E	/FS	 Pupils should be taught to: Pupils should develop an awa common words and phrases time. They should know whet they study fit within a chrono identify similarities and different periods. They should they study historical terms. The questions, choosing and usin sources to show that they kn features of events. They should be taught about ab different ways in which we find out ab different ways in which it is r Pupils should be taught about a changes within living appropriate, these s aspects of change in events beyond living nationally or globally of London, the first a commemorated thro anniversaries] the lives of significa have contributed to achievements. Some aspects of life in difficilitabeth I and Quee Columbus and Neil A and Tim Berners-Lee LS Lowry, Rosa Parks Seacole and/or Flore Cavell] 	relating to the passing of re the people and events ological framework and rences between ways of life ould use a wide vocabulary of ey should ask and answer g parts of stories and other ow and understand key uld understand some of the out the past and identify epresented t: g memory. Where hould be used to reveal national life g memory that are significant y [for example, the Great Fire aeroplane flight or events ough festivals or nt individuals in the past who national and international e should be used to compare erent periods [for example, en Victoria, Christopher armstrong, William Caxton e, Pieter Bruegel the Elder and a and Emily Davison, Mary ence Nightingale and Edith events, people and places in	 history, establishing clear nat and trends over time and devise sometimes devise historically should construct informed re- information. They should und planning to ensure the progri- below, teachers should combi- development and the complete Pupils should be taught about changes in Britain fre- the Roman Empire and Britain's settlement the Roman Empire and Britain's settlement the Viking and Anglot a local history study a study of an aspect the achievements of and a depth study of of Ancient China Ancient Greece – a so a non-European social 	Key Sta velop a chronologically secure is rratives within and across the p velop the appropriate use of hi y valid questions about change, esponses that involve thoughtfund derstand how our knowledge of ession described above throug bine overview and depth studie exity of specific aspects of the of att: om the Stone Age to the Iron A and its impact on Britain by Anglo-Saxons and Scots o-Saxon struggle for the Kingdo or theme in British history that f the earliest civilizations – an of f one of the following: Ancient study of Greek life and achiever iety that provides contrasts wit g a study of Baghdad c. AD 900,	knowl period istoric , cause ful sele of the gh teac es to h conter Age om of B t exter overvie Sume th Brit
Key Learning Outcomes Nursery	Key Learning Outcomes Reception	Key Learning Outcomes Year One	Key Learning Outcomes Year Two	Key Learning Outcomes Year 3	Key Learning Outcomes Year 4	Ke
Beginning to have an understanding for terms	To have an understanding for terms like, yesterday,	Use simple words and phrases to describe the	Use more complex phrases eg in the past, centuries	Sequence some events objects, themes, periods	Use a full range of dates and historical terms	With man

Гwo

wledge and understanding of British, local and world ods they study. They should note connections, contrasts rical terms. They should regularly address and use, similarity and difference, and significance. They election and organisation of relevant historical e past is constructed from a range of sources. In aching the British, local and world history outlined o help pupils understand both the long arc of rent.

f England to the time of Edward the Confessor

tends pupils' chronological knowledge beyond 1066 view of where and when the first civilizations appeared her; The Indus Valley; Ancient Egypt; The Shang Dynasty

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

Key Learning Outcomes
Year 6
Sequence independently
many of the significant

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

life and in the lives of family	Houses and Homes	Houses and Homes	meant that people that	people had a more reliable	World War World	World War World
members (UTW P&C)	To use language such as	To use language such as	people had a more reliable	supply of food which led to	To recall some key dates	To recall some key dates
	old, new, past, present,	old, new, past, present,	supply of food which led to	communities forming	and facts relating to WWII	and facts relating to WWII
Knows about similarities	long ago, same, different,	long ago, same, different,	communities forming	settlements.	eg	eg
and differences between	one hundred years,	one hundred years,	settlements.		1st September 1939	1st September 1939
themselves and others, and	Victorian. To sort objects	Victorian. To sort objects			German troops invade	German troops invade
among families,	into old and new.	into old and new. I can	Iron Age	Iron Age	Poland	Poland
communities, cultures and	into old and new.		2100 BCE- By 2100 Bronze	2100 BCE- By 2100 Bronze	1st September 1939	1st September 1939
traditions (UTW)	Great Fire of London	identify which time period	is being mined in Britain	is being mined in Britain	Evacuation begins	Evacuation begins
	To know when the great	items belong to (modern	and is used to make	and is used to make	3rd September 1939 Britain	3rd September 1939 Britair
Children show respect for,	fire of London happened	day, grandparents,	weapons and tools	weapons and tools	and France declare war on	and France declare war on
people, families	and to discuss what	Victorian) and talk about	1800 BCE- The first large	1800 BCE- The first large	Germany	Germany
and communities beyond	happened across the 5	how they worked.	copper mines are dug	copper mines are dug	January 1940 Rationing	January 1940 Rationing
their own (EY inspection	days. When did the fire	,	1200 BCE -Celtic Culture	1200 BCE -Celtic Culture	10th May The Battle of	10th May The Battle of
framework)	start? How did it travel so	Great Fire of London	arrives in Britain and tribal	arrives in Britain and tribal	France Begins	France Begins
	quickly? How was the fire	To know when the great	kingdoms develop	kingdoms develop	10th July The Battle of	10th July The Battle of
ELG UTW- People and	put out?	fire of London happened	800 BCE- Iron begins	800 BCE- Iron begins	Britain begins	Britain begins
communities - Understand	To identify the different	and to discuss what	to be used in Britain to	to be used in Britain to	7th September The Blitz	7th September The Blitz
the past through settings,	equipment used in 1666	happened across the 5	make tools and weapons in	make tools and weapons in	begins	begins
characters and events	and now	days. When did the fire	stead of bronze	stead of bronze	1941	1941
encountered in books read		start? How did it travel so	800BCE -The first hillforts	800BCE -The first hillforts	22nd June 1941 Germany	22nd June 1941 Germany
in class and storytelling	Grace Darling	quickly? How was the fire	are constructed	are constructed	invades the USSR	invades the USSR
	To know what happened	put out?	AD43 - The Romans invade	AD43 - The Romans invade	7th September1941 Japan	7th September1941 Japan
	during the rescue in	To make comparisons	Britain	Britain	Bombs Pearl Harbour	Bombs Pearl Harbour
	September 1838	about the equipment used			June 6 th 1944 The D Day	June 6 th 1944 The D Day
	To make comparisons	in 1666 and now	<u>Tudors</u>	<u>Tudors</u>	landings	landings
	about lighthouses/ sea		To know key dates during	To know key dates during	1945 7th May Germany	1945 7th May Germany
	rescue today and in the	Grace Darling	the Tudor period from	the Tudor period from	surrenders to the Allies	surrenders to the Allies
	past, including the	To know what happened	when Henry Tudor was	when Henry Tudor was	8th May 1945 VE Day	8th May 1945 VE Day
	technology which is	during the rescue in	crowned Henry VII in 1485	crowned Henry VII in 1485		
	available today.	September 1838	through to 1603 when	through to 1603 when	To be able to describe the	To be able to describe the
	To think about how girls	To make comparisons	Queen Elizabeth died in	Queen Elizabeth died in	events that led to the	events that led to the
	and women were viewed in	about lighthouses/ sea	1603.	1603.	Second War	Second War
	the past	rescue today and in the	To explore and discuss key	To explore and discuss key		
		past, including the	events such as the split	events such as the split	Social Justice	Social Justice
		technology which is	between Church and State	between Church and State	To be able to describe,	To be able to describe,
		available today.	during the reign of Henry	during the reign of Henry	compare and contrast the	compare and contrast the
		To think about how girls	VIII and the Spanish	VIII and the Spanish	social justice which existed	social justice which existed
		and women were viewed in	Armada.	Armada.	in Britain from the time of	in Britain from the time of
		the past and make			the Romans to the	the Romans to the
		comparisons with life	Ancient Egypt	Ancient Egypt	Victorians	Victorians
		today.	To know key dates relating	To know key dates relating	Roman AD43– AD410	Roman AD43– AD410
			to Ancient Egypt such as	to Ancient Egypt such as	Anglo– Saxon 410-1066	Anglo– Saxon 410-1066
			c7500 BCE when people	c7500 BCE when people	Norman 1066 – 1075	Norman 1066 – 1075
			began to build homes and	began to build homes and	Tudor 1485-1603	Tudor 1485-1603
			farm in the Nile Valley	farm in the Nile Valley	The Georgians 1714-1837	The Georgians 1714-1837
			c3000 BCE. Hieroglyphics	c3000 BCE. Hieroglyphics	The Victorians 1837-1901	The Victorians 1837-1901
			started to be used.	started to be used.		
			c2950 BCE. Upper and	c2950 BCE. Upper and	To describe in detail the	To describe in detail the
			Lower Egypt were united	Lower Egypt were united	story of the Sinkler	story of the Sinkler
			into one kingdom by King	into one kingdom by King	Brothers, their crime and	Brothers, their crime and

