



Bowerham Primary and Nursery School

History Curriculum



EYFS

Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021; providers must support children in the specific area of: Understanding the World

Educational programmes must involve activities and experiences for children, as follows:

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

The Early Learning Goal for Understanding the world that specifically relates to History – Past and Present:

Children at the expected level of development will: talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory; where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality.

Y1	Autumn	Spring	Summer	
	Events beyond living memory that are significant nationally or globally: The Great Fire of London Settlement / Monarchy	Changes within living memory (<i>where appropriate, these should be used to reveal aspects of change in national life</i>) – Lancaster then and now and changes the children remember in their own lifetime; transport through time. Settlement / Society	The lives of significant individuals in the past who have contributed to national and international achievements. Explorers: Amelia Earhart and Neil Armstrong Settlement / Legacy	
Prior learning	Understand that events extend beyond their lifetime and that we remember significant people or events and mark them as part of our culture. They may understand key roles linked to the event, e.g., firefighters, bakers.	Awareness of the local environment, building on visits to local places, e.g., the park, post office, supermarket, library, etc.	Awareness of key figures in their lives but also in national or international contexts, e.g., musicians, local community leaders, politicians, etc.	
Key Knowledge	How do we know about the Great Fire of London? Paintings, witness accounts, and London's buildings today, for example, The Monument, and St Paul's Cathedral. How did the fire start and spread across London? The fire started at a bakery belonging to Thomas Farriner. The fire spread because it was hot, dry, and windy; and because most buildings were wooden in construction, and packed close together. How did people help? There was no fire service at that time. People used buckets of water to stop the fire, which did not really help. How long did the fire last and what damage did it cause?	What can you remember? Children should be able to describe some changes they have observed in their lifetime, e.g., buildings being constructed, new play areas, etc. They should give specific details about location, size, how it looks, etc. Children should also describe changes nationally that they remember, e.g., the death of Elizabeth II and the coronation of King Charles III What is in the past and what is now? Children should be confident in using terms to describe past events, e.g., before, yesterday, last week, last year, in 2020, when I was 3, etc. How has transport developed over time? Children should be able to order transport through time.	What is an explorer? An explorer is someone who travels to find new information or resources. Who was Amelia Earhart? Amelia Earhart was the first woman to fly solo (by herself) across the Atlantic Ocean. She disappeared attempting to cross the Pacific Ocean in 1937. Why is she important to people?	Who was Neil Armstrong? Neil Armstrong was the first man to walk on the moon, on 20 th July 1969. What famous line did he say as he stepped onto the surface of the moon? "That's one small step for man, one giant leap for mankind."

	<p>The fire lasted for 4 days, ending on Wednesday 5th September 1666. 13,200 houses and 87 churches were destroyed.</p> <p>How was the city rebuilt? Rules meant buildings could not be too close together, and mostly had to be made of stone or brick. St Paul's Cathedral, designed by Sir Christopher Wren, took 35 years to build and was completed in 1710.</p>		<p>She is important as a role model to other budding explorers, and to other women wanting to follow their dreams.</p>		
Chronological Knowledge	<p>2nd September 1666 A fire broke out in a bakery on Pudding Lane in London a little after midnight and eventually spread across most of the city.</p> <p>4th September 1666 St Paul's Cathedral was destroyed.</p> <p>6th September 1666 The very last fire was extinguished early in the morning by a crew led by Samuel Pepys</p> <p>27th October 1666 Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent, and the fire was an accident</p> <p>1677 The monument to the Great Fire of London was completed</p> <p>1710 New St Paul's Cathedral completed</p>	<p>Key events in the children's lifetime.</p> <p>Transport: 3500 BC Wheel is invented in Iraq 1783 Hot air balloon is invented 1817 Bicycle is invented 1825 First passenger railway opens 1847 SS Great Britain is first iron hull, screw-driven ship to cross the Atlantic 1885 Car is invented 1900s Electric trams run in many towns (including Lancaster) 1903 First aeroplane flight – Wright brothers 1961 Yuri Gagarin is the first human in space 1969 Apollo 11 landed on the moon and Neil Armstrong was the first man to walk on the moon. 2008 First fully electric car built by Tesla Future What next?</p>	<p>Amelia Earhart (1897 – 1937) 1897 Born in Kansas, USA 1928 First female passenger to cross the Atlantic by airplane 1932 First woman to fly solo across the Atlantic 1937 Disappeared in the Pacific Ocean attempting to circumnavigate the globe</p>	<p>Neil Armstrong (1930 – 2012) 1930 Born in Ohio, USA 1950s Pilot in the US Navy 1962 Joined NASA 1969 Apollo 11 landed on the moon and Neil Armstrong was the first man to walk on the moon.</p>	
Key Vocabulary	<p>London Pudding Lane Thomas Farriner Fire Fire brigade Samuel Pepys Lord Mayor King Charles II Monarch River Thames Fire chain Gunpowder Possessions Escape</p>	<p>Own life Lifetime Changes Past Present Yesterday Before After Birthday</p>	<p>Transport through time Decade Century Wheel Balloon Bicycle Railway Train Ship Car Engine Vehicle Tram Aeroplane Space</p>	<p>Amelia Earhart Exploration Explorer Aviation Pilot Atlantic Distinguished Flying Cross Altitude</p>	<p>Neil Armstrong Astronaut Explorer Moon Rocket NASA Apollo Earth Buzz Aldrin Michael Collins “One small step for man, one giant leap for mankind.”</p>
Skills	<p>Chronology</p> <p>Can I order and sequence some familiar events and objects? Can I use some everyday terms about the passing of time such as “a long time ago” and “before”?</p>	<p>Chronology</p> <p>Can I recognise the distinction between past and present? Can I order and sequence some familiar events and objects? Can I identify some similarities and differences between ways of life at different times? Can I use some everyday terms about the passing of time such as “a long time ago” and “before”?</p>	<p>Chronology</p> <p>Can I identify some similarities and differences between ways of life at different times?</p>		
	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I make simple observations about different people, events, belief and communities? Can I use sources to answer simple questions about the past? Can I choose parts of stories and other sources to show what I know about the past?</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I use sources to answer simple questions about the past? Can I identify some of the basic ways in which the past can be represented?</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I make simple observations about different people, events, belief and communities?</p>		
	<p>Communication</p> <p>Can I describe special or significant events? Can I retell simple stories or events from the past? Can I use simple historical terms?</p>	<p>Communication</p> <p>Can I use simple historical terms?</p>	<p>Communication</p> <p>Can I use simple historical terms?</p>		
	<p>Events, People and Changes</p>	<p>Events, People and Changes</p>	<p>Events, People and Changes</p>		

