
- The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next people to rule England.

Romans Key Knowledge

The Romans introduced these things to England

- The calendar we still use today
- The census – the practice of counting a population
- High-quality straight roads
- Central heating
- Aqueducts (water bridges)
- Indoor plumbing
- Towns
- Public libraries
- Public noticeboards
- Firemen
- Police
- Cats
- Paved streets
- Cement
- Bricks
- Heated baths
- Language (Latin)
- Many fruits and vegetables...



Anglo-Saxon Key Knowledge

Sutton Hoo: In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk.

Place names: Many of today's place names come from Anglo-Saxon words e.g. Birmingham, Oxford, Butterwick.

Language: Many of today's English words are based on Saxon words e.g. days of the week, England.

Vortigern: King left in charge when the Romans left Britain.

St Augustine: Sent by the Pope to spread Christianity.

King Aethelbert: King of Kent who created the first written law code and helped spread Christianity.

Bede: Monk who wrote about the history of the English church and people.

King Offa: King of Mercia. A powerful king, he built Offa's dyke, to divide England & Wales.

Viking Key Knowledge

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid.' People who went off raiding in ships were said to be 'going Viking.'




Not all the Vikings were bloodthirsty warriors. Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metal-work and wooden carvings.

Vikings sailed the sea trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.



History: Purple Class - A Non-European Society That Provides Contrasts With British History.

Why Was The Islamic Civilization Around AD900 Known As 'The Golden Age'?

Key Vocabulary		Key Questions	Key Dates	
Allah	The Arabic term for God.	Can I find out about Baghdad's role in the early Islamic Civilisation?	750 CE	Abbasid dynasty become rulers of Muslim Empire.
Adhan:	The call to prayer which is said in Arabic at the start of the prayer time interval.	Can I find out about the House of Wisdom and how it became a centre for learning?	751 CE	Arabs learn to make paper from Chinese prisoners.
Five pillars of Islam:	5 central practices of Muslims to help establish a spiritual relationship with God. They are: shahada or profession of faith; salat or five daily prayers; zakat, or mandatory donation; sawm or fasting in Ramadan; and hajj or pilgrimage to Mecca at least once in a lifetime if one is able.	Can I explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world?	762 CE	Caliph Al-Mansur founds city of Baghdad.
		Can I describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph?	764 - 768 CE	Construction of the city of Baghdad.
Imam:	The leader of congregational prayer, or a religious leader.	Can I identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques?	786 - 809 CE	Fifth Abbasid Caliph, Harun al-Rashid, establishes the House of Wisdom and the Baghdad hospital.
Ka'bah :	Building in Mecca that is believed to be the first house of worship to God, which Muslims believe was built by the Prophet Abraham and his son Prophet Ishmael. Muslims face the Ka'bah when they pray. The building is cubical in shape and usually covered with a black cloth for protection.	Can I identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume?	830 CE	Al-Khwarizmi writes his book on algebra.
		Key People		950 CE
Qur'an:	The Holy Book of Islam, which is believed to be the words of God that were revealed to the Prophet Muhammad. The word Qur'an literally means "the recitation."	 <p>The early Islamic doctor Al-Zahrawi is known as 'the father of surgery'.</p>	1021 CE	Ibn Al-Haytham publishes his Book of Optics.
			 <p>Al-Khwarizmi worked at the House of Wisdom. He is famous for his contributions to the development of algebra.</p>	1037 CE
Surah:	A chapter of the Qur'an. There are 114 surahs in the Qur'an.	 <p>The early Islamic doctor Muhammad Ibn Zakariya Razi made a significant contribution to the history of medicine.</p>	1055 CE	Baghdad captured by Seljuk Turks.
			1065 CE	Foundation of Al-Nizamiyya university in Baghdad.
			1096 CE	Crusades begin.
			1258 CE	Mongols sack Baghdad.



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Why Was The Islamic Civilization Around AD900 Known As 'The Golden Age'?

Key Knowledge

- In 762 CE the Abbasid Caliphate, under the Caliph al-Mansur, moved the capital of the Muslim world to the newly founded city of Baghdad.
- The city, known as 'the Round City', was built as two large semicircles with a mosque at the centre and housed the caliph's palace, libraries, government and military buildings. It also contained parks, gardens, squares and wide avenues.
- Residential areas for all but the most important people, markets and businesses were built outside the city walls.
- Until its destruction by the Mongols in 1258, Baghdad was a world centre of culture and learning. This period is sometimes known as the Golden Age of Islam.
- It is estimated that during the period c900-1200 the population of Baghdad reached between 1,200,000 and 2,000,000 people.
- The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic. Much ancient knowledge was preserved and the development of Islamic theology, philosophy, science and medicine was stimulated.
- Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today. This enabled them to explore and develop new areas of mathematics such as algebra, algorithms and the tessellation of shapes.
- Besides the Shi'ite and Sunni Muslims who lived in the city, Baghdad was home to many different religious and ethnic communities. These included Christians, Jews, Gnostics and Zoroastrians who regulated their own communal affairs and lived in different areas of the city. Many elements of Persian and Egyptian culture were also adopted.
- Baghdad was situated on the banks of the Tigris. The city's docks accommodated hundreds of different boats including trading vessels, pleasure crafts and warships. Merchants and sailors brought precious goods, news and knowledge from around the world into the city.
- Islamic (Sharia) law and Arabic grammar were standardised during this time. The use of a common Arabic language helped to unify the people of the Empire and meant that knowledge could be spread more widely.

Key Knowledge



The Middle East was a natural crossroads for travellers and traders from Europe, Asia and Africa. Baghdad, located at the point where the Tigris flows closest to the Euphrates, was ideally placed for global trade. It swiftly became an important centre for the collection and dispersal of knowledge and ideas from around the known world. The spread of agricultural knowledge and techniques and the introduction of new crops and food stuffs may have, in turn, encouraged population growth.



The conquest of Baghdad by the Mongols in 1258 CE



History: Purple Class - A Study of an Aspect of British History Beyond 1066

How Has Crime and Punishment Changed Over The Years?

Key Vocabulary		Key Questions	Key Dates	
Arson	Deliberately setting fire to a house or property.	<p>How do we know what punishment was like 800 years ago?</p> <p>What does the legend of Robin Hood tell us about medieval justice?</p> <p>How did crimes and punishments change between 1500 and 1750?</p> <p>Why did punishments become so bloody in the 18th Century?</p> <p>Why did so much change happen in crime and punishment during the 19th century?</p> <p>Has the way we catch and punish criminals improved in the last 100 years?</p>	The Middle Ages (476 AD to 1400—1450)	Most punishments used in Anglo-Saxon and Norman England continued throughout medieval England. Punishments for crimes included beating, maiming, beheading and hanging.
Burglary	Breaking into a building in order to steal something.		16th Century (1500 to 1600)	Vagrancy, heresy and treason were the most common crimes during this period. The vagrancy act came into place in 1574. Some punishments for heresy and treason crimes were beheading, burning at the stake and hanging.
Capital Punishment	Executions such as hanging and burning at the stake.		17th Century (1600 to 1700)	The main crimes committed during this time were theft and violence. Attitudes to punishment were dominated by retribution and deterrence. Due to this, Corporal and Capital punishment were used a lot as punishment.
Corporal Punishment	Physical Punishment such as whipping.		18th Century (1700 to 1800)	The start of the Industrial Revolution led to new crimes associated with the new forms of trade and transport. Smuggling and Highway Robbery were the main crimes committed during this time.
Execute	Put someone to death.		19th Century (1800 to 1900)	The Victorian era began in this century with the reign of Queen Victoria. Punishments for crimes during this time included hard physical labour, transportation and prison sentences.
Ritual	An act that is always performed in some way as part of a religious ceremony.			
Felony	A serious crime.			
Homicide	Killing another human.			
Manslaughter	Killing someone without planning to.			
Medieval	From middle the middle ages about 1000 to 1500 AD.			
Outlaw	Someone on the run to escape justice.			
Poaching	Entering a land illegally to steal animals.			
Smuggling	Secretly importing goods to avoid paying the customs.			
Treason	Crime of plotting against the monarch or country.			
Trial By Combat	Fight to see if someone is guilty or not.			
Vagrant	A person who wandered from place to place in search of work.			





History: Purple Class - A Study of an Aspect of British History Beyond 1066

How Has Crime and Punishment Changed Over The Years?

Key Knowledge

- Crime is an illegal act for which someone can be punished. A crime is an act harmful not only to some individual but also to a community, society, or the state
- Punishment is the imposition of a penalty as a result of somebody committing an offence. Punishments can also act as deterrents to prevent crime being committed
- The nature of crimes and punishments have changed over the last 1000 years
- Different punishments were introduced for different periods of time and then replaced with others. This continues to happen today as different types of crime emerge and peoples attitude to crime changes
- Society's attitude to crime has changed over time and has become less harsh leading to less harsh punishments
- Some punishments that we think have been around for hundreds of years are actually relatively recent. For example the growth of prisons in Victorian times
- Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century
- New crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it

Key Knowledge

Tudors: To deter people from committing crimes, the Tudors came up with even more terrifying punishments, including public executions. Public humiliations were common. The scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for treason; and the dunking stool to find out if someone was a witch.

Victorians: The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes. Life in prison was very tough. Prisoners had to do very physically demanding tasks.

Modern day: Today crime ranges from physical (theft, assault, drink and drugs etc) to digital crime (fraud). Prisons now work hard to help rehabilitate people so that they do not re-offend and technological advances have meant catching criminals can be used by identifying finger prints and DNA.

