

## The Vine Schools Curriculum

### History Curriculum

#### Intent:

At The Vine Schools, our history curriculum seeks to inspire curiosity about the past while fostering a strong sense of identity and belonging. We aim to develop every child into a confident historian, equipped with a coherent understanding of British, world, and local history. By nurturing a sense of chronology and an appreciation for historical significance, we encourage children to explore connections and contrasts across time periods. Our intent is to create a curriculum that not only reflects the National Curriculum's goals but also resonates with our pupils' lives, providing relevance to their present experiences and preparing them for the future.

We strive to ignite children's passion for history by creating meaningful opportunities to question, investigate, and interpret the past. Through engaging topics and a focus on significant events and figures, we aim to empower children to think critically, make connections, and appreciate the complexity of historical events.

#### Implementation:

Our approach to history education is carefully designed to meet the needs of multiple schools and mixed-age classes. In Key Stage 1, children begin their historical journey by developing essential inquiry skills. They explore people, places, and events from the past, focusing on topics with personal and cultural relevance, such as the evolution of toys and national commemorations like Remembrance and Guy Fawkes Night.

To ensure progression, our curriculum is structured around a clear progression of knowledge and skills, supported by regular recaps and connections to prior learning. Mixed-age classes are carefully planned to ensure that every child receives age-appropriate

teaching. Despite the challenges of teaching history chronologically in such settings, we prioritise embedding a strong sense of chronology in all lessons to help children make meaningful comparisons and connections.

We bring history to life through artefacts, photographs, eyewitness accounts, and hands-on experiences such as expert visits and trips to historical sites. Our curriculum also highlights the local area's rich history, offering pupils the opportunity to deepen their understanding of their immediate environment while connecting it to the wider world.

### **Impact:**

Our curriculum ensures that pupils leave The Vine Schools with a cohesive knowledge and understanding of British and global history, as well as their local heritage. They develop a secure grasp of chronology, and the skills needed to make connections across time periods, allowing them to appreciate the interconnectedness of historical events.

By the end of their time with us, pupils demonstrate the ability to think critically, link substantive historical concepts, and identify comparisons and contrasts between different periods. These skills, alongside a robust foundation of historical knowledge, prepare them for future learning and instill in them a lifelong curiosity about the past.

Through our carefully crafted units, pupils gain insights into British history, world history, and their local community, all while making links to other areas of the curriculum, such as English, Geography, and Computing. This cross-curricular approach enables children to showcase their historical understanding in diverse ways, equipping them with transferable skills and a deeper appreciation of history's relevance to their lives today and in the future.

### The Vines History Skills Progression

|                  | Year 1  | Year 2 | Year 3   | Year 4 | Year 5   | Year 6 |
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| Chronology       | <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Use dates</p>   |        | <p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world. Put events, people, places, and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> |        | <p>As Year 3/4, and use greater depth and range of knowledge.</p> <p>Use a range of knowledge in the contexts. Be able to share their knowledge with others.</p>   |        |
| Historical terms | <p>With support, develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries.</p> <p>Develop the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries</p> |        | <p>Develop use of appropriate subject terminology.</p> <p>Develop and use in appropriate context use of appropriate subject terminology, such as: empire, civilization, monarch.</p>   |        | <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately and be able to present this to help others.</p> |        |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical Enquiry</b></p>    | <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p> | <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources. Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p> | <p>Devise, ask and answer more complex questions about the past, considering key concepts in history.</p> <p>Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past.</p> <p>Construct and organise response by selecting and organising relevant historical data</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Interpreting History</b></p>  | <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays.</p> <p>In more detail, identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p>   | <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Be aware that different versions of the past may exist and explain/describe reasons for this.</p>   | <p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Understand that the past is represented and interpreted in different ways and that this can be presented to others in certain ways.</p>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Continuity and Change</b></p> | <p>Discuss change and continuity in an aspect of life, e.g. holidays.</p> <p>Discuss change and continuity in an aspect of life, e.g. holidays and record this in varying ways.</p>  | <p>Describe and begin to make links between main events, situations, and changes within and across different periods and societies.</p> <p>Describe and make links between main events, situations, and changes within and across different periods and societies.</p>  | <p>As Year 3/4, and use a greater depth of historical knowledge, that can sometimes be presented to others.</p>  |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Causes and Consequences</p>  | <p>Recognise why people did things.</p> <p>Recognise why some events happened.</p> <p>Recognise what happened because of people's actions or events</p>   | <p>Identify and give reasons for historical events, situations, and changes.</p> <p>Identify some of the results of historical events, situations, and changes</p>   | <p>Begin to offer explanations about why people in the past acted as they did.</p> <p>Offer explanations and evidence about why people in the past acted as they did.</p>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Similarities/Differences</p> | <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives and record this.</p>   | <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this in a research project.</p> | <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this with others.</p> <p>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual and share this with others.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Significance</p>             | <p>With support: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p> <p>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why.</p> | <p>Identify and begin to describe historically significant people and events in situations.</p> <p>Identify and begin to describe historically significant people and events in situations- recording this information.</p>  | <p>Give reasons why some events, people or developments are seen as more significant than others.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p>   |

## The Vines history knowledge progression and long term curriculum plan.

### **Purpose:**

At The Vines Schools, our history curriculum is not just about dates and facts; it's a journey through time that encourages empathy. We believe that by exploring the lives and experiences of people in the past, we can develop a deeper understanding of their challenges and triumphs. Our aim is to foster empathy, allowing our students to step into the shoes of historical figures and communities. We want history to be a story of people, and by connecting with their stories, we can better appreciate the richness and diversity of human experiences throughout time.

### **Key Concepts:**

chronology, society, power, legacy, exploration & settlement, conflict & invasion, beliefs, civilization

## EYFS

The EYFS Framework 2021 states that **understanding the world** requires children to make sense of their physical world and their community. In the Early Years we will foster a child's understanding domain-specific language and begin their understanding of **key concepts of chronology, continuity & change and similarities** and differences.