	Can I retell some events from beyond my living memory which are significant nationally and globally?	Can I describe some changes within living memory?	Can I retell some events from beyond my living memory which are significant nationally and globally?	
Y2	Autumn Events beyond living memory that are significant nationally or globally. The significance of Bonfire Night: Guy Fawkes and the Gunpowder Plot Monarchy / Society / Legacy	The lives of significant individuals in the past who have contributed to national and international achievements. Civil Rights Activists: Nelson Mandela Society / Legacy / Civilisation	Spring Significant historical events, people and places in their own locality Who was Sir Richard Owen? Empire / Society / Legacy	
Prior learning	Secure with the concept of events beyond living memory; understand that London is the capital city sitting on the River Thames,	Building on knowledge of Amelia Earhart and Neil Armstrong, understand that there are key figures who have made significant achievements.	Have an awareness of Lancaster as a historic city with lots of significant places to see and visit, e.g., Ashton Memorial, Lancaster Castle, Dalton Square, City Museum, etc.	
Key Knowledge	Who are Catholics and Protestants? Catholics and Protestants are forms of Christianity. Henry VIII had created the Church of England and England was now a Protestant country. Why did Catholics want to get rid of the Protestant King? Catholics were angry because the Protestant King James I was targeting and attacking Catholic people. Who were the conspirators? The leader was Robert Catesby, helped by Thomas Winter, Thomas Percy, John Wright and Guy Fawkes. Why did they want to blow up the Houses of Parliament? To kill the King and his ministers in order to allow Catholics to take control of the country. How did the King find out about the plot? On 26 th October 1605, Lord Monteagle received a letter warning him not to be in Parliament for the next meeting. Although he was a Catholic, he had sworn allegiance to the King. He took the letter to Robert Cecil, a senior minister. What happened to Guy Fawkes and other conspirators? Guy Fawkes was found in the cellar of Parliament on the night of 4 th November, with barrels of gunpowder. He, Catesby, and others were either killed or executed. What happens nowadays to remember the event? Each year, on 5 th November, people in England light bonfires and light fireworks to commemorate the event.	Who was Nelson Mandela? Nelson Mandela was a civil rights activist who fought against racism in his country, South Africa. He spent 27 years in prison after organising strikes. What change did Mandela want to make? Mandela wanted black people to have the same rights and freedoms as white people. What awards did he receive? The Nobel Peace Prize in 1993, before being elected President of South Africa in 1995.	What is Richard Owen known for? Richard Owen invented the word, "Dinosauria", meaning 'terrible lizard'. Where can you find evidence of Sir Richard Owen's life in Lancaster? On their learning walk around Lancaster, children should be able to point out where he attended school (LRGS – see the blue plaque) as well as where his house was located, near to the present-day town hall (again, with an accompanying information board). Why is his life important today? Sir Richard Owen's work as a naturalist helped develop our understanding of the natural world. He campaigned to help set up the Museum of Natural History in London in 1881.	What was the Titanic? The RMS (Royal Mail Ship) Titanic was a steamship built by the company, White Star Line, in 1912 as a liner to cross the Atlantic from Southampton to New York. It was becoming popular to travel from Europe to America for leisure and to begin new lives. It was claimed to be "unsinkable". What was it like for people onboard and was it the same for everyone? There were three classes: 1 st , 2 nd and 3 rd . 1 st class was for rich people who could afford luxurious accommodation and food; 3 rd class was for people without such money, who wanted to cross the ocean, often for a better life. Their accommodation and food was quite basic, and on lower decks of the ship. What was the human cost of life? 1506 people died in the tragedy; the Titanic carried only 20 lifeboats even though it could carry 64. Who came to help? Distress calls were made, but no ships were close at the time. RMS Carpathia arrived at 8:50am and picked up 705 survivors, then sailed to New York.
Chronological Knowledge	13th April 1570 Guy Fawkes was born in York 24th March 1603 King James I was crowned King of England 20th May 1604 Guy Fawkes, Robert Catesby and others met in the Duck and Drake pub for the first time March 1605 The group rented a cellar under the Houses of Parliament and hid 36 barrels of gunpowder under bundles of wood 26th October 1605 Lord Monteagle received a letter warning him not to attend the opening of Parliament on 5 th November 1st November 1605 King James I was shown the letter 4th November 1605 Robert Cecil, Secretary of State, ordered a search under the Houses of Parliament	Nelson Mandela (1918-2013) 1918 Born in Mvezo, South Africa 1942 He joined the African National Congress 1948 The Nationalist Party of South Africa introduced Apartheid which meant black and white people had to live separately. 1961 Mandela organised a three-day worker strike and was arrested 1963 Mandela was sentenced to life in prison 1990 Nelson Mandela was finally released from prison 1993 He was awarded the Nobel Peace Prize 1994 Mandela was elected President of South Africa	1804 Born in Lancaster Early life Attended Lancaster Royal Grammar School 1824 Became a medical student at University of Edinburgh 1836 Appointed Hunterian professor in the Royal College of Surgeons 1856 Became superintendent of the natural history department of the British Museum, eventually succeeding in creating the Natural History Museum in South Kensington in 1881 1883 Made a knight of the Order of the Bath 1892 Died at home in Richmond, London	31st March 1911 Titanic was launched at Harland and Wolff shipyard, Belfast 10th April 1912 Titanic departed Southampton on her maiden voyage to pick up more passengers at Cherbourg, France 11th April 1912 Titanic arrived at Queenstown, Ireland, before she departed for New York 14th April Titanic received several warnings of icebergs 11.40pm Lookout Frederick Fleet spotted an iceberg dead ahead. The ship struck the iceberg on her starboard side 15th April