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Narmer (or Menes)	Narmer (or Menes)	subsequent punishment. To	subsequent punishment. To
2650 the first pyramid is	2650 the first pyramid is	know which time period	know which time period
built	built	their story fits into and how	their story fits into and how
2250BCE God for all areas	2250BCE God for all areas	typical their experiences	typical their experiences
of lives are introduced	of lives are introduced	were.	were.
1332 BCE The 10 year rule	1332 BCE The 10 year rule		
of Tutankhamun began in	of Tutankhamun began in	<u>Mayans</u>	<u>Mayans</u>
To know where Ancient	To know where Ancient	To recall some key dates	To recall some key dates
Egypt is placed in relation	Egypt is placed in relation	and facts relating to the	and facts relating to the
to other ancient dynasties/	to other ancient dynasties/	Mayan Civilisation eg.	Mayan Civilisation eg.
historical periods.	time periods.	2000 BCE The Maya	2000 BCE The Maya
		civilisation comes into	civilisation comes into
<u>Romans</u>		being	being
753 BCE Rome is founded	<u>Romans</u>	1100 BCE The first hunter	1100 BCE The first hunter
by Romulus.	753 BCE Rome is founded	gathers settle along the	gathers settle along the
55 BCE Julius Caesar	by Romulus.	Pacific Coast and then	Pacific Coast and then
attempts first invasion of	55 BCE Julius Caesar	expand into the central	expand into the central
Britain.	attempts first invasion of	highlands.	highlands.
54BCE Second attempt to	Britain.	800BCE Village farming and	800BCE Village farming and
invade Britain	54BCE Second attempt to	trade becomes established	trade becomes established
7 BCE Augustus becomes	invade Britain	throughout the Maya	throughout the Maya
the first Roman Emperor.	7 BCE Augustus becomes	Region	Region
43 AD Roman invasion of	the first Roman Emperor.	700 BCE Mayan writing is	700 BCE Mayan writing is
Britain.	43 AD Roman invasion of	developed in Mesoamerica	developed in Mesoamerica
60AD Tribes lead by	Britain.	100 BCE The first pyramids	100 BCE The first pyramids
Boudicca attack Roman	60AD Tribes lead by	are built.	are built.
force.	Boudicca attack Roman	AD 683 Pakal the Great of	AD 683 Pakal the Great of
122 AD Work begins on	force.	Planque dies and is buried	Planque dies and is buried
Hadrian's Wall	122 AD Work begins on	in the Temple of	in the Temple of
410AD Romans leave	Hadrian's Wall	Inscriptions.	Inscriptions.
Britain and return to Italy	410AD Romans leave	AD 800–900 Cities in the	AD 800 –900 Cities in the
	Britain and return to Italy	rainforest are abandoned	rainforest are abandoned
To know where Ancient		due to an extensive	due to an extensive
Rome is placed in relation	To know where Ancient	drought. People move	drought. People move
to other ancient dynasties/	Rome is placed in relation	north to the highlands of	north to the highlands of
historical periods	to other ancient dynasties/	Guatemala and the	Guatemala and the
	historical periods	Yucatán.	Yucatán.
Victorians		AD 1000 Cities like Chichén	AD 1000 Cities like Chichén
To know some key dates	<u>Victorians</u>	Itzá (which has two temple	Itzá (which has two temple
from 1838 when Victoria	To know some key dates	pyramids) are still thriving.	pyramids) are still thriving.
was crowned Queen until	from 1838 when Victoria	AD 1500s The Spanish	AD 1500s The Spanish
her death in 1901,	was crowned Queen until	arrive in South America	arrive in South America
particularly those dates	her death in 1901,		
which signified a change	particularly those dates	To know where the Ancient	To know where the Ancient
which affect the lives of	which signified a change	Mayans are placed in	Mayans are placed in
children eg, law passed in	which affect the lives of	relation to other ancient	relation to other ancient
1842 which prevented	children eg, law passed in	dynasties/ time periods.	dynasties/ time periods.
children under 10 working	1842 which prevented		
in mines or the Education	children under 10 working	Ancient Greece	Ancient Greece
Act of 1880.	in mines or the Education	To be able to recall some	To be able to recall some
To develop an	Act of 1880.	key dates and events	key dates and events

		understanding of how life	To develop an	relating to Ancient Greece	relating to Ancient Greece
		changed for the working	understanding of how life		
		class during Victoria's reign	changed for the working	776 BC The first Olympic	776 BC The first Olympic
		including the impact of	class during Victoria's reign	games.	games.
		industrialisation and	including the impact of	650 BC The tyrant Kypselos	650 BC The tyrant Kypselos
		growth of urban areas.	industrialisation and	takes over Corinth. His son	takes over Corinth. His son
		5	growth of urban areas.	Periander succeeds him	Periander succeeds him
			0	508 BC Male citizens of	508 BC Male citizens of
				Athens are given a chance	Athens are given a chance
				to vote.	to vote.
				500 BC The 'Classical	500 BC The 'Classical
				Period' starts.	Period' starts.
				472 BC Greek theatres	472 BC Greek theatres
				become popular in Athens.	become popular in Athens.
				460 BC Hippocrates is born	460 BC Hippocrates is born
				in Kos.	in Kos.
				432 BC The Parthenon is	432 BC The Parthenon is
				finished	finished
				336 BC Alexander the	336 BC Alexander the
				Great takes over rule of	Great takes over rule of
				Greece	Greece
				338 BC King Philip II of	338 BC King Philip II of
				Macedonia takes control of	Macedonia takes control of
				Greece	Greece
				146 BC Rome conquers the	146 BC Rome conquers the
				Corinthians at the Battle of	Corinthians at the Battle of
				Corinth and Greece falls	Corinth and Greece falls
				under the rule of the	under the rule of the
				Roman Empire	Roman Empire
				To recall details and	To recall details and
				timeline of some of the	timeline of some of the
				great battles which took	great battles which took
					place eg Battle of Marathon
				To know where the Ancient	To know where the Ancient
				Greece is placed in relation	Greece is placed in relation
				to other ancient dynasties/ time periods.	to other ancient dynasties/ time periods.
				time periods.	time periods.
				Anglo Saxons and Vikings	Anglo Saxons and Vikings
				To recall some dates and	To recall some dates and
				key facts relating to the	key facts relating to the
				Anglo Saxons eg	Anglo Saxons eg
				410AD The last Romans	410AD The last Romans
				leave Britain	leave Britain
				450AD Saxons from	450AD Saxons from
				Germany land in Britain and	Germany land in Britain and
				settle in Kent	settle in Kent
				BY AD 600 Seven	BY AD 600 Seven
				kingdoms are created	kingdoms are created
				across Britain.	across Britain.

						C17AD Northunstein	
						617AD Northumbria	617AD Northumbria
						becomes the Supreme	becomes the Supreme
						Kingdom of Britain	Kingdom of Britain
						793AD Vikings land at	793AD Vikings land at
						Lindisfarne and attack the	Lindisfarne and attack the
						monastery	monastery
						866AD The Vikings capture	866AD The Vikings capture
						York (which they call Jorvik)	York (which they call Jorvik)
						and make it their main	and make it their main
						settlement	settlement
						871AD Alfred the Great is	871AD Alfred the Great is
						crowned King of Wessex	crowned King of Wessex
						886AD Alfred agrees to a	886AD Alfred agrees to a
						treaty with the Vikings.	treaty with the Vikings.
						Alfred keeps control of the	Alfred keeps control of the
						West and the Vikings are	West and the Vikings are
						given the East which is later	given the East which is later
						know as Danelaw.	know as Danelaw.
						943AD Eric Bloodaxe, the	943AD Eric Bloodaxe, the
						last Kind of Jorvik is thrown	last Kind of Jorvik is thrown
						out of York	out of York
						927AD King Athelstan of	
							927AD King Athelstan of
						the Anglo-Saxons is	the Anglo-Saxons is
						crowned the first King of	crowned the first King of
						England.	England.
						1014AD King Cnut becomes	1014AD King Cnut becomes
						King of England	King of England
						To know how this pariod of	To know how this period of
						To know how this period of	•
						history fits into and relates	history fits into and relates
						to other time periods	to other time periods
						studied.	studied.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Toys and Games	Toys and Games	Stone Age	Stone Age	Shang Dynasty	Shang Dynasty
		Old, new,	Old, new,	Archaeology	Archaeology	Ancestor	Ancestor
		Past, present	Past, present	Archaeologist	Archaeologist	Archaeologist	Archaeologist
		Long ago, recently	Long ago, recently	Artefact	Artefact	artefact	artefact
		Victorian	Victorian	Monument	Monument	Civilisation	Civilisation
		Mechanical toys	Mechanical toys	BCE	BCE	Cowrie shells	Cowrie shells
		Street games	Street games	AD	AD	Dynasty	Dynasty
		Materials	Materials	Hunter Gathers	Hunter Gathers	Emperor	Emperor
		The Space Race	The Space Race	Nomadic	Nomadic	General	General
		Apollo 11	Apollo 11	Settlement	Settlement	Merchant	Merchant
		Astronaut	Astronaut	Tribe	Tribe	Peasant	Peasant
		Lunar	Lunar	Celt	Celt	Social hierarchy	Social hierarchy
		Mission	Mission	Hillfort	Hillfort	Tomb	Tomb
		NASA	NASA	Roundhouses	Roundhouses	Jade	Jade
		Satellite	Satellite			Oracle bones	Oracle bones
		Space Race	Space Race	Iron Age	Iron Age		
		Solar System	Solar System	Archaeology	Archaeology	World War World II	World War World II
		Vostok 1	Vostok 1	Archaeologist	Archaeologist	Air Raid	Air Raid

