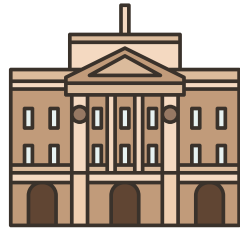


# History - KS1 Year A



## Notable Facts:

Queen Victoria is Britain's second longest reigning monarch.  
She was on the throne for 64 years.  
She was the first member of the Royal Family to live at Buckingham Palace and the first British Monarch to use trains to travel.



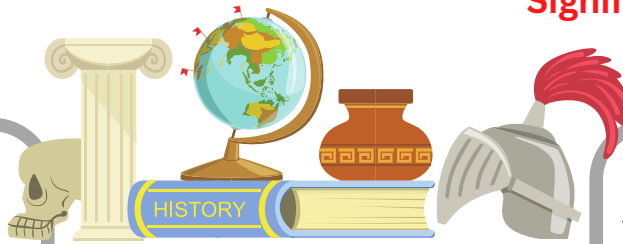
## Her Life:

Victoria became queen when she was only 18, following the death of her uncle King William IV. She married Prince Albert and they had a very happy marriage, having nine children together. The traditions she started have been followed by every British monarch since. E.g. Prince Albert introduced Christmas Trees (German tradition)



## Victoria

1819 Born  
1837 Became Queen  
1840 Married Prince Albert  
1861 Prince Albert Died  
1901 Died



**monarch:** a king or queen  
**monarchy:** the monarch and his or her family

**hereditary monarchy:** the role of king or queen is passed down in the family

**Royal:** is used to indicate that something is connected with a king, queen, or emperor

**succession:** the act of getting a title or right after the person who had that title or right before you has died or is no longer able or allowed to have it

**legacy:** something left behind after death  
politics: achieving and using power in a society

## Significant People (UK) Queen Elizabeth II and Queen Victoria. How were they similar?



## Her Legacy:

Victoria and Albert went on civic visits and supported many charities and public events. This allowed her to connect in a positive way with the public and made her a popular queen, improving the relationship with the public and the monarchy. That was her legacy.

## Prince Albert's Death:

Unfortunately, Prince Albert died from typhoid fever in 1861. Victoria was very sad and withdrew from public life almost completely.



Explain why Queen Victoria was different to previous monarchs.



# History - KS1 Year A



## Notable Facts:

Queen Elizabeth II, was Queen of the United Kingdom of Great Britain and Northern Ireland, is the longest reigning British monarch in history.

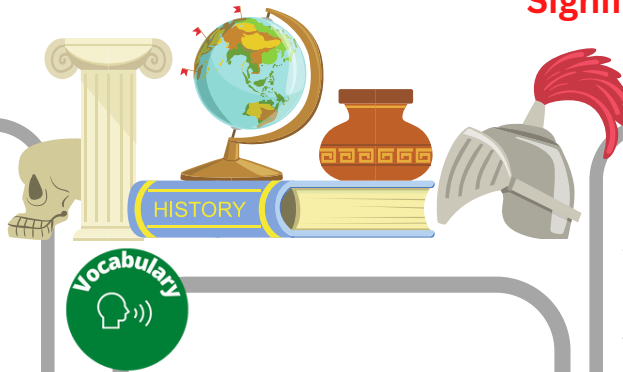
## Her Life:

Elizabeth was born on 21 April 1926 and became queen on 6 February 1952 following the sudden death of her father King George VI (Queen Victoria's Grandson)  
Her coronation took place in Westminster Abbey, on 2 June the following year.  
She was married to Phillip Mountbatten (Prince Phillip) and had four children; Prince Charles (now King Charles III), Princess Anne, Prince Andrew and Prince Edward.



## Queen Elizabeth

1926: Born  
1952: Became queen  
1953: Coronation at Westminster Abbey  
2012: Celebrated her diamond jubilee  
2015: Became the longest reigning monarch in Britain  
2022: Platinum Jubilee and died



**coronation:** ceremony at which a king or queen is crowned

**decade:** a period of time that lasts ten years

**government:** people who run a country

**tradition:** a custom that has existed for a long time

## Significant People (UK) Queen Elizabeth II and Queen Victoria. How were they similar?



## Her Legacy:

Queen Elizabeth II does not control the British government and is not involved in political decisions. Instead, the Queen travels all over Britain and around the world visiting charities, celebrations and public events. The Queen also welcomed important visitors to Britain, including the leaders and rulers of other countries. Queen Elizabeth II was also the Head of the Commonwealth, a group of 53 countries across the globe.

The Queen continued to follow royal tradition, including some started by Queen Victoria.

However, she has also tried to make the monarchy more modern during her time as queen. She started giving her Christmas message on the television in 1957 and has tried to show the public a more relaxed side of the royal family ever since.



Why do you think Queen Elizabeth II was so popular?



# History - KS1 Year A



## Notable Facts:

Florence Nightingale dedicated her life to nursing.

## Her Life

Florence Nightingale was born into a wealthy family in Italy.

Her parents discouraged her from becoming a nurse as they thought it beneath her. She trained in Germany and then moved to England before travelling to Crimea in the 1850s where there was a war taking place.



Florence Nightingale

1820: Born

1851: Trained in nursing

1854: Britain joined the Crimean War

1860: Published Notes on Nursing

1910: Died



**insanitary:** unclean

**significant:** important

**legacy:** something left behind after death

**influential:** makes people take notice

**profession:** a job at which someone works and for which they have had training.



## Significant People Who Changed The World (Medicine) - How did Florence Nightingale and Marie Curie change the medical world?

### Her Legacy:

She was shocked to find that many soldiers were wounded and that the poor, insanitary conditions were the cause of many soldiers dying.

Because she was known to carry an oil lamp when she checked the soldiers at night, she is often called 'The Lady with the Lamp'.



She is significant in history because she improved the conditions for soldiers by training nurses and showing them how to prevent infections.

When she returned, she published a book called 'Notes on Nursing' which is still influential today.

This made nursing a respected profession and that is her legacy.



True or false? Women had the same opportunities as men in the 1800s in England.

True or false? Florence Nightingale was the first person to become a nurse. Justify your answer





# History - KS1 Year A



## Her Life

Marie Curie was the youngest in a family of five children.  
Her parents were both teachers in Poland.  
Marie Curie had to leave Poland, her home country, and travel to France to go to university.

Marie Curie was a very clever student who was made famous because of her influential work on radioactivity.

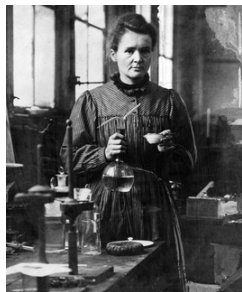
Marie Curie's achievements came at a time when women were not given the same opportunities as men.

Much of her work was done with her husband Pierre Curie, whom she met after she had moved to France to study.



## Marie Curie

1867: Born in Poland  
1903: Won the Nobel Prize for Physics  
1906: Her husband was killed in a street accident  
1911: Won the Nobel Prize for Chemistry  
1934: Died



**radioactivity:** where a substance produces energy through powerful and harmful rays

**legacy:** something left behind after death

**diagnose:** finding out about an illness

## Significant People Who Changed The World (Medicine) - How did Florence Nightingale and Marie Curie change the medical world?



## Her Legacy:

Pierre died suddenly in 1906 but Marie Curie continued her work and received many awards, including two Nobel Prizes. She was the first woman to receive a Nobel Prize. During the First World War (1914–18) Marie Curie helped design a mobile x-ray vehicle that could be used to diagnose soldiers' injuries. With her daughter Irène, she worked very close to the front line, where the battles were taking place.

She was always looking for ways to share her work with other scientists.

Marie Curie spent her whole life trying to learn as much as possible about radioactivity and its possible uses for helping others, and that is her legacy.



What made Marie Curie and Florence Nightingale so special?

How did Florence and Marie change the medical world?





# History - KS1 Year A



## Who was she?

Emily Davison was a significant figure in a group called the suffragettes. Suffragettes wanted women to be allowed to vote at a time when the law said only men could do so.

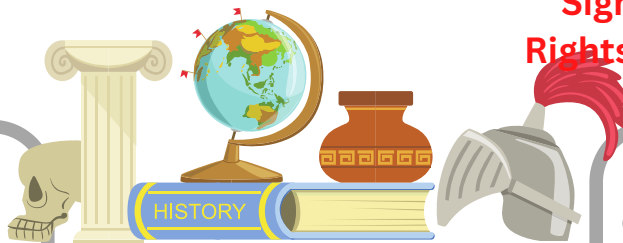


Suffragettes like Emily Davison believed that protest had to be direct – even if that meant breaking the law. Emily Davison was arrested several times and also went on hunger strike in prison, as another form of protest.