|                         | <b>Nursery to Reception</b>   |
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| <b>Breadth of study</b> | <p>How have I changed since being a baby?</p> <p>Why do we wear different clothes during different times of the year?</p> <p>What are our favourite celebrations throughout the year?</p> <p>Understand and use time-related language, such as "then," "before," "now," "next," and "soon." Children will observe how they've changed since infancy and sequence images from baby to elderly to learn key vocabulary linked to the passage of time, recognising that time moves in sequence. They will explore the importance of festivals, celebrations, and their own birthdays as milestones in time. Children will also create timelines featuring important and diverse cultural celebrations and begin to recognise how photographs and objects provide insights into the past.</p> |

| Yearly overview | KS1                                       |                              | KS2                    |                       |              |                     |
|-----------------|---|------------------------------|------------------------|-----------------------|--------------|---------------------|
|                 | Year A                                    | Year B                       | Year A                 | Year B                | Year C       | Year D              |
| Term 1 & 2      | Personal history The Great Fire of London | Personal history and Pirates | The Victorians         | The Mayans            | The Romans   | Britain at War      |
| Term 3 & 4      | Toys (Victorian toys)                     | Titanic                      | Migration and Windrush | The Stone Age         | Anglo Saxons | Swindon Local Study |
| Term 5 & 6      | Olympics                                  | Dragons and castles          | Ancient Greece         | The Ancient Egyptians | Vikings      |                     |

| Breadth of Study National curriculum link | <u>The Great Fire of London</u>  | <u>Pirates</u>  | <u>The Victorians</u>   | <u>Mexican Mayans</u>  | <u>The Romans and the Celts</u>   | <u>Britain at War</u>   |
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|   | <p>Explore the fiery tale of The Great Fire of London, understanding how events unfold and change a city. Young learners will grasp the concepts of cause and consequence, exploring the significance of this historical blaze and its impact on urban development, aligning with national curriculum goals.</p> <p><u>Toys (Victorian toys)</u></p> <p>Dive into the world of Victorian toys, discovering the continuity and change in playtime. Children</p> | <p>Sail the seas with the pirates and unlock the treasure chest of historical concepts. Children will learn about continuity and change in pirate life, understanding the significance of their adventures. This captivating exploration ties seamlessly into the national curriculum, fostering a love for history.</p> <p><u>Titanic</u></p> <p>Set sail on the Titanic's voyage, delving into the concepts of cause and consequence. Young learners will understand the significance of this</p> | <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections.</p> <p><u>Migration and Windrush</u></p> <p>The study of migration and the Windrush generation broadens students' understanding of how different communities have shaped British society and culture, in alignment with the National Curriculum's focus on developing a</p> | <p>Know the nature of the ancient civilisations, characteristic features of past non- European societies.</p> <p>Gain and deploy historically grounded understanding of abstract terms such as empire and civilisation.</p> <p>A non-European society that provides contrasts with British history- Mayan civilisation.</p> <p><u>Stone Age</u></p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p><u>Ancient Egypt</u></p> | <p>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall.</p> <p>British resistance, for example, Boudicca (Celts), 'Romanisation' of Britain: and the impact of technology, culture.</p> <p><u>Anglo Saxons and Scots</u></p> <p>Settlements by Anglo Saxons and scots Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England. Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p><u>The Vikings</u></p> <p>Viking raids and invasion resistance by Alfred the Great</p> | <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p><u>Swindon rail works and village</u></p> <p>A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Industrial revolution)</p> |



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|  | <p>will recognize the similarities and differences between past and present toys, understanding their significance in history. This hands-on exploration aligns with national curriculum objectives on historical concepts.</p> <p><b><u>Olympics</u></b></p> <p>Embark on a journey through the Olympics, unraveling the threads of continuity and change in this global sporting event. Young minds will explore the significance of the Games, making connections between ancient and modern Olympics, while meeting national curriculum criteria on historical understanding.</p> | <p>tragic event and make connections between the past and present. This historical journey aligns perfectly with national curriculum goals, making history come alive.</p> <p><b><u>Dragons and castles</u></b></p> <p>Roar into the world of dragons and castles, exploring the continuity and change in mythical tales. Children will grasp the significance of these fantastical stories, making connections between imagination and history. This magical adventure seamlessly integrates with the national curriculum, sparking curiosity and creativity in young minds.</p> | <p>comprehensive historical perspective.</p> <p><b><u>Ancient Greece</u></b></p> <p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world.</p> <p>A study beyond 1066<br/>The <b>legacy of Greek</b> culture (art, architecture or literature) on later periods in British history, including the present day.</p> | <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> | <p>and Athelstan, first king of England. Further Viking invasions and Danegeld.</p> |  |
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**Key Knowledge Concepts:**

**chronology, society, power, legacy, exploration & settlement, conflict & invasion, beliefs, culture and civilization**

|                   | Year A   | Year B   | Year A   | Year B  | Year C   | Year D  |
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| <b>Chronology</b> | <p><b><u>The Great Fire of London</u></b></p> <p>1666: The Great Fire of London sweeps through the city, changing its landscape.</p> | <p><b><u>Pirates</u></b></p> <p>Golden Age of Piracy (1650-1730): Flourishing period for pirate activities in the Caribbean.</p> | <p><b><u>The Victorians</u></b></p> <p><b>1837:</b> Queen Victoria ascends to the throne, marking the beginning of the Victorian era.<br/><b>1837-1901:</b> The Victorian era, a period of</p> | <p><b><u>The Mayans</u></b></p> <p><b>1800 BCE</b> Maya settlements built in<br/><b>250 and 900 CE</b> Golden age<br/><b>c.250 BCE:</b> First systems of Maya writing developed</p> | <p><b><u>The Romans and the Celts</u></b></p> <p><b>43 AD</b> – Romans invade Britain<br/><b>61 BCE-</b> Iceni revolt led by Boudicca.<br/><b>312 CE-</b> Constantine makes Christianity legal</p> | <p><b><u>Britain at war</u></b></p> <p><b>1939-</b> Britain declares war<br/><b>1940-</b> Blitz<br/><b>1945-</b> War ends</p> |