	<p>5th November 1605 Guy Fawkes was found, arrested and taken to the Tower of London</p> <p>31st January 1606 Guy Fawkes, along with others, was executed for treason.</p>	<p>2013 Mandela died aged 95</p>		<p>12.00am The captain was informed the ship would only stay afloat for a couple of hours and began sinking bow first.</p> <p>12.25am The lifeboats began loading women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picked up the distress call.</p> <p>12.45am The first lifeboat was safely lowered away with only 28 of 65 seats filled.</p> <p>2.05am The last lifeboat departed, leaving over 1500 people on the sinking ship.</p> <p>2.10am The ship broke into two pieces, and the bow sank</p> <p>2.20am The stern sank and people in the water froze to death</p> <p>8.50am The Carpathia departed for New York with 705 survivors from the area</p>
Key Vocabulary	<p>Gunpowder Catholic Protestant London King James I Robert Cecil Lord Monteagle Guy Fawkes Robert Catesby Houses of Parliament Tower of London Executed Bonfire</p>	<p>Civil Rights Activist Apartheid Nobel Peace Prize Government Prison South Africa</p>	<p>Dinosaur Theory of evolution Charles Darwin Biologist Naturalist Fossils</p>	<p>White Star Line Iceberg Propellor Atlantic Lifeboat First / Second / Third Class Unsinkable Passengers Survivors Captain Edward Smith Lookout Frederick Fleet Disaster</p>
Skills	<p>Chronology</p> <p>Can I order and sequence events and objects?</p>	<p>Chronology</p> <p>Can I recognise how my life is similar and/or different to the lives of people in the past?</p>	<p>Chronology</p> <p>Can I use common words and phrases concerned with the passing of time?</p>	<p>Chronology</p> <p>Can I order and sequence events and objects?</p>
	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I choose parts of stories and other sources to show what I know about significant people and events?</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I ask and answer simple questions about the past through observing and handling a range of sources? Can I consider why things may change over time? Can I recognise some basic reasons why people in the past acted as they did?</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I choose parts of stories and other sources to show what I know about significant people and events?</p>	<p>Enquiry, Interpretation and Using Sources</p> <p>Can I recognise some basic reasons why people in the past acted as they did? Can I choose parts of stories and other sources to show what I know about significant people and events?</p>
	<p>Communication</p> <p>Can I talk about what/who was significant in simple historical accounts?</p>	<p>Communication</p> <p>Can I use a variety of simple historical terms and concepts?</p>	<p>Communication</p> <p>Can I talk about what/who was significant in simple historical accounts? Can I use a variety of simple historical terms and concepts?</p>	<p>Communication</p> <p>Can I use a variety of simple historical terms and concepts?</p>
	<p>Events, People and Changes</p>	<p>Events, People and Changes</p> <p>Can I demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements?</p>	<p>Events, People and Changes</p> <p>Can I develop an awareness of significant events, people and places in my locality?</p>	<p>Events, People and Changes</p> <p>Can I develop an awareness of significant events, people and places in my locality?</p>

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
Y3	Autumn	Spring	Summer
	<p>Changes in Britain from the Stone Age to the Iron Age Settlement / Legacy</p>	<p>A study of the achievements of the earliest civilisations: an overview The Roman Empire and its impact on Britain Invasion / Settlement / Empire / Civilisation / Legacy</p>	<p>A non-European society that provides contrasts with British history: Maya civilisation Empire / Legacy / Society</p>
Prior learning	<p>Have an awareness of early history, perhaps having come across vocabulary such as hunter-gatherer, neanderthal, stone circles.</p>	<p>Understand that the Stone Age to Iron Age mark the beginning of the earliest “civilisations”, as humans began to settle, farm, form communities and express themselves. Having covered the overview of civilisations, understand where the Roman Empire is placed on a timeline. Understand the term “civilisation” and offer a basic description of its meaning.</p>	<p>Having covered the overview of civilisations, understand where the Maya are placed on a timeline; have a secure understanding of the key features of the Roman Empire and what they left us, to be able to compare.</p>
Key Knowledge	<p>What is Skara Brae? Skara Brae is a stone-built Neolithic settlement on the Orkney Islands. It was occupied from around 3180BC to 2500BC. What are stone circles and why were they built? Stone circles are rings of standing stones, and date from the late neolithic and early Bronze Age. In Britain, most were built from around 3000BC onwards. They were probably used for rituals, ceremonies, astronomy, and as trading places. What was the Stone Age? Early human history lasting until around 2000BC, and when stone tools were used. What was the Bronze Age? Around 3300BC-1200BC, characterised by the use of bronze. What was the Iron Age? Around 1200BC-600BC, when iron and steel began to be used.</p>	<p>Can you place these civilisations on a map of the world? Children should be able to locate on a map of the world various ancient civilisations, e.g., Greek, Roman, Egyptian, Shang, Indus, etc. What have these civilisations done for us today? Mesopotamia (Sumer) invented the wheel; Romans gave us many of our roads and sewer systems; Greeks invented democracy and central heating; children may learn other facts that show awareness of achievements of early civilisations. Why did the Romans invade Britain? The Romans wanted to expand their empire, and have access to Britain’s gold, tin, iron, and cattle. When were the invasions? In 55 B.C. Julius Caesar invaded Britain with two Roman legions. The Romans fought several battles against different Celtic tribes before returning to Gaul (France). In 54 B.C. Julius Caesar returned to Britain with a much larger army. He crossed the English Channel with five Roman legions. Again, they fought against the Celtic tribesmen and demonstrated their strength and power. Julius Caesar agreed to leave Britain, but only if the tribes agreed to make a tribute (payment) to Rome. In 43 A.D. Emperor Claudius launched a third and final invasion of Britain. A large battle was fought between the Romans and the Celtic tribes. The Romans emerged victorious, but it took many years to gain control of Britain, as many tribes (such as the Iceni led by Boudicca) continued to fight against Roman rule. How do we know about life in Roman Britain? There are many archaeological sites of importance, e.g., Hadrian’s Wall, Vindolanda, Roman Baths in Bath, Chedworth, and also the bath house in Lancaster. Who was Boudicca? Boudicca was the queen of the Iceni tribe. In 60 or 61 AD, while the Roman governor Gaius Suetonius Paullinus was leading a campaign in North Wales, the Iceni rebelled. Members of other tribes joined them. Boudicca’s warriors successfully defeated the Roman Ninth Legion and destroyed the capital of Roman Britain. They went on to destroy London and Verulamium (St Albans). Thousands were killed. Finally, Boudicca was defeated by a Roman army led by Paulinus. Many Britons were killed and Boudicca is thought to have poisoned herself to avoid capture. What evidence is there in Lancaster of the Romans?</p>	<p>Where and when did the Maya live? The Maya lived between 3000 and 1000 years ago in what is now Mexico and Central America. What was Maya writing like? The Maya writing system, used to write several different Maya languages, was made up of over 800 symbols called glyphs. Some glyphs were logograms, representing a whole word and some were syllabograms, representing units of sound. They were carved onto stone buildings and monuments and painted onto pottery. Maya scribes also wrote books called codices, made from the bark of fig trees. Only priests and nobleman would know the whole written language. How did the Maya tell the time? While Europeans were living through a period often called the dark ages, the Maya were making huge innovations in mathematics, engineering, astronomy and writing. The Maya were expert mathematicians and astronomers, they used this expertise to create calendars. This told them when to plant crops, when to harvest and even when to make a sacrifice to the gods. Temples and other public buildings were built in a way that sunlight would hit parts at certain times of the year, often in time for religious ceremony. How did the Maya use numbers? The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero. They used just 3 symbols in their number system; these are thought to represent items that they may have used to count with such as pebbles, sticks and shells. The Maya used a base 20 number system, so after number 19 multiples of 20 were written above the bottom number. What did the Maya believe? The Maya believed in and worshipped a number of different Gods. They believed that the Gods had a good side and a bad side and that the Gods could help or hurt them. The Maya would dance, sing and sometimes make offerings of blood to the Gods. Priests were very important in Maya society as it was believed that they could communicate directly with the</p>