## Emily Davison

1872: Born (UK)  
1906: Joined the Women's Social and Political Union  
1913: Died in Epsom, England  
1918: Women over 30 allowed to vote  
1928: Women over 21 allowed to vote



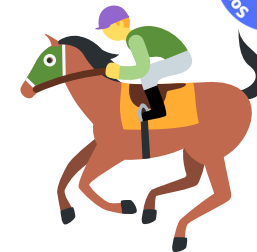
**suffragettes:** women campaigning for the right to vote

**decade:** a period of ten years

**democracy:** a government where the people have a say in how it is run by voting

**vote:** process by which a group of people can decide things fairly when they do not all agree e.g. show of hands

## Significant People Who Changed the World (Civil Rights) Emily Davison, Rosa Parks, Martin Luther King



On 4 June 1913, she ran out in front of the King's horse at a famous horse race called the Epsom Derby. She was killed as the horse hit her.



## Her Legacy:

It took another 15 years before women had the same voting rights as men in Britain. The fight for women to get the vote took place in many countries worldwide. In the USA, it began in 1848. In 1902, New Zealand was the first country to allow women to vote. Women did not vote in Saudi Arabia until 2015.



Do you agree? People should be able to protest against laws they disagree with.

Is it every okay to break the law to make a point?

# History - KS1 Year A



## Who was Rosa Parks?

Rosa Parks was an American activist who refused to give up her seat to a white male passenger on a bus in Montgomery, Alabama.

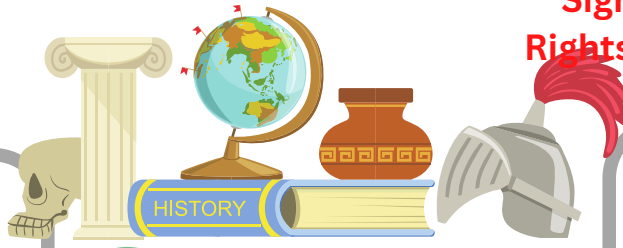


## Discrimination:

The law at the time said that she, as a black woman, had to sit in a different section of the bus or give her seat up to a white person. Segregation like this was common at the time.



Rosa Parks  
1913: Born  
1955: Arrested in Montgomery, Alabama  
1956: Law changed in Montgomery  
1964: Civil Rights Act became law  
2005: Died



**activist:** a person trying to bring about change

**law:** a set of rules

**segregation:** keeping people apart because of their gender, race or religion

**Equality:** everyone is treated fairly no matter what their differences

## Significant People Who Changed the World (Civil Rights) Emily Davison, Rosa Parks, Martin Luther King



The civil rights movement in the United States began during the 1950s and was a struggle for racial equality. People went on peaceful protests so that black people would be given the same rights under the law as white people.



## Her Legacy:

Rosa Parks' brave decision, which she was arrested for, led to significant changes in the law. Parks also received many awards including the Presidential Medal of Freedom. Because of her actions, Parks became known as the 'mother of the civil rights movement' and that is her Legacy.



Why do you think people were segregated?  
Is that ever okay?

# History - KS1 Year A



## Who was Martin Luther King?

Martin Luther King was a Baptist minister and civil rights leader, who campaigned against racial inequality in the United States of America. He was an influential public speaker, inspiring people to non-violent public protest.

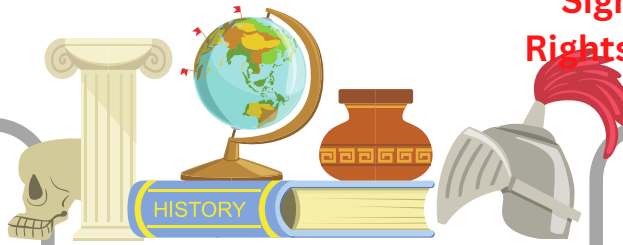
## Discrimination:

Slavery was abolished after the American Civil War in 1865, but in the 1950s, people were still treated unequally, because of their race.



## Martin Luther King Jr

1929: Born USA  
1955: Helped organise the Montgomery Bus Boycott  
1963: Gave his famous 'I Have a Dream' speech  
1964: Won Nobel Peace Prize  
1968: Assassinated in Memphis, Tennessee



**Inequality:** unfairness

**Inspiring:** creating feelings in a person

**Discrimination:** unfair treatment of different types of people

**Race:** a group of people with a shared culture or features

**Assassinated:** murdered for political or religious reasons

**Slavery:** a person who is owned by and forced to work for another with no pay or rights.

## Significant People Who Changed the World (Civil Rights) Emily Davison, Rosa Parks, Martin Luther King



## His Legacy:

King gave his most famous speech, 'I Have a Dream' to over 250,000 people in Washington DC. His work helped to change public opinion and forced the government to make discrimination illegal.



Although King was awarded the Nobel Peace Prize, not everyone agreed with his beliefs, and he was assassinated in 1968.

He is now known for making society fairer, and many American streets and buildings are named in his honour.

His birthday, known as Martin Luther King Day, is celebrated as a public holiday



It takes courage to stand up for what you think is right. Do you agree? Why?



# History - KS1 Year B



## Crystal Palace

It was held in Hyde Park in a massive purpose-built glass structure called 'The Crystal Palace'. It was the largest greenhouse in the world—so spacious was its interior that it fully enclosed some of Hyde Park's own trees.

Prince Albert, the husband of Queen Victoria, organised The Great Exhibition (with the help of Henry Cole – the inventor of the Christmas card) because he wanted to show the world how incredible our inventors and manufacturers were.



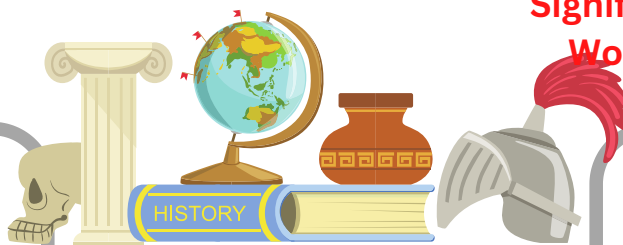
The main aim of The Great Exhibition was for Great Britain to show off, demonstrating its inventiveness and modern industrial designs and ideas to the rest of the world.

The Crystal Palace measured 564 metres by 138 metres and was constructed from thousands panes of glass. After the exhibition, it was moved from Hyde Park to Sydenham in south London, where it was extended. This area of London is now known as Crystal Palace.

Unfortunately, The Crystal Palace was destroyed by fire in 1936.



The Great Exhibition was opened on 1st May 1851 when Queen Victoria was on the throne. It came to end on 15th October 1851. It was destroyed by fire in 1936



**Invention** - An invention is a new thing that someone has made.

**Exhibition** - An exhibition is an organized event in which a collection of special objects can be viewed by the public.

**Sanitation** - Sanitation means having ways to safely deal with human waste

**Disease** - A disease is an illness which affects people, animals, or plants,

**Suffragette** - The Suffragettes were part of the 'Votes for Women' campaign that had long fought for the right of women to vote in the UK.



## Significant Events and Inventions That Changed the World - The Great Exhibition and Flushing Public Toilets



### Who visited and what did they see?

Over 6 million people visited the Great Exhibition. It was a massive success and the money it raised was used to set up the Natural History Museum, the Science Museum and the Victoria and Albert Museum in London.



Over 100,000 objects were on display in The Crystal Palace – half of these were from Britain. Some of the exhibits included: a massive hydraulic press (designed by Stevenson), a steam hammer, counting machines, carpets, ribbons, printing machines, musical instruments, carriages, early versions of bicycles, agricultural machines, guns and watches.

The famous Koh-i-Noor diamond (which means Mountain of Light) was on display at the Great Exhibition and was the world's largest known diamond in 1851. Today, the Koh-i-Noor diamond is set into The Queen Mother's Crown and housed in the Tower of London. In the centre of the glass building stood a fountain constructed from pink glass. This was 27 feet high.



# History - KS1 Year B



## The invention of the first public flushing toilet:

The Crystal Palace featured the first flushing public toilet cubicles. **George Jennings** was an English sanitary engineer and plumber who invented the first public flush toilets. In 1851 the first public flushing toilet block opened in at the Great Exhibition and, due to its popularity, spread around the country. The cost of using these public toilets was 1 penny, hence the famous phrase 'to spend a penny'. It remained this price for over 100 years.

## What were toilets like in the Victorian Age?

The Victorians invented 'sanitary science'—the study of public health, dirt, and disease—and were obsessed with sewers, sanitation, and cleanliness.