		Artefact	Artefact	Allies
Polar Explorers	Polar Explorers	Monument	Monument	Annex
Master mariner -	Master mariner -	BCE	BCE	Aryan Race
Scurvy	Scurvy	AD	AD	Atomic Bomb
Ration	Ration	Settlement	Settlement	Axis
Compass	Compass	Tribe	Tribe	Blitz
Sextant	Sextant	Celt	Celt	Conflict
Meteorologist	Meteorologist	Druids	Druids	Evacuee
GPS	GPS	Hillfort	Hillfort	Invasion
		Roundhouses	Roundhouses	Nazi Party
Houses and Homes	Houses and Homes	Bronze	Bronze	Propaganda
Dolly	Dolly	Alloy	Alloy	Rationing
Dolly tub	Dolly tub	,	,	5
Washboard	Washboard	Tudors	<u>Tudors</u>	Social Justice
Mangle	Mangle	Breeches	Breeches	Bobbies/ peeler
Range	Range	Catholic Church	Catholic Church	Deterrent
Flat iron	Flat iron	Corset	Corset	Execution
Bed warmer	Bed warmer	Church Of England	Church Of England	Hard labour
Chamber pot	Chamber pot	Doublet	Doublet	Highwaymen
		Gown	Gown	Judge
Great Fire of London	Great Fire of London	Heir	Heir	Jury
Eye witness	Eye witness	Kirtle	Kirtle	Ordeal
Diary	Diary	monarch	monarch	Poacher
Fire break	Fire break	reign	reign	Transportation
Fire hook	Fire hook	Ruff	Ruff	Treason
Flammable	Flammable	Wattle and Daub	Wattle and Daub	Twelve tables
Leather buckets	Leather buckets	Wattle and Daub		Vagrant
London	London	Ancient Egypt	Ancient Egypt	Victim
River Thames	River Thames	Archaeologist	Archaeologist	Trial
hiver manes	hiver manes	Artefact	Artefact	
Grace Darling	Grace Darling	Burial chamber	Burial chamber	Mayans
Coble boat	Coble boat	Canopic jar	Canopic jar	Ancient
Lighthouse	Lighthouse	Cartouche	Cartouche	Ancestor
Heroine	Heroine	Hieroglyphics	Hieroglyphics	Artefact
Oars	Oars	Irrigation	Irrigation	Civilization
Paddle steamer	Paddle steamer	Mummification	Mummification	Cacao beans
Shipwreck	Shipwreck	Papyrus	Papyrus	codices
Rescue	Rescue	Pyramid	Pyramid	Calendar
RNLI	RNLI	Pharaoh	Pharaoh	Diety
Survivors	Survivors	Sarcophagus	Sarcophagus	Empire
301010013	301010015	Tomb	Tomb	Hieroglyphics
		dino		Maize
		Domons	Domana	
		Romans	Romans	Maya
		AD Amphitheatre	AD Amphitheatro	Mayan Mesoamerica
		BCE	Amphitheatre BCE	Ritual
		Celts	Celts	Temple
		Centurion	Centurion	Tomb
		Century	Century	Sacrifice
		Conquer	Conquer	
		Emperor	Emperor	

Allies Annex Aryan Race Atomic Bomb Axis Blitz Conflict Evacuee Invasion Nazi Party Propaganda Rationing Social Justice Bobbies/ peeler Deterrent Execution Hard labour Highwaymen Judge Jury Ordeal Poacher Transportation Treason Twelve tables Vagrant Victim Trial <u>Mayans</u> Ancient Ancestor Artefact Civilization Cacao beans codices Calendar Diety Empire Hieroglyphics Maize Maya Mayan Mesoamerica Ritual Temple Tomb Sacrifice

	Invade	Invade	Ancient Greece	Ancient Greece
	Legion	Legion	Ancient	Ancient
	legionnaire	legionnaire	Acropolis	Acropolis
	Mosaic	Mosaic	Amphitheatre	Amphitheatre
	Senate	Senate	Assembly	Assembly
	Settlers	Settlers	Artefact	Artefact
			Civilization	Civilization
	<u>Victorians</u>	<u>Victorians</u>	City states	City states
	British Empire	British Empire	Democracy	Democracy
	Domestic service	Domestic service	Legacies	Legacies
	Mill	Mill	Olympics	Olympics
	Mines	Mines	Parthenon	Parthenon
	Industrial Revolution	Industrial Revolution	Philosophy	Philosophy
	Migrate	Migrate		
	Paupers	Paupers	Anglo Saxons and Vikings	Anglo Saxons and Vikings
	Public health	Public health	Anglo	Anglo
	Ragged schools	Ragged schools	Saxons	Saxons
	Rural	Rural	Conquer	Conquer
	Slum	Slum	Danegeld	Danegeld
	Тгар	Тгар	Danelaw	Danelaw
	Urban	Urban	exile	exile
			Kingdom	Kingdom
			Longship	Longship
			Monastery	Monastery
			Pagan	Pagan
			outlawed	outlawed
			Тах	Тах
			Invade	Invade
			Pillage	Pillage
			Raid	Raid

Historical Study and Interpretation

		1		1		1	
Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes	Key Learning Outcomes
Nursery	Reception	Year One	Year Two	Year 3	Year 4	Year 5	Year 6
Show curiosity about	Links to the characteristics	Use written, oral and visual	Plan questions and find	Use more complex sources	Use a range of documents	Identify significant issues in	Explain why particular
objects, events and people	of effective learning (CoEL)	sources as well as artefacts	answers to an historical	of primary and secondary	and printed sources	the topics covered	aspects of a historical
		to find out about the past	enquiry	information	Comment on a range of	Identify different	event, development society
Use senses to explore the	• Show a deep drive	Ask and answer questions	Use a range of sources	Understand how sources	possible reasons for	interpretations for events,	or person of are particular
world around them	to know more	about what they have	including written, visual	can be used to answer a	differences in a number of	developments and people	significance
	about people and	heard or seen.	and oral sources and	range of historical	accounts	Give a balanced view of	Explain how or why it is
Initiate activities	their world	Communicate their ideas	artefacts to answer	questions	Distinguish between	interpretation of the past	possible to have a different
Representing their experiences in	• Show high levels of	through a range of	historical questions	Select what is most	reliable and unreliable	Draw conclusions using a	interpretation of the same
play	involvement,	mediums including spoken	Communicate historical	important in an historical	sources and identify the	range of evidence	event or person
	energy, fascination	and written word	knowledge through a range	account	most useful for a task	Accept or reject sources	Reach a valid and
Taking on a role in their play Acting out experiences with other	Pay attention to		of mediums including	Understand that events	Devise a range of questions	based on valid criteria	substantiated conclusion to
people	details		spoken and written word	from the past are	and answer them with	when carrying out an	an independently planned
P - P -	• Use the language of			represented and	substantiated responses	historical enquiry	and investigated enquiry
• Show a deep drive	thinking and			interpreted in different			Comment with confidence
to know more	learning: think,			ways and these may			on a range of different

		<u>Toys and Games</u> I can use objects, pictures and stories to find out about the past	<u>Toys and Games</u> I can use objects, pictures and stories to find out about the past	Stone Age I can ask and answer a range of questions about this time period.	Stone Age I can ask and answer a range of questions about this time period.	<u>Sha</u> Ide par hist
Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	
 involvement, energy, fascination Pay attention to details Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do. Thinking of ideas that are new and meaningful to the child Playing with possibilities (what if? what else?) Visualising and imagining options Making links and noticing patterns in their experience Making predictions Testing their ideas Develop ideas of grouping, sequences, cause and effect 	 find out, confused, figure out, trying to do. Thinking of ideas that are new and meaningful to the child Playing with possibilities (what if? what else?) Visualising and imagining options Making links and noticing patterns in their experience Making predictions Testing their ideas Develop ideas of grouping, sequences, cause and effect UTW – Reception - Knows about similarities and differences in relation to places, objects, materials and living things UTW – Reception - Makes observations of animals and plants and explains why some things occur, and talks about changes Ask and answer questions listen and recall, compare and contrast, Talk about now and then, same and different			might differ Ask and answer valid questions for enquiries and answer using a range of sources		
about people and their worldShow high levels of involvement	know, remember, forget, idea, makes sense, plan, learn, find out, confused			contradict each other. Give reasons why two accounts of the same event		

	types of sources for
	enquiries
Key Knowledge	Key Knowledge
ang Dynasty	Shang Dynasty
entify (and explain)why	Identify (and explain)why
rticular aspects of a	particular aspects of a
storical period of are	historical period of are

I can ask questions about	I can ask questions about	I can use a range of	I can use a range of	par
the toys my parents and	the toys my parents and	different documents and	different documents and	wh
grandparents played with	grandparents played with	sources to answer	sources to answer	hist
when they were children	when they were children	questions including sources	questions including sources	Sha
I can talk about what I have	I can talk about what I have	from the time such as cave art.	from the time such as cave art.	the
learnt and draw and write	learnt and draw and write	I will consider how	I will consider how	l ca usi
about it	about it	archaeologists make sense	archaeologists make sense	eg
I know that museums can	I know that museums can	of life in the past	of life in the past	abo
help me to understand life	help me to understand life	I know that we may not	I know that we may not	Rea
in the past	in the past	have definite answers to	have definite answers to	sub
		questions eg why was	questions eg why was	an
The Space Race	The Space Race	Stonehenge erected?	Stonehenge erected?	and
I can use objects, pictures	I can use objects, pictures	Children will use a variety	Children will use a variety	eg
and stories to find out	and stories to find out	of images/ replica objects	of images/ replica objects	Sha
about the past including	about the past including	to investigate and explore	to investigate and explore	SOL
newspaper reports and	newspaper reports and	life in the stone Age	life in the stone Age	ans
video footage.	video footage.	They will take part in a workshop, asking finding	They will take part in a workshop, asking finding	14/-
I know that sources of	I know that sources of	answers to their questions	answers to their questions	<u>Wo</u> 1 ca
information can be	information can be			asp
different from different	different from different	Iron Age	Iron Age	pei
times in history	times in history	I can identify details from	I can identify details from	sig
I can ask and answer questions about questions	I can ask and answer questions about questions	local and national history to	local and national history to	I ca
about the space race, Neil	about the space race, Neil	show my understanding of	show my understanding of	int
Armstrong and Tim Peake	Armstrong and Tim Peake	societies and people during	societies and people during	eve
I can share what I have	I can share what I have	this time frame.	this time frame.	pro
learnt through talk,	learnt through talk,	I can investigate and	I can investigate and	vie
drawing, writing or by using	drawing, writing or by using	comment on the	comment on the	the
technology	technology	similarities, differences and	similarities, differences and	wo
		changes which occurred	changes which occurred	l Ca
Polar Explorers	Polar Explorers	during this time through	during this time through	usi
I can use objects, pictures	I can use objects, pictures	investigating the sources. I can talk about the	investigating the sources. I can talk about the	
and stories to find out	and stories to find out	importance of causes and	importance of causes and	sub an
about the past.	about the past.	effects for some of the key	effects for some of the key	and
I can ask and answer	I can ask and answer	events and	events and	wa
questions about questions about Ernest Shackleton	questions about questions about Ernest Shackleton	developments across this	developments across this	ne
and Felicity Aston.	and Felicity Aston.	time frame.	time frame.	chi
I can talk about what I have	I can talk about what I have			l ca
learnt and talk, draw and	learnt and talk, draw and	<u>Tudors</u>	<u>Tudors</u>	sou
write about it.	write about it.	I can ask and answer a	I can ask and answer a	crit
		range of questions about	range of questions about	an
Houses and Homes	Homes in the Past	this time period.	this time period.	
I can use objects, pictures	I can use objects, pictures	I can use more a complex	I can use more a complex	
and stories to find out	and stories to find out	range of different	range of different	
about the past	about the past	documents and printed	documents and printed	
I can ask and answer	I can ask and answer	sources. I can use different sources	sources I can use different sources	Sau
questions about homes in	questions about homes in	to ask and answer	to ask and answer	<u>Soc</u> 1 ca
the past and make	the past and make	questions about life in the	questions about life in the	asp
comparisons about homes	comparisons about homes			