		<p>The bathhouse next to Lancaster Priory indicates that there was a significant Roman settlement where the castle is now situated.</p> <p>Why did the Romans leave Britain?</p> <p>Romans left Britain by around 410AD to help defend other parts of the empire.</p>	<p>Gods. They would perform different rituals during festivals or special ceremonies in order to appeal to the Gods. The Maya people believed that the earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or a crocodile. On the Middleworld grew a tree whose branches reached up into the heavens (the Upperworld) and whose roots grew down into Xibalba (the Underworld), which was guarded by Gods of death who looked like jaguars. 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.</p>	
Chronological Knowledge	<p>3000 BC New Stone Age begins; farming people arrive from Europe. First stone circles are erected.</p> <p>2100 BC Bronze Age begins</p> <p>2000 BC Stonehenge completed</p> <p>750 BC Iron Age begins; iron replaces bronze as most useful metal.</p>	<p>5000BC – present day Aboriginal Australians</p> <p>7500 BC – 5700 BC Çatalhöyük Settlement</p> <p>7200 BC – 5000 BC 'Ain Ghazal</p> <p>7000 BC – 5700 BC Jiahu Culture</p> <p>5000 BC – 1750 BC Ancient Sumer</p> <p>3150 BC – 30 BC Ancient Egypt</p> <p>3000 BC – 1800 BC Norte Chico</p> <p>2700 BC – 479 BC Ancient Greece</p> <p>2600 BC – 1900 BC Indus Valley civilisation</p> <p>2600 BC – 900 AD Maya civilisation</p> <p>1600 BC – 1046 BC Shang Dynasty</p> <p>753 BC – 476 AD Roman civilisation</p> <p>1325 AD – 1521 AD Aztecs</p> <p>1438 AD – 1532 AD Incas</p>	<p>750 BC The first Maya cities developed</p> <p>600 BC The Maya begin farming and the settlement at Tikal is formed</p> <p>400 BC First Mayan calendars carved into stone</p> <p>300 BC The Maya adopted “monarchy” for their government</p> <p>100 BC The city-state of Teotihuacan is established in the Valley of Mexico; first pyramids built.</p> <p>50 BC First inscription in Mayan hieroglyphs</p> <p>800-900 AD Building of stepped pyramid of Chichen-Itza</p> <p>822 AD City of Copan deserted</p> <p>869 AD City of Tikal abandoned</p> <p>909 AD Last recorded inscription of classic Maya</p>	
	<p>43 AD Roman invaded Britain which became part of the Roman Empire</p> <p>50 AD London was founded (Londinium)</p> <p>61 AD Boudicca led the Iceni in revolt against the Romans</p> <p>70 AD Romans conquered Wales and the North</p> <p>122-128 AD Emperor Hadrian built a wall on the Scottish Border</p> <p>140 AD The Romans conquered Scotland</p> <p>401-410 AD The Romans withdrew from Britain</p>			
Key Vocabulary	<p>Hunter-gatherer</p> <p>Nomad</p> <p>Neolithic</p> <p>Tribe</p> <p>Skara Brae</p> <p>Bronze/Iron</p> <p>Roundhouse</p> <p>Hillfort</p> <p>Smelting</p> <p>Druid</p> <p>Domesticate</p> <p>BC (Before Christ)</p>	<p>Civilisation</p> <p>Farming / agriculture</p> <p>Domestication</p> <p>Settlement</p> <p>Trade</p> <p>Irrigation</p> <p>Culture</p> <p>Religion</p> <p>Gods and worship</p> <p>Empire</p> <p>Aqueduct</p> <p>Centurion</p> <p>Emperor</p> <p>Boudicca</p> <p>Chariot</p> <p>Invasion</p> <p>Fort</p> <p>Claudius</p> <p>Hadrian</p> <p>Celts</p>	<p>Dynasty</p> <p>Maize</p> <p>Codex</p> <p>Hieroglyphics</p> <p>Stela</p> <p>Scribe</p> <p>Bloodletting</p> <p>Cacao</p> <p>Cenote</p>	
Skills	Chronology	Chronology	Chronology	Chronology
	Can I use some dates and historical terms when ordering events and objects?	Can I explore trends and changes over time?		Can I demonstrate awareness that the past can be divided into different periods of time?