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|  | <p>1670s: Rebuilding efforts lead to the creation of new structures and city planning.</p> <p>1680s: Reflect on the aftermath of the fire and its impact on urban development.</p> <p><b><u>Toys (Victorian toys)</u></b></p> <p>1837-1901: The Victorian era, a time of innovation and change in toy manufacturing.</p> <p>1850s-1900s: Introduction and popularity of iconic toys like rocking horses and dolls.</p> <p>1880s: Rise of mass production, influencing the accessibility of toys for children.</p> <p><b><u>Olympics</u></b></p> <p>776 BCE: The first recorded ancient Olympic Games in Olympia, Greece.</p> <p>1896: Modern Olympic Games begin in Athens,</p> | <p>1718: Golden Age begins to decline with the capture of famous pirate Blackbeard.</p> <p>1720s: The era of pirates fades as naval powers strengthen anti-piracy efforts.</p> <p><b><u>Titanic</u></b></p> <p>1912: The tragic sinking of the Titanic during its maiden voyage.</p> <p>1912-1914: Aftermath and investigations into the Titanic disaster.</p> <p>1985: Discovery of the Titanic wreck, sparking renewed interest in its history.</p> <p><b><u>Dragons and castles</u></b></p> <p>Medieval Period (5th-15th century): A time of castle construction and mythical tales.</p> <p>12th Century: Flourishing of dragon legends in European folklore.</p> <p>14th Century: The transition from traditional castles to more elaborate designs.</p> | <p>significant social, economic, and technological change.</p> <p><b>1838:</b> The People's Charter is published, advocating for political reform, including universal suffrage.</p> <p><b>1840:</b> The Penny Postage system is introduced, making mail more accessible to the public.</p> <p><b>1842:</b> The Mines and Collieries Act restricts child labour in mines.</p> <p><b>1851:</b> The Great Exhibition is held in the Crystal Palace, showcasing industrial and technological advancements.</p> <p><b>1859:</b> Charles Darwin publishes "On the Origin of Species," presenting the theory of evolution.</p> <p><b>1870:</b> The Elementary Education Act establishes state involvement in education and primary schools.</p> <p><b>1876:</b> Alexander Graham Bell invents the telephone.</p> <p><b>1884:</b> The Third Reform Act further extends the right to vote in the UK.</p> <p><b>1897:</b> Queen Victoria's Diamond Jubilee is celebrated, marking 60 years of her reign.</p> <p><b>1901:</b> Queen Victoria dies, and the Victorian era comes to an end.</p> | <p><b>600 CE:</b> Caracol became the most important Maya city</p> <p><b>c.900 CE:</b> Cities like Tikal, Copán and Palenque abandon.</p> <p><b><u>Stone Age, Bronze Age and Iron Age</u></b></p> <p><b>6,000 BCE –</b> Britain became an island, separated from Europe</p> <p><b>4,500-3,500 BCE</b> Neolithic (Late Stone Age)–</p> <p><b>2,500 BCE –</b> Bronze Age</p> <p><b>1,200-800 BCE –</b> Celtic culture and tribal kingdoms established</p> <p><b>800-700 BC</b> Iron Age–</p> <p><b>00</b> Birth of Christ during the Iron Age in Western Europe</p> <p><b>43 CE –</b> Romans invade Britain and the Iron Age ends</p> <p><b><u>Ancient Egypt</u></b></p> <p><b>4,500-3,500 BCE:</b> Stone Age (Neolithic) period begins.</p> <p><b>2950 BC–2575 BCE-</b> Early Dynastic period in Egypt.</p> <p><b>2,500 BCE-</b> Bronze Age</p> | <p><b>410 CE-</b> Last Romans leave Britain</p> <p><b>449 CE-</b> German Saxons settle in Kent</p> <p><b>480 – 550 CE</b> Arrival of Anglo-Saxons</p> <p><b><u>Anglo Saxons and the Vikings</u></b></p> <p><b>449 CE</b> German Saxons settle in Kent</p> <p><b>789 CE</b> First recorded Viking attack</p> <p><b>886 CE</b> Treaty of Alfred and Guthrum was formalised (Danelaw)</p> <p><b>927 CE</b> Athelstan unites English kingdoms</p> <p><b>1066</b> Norman Conquest</p> <p><b><u>The Vikings</u></b></p> <p><b>793:</b> Lindisfarne raid marks the start of the Viking Age.</p> <p><b>800-1050:</b> Peak of Viking expansion and raids in Europe.</p> <p><b>845:</b> Vikings sack Paris.</p> <p><b>860:</b> Rus Vikings establish trade routes to the Black Sea.</p> <p><b>866:</b> Great Heathen Army arrives in England.</p> | <p><b><u>Swindon rail works and village</u></b></p> <p><b>1697:</b> Swindon has a population of 791. It is a very small market town.</p> <p><b>1833-</b>GWR founded</p> <p><b>1835-</b> Parliament work on the London</p> <p><b>1840-</b> Swindon selected for railway works</p> <p><b>1843-</b> Swindon Railway Station is fully operational</p> <p><b>1843</b> Houses are built for the workers.</p> <p><b>1986-</b> Closure of railway works.</p> <p><b>1846:</b> The first shops in the new settlement open.</p> <p><b>1872</b> A sewage farm is built. A cottage hospital is built.</p> <p><b>1881:</b> The population of Swindon is over 15,000</p> <p><b>1994-</b> Outlet centre opens</p> <p><b>2000:</b> STEAM opens</p> |
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|  | <p>marking a revival of the ancient tradition.</p> <p>1960: Introduction of the Paralympic Games, expanding the inclusivity of the Olympics.</p> |  | <p><b><u>Migration and Windrush</u></b></p> <p><b>1948:</b> The ship HMT Empire Windrush arrives in Tilbury, Essex, carrying the first wave of Caribbean immigrants, marking the beginning of significant post-war Caribbean migration to the UK.</p> <p><b>1948-1971:</b> Over this period, thousands of Caribbean immigrants, known as the Windrush generation, arrive in the UK to fill labor shortages.</p> <p><b>1971:</b> The Immigration Act of 1971 effectively ends primary immigration from the Commonwealth countries, including the Caribbean.</p> <p>2018: The Windrush scandal comes to public attention, revealing cases of unfair treatment, detention, and deportation of some individuals from the Windrush generation due to immigration policy changes.</p> <p><b><u>The Ancient Greeks and legacy</u></b></p> <p><b>776 BCE:</b> First Olympic Games</p> | <p><b>700-500 BCE</b> – Iron Age begins</p> <p><b>30 BCE</b> - Egypt becomes a province of the Roman Empire</p> <p><b>43 CE</b> – Romans invade Britain</p> | <p><b>911:</b> Viking leader Rollo becomes Duke of Normandy.</p> <p><b>982:</b> Erik the Red settles in Greenland.</p> <p><b>1000:</b> Leif Erikson reaches North America (Vinland).</p> <p><b>1066:</b> Norman Conquest ends the Viking Age in England.</p> |  |
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|  |  |  | <p><b>508 BCE</b>– Democracy begins in Athens, giving greater power to the people</p> <p><b>500 - 338 BCE- Golden Age of Ancient Greece</b></p> <p><b>480 BCE:</b> Athenians defeated the Persian army at the Battle of Salamis</p> <p><b>432 BCE</b> – The Parthenon, the most famous building in Athens, is completed</p> <p><b>431–404 BCE:</b> The Peloponnesian War (Athens defeated by Sparta)</p> <p><b>356 BCE</b> Alexander the Great defeats Persians at Issus and is given Egypt</p> <p><b>146 BCE</b> Greeks defeated by the Romans at the Battle of Corinth</p> <p><b>27 BCE-</b> Conquest of Greece by Roman Empire</p> |  |  |  |
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| <p><b>Society</b></p> | <p><b><u>The Great Fire of London</u></b></p> <p>After the Great Fire, London changed a lot! People worked together to rebuild the city, making it even better. They learned new ways to build houses and keep everyone safe from fires.</p> <p><b><u>Toys (Victorian toys)</u></b></p> <p>In the time of the Victorians, toys were a bit different. Some children had special toys, but not everyone. We can learn about how toys show us what life was like for different families in the past.</p> <p><b><u>Olympics</u></b></p> <p>The Olympics is a global celebration of sportsmanship and friendship. Beyond the games, it's a time for countries to come together and share their unique talents. We can explore how the Olympics promote unity and why it's essential to include everyone, no matter their abilities.</p> | <p><b><u>Pirates</u></b></p> <p>Pirates were more than just adventurers; they shaped the seas and influenced how people lived. By pretending to be pirates, we can explore the exciting tales but also talk about fairness and how we can navigate challenges together, just like friends at sea.</p> <p><b><u>Titanic</u></b></p> <p>The Titanic's story goes beyond a big ship sinking. It taught us important lessons about safety and equality. People learned to make ships safer, and the Titanic's journey sparked conversations about treating everyone fairly, no matter where they come from.</p> <p><b><u>Dragons and castles</u></b></p> <p>In ancient times, people shared stories about dragons and built castles as strongholds. These tales weren't just about magic; they carried important</p> | <p><b><u>The Victorians</u></b></p> <p>Many poor people in the Victorian era faced harsh living conditions. For factory workers and laborers, the day would often start before sunrise, and the working conditions could be gruelling. Those who were too elderly or infirm to work often struggled to make ends meet, sometimes resorting to begging, crime, or suffering from poverty. Punishments for crimes were often severe, with harsh sentences. Despite improvements in healthcare and sanitation, life expectancy for the average Victorian was still only around 35 years. The majority of the population, approximately 90%, resided in towns and villages, as major cities were still in the process of development during this period.</p> <p><b><u>Migration and Windrush</u></b></p> <p>Many Caribbean immigrants who were part of the Windrush generation faced challenging living conditions upon their</p> | <p><b><u>The Mayans:</u></b></p> <p>While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the cities</p> <p><b><u>Stone Age,</u></b></p> <p>By the <b>Neolithic</b> period, stable settlements like those at Skara Brae were being made. Better tools and permanent settlements meant that large scale <b>construction</b> could take place. People lived in more permanent houses, which were congregated together in villages. <b>Agriculture</b> developed. Animals became <b>domesticated</b>. People began to have different <b>roles</b> such as leader, priest, fighter, farmer, hunter or slave.</p> <p><b><u>Ancient Egypt</u></b></p> <p>Egyptian society was a pyramid structure, with pharaohs at the top.</p> | <p><b><u>Romans and Celts</u></b></p> <p>Roman society was hierarchical, meaning some people were considered to be much more important than others.</p> <p><b>Slaves</b> were at the bottom of the social pyramid. They were the poorest people in society. They had no rights and had to work constantly. Next came <b>plebeians</b>. They were the ordinary working people of Rome. Although they were poor, they were allowed to vote.</p> <p><b>Patricians</b> were the aristocracy of Rome. They were rich and came from noble families. <b>Senators</b> were important people who helped make the laws of Rome. The <b>emperor</b> was the most important man in the whole empire. He had absolute power over everyone and everything in the empire.</p> <p><b><u>Anglo Saxons and the Scots</u></b></p> <p>Saxon Kings were aided by Thanes, who were nobles who took charge of villages. Most people worked for the Thane who in return protected them from invaders. Knights and Thanes were rewarded by the king with lands. Extensive laws helped Thanes to control villages, and each had a court</p> | <p><b><u>Britain at War</u></b></p> <p>In Britain, all members of society were involved in the war effort. Women worked in jobs that used to be for men, like working the land or in factories. The whole population experienced rationing of food. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The post-war years saw the introduction of a free National Health Service (the NHS) and the Welfare State.</p> <p><b><u>Swindon rail works and village</u></b></p> <p>At the start of the 1800s cities needed more and more people to work in the factories that were being built. The population of Manchester grew significantly between 1800 and 1840. Birmingham, Liverpool, Leeds and Bradford, Glasgow in Scotland and Cardiff in Wales also grew quickly. The movement of people from the countryside to the city meant that lots of houses needed to be built and more food needed to be produced. These changes brought great wealth to the country and to the factory owners but also saw many people living in poverty.</p> <p>Steam engines made by Thomas Savery and Thomas Newcomen changed the way mining work was done. A consequence of these</p> |
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|  |  | <p>lessons. Let's use our imagination to delve into the symbolism of castles and dragons, understanding the deeper meanings behind these captivating stories.</p> | <p>arrival in the UK. As they sought employment and housing, they encountered various difficulties and prejudices, often leading to substandard living conditions and economic struggles. Some faced discrimination, while others contributed significantly to British society, highlighting the complex and diverse experiences of Caribbean migrants during the Windrush era.</p> <p><b><u>Ancient Greeks and Legacy:</u></b></p> <p>Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government.</p> <p>The Athenians invented democracy, a system that allows citizens to vote on important matters. However, women, children and slaves were not allowed to vote.</p> <p>In the 6<sup>th</sup> century BCE, an Athenian called Cleisthenes helped to</p> | <p>Other jobs supported the pharaoh. Egyptians kept slaves who had no freedom. Children should learn about pharaohs and explore famous pharaohs.</p> | <p>system. Punishments included trial by ordeal and fines The Anglo Saxons value bravery and loyalty and their poets who told tales of bravery, like 'Beowulf 'were valued in society</p> <p><b><u>Vikings:</u></b></p> <p>Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. Clothes and housing were not dissimilar from those in the rest of England. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste.</p> | <p>inventions was a huge change in where and how people worked and what products could be made and sold. Watt's engines were soon seen in paper mills, flour mills, cotton mills, iron mills and waterworks. Factories no longer needed to be built next to rivers (water used to be used to power factories). Coal, which was used to power these steam engines, became an essential part of daily life.</p> |
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|  |  |  | <p>introduce a new political structure of democratic or 'rule by the people'. It was one of the earliest examples of democracy in history and is one of Ancient Greece's most lasting legacies. Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago</p> |  |  |  |
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| <p><b>Power</b></p> | <p><b><u>The Great Fire of London</u></b></p> <p>In the wake of the Great Fire, city planners and architects held significant power in reshaping London. They made important decisions on how to rebuild, introducing new rules to make the city safer. The architects' designs and the decisions they made showcased the influence of those in power on the city's future.</p> | <p><b><u>Dragons and castles</u></b></p> <p>Kings and queens in medieval times held immense power over their kingdoms and castles. The stories of dragons often revolved around knights and rulers demonstrating their power and bravery. Exploring these tales provides insights into how power was perceived and wielded in historical societies.</p> | <p><b><u>The Victorians</u></b></p> <p>In the 19th century, the Victorians wielded great power as their British Empire expanded across the globe. Queen Victoria, along with Parliament, initiated significant changes to consolidate and extend their influence. The 'Ecclesiastical Titles Act' of 1834 was a key part of this effort, aimed at asserting control over religious matters and curbing the influence of the Catholic Church within the empire.</p> <p>During Queen Victoria's reign, her daughter, Princess Victoria (Vicky), played a pivotal role in the 'Religious Settlement' of 1854. This was an attempt to bring unity to a rapidly growing and diverse empire, addressing various social, cultural, and religious differences. These initiatives reflect the power and authority of the Victorians in shaping their expanding empire.</p> <p><b><u>Migration and Windrush</u></b></p> <p>In the mid-20th century, the Windrush generation</p> | <p><b><u>The Mayans</u></b></p> <p>In Mayan society, a complex hierarchical structure was in place, where the king and priests held significant power and influence, playing pivotal roles in controlling and guiding the various social groups. The Mayan kings, often considered divine rulers, exercised authority that extended across the Mayan city-states, with their leadership rarely questioned. This hierarchy was a defining feature of Mayan civilization and its governing institutions</p> <p><b><u>Ancient Egypt</u></b></p> <p>Ancient Sumer hierarchy is explored and how the King and Priests are used to control the groups with lesser power. In Egypt, Pharaohs were seen as having absolute power and divine rulers no one questioned.</p> | <p><b><u>The Romans and the Celts</u></b></p> <p>Like many <b>empires</b>, the Romans were always looking for other regions to conquer.</p> <p>By expanding their territory, they were able to increase the money they received from <b>taxing</b> local people. They let tribal kings stay in charge, but took the land when those kings died. Trade made the Roman empire even more powerful because vast amounts of money were made importing and exporting goods. During the Roman period Britain's trade was directed across the Southern North Sea and Eastern Channel. Imports included: coin, pottery, olive oil, wine, olives, salt fish, &amp; glass. Exports (more difficult to prove archeologically): metals (silver, gold, lead, iron &amp; copper), salt &amp; agricultural products.</p> <p><b><u>Anglo Saxons and Scots</u></b></p> <p>Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. From time to time, the strongest king would claim to be '<b>bretwalda</b>', which meant ruler of all Britain. In <b>927CE</b> the four kingdoms were united under the rule of one king, King Athelstan, and the</p> | <p><b><u>Britain at war</u></b></p> <p>Hitler's aim was to rule Europe and eventually the world. He joined forces with the Japanese and Italian governments in a group called the <b>Axis</b>. On 7<sup>th</sup> May 1945 Germany surrenders to the Allies – the end of war in Europe.</p> <p><b><u>Swindon Rail works and village</u></b></p> <p>The <b>period</b> 1921 to 1941, was the heyday of Swindon Works, when 14,000 people were employed and the main locomotive fabrication workshop, the <i>A Shop</i>, was one of the largest covered areas in the world.</p> <p>During World War II, Swindon was again involved with military hardware, producing various types of gun mounting. The works also built landing craft and parts for midget submarines.</p> |
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|  |  | <p>made a significant impact on Britain as the country underwent a transformation. The influx of Caribbean immigrants brought diverse cultures and experiences to the UK, and their contributions enriched the nation. Queen Elizabeth II, along with successive British governments, played a key role in addressing issues related to immigration, civil rights, and multiculturalism, striving to create a more inclusive and united society during a period of profound change.</p> <p><u><a href="#">Ancient Greece and legacy</a></u></p> <p>Sparta: a region on the Peloponnesian peninsula and the only state to have a professional army. It had a fixed and unchanging system of government: 2 kings took the role of general and priest; elected officials (ephors) and a council (gerousia) administered the state. Boys began military training at 7. Spartan women had an education and married later (around 18), owned property and ran the</p> |  | <p>Kingdom of England was created. Saxon kings faced repeated raids by Vikings.</p> <p><u><a href="#">Vikings</a></u></p> <p>The same longships that made the Vikings such capable raiders also made them great traders. The Vikings' ability to defend themselves and their goods (including wool and fish) meant that they were able to maintain a trading empire that stretched across northern and western Europe.</p> <p>In Britain, the Viking and Anglo Saxon populations lived together although not without on-going battles, with Viking and Saxon kings claiming the throne over time.</p> |  |
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|               |  |   | <p>business affairs of the family whilst men fought.</p> <p>Greek mainland in the region known as Attica. State most associated with democracy.<br/> <b>Ekklesia</b> was the general assembly open to all male citizens over 18; the boule was the council of 500 that administered the decisions made by the ekklesia.</p> <p>The Acropolis of Athens is the best known acropolis in Greece – an acropolis is a settlement built on high ground. It was built during the rules of Pericles, a golden age for Athens, as a monument to the city's power and greatness. On top was the Parthenon, a temple.</p> |  |  |  |
| <b>Legacy</b> | <p><b><u>The Great Fire of London</u></b></p> <p>The aftermath of the Great Fire spurred urban renewal in London. Architects introduced innovative designs and safety measures, shaping the cityscape. The legacy lies in the resilience of a rebuilt London and the ongoing impact on urban</p> | <p><b><u>Pirates</u></b></p> <p><b><u>Titanic</u></b></p> <p>The Titanic's legacy lies in maritime safety advancements. The tragedy sparked discussions on social equality, leaving a legacy of awareness about fair treatment. The impact includes</p> | <p><b><u>The Victorians</u></b></p> <p>The Victorians' legacy includes transforming the British Empire into a global superpower and leaving an indelible mark on industry, technology, and social reform. Their era set the stage for the modern world.</p> <p><b><u>Migration and Windrush</u></b></p>  | <p><b><u>The Mayans</u></b></p> <p>The Ancient Mayans developed the science of astronomy, calendar systems, and hieroglyphic writing. They were also known for creating great architecture, such as pyramids, temples, palaces, and observatories.</p> <p><b><u>Stone age,</u></b></p> | <p><b><u>The Romans and Celts</u></b></p> <p>The Romans left lots behind which continued after they left. New towns (eg. place names- chester or caster.) More people lived in towns after the Romans left Britain, but most remained in the countryside. . Straight roads; aqueducts; central heating; food like apples, pears and peas; drains; the beginning of Christianity; the building of</p> | <p><b><u>Britain at War</u></b></p> <p>The war caused the death of vast numbers of civilians as well as those fighting in the military and had a significant impact on the lives of people across the globe for decades. The United Nations (UN) is an international organisation that tries to resolve conflicts and create positive relationships between nations. Created by 51 countries, at the end of the war in 1945, the UN is now made up of 193 nations.</p> |