articular significance eg hat do archaeologist and istorians tell us about the hang dynasty and how do ney know this? can draw conclusions, sing a range of evidence g how can we find out bout Shang religion? each a valid and ubstantiated conclusion to n independently planned nd investigated enquiry g what was life like in the hang dynasty- what ources can we use to nswer the question?

Vorld War World II can Identify why particular spects of a historical eriod of are particular gnificance

can identify different nterpretations of the same vent or person eg use of ropaganda/ Allied/Axis iewpoint or the impact of ne war on the role of vomen.

can draw conclusions, sing a range of evidence can reach a valid and ubstantiated conclusion to n independently planned nd investigated enquiry eg vas evacuation always a egative experience for hildren?

can accept or reject ources based on valid riteria when carrying out n historical enquiry

<u>ocial Justice</u> can identify why particular spects of a historical particular significance eg what do archaeologist and historians tell us about the Shang dynasty and how do they know this? I can draw conclusions,

using a range of evidence eg how can we find out about Shang religion? Reach a valid and substantiated conclusion to an independently planned and investigated enquiry – eg what was life like in the Shang dynasty- what sources can we use to answer the question?

World War World II

I can Identify (and explain) why particular aspects of a historical period of are particular significance I can identify different interpretations of the same event or person eg use of propaganda/ Allied/Axis viewpoint or the impact of the war on the role of women.

I can draw conclusions, using a range of evidence I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg was evacuation always a negative experience for children?

I can accept or reject sources based on valid criteria when carrying out an historical enquiry and comment with confidence on a range of different types of sources for enquiries

Social Justice I can identify (and explain) why particular aspects of a

today	today	past and make comparison	past and make comparison	per
I can talk about what I	I can talk about what I	with life today ie. Medical	with life today ie. Medical	sig
have learnt and draw and	have learnt and draw and	treatments and life for	treatments and life for	l ca
write about it	write about it	children in the period	children in the period	int
I know that books,	I know that books,	through looking at the	through looking at evidence	eve
artefacts, photographs can	artefacts, photographs can	evidence and sources from	and sources from the time.	ро
help me to understand life	help me to understand life	the time		cri
in the past	in the past		<u>Ancient Egypt</u>	
I know that I can visit	I know that I can visit	Ancient Egypt	I can use more complex	I ca
museums to find out about	museums to find out about	I can use more complex	sources of primary and	usi
the past (link to Ripon	the past (link to Ripon	sources of primary and	secondary information	and
museum)	museum)	secondary information	including a range of images,	sub
		including a range of images,	documents, printed sources	an
Great Fire of London	<u>Great Fire of London</u>	documents, printed sources	and artefacts	and
I can use objects, pictures	I can use objects, pictures	and artefacts	I understand how sources	eg.
and stories to find out	and stories to find out	I understand how sources	can be used to answer a	Aco
about the past.	about the past.	can be used to answer a	range of historical eg using	bas
I know that sources of	I know that sources of	range of historical eg using	painted pottery to	wh
information can be	information can be	painted pottery to	understand what life might	his
different from different	different from different	understand what life might	have been like in ancient	cor
times in the past	times in the past	have been like in ancient	Egypt.	on
I can ask and answer	I can ask and answer	Egypt.	I understand that events	typ
questions about questions about the Great Fire of	questions about questions	I understand that events	from the past are	end
London	about the Great Fire of London	from the past are	•	
I can share what I have	I can share what I have	•	represented and	N/-
		represented and	interpreted in different	Ma
learnt through talk, drawing, writing or by using	learnt through talk, drawing, writing or by using	interpreted in different	ways	
technology	technology	ways	I can devise, ask and	asp
I know that that people	I know that that people	I can devise, ask and	answer valid questions for	per
who lived a long time ago	who lived a long time ago	answer valid questions for	enquiries and answer with	eg and
wrote and drew about	wrote and drew about	enquiries and answer with	substantiated responses	an
events that took place in	events that took place on	substantiated responses	using a range of sources.	l ca
their lifetime and we can	their lifetime and we can	using a range of sources.		usi
use these to find out about	use these to find out about		<u>Romans</u>	and
the past eg paintings/	the past eg paintings/	<u>Romans</u>		lac
diaries	diaries		I can use more complex	mc
		I can use more complex	sources of primary and	tor
Grace Darling	Grace Darling	sources of primary and	secondary information	l ca
I can use objects, pictures	I can use objects, pictures	secondary information	including a range of	sub
and stories to find out	and stories to find out	including a range of	documents and printed	an
about the past	about the past	documents and printed	sources eg maps to show	and
I know that sources of	I know that sources of	sources eg maps to show	the spread of the Roman	wh
information can be	information can be	the spread of the Roman	Empire.	Ma
different from different	different from different	Empire.	I understand how sources	
times in history	times in history	I understand how sources	can be used to answer a	
I can ask and answer	I can ask and answer	can be used to answer a	range of historical	
questions about questions	questions about questions	range of historical	questions	
about the Grace Darling	about the Grace Darling	questions	Understand that events	An
I know that historical	I know that historical	•		I ca
		Lindorstand that events	from the pact are	100
figures are remembered in	figures are remembered in	Understand that events from the past are	from the past are represented and	wh

eriod are of particular ignificance can identify different nterpretations of the same vent or person eg ortrayal of vagrants being riminals

can draw conclusions sing a range of evidence nd reach a valid and ubstantiated conclusion to n independently planned nd investigated enquiry) g. Sinkler trial .ccept or reject sources ased on valid criteria /hen carrying out an istorical enquiry (and omment with confidence n a range of different ypes of sources for nquiries)

<u>/layans</u>

can identify why particular spects of a historical period are of significance of oracle bones, number nd writing systems

can draw conclusions, sing a range of evidence nd comment on when a ack of evidence can lead to nore questions eg Fu Hoa's omb

can reach a valid and ubstantiated conclusion to n independently planned nd investigated enquiry eg /hat was life like in Ancient /layan civilisation

<u>ncient Greece</u> can identify (and explain) *i*hy particular aspects of a historical period are of particular significance I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations eg portrayal of vagrants being criminals

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

<u>Mayans</u>

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

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

I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry eg what was life like in Ancient Mayan civilisation

Ancient Greece Can identify (and explain) why particular aspects of a

	a variety of different ways	a variety of different ways	represented and	interpreted in different	his
	I can share what I have	and that there can be	interpreted in different	ways and these may	sig
	learnt through talk,	difference in the ways	ways and these may	contradict each other and	arc
	drawing, writing or by using		contradict each other and	comment on a range of	phi
	technology	remembered	comment on a range of	possible reasons for	ma
		I can share what I have	possible reasons for	differences in a number of	dis
		learnt through talk,	differences in a number of	accounts eg the impact of	l ca
		drawing, writing or by using	accounts eg the impact of	the invasion on Britain.	int
		technology	the invasion on Britain. I	Devise, ask and answer	eve
			can ask and answer valid	valid questions for	exp
			questions for enquiries and	enquiries and answer with	hav
			answer using a range of	substantiated responses	int
				•	eve
			sources.	using a range of sources.	out
					Ma
			<u>Victorians</u>	<u>Victorians</u>	fou
			I can use a range of	I can use a range of	
			different evidence including	different evidence including	
			documents and printed sources. I can comment on	documents and printed sources. I can comment on	suk
				a range of possible reasons	an
			a range of possible reasons for differences in a number	for differences in a number	and
			of accounts eg different	of accounts eg different	inv
			experiences of life working	experiences of life working	wo
			in a factory	in a factory	An
			Distinguish between	Distinguish between	An
			reliable and unreliable	reliable and unreliable	
					asp per
			sources and identify the	sources and identify the	wh
			most useful for a task	most useful for a task	po
			I can devise a range of	I can devise a range of	in A
			questions and answer them	questions and answer them	l ca
			with substantiated	with substantiated	int
			responses eg by	responses eg by	eve
			considering experiences of	considering experiences of	cha
				different groups of people	Vik
			different groups of people	in the Victorian era when	ma
			in the Victorian era when		wa
			new laws came in to effect.	new laws came in to effect.	wh
					l ca
					usi
					l ca
					sou
					crit
					an

historical period are of significance eg Greek architecture/ ohilosophy/politics/ mathematical and scientific discovery can identify different

nterpretations of the same event or person (and explain how it is possible to have different

nterpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was Fought.

can reach a valid and substantiated conclusion to an independently planned and investigated enquiry ie nvestigation into life as a woman in Greek civilisation

Anglo Saxons and Vikings can identify why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let n AD43

can identify different nterpretations of the same event or person eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded can draw conclusions, using a range of evidence can accept or reject sources based on valid criteria when carrying out an historical enquiry historical period are of significance eg Greek architecture/ philosophy/politics/ mathematical and scientific discovery I can identify different interpretations of the same event or person (and explain how it is possible to have different interpretations of the same event ie opinions about the outcome of the Battle of Marathon before it was fought.

I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry ie investigation into life as a woman in Greek civilisation

Anglo Saxons and Vikings I can identify (and explain) why particular aspects of a historical period are of significance ie why there was a change in power after the Romans let in AD43

I can identify different interpretations of the same event or person (and explain how it is possible to have different

interpretations of the same event) eg I can challenge the idea that all Viking were bloodthirsty marauders who only wanted to loot and pillage when they invaded.

I can draw conclusions, using a range of evidence and reach a valid and substantiated conclusion to an independently planned and investigated enquiry I can acccept or reject

							sources based on valid criteria when carrying out an historical enquiry and comment on a range of different types of sources
							for enquiries.
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
		Toys and Games	Toys and Games	BCE/AD BCEE/CE	BCE/AD BCEE/CE	Shang Dynasty	Shang Dynasty
		Mechanical toys	Mechanical toys	Primary/ secondary source	Primary/ secondary source	Ancestor	Ancestor
		Street games	Street games	Opinion	Opinion	Archaeologist	Archaeologist
		Materials	Materials	Evidence	Evidence	artefact	artefact
		Museum	Museum	Substantiated	Substantiated	Civilisation	Civilisation
		Exhibit	Exhibit	Stone Age	Stone Age	Cowrie shells	Cowrie shells
				Archaeology	Archaeology	Dynasty	Dynasty
		The Space Race	The Space Race	Archaeologist	Archaeologist	Emperor	Emperor
		Apollo 11	Apollo 11	Artefact	Artefact	General	General
		Astronaut	Astronaut	Monument	Monument	Merchant	Merchant
		Lunar	Lunar	BCE	BCE	Peasant	Peasant
		Mission	Mission	AD	AD	Social hierarchy	Social hierarchy
		NASA	NASA	Hunter Gathers	Hunter Gathers	Tomb	Tomb
		Satellite	Satellite	Nomadic	Nomadic	Jade	Jade
		Space Race	Space Race	Settlement	Settlement	Oracle bones	Oracle bones
		Solar System	Solar System	Tribe	Tribe		
		Vostok 1	Vostok 1	Celt	Celt	World War World II	World War World II
		Russia	Russia	Hillfort	Hillfort	Air Raid	Air Raid
				Roundhouses	Roundhouses	Allies	Allies
		Polar Explorers	Polar Explorers			Annex	Annex
		Master mariner -	Master mariner -	Iron Age	Iron Age	Aryan Race	Aryan Race
		Scurvy	Scurvy	Archaeology	Archaeology	Atomic Bomb	Atomic Bomb
		Ration	Ration	Archaeologist	Archaeologist	Axis	Axis
		Compass	Compass	Artefact	Artefact	Blitz	Blitz
		Sextant	Sextant	Monument	Monument	Conflict	Conflict
		Meteorologist	Meteorologist	BCE	BCE	Evacuee	Evacuee
		GPS	GPS	AD	AD	Invasion	Invasion
				Settlement	Settlement	Nazi Party	Nazi Party
		Houses and Homes	Houses and Homes	Tribe	Tribe	Propaganda	Propaganda
		Dolly	Dolly	Celt	Celt	Rationing	Rationing
		Dolly tub	Dolly tub	Druids	Druids		
		Washboard	Washboard	Hillfort	Hillfort	Social Justice	Social Justice
		Mangle	Mangle	Roundhouses	Roundhouses	Bobbies/ peeler	Bobbies/ peeler
		Range	Range	Bronze	Bronze	Deterrent	Deterrent
		Flat iron	Flat iron	Alloy	Alloy	Execution	Execution
		Bed warmer	Bed warmer		1	Hard labour	Hard labour
		Chamber pot	Chamber pot	Tudors	Tudors	Highwaymen	Highwaymen
				Breeches	Breeches	Judge	Judge
		<u>Great Fire of London</u>	Great Fire of London	Catholic Church	Catholic Church	Jury	Jury
		Eye witness	Eye witness	Corset	Corset	Ordeal	Ordeal
		Diary	Diary	Church Of England	Church Of England	Poacher	Poacher
		Fire break	Fire break	Doublet	Doublet	Transportation	Transportation
		Fire hook	Fire hook	Gown	Gown	Treason	Treason
		Flammable	Flammable	Heir	Heir	Twelve tables	Twelve tables

Leather buckets	Leather buckets	Kirtle	Kirtle	Vagrant	Vagrant
London	London	monarch	monarch	Victim	Victim
River Thames	River Thames	reign	reign	Trial	Trial
		Ruff	Ruff		
Grace Darling	Grace Darling	Wattle and Daub	Wattle and Daub	Mayans	Mayans
Coble boat	Coble boat			Ancient	Ancient
Lighthouse	Lighthouse	Ancient Egypt	Ancient Egypt	Ancestor	Ancestor
Heroine	Heroine	Archaeologist	Archaeologist	Artefact	Artefact
Oars	Oars	Artefact	Artefact	Civilization	Civilization
Paddle steamer	Paddle steamer	Burial chamber	Burial chamber	Cacao beans	Cacao beans
Shipwreck	Shipwreck	Canopic jar	Canopic jar	codices	codices
Rescue	Rescue	Cartouche	Cartouche	Calendar	Calendar
RNLI	RNLI	Hieroglyphics	Hieroglyphics	Diety	Diety
Survivors	Survivors	Irrigation	Irrigation	Empire	Empire
		Mummification	Mummification	Hieroglyphics	Hieroglyphics
		Papyrus	Papyrus	Maize	Maize
		Pyramid	Pyramid	Maya	Мауа
		Pharaoh	Pharaoh	Mayan	Mayan
		Sarcophagus	Sarcophagus	Mesoamerica	Mesoamerica
		Tomb	Tomb	Ritual	Ritual
				Temple	Temple
		<u>Romans</u>	<u>Romans</u>	Tomb	Tomb
		AD	AD	Sacrifice	Sacrifice
		Amphitheatre	Amphitheatre		
		BCE	BCE		
		Celts	Celts	Ancient Greece	Ancient Greece
		Centurion	Centurion	Ancient	Ancient
		Century	Century	Acropolis	Acropolis
		Conquer	Conquer	Amphitheatre	Amphitheatre
		Emperor	Emperor	Assembly	Assembly
		Invade	Invade	Artefact	Artefact
		Legion	Legion	Civilization	Civilization
		legionnaire	legionnaire	City states	City states
		Mosaic	Mosaic	Democracy	Democracy
		Senate	Senate	Legacies	Legacies
		Settlers	Settlers	Olympics	Olympics
				Parthenon	Parthenon
		<u>Victorians</u>	<u>Victorians</u>	Philosophy	Philosophy
		British Empire	British Empire		
		Domestic service	Domestic service	Anglo Saxons and Vikings	Anglo Saxons and Vikings
		Mill	Mill	Anglo	Anglo
		Mines	Mines	Saxons	Saxons
		Industrial Revolution	Industrial Revolution	Conquer	Conquer
		Migrate	Migrate	Danegeld	Danegeld
		Paupers	Paupers	Danelaw	Danelaw
		Public health	Public health	exile	exile
		Ragged schools	Ragged schools	Kingdom	Kingdom
		Rural	Rural	Longship	Longship
		Slum	Slum	Monastery	Monastery
		Trap	Trap	Pagan	Pagan
		Urban	Urban	outlawed	outlawed

Key Learning Outcomes Nursery Nursery To begin to identify their own sense of time and place ie when I was 2, I played with When I was younger I lived in	Key Learning OutcomesReceptionReceptionTo develop their own senseof time and placeie when I was 2, I playedwith, now I am 5 I likeWhen I was younger I livedinTo be able to recall keyevents which are significantto them or family membersor friends.To talk about their personalhistory and recall singicantpoints ie when we movedto the airfield, recall detailsabout their previoushome/schoolTo talk about older/younger siblings and	Key Learning Outcomes Year One Identify relevant features of particular historical themes, events and people from family, local, national and global history Identify a few similarities, differences and changes between past and present Identify at least one cause for, and effect of, several events covered Consider why an event or a person might be significant	Historical Knowled Key Learning Outcomes Year Two Describe features of particular historical themes, events and people from family, local, national and global history eg retell a story Identify a range of similarities and differences and changes over a period of time Identify a few relevant causes and effects for some of the main events covered Identify a range of significant aspects of a theme, society, period or person	Key Learning Outcomes Year 3 Identify details from several themes, societies, events and significant people covered in local national and global history Describe some similarities, differences and changes which occurred in the topic covered Describe relevant causes for, and effects on, some of the key events and developments covered Begin to understand why people acted as they did and give reasons	Key Learning OutcomesYear 4Identify details from local, national and global history to demonstrate overall awareness of themes, societies, events and peopleMake valid statements about the main similarities, differences and changes which occurred in the topic covered (eg different lived experiences of rich and poor)Comment on the importance of causes and effects for some of the key events and developments within topics	TaxInvadePillageRaidKey Learning OutcomesYear 5Understand some featuresassociated with themes ,individuals, society andevents coveredExplain why some changesand developments wereimportantDescribe some of thesignificant issues in thetime frame being studiedPlace several valid causesand effects in order ofimportance relating toevents and developments	TaxInvadePillageRaidKey Learning OutcomesYear 6Understand and be able togive an overview of themost significant features ofdifferent themes ,individuals, society andevents coveredCompare similarities,differences and changeswithin and across sometopicsExplain reasons whyparticular aspects of ahistorical event,development society orperson were of particularsignificanceExplain the role andsignificance of differentcauses and effects of arange of events and
Key Knowledge	similarities / differences ie favourite TV shows may have changed. Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	developments. Key Knowledge
		Toys and Games Toys have existed for thousands of years. They	Toys and Games Toys have existed for thousands of years. They	<u>Stone Age</u> The Stone Age is split into three distinct periods	<u>Stone Age</u> The Stone Age is split into three distinct periods	Shang Dynasty The Shang Dynasty is the first well-documented	
		were made out of the material available at the	were made out of the material available at the	Palaeolithic Period People were nomadic	Palaeolithic Period People were nomadic	dynasty. It was based around the Yellow River in	
		time including, stone, bone and string	time including, stone, bone and string	hunters and they found food by roaming from place	hunters and they found food by roaming from place	central China and is sometimes called the cradle	
		In Victorian times, toys were made mainly from	In Victorian times, toys were made mainly from	to place in different seasons	to place in different seasons	of Chinese civilisation. It was a Bronze Age culture,	
		wood, paper and metal Rich Victorian children	wood, paper and metal Rich Victorian children	Mesolithic Period Tools were developed to	Mesolithic Period Tools were developed to	they didn't yet have knowledge of iron working.	
		played with rocking horse,	played with rocking horse,	become smaller and more	become smaller and more	Writing was first developed	
		dolls, tea sets and clockwork trains	dolls, tea sets and clockwork trains	refined. Canoes were invented which allowed	refined. Canoes were invented which allowed	in China in this period and many written texts were	
		Poor Victorian children	Poor Victorian children	people to fish as well as	people to fish as well as	incised onto bones found in	

played wi	th peg dolls,	played with peg dolls,	hunt.	hunt.	archaeological excavations.
wooden t	oys and rags filled	wooden toys and rags filled	Neolithic period	Neolithic period	The culture was ruled over
with saw	dust to make balls	with sawdust to make balls	People began to farm and	People began to farm and	by a king and his relatives
or toy an	mals • Modern	or toy animals Modern	grow their own crops.	grow their own crops.	were the government.
toys are d	often made of	toys are often made of	People had a more reliable	People had a more reliable	Archaeological excavations
plastic or	are electrical	plastic or are electrical	supply of food which led to	supply of food which led to	have revealed towns with
	odern toys use	Many modern toys use	communities forming	communities forming	palaces, tombs and craft
electricity	•	electricity to work	settlements.	settlements.	working areas
	rs were invented	Computers were invented			The majority of the people
	h Century	in the 20th Century	Bronze Age	Bronze Age	who lived under the Shang
	,	,	People produced a greater	People produced a greater	Dynasty were farmers
			range of tools and	range of tools and	There were also craftsmen
The Space	e Race	The Space Race	weapons than had	weapons than had	who worked in workshops
	e Race was	The Space Race was	previously been possible as	previously been possible as	just outside the city walls.
	Russia and the	between Russia and the	well as household and	well as household and	Remains of jade, bone,
	both wanted to	USA- they both wanted to	luxury goods and fine	luxury goods and fine	pottery, and bronze-
	st to land on the	be the first to land on the	jewellery. Trade in metals	jewellery. Trade in metals	working have been found
	ssian cosmonaut,	moon. Russian cosmonaut,	and goods began to take	and goods began to take	by archaeologists in these
	rin was the first	Yuri Gagarin was the first	place over longer distances.	place over longer distances.	areas.
	ace in 1961.	man in space in 1961.	One form of housing, called	One form of housing, called	
	e Apollo 11 flight	Before the Apollo 11 flight	Roundhouses were built in	Roundhouses were built in	Family was very important
	o one been to the	mission no one been to the	the Bronze Age	the Bronze Age	to the Shang people and
	July 16th 1969,	moon. On July 16th 1969,			they worshipped their
	was launched.	Saturn 5, was launched.	Study of Skara Brae is an	Study of Skara Brae is an	ancestors after they had
	re three American	There were three American	archaeological site in	archaeological site in	died. Their supreme god
	s on board; Neil	astronauts on board; Neil	Orkney, Scotland and	Orkney, Scotland and	was called Shang Di, whom
				Stonehenge	they believed
	g, Buzz Aldrin and	Armstrong, Buzz Aldrin and	Stonehenge	Stohenenge	communicated only with
	Collins. It took four	Michael Collins. It took four	Iron Age	Iron Age	the king through his royal
	each the moon.	days to reach the moon.		Changes and comparison	ancestors. Priests, or the
	trong was the first ne moon. Buzz	Neil Armstrong was the first	Changes and comparison		
		man on the moon. Buzz	about life from Stone Age	about life from Stone Age	king himself, would write
	ned him 19	Aldrin joined him 19	to the Iron Age What changes happened	to the Iron Age What changes happened	questions for the ancestors on oracle bones, which
	ater. They	minutes later. They		e 11	
	moon dirt and	gathered moon dirt and	and why did these changes	and why did these changes	were then heated until they
	oring back to	rocks to bring back to	happen?.	happen?.	cracked. The king would
	ey also took	Earth. They also took	(Doll Dooker Doords)	(Doll Dooker Doords)	interpret the cracks to work
	phs to show what	photographs to show what	'Bell Beaker People'.	'Bell Beaker People'.	out the answers.
	was like. The	the moon was like. The	It was thought that the Bell	It was thought that the Bell	Eu Hao was not aniw the
moon lan	-	moon landing was	Beaker people brought	Beaker people brought	Fu Hao was not only the
	t because it told	important because it told	bronze to Britain and they	bronze to Britain and they	first known military leader
	eople could travel	us that people could travel	introduced different types	introduced different types	but also the most
	back safely. It	there and back safely. It	of weapons and jewellery	of weapons and jewellery	influential military leader of
	s us to find out	also allows us to find out	into Britain.	into Britain.	the time, responsible for
	ut space and the	more about	They were named this after	They were named this after	leading 13,000 soldiers into
moon.			the distinctive bell-shaped	the distinctive bell-shaped	battle. She was also a high
		Polar Explorers	pottery that was decorated	pottery that was decorated	priestess which was very
Polar Exp		Ernest Shakleton was a	with impressions made	with impressions made	unusual for a woman at
	akleton was a		from a comb or cord.	from a comb or cord.	that time.
	lorer who led	polar explorer who led	The pots were used for	The pots were used for	
	peditions to the	British expeditions to the	drinking from or to smelt	drinking from or to smelt	
Antarctic	At 16, he joined	Antarctic. At 16, he joined	copper, store food or to use	copper, store food or to use	<u>World War World II</u>
		the merchant navy and			

the merchant navy and	became a sailor. By 18, he	as urns.	as urns.	The
became a sailor. By 18, he	had become first mate. At	Intricate pottery would	Intricate pottery would	sta
had become first mate. At	age 24, he was a certified	show someone's wealth	show someone's wealth	193
age 24, he was a certified	master mariner. He wanted	and status.	and status.	
master mariner. He wanted	to be the first person to	Iron was tougher than	Iron was tougher than	Ov
to be the first person to	reach the South Pole. He	bronze and could be	bronze and could be	we
reach the South Pole. He	went on his first expedition	shaped into finer and	shaped into finer and	tov
went on his first expedition	in 1901. On his second trip	sharper objects. It	sharper objects. It	cou
in 1901. On his second trip	in 1907 he made it to	required smithing (heating	required smithing (heating	be
in 1907 he made it to	within 97 miles of the	and hammering) to make	and hammering) to make	fro
within 97 miles of the	South Pole but dreadful	into tools and implements.	into tools and implements.	for
South Pole but dreadful	conditions meant he had to	farming became more	farming became more	Pip
conditions meant he had to	turn back. On his 3rd	productive the population	productive the population	the
turn back. On his 3rd	expedition in 1914,	began to rise.	began to rise.	ma
expedition in 1914,	Shackleton's ship,	Most Iron Age	Most Iron Age	the
Shackleton's ship,	Endurance, was trapped in	people worked and lived on	people worked and lived on	de
Endurance, was trapped in	the ice for almost a year.	small farms and their lives	small farms and their lives	off
the ice for almost a year.	The team escaped by sailing		were governed by the	ho
The team escaped by sailing	across 1,300 km of ocean in	changing of the seasons.	changing of the seasons.	
across 1,300 km of ocean in	a small boat to the tiny	There were many wars and	There were many wars and	Na
a small boat to the tiny	uninhabited South Georgia	battles between different	battles between different	off
uninhabited South Georgia	island. Amazingly, all of	tribes and clans during the	tribes and clans during the	otł
island. Amazingly, all of	Shackleton's crew survived	Iron Age and because of all	Iron Age and because of all	su
Shackleton's crew survived	the journey.	of this, Iron Age people	of this, Iron Age people	bri
the journey.	Felicity Aston was the first	began to protect	began to protect	То
Felicity Aston was the first	woman to ski across the	themselves by settling in	themselves by settling in	rat
woman to ski across the	Antarctic in 2012	hillforts. These were groups	hillforts. These were groups	Thi
Antarctic in 2012		of round houses and	of round houses and	pe
		farming land protected by	farming land protected by	fixe
	Houses and Homes	stone walls. Sometimes	stone walls. Sometimes	Pe
Houses and Homes	I can identify, describe and	people from the Iron Age	people from the Iron Age	"D
I can identify, describe and	compare the similarities	are called 'Celts'. This	are called 'Celts'. This	as
similarities between homes	between homes now and in		period of history ended	as
now and in the past	the past	when the Romans invaded	when the Romans invaded	Pe
I know what homes were	I know what homes were	Britain in AD 43.	Britain in AD 43.	tim
like in the Victorian period and I can describe how	like in the Victorian period	Tudens	Tudens	sup
	and I can describe how	Tudors Tudor England is famous for	Tudors Tudor England is formaus for	bo
people washed, cooked and cleaned.	people washed, cooked and	Tudor England is famous for its beautiful and ornate	Tudor England is famous for its beautiful and ornate	pe "m
I can talk about how	cleaned. I can talk about how	clothing, particularly during	clothing, particularly during	"m
technology has changed the	technology has changed the		the reign of Queen	Be
way we do things	way we do things and what	Elizabeth I. Clothes were a	Elizabeth I. Clothes were a	wo did
I am beginning to	impact this had on people's	means of displaying how	means of displaying how	
understand that rich and	lives	wealthy a person was. Food	wealthy a person was. Food	ma
poor Victorians had very	l am beginning to	was another sign of wealth.	was another sign of wealth.	ex ho
different lives	understand that rich and	Water was not used as a	Water was not used as a	wh
Ginerent ives	poor Victorians had very	drink as it was thought to	drink as it was thought to	
	different lives	be unsafe.	be unsafe.	me
		Over the Tudor period the	Over the Tudor period the	act
Great Fire of London	Great Fire of London	types of food available	types of food available	ne tra
The Great Fire of London	The Great Fire of London	changed as explorers were	changed as explorers were	
The Great Fire of London		changed as explorers were	changed as explorers were	suc

The Second World War started on September 3rd 1939

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

lazi Germany tried to cut off supplies of foods and other good by attacking the upply ships that were pringing food to Britain. To combat this this, ationing was introduced. his meant that every person was only allowed a ixed amount of food. People were encourage to 'Dig for Victory" and grow is much of their own food s possible. Petrol, soap, clothing and imber were also in short upply. Clothing ration books were issued and

books were issued and beople were encouraged to 'make do and mend". Before the war many women stayed at home and did not go out to work. A married woman was expected to be a homemaker. However, when war broke out and men were called up for active duty , women were heeded to do the traditionally "male" jobs such as working in

Pudding Lane on 2nd September 1666. The fire spread easily because it hand't rained for months. In 1666,lots of people had houses made from wood and straw which were flammable and burnt flammable and burnt flammable and burnt there was no organised fire brigade.Pudding Lane on 2nd September 1666. The fire spread easily because it hand't rained for months. In 1666,lots of people had houses made from wood and straw which were flammable and burnt flammable and burnt there was no organised fire brigade.Pudding Lane on 2nd September 1666. The fire spread easily because it hand't rained for months. In 1666,lots of people had houses made from wood and straw which were daid straw which were flammable and burnt the saily. Houses were built too close together and there was no organised fire brigade.bringing new and exciting food back with them.bringing new and exciting food back with them.Image: briggde.Image: flammable and burnt too close together and there was no organised fire brigade.Image: there was no organised fire briggde.Image: there was no o	f Score f W
spread easily because it hadn't rained for months. In 1666,lots of people had houses made from wood 	f <u>Sc</u> th th th th th th th th th
hadn't rained for months. In 1666,lots of people had houses made from wood and straw which were and straw which were braile and burnt 	of At II w th re ca ca rij f <u>Sc</u> Re Re th w
In 1666,lots of people had houses made from wood and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade.In 1666,lots of people had houses made from wood and straw which were easily. Houses were built too close together and there was no organised fire brigade.In 1666,lots of people had houses made from wood and straw which were easily. Houses were built too close together and there was no organised fire brigade.In 1666,lots of people had houses made from wood and straw which were easily. Houses were built too close together and there was no organised fire brigade.In 1666,lots of people had houses made from wood and straw which were easily. Houses were built too close together and there was no organised fire brigade.In 1666,lots of people had houses made from wood and straw which were easily. Houses were built too close together and there was no organised fire 	of At II w th re ca rij f <u>Sc</u> Re Re th w
houses made from wood and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade. They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire- breaks. As the wind died down and changed diverce Catherine OF divorce Catherine OF Aragon against the Church's wishes after she had failed to bear him an heir and set himself up as heir and set himself up the Head of the Church of England Here was no organised fire- breaks. As the wind died down and changed diverction the fire became under control and was finally put out. Here buried their soul	II w th re ca ca f <u>Sc</u> R(R(th w
and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade.and straw which were flammable and burnt easily. Houses were built too close together and there was no organised fire brigade.decided that he would divorce Catherine OF Aragon against the Church's wishes after she had failed to bear him an had failed to bear him an heir and set himself up as the Head of the Church of the Head of the Church of	th re cz rij f <u>Sc</u> Ro Ro th w
flammable and burnt easily. Houses were built too close together and there was no organised fire brigade.flammable and burnt easily. Houses were built too close together and there was no organised fire brigade.divorce Catherine OF Aragon against the there was no organised fire brigade.divorce Catherine OF Aragon against the there was no organised fire brigade.They used leather buckets and squirts filled with gunpowder to make fire- breaks. As the wind died direction the fire became under control and was finally put out.flammable and burnt easily. Houses were built too close together and too close together and there was no organised fire brigade.divorce Catherine OF Aragon against the Church's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of Englanddivorce Catherine OF Aragon against the thad failed to bear him an heir and set himself up as the Head of the Church of EnglandMummification down and changedAncient Egypt MummificationAncient Egypt MummificationMummification under control and was finally put out.Ancient tegypt were buried their soul were buried their soul	f <u>Sc</u> Ra t w
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too close together and there was no organised fire brigade.too close together and there was no organised fire brigade.too close together and there was no organised fire brigade.Church's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of EnglandChurch's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of EnglandChurch's wishes after she had failed to bear him an heir and set himself up as the Head of the Church of EnglandChurch's wishes after she had failed to bear him an heir and set himself up the Head of the Church of 	f <u>So</u> Re trip
there was no organised fire brigade.there was no organised fire brigade.had failed to bear him an heir and set himself up as the Head of the Church of the Head of the Church of the Head of the Church of 	f <u>So</u> f <u>So</u> Ro Ro th
brigade. brigade. brigade. heir and set himself up as the Head of the Church of the Head of the Head of the Church of the Head of the Church of the Head of the Church of the Head of the Head of the Church of the Head of the Head of the Head of the Head	f <u>Sc</u> Re Re th
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	Pe
Finder and finder and finder and finder and finder and finder and the finder and	0.
ordered that houses be ordered that houses be	co
Indue nom stone and they indue nom stone and they Unloss their bedy was	01
should be built further should be built further preserved it would be po	sy
apartapartapartpreserved, it would be not preserved, it would be not preserved.An organised fire brigadeAn organised fire brigadegood in the afterlife.good in the afterlife.	a
was established, water was established, water Dalizionania and Ali organised me brigade	. Pi
engines were designed that engines were designed that Religion was very important Religion was very import	it +i
In Egyptians were polytheists in Egyptians were polytheists in Egyptians were polytheists	STS
a functor when humbed a functor when humbed	
They believed that the gods They believed that the gods	
Samuel Pepys kept a diary Samuel Pepys kept a diary would guide them through would guide them through life and the afterlife. life and the afterlife.	of
during this time period, so during this time period, so	01
we have a first-hand we have a first-hand Hieroglyphs were written by Hieroglyphs were written	
account of what happened. account of what happened. scribes, who had to go to a scribes, who had to go to a	-
special school to learn how special school to learn how	
to write. Hieroglyphs were to write. Hieroglyphs we	
Grace Darling Grace Darling used for religious texts and used for religious texts a	d co
inscriptions on statues and inscriptions on statues and	Sa
Grace Darling was one of Grace Darling was one of tombs. They were also used tombs. They were also u	d ha
the Victorian era's most the Victorian era's most for counting crops and for counting crops and	р
celebrated heroines. On 7 celebrated heroines. On 7 animals so that the right animals so that the right	а
September 1838, she risked September 1838, she risked taxes could be taken. The taxes could be taken. The	di
her life to rescue the her life to rescue the Rosetta Stone, discovered in Rosetta Stone, discovered in 1700, was written in 1700, was written in	in
stranded survivors of the stranded survivors of the higragluphs It took 20 years higragluphs It took 20 years	N
wrecked steamshipwrecked steamshiphieroglyphs It took 20 years to translate all the text intohieroglyphs It took 20 years to translate all the text into	V
Forfarshire, a feat of Forfarshire, a feat of Ito transitie an the text into modern language.	tr
bravery which changed her bravery which changed her	pl
Tutankhamun was probably Tutankhamun was probably	oly ha

factories, making weapons driving buses, or working in engineering. Some joined the Women Land Army or Women Royal Nava Service. After the war, many women lost their jobs and they were expected to return to the home. Their experiences led them to campaign for equal working rights.