	Enquiry, Interpretation and Using Sources Can I describe some of the ways the past can be represented?	Enquiry, Interpretation and Using Sources Can I use sources to address historically valid questions? Can I recognise that our knowledge of the past is constructed from different sources of evidence? Can I recognise that different versions of past events may exist?	Enquiry, Interpretation and Using Sources	Enquiry, Interpretation and Using Sources
	Communication Can I discuss some historical events, issues, connections, and changes?	Communication	Communication Can I select and organise historical information to present in a range of ways?	Communication Can I use relevant historical terms and vocabulary linked to chronology?
	Events, People and Changes Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066?	Events, People and Changes Can I demonstrate knowledge of aspects of history significant in my locality?	Events, People and Changes Can I describe and give reasons for some of changes in Britain from the Stone Age to the Iron Age?	Events, People and Changes Can I describe and compare some of the characteristic features and achievements of the earliest civilisations including when and where they appeared?
Y4	Autumn A local history study: Lancashire Witches – Trials of 1612 Legacy / Monarchy / Society / Conflict	Spring A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066: Britain since WW2 Empire / Monarchy / Society	Summer A depth study of the achievements of the earliest civilisations: Ancient Egypt Invasion / Settlement / Legacy / Civilisation / Monarchy / Society	
	Prior learning Y2 – Catholics and Protestants and the conflict between them in this period of history. Understand that this took place just 7 years after the Gunpowder Plot (Y2), and just 54 years before the Great Fire of London (Y1).	Y1 – building on knowledge and understanding of the world around them, what they observe and how they interpret their surrounding community.	Y3 – describe key features of the Roman Empire and the Maya, placing their civilisations on a timeline, e.g., Romans – aqueducts and the importance of water, Maya – pyramids and hieroglyphics.	
Key Knowledge	Why did Henry create the Church of England? The desire for a son as women were seen as weak. He wanted the wealth of the Catholic Church, and wanted more power. What does the gunpowder plot tell us about the struggle between Catholics and Protestants? (link back to Y2 learning) Ongoing issues caused by Catholic persecution and desire for Freedom to practise their religion. What do the witch trials tell us about society in the 1600s? Accused convicted on the evidence of a young child; treatment of convicts; absolute belief in witches and witchcraft. Lancashire was seen a wild and lawless and a Catholic enclave. People had great fear. What did the accused do that was "witchcraft"? A dangerous time to be an old woman. Some believed themselves to be witches. What probably happened to John Law? He probably suffered a stroke. Why were they sent to Lancaster Gaol (castle)? Awaiting assizes. Why is the event still remembered and important? They show us the beliefs of those living in the Tudor and Stuart period. It is a fascinating case study, as we found out last week. It shows what intolerance and prejudice can lead to. It shows how women were seen at the time and the effects of persecution. It demonstrates how we have moved on in our beliefs and lifestyles in the last 400 years. How else were people punished and persecuted in the 1500s and 1600s and why? Horrific punishments for things which today wouldn't be seen as crimes.	What did Britain look like in 1945? Rationing still ongoing Not much money around Women generally went back into homes Rebuild post war. Few cars Drab clothing Radio not TV How did music change from the 1950s to now? 1950s Crooning to rock n roll 1960s Beatles and Merseybeat 1970s Disco to punk rock 1980s New Romantics to Stock, Aitkin and Waterman 1990s Spice Girls to Oasis How have our leisure activities changed? Games Holidays Advent of technology How have fashions changed? Dressing like parents to trends in each decade How have our houses changed? Advent of technology and gadgets leading to more free time and changes in the way we use our leisure times. Women's lib movement and equal pay – link back to T1/1.	Why was the River Nile so important? The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems. The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. How do we know about the Egyptians and what was life like? We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. What was mummification? Mummification was the process of preserving a body – this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. What were pyramids for? The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs. Religion was very important in Ancient Egypt. They were polytheists – they believed in different gods and goddesses that oversaw different parts of their lives. These were called deities.	

	Need to keep people in line, no police force; Women needed to “know their place”; as a deterrent.		
Chronological Knowledge	<p>Significant events linked to context: 1500s Reformation 1588 Spanish Armada 1605 Gunpowder Plot 1612 Lancashire Witch Trials</p> <p>21st March 1612 Alizon Device, encounters John Law and asks him for some pins. She then watches Law stumble and fall – he may have suffered a stroke. 30th March 1612 Alizon Device, her mother Elizabeth, and her brother James are summoned to appear before Nowell (JP). 2nd April 1612 Demdike, Chattox, and Chattox’s daughter Anne Redferne are summoned to appear before Nowell. Nowell commits them and Alizon Device to Lancaster Gaol, to be tried for maleficium – causing harm by witchcraft – at the next assizes. 6th April 1612 Elizabeth Device organises a meeting at Malkin Tower. 27th April 1612 Eight more people are accused of witchcraft and for plotting to blow up Lancaster Gaol and free the prisoners. Elizabeth and James Device, Alice Nutter, Katherine Hewitt, John and Jane Bulcock, Alice Gray and Jennet Preston are committed for trial. 18th-19th August 1612 As well as identifying those at the Malkin Tower meeting, 9-year-old Jennet gives evidence against her mother, brother, and sister. Alizon, Elizabeth & James Device, Anne Whittle, Anne Redferne, Alice Nutter, Katherine Hewitt, John and Jane Bulcock are found guilty and hanged at Gallows Hill in Lancaster on 20 August 1612; Elizabeth Southern dies while awaiting trial. Alice Grey is found not guilty.</p>	<p>1945 WW2 ended 1953 Coronation of Queen Elizabeth II 1954 Rationing ends 1959 The Mini was launched / Britain’s first motorway opened 1962 The Beatles released their first single, “Love Me Do” 1966 England won the World Cup 1969 Neil Armstrong was the first man to walk on the moon 1970 Equal Pay Act – women now equal to men for 1st time – link back to how women were seen from Term 1 1971 Britain began using decimalised money: pounds and pence, instead of shillings 1974 First microwave cooker was sold 1977 Star Wars was released 1979 Sony Walkman was invented 1994 Sony Playstation was launched <i>Other key dates/events may be studied and researched.</i></p>	<p>C3100 BC People began to settle in the area of Ancient Egypt C2700 BC The first pyramid structure of “Saqqara” was built for Pharaoh Djoser C2250 BC The Great Pyramid of Giza was built. 332 BC Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death 1922 Howard Carter discovers the tomb of Tutankhamun</p>
Key Vocabulary	<p>Catholic Protestant King Queen Sovereign Rebellion Unification Witchcraft Maleficium Assizes Lancaster Gaol Hanging Justice of the Peace Trial</p>	<p>Rationing Peace Coronation Swinging Sixties “White goods” Fashion Culture Social change</p>	<p>Pharaoh Scarab Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Rosetta stone Pyramids Sphinx</p>
	Chronology	Chronology	Chronology
	Can I identify where people and events fit into a chronological framework? Can I use dates and historical terms when ordering events and objects?	Can I use dates and historical terms when ordering events and objects?	Can I explore links and contrasts within and across periods of time?
	Enquiry, Interpretation and Using Sources	Enquiry, Interpretation and Using Sources	Enquiry, Interpretation and Using Sources
	Can I recognise how sources of evidence are used to make historical claims? Can I use sources to address historically valid questions and hypotheses? Can I recognise why some events happened and what happened as a result?	Can I identify historically significant people and events in different situations?	
	Communication	Communication	Communication
	Can I discuss significant aspects of, and connections between, different historical events?	Can I select and organise relevant historical information to present in a range of ways?	Can I use relevant and appropriate historical terms and vocabulary linked to chronology?
	Events, People and Changes	Events, People and Changes	Events, People and Changes
	Can I demonstrate knowledge of aspects of history significant in my locality?	Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066?	Can I demonstrate more in-depth knowledge of the ancient civilisation of Ancient Egypt?