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|  | <p>planning and safety regulations.</p> <p><u>Olympics</u></p> <p>The Olympics, beyond sports, leaves a legacy of global unity and friendship. The Paralympics, an extension of the Olympic spirit, promotes inclusivity. The legacy inspires future generations to come together in fair competition and shared humanity.</p> | <p>ongoing efforts to ensure the safety of future voyages.</p> <p><u>Dragons and castles</u></p> <p>Castles form part of Britain's landscape and helped to shape the towns and cities that people still live in today.</p> | <p>The Windrush generation's enduring legacy encompasses the transformation of post-war Britain into a multicultural society, with their contributions leaving a lasting impact on various aspects of British life. Their arrival marked a significant chapter in the nation's history, shaping contemporary attitudes towards immigration, diversity, and multiculturalism in the United Kingdom.</p> <p><u>Ancient Greeks and legacy</u></p> <p>Nearly every nation in the world now includes some element of <b>democracy</b> in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago. We also have the Ancient Greeks (Aristotle, Socrates, Plato, Pythagoras) to thank for some of the most significant discoveries in mathematics, science and medicine.</p> <p>The influence of Ancient Greek <b>architecture</b> and</p> | <p>Movement from nomadic lifestyles to settlements in groups and the development of agriculture.</p> <p><u>Ancient Egypt</u></p> <p>The Ancient Egyptians were remarkable builders, creating over 100 pyramids and countless obelisks (pointed stone pillars) to celebrate the achievements of kings, queens, and wealthy individuals or to honour the gods. Their awe-inspiring stone structures, such as pyramids and temples, continue to influence artists, writers, poets, and architects today.</p> <p>They were also inventive, introducing the ox-drawn plough, advancing irrigation methods, and developing the calendar. Children should investigate how the pyramids were constructed and delve into the story of Howard Carter, exploring his team's discovery of Tutankhamun's tomb. Additionally, studying the life of Cleopatra offers an opportunity to understand the fascinating history of one of Egypt's most iconic rulers.</p> | <p>forts; public baths; Hadrian's Wall. Parts of the English language originating from Latin and Greek were a legacy of Roman rule.</p> <p><u>Anglo Saxons and Scots</u></p> <p>The spread of Christianity in Britain. The idea of an "English" nation. Poetry like "Beowulf." Ideas of law and order, punishment for crime. Social order with Kings at the top of society.</p> <p><u>The Vikings</u></p> <p>The Norse language, a basis for modern English. Place names- "by" and "thorpe". Last names ending in "son"</p> | <p><u>Swindon rail works and village</u></p> <p>The Great Western Railway revolutionized Swindon. In 1841 the population of the small hilltop market town numbered 2,459. By the middle of the 20th century, over 14,000 people worked in the town's massive railway works.</p> |
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|                                     |  |   | design can be seen everywhere in modern life, particularly in the Western world. The best known feature, the Greek column, (a large cylindrical post) can be seen in many cities. The idea of festivals, shared sporting events, shared theatre and many concepts of beauty  |  |  |  |
| <b>Exploration &amp; settlement</b> | <p><u>Olympics</u></p> <p>The Olympics offer a global exploration of sportsmanship and friendship. Young minds will learn about the settlement of diverse nations coming together to celebrate their unique talents. They'll grasp how the Olympics became a settlement for fostering unity and understanding among different cultures through friendly competition.</p> | <p><u>Pirates</u></p> <p>Pirates were adventurers on the high seas, exploring distant lands and settling in hidden coves. Children will learn about the exploration of the seas and the makeshift settlements pirates created, understanding the challenges they faced and the stories they left behind.</p> <p><u>Dragons and castles</u></p> <p>In medieval times, people built castles as settlements, exploring the best ways to stay safe. Children will learn about the imaginative exploration of dragon-filled lands and the settlement of knights in</p> | <p><u>Migration and Windrush</u></p> <p>During the Windrush era, Caribbean migrants embarked on journeys of exploration and settlement in the United Kingdom. They traveled great distances, seeking new opportunities and contributing their customs and beliefs to British society. Much like the Beaker people who brought technological advancements to Bronze Age Britain, the Windrush generation enriched the cultural fabric of the UK.</p> <p>With increased productivity and a rising population, the Windrush generation's arrival coincided with a period of transformation, similar</p> | <p><u>The Mayans</u></p> <p>By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. Each city state had its own ruler</p> <p>By 900 BCE Mayan cities had been abandoned and by the Spanish invasion in the 16th Century Mayan people were living in villages. There are a number of potential reasons for the downfall of Mayans, including overpopulation, environmental degradation, war, shifting trade routes and extended drought.</p> <p><u>Stone Age</u></p> | <p><u>The Romans and the Celts</u></p> <p>Having a reliable and capable army was important when building an empire, but it was trade (exchanging, buying and selling goods) that made the Roman Empire powerful and prosperous. Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts. The Romans were only able to defeat the Carthaginians by building a huge fleet of ships.</p> <p><u>Anglo Saxons and Scots</u></p> <p>Traditionally the Anglo-Saxon period has been thought of as a series of <b>invasions</b>. However, more recently historians have doubted this simple view and seen their arrival as <b>settlement</b> and then support of the indigenous Celts. However, large numbers of tribes fought for</p> | <p><u>Swindon rail works and village</u></p> <p>In 1835, the UK Parliament approved the construction of the <a href="#">Great Western Main Line</a> between <a href="#">London</a> and <a href="#">Bristol</a> by the <a href="#">Great Western Railway</a> (GWR).</p> <p>The works transformed Swindon from a small 2,500-population <a href="#">market town</a> into a bustling <a href="#">railway town</a></p> |