Social Justice

Roman Laws

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

Punishment in Roman times were severe

Anglo Saxon

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

Norman

William the Conqueror kept the court and system in place that the Anglo Saxons had introduced. William I

life dramatically.	life dramatically.	born at Akhetaten which	born at Akhetaten which	ma
The story hit the front	The story hit the front	was the capital city of Egypt	was the capital city of Egypt	w
pages of all the	pages of all the	in about the year 1346 BCE. He became Pharaoh at the	in about the year 1346 BCE. He became Pharaoh at the	th Th
newspapers. And the brave	newspapers. And the brave	age of around 9 or 10 after	age of around 9 or 10 after	ne
rescuers were celebrated	rescuers were celebrated	his father died. He reigned	his father died. He reigned	tw
all around the world. It was	all around the world. It was	for about 10 years until he	for about 10 years until he	fig
Grace who got the	Grace who got the	died aged just 18. His tomb	died aged just 18. His tomb	or
attention, as an unlikely	attention, as an unlikely	was discovered by a team	was discovered by a team	wi
hero in most people's eyes.	hero in most people's eyes.	of British archaeologists in	of British archaeologists in	th
A woman demonstrating	A woman demonstrating	1922, nearly 3000 years	1922, nearly 3000 years	ha
strength and bravery was	strength and bravery was	after his death.	after his death.	
headline news. She became	headline news. She became			Τu
a celebrity, awarded	a celebrity, awarded	Romans	Romans	Cr
medals from Queen	medals from Queen	Before the Romans	Before the Romans	wa
Victoria for her bravery and	Victoria for her bravery and	invaded, Britain was	invaded, Britain was	ро
celebrated as far away as	celebrated as far away as	occupied by the Celts. Julius	occupied by the Celts. Julius	af
Australia	Australia	Caesar had visited Britain in	Caesar had visited Britain in	Pu
		55 BCE with two legions but	55 BCE with two legions but	ac
		he realised the Roman	he realised the Roman	wa
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		enough to invade fully. He	enough to invade fully. He	ha
		returned a year later with	returned a year later with	ро
		five legions and 2000	five legions and 2000	Wa
		cavalrymen but Caesar had	cavalrymen but Caesar had	
		other issues to deal with in	other issues to deal with in	Ge
		the Empire and he didn't	the Empire and he didn't	Th
		think that Britain was worth	think that Britain was worth	pu
		a long war. The British tribes	a long war. The British tribes	pe
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		attacked Celtic tribes in the	attacked Celtic tribes in the	Th
		south-east of Britain and	south-east of Britain and	du st
		quickly took control of the	quickly took control of the	St
		lands. Many Celtic tribes realised how strong this	lands. Many Celtic tribes realised how strong this	lie
		Roman army was and made	Roman army was and made	th
		deals to keep the peace.	deals to keep the peace.	ov
		They agreed to obey	They agreed to obey	M
		Roman laws and pay taxes.	Roman laws and pay taxes.	We
		In return they were allowed	In return they were allowed	m
		to keep their kingdoms.	to keep their kingdoms.	wa
		After Claudius left Britain,	After Claudius left Britain,	Vi
		he left a governor in charge	he left a governor in charge	Th
		In AD 60, the Romans	In AD 60, the Romans	int
		In AD 60, the Romans experienced uprisings from	In AD 60, the Romans experienced uprisings from	int 18

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

Tudors

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

Georgians

The Georgians used capital punishment, the death penalty, for many offences including minor crimes like stealing. Children were not treated any differently to adults and punished in exactly the same ways. There was a new threat during the Georgian and Stuart period—the highway man.. Highwayman would ie in wait in forests and threaten people to hand over their possession. Members of the community were responsible for maintaining the peace. It was a very risky job.

Victorians

The police force was first introduced in London in 1829. Sir Robert Peel introduced them as part of

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61. 61. shipped to Australia	ia) was
also used as a punis	shment.
<u>Victorians</u> <u>Victorians</u>	
Local history	
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how the rich and poor how the rich and poor after which the citiz	zens of
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exciting discoveries and exciting discoveries and exciting discoveries and exciting discoveries and	vas
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given a number of different given a number of different The brothers were	
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At the start of the Victorian At the start of the Victorian	
period, very few children, period, very few children, Mayans	
apart from the wealthy, apart from the wealthy, The Ancient Maya w	
went to school. In 1880, a went to school. In 1880, a people who made the	
law was passed that made law was passed that made homes in an area kn	
school compulsory for all school compulsory for all Mesoamerica. They	•
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were very harsh. Learning were very harsh. Learning religion but they live	
was done by chanting or was done by chanting or different city-states	s. Each

a campaign to improve oublic law. These policemen were called 'Bobbies' or 'Peelers'. During this period, prison became the main form of ounishment. Prisoners were forced to undertake "hard labour". Transportation (being shipped to Australia) was also used as a punishment. Local history n Ripon The Hornblower sounded the horn at the four corners of the obelisk in the Market Place at the centre of Ripon at dusk after which the citizens of Ripon had to stay in their nomes until four or five o'clock in the morning. Ripon's first policeman was Samuel Winn, a shopkeeper, who was appointed in 1830. The case of the Sinkler Brothers was a famous case. The brothers Elijah and John were caught boaching and when they were challenged by a game keeper they assaulted him. The brothers were eventually brought to ustice and their sentence was commuted to ransportation. <u>Mayans</u> The Ancient Maya were people who made their nomes in an area known as Mesoamerica. They lived for thousands of years –

copying out facts many	copying out facts many	city-state had its own ruler
times until they had been	times until they had been	and they often fought with
remembered.	remembered.	each other.
		They developed the science
Key individuals who pushed	Key individuals who pushed	of astronomy, calendar
for social reform included	for social reform included	systems, and hieroglyphic
Charles Booth, Dr Barnardo		writing. They were also
and Lord Shaftesbury		known for creating
and Lord Shartesbury	and Lord Shaftesbury	elaborate ceremonial
		architecture, such as
		pyramids, temples, palaces,
		and observatories. These
		structures were all built
		without metal tools.
		Chichen Itza is a well-
		preserved example of a
		Mayan city, located in what
		would have been
		Mesoamerica. It is a
		popular tourist destination
		as it shows a series of
		Mayan sculptures,
		pyramids and natural water
		sources through sinkholes.
		Archaeologists can tell a
		great deal about the
		ancient Maya from their
		wonderful pottery and clay
		figures. The art they
		created honoured their
		leaders, gods, and their
		daily life. They were skilled
		weavers, creating beautiful
		-
		fabrics and designing
		musical instruments like
		horns, drums, and
		castanets. They also carved
		huge statues. Mayans were
		also skilled farmers- they
		build large underground
		reservoirs to store the
		rainwater. They also
		cleared routes through
		jungles and swamps to
		create trade routes to sell
		their goods.
		The Maya developed a
		complex number and
		counting system. They were

			one of only two cultures in	
			the world to develop the	
			concept of zero. The Maya	
			used a base 20 number	
			system.	
			The Mayan writing system	
			was made up of 800 glyphs.	
			Some of the glyphs were	
			pictures and others	
			represented sounds. The	
			Mayans wrote hundreds of	
			books which contained	
			information on history,	
			medicine, astronomy, and	
			their religion. The Spanish	
			missionaries burned all but	
			four of these books.	
			The Maya believed in and	
			worshipped a number of	
			different gods. Priests were	
			very important in Maya	
			society as it was believed	
			that they could	
			communicate directly with	
			the gods. Ordinary Maya	
			people believed that, after	
			they died, their souls would	
			travel through a series of	
			caves and tunnels to	
			Xibalba. Rulers and	
			noblemen believed that	
			they had a chance of	
			getting to the Upperworld.	
			getting to the opperworld.	
			Ancient Groece	
			Ancient Greece	
			Ancient Greece is	
			Ancient Greece is	
			important historically	
			because many things in	
			culture today, especially in	
			modern Europe, have been	
			influenced by the ideas of	
			the ancient Greek	
			civilisation. The sculptures,	
			architecture, philosophy,	
			arts, politics and the	

			scientific and mathematical	
			ideas of ancient Greece are	
			just some of the things that	
			have had a significant	
			impact on culture today.	
			These things can be	
			referred to as 'legacies' of	
			ancient Greece.	
			Most women did not have	
			the freedoms we take for	
			granted but their rights and	
			freedoms depended on	
			their social status as well as	
			where they lived. Married	
			women had to stay at	
			home. Rich women were	
			only allowed to leave the	
			house if they were	
			accompanied by a slave or	
			a male companion. Only	
			poor women went out	
			alone.	
			Most girls in Ancient	
			Greece did not attend	
			schools and were taught at	
			home. Spartan women had	
			more freedom and power	
			than their counterparts	
			throughout ancient Greece.	
			As adults, Spartan women	
			were allowed to own and	
			manage property.	
			Sparta was well known for	
			being feared and respected	
			in ancient Greek times for	
			its strong army. Sparta	
			focused on physical	
			education and general	
			preparation for being	
			strong fighters. They were	
			beaten so they learnt to	
			cope with pain and were	
			not given much food so	
			that they learnt how to	
			survive.	
			The ancient Greeks	
			believed in many different	
			gods and goddesses and	
			each represented a certain	

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he Vikings came from the nodern day Scandinavian, ravelling in boats called ongships and first arriving n Britain in AD787. Over everal years the army attled through northern ngland, taking control of he Anglo-Saxon kingdoms f Northumbria, East Anglia nd most of Mercia.

y AD874, almost all the ingdoms had fallen to the 'ikings. All except for Vessex, ruled by Alfred the Great. He beat the Viking rmy in battle but wasn't ble to drive the Vikings out f Britain. After years of ghting the Vikings and lfred made a peace greement.

he Vikings were not all loodthirsty raiders. Some ame to fight, but others ame to Britain to live eacefully.

hheir longships brought amilies who settled in illages. There were armers, who kept animals nd grew crops, and skilful raft workers, who made eautiful metalwork and vooden carvings. Everyone ved together in a large ome called a longhouse. he Vikings also brought vith them their way of life nd beliefs. The Norse eople worshipped many ods and loved to tell tories of magic and nonsters around the fire. he most important city in he Danelaw was the city of ork, or 'Jorvik' as the ikings knew it. Over

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