	Autumn	Spring	Summer
Y5	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Victorians</p> <p>A local history study: work and play in Victorian Lancaster & Morecambe</p> <p>Legacy / Empire / Monarchy / Society</p>	<p>Britain's settlement by Anglo-Saxons and Scots; The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Invasion / Settlement / Conflict / Legacy</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Legacy / Civilisation</p>
Prior learning	<p>Y2 – Sir Richard Owen lived during the Victorian era; Y4 – know that much of our goods we have now were not invented then, e.g., microwave, television, computers, etc.</p>	<p>Y3 – Roman Empire; describe key features and what they left us.</p>	<p>Be able to describe features of more than one ancient civilisation, e.g., Rome and Egypt, offering simple and secure comparisons related to: gods and religion; transport; architecture; war and conflict.</p>
Key Knowledge	<p>What was the industrial revolution? A period of huge change in Britain between 1750 and 1900. Before this, Britain was a rural country, and most people lived off the land. People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make things and increased the amount that could be made. People would migrate to the towns attracted by reliable work and pay from the factories. Houses for workers were built closer to the factories. Better transport links helped boost trade by transporting people and goods quickly and cheaply across the country.</p> <p>What inventions occurred in the Victorian age? Railways, photography, telephone, electric lightbulb, petrol car, flushing toilets.</p> <p>How did life change for Victorians? Life in towns and cities could be hard, with lots of disease and pollution, as lots of people would be crammed into small areas, and lots of people living in dirty, cramped conditions. Children also worked in many jobs. Over time, laws were passed to stop this, and to make education compulsory.</p> <p>What did people do for leisure? Seaside towns began to spring up to allow workers to take holidays, using the new railways. Morecambe became a famous holiday destination and was nicknamed Bradford-on-sea because many people travelled from Bradford to holiday there.</p> <p>What did Ashton and Storey do for Lancaster? The industrial revolution came to Lancaster – most people were employed by Ashton or Storey in their huge mills along the River Lune and at White Cross, producing oilcloths and linoleum. Much housing was built (e.g., Moorlands and Primrose) to house workers. They left many legacies, e.g., the new town hall, Williamson Park, and The Storey Institute.</p>	<p>Who were the Anglo-Saxons? The Anglo-Saxons came from Germany, Denmark and the Netherlands looking for land to farm and settle on, crossing the North Sea in wooden boats. The Anglo-Saxons lived in wooden huts with straw roofs. Inside the hut was one big room. Families would all sleep in this one room as well as eating and spending time together.</p> <p>Who were the Vikings? The Viking age in European history was from about AD700 to 1100. During this period many Vikings left Scandinavia and travelled by longboat to other countries, like Britain and Ireland. The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'. But not all the Vikings were bloodthirsty warriors. There were farmers, who kept animals and grew crops, and skilful craft workers, who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. The Vikings also brought with them their way of life and beliefs. The Norse people worshipped many gods and loved to tell stories of magic and monsters.</p>	<p>Who were the Ancient Greeks? The Ancient Greeks lived in Greece and the countries we now call Bulgaria and Turkey over 4000 years ago. The two most important cities in Ancient Greece were Athens and Sparta.</p> <p>Why are Greek myths so important? Created thousands of years ago, Greek myths were epic stories about Greek gods, passed down over generations. They are often about heroic battles and terrible creatures, and taught the importance of bravery, intelligence, and right and wrong. They showed that even the gods, like mortal men, could be punished or rewarded for their actions. Details of these ancient tales have been found on everything from pottery to temples to stone statues! Greek myths were a huge part of the religion in Ancient Greece and offer a glimpse into the lives of the ancient people who told them.</p> <p>How have the Ancient Greeks influenced our modern world? Democracy began in Ancient Greece (demos= people / kratos= rule). Ancient Greek myths are still read today; monsters include Medusa and the minotaur; heroes include Odysseus and Perseus. Greek architecture has influenced the design of buildings all over the world. The British Museum (London) is an example of this. The Greek alphabet and language influenced us too. Our alphabet was developed using some of the alphabet that the Ancient Greeks used. In fact, the first two letters in the Greek alphabet were 'alpha' and 'beta', which is where we get the word 'alphabet' from! Also, the Olympics started in Ancient Greece.</p> <p>Who were key figures of Ancient Greece? Alexander the Great was the king of Macedonia or Ancient Greece. He is considered one of the greatest military commanders in history. He conquered much of Asia and Europe. Aristotle is the earliest natural historian whose work has survived in some detail. He made many of the first observations of the plant and animal kingdoms. Plato thought about and discussed what makes people human and what is human nature. Plato believed that men and women had the same intellectual powers. Many ancient Greeks considered Socrates to be a very wise man. He did not want to answer questions on the universe like all the other philosophers have done previously; he wanted to question things like "what is friendship?" or "what is courage?". He had a very inquiring mind, which unfortunately resulted in his death.</p>
Chronological Knowledge	<p>National / Lancaster <u>James Williamson, 1st Baron Ashton (1842-1930) & Sir Thomas Storey (1825-1898)</u> 1837 Victoria becomes Queen 1840 First postage stamp introduced, the "Penny Black"</p>	<p>350 Anglo-Saxons raid English settlements and are beaten back by the Romans 410 Romans leave England 449-550 Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany</p>	<p>776 BC First Olympic Games are held in Olympia 700 BC Homer writes the Odysseys and Iliad poems 650 BC Greek Tyrants come to power</p>