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|  |  | <p>castles. These stories will spark their creativity and understanding of settlements in the past, where people built strongholds for protection and exploration.</p> | <p>to the Iron Age. As they settled in Britain, the need for safer and more inclusive communities became evident, reflecting the growing interconnectedness between different Caribbean cultures and their contributions to British life. These experiences and shared values forged a unique chapter in the story of multicultural Britain.</p> | <p>Our ancestors were always searching for good sources of food, avoiding predators and trying to cope with the weather conditions of different seasons. As a consequence, they were constantly on the move.</p> <p>In the early Stone Age, humans would have slept in basic temporary shelters, often in the open air, or in caves. There is evidence that by <b>c.50,000 BCE</b> more permanent huts were being built from wood and rock. By the Neolithic period, stable settlements like those at Skara Brae. This ancient settlement dates back to about <b>3000 BCE</b> and was made up of several one-room dwellings with a communal room for cooking and working. These small houses were notable for their stone furniture, a drainage system and even indoor toilets!</p> <p><b>Iron weapons</b> made fighting between tribes more common. A consequence of this was the need to build much safer, fortified settlements. Tribes built well defended hill forts that there often as large as small towns. The buildings inside, called roundhouses, were made</p> | <p>control of the land they had settled. This led to the concept of kingdoms and a larger kingdom of England. After <b>invasions</b> by the Vikings, King Alfred won a famous battle at Edington in 878. His <b>resistance</b> earned him the name "Alfred the Great "</p> <p><b>The Vikings</b></p> <p>The Vikings were excellent sailors, traders and explorers who travelled as far as North America in search of lands to colonise and trade with.</p> <p>The famous Viking explorer Leif Eriksson was the first European to set foot in North America, 500 years before Columbus. Scandinavian countries were rich in timber, iron and fur and the Vikings sold these materials across western Europe.</p> |  |
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|                                       |   |   |   | <p>of mud and wood with thatched roofs.</p> <p><b>Roundhouses</b> were used as homes, gathering places and markets. Villagers who lived and farmed in areas outside the forts could also take shelter there if they were being attacked.</p>  |  |   |
| <p><b>Conflict &amp; invasion</b></p> | <p><u><a href="#">Olympics</a></u></p> <p>The Olympics showcase friendly competition, but beneath the surface lies a history of conflicts put aside for global unity. Children will learn about the settlement of disputes through sportsmanship and cooperation, creating a peaceful environment for nations to come together.</p> | <p><u><a href="#">Pirates</a></u></p> <p>Pirates sailed the seas in search of adventure, but conflicts arose in their pursuit of treasure. Young minds will explore the conflicts and invasions that occurred on the high seas, understanding how these challenges shaped pirate life and the settlements they established in hidden coves.</p> <p><u><a href="#">Dragons and castles</a></u></p> <p>In medieval times, conflicts and invasions were part of castle life. Children will explore the imaginative conflicts in dragon-filled lands, understanding</p> | <p><u><a href="#">The Victorians</a></u></p> <p>The Victorian era witnessed numerous conflicts and invasions, notably the Crimean War, in which Britain, along with its allies, clashed with Russia over territorial disputes. The legacy of British colonial expansion also led to conflicts in various parts of the world. These events contributed to a complex web of international relations and power struggles, shaping the geopolitical landscape of the time.</p> <p><u><a href="#">Ancient Greeks and Legacy:</a></u></p> <p>Ancient Greece was made up of separate <b>city-states</b> who often fought with each other. The <b>Peloponnesian War</b>, for example, was</p> | <p><u><a href="#">The Mayans</a></u></p> <p>By 900 BCE Mayan cities had been abandoned and by the Spanish invasion in the 16th Century Mayan people were living in villages. There are a number of potential reasons for the downfall of Mayans, including overpopulation, environmental degradation, war, shifting trade routes and extended drought.</p> <p>was very useful in battle. Longships could sail right up to the coast, or even travel up rivers, and quickly escape. Another significant feature of the longship was its size, with many craft able to hold a large group of warriors and whatever treasure and</p> | <p><u><a href="#">Romans and Celts</a></u></p> <p>In 43 CE the Romans landed an army in Kent, on the south coast of England, hoping to extend their vast empire even further. The Roman army was very powerful and despite resistance from many British tribes, came to control most of England and Wales by about 100 CE. One of the most famous rebellions of this time was led by Celt Queen Boudicca, the leader of the Iceni tribe. She led a huge army against the Romans in the cities of Colchester, London and St Albans. Her army was finally defeated by a skilful and well-trained group of 1,200 Roman soldiers who defeated almost 80,000 men.</p> <p><u><a href="#">The Anglo Saxons</a></u></p> <p>Early Anglo-Saxon Britain was made up of many different tribes, with their own leaders,</p> | <p><u><a href="#">Britain at War</a></u></p> <p>During the course of the war, German forces advanced through Europe. They controlled most of Europe but Britain resisted, protected by the English channel. The US didn't join the war until 1941, when Japan attacked the United States at Pearl Harbour in Hawaii. War was fought by air, land and sea and both sides developed deadly weapons. Britain faced nightly <b>air raids</b> from enemy bombers during the "<b>Blitzkrieg</b>" or <b>lightning war</b>. The <b>Normandy landings</b> or "<b>D-Day</b>" were a series of landing operations by the Allies to claim Europe back. It was the largest amphibious landing in history. D Day led to the surrender of Germany in May 1945 (VE Day) The allies developed an <b>atomic</b> bomb to end the war in Japan, bombing two Japanese cities in 1945 with deadly consequences.</p> |

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|                       |   | <p>how knights defended their castles. These stories will spark creativity and help children grasp the conflicts and resolutions within the settlements of the past.</p> | <p>between Athens and Sparta.</p> <p>The Peloponnesian Wars lasted 30 years from 431BC but led to the weakening of both states. Following the end of the war it was Thebes who became the dominant state until Macedonia under Philip and Alexander took over.</p> | <p>resources they took from a raid.</p>   | <p>chiefs and kings. These separate kingdoms were frequently in conflict with each other, and by the beginning of the seventh century, there were seven major Anglo-Saxon kingdoms including Northumbria, Mercia, East Anglia, Wessex and Kent. Sometimes a king would try and lay claim to the title of Bretwalda (King of all Britain), and the overall control of Anglo-Saxon kingdoms often changed. Kent, for example, was an independent kingdom in the seventh century, but was ruled by Mercia in the eighth century and by the ninth century had become part of Wessex.</p> <p><a href="#">Vikings</a></p> <p>The longship was an essential part of the Vikings' ability to travel and explore. Longships were also perfect for raiding. They had banks of oars at either side and often had sails. As the name suggests, the longship was long, but it was also symmetrical. This design allowed the sailors to reverse direction rather than turning around. This ability to change direction quickly</p> |   |
| <p><b>Beliefs</b></p> | <p><a href="#">The Great Fire of London</a></p> | <p><a href="#">Pirates</a></p>   | <p><a href="#">The Victorians</a></p> <p>During the Victorian era, religious beliefs evolved</p>   | <p><a href="#">The Mayans</a></p> <p>Mayans were polytheistic and gods were linked to</p> | <p><a href="#">Romans</a></p> <p>As the Roman Empire expanded, it encountered</p>  | <p><a href="#">Britain at war</a></p> <p>The Nazis believed that all Germans should be united under the 'Reich'</p> |

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|  | <p>In the aftermath of the Great Fire, belief systems were challenged. Children will explore how the conflict and rebuilding process led to a shift in beliefs, with some turning to religious faith for solace and hope. The settlement of new beliefs became an integral part of post-fire London.</p> <p><u>Olympics</u></p> <p>The Olympics foster a belief in global unity and the celebration of diverse talents. Children will learn about the settlement of these beliefs, understanding how the Olympic spirit promotes friendship among nations and the belief in fair competition.</p> | <p>Pirates had their own set of beliefs on the high seas, often tied to superstitions and codes. Young learners will explore the conflicts and resolutions that arose from these beliefs, understanding how pirates settled their differences and established a unique set of beliefs in their maritime communities.</p> <p><u>Dragons and castles</u></p> <p>In medieval times, beliefs in magic and bravery were intertwined with dragon tales. Children will explore how the conflicts and resolutions in these stories were often tied to beliefs in honor and chivalry. The settlements in castles were not just physical structures but also representations of societal beliefs in protection and strength.</p> | <p>significantly. Initially, there were divisions between different Christian denominations, but over time, a spirit of religious tolerance and pluralism began to take hold, allowing individuals to practice their chosen faiths more freely.</p> <p><u>Migration and Windrush</u></p> <p>Beliefs of the Windrush generation were deeply rooted in faith and community. Many brought with them strong religious convictions and customs, which played a significant role in shaping their identity and sense of belonging in a new land. These beliefs, customs, and traditions enriched the cultural tapestry of the United Kingdom during the Windrush era.</p> <p><u>Ancient Greeks</u></p> <p>The Ancient Greeks believed in three generations of gods. The first generation – the sky, the earth, the Kings after the Norman invasion of 1066 were absolute rulers. They believed in a <b>Divine Right</b>- that they</p> | <p>natural events such as the weather and crops. Mayan religion was bloodthirsty, demanding human <b>sacrifices</b> and blood-letting rituals. The Mayans believed in an <b>afterlife</b> and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. The Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were the kings, or holy lords, who claimed to be related to gods</p> <p><u>Stone Age</u></p> <p>The period also saw the development of religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants and inanimate objects. One of the most famous historical sites in Britain. Stonehenge was first built in the Neolithic period and was probably used for religious and burial ceremonies and processions.</p> <p><u>Egyptians</u></p> | <p>new religious customs and traditions. Having been influenced by the Ancient Greeks, the Romans were usually comfortable with people holding other beliefs. However, they felt it was important that people acknowledged Roman beliefs too. When Christians refused to worship Roman gods, they were persecuted and killed, but by the fourth century CE, Romans had embraced Christianity, and it became the Empire's official religion.</p> <p><u>Anglo Saxons and Scots</u></p> <p>The Anglo-Saxons played a significant part in England's journey to becoming a Christian country. Some Celtic people had adopted the religion under Roman rule, but the Anglo-Saxons arrived in England in the early fifth century with their own sets of pagan beliefs. In 597, Saint Augustine of Canterbury arrived from Rome (which had been Christian since the fourth century CE) and started to convert the Anglo-Saxon kings and their people.</p> <p><u>The Vikings</u></p> <p>The Vikings worshipped many gods. Each god had different human strengths and weaknesses. Odin, the god of</p> | <p>and only those of 'German blood' could be classified as German. Those who were blond and blue-eyed were 'Aryans' and Aryans were the master race. The Slavs, Jews and black people were inferior and could be treated as less than human.</p> |
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|              |                                 |                | <p>represented God on earth. To end the king's abuse of power, nobles wrote a charter known as the Magna Carta which stated that all people including the king should obey the law and that everyone should have a fair trial. It established the rights of all free citizens to own and inherit property and to be protected from too many taxes.</p> <p>Heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six male. From these gods came the third generation, the Olympians, who took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities also appear frequently in Greek mythology.</p> | <p>When a person of wealth or importance, like a pharaoh or nobleman, died, their body was embalmed to prevent it from decaying (mummification). Egyptians believed that the souls of the dead were ferried across a river into the afterlife, which they called the Land of Two Fields. There were several things you had to do before you were allowed to enter. Above all, you had to have a light heart, which was only made possible by completing lots of good deeds during your lifetime. It was also essential that your name was written down somewhere (usually in the 'Book of the Dead') and your body had to be preserved so that you could stay in the heavenly afterlife for eternity. The ancient Egyptians believed that gods such as Osiris, the ruler of the afterlife, and Anubis, the god of mummification, played key roles in guiding and judging souls on their journey.</p> | <p>war, death, wisdom and poetry, was the most important. Thor, the god of thunder, was Odin's son. Warriors who fought bravely in battle would be carried to Valhalla – the Viking warrior heaven.</p> |  |
| Civilization | <u>The Great Fire of London</u> | <u>Pirates</u> | <u>Ancient Greeks</u>   | <u>The Mayans:</u>   | <u>Romans and the Celts :</u>   |  |

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|  | <p>In the aftermath of the Great Fire, London underwent a transformation that reflected the city's civilization. Young learners will explore the settlement of new building designs, urban planning, and safety measures, showcasing the evolving civilization of post-fire London.</p> <p><u>Toys (Victorian toys)</u></p> <p>During the Victorian era, the world of toys witnessed a flourishing civilization of play. Children will delve into how societal beliefs and economic changes shaped the civilization of playtime, leading to the creation of diverse and innovative toys that reflected the values of the time.</p> <p><u>Olympics</u></p> <p>The Olympics represent a global civilization of sportsmanship and unity. Children will learn about the settlement of diverse nations coming together</p> | <p>Pirates established their own unique civilization on the high seas. Young minds will explore the conflicts and resolutions that shaped pirate communities, understanding the civilization of codes and superstitions that governed their maritime adventures.</p> <p><u>Titanic</u></p> <p>The Titanic represented a pinnacle of maritime civilization. Children will explore the conflicts and resolutions that arose from the sinking, understanding how safety regulations and societal values influenced the civilization of maritime exploration and travel.</p> <p><u>Dragons and castles</u></p> <p>In medieval times, the civilization of knights and castles flourished. Children will explore the conflicts and resolutions in dragon tales, understanding how the civilization of honor and bravery was woven into the fabric of castle life. The settlement of castles</p> | <p>The Greeks invented the concept of theatre, and the Olympic games between states. These were held in Olympia in honour of Zeus the king of gods. Athenians practised reasoned debate and argument called <b>philosophy</b>. They made significant discoveries in mathematics, science and medicine. Art reflected gods in their glory and ideas of beauty, such as statues at the Parthenon. They told stories about their gods called myths. The democratic form of government also forms the legacy of the Ancient Greeks.</p> | <p>Whilst Europeans were living through a period often called the Dark Ages, the Maya were making huge innovations in mathematics, engineering, astronomy and writing. The Mayans were expert mathematicians and <b>astronomers</b>. They used this expertise to make calendars. This told the Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods. Temples and other public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious <b>ceremony</b>.</p> <p>The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or <b>glyphs</b> to represent words and ideas.</p> <p><u>Ancient Egyptians</u></p> <p>Children should learn about hieroglyphs and what their purpose was.</p> | <p>Art was part of everyday Roman life and was used to decorate homes, temples and public places. Large paintings and murals made from tiny pieces of tile (mosaics) depicted scenes from history, mythology and daily life. The Colosseum, which still stands in the heart of Rome today, was built as a vast arena for the people of Rome. Emperor Vespasian started construction in c.70 CE and his sons Titus and Domitian completed it.</p> <p>Newspapers were first invented by the Romans around the year 131 BC. They were called Acta Diurna, which means 'daily acts'.</p> <p>Books were invented by Romans too. Before this, everything was written on clay tablets or scrolls. The Romans were the first to bind pages together.</p> <p>The calendar that we use today is based very closely on one that was developed by the Romans. The Julian calendar (named after Julius Caesar who developed it) split the year into twelve month, giving each month a name, such as Augustus, September or Julius.</p> <p>Central heating was invented by the Romans to keep houses warm in the winter.</p> |  |
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|  | to celebrate their unique talents, showcasing the civilization built on principles of fair competition and friendship. | represented not only physical structures but also the civilization of societal beliefs in protection and strength. |  |  |  |  |
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