London's sewers, built during the Roman period nearly 1500 years earlier. Human waste was disposed of in cesspools. The waste matter was added until the cesspool was full and then it was emptied at night by designated "night soil men".



LONDON: NIGHTMEN



- 1810 200,000 cesspools in London
- 1851 The first public flushing toilet at the Great Exhibition
- 1858 The Great Stink (London)
- 1884 The first female public toilet opened in Oxford Circus



**Invention** - An invention is a new thing that someone has made.

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# Significant Events and Inventions That Changed the World - The Great Exhibition and Flushing Public Toilets



However, by 1810, there were 200,000 cesspools in London for a population of 1 million people. For starters, the smell was awful. More alarmingly, the cesspools frequently overflowed and seeped into the surrounding ground. This filth eventually moved through the ground and found its way into people's houses. Many families lived in cellars as this was the cheapest room in a shared house, so it meant sharing their living space with other people's waste. As a result people suffered with a number of serious diseases including Cholera and Typhoid and scientists began to realise that poor sanitation was causing this.

In Victorian Britain, most public toilets were designed for men. Of course, this affected women's ability to leave the home, as women who wished to travel had to plan their route to include areas where they could relieve themselves. Thus, women never travelled much further than where family and friends resided.



The first female public toilet probably opened in 1884 in Oxford Circus in the heart of London's shopping district, but it wasn't until after the First World War, when women gained greater freedom, that toilets for them began to become common. This was largely due to the campaigning of the Suffragettes.

Link our studies to the Septic tank in our school.



# History - KS1 Year B



## What happened?

The Great Fire of London started in the early hours of the morning of 2 September 1666, in a baker's shop on Pudding Lane.

By 5 September the fire had destroyed more than 13,000 houses and buildings in the city, including 87 churches and the famous St Paul's Cathedral.

## Why did the fire spread so quickly?

The fire spread quickly, destroying most of the buildings in its path.

The way houses were built, the lack of an effective and organised firefighting service and the weather in the days before, all played their part in this terrible event.



- 2 September 1666: Fire broke out in a bakery on Pudding Lane
- 3 September: People started to leave the city, many by boats on the Thames
- 4 September: The fire was so great it could be seen as far away as Oxford
- 5 September: Wind died down and fire stopped spreading



**decade:** period of ten years

**congested:** crowded and blocked

**flammable:** easily set on fire

**architects:** people who design buildings

**eyewitness:** a person who was at an event and describes it to others

**primary evidence:** is an original document or other material that has not been changed in any way. Usually it was produced by someone with direct personal knowledge of the events that are described (was there at the time)

**extract:** a short passage taken from a longer piece of writing

# Significant Events Beyond Living Memory That Changed Britain - What did we learn from the Great Fire Of London?



## Settlements

Over many decades, the city of London had become very busy with many poorly built houses sitting close to each other in congested maze-like streets. With so many flammable wood-and tar buildings, some think it was only a matter of time before a fire as serious as this broke out.



## How did the fire change how we build our settlements now?

When the great fire was over, King Charles II ordered the city to be rebuilt with brick and stone. Famous architects drew plans for the rebuilding project, including Christopher Wren who designed St Paul's Cathedral.

## How do we know so much about the fire when it was so long ago? (Artefacts, Primary Evidence)

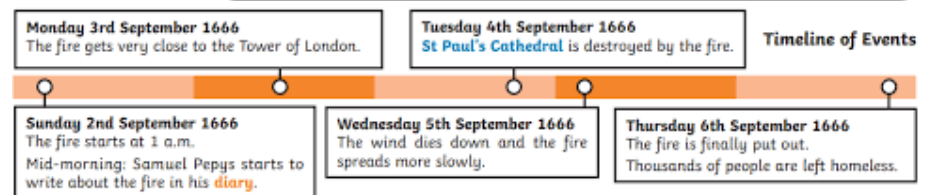
An eyewitness, Samuel Pepys, wrote a recount of the fire in his famous diary. Extracts from his diary help us to learn more about how the fire started, what was done to try and stop it, and what happened afterwards.



True or false? All the primary sources of evidence were destroyed in the fire. Justify your answer

Do you agree? At some point a huge fire was going to happen. It was only a matter of time.

Do you agree? Primary Sources of evidence are always reliable.





# History - KS1 Year B



## Why did people plot to kill the King?

The Gunpowder Plot was the famous attempt to blow up the Houses of Parliament and to murder King James I.

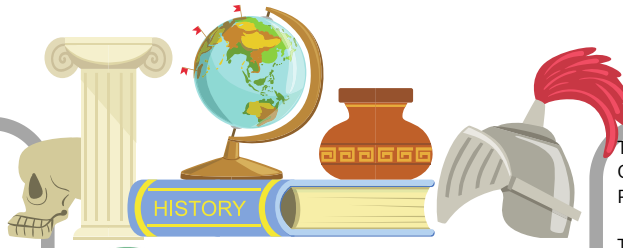
The plan was made by a group of Roman Catholic conspirators who were unhappy with the way that Catholics were being treated by the King and the law.

## Who were the conspirators?

Robert Catesby led the group of conspirators and many more Roman Catholics were involved including Thomas Percy and Father Edward Oldcorne. The most famous of the plotters was Guy Fawkes.



1603: Queen Elizabeth I died  
1603: King James I became king  
1604: Conspirators first met November  
1605: Plot Discovered  
January 1606: Conspirators tried and executed for treason



**Houses of Parliament:** the buildings where the British parliament does its work

**Government:** people who run a country

**Tolerance:** accept and respect differences in others

**Catholic:** Christians ruled by the Pope in Rome

**Protestant:** Christians who belong to the Church of England

**conspirators:** people planning something in secret

**persecuted:** treated cruelly and unfairly

**century:** period of one hundred years

**treason:** the crime of betraying your country

**primary evidence:** is an original document or other material that has not been changed in any way. Usually it was produced by someone with direct personal knowledge of the events that are described (was there at the time)

## Significant Events - Events Beyond Living Memory that changed Britain - How is the Gunpowder Plot linked to where we live? (Local History)



The men plotted to kill not only the king but also the queen, their son Prince Charles, and every member of the government during the state opening of Parliament on November 5, 1605

The plan failed when Fawkes was caught in the cellars beneath parliament, keeping watch over 36 barrels of gunpowder.

They arrested him and took him to the Tower of London. After three days of torture, Fawkes told his captors the names of his fellow plotters. (Artefact - Guy Fawkes' confession)

In celebration of his survival, King James ordered that the people of England should have a great bonfire on the night of November 5 every year (gunpowder is also used to make fireworks).



### Links to Worcester

After Guy Fawkes was caught under the Houses of Parliament, many of the conspirators fled to the Midlands. Hindlip Hall, now the HQ of West Mercia Police, was searched for priest holes, where plotters might be hiding. Father Edward Oldcorne was caught hiding in a priest hole at Hindlip Hall and later executed at Red Hill in Worcester.

Sir Richard Walsh, the High Sheriff of Worcestershire, had a major role in capturing or killing many of the principal Gunpowder plotters.

John Streete, from Worcester, shot Thomas Percy and Richard Catesby with one bullet. He was given a reward for his marksmanship!



Did Guy Fawkes deserve to die? Why? Explain your thinking.

# History - LKS2 Year A



## Who were the Anglo Saxons?

The Anglo-Saxons were the descendants of three different tribes who invaded Britain from Europe - Angle, Saxon, and Jute tribes.

The two largest were the Angle and Saxon, which is how we've come to know them as the Anglo-Saxons today.

### Why did they come here?

They left their homes in Germany, the Netherlands and Denmark and sailed over to Britain on wooden boats. Many of them were farmers before they came to Britain and it's thought they were on the look-out for new land as floodwaters back home had made it almost impossible to farm.

### How did they live?

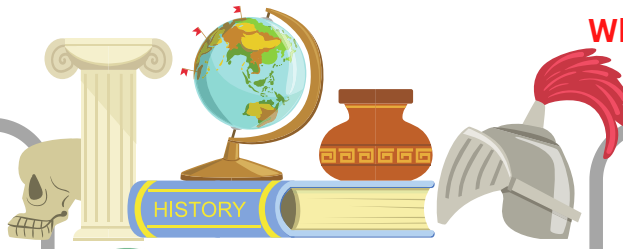
The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages. They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed. They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies, too!