	<p>1842 Mines Act stops children under 10 working in the mines 1844 Factory Act stops children between 8 and 13 working more than 6.5 hours per day 1844-45 8000km of railway track built 1849 Storey Bros and Co set up, manufacturing oilcloth 1852 First public flushing toilet opens in London 1856 Police forces now in every town 1856-61 Storeys buy White Cross Mills, then North and South Moor Lane Mills 1867 Storey elected Mayor (and again in 1873, 1874 and 1887) 1870 Education Act permitted new school boards to be set up 1871 Bank Holiday Act 1872 First FA Cup Final 1875 James gained full control of Williamson and Co., producing floorcloth, linoleum and blindcloth. He built Lune Mills, adding to their others, Bath Mill and Greenfield Mill. 1876 Alexander Graham Bell invents telephone. 1880 Education Act makes school for 5-10-year-olds compulsory 1881 Williamson Park opened, which his father had built, and Ashton later finished. 1886 JW became Liberal MP for Lancaster 1887 Storey built the Storey Institute for education purposes, to commemorate Queen Victoria's Silver Jubilee and was knighted. 1894 Bowerham School was built as the district's first free school. 1895 JW gained a seat in the House of Lords, becoming Baron Ashton 1901 Queen Victoria dies 1901 JW paid for the Victoria monument in Dalton Square 1909 Ashton Memorial was completed, in memory of JW's second wife, Jessie. He also paid for the new Town Hall, completed in the same year.</p>	<p>556 Seven kingdoms are created across Britain 597 St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury 617 Northumbria becomes Supreme Kingdom 779 Mercia becomes the Supreme Kingdom and King Offa builds a dyke along the Welsh Border 793 Vikings attack the monastery in Northumbria 871 Alfred the Great becomes King of Wessex 886 Alfred agrees a treaty: he keeps the west and the Vikings have the east, known as the Danelaw. 900 Vikings establish rule over Scotland 1014 Cnut becomes King of the Danes and England 1042 Edward II returns from Normandy to become King of England (Edward the Confessor) 1066 Harold is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p>	<p>508 BC Democracy is introduced in Athens by Cleisthenes. He establishes a constitution and is often called the "Father of Athenian Democracy" 490 BC The Greeks fight the Persians in the Greek/Persian Wars. Two famous battles are the Battle of Marathon in 490 BC and the Battle of Salamis in 480 BC. 432 BC The temple to Athena, the Parthenon, is completed in Athens on the Acropolis. 431 BC The wars between Sparta and Athens begin. They are called the Peloponnesian Wars. The wars will last 27 years with Sparta eventually conquering Athens in 404 BC. 332 BC Alexander the Great conquers Egypt. He establishes the new capital of Egypt at Alexandria. 146 BC Rome defeats the Greeks at the Battle of Corinth 31 BC Rome defeats Egypt at the Battle of Actium</p>
Key Vocabulary	<p>19th century Workhouse Railways Police Education Leisure Inventions Reform Holiday Technology Government Artefact Mill Linoleum Floorcloth Blindcloth Philanthropist Industry Trade</p>	<p>Angles Saxons Jutes Rune Wattle and daub Thatch Sutton Hoo Migration Lindisfarne Manuscript Longboat Danelaw Danegeld Yggdrasil Valhalla Invasion</p>	<p>Democracy Acropolis Parthenon Marathon Olympics Citizen Column Aristotle Sophocles Archimedes Socrates Plato Homer Athens Sparta Government Gods and Goddesses Architecture</p>
Historical Skills	<p>Chronology Can I use dates and appropriate historical terms to sequence events and periods of time? Enquiry, Interpretation and Using Sources Can I use a wider range of sources as a basis for research to answer questions and to test hypotheses? Communication</p>	<p>Chronology Can I identify where people, places and periods of time fit into a chronological framework? Enquiry, Interpretation and Using Sources Can I recognise how our knowledge of the past is constructed from a range of sources? Communication</p>	<p>Chronology Can I describe links and contrasts within and across different periods of time including short-term and long-term scales? Enquiry, Interpretation and Using Sources Can I evaluate sources and make simple inferences? Can I choose relevant sources of evidence to support lines of enquiry? Communication</p>

	Can I use appropriate vocabulary when discussing and describing historical events?	Can I construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms?	Can I discuss and debate historical issues?
	Events, People and Changes	Events, People and Changes	Events, People and Changes
	Can I demonstrate knowledge of an aspect or theme in British history that extends my chronological knowledge beyond 1066?	Can I describe some aspects of Britain's settlement by Anglo-Saxons and Scots? Can I describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor?	Can I describe and explain some Ancient Greek influences on modern life?
	Autumn	Spring	Summer
Y6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: World War I (including the impact on animals) A local history study: Lancaster's role during the Great War, and the impact of it on the city Conflict / Empire / Monarchy / Society	A local history study: Lancaster and the Slave Trade Settlement / Legacy / Empire / Monarchy / Society	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066: Britain since WW2 Conflict / Legacy / Empire / Monarchy / Society
Prior learning	Y5 – describe Victorian Lancaster and understand that WW1 took place just after the Victorian era. Y3/Y4/Y5 – show understanding of invasion and conflict following on from study of Lancashire Witch Trials, Roman Empire, and Viking invasions.	Y5 – Greek architecture and how this was replicated in 18 th century; secure understanding of features of Victorian Lancaster, which was just after this period, e.g., industrial revolution, mills and factories, expansion of railways, leisure, and entertainment. Y3/Y5 – trade, travel, and exploration – Romans and Vikings	Y6 – Triangular Trade and slavery, and its links to Britain.
Key Knowledge	Why did WWI begin? Militarism, Alliances, Imperialism, Nationalism What was life like in the trenches? The Western Front stretched for over 400 miles, mostly through Belgium and France. Conditions were often tough, with very wet and muddy terrain, leading to illnesses such as trench foot, and soldiers were exposed to the elements. No-Man's-Land was very exposed, and bullets and bombs rained down on the land. How did the war end? Germany signed their surrender on 11 th November 1918. How did Lancaster and its people contribute to the war effort? The King's Own Royal Lancaster Regiment were based at Bowerham Barracks, now the University of Cumbria. The National Projectile Factory on Caton Road and National Filling Factory on White Lund produced and filled shells and bombs for use on the Western Front. The old wagon works on Caton Road was a prisoner of war camp. Many recruiting campaigns were held in the town before conscription came in to force in 1916. Over 1000 men from Lancaster lost their lives in the war, including 49 past pupils and staff of Bowerham School. How was Lancaster affected during the war? Use the Streets of Mourning app to explore the impact of the war in terms of casualties and deaths of soldiers from the town. The White Lund Explosion of 1 st -4 th October 1917 caused much damage, killing ten people.	What is slavery? The buying and selling of people for profit; an enslaved person does not have freedoms and choices, and their human rights are taken away. How did the slave and West Indies trades work? Lancaster was part of the Triangular Trade: slave ships left the Rive Lune with goods such as metals, hats, beads, and weapons bound for West Africa; enslaved Africans were taken on slave ships to the West Indies. Here they were made to work on plantations to produce rice, tobacco, sugar, rum, and mahogany, which was then sent back to Britain, including to the port of Lancaster. Who was responsible in Lancaster? Families such as the Hindes and Watsons, and individuals such as Miles Barber, James Sawrey, Richard Millerson and Dodson Foster specialised in slave trading; merchant families such as the Gillows and Satterthwaites participated in the trade; Rawlinsons and William Lindow also benefited from the trade. What do we know about those who were enslaved? Frances Elizabeth Johnson lived at 20, Castle Park; she was born in St Kitts. Henry Hinde was an Igbo boy who escaped from Heysham in 1765. When did the slave trade stop? The trade in Africans was abolished in the British Empire in 1807 and continued in the empire until 1833. How have these trades impacted Lancaster today? The Black Lives Matter protests of 2020 hit Lancaster and "Slave Trader" was daubed on the Rawlinson Memorial at Lancaster Priory. The Robert Gillow pub changed its name to the Jailor's Barrel, and there have been debates about the name of the Sugarhouse nightclub.	What did Britain look like in 1945? Britain suffered much damage during WW2, to its buildings, infrastructure, and workforce, many of whom had been killed or injured. Lots of effort and money was needed to help rebuild the country. Rationing continued until 1954. What changes happened after the war? HMT Empire Windrush arrived in Britain on 21 st June 1948, starting the migration of millions of black and Asian people looking for jobs and a new life after the war. The NHS was set up in 1948 to provide free healthcare at the point of delivery. India gained independence from Britain in 1947, marking a key turning point in the decline of Britain as colonial power.
Chronological Knowledge	28th June 1914 Assassination of Archduke Franz Ferdinand in Sarajevo 28th July 1914 World War I begins as Austria-Hungary declares war on Serbia 19th October – 30th November 1914 First battle of Ypres	1736 Lancaster ships began transporting African slaves 1750 Lancaster Port Commission was established to create a port at St George's Quay 1763 Work commenced on Customs House, designed by Robert Gillow (now the Maritime Museum)	

	<p>7th May 1915 German U-boat torpedoes the Lusitania, a British passenger liner. 128 Americans are killed. 21st February 1916 Battle of Verdun 31st May 1916 Battle of Jutland – largest naval battle of the war 1st July – 18th November 1916 Battle of the Somme 6th April 1917 USA enters the war against Germany 31st July – 10th November 1917 Battle of Passchendaele 15th July – 6th August 1918 Aisne-Marne Offensive 11th November 1918 Germany signs the Armistice, ending hostilities at 11am 28th June 1919 Germany is forced to sign the Treaty of Versailles</p> <p>20th April 1880 Bowerham Barracks completed and first occupied by King's Own August 1914 Wagon Works on Caton Road became temporary barracks, then used to house people of German ancestry 13th January 1915 Private James Leach presented with the Victoria Cross at Buckingham Palace by King George V for his brave actions on 29th October 1914 September 1915 National Projectile Factory built between Caton Road and the River Lune in Lancaster to manufacture munitions shells. The shells were then sent on a train to the National Filling Factory in Morecambe to be filled with explosives 1st October 1917 White Lund Explosion July 1919 Peace Celebrations held at Giant Axe Field 1924 Westfield Village opened to house veterans of WW1</p>	<p>By 1764, Lancaster was Britain's 4th biggest slave port 1767 New Quay established to take larger ships 1782 Grand Theatre was built 1783 Town Hall is rebuilt (now the museum) 1788 Skerton Bridge was completed 1791 An enclosed dock completed at Glasson to accommodate ships too large to navigate the Lune to Lancaster 1792 Work began on the Lancaster-Preston Canal 1797 Lancaster Canal and Aqueduct were completed 1800 Dalton Square was developed by John Dalton 1807 Slavery was abolished in Britain 1820 First steam-powered mill built at White Cross</p>	
Key Vocabulary	<p>Causes: <i>Militarism / Alliances / Imperialism / Nationalism</i> Trenches Western Front No-Man's-Land Tanks Gas attack Conscription Pals David Lloyd George Woodrow Wilson Kaiser Wilhelm Flanders Field Armistice Poppy Remembrance Propaganda King's Own Royal Lancaster Regiment Battalion Bowerham Barracks National Projectile Factory National Filling Factory White Lund Mayor William Briggs / Mayoress Mary Briggs Private Leach</p>	<p>West Indies Navigation Maritime Slave Trade Palladian Neo-classical Canal Gillow Quay Oilcloth Linoleum Textiles Primary source Secondary source Diversity Architecture</p>	<p>Windrush Empire Monarchy Post-war NHS Culture Social Change Equality Protest Campaