

St Clare's Curriculum

History



Early Years Statutory Framework

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pupils learn about the lives of people around them, including their parents and grandparents, police officers, staff around the school, and through the careers programme.

They learn about the concept of time through the creation of a timeline through their year in EYFS and hear lots of stories set in the past, including Bible stories.

Pupils learn about familiar situations in the past, such as their baptism and the baptism of their staff and parents as well as through the Special Times topic.

Pupils learn about dinosaurs through small world play, stories, art and maths.

Pupils compare past and present by comparing vehicles and toys both in pictures and in physical artefacts. They look at Coalville in the past through photos and artefacts such as a miners' lantern. Pupils are shown how clothes in stories look different to clothes worn today.

In art, pupils look at the work of Kandinsky, comparing modern and past art.

National Curriculum Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Key Stage One

Pupils should be taught about:	Year 1	Year 2
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Are my toys the same as my grandparents' toys?	How has transport changed over time?
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	What were the events and consequences of the Great Fire of London?	
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	What do Christopher Columbus and Neil Armstrong have in common?	How did war-time nurses become significant historical figures?
significant historical events, people and places in their own locality.		Which places and people are significant in Coalville's history and why?

Key Stage Two				
Pupils should be taught about:	Year 3	Year 4	Year 5	Year 6
changes in Britain from the Stone Age to the Iron Age	What changed from the Stone Age to the Iron Age?			
the Roman Empire and its impact on Britain		What do Roman artefacts tell us about the past?		
Britain's settlement by Anglo-Saxons and Scots			What is the significance of the Anglo-Saxons in British history?	
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				Vikings: invaders, traders or settlers?
a local history study			How has coalmining shaped our local area?	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				How did the role of women change on the home front during and after World War II?
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	What were key aspects of the Ancient Egyptian civilisation?			
Ancient Greece – a study of Greek life and achievements and their influence on the western world		How does Ancient Greek life compare to life in Europe today?		
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300				How were the Maya different to the Vikings?

Historical Concepts

These six strands run through the St Clare's history curriculum:

Concept	Definition
Exploration	Searching an unfamiliar area in order to learn about it.
Invasion	Entering a place in order to take over control of it.
Lifestyle	Typical daily life of a group of people.
Religion	Believing in and worshipping of an entity, usually a God or Gods.
Civilisation	A stable community of a group of people with the same language and way of life.
Chronology	Arranging events or dates in the order in which they occurred.

Exploration

Searching an unfamiliar area in order to learn about it.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Are my toys the same as my grandparents' toys?	Which places and people are significant in Coalville's history and why?	What changed from the Stone Age to the Iron Age?	How does Ancient Greek life compare to life in Europe today?	What is the significance of the Anglo-Saxons in British history?	Vikings: invaders, traders or settlers?
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Invasion

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Lifestyle

Typical daily life of a group of people.

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Religion

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Civilisation

A stable community of a group of people with the same language and way of life.

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Substantive and Disciplinary Knowledge

Substantive knowledge – knowledge about the past – is identified on each unit's knowledge organiser.

Disciplinary knowledge – knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts – is categorised as follows:

Cause

How historians analyse how and why events or states of affairs occurred or emerged.

Consequence

The way historians analyse the consequences of an event or development.

Change and Continuity

Historical analysis of the pace, nature and extent of change or characterisation of a process of change.

Similarity and Difference

Historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.

Historical Significance

How and why historical events, trends and individuals are ascribed historical significance.

Sources and Evidence

How historians use sources as evidence to construct, challenge or test claims about the past.

Historical interpretations

An understanding of how and why different accounts of the past are constructed.

Cause

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Year 1 – Are my toys the same as my grandparents' toys?



St Clare's Unit Plan:

I can explain how we find out about the past
I can compare modern day toys and compare how they are similar and different
I can compare my life when I was younger and my life now
I can compare toys from 30 years ago to modern toys
I can compare toys from 60 years ago to modern toys
I can answer the enquiry question: are my toys the same as my grandparents' toys?

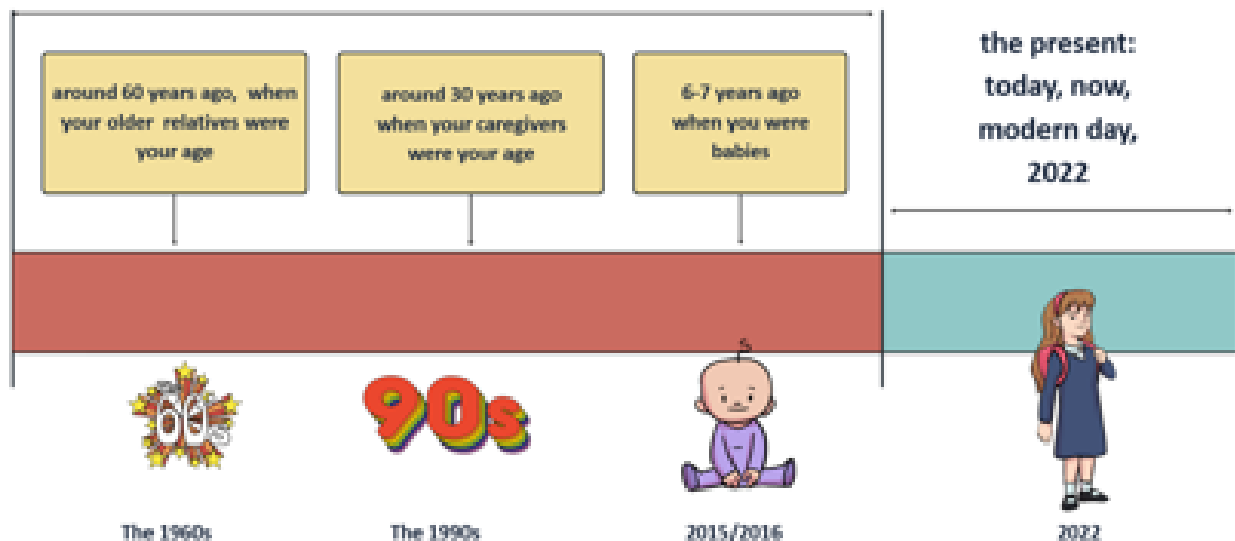
Learning enhancements:

- Pupils visit Newarke Houses Museum to look at toys from the past
- Pupils handle genuine and replica artefacts
- Pupils homework includes questioning relatives about the toys they played with when they were young

Links to prior learning:

- EYFS – past and present – talk about family members and look at some toys from the past

Are my toys the same as my grandparents' toys?



Modern day toys

- **Modern** day toys are often made out of plastic.
- Modern day toys are centred around technology.
- Many modern day toys are battery operated.
- Modern day toys are made by machines.

Toy from the past

- Some toys from older **generations** are still played with in modern times e.g. teddy bears.
- Most toys from 60 years ago were made from wood or metal.
- There are **similarities** and **differences** between old and new toys.
- Toys from 60 years ago were often handmade.

Vocabulary

before

after

past

present

old

new

then

now

Historical Enquiry

- Sources and evidence about toys from the past
- Change and continuity of toys over the past 60 years

Year 1 – What were the events and consequences of the Great Fire of London?



St Clare's Unit Plan:

I can compare London in 1666 to London today
I can compare jobs in 1666 to jobs today
I can explain the chronology of the Great Fire of London
I can use an historic document to find out about the past
I can explain the consequences of the Great Fire of London
I can explain the events and consequences of the Great Fire of London

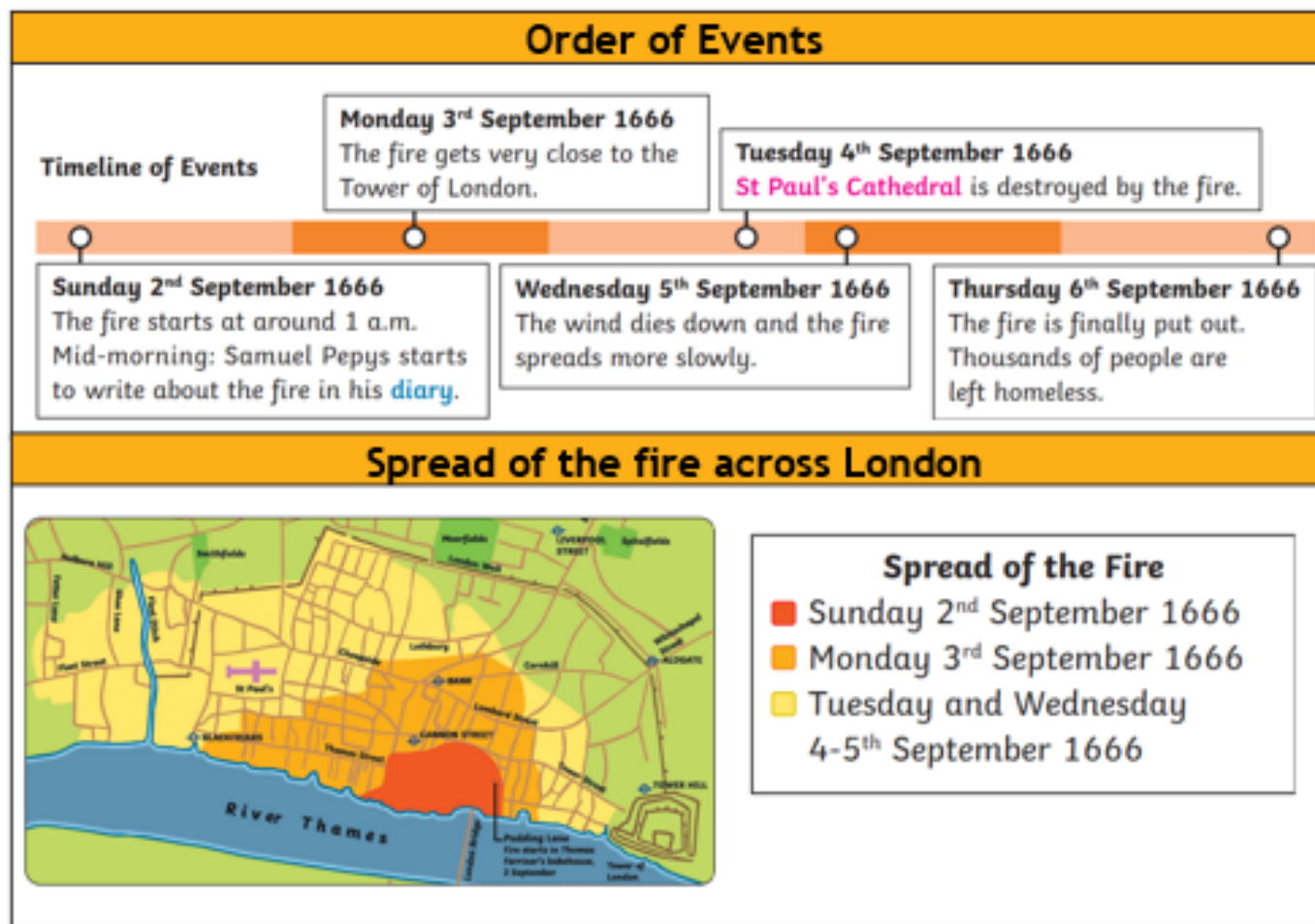
Learning enhancements:

- Pupils homework includes making cardboard houses which are then burnt to replicate the spread of the fire
- Fire Safety Talk from the Fire Brigade

Links to prior learning:

- EYFS – past and present – describe jobs people have and how these have changed
- Year 1 – build on timeline created in unit about toys

What were the events and consequences of the Great Fire of London?



Comparing Modern Day London and London from 1666.

- In **1666**, houses were built from **wood** and **straw** which meant they burnt very easily.
- They were also built very **close together** which meant the fire could spread.
- In 1666, they had a fire **brigade** but it wasn't like the fire brigade we have now.
- There were no hose pipes. People had to fill up leather buckets with **water** and then throw them over the fire.
- This took a lot of time and was not effective!

Key person

Samuel Pepys wrote a **diary**.

He described the events that happened during the **Great Fire of London**.



Historical Enquiry

- Change and continuity in the buildings of the City of London and of life in that city
- Sources and evidence of how the fire started in Samuel Pepys diary
- Consequences of the Great Fire of London

Year 1 – What do Christopher Columbus and Neil Armstrong have in common?



St Clare's Unit Plan:

I can explain what an explorer is
I can explain who Christopher Columbus was
I can describe Christopher Columbus' explorations and their historic significance
I can explain who Neil Armstrong was
I can describe Neil Armstrong's explorations and their historic significance
I can explain what Christopher Columbus and Neil Armstrong have in common

Learning enhancements:

- Pupils become explorers of an unknown part of their local area

Links to prior learning:

- EYFS – past and present
- EYFS - Space
- Year 1 – build on timeline

What do Christopher Columbus and Neil Armstrong have in common?

What is an explorer?

An **explorer** searches somewhere unfamiliar in order to learn about it. People have explored different places on Earth including underwater, in the air and on land, using a variety of different transportation. People have been exploring throughout history.

Who was Christopher Columbus and why is he significant?



- **Christopher Columbus** was born in Italy in 1451.
- He wanted to find a quicker way to get to Asia so that herbs could be brought to England to preserve food.
- The King and Queen of Spain paid for him to have three ships to go on an **expedition**.
- He made a mistake and landed in what is now the Caribbean Islands
- He brought back avocados, pineapples and corn.
- He went on three more **voyages** looking for a shorter route to Asia, but he never found one.

Who was Neil Armstrong and why is he significant?



- **Neil Armstrong** was born in America in 1930.
- He got his pilot's licence in 1946 when he was just 16 years old.
- He became an **astronaut** for NASA in 1962.
- He became the first person to walk on the moon in 1969.
- He died aged 82 in 2012.

Historical Enquiry

Historical significance of Christopher Columbus and Neil Armstrong. Cause of Christopher Columbus' expeditions and Neil Armstrong's **missions** and their consequences.

Year 2 – Which places and people are significant in Coalville's history and why?



St Clare's Unit Plan:

I can understand that Coalville has changed over time
I can look for clues about the history of the local area
I can explain the significance of the Memorial Clock Tower to Coalville
I can explain the significance of George Stephenson to Coalville
I can explain the significance of the Palitoy factory to Coalville
I can explain which places and people are significant in Coalville's history and why

Learning enhancements:

- Pupils take a walk around the local area to find evidence of its history

Links to prior learning:

- EYFS – past and present – talk about the lives of people around them and their roles in society
- Year 1 – build on timeline created

Which places and people are significant in Coalville's history and why?

Coalville has changed over time

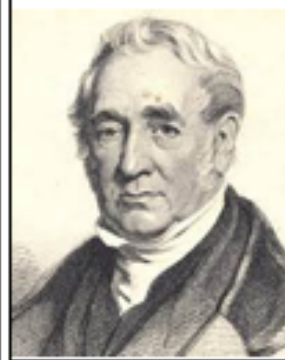


The Memorial Clock Tower



- Unveiled on 31st October 1935
- Commemorates those who died in WW1
- Funded by local businesses
- 21 metres tall

George Stephenson



- Known as "Father of the Railways"
- Opened Leicester and Swannington railway.
- Bought land and sank coal mines
- Supplied coal to Leicester

The Palitoy Factory



- The Cascelloid Company was founded in Coalville in 1919
- Factory located in Jackson Street
- Bought in 1935 and Palitoy was created as a trademark
- Made toys such as Star Wars, Action Man, Care Bears and Play Doh
- Employed 600 people
- Closed in 1985
- A plaque marks where the factory used to be

Historical Enquiry

Why Coalville has changed over time.
Why people and places are said to be historically significant

Year 2 – How did war-time nurses become significant historical figures?



St Clare's Unit Plan:

I can explain what makes a person historically significant
I can explain who Florence Nightingale was and how she improved nursing
I can explain who Mary Seacole was and how she improved nursing
I can explain who Edith Cavell was and how she improved nursing
I can compare the lives of three significant nurses
I can explain how war-time nurses became significant historical figures

Learning enhancements:

- Visit from a present day nurse

Links to prior learning:

- EYFS – past and present – children talk about the lives of people around them and their roles in society
- Y1 – build on timeline created
- Y1 – Other significant historical figures – Christopher Columbus and Neil Armstrong

How did war-time nurses become significant historical figures?

Who were they?

Who was Mary Seacole?	Mary Seacole was a nurse. Her mother was Jamaican and her father was Scottish. She travelled from Jamaica to look after wounded soldiers on the battlefield in the Crimean War. She set up a hospital called the British Hotel to look after soldiers.
Who was Florence Nightingale?	Florence Nightingale was a nurse. She made hospitals cleaner for patients and looked after soldiers in the Crimean War. She set up the Nightingale Training School for nurses in 1860.
Who was Edith Cavell?	Edith Cavell was a nurse in the First World War. She saved soldiers from both sides during the First World War. Edith helped over 200 soldiers escape from the German army.



Key Vocabulary

Crimean War

(1853-1856) A war between Russia on one side and Britain, France, the Ottoman Empire (now Türkiye) and Sardinia on the other.

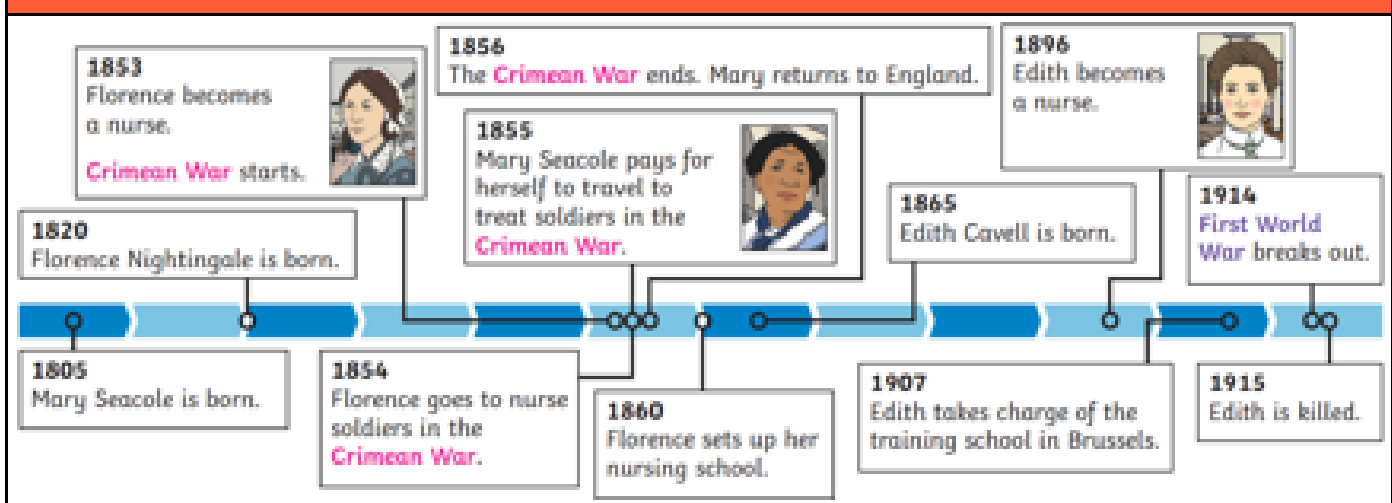
battlefield

A place where soldiers fight in war.

First World War

(1914-1918) First World War or World War I.

Timeline



Historical Enquiry

Similarities and differences between experiences of Florence and Mary.
Consequences of the actions of the three nurses.

Year 2 – How has transport changed over time?



St Clare's Unit Plan:

I can describe different modes of transport
I can describe how cars have changed over time
I can describe how trains have changed over time
I can describe how ships have changed over time
I can describe how planes have changed over time
I can explain how transport has changed over time

Learning enhancements:

- Pupils visit Abbey Pumping Station to look at a range of historic vehicles

Links to prior learning:

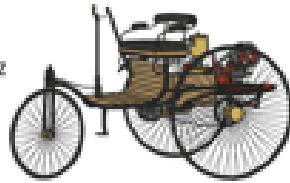
- EYFS – past and present
- Year 1 – build on timeline created
- Year 1 – old toys (toy cars etc.)
- Year 1 – Great Fire of London (fire vehicles)
- Year 2 – Local history (railway line)

How has transport changed over time?

How have cars changed over time?

1885

Benz builds the first 'Benz Patent Motorwagen' in Germany.



1908

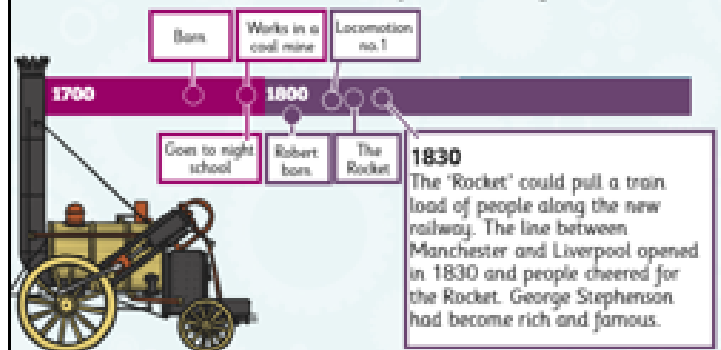
In America, Henry Ford designed the Model T and began building lots of them in his factory. This was the first time making cars happened in this way.



2014 model



How have trains changed over time?



Modern Trains

Modern trains use electricity from overhead lines to power them.



How have ships changed over time?



AD 1000, Viking longships.
Made of wood.
Powered by oars and wind



1800s, clipper ships.
Made of wood.
Powered by the wind



By 1819, steam ships
Made of iron.
Powered by steam.



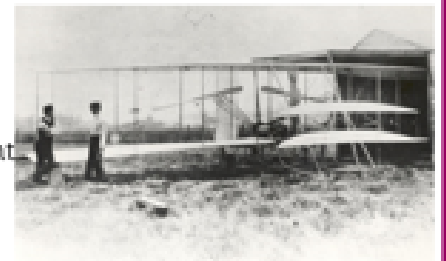
By 1980s container ships
Made of iron.
Powered by diesel engines.



Today, cruise ships
Made of steel.
Powered by diesel engines.

How have planes changed over time?

Orville and Wilbur Wright were two brothers, born in America. Their first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.



1919	First international passenger flights began
1947	Chuck Yeager first person to fly faster than the speed of sound
1973	Supersonic aeroplane, Concorde makes its first transatlantic flight
1986	Rutan Voyager completed first non-stop flight around the world
2016	First round the world flight in a <u>soalr</u> -powered plane

Historical Enquiry

Consequences of the technological advances in transport.
How cars, trains, ships and planes have changed over time.

Year 3 – What changed from the Stone Age to the Iron Age?



St Clare's Unit Plan:

I can describe what life was like in the Palaeolithic and Mesolithic eras
I can explain how hunter-gathers became farmers
I can explain how tools changed after the Neolithic era
I can explain what buried hoards tell us about Britain in 55BC
I can explain the chronology of changes from the Stone Age to the Bronze Age to the Iron Age
I can describe what changed from the Stone Age to the Iron Age

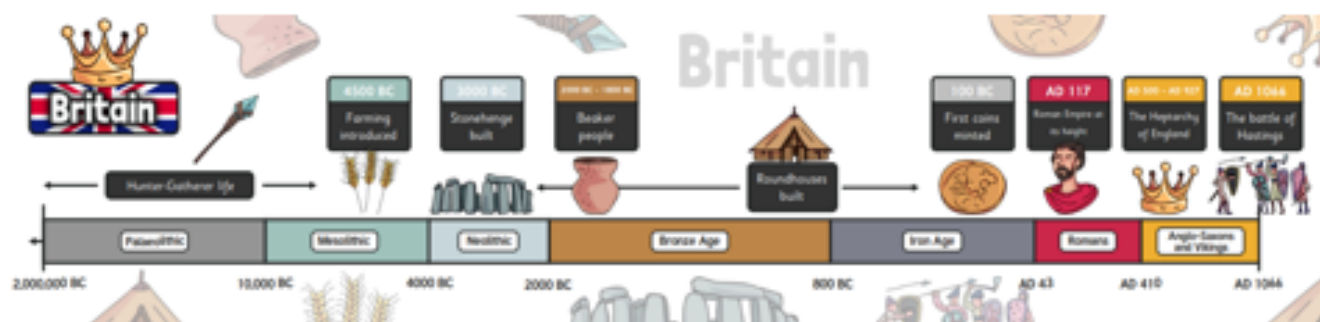
Learning enhancements:

- Pupils look at replica artefacts
- Visitor sharing artefacts and virtual reality from the period

Links to prior learning:

- EYFS – past and present
- EYFS - dinosaurs
- KS1 – build on timeline created

What changed from the Stone Age to the Iron Age?



Stone Age

The Stone Age is a period of our history that happened thousands of years ago. It is called the Stone Age because it is the era when early humans started using stone for tools and weapons. They also used stones to light fires.

The Stone Age is divided into three periods: the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).

Palaeolithic and Mesolithic people were hunter gatherers. They moved frequently following the animals they hunted and gathered fruits and berries when they could.

Hunter- Gatherers

People living during the Stone Age were hunters. They would hunt animals to eat such as woolly mammoths, reindeers and woolly rhinoceros. However, they did not just hunt animals to eat them. Animals had many different uses. They would use the animal's woolly coat to keep them warm in the winter and they would use animal horns as tools, weapons or even to help clear snow out of their path!



The animals would often migrate around the land, not staying in one place. People during this time built temporary homes so that they could move quickly to follow the animals and continue to hunt. The Stone Age people also ate fish that were caught in rivers and lakes, gathered animals eggs, fruits, nuts and plants.



Farming

During the Neolithic Stone Age, people started to settle and not follow animals. They would plant the seeds from the plants they gathered and looked after them so that they would grow. When the plants were fully grown, the people would use their stone and bone tools to cut the plants, so that they could turn it into food and eat it. People also captured smaller animals such as dogs, pigs and sheep. They looked after them so that they would have babies. This meant that they would have bigger groups of animals near their homes that they could milk, skin for hides/fur and kill for meat/bone for food and tools.



Historical Enquiry

What caused the changes from the Stone Age to the Iron Age.
What were the changes which occurred over these periods of time.
What do buried hoards tell us about the past (sources and evidence)

Year 3 – What were key aspects of the Ancient Egyptian civilisation?



St Clare's Unit Plan:

I can investigate who built the Great Pyramid at Giza
I can explain why Hatshepsut sent an expedition to Punt
I can explain why Akhenaten was so hated
I can explain why Rameses II made sure only his version of events was remembered
I can explain how the civilisation of Egypt ended
I can describe key aspects of the Ancient Egyptian civilisation

Learning enhancements:

- Pupils look at replica artefacts
- Pupils visit Ancient Egyptian exhibit at New Walk Museum

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 2 – transport (boats)

What were key aspects of the Ancient Egyptian civilisation?

The Great Pyramid at Giza

- **Pyramids** were built for **Pharaohs** (the ruler) to be buried in when they died.
- Herodotus, an ancient Greek who travelled around Egypt some 2000 years after the Egyptians constructed the great pyramid, researched the Pyramid of Giza.
- Herodotus discovered the pyramid's builder was the pharaoh or king Cheops: Khifu.

Trading

- Egypt was involved with **trading**.
- Punt gave surplus resources/goods for things they need from Egypt. This included Frankincense & myrrh/cinnamon/baboons/monkeys
- Wooden boats were used to transport trading goods across **the River Nile**

Ramesses II

- Pharaoh during Egypt's golden age
- built more monuments
- Ordered the Battle of Kadesh, fought in 1274 BC against the Hittite Empire
- He was in charge of the building and reconstructing of many temples, monuments and structures.



End of Civilisation

Cleopatra we have the decline of Egypt as an individual culture. Alongside all of these ancient individuals we have the work and lives of the archaeologists who brought us the fragments of their stories

Pharaohs

Akhenaten



The young king - Amenhotep IV – believed in one god 'Aten'. He then changed his name to Akhenaten and called himself the high priest for the Aten. His views did not match with the rest of society at the time.

Nefertiti



Wife of Akhenaten and Queen of Egypt

Hapshepsut



Female king of Egypt (reigned in her own right c. 1473–58 BCE) who gained power as a woman, adopting the full titles and role of a pharaoh.

Tutankhamun



Married Akhenaten's daughter and inherited a land divided by the new beliefs created by Akhenaten

Historic Enquiry

- Use sources to find out who built the Great Pyramid at Giza
- Historical interpretation of Ramesses' and others' versions of events.
- Why did the Egyptian civilisation end?

Year 4 – How does Ancient Greek life compare to life in Europe today?



St Clare's Unit Plan:

I can find out about Greek life by looking at artefacts
I can explain how the Ancient Greeks lived and were educated
I can demonstrate an understanding of democracy
I can explain who the Ancient Greeks worshipped
I can use historical sources to form conclusions about an event in the past
I can explain how Ancient Greek life compares to life in Europe today

Learning enhancements:

- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 3 – Ancient Egypt (Gods)
- Whole school British Values – democracy

How does Ancient Greek life compare to life in Europe today?

Daily Life/Education

In ancient Greek life men were most important. Women and girls didn't get an **education** like the boys did and looked after the children and houses. Only the rich boys could go to school as they had to pay



Timeline



Gods

The ancient Greeks believed in many different **gods** and **goddesses**. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.

- Festivals were held to celebrate the gods and goddesses
- It is believed that the 12 most powerful gods lived on Mount Olympus.
- **Zeus** was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.
- **Hades, Aphrodite, Poseidon** are other Greek gods



The Olympics



Democracy

Around 508 BC, **democracy** was introduced to **ancient** Athens. Listening to the opinions of other people and debating issues was an important part of this system. After **debating** issues, the ancient Athenians would **vote**. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens.

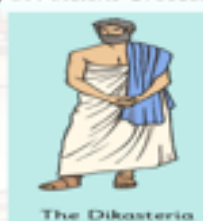
There were three main systems of democracy in Ancient Greece:



The Ekklesia



The Boule



The Dikasteria

Historical Enquiry

- Sources and evidence of Greek life in artefacts
- Sources and evidence about the Olympic Games

Year 4 – What do Roman artefacts tell us about the past?



St Clare's Unit Plan:

I can describe early Rome and explain how we know this
I can describe and explain why the Roman army was so powerful
I can compare Roman settlements to Celtic villages
I can explain who Boudicca was and why she took revenge on the Romans
I can describe how the Romans protected their land and how we know this
I can explain what Roman artefacts tell us about the past

Learning enhancements:

- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 3 – Ancient Egypt (Gods, conquest)

What do Roman artefacts tell us about the past?

Roman Settlements

Romans were not happy just **conquering** the **settlements** of Britain – they wanted to turn them into **Roman cities** too.

Roman towns in Britain were full of **brick buildings** and **temples**.

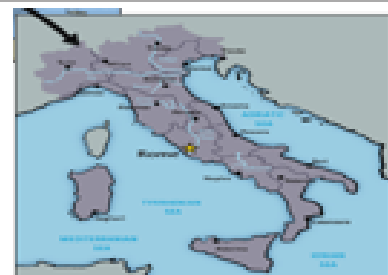
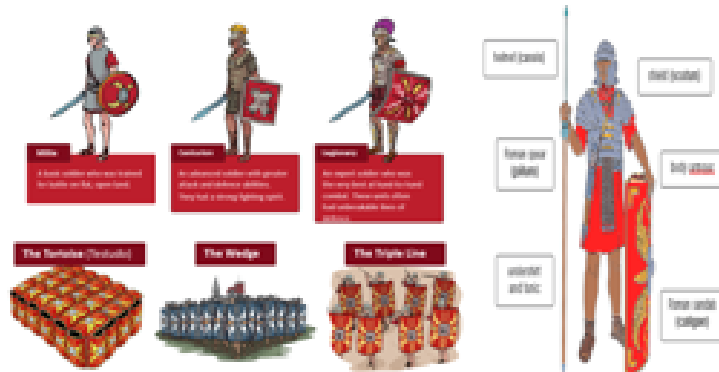


Boudicca

After her husband's death, the Roman Emperor demanded that **Boudicca** pay taxes on the land she owned. She is furious and wants to seek **revenge**.

Boudicca travelled across England with her army, burning Roman cities to the ground. She met a Roman legion in the middle of the country, where she was defeated.

Roman Army



Roman Empire

Under the rule of **Emperor Augustus**, the Roman Empire had grown.

Emperor Claudius successfully **invaded Britain in 43 CE**.

Once they had conquered lands, the Romans chose a **governor** to be in charge of the territory.

It would be a **governor's job** to make important decisions about **law**

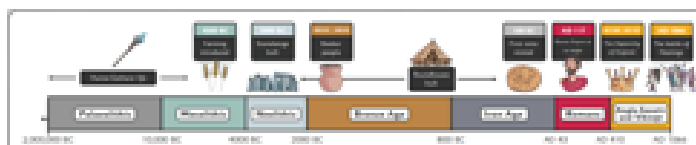
and order of his land for the emperor. He would also be the **military commander** for the legions in his territory, so most expansions were carried out by these powerful men.

Timeline



Over the next 800 years, the **Roman Empire** grew and took control of more neighbouring countries.

In 43 CE, the Roman **Emperor Claudius** **invaded Britain** to grow the empire further.



Historical Enquiry

- Sources and evidence about Roman life and the impact of the Roman Empire
- Similarity and difference between the Roman settlements and the Celtic villages
- Historical significance of Boudicca

Year 5 – What is the significance of the Anglo-Saxons in British history?



St Clare's Unit Plan:

I can explain the chronology of the withdrawal of the Romans from Britain

I can describe the Scot invasion of Britain

I can explain how and why the Anglo-Saxons invaded Britain
--

I can explain who ruled England in Anglo-Saxon times
--

I can describe the lifestyle of an Anglo-Saxon
--

I can explain the significance of the Anglo-Saxons in British history

Learning enhancements:

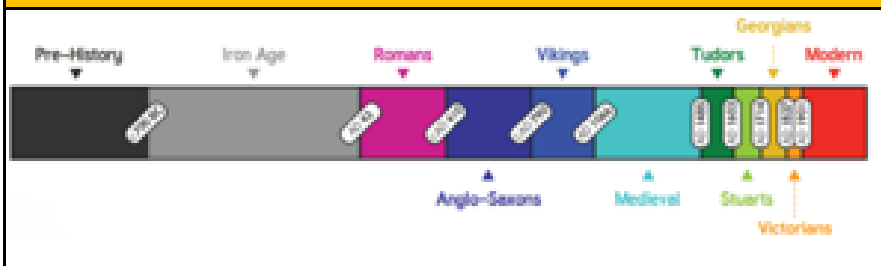
- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 3 – Ancient Egypt (lifestyle, invasion)
- Year 4 – Romans (chronology follow on)

What is the significance of the Anglo-Saxons in British history?

Timeline



Withdrawal of the Roman Empire

- In the year 350, the Anglo-Saxons attempted to **invade** Britain but at the time, the **Romans** ruled and so they fought back- The Anglo-Saxons **retreated**
- Under Roman rule, Britain became great
- The Roman army became smaller as more troops were called to defend other parts of their empire
- By 410AD, the last of the Romans had left Britain

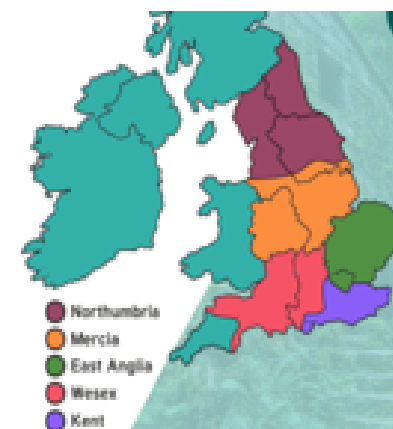
The Scot Invasion

- **Scots** and **Picts** were always trying to invade England, which was now easier with the Romans gone
- The Scots and Picts jumped over Hadrian's Wall to invade England
- The British King hired two brothers to help keep England from being invaded, which they did
- The two brothers and their men liked England so they decided to stay
- However, men from other countries wanted to take over and they fought and won- these were called the Anglo-Saxons



The Anglo-Saxons

- The **Anglo-Saxons** were made up of three groups of people from Germany, Denmark and The Netherlands.
- The groups were named the **Angles, the Saxons, and the Jutes**.
- The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as Anglo-Saxons.
- They were each ruled by different strong warriors
- The Anglo-Saxon **reign** ended in **1066 AD** when **William the Conqueror** killed **Harold II** at the **Battle of Hastings**.



Historical Enquiry

- Cause of the withdrawal of the Romans from Britain, the **Scots invasion** and the Anglo-Saxon invasion
- Sources and evidence of Anglo-Saxon lifestyle

The life of an Anglo-Saxon

- The Anglo-Saxons had their own alphabet called '**futhorc runes**'
- The most common garment was a knee length woollen tunic. Many could not afford to wear shoes
- The Anglo-Saxon grew their own food

Why did the Anglo-Saxons invade Britain?

- Britain had good farmland
- The Anglo-Saxons liked to fight
- The Anglo-Saxons wanted new homes

Year 5 – How has coal mining shaped our local area?



St Clare's Unit Plan:

I can explain how Coalville came to be established
I can describe the chronology of early coal mining in the area
I can explain the importance of the railway line
I can describe the impact of the Whitwick Mining Disaster
I can describe the impact of coal mining ceasing in the area
I can explain how coal mining has shaped the local area

Learning enhancements:

- Pupils have visitors from Snibston Colliery and then visit the site
- Pupils watch "The Black Minute" theatre production

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 2 – Local history unit
- Year 2 – How transport has changed (trains)

How has coal mining shaped our local area?

How did Coalville come to be established?



Importance of the railway line

The Leicester and Swannington Railway – Leicestershire's first railway – opened in 1832, reaching Coalville in 1833, and had a small station at Long Lane (now Ashby Road) in Coalville—the first street in the town, which still has some of the original miners' cottages, which are next to the modern police station and opposite the sorting office.

Impact of the Whitwick Mining Disaster

In 1898, a fire broke out in Whitwick Colliery which resulted in the death of 35 miners.



End of coal mining in the area

Coal-mining came to an end in Coalville during the 1980s. Six collieries – Snibston, Desford, Whitwick, Ellistown, South Leicester and Bagworth – closed in and around Coalville in an eight-year period from 1983 to 1991, resulting in about five thousand men being made redundant. The disused colliery at Snibston was regenerated into Snibston Discovery Park, but was controversially closed in 2015.

Chronology of coal mining in the area

1824: Long Lane (Whitwick) colliery sunk by William Stenson
1831: George Stephenson's Snibston Colliery sunk
1833: George Stephenson's railway reached Coalville
1898: Whitwick Colliery Disaster
1983-91: Coal mining ceased in the area

Historical Enquiry

Causes of how Coalville came to be established
Causes of what caused the Whitwick Mining Disaster
Consequences of the end of coal mining in the area
Sources and evidence of the mining history of Coalville

Year 6 – Vikings: invaders, traders or settlers?



St Clare's Unit Plan:

I can explain the Vikings' migration to Britain and understand its chronology
I can describe the lifestyle of the Vikings
I can use historical sources to find out about Viking longboats and how they were used
I can describe and explain the Viking raid on Lindisfarne
I can describe the impact of Alfred the Great's resistance to the Vikings in England
I can discuss whether the Vikings were invaders, traders or settlers

Learning enhancements:

- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 2 – How transport has changed (boats)
- Year 3 – Ancient Egypt (Gods)
- Year 4 – Ancient Greeks (Gods)
- Year 5 – Anglo Saxons (chronology follows on; Alfred the Great)

Vikings: invaders, traders or settlers?

Where did the Vikings come from?



When was the Viking era?

The Vikings were thought to be in Britain from 793AD to 1150AD.



Daily life of the Vikings.

- Most Vikings were farmers who grew crops and kept cattle.
- In most parts of **Scandinavia**, people lived in timber **long houses**.
- The clothes of the Vikings were simple and practical, made from woollen or linen cloth, with animal skins to keep warm in the winter.
- The Vikings had a system of writing called **runes**, that were carved into stone.
- Viking villages were run by a **chieftain**.
- Vikings worshipped many Gods, the most important God was **Odin**. Vikings believed that if they died an honourable death, they would join Odin in **Valhalla**.

Viking Trade and Travel.

- Vikings travelled mainly by water on **longboats**. There were long and shallow to allow Vikings to sail close to the coast and along rivers.
- The Vikings **traded** all over Europe and as far east as Central Asia. They bought goods and materials such as silver, silk, spices and jewellery. In return, they sold items like honey, tin, wheat, wool, and walrus ivory. Everywhere they went, the Vikings bought and sold enslaved people too.
- Deals were made based on weight of coins, traders carried a set of folding scales which they used to weigh coins to make sure they got a fair deal.

Viking Invasions.

- Vikings are known for their ruthless **raids** and **invasions** of **settlements**. They would approach by water in longboats to burn down houses and steal.
- Inhabitants were either killed or captured to sell as slaves.
- The first Viking invasion of England was the Holy Island of **Lindisfarne** in 793AD.

Vikings vs Alfred the Great.

- One of the most famous Anglo-Saxon kings was Alfred the Great.
- He fought the Vikings when they invaded Wessex and eventually made peace so that English and Vikings settled down to live together in **Danelaw**.
- He encouraged people to learn and he tried to govern fairly.

Historical Enquiry

Cause of the Viking invasion

Historical significance of Alfred the Great

Sources and evidence about Lindisfarne raid and daily life

Year 6 – How were the Maya different to the Vikings?



St Clare's Unit Plan:

I can compare the chronology and location of the Maya and the Vikings
I can compare the lifestyle of the Maya to the Vikings
I can compare the religious beliefs of the Maya to that of the Vikings
I can explore the Maya number and calendar systems and explain their importance to the Maya
I can evaluate the reliability of Mayan art and drawings as an historical source
I can explain how the Maya were different to the Vikings

Learning enhancements:

- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 3 – Ancient Egypt (Gods)
- Year 4 – Ancient Greeks (Gods)
- Year 6 – Vikings

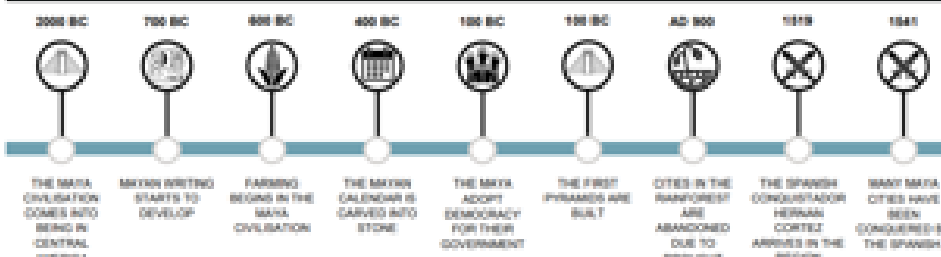
How were the Maya different to the Vikings?

When was the Mayan era?

HISTORICAL CONTEXT



WHAT?



Social Class

There were 5 social classes in Mayan times.

- Rulers
- Nobles & Priests
- Craftsmen
- Peasants
- Slaves

Each city had a ruler but the priests actually had the most influence.

Where did the Maya come from?

CENTRAL AMERICA:

Mayan Empire about 400 CE



Daily Life

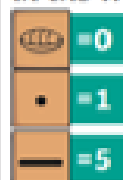
- Mayan homes were simple **huts** divided into two sections. The back rooms were used for sleeping and the front for daily activities.
- The Maya were an **agricultural society** who grew many crops. Most importantly, **maize** (corn) which was used to make lots of food and drinks. Nobles even wove their hair to resemble corn!
- Maya believed that illness, injury and misfortune were caused by evil spirits or disfavour of the Gods.

Mayan Number System

Maya Numbers

The Maya developed an advanced number system for their time.

They were one of only two cultures in the world to develop the concept of zero as a placeholder.



The number system used three symbols in different combinations.

Religion

- The Maya believed in many **Gods of nature**.
- They built **pyramid** style temples to worship like in the city of **Chichen Itza**.
- The Maya believed in the power of **sacrifice** (including humans!)

Mayan Calendar

- Time was very important to the Maya. They made lots of **calendars** to chart movements of the sun, moon, stars and planets.
- They used a calendar round which had 3 interlocking cycles: 20 names, 13 numbers and 365 days in a solar year.

Historical Enquiry

Similarity and difference between the lifestyle and religious beliefs of the Maya and Vikings
Sources and evidence of the history of the Maya

Year 6 – How did the role of women change on the home front during and after World War II?



St Clare's Unit Plan:

I can explain the background and origins of World War II
I can explain how and why the role of women changed as a result of World War II
I can discuss the role of propaganda in recruiting women during World War II
I can describe the key women's groups that formed during World War II
I can explain the role of women after the end of World War II
I can explain how the role of women changed on the home front during and after World War II

Learning enhancements:

- Pupils look at replica artefacts

Links to prior learning:

- EYFS – past and present
- KS1 – build on timeline created
- Year 2 – Wartime nurses
- Year 5 – Anglo-Saxons (invasion)
- Year 6 – Vikings (invasion)

How did the role of women change on the **home front** during WW2?

Timeline of World War 2



Key WW2 Facts

- Together with the Nazi Party, Adolf Hitler wanted to rule Europe
- The war had two sides: the **Allies** and the **Axis** powers.
- It's estimated that 55 million people died.
- **The Battle of Britain** was the first ever battle to be fought only in the air using aeroplanes.
- It was Japan that officially ended the war on 2nd September 1945.

Rationing & Evacuation

- **Rationing** meant that each person was only allowed a fixed amount of foods. Ration books were issued, with coupons that showed people how much of each item they were allowed.
- During World War II, over 3.5 million children, along with some of their teachers, pregnant women and people with disabilities, were **evacuated** from the cities to the countryside, where it was believed they would be safer from bombing.



Queen Elizabeth II, aged 19, serving as an engineer for the ATS (Auxiliary Territory Service.)

The Role of Women

Before the war, most women stayed at home in the '**privet sphere**' and didn't go out to work. Those who did work were paid less than men and were generally restricted to 'women's jobs', such as nursing or working as a shop assistant. However, when men were called up for active service, women were needed to do jobs in the '**public sphere**' such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves. After the war, many women lost their jobs. However, their experiences led them to campaign for equal working rights and pay so that they could carry on leading more independent lives. Many women joined special groups that focused on helping the war effort. For example;

- **ATS – Auxiliary Territory Services.**
- **WAAF – Women's Auxiliary Air Force**
- **WRNS – Women's Royal Naval Service**

Historical Enquiry

- Historical interpretations - propaganda
- Causes of World War II
- Consequences of World War II on the role of women
- Change and continuity in the role of women