



Long Term Scheme of Work for History

Curriculum Intent: At Dashwood, our History curriculum engages and inspires pupils' curiosity aiming to equip them with coherent knowledge and understanding of Britain's past and that of the wider world, and how the process of change impacts their identity and challenges faced in their lifetime.

Whole School thread: i) The impact of era studied has had on modern day life (local context) ii) Life of a child in that era
iii) Crime and punishment

| Year group | 'Need to knows' <i>Including: understand methods of historical enquiry, the impact of chronology throughout British, local and world history.</i> | Skills | Key Vocabulary |
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| N | Children will discuss past and present events in their own lives and in the lives of family members including birthdays. Children have knowledge and show an understanding of similarities and differences between themselves and others, and among families, communities and traditions. | <ul style="list-style-type: none">→ -I show interest in the lives of people who are familiar to me.→ -I remember and discuss significant events in my own experiences.→ -I recognise and describe special times and events for family and friends.→ -I show interest in different occupations and ways of life. | Before Now Then Same Different/ Not the Same |
| R | Children will discuss past and present events in their own lives and in the lives of family members including: weddings, baptisms, funerals, Christmas, Easter, Diwali, Hanukkah Eid, St Andrew's Day, St Patrick's Day, St George's Day, St David's Day. Children know about similarities and differences between themselves and | <ul style="list-style-type: none">→ -I show interest in the lives of people who are familiar to me.→ -I can talk about significant events in my own experience.→ -I can recognise the difference between past and present | Similarities Differences Similar Different Memories Events Significant/Important |

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| | <p>others, and among families, communities and traditions.</p> <p>To know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</p> <p>To know that they have similarities and differences that connect them to, and distinguish them from others.</p> | <p>→ -I can recognise and describe special times or events for family or friends.</p> <p>→ -I can develop an understanding of growth, decay and changes over time.</p> | Past Present |
| 1 | <p><u>Local History Study:</u></p> <ul style="list-style-type: none"> → Children will learn the Nursery Rhyme: Ride a Cock Horse to Banbury Cross → Landmark: Banbury Cross → A historical monument - various uses including: famous landmark, reference point for maps and celebrations/remembrance. → Key questions: How has history impacted on Banbury today? What was life like for your grandparents when growing up in Banbury? What was life like for your parents when growing up in Banbury? <p><u>The impact of era studied has had on modern day life</u></p> <p>Great Fire of London</p> <ul style="list-style-type: none"> → Children will understand the key events of the Great Fire of London as a timeline → They will know that following the fire, buildings were changed to include different materials and fire safety e.g. use of stone, uniforms and equipment for fire officers → Landmark: Tower of London <p>Florence Nightingale and Hospitals</p> <ul style="list-style-type: none"> → Florence Nightingale, known as the Lady of the Lamp, was a Nurse during the Crimean War. → Florence Nightingale was a Nurse, who improved the conditions of hospitals for soldiers during the war. → Hospitals in the past had no electricity or heating, were unhygienic, had a lack of beds, lack of equipment, disease ridden. → Hospitals in the present have electricity and heating, are hygienic, more beds, lots of equipment including medicines, staff wear | <ul style="list-style-type: none"> → -I can sequence events in my life. → -I can sequence 4 artefacts from distinctly different periods of time. → -I can match objects to people of different historical ages. → -I can use stories of people I am familiar with to distinguish fact from opinion. → -I can talk about an event that has happened in the past. → -I can find answers to simple questions about the past from sources of information. → -I can identify similarities and differences between ways of life in different periods. → -I can identify changes within living memory. → -I can describe events beyond living memory that are significant nationally or globally. → -I can discuss the lives of significant individuals in the past who have contributed to national and international achievements. → -I can discuss significant historical events, people and places in my local area. | <p>Artefact Source Royal Family Heir King Queen</p> <p>Crimean War Florence Nightingale Lady of the Lamp</p> <p>Great Fire of London Pudding Lane River Thames London Bridge History Event Sequence Period of time Timeline Research</p> |

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| | <p>uniforms.</p> <p><u>Life of a child in that era</u></p> <p>Toys in the Past and Present</p> <ul style="list-style-type: none"> → Children will understand how toys have evolved from the past to the present day, and can identify toys from different time periods. → Children will be able to distinguish and justify facts from opinion using historical sources (extension for more able) → Materials toys were made of in the Victorian era vs now and the games they played → What toys did my Grandparents and Parents have? (lack of technology, similarities and differences) <p><u>Crime and punishment (Kings/Queens and Castles)</u></p> <ul style="list-style-type: none"> → Castles in Britain were used for the Royal family - it is often where they live and did in the past → Tower of London is a very secure castle to guard the Royal Family and their possessions → During 1666, if you broke the law you could be sent to the dungeon in the Tower of London → Children will understand the term King, Queen and Royal Family. → Children will make links between these roles and have knowledge of the British Royal Family today on a basic level. → Know that the UK has had many Kings and Queens in the past but we currently have a Queen. → Castles protected England over time and are now used as tourist attractions | | |
| 2 | <p><u>The impact of era studied has had on modern day life</u></p> <p><u>Banbury and London - The Queen</u></p> <ul style="list-style-type: none"> → Children will understand the role of the Royal Family. → Children will be able to identify key members of the Royal Family | <ul style="list-style-type: none"> → I can sequence artefacts/photographs closer together in time from different periods of my life. → I can identify differences between | <p>Queen Elizabeth II Victorian Era Queen Victoria</p> <p>Christopher Columbus</p> |

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| | <p>and their roles both in Great Britain and across the world.</p> <ul style="list-style-type: none"> → Queen Elizabeth II is our Queen, how she was coronated and why she is Queen and we don't have a King → Know why the Queen is important → Landmarks: Buckingham Palace, Westminster, Tower Bridge, London Eye, The Shard, River Thames <p><u>British Empire in India</u></p> <ul style="list-style-type: none"> → Britain ruled over India 1858 - 1947 → India now has mixed cultures due to the British influences → King Edward VII was ruling Britain during some of this time <p><u>Heroes and explorers</u></p> <ul style="list-style-type: none"> → Children will understand how the events of Christopher Columbus and Neil Armstrong changed our lives today through studying historical sources. → Christopher Columbus (1451-1506) → Christopher Columbus was an Italian Explorer who voyaged across the Atlantic Ocean on his ship called Santa Maria. → Christopher Columbus discovered a viable sailing route to the Americas, a continent which was unknown to the Old World. Therefore, Christopher Columbus discovered the New World. → Neil Armstrong (1930-2012) → Neil Armstrong was an American astronaut who flew on two space missions. → Neil Armstrong was the first man to land and take steps on the moon in 1969. When Apollo 11 landed on the moon, he said: "That's one small step for man; one giant leap for mankind." Which has impacted on lives today through space exploration. <p><u>Life of a child in that era & Crime and punishment & Local history</u></p> <p><u>Dashwood from the start</u></p> <ul style="list-style-type: none"> → Know that Dashwood School opened in 1902 → Know what it was like to be a child at Dashwood School in the Victorian times → Know that children in 1902 may have been sanctioned e.g. through the use of physical chastisement, dunce hat, writing lines and how that is different to now | <p>ways of life at different times.</p> <ul style="list-style-type: none"> → I can identify events in periods studied and how it has affected my life → I can recognise why people did things, why events happened and what happened as a result. → I can compare pictures or photos of people or events in the past. → I can discuss the reliability of photos/accounts/stories. → I can observe and handle sources to answer questions about the past. → I can identify changes within living memory. → I can describe events beyond living memory that are significant nationally or globally. → I can discuss the lives of significant individuals in the past who have contributed to national and international achievements. → I can discuss significant historical events, people and places in my local area. | <p>Neil Armstrong Reliability of sources</p> <p>Reign Coronation Empire Rule Explorer Continent Voyage Discovery</p> <p>Impact</p> <p>Queen Victoria Monarch Victorian Era Punishment Sanction Chastisement Monarchy Peacemaker Chronology Landmarks</p> |
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| | <ul style="list-style-type: none"> → Children will investigate life at Dashwood in 1902 through looking at artefacts and stories. This will allow them to identify similarities and differences between the past and present, and the impact of this on their lives. → Know that Edward VII was Queen Victoria's eldest son and became king when she died and was king when Dashwood School first opened → He was known as the Peacemaker | | |
| 3 | <p><u>The impact of era studied has had on modern day life</u></p> <ul style="list-style-type: none"> → King George VI was the Queens father → King George had a speech impediment which made public speaking difficult - he persevere to overcome this - what did he do? <p><u>The Stone Age (Neolithic)</u></p> <ul style="list-style-type: none"> → Know that prehistoric means 'the time before recorded history' → Cave paintings were used to communicate information → Hunter gatherers had to catch and hunt for all sources of food → Basic tools made: sharpened sticks, bow and arrows, spears tipped with flint and bones to make hand axes → Animal skins were used for clothes and shelter and fires used to cook food → Farms were developed, started to grow crops and kept animals → People began to settle and build homes in one place → Landmarks and important places: Skara Brae (Orkney, Scotland) and local site, The RollRight Stones in Warwickshire <p><u>The Bronze Age</u></p> <ul style="list-style-type: none"> → Development of tools including carts and ploughs to make farming more effective (clearing forests to grow crops, technology) → They used copper, gold and bronze to make their tools and weapons (technology, began to mine materials themselves) → People began to trade with other countries in Europe (travel) → Communities started to form e.g celtic tribes → Religious ceremonies took place at stone circles and people were buried in circular graves (religion) | <ul style="list-style-type: none"> → I can describe the impact of significant people and events from the past. → I can use dates on a timeline to begin to understand the passing of time. → I can observe and use a range of sources to draw a conclusion about the past. → I can select relevant information for the time periods studied. → I can identify and compare the ways in which the past is represented for the time periods studied. → I can make a comparison and identify contrasts within a local history study context. → I can understand the cause and effect of peoples' actions (e.g. hunters.) → I can devise questions about the past | <p>King George VI Queen Monarch impediment</p> <p>Rollright Stones Archaeologist Cave painting Stone Age Iron Age Bronze age Hunter-Gatherers Prehistoric Bronze Gold Copper metal Flint Tools weapons Monument Tribe Settlement Communities Agriculture Farming ploughs Trade Ceremonies conquer</p> |

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| | <p>→ Landmarks and important places: Stonehenge and Roll Right Stones in Warwickshire</p> <p><u>The Iron Age</u></p> <ul style="list-style-type: none"> → Developed sophisticated and ornate metal work e.g jewellery and tools (art) → Used coins for exchange of products and offerings and enjoyed feasting, music and poetry (culture) → People began to become skilled in particular roles eg: potters, carpenters and metal worker → People lived in roundhouses with a thatched roof and walls made from wattle (mixture of mud and twigs) → People lived in larger settlements that were led by warrior kings (tribal kingdoms) → Rival tribes fought with deadly iron weapons → Hill forts were built to defend themselves as villages could come under attack <p><u>Local History Study: Rollright Stones, Warwickshire</u></p> <ul style="list-style-type: none"> → A local historical site spanning 2,000 years of Bronze age development → A place used for gatherings → Legend of an Iron Age king who set out with his army to conquer the whole of England → Witchcraft was prevalent - the king met a witch who told him that if he could see the local village of Long Compton after seven strides then she would make him King of England <p><u>The Egyptians and medicine</u></p> <ul style="list-style-type: none"> → Invented the skills of writing and calculation- records were recorded in the Ebers papyrus → Used herbs and spices to heal diseases → Mummification allowed a better understanding of anatomy and bandaging skills including seeing the heart as the central system in our body | | <p>The Old Stone Age (Palaeolithic)</p> <p>The Middle Stone Age (Mesolithic)</p> <p>The New Stone Age (Neolithic)</p> <p>Cause</p> <p>Effect</p> <p>Ancient Egypt</p> <p>Pharaoh</p> <p>Mummification</p> <p>Ebers papyrus</p> <p>Herbs</p> <p>Spices</p> <p>medicine</p> <p>Disease</p> <p>Anatomy</p> <p>Laws</p> <p>Rules</p> <p>Penalties</p> <p>Execution</p> <p>Tomb robbing</p> <p>Tutors</p> <p>Slaves</p> <p>Craftsman</p> <p>Pastimes</p> |
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- Abandoned purely spiritual cures for illness and used basic first aid techniques e.g reset bones and dislocations.
- Basic surgical tools were developed and used

Crime and Punishment: Ancient Egypt

- Pharaohs made laws and enforced them, with harsh penalties, to keep control
- Tomb robbers (stealing) punishments: whipping and beating, threats to cut off hands, ears and noses and sometimes execution

Life of a child:

Education:

- Know the similarities and differences in education, between rich and poor/ boys and girls compared today
- Mainly wealthy boys and girls went to school and were taught maths, science, reading and writing by tutors or slaves
- Others stayed at home to learn how to be good farmer, craftsmen and homemakers
- Important for wealthy boys to contribute positively to society- their goal was to be accepted into prestigious positions such as: working in Royal Palaces, temples, the army, a government job or medicine
- Girls were married at 12 and boys between 15-17 years

Pastimes:

- Children played running and jumping games, wrestled, learned to box and dance (pressed grapes through dancing)
- Children played with figurines, dolls, rattles, balls and clay animals
- Children played board games including, Jacks made with small animal bones

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| 4 | <p><u>The impact of era studied has had on modern day life (local context)</u></p> <p><u>King John</u></p> <ul style="list-style-type: none"> → During his reign, within that century the beginnings of parliament was formed; he introduced taxes, collecting from knights and barons e.g from rich to give to the poor (which made him unpopular at the time) → The Magna Carta was written, setting laws and giving rights to the people to ensure the rules were set out about what a King could and couldn't do → A council was formed to make sure King John followed the rules of the Magna Carta; this was the start of a democratic society → Change of power: Took the reign from his brother Richard the Lionheart despite his nephew having a better claim to the throne <p><u>The Roman Empire and its impact on Britain</u></p> <p><u>The Roman Empire:</u></p> <ul style="list-style-type: none"> → The Roman Empire became one of the largest and strongest empires in history and ruled countries including: Britain (not Scotland), Spain, Portugal, France, Italy, Greece, Germany, Egypt and the North coast of Africa → Rome wanted to be the most powerful empire in the world → They invaded and settled in different places around the world; the fall of the Roman empire was due to not being able to sustain that amount of power <p>Queen Boudicca (contrasting interpretations)</p> <ul style="list-style-type: none"> → Versions of events re: Boudicca can be represented in different ways. Brutal murderer or British Hero? <p>Roads</p> <ul style="list-style-type: none"> → Built straight roads to take the shortest routes across the country to connect army forts and Roman towns e.g The movement of the army and trade → The built roads from Richborough and Colchester, through London and down to Exeter in the South West → Roman soldiers and slaves built the roads by hand <p>The Hypocaust, Sanitation and Aqueducts</p> | <ul style="list-style-type: none"> → I can describe and analyse significant changes in Britain during the period studied → I can recognise and describe how Roman numerals were used. → I can look at similarities and differences within historical and modern processes (e.g. the making of chocolate, how roads are formed.) → I can explain how the lives of wealthy people were different from the lives of poorer people. → I can research two versions of an event and explain how they differ. → I can begin to evaluate the usefulness of a source. → I can choose relevant material to present a picture of one aspect of life in time past. | <p>King John Magna Carta Taxes Knights Barons Laws Rules Council Democracy Society</p> <p>Roman Britain Roman Emperor Empire Slaves Hypocaust Sanitation Aqueducts Waterways Heating Sewerage sewer Public baths/roman baths Roman numerals Number Geography Latin Greek Language Astronomy Gods Mythology Christianity Religion legal/illegal Punishment Sanction Board games</p> |
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| | <ul style="list-style-type: none"> → Development of underground heating → Development of a sewerage systems e.g a natural waterway to dispose of waste → Aqueducts supplied fresh water for public baths, fountains and lavatories <p>Numbers and writing</p> <ul style="list-style-type: none"> → Used Roman numerals made up of a combination of letter I, V, X L, C D and M → Development of latin and early writing in Britain <p>Culture and beliefs</p> <ul style="list-style-type: none"> → Believed in <i>many</i> gods including Jupiter the god of the sky and thunder, Apollo the god of the sun and Minerva the goddess of healing → Some people followed Christianity believing there was only one god. → Christianity was made illegal (they continued to meet in secret to avoid punishments) and Christians were treated badly for hundreds of years → Roman Emperor Constantine (AD312) won a battle that he felt was a message from Jesus Christ and changed to follow Christianity and made it legal <p><u>Life of a child</u></p> <ul style="list-style-type: none"> → Divide between how rich and poor children were educated → The richest families employed tutors to teach them to read,write and arithmetic and others went to school (geography, mythology, astronomy and greek were also taught) → Equipment: wrote on broken pottery,wax tablets, papyrus and used a stylus. Used fingers and an abacus in maths. → Rich girls were taught to make clothes and were married young → Poor children didn't go to school, they were sent out to work → Teachers were strict and used corporal punishment eg beatings <p>Pastimes:</p> <ul style="list-style-type: none"> → Playing dice, board games and hunting was a popular leisure pursuit. <p><u>Crime and punishment: Roman Britain</u></p> | | <p>Hunting Wealth</p> <p>Significance The Aztecs Aztec empire The Mayan Civilisation Maya Mesoamerica Grind Process Bitter cacao/cocoa Trade Tribute (tax) Currency beverage</p> <p>Greeks Settlers Invaders</p> |
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- Romans believed in deterring crime by harsh punishments including beheading, beating, hanging, burning, drowning, burying alive and retaliation.

Local History

- There are three Roman roads near Banbury: Watling Street, Akeman Street and Fosse way.

The Mayans (AD900) The Aztecs (1300-1521): The history of chocolate and processes

Achievements of early civilization (non-european society)

- The Aztecs were a self-sufficient tribe of warriors who were skilled at hunting, fishing and farming
- Ancient Maya of Mesoamerica would dry, grind and mix the beans with water to create a drink (belief that cacao was a gift from the gods)
- 'Cacao' is thought to have been changed to 'cocoa' when English traders misspelled it when bringing it back to England
- Cocoa beans served as a means of payment. The Aztecs traded in cocoa beans (currency) - higher quality beans were higher in value. Cocoa beans were used as a 'tribute' (tax) from people ruled by the Aztecs

The impact of era studied has had on modern day life (local context)

The Greeks

Literacy

- Our alphabet is based on the Greek one

Development of a democratic society

- Started to form councils - known as the rule of the people
- Only men had a say; women and slaves did not have a voice
- Early voting occurred to make important decisions

Sport

- Founders of the Olympic games

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| | <ul style="list-style-type: none"> → Sporting events included: javelin, discus, long jump, boxing and horse racing → Only men and boys trained in gymnasiums <p>Science and mathematics</p> <ul style="list-style-type: none"> → Pythagoras found ways to measure and describe shapes → Aristotle studied plants, animals and rocks; he devised experiments to find out about the world we live in <p>Pastimes</p> <ul style="list-style-type: none"> → Invented the theatre; arenas hosted plays → Celebrated the arts and their Gods with big festivals including dance, music and feasting <p>Architecture and sculpture</p> <ul style="list-style-type: none"> → Buildings were carefully designed and measured. Made sure all angles, shapes and measurements were right → Some of these statues can be seen in the Ashmolean Museum in Oxford <p><u>Crime and Punishment</u></p> <ul style="list-style-type: none"> → A jury of 500 citizens decided if someone was guilty of law breaking → If you were caught stealing you had to give the property back and then pay twice its value back → Men were fined for crimes and women were physically punished e.g. stoning or put into the stocks <p><u>Life of a child</u></p> <p>Education</p> <ul style="list-style-type: none"> → Only rich children went to school → Boys were educated to become good citizens and fight. At school they were taught: reading, writing, arithmetic and philosophy → Girls were educated in housekeeping and how to look after a family <p>Pastimes:</p> <ul style="list-style-type: none"> → Children played with small pottery figures and dolls made of wax, clay and wood. Other toys included rattles, hoops, yo-yos and hobby horses | | |
| 5 | <p><u>The impact of era studied has had on modern day life (local context)</u></p> <p>Queen Victoria</p> <ul style="list-style-type: none"> → She reigned during a period of immense change which saw great | <ul style="list-style-type: none"> → I can explain the term 'struggle for the kingdom.' → I can explain how Britain has been influenced by settlers e.g. for | <p>Struggle for the Kingdom</p> <p>Examine</p> |

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| | <p>expansion of the British Empire, including becoming the Empress of India</p> <ul style="list-style-type: none"> → Married to Prince Albert who was her cousin → She was Queen for 63 years. When she died her eldest son Edward become king. → She is our current Queen's great great grandmother → Significant turning point: Development of Victorian Schools (education). Development of steam to power machines in factories including availability of coal, locomotives (railroads), introduction of factory acts, public health act of 1875 (monitoring of conditions in living conditions e.g open sewerage) → Inventions: telephone, christmas cards, bikes, trains and electric lights → Change of power: Queen Victoria restored the reputation of the monarchy. She reconnected with the public through civic duties. She symbolised a new 'confident age' e.g the royals being respected in society → Significant people: George Stevenson (locomotives) and Alexander Graham Bell (telephone) and Dr Barnardo (ragged schools) <p><u>Life of a child</u></p> <ul style="list-style-type: none"> → Children would work in factories from as young as nine → Most children worked long days to support their families → School was not free; only richer families could afford education → 'Ragged' schools were set up for children in extreme poverty → In 1870 the Education Act made it the law that all children aged 5 to 13 years old had to go to school. → Types of work children did: chimney sweep, coal mines, scare the birds in farmer fields, matchmaker, textile factory worker <p><u>Crime and punishment</u></p> <ul style="list-style-type: none"> → Victorian schools were known for their harsh punishment → If you weren't paying attention you would be made to wear a <i>dunce hat</i> and sit in the corner → <i>Lines</i> were given - writing the same sentence over and over again without mistakes, sometimes hundreds of times → Severe punishment came from <i>caning</i>. This meant being hit on the backs of the legs or on the hands with a wooden cane. | <p>example naming locations.</p> <ul style="list-style-type: none"> → I have a greater understanding that Britain has changed over time. → I can describe and explain key dates within the time period studied. → I can explain the significance of an individual within the time period. → I can examine the cause and effect of key events within the time period studied. → I can ask historically valid questions about the relationships between different groups within the time period studied. → I can compare how an ancient invention has developed over time. → I can evaluate the validity of a source. → I can begin to identify primary and secondary sources. → I can devise historically valid questions about change, cause, similarity, difference and significance. → I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. → I can discuss significant historical events, people and places in my local area | <p>Ancient Invention</p> <p>Evaluate</p> <p>Primary Sources Secondary Sources</p> <p>Queen Victoria</p> <p>Alexander Graham Bell</p> <p>George Stevenson Dr Barnardo</p> <p>Industrial Revolution</p> <p>Saxons</p> <p>Anglo-Saxons</p> <p>Vikings</p> <p>Warriors</p> <p>Long-Boat</p> <p>Traders</p> <p>Raid</p> <p>King Alfred</p> <p>Edward the Confessor</p> <p>World War I</p> <p>Troops</p> |
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| | <p>→ The penalty for the most serious crimes would be death by hanging, sometimes in public. However, during the Victorian period this became a less popular form of punishment, especially for smaller crimes, and more people were transported abroad (sometimes all the way to Australia!) or sent to prison instead.</p> <p><u>The Saxons</u></p> <ul style="list-style-type: none"> → The Anglo Saxons were a mix of tribes from Germany, Denmark and the Netherlands; they were warrior famers → The three biggest tribes were the Angles, the Saxons and the Jutes; the Angles and the Saxons were the biggest tribes so that's where the name Anglo-Saxons came from → They settled in different parts of England after trying to invade unsuccessfully for many years against the Roman rule → Sources state that Saxon warriors were <i>invited</i> to come to England to help keep invaders from Scotland and Ireland out. Another view is that they wanted to find land that did not flood easily to grow crops on and settle (farms) → Know that they built their own villages (building wooden houses) in the remains of the Roman walled fortresses as they appreciated this would give them better defences → They settled near a river or the sea e.g Tonbridge in Kent to help with movement around the country → Place names: Many towns and villages still carry their Anglo-Saxon names today, including "England" which comes from the Saxon word "Angle-Land". Oxford got its name because it was a place where oxen were driven across a ford in a river. Banbury - 'bury' means fortified place. → Kingdoms: The Anglo-Saxons divided England into kingdoms, each with its own royal family. The five main Anglo-Saxon kingdoms were Northumbria, Mercia, Wessex, Kent and Anglia. → Religion: Lindisfarne → It was known as the 'Holy Island,' deemed as the most sacred in Britain; had a monastery where monks lived and worshiped. → Most people respected the monks and gave them gifts and money → The last but one of the Anglo-Saxon kings of England, Edward the Confessor was known for his religious faith → Edward died without leaving an heir. Edward is said to have promised Duke William of Normandy the throne but then, on his | | <p>Army</p> <p>Navy</p> |
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deathbed, may have signalled that he accepted Harold Godwinson's claim. Harold became King.

The Vikings:

- The Vikings came from Norway, Sweden and Denmark
- Fame and wealth were very important to them
- They raided and invaded land and were violent in their attacks
- Norseman (*North Men*) travelled across the sea in longships
- The Viking settled in Britain due to the warmer climate and fertile land for growing crops/harvesting - they wanted to own farmland
- The Vikings were brutal. Despite being offered Danegeld (money) and land, they continued to attacks
- The Vikings committed terrible crimes against the Monks at **Lindisfarne**; despite ferocious attacks a Christian community survived there which kept Christianity in practice
- Know that some sources may have been exaggerated e.g Sources about Lindisfarne

Crime and Punishment

- Know that the vikings did have a justice system; it relied on fines, wergild (the money a person or piece of property was thought to be worth) or outlawing to punish a crime

Alfred the Great

- Know that Alfred the Great was an English king
- Know that Alfred the Great built forts and walled towns to protect people from the vikings
- Know that he raised an army and beat the vikings in many battles including the **Battle of Edington** in May 878
- Know that he made peace with the vikings through the signing of treaties; they lived and settled together although this didn't last long
- Know that he build longships to fight the vikings at sea
- Know that Alfred the Great encouraged people to learn and governed well and fairly

Education

- Know that the vikings destroyed monasteries where people were taught
- Know that Alfred the Great had books translate from latin so they could be used as a teaching resource

- Know that he set up his own school

World War I: Local History

- To know that men and women living in Banbury worked in the first munitions factory on the outskirts of Banbury, beyond Overthorpe Road in Grimsbury: named National Filling Factory No. 9.
- During World War One, Banbury Station was the location of a truly remarkable “rest station and canteen”. It supported military traffic as it passed through Banbury
- To know that a second factory in Banbury was built which made chemical weapons eg. shells filled with mustard gas
- Know that women received the right to vote after heroic campaigning
- To know the role of Emily Wilding Davison in Women’s Rights
- Know that women took over jobs vacated by men who were fighting in the war e.g railway guards and ticket collectors, buses and tram conductors, postal workers, police, firefighters and worked in munitions factory
- Know that men fought on the frontline and battles were fought in trenches
- Know that soldiers lived in the trenches and life was unpleasant
- Know that there were developments in technology: Britain used tanks, aeroplanes, battleships

Life of a child

- Know that children helped at home and took on extra responsibilities if their mothers were doing war work
- Know that children organised egg collections, fundraising activities
- Know that wealthier children would invest in war loans to contribute their help to the war

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| 6 | <p><u>The impact of era studied has had on modern day life (local context)</u></p> <p><u>The Tudors: Mary I and Elizabeth I</u></p> <ul style="list-style-type: none"> → Know that Elizabeth and Mary were daughters of Henry VIII. → Know that they were rival sisters because of their religious beliefs and positions within their family (half sisters) → Know that Protestants believe that there are lots of religious figure heads who can spread the word → Know that Catholics believe that the Pope is the head of the church. <p><u>Bloody Mary</u></p> <ul style="list-style-type: none"> → Know that Mary was daughter of Henry VIII and Katherine of Aragon and was a Catholic → Know 'Bloody Mary' wanted to restore Roman Catholicism in England; she banned English translations of the bible → Know that she executed more than 300 disagreeing protestants by burning them at the stake → Know that Mary I married Phillip II of Spain. This marriage resulted in war with France; England lost possession of Calais which was a severe loss → Know that just before Mary I died, she handed the crown to Elizabeth <p><u>Elizabeth I</u></p> <ul style="list-style-type: none"> → Know that Elizabeth was daughter of Henry VIII and Anne Boylen and was protestant → Know that she was Queen for 45 years (1558-1603); the last Tudor monarch → Know that in her reign the country become very powerful; she is regarded as one of the greatest monarchs of England and a more tolerant ruler than her old sister → Know that Elizabeth sought to return the country from Catholicism to Protestantism and make England a fairer place → Know that after Anne Bolyen was beheaded, she was neglected by her father and demoted from princess to lady | <p>-I can explore the beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.</p> <p>-I can compare beliefs and cultural behaviour from the time period studied with today.</p> <p>-I can discuss a past event in terms of cause and effect using evidence to support and illustrate explanation.</p> <p>-I can link sources and derive a conclusion.</p> <p>-I can consider ways of checking the accuracy of interpretations, such as identifying and explaining propaganda and bias. (Including political links)</p> <p>-I can draw conclusions from primary and secondary sources including use of film as a media.</p> <p>-I can bring knowledge gathered from several sources together in a fluent account.</p> <p>-I can sequence 10 events on a timeline linked to British History (from Stone Age to WW2)</p> <p>-I can sequence events on a timeline within the time period studied, such as WW2 Including military events.</p> <p>-I can summarise how Britain has had a major influence on the world.</p> <p>-I can summarise how Britain may have</p> | <p>Beliefs</p> <p>Cultural Behaviour</p> <p>Accuracy</p> <p>Interpretations</p> <p>Propaganda</p> <p>Conclusions</p> <p>Summarise</p> <p>Mary I</p> <p>Protestants</p> <p>Catholics</p> <p>Bloody Mary</p> <p>Elizabeth I</p> <p>Neville Chamberlain</p> <p>Adolf Hitler</p> <p>Winston Churchill</p> <p>Social</p> <p>Economic</p> <p>Battle of Britain</p> <p>VE Day</p> <p>Land Army</p> |
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| | <ul style="list-style-type: none"> → Know that when he married Catherine Parr, she was accepted back into the family and received an education, became a skilled the art of the public speaking and became famed for her great skills of persuasion → Know that she didn't marry <p><u>Crime and Punishment:</u></p> <ul style="list-style-type: none"> → Know that people were whipped for stealing a loaf of bread; branded with hot irons with the letter 'T' for stealing; → Know that people were hung for crimes such as treason, rebellion, riot or murder; woman were often burned at the stake for similar crimes → Know that the pillory (T shaped block of wood with holes for the hands in the crossbar of the T) and stocks (bound at the feet) were used in busy market places to ridicule people who had committed lesser crimes such as swearing → Know that the 'Brank', (the gossip's bridle) was used to silence woman who gossiped <p><u>World War II</u></p> <ul style="list-style-type: none"> → World War II began in 1939 and ended in 1945 → The war was started by Germany when Adolf Hitler ordered an unprovoked attack on Poland → Know that the main Axis countries were Germany, Italy and <u>Japan</u>. → Know that the main Allied countries were Great Britain, the United States, France and the Soviet Union (Russia). → Know that the British Prime Ministers during World War II <p>Significant turning point: The Battle of Britain</p> <ul style="list-style-type: none"> → Know that the battle of Britain was between the German Luftwaffe and the Royal Air Force → Know that it was the first ever battle to be fought only in the air | <p>learnt from other countries and civilizations.</p> <p>-I can devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>-I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>-I can discuss significant historical events, people and places in my local area.</p> | <p>ARP Wardens</p> <p>Home Guard</p> <p>Front Line</p> <p>Slavery</p> <p>Underground Railroad</p> <p>Quakers</p> |
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- Know that Germany was winning the war and the British army had been driven out of France by the German Nazis
- Know that the German army wanted to destroy Britain's aeroplanes so they began bombing British airfields and factories in the summer of the 1940
- Know that Britain increased production of planes like Spitfires and hurricanes and improved their military tactics
- Know that the RAF we able to defend Britain from many German air attacks

Social:

- Know that the war greatly affected how people in Britain lived their lives.
- Know that the introduction of rationing helped to change attitudes - with the restrictions of buying a certain amount of goods gave a sense of sharing and cooperation in Britain was created
- Know that throughout periods of bombing, civilians helped each other construct Anderson air raid and shelters - a sense of community spirit was developed
- Know that evacuation also helped to change attitudes because it meant that working class children mixed with more affluent families.
- Know that Government campaigns such as 'Dig for Victory' helped bring communities together to support the war effort

Economic:

- Know that after WWII the country was in debt
- Know that Britain was a heavily industrialised country which produced much of the materials needed to fight the war against Germany in its factories, mines and yards. Many materials and goods were produced, including coal, steel, ships, aircraft, tanks, transport vehicles, guns and munitions
- Know that Britain became a world leader in many high-tech industries such as aerospace and computer software

- Know that Britain benefited from the communications revolution – eg the motor car, air travel, TV, the internet, mobile phones and social networking.
- Know that women were required to take mens jobs including: engineers, tank drivers, plumbers and working in factories

Political:

- Know that Britain and France declared war on Germany after Hitler refused to abort the attack.
- Know that Neville Chamberlain was Prime Minister when Hitler declared war
- Know that Winston Churchill took over leadership as Prime Minister
- Know that The Beveridge Report put forward a recommendation for “comprehensive health and rehabilitation services” to support injured soldiers
- Know that welfare state policies were put in place to support all people including e.g free health care and pension scheme
- Know that the NHS was founded in 1948 which gave free medical treatment for all

Propaganda:

- Know that propaganda was used to influence the public in different ways.
- Know that propaganda was usually in the form of posters displayed on the streets or leaflets.
- Know that propaganda was seen as a vital weapon in war
- Know that propaganda is a way of spreading ideas and influencing people.
- Know that It was used to raise the morale of people and gain support.

Life of a child in that era

- Know that nearly two million children were evacuated from their homes.
- Know that children were evacuated to the countryside to protect them

- Know that children wanted to help and took on jobs, grew vegetables and raised money
- Know that children collected blankets, books and even conkers to send to the front line and to sell

Local History

- Know that children were evacuated to Banbury
- Know that in 2012 an old anti tank grenade was found at a building site in Grimsbury
- Know that Banbury was bombed twice during the war where the lock and railway line was damaged

Crime and punishment

- Know that as a result of the blackouts and bombings, crime rates rose
- Know that empty houses were looted
- Know that birchings were regularly handed out as a punishment by the courts.
- Know that six strokes were given for stealing food intended for evacuated children
- Know that the death penalty and life prison sentences were brought in as a deterrent.

Slavery and The Underground Railroad

- Know that the underground railroad was a term used for a network of people, homes, and hideouts that slaves in the southern United States used to escape to freedom in the Northern United States and Canada
- Know that the term 'underground' symbolises secrecy
- Know that traveling on the railroad was difficult and dangerous for the slaves and the people who were helping them
- Know that slaves would travel by night between 'conductors' (people who led the slaves along the route)
- Know that it was against the law to help slaves and if they were caught they could be put to death by hanging

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| | → Significant peron: Harriet Tubman | | |
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