410CE Roman army left Britain

Anglo-Saxons settled in Britain around 450CE

1066 End of the Anglo Saxon Era



**Descendant:** relatives from later generations

**Tribes:** a group of people who live and work together in a shared geographical area

**Invade:** to enter forcefully as an enemy

**Legacy:** something left behind after death

**Medieval:** the period of European history between 476CE and 1500CE

**Excavation:** to make a hole or hollow place by digging

**Archaeology:** a study of the past using material remains and artefacts

**Artefact:** an ornament, tool, or other object that is made by a human being, especially one that is historically or culturally interesting.

## The Anglo Saxons 410CE – 927CE

### What was the legacy of the Anglo Saxons?



#### Artefacts:

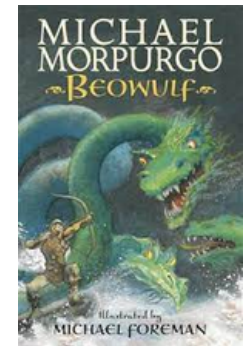
We know what Anglo-Saxon houses were like from excavations of Anglo-Saxon villages. They were small wooden huts with a straw roof, and inside was just one room in which the whole family lived, ate, slept and socialised together – much like an ancient version of open-plan living!



A study of Sutton Hoo burial site and artefacts.

#### What was their legacy?

- A new language
- Many towns and villages still carry their Anglo-Saxon names today, including "England" which comes from the Saxon word "Angle-Land".
- The Anglo-Saxons wrote some of England's earliest works of literature, including the epic poem Beowulf. Beowulf,



The Anglo Saxons were bad people – True or False – Justify your answer

Is it ever okay to invade another country? Why? Why not?

How would England be different if the Anglo Saxons had not come here?

The epic poem Beowulf was a story told just for entertainment – Justify your answer



# History - LKS2 Year A



## Who were the Vikings?

The Vikings, from Scandinavia (Norway, Sweden and Denmark), were excellent sailors, explorers and warriors. The word 'Viking' means 'a pirate raid' in the Norse language, which is what the Vikings spoke.

They colonised large parts of Europe between 790 and 1100 CE and were involved in a long battle with the Anglo-Saxons for control of Britain. Also known as Norsemen (men from the north), the Vikings belonged to many different clans, led by chiefs who ruled over the lands they had conquered.



**colonise:** go and live somewhere and take control of it

**conquer:** to get or overcome by force

**Descendant:** relatives from later generations

**Archaeology:** a study of the past using material remains and artefacts

**Legacy:** something left behind after death

**Medieval:** the period of European history between 476CE and 1500CE

## The Vikings 793CE – 886CE Were invaders always bad?



## The Viking Longboats

The longship was an essential part of the Vikings' ability to travel and explore. This design allowed the sailors to reverse direction rather than turning around. This ability to change direction quickly was very useful in battle.

Another significant feature of the longship was its size, with many craft able to hold a large group of warriors and whatever treasure and resources they took from a raid. (Study of archaeological site where long ships have been found).



## Why did they come here?

When the Vikings first appeared on the coastline of Britain, they did not come to conquer but to steal everything of value and return home.

Churches and monasteries were prime targets for Viking raids. But they realised that England had better places to farm than the kind of terrain than Scandinavia and so they began to invade.



**787CE** Vikings raided the Isle of Portland (in Dorset)

**793CE** the Vikings attacked a monastery at Lindisfarne in Northumbria and started to settle in England.

**866CE** the Vikings raided and conquered York, and established the Viking Kingdom of Jorvik.

**25th September 1066** The Battle of Stamford Bridge took place near York, between the Anglo-Saxons and Viking invaders led by Harald Hardrada

**14th October 1066** William from Normandy, "William the Conqueror", won the Battle of Hastings and the Normans began to rule England. The Normans were actually descendants of the Vikings!



Were the Vikings just fierce warriors? Justify your answer.

The Vikings were bad people. Explain your answer.

How would our lives be different if the Vikings hadn't existed?





# History - LKS2 Year A



## Who were the Tudors?

The Tudors ruled England and Wales between 1485 and 1603. Henry Tudor claimed the throne after defeating Richard III in battle. This victory, at the Battle of Bosworth Field, ended the civil war known as the War of the Roses. Henry Tudor took the title Henry VII and was the first of five Tudor monarchs. Some of the most famous kings and queens in English history came from the Tudor family, and the period of their rule saw significant changes in daily life, politics and religious beliefs throughout Britain.



**heir:** someone who will inherit a title or property

**rebellion:** violent action to change a country's political system

**parliament:** a group of people who make or change laws

**devout:** with deep religious beliefs

**Catholic:** Christians ruled by the Pope in Rome

**Protestant:** Christians who belong to the Church of England



## How did they live?

The Tudors developed new types of architecture. Medieval castles were replaced with large brick and stone-built manor houses. In larger towns, the buildings were half-timbered, with a wooden frame filled with stick and clay (wattle and daub). The half-timbered technique was used in the familiar black and white Tudor houses that survive to this day in many towns and cities.



**1485:** Battle of Bosworth Field; Henry Tudor became Henry VII

**1509-1547:** Henry VIII's reign

**1534:** Henry VIII formed the Church of England

**1558-1603:** Elizabeth I's reign

**1603:** Elizabeth I died and James Stuart became king (refer to the Gunpowder Plot)

## The Tudors 1485CE – 1603 CE

### How did Henry VIII change British History?



## Tudor Monarchs

There were five Tudor monarchs (six if you count Lady Jane Grey who ruled for only nine days). Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I.

### Henry VIII:

Became King at just 17 years of age and married Catherine of Aragon (his brother's widow!).

Henry is known for being a ruthless King who ruled with an iron fist. Strong-willed and bullish, he handed out executions to anyone who stood in his way. In fact, during his 38-year reign, it is said he had more than 70,000 people executed.



## Henry VIII's Wives

- Catherine of Aragon (divorced)
- Anne Boleyn (beheaded)
- Jane Seymour (died)
- Anne of Cleves (divorced)
- Kathryn Howard (beheaded)
- Catherine Parr (survived)

## Henry VIII's achievements:

- creation of the Church of England
- helped develop the system of government we understand today
- significant military developments including building a powerful navy, which included the famous Mary Rose
- Helped to establish peace and prosperity which led to the Golden Age where the arts flourished



King Henry VIII was a bad man. Do you agree/disagree. Justify your answer.

King Henry was right to set up the Church of England. Do you agree? Justify your answer.



# History - LKS2 Year B



## What was the Stone Age?

The Stone Age lasted a very, very long time. The oldest period of the Stone Age, the

**Palaeolithic period** - began approximately 2.5 million years ago. Neanderthals and Cro-Magnons lived; these early humans lived as hunter gatherers; they used early stone tools with single sharp edges; they used cave art to depict life

**Mesolithic period** - These early humans developed needles and thread for making animal skin clothes; they began to use controlled fires and developed language; they began to migrate from Africa to other parts of the world

The Neolithic period, often called the New Stone Age; only homo sapiens lived during this time age; these early humans learned to polish stone tools and make pottery; they moved away from being hunters and gatherers to raising animals and growing their own crops (the beginning of farming)



**ancestors:** relatives from long ago

**nomadic:** travelling from place to place

**historical sources:** things that give information about the past  
archaeologists: people who study the past by examining remains and objects

**scavenging:** searching for something

**migrate:** move from one place to another

**pre-history:** the vast period of time before written records or human documentation

**agriculture:** the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products



## How do we know about the Stone Age?

Almost all of human history has gone unrecorded, and there are no written records of what life was like tens of thousands of years ago. Our ancestors didn't write things down or use systems of writing. However, significant discoveries have helped historians and archaeologists understand more about early human behaviour and how human behaviour has changed over time. Stone Age tools give us clues about how early humans became more sophisticated in their hunting and farming. Other clues, in cave paintings and ancient sites, provide evidence of developments in culture and daily life.



2.5 million – 8000BC  
Paleolithic Age

10000-6000bBC  
Mesolithic Age

8000-6000BC  
Neolithic Age



# The Stone Age What was the legacy of the Stone Age?



## Skara Brae

The village at Skara Brae was discovered in 1850 and has provided lots of artefacts which help us understand what life was like in the Stone Age. Historical sources from Skara Brae include jewellery, ornaments and dice games.

## Lascaux Caves

In 1940, four teenage boys made a remarkable discovery. While walking in woods in the Lascaux region of South West France, the boys came across some caves. Inside they found prehistoric cave paintings of animals, hands and symbols from 17,000 years ago. The discovery was significant because of how much it told archaeologists and historians about early Stone Age culture and society



## How did people live in the Stone Age?

In early Stone Age times, humans lived in small groups, using stone tools as they hunted for large mammals and gathered plants, fruit and berries. These hunter-gatherers were almost always moving (nomadic) to find food. About 10,000 years ago, as the climate warmed, certain crops like wheat and barley became more plentiful. Humans no longer needed to move around as much to find food and started building permanent homes to live in near land that they could farm.

## Legacy

Early technology – tools and weapons  
Early farming and agriculture  
Early settlements



We can only guess what life was like in the Stone Age.  
Do you agree/disagree? Explain your answer.



# History - LKS2 Year B



## What was the Iron Age?

The Iron Age in Britain was from approximately 800 BCE until the Roman Conquest of 43 CE. In this period, iron, a much stronger metal than bronze, was being used across Europe to make weapons and farming tools.

Iron ploughs called ards were much more efficient than bronze or wooden ploughs and could be used on much harder, heavier soils. As a consequence, more land could be farmed, including areas that had very hard soil. As people travelled, this new technology spread with them.



**fortifications:** buildings, walls and ditches built to protect a place

**ore:** a rock that metal comes from

**civilisations:** organised groups of people with their own culture

**culture:** the way that people live, food, clothing, language and celebrations are all a part of culture



## The Iron Age 800BCE – 43CE How did the Iron Age change our lives?



### Religion and Beliefs:

The Iron Age Celts believed in many different gods. The druids (priests) believed in immortality (life after death) and so Celts were buried with ornaments, weapons and food to take with them to the afterlife. The Celtic religion was closely tied to the natural world and they worshipped gods in sacred places like lakes, rivers, cliffs and bushes. They made sacrifices to their gods including animals, and even humans. The Celts also sacrificed weapons to the gods by throwing them into lakes, rivers and bogs - places they considered special. At Llyn Cerrig Bach, archaeologists have found over 150 objects of bronze and iron, including spears, shields and swords. The moon, the sun and the stars were especially important

### Legacy:

- The use of iron is significant because of the huge changes that it brought to farming and conflict.
- Iron continued to be the most influential metal used until the 1800s when steel became the most widely used metal.
- Celtic language and culture is still present today, particularly in parts of Ireland, Wales and Scotland.

## What was life like during the Iron Age in the UK?

**The Celts** - During the Iron Age, a group of people called the Celts travelled across Europe. They moved around to trade but many settled in Britain. The Celts were part of different tribes or clans that lived together. These communities shared a similar language, set of beliefs and culture.

**Weapons and Conflict** - Iron weapons made fighting between tribes more common. Conflict was a part of everyday life in Iron Age Britain, as rival clans and tribes used sturdy iron weapons in deadly battles.

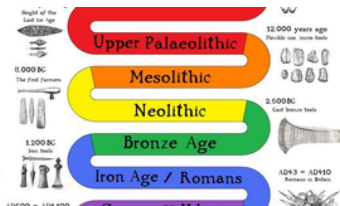
**Fortified settlements** - Tribes built well defended hill forts that were often as large as small towns. The buildings inside, called roundhouses, were made of mud and wood with thatched roofs.



c.800 BCE: First hill forts built in Britain

c.500 BCE: Celts arrived in Britain

43 CE: Second Roman invasion of Britain marked the end of the Iron Age



Do you agree? Technology is the difference between winning and losing a conflict. Justify your answer using multiple sources of evidence.

The discovery of iron was a good thing. Do you agree or disagree? Justify your answer.

The Celtic beliefs were wrong. Explain whether you agree or disagree.

What reasons can you think of for an increase in conflict during the Iron Age compared to the Stone Age?





# History - LKS2 Year B



## Who were the Romans?

Ancient Rome was a powerful and important civilization that ruled much of Europe for nearly 1000 years. The culture of Ancient Rome was spread throughout Europe during its rule. As a result, Rome's culture still has an impact in the Western world today. The basis for much of Western culture comes from Ancient Rome, especially in areas such as government, engineering, architecture, language, and literature.

## The Founding of Rome:

Historians have argued for centuries about the founding of ancient Rome. Most believe that ancient Rome was founded around 1000 B.C.E. next to the Tiber River.

The Myth of Romulus and Remus. The mythical account of ancient Rome starts when the twin brothers of Mars, the god of war, were born.



Their names were Romulus and Remus.



753 BCE: Founding of Rome

509 BCE: Rome became a republic

27 BCE: Augustus became Emperor and leader of the Empire

476 CE: Fall of Rome



**Myth:** A myth is a traditional, ancient story that is fictional. Often used to explain something.

**Empire:** A number of nations controlled by one country

**Territory:** is an area of land which belongs to a person, organization, institution

**Tribute:** a tax paid to the Roman Empire

**Emperor:** man who rules an empire

## The Roman Empire 753BCE – 476CE Why were the Romans able to conquer Britain?



### The Roman Empire:

- Ancient Rome's success depended on its ability to win battles against invaders and neighbouring armies.
- The early Romans also made treaties (agreements) with neighbours and other city-states until, with their powerful, well trained army, they became the undisputed rulers of Italy.
- At its most powerful, the Roman Empire spread across Europe, parts of North Africa and the Middle East.
- By expanding their territory, they were able to increase the money they received from tributes (taxes).



### The Roman Army:

At its largest, it is thought that the Roman army was once half a million soldiers which is sometimes thought to be the largest in the world.

The Roman army was so good that when they came to invade Britain, they often took on other armies 10 times bigger and still won.



Invaders are a bad thing. Do you agree or disagree? Explain your answer.



# History - LKS2 Year B



## How the Roman Army Was Organised:

The Roman army was divided into groups known as legions, with around 5,000 soldiers in each. In these legions were smaller groups of 80 soldiers each. These were called centuries and were commanded by centurions.

These were soldiers who were in charge - they had to make sure their century trained hard and all followed orders. Centurions would wear a helmet with tall bristles on it, and carry a short rod that showed they were in charge - sometimes, the rod would be used to beat the soldiers who were disobedient. Many centurions were known to be very cruel.



## Army Training:

The training that soldiers had to do was very tough and thorough and included marching 20 miles a day wearing full armour. This meant that the Roman armies were very fit and organised.

This training combined with having the most advanced equipment at the time made the Roman army really powerful. The Roman army had many weapons and tactics that other armies hadn't even heard of before!

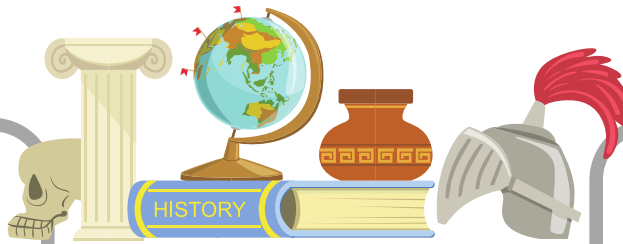


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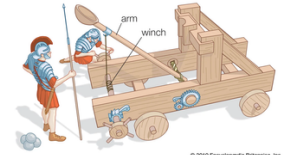
**Tribute:** a tax paid to the Roman Empire

**Emperor:** man who rules an empire

## The Roman Empire 753 BCE – 476 CE Why were the Romans able to conquer Britain?



They would use huge catapults which were able to fling rocks over distances of several hundred meters. Sometimes these catapults were used to knock down walls of cities that they wanted to capture.



They also used bows and arrows and had some soldiers who were especially skilled in this area too. They also had javelins and swords.



## Invasion of Britain:

- Led by the famous military commander Julius Caesar, the Roman army first tried to invade Britain in 55 and 54 BCE. The attempt in 55 BCE failed because of bad weather.
- A year later the Romans had limited success, only conquering the southern Celtic tribes. They collected tributes (taxes) but made no major attempts to expand their territories.
- However, they were back almost one hundred years later in 43 CE under the command of Emperor Claudius. Claudius brought a much larger army and pushed north and west from the south coast. The Romans travelled as far as modern-day Scotland but were unable to keep this area under control, building a wall to keep the northernmost tribes out (Hadrian's Wall).
- Following the successful conquest of much of Britain, the Romans stayed in Britain until 410 CE. By 410 CE the city of Rome was under attack and the empire was falling apart. So the Romans had to leave Britain to help back home. now".

## The Roman Legacy:

- Romans built new **roads**.
- **London** - When the Romans invaded, they built a fort beside the River Thames. 'Londinium' grew and grew, until it was the most important city in Roman Britain.
- Introduction of **Christianity**
- **Language - latin** If a place-name has chester, caster or cester in it, it's almost certainly Roman. Gloucester, Worcester, Colchester, Doncaster and Manchester are good examples. The word chester comes from the Latin word 'castrum' which means a fort.
- The Romans introduced the idea of living in **big towns and cities**. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade.

# History - UKS2 Year A



## What was the British Empire?

During Queen Victoria's reign, Britain went from being a significant global power to the most powerful nation on Earth. Victoria ruled over an enormous empire that controlled almost one-quarter of the world's population, with trading centres and colonies across the globe.



The British Empire in the 1920's



**Imperialism:** the idea of expanding one's territory by taking over another country

**Colonisation:** when a group of people from one country build a settlement in another territory or land

**Indigenous:** the first people to live in a place

**Empire:** a number of nations controlled by one country

**Uncharted:** not yet mapped, unfamiliar

## Why did Britain want an Empire?

- England, wanted more land overseas where it could build new communities, known as colonies.
- These colonies would provide England with valuable materials, like metals, sugar and tobacco, which they could also sell to other countries.
- The colonies also offered money-making opportunities for wealthy Englishmen and provided England's poor and unemployed with new places to live and new jobs.



1585 The first English colony is established in Roanoke, North America  
1787 First prisoners are transported to Australia  
1807 The Slave Trade is abolished in the British Empire  
1877 Queen Victoria is officially proclaimed 'Empress of India'  
1926 The Balfour Declaration brings complete independence to Canada, South Africa, Australia and New Zealand.  
1931 The Commonwealth of Nations is founded.  
1997 Britain hands control of Hong Kong back to China.

## The British Empire 1837 – 1997 Who benefited from the British Empire?



### The impact of the Empire on Indigenous People:

The power and wealth that Britain gained as it built its empire came at a price, and tragically, the price was paid largely by the Indigenous Peoples:

- Africa - Britain took gold, salt and ivory out of Africa and sold African slaves as part of the transatlantic slave trade.
- Australia - The British forcibly replaced the beliefs, language and traditions of the indigenous people. The first colonies were established as places where criminals were sent to live and work. These were known as convict settlements or penal colonies.

### The End of The British Empire:

After the Second World War, Britain no longer had the wealth or strength to manage an empire overseas.

- 1926 - Canada, Australia, New Zealand and South Africa became independent
- 1947 India won its independence
- 1950s-1980s - the African colonies fought for and won their independence
- 1997 The last significant British Colony, Hong Kong, was returned to China

### The Commonwealth

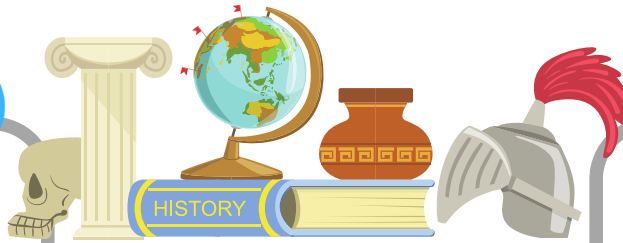
As the British Empire began to fall, it was replaced by what is today called The Commonwealth (or The Commonwealth of Nations) – an organisation that countries can choose to join, or leave. It began in 1931, when the United Kingdom, Australia, New Zealand and South Africa formed the British Commonwealth of Nations. Today, it is made up of over 50 countries who work and trade together. They also share a common set of values, including fair political elections, the respect of human rights and working towards international peace.



What are some of the reasons that people have invaded or colonised other countries in the past? Are there any similarities?



# History - UKS2 Year A



## How did World War II start?

After World War One ended in 1918, Germany had to give up land and was banned from having armed forces.

In 1933 the German people voted for a leader named Adolf Hitler, who led a political party in Germany called the National Socialists or Nazis. Hitler promised to make his country great again and quickly began to arm Germany again and to seize land from other countries.

Shortly before 5am on Friday 1st September, 1939, German forces stormed the Polish frontier.

World War Two in Europe began on 3rd September 1939, when the Prime Minister of Britain, Neville Chamberlain, declared war on Germany. It involved many of the world's countries.



## Hitler and Propaganda:

Propaganda is a type of communication used to influence the opinions of people to support a cause or belief. Historians agree there have been many examples of propaganda throughout human history. Propaganda is most closely associated with the Second World War and its use by Adolf Hitler and Joseph Goebbels as a weapon of war. Examples of propaganda include artwork, posters, speeches, films and the printed word.



1939 Britain and France declare war on Germany

10th July 1940 The Battle of Britain begins

7th September 1940 The Blitz begins

6th June 1944 D Day Landings

7th May 1945 Germany Surrenders to the Allies

6th and 9th August 1945 The Us Drops atomic bombs on two cities in Japan

**Invasion** – to try and take over a place by force

**Evacuate** – to send a person to a place of safety

**Propaganda** – information used to promote a political cause or point of view

**Allies** – The UK, France and Poland, later joined by other countries including the USSR (Soviet Union), the United States of America and China

**Axis** – The Axis Powers were originally Germany, Japan and Italy. Other countries later joined them

**Dictator** – a form of government in which there is one person, or small group of people who possess full control and power with no limits

## World War II 1939 – 1945 What lessons did we learn from WWII?



### Which countries were involved?

It brought into opposition the countries of the Allies (France, Great Britain, the United States and the Soviet Union) and the Axis powers (Germany, Italy and Japan).



### The Battle of Britain:

After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain. In July 1940, Hitler gave orders for the preparation of a seaborn invasion of Britain, called Operation Sealion. To make this easier, he sent the Luftwaffe (German air force) to destroy Britain's Royal Air Force first. German leaders felt it was essential to destroy the British air force to stop it sinking the ships that would carry German soldiers across the Channel. In August, 1940 the German air force began its mass bomber attacks on British airfields, harbours, aircraft factories and radar stations. During the next three months the Royal Air Force lost 792 planes and over 500 pilots were killed. 31 October 1940, is generally considered to be the end of the Battle of Britain, after the RAF caused considerable damage to the Luftwaffe.



### How the war ended:

On 8 May 1945, the Allies accepted Germany's surrender, about a week after Adolf Hitler had committed suicide.  
VE Day – Victory in Europe celebrates the end of the Second World War on 8 May 1945.  
8 May 1945 - Winston Churchill announced VE Day - Victory in Europe. This day marks the end of WW2 in Europe.  
Atomic bombs were dropped on Hiroshima and Nagasaki on August 6 and 9 respectively. After that the Imperial government sought the Emperor's personal authority to surrender which he granted. He made a personal radio address announcing the decision.  
15 August 1945 - Japan surrenders to the Allies V-J Day (Victory in Japan)  
2 September 1945 - Having agreed in principle to unconditional surrender on 15 August 1945, Japan formally surrenders, ending World War II throughout the rest of the world.

# History - UKS2 Year A



## The Blitz:

The enemy attacks from the Luftwaffe (the German air force) were called Air Raids.

The heavy and frequent bombing attacks on London and other cities was known as the 'Blitz'. Night after night, from September 1940 until May 1941, German bombers attacked British cities, ports and industrial areas.

London was bombed ever day and night, bar one, for 11 weeks. One third of London was destroyed.

Blitz is a shorten form of the German word 'Blitzkrieg' (lightning war).

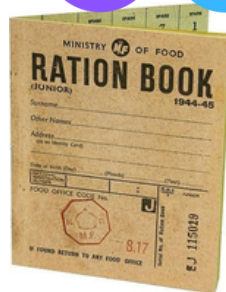
People were warned of a likely air raid by loud sirens, positioned in different parts of towns and cities. During the blitz, they became an almost daily part of life.



## Rationing:

To make the British weak, the Germans tried to cut off supplies of food and other goods. German submarines attacked many of the ships that brought food to Britain. Before the war, Britain imported 55 million tons of food, a month after the war had started this figure had dropped to 12 million.

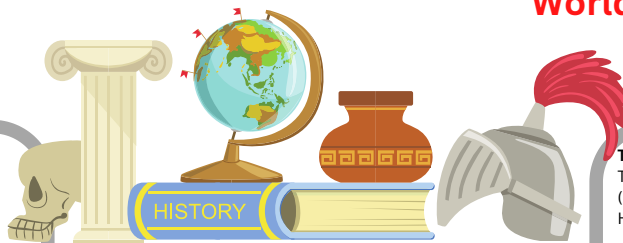
The Ration Book became the key to survival for nearly every household in Britain. Every member of the public was issued with a ration book.



## Evacuation:

During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. The British evacuation began on Friday 1 September 1939. It was called 'Operation Pied Piper'.

Between 1939 - 1945 there were three major evacuations in preparation of the German Luftwaffe bombing Britain.



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# World War II - How did it impact upon people's lives?

## What lessons have we learnt?



## The Holocaust:

The Nazis hated Jewish people and tried to make life hard for them. Later, during World War II (1939-45), they decided to kill as many Jews as possible. Their program became known as the Holocaust. It took the lives of about 6 million Jewish men, women, and children.

Many Jews tried to get away from Germany even before the killings began. The family of the young diary writer Anne Frank moved to the Netherlands. The Franks hid there for two years before the Nazis caught them.

The Nazis built special death camps in Poland. At the camps, the Nazis killed people with poison gas. They then burned the bodies. The Nazis kept some people alive to work as slaves. Many of these prisoners died of starvation or disease.

The Holocaust came to an end when the Allies—the United States, France, Great Britain, and the Soviet Union—defeated Germany in 1945. Allied soldiers discovered the death camps and released the remaining prisoners.

## The Legacy of World War II:

- Rationing began in 1940 and didn't end until 1954.
- The postwar years saw the introduction of a free National Health Service (the NHS).
- The creation of the United Nations and the Universal Declaration of Human Rights.



What lessons have we all learnt from World War II?

Do you agree or disagree - another World War will never happen.

# History - UKS2 Year A



## The History of the Caribbean:

The first group of people believed to live in the Caribbean islands was the Ciboney, who came there nearly 4 or 5 thousand years ago.  
The Caribbean was later discovered by an Italian explorer known as Christopher Columbus in 1492.  
The English, the French and the Dutch later followed claiming some of the Islands for their countries.  
These 'explorers' exploited the natural resources and enslaved many of the native people. They also brought diseases from Europe which killed many of the indigenous people.  
It was later discovered that the Caribbean islands were perfect for farming sugar, so sugar plantations became very popular.  
Because so many of the native people had died off there were no slaves to farm the land.  
As a result, slavers began capturing Africa people and taking them by boat to the Caribbean to be slaves on the sugar plantations.  
As a result of it's history, Caribbean Culture has been heavily influenced by Europe and Africa leading to a unique blend of food, music, art, customs and traditions.

## Why did people from the Caribbean come to the UK?

In 1948, Britain was just starting to recover from World War Two. Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt.  
In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent.  
The Government made a new law – the 1948 British Nationality Act which gave everyone who lived in the UK or any British colony around the world, the same rights to live, work and raise their families in Britain.  
After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do. The NHS was created in 1948 and needed to recruit many healthcare workers.  
Other people just wanted to see Britain, which they had heard so much about.



1492 Christopher Columbus discovers the Caribbean Islands

1517 the first slaves sent directly from Africa arrived to do forced labour on the Spanish plantations and mines in the Caribbean islands.

1948 NHS Created

1948 British Nationality Act

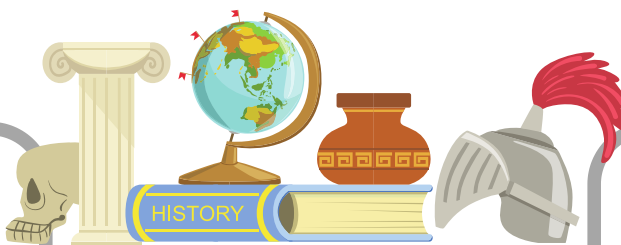
22nd June 1948 Empire Windrush boat arrives in London

1963 Bristol Bus Boycott

1965 Race Relations Action made racial discrimination illegal in public places

1968 Racial discrimination in housing, jobs and banking was made illegal in the UK

2017 The Windrush Scandal



**Plantation:** a large farm which is specialized on farming one type of crop (often sugar, rubber or cotton)

**Slave:** a person who is owned by and forced to work for another with no pay or rights.

**Exploit:** selfishly taking advantage of someone or a group of people in order to profit from them or gain an advantage

**Racism:** when people are treated unfairly or poorly because of their skin colour or background

**Discrimination:** the unfair treatment of one particular person or a group of people because of some aspect of their identify (e.g. race, gender, age)

**Boycott:** the act of refusing to buy, use or go in order to make a protest or bring about a change

**Immigration:** the process of moving to a new country, with plans to live their permanently

# The Windrush Generation 1948 - 1971

## How did the Windrush Generation change the history of the UK?

### The Arrival of the Empire Windrush 1948

One of the very first boats to make the journey was called the MV Empire Windrush. It set sail on its three-week journey in Spring 1948. It docked at Tilbury, London on 22nd June 1948. There were 1027 passengers on board.



### Life for the Windrush immigrants in the UK

The Windrush generation faced difficulties in the UK. Many struggled to find work or homes due to racism. Some companies and landlords openly said they didn't want to employ Black people or have them live in their property. Racist and upsetting signs in windows would sometimes read 'No Blacks, No Irish, No Dogs.' Some Black people found it difficult to make friends and children were often bullied at school. Some Black people were the victims of racist attacks in the UK.



### The Fight for Equality

In 1963, the Bristol Bus Boycott highlighted the local bus company's racist refusal to hire Black or Asian people. This bus boycott forced the company to change its rules. In 1965, The Race Relations Action made racial discrimination illegal in public places. In 1968 Racial discrimination in housing, jobs and banking was made illegal.

### The Windrush Scandal 2017

In 1971, people who had moved to the UK from the Caribbean under the 1948 British Nationality Act were told they could remain in the UK indefinitely. However, no full record was made of the people involved. In 2012, Immigration laws in the UK were changed. This affected some of the Windrush generation and their children. Thousands of people who had moved to the UK before 1973 had their British Citizenship removed. Many were threatened with deportation and some were even sent back to the countries they had left when they were children. The British Government apologised and promised to help those who had been affected.



Consider what reasons some people may have for being racist. Are these reasons ever justified?

Some people believe that immigrants should not be allowed into the UK. What is your opinion. Give evidence to support your answer.



# History - UKS2 Year B



## When and where the Shang Dynasty existed?

It is believed that the Shang Dynasty existed from 1600 BCE to 1046 BCE in Ancient China. The Shang dynasty was the first recorded Chinese dynasty for which there is both written and archaeological evidence. The Shang created one of the earliest advanced civilizations in East Asia



## How do we know about the Shang Dynasty?

Xiaotun Dig – The existence of the Shang Dynasty was not fully proved until CE 1928. A team of archaeologists performed a dig in Xiaotun near Anyang. Here the foundations of an ancient royal city were unearthed.

## What do we know about life during the Shang Dynasty?

Life under the Shang rule was very different for different people. There was a social hierarchy (King and Ruling Family, Government Officials/Priests/Warriors, Craftsmen, Merchants, Peasant Farmers, Slaves).



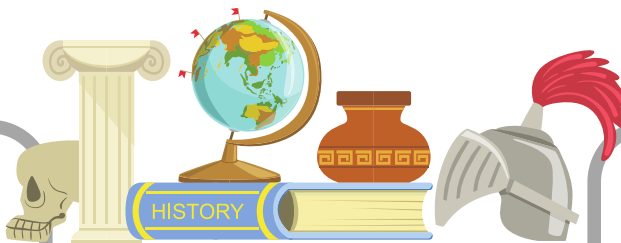
1600 BC Shang Dynasty founded when Cheng Tang overthrows the Xia Dynasty

1400 – 1200 BCE – The earliest found examples of Chinese writing are dated to this period

1250 BCE King Wu Ding begins his reign

1200 BCE Fu Hao one of the wives of King Wu Ding, dies. Her tomb is the only intact Shang tomb that has been found to date

1046 BCE Slaves revolt in protest against cruel treatment and increasing taxes. The Shang Dynasty is overthrown and replaced by the Zhou Dynasty.



**Dynasty** – when one family rules a country or region over a long period of time

**Ancient** – very old or having existed for a long time

**Civilisation** – a human society with well developed rules and government, often where technology and the arts are considered important.

**Inequality** – when things are not equal or are unfair

**Legacy** – something that exists after someone dies or after a civilisation or event ends

**Primary Source** – information and objects that come from the time being studied

**Secondary Source** – interpretations of information and objects which are produced after the time being studied

**Hypothesis** – an educated guess or prediction based on some information that you already know

# The Shang Dynasty 1600 – 1046BC

## How did Ancient Civilisations shape our lives today?



## How did the King and Ruling Family live?

The King and Ruling Family lived in the capital city in ornately decorated palaces made from wood and clay bricks, containing beautiful tiles and intricately carved bronze and jade sculptures. They also grew flowers and spices in walled gardens. Their clothes were made of the finest silk and they were served meals consisting of a wide range of delicacies including a large number of meats, like horse, beef, chicken, pork, mutton and deer. The King and ruling family made all of the important decisions on how the Kingdom was run.



## How did most people live during the Shang Dynasty?

Most people belonged to the peasant farmers class. They lived out in the countryside farming areas of land controlled by the noble warriors. Life as a farmer was very labour intensive and farmers often lived in harsh conditions, often in holes dug out of the ground and covered with make shift roofs.

Shang slaves were usually prisoners of war, and sometimes convicted criminals. They were made to undertake hard labour, often building tombs and palaces. Shang slaves were treated very harshly and were sometimes sacrificed to the gods. They were also frequently buried alive with their masters, as it was thought they could then continue to serve them in the afterlife.

## How and when did the Shang Dynasty come to an end?

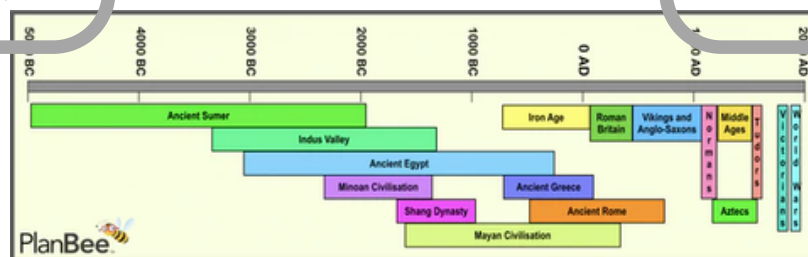
Emperor Zhou, the last Shang Emperor, was said to have been very cruel. He was overthrown by Wu who became founder of the Zhou dynasty in 1046 BCE.

## Shang Dynasty Achievements - Legacy

- The Shang excelled in bronze work.
- Jade carving
- They created a highly developed calendar system with a 360-day year with 12 months of 30 days each. It was during this period that Chinese writing began to develop.



What have we learnt from the Shang Dynasty? How did they change the world?



# History - UKS2 Year B



## What was Ancient Greece and where was it?

Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together to defend themselves from a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta.



**Democratic** – based on the idea that everyone has equal rights and is involved in making decisions

**Culture** – the way that people live (food, clothing, language and beliefs)

**Myth** – a traditional, ancient story which is fictional, often written to explain a natural occurrence

**Legend** – a story or group of stories that have been handed down from a long time ago

**Literature** – written work, especially with artistic value

**Legacy** – something that exists after someone dies or after a civilisation or event ends

**Primary Source** – information and objects that come from the time being studied

**Secondary Source** – interpretations of information and objects which are produced after the time being studied

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## The Ancient Greeks 1200BCE – 323CE How did Ancient Civilisations shape our lives today?



### Craftsmen and Artisans

There was also a set of skilled craftsmen in ancient Greece. These artisans were the ones who created beautiful sculptures, decorated the inside walls of houses with elaborate paintings, or created mosaics with thousands of small tiles. Other craftsmen made pottery, coins and jewellery, and other items that were used on a daily basis in ancient Greece.

### Sport and the birth of the Olympics

The religious festival held every four years in honour of the father of the Greek gods and goddesses, Zeus, was called the Olympics. It demonstrated the ancient greeks' enthusiasm for physical fitness. Apparently beginning with just a single foot race, the program grew to include 23 contests; an Olympiad never features more than 20.



## How did the Ancient Greeks live?



- The Ancient Greeks lived in highly organized cities, where they could go see a play or a sporting event, or attend a number of different schools, or could join the army and become a soldier.
- Greek cities also had an agora, which was a central marketplace where people could go to shop, perform business transactions, or meet other people and socialize.
- One of the biggest cities in ancient Greece was Athens. At the height of the Athenian empire, around 200,000 people lived there.
- Greek society was similar to the society that most of us enjoy today because it was full of a rich culture. This means that ancient Greeks could enjoy exotic foods, good music, and read literature, just as we do today.



1600BCE – 1100BCE Beginning of the Mycenaean Period

1250 BCE The Trojan War

776 BCE Introduction of the Olympic Games

146 BCE Invasion of the Romans

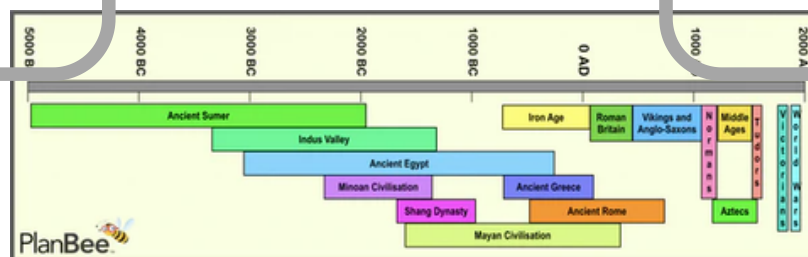
## Why were the Ancient greeks important? What was their legacy?

- Ancient Athens is where democracy began in around 508 BC.
- The Olympics
- The influence of Ancient Greek architecture and design can be seen everywhere in modern life, particularly in the Western World.
- Storytelling and theatre were also an important part of life in Ancient Greece. Greeks stories such as this and 'The Odyssey' have influenced writing, storytelling and literature for almost 3000 years.



Find evidence that Greek architecture is still popular today.

Compare the Ancient Greeks with the Shang Dynasty. What similarities and what differences can you find?



# History - UKS2 Year B



## Chronology:

Queen Elizabeth I (daughter of King Henry VIII) was the last of the Tudor monarchs.

Elizabeth I did not have any children and was responsible for ordering the execution of Mary Queen of Scots (James' mother who was a devout Catholic).

James and Elizabeth were distantly related; his great-grandmother and her father were sister and brother.

So when Queen Elizabeth died, James I (who was already King of Scotland) became King. He was the first monarch belong to the House of Stuart.

King James I and his son Charles were who Guy Fawkes and the Gunpowder Plot had tried to kill.

When King James died in 1625, his son Charles became King Charles I.

## Civil War

King Charles married Henrietta Maria of France who was a Catholic and parliament did not approve of this. Charles and parliament disagreed over many issues including money and who should be responsible for ruling England.

In 1642, the English Civil War started.

A civil war is when sides from the same country fight against each other.

King Charles led the Royalists, often called 'Cavaliers.'

The Parliamentarians, were led by a man called Oliver Cromwell and they were often called 'Roundheads' because of their simple haircuts.

The Civil war was actually a series of 3 wars which ended in 1651 at the Battle of Worcester when the Parliamentarians defeated the Royalists.

In January 1649 Parliament abolished the Office of King and England became a republic (a country without a King or Queen).

Parliament had King Charles I declared a traitor and he was executed on 30th January 1649.



1558 – 1603 Queen Elizabeth I reigned

1603 – 1625 King James I reigned

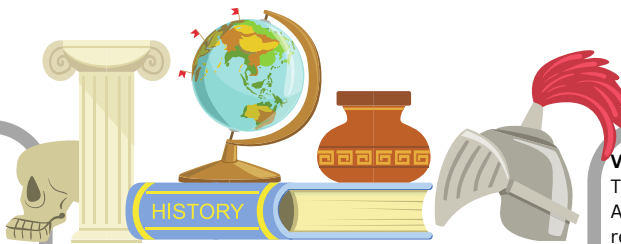
1625 – 1649 Charles I reigned

1649 The Office of King was abolished

1649 – 1660 Interregnum

1651 Battle of Worcester

1660 King Charles II proclaimed King



**Parliament** – a group of people who make the laws for a country

**Reign** – the period of time that a monarch (a king, queen, emperor etc) rules over a country

**Interregnum** – the period of time when England became a republic and had no monarchy

**Monarchy** – a system of government where a monarch (a King or Queen) is the 'head of state' – the leader of the country  
**Republic** – a type of government that has no king, queen or other monarch and the people who live there elect people to run their country

**Civil War** – when sides from the same country fight against each other

**Traitor** – someone who betrays a group that they belong to

## Local History Study – How did the Battle of Worcester change the course of British History?



### Visit to the Hive Library

The Battle of Worcester – How do we know about it? An examination of a range of primary and secondary resources, including archaeological digs around Worcester.



**The Battle of Worcester** – Where exactly did it take place? Using maps and a range of sources, pupils to identify key points where the battle took place.

**How did the Battle end?** Using a range of resources pupils will research how the battle came to an end and the resulting consequences.



### Visit to the Commandery What was it like fighting in the Battle of Worcester?

Pupils will visit the Commandery in Worcester and examine the equipment soldiers used during the battle.



Pupils will present their findings in a final project.



From your study of history, what, in your opinion, are often the main causes of conflict and war?

Which do you think is better; a Monarchy or a Republic? Explain your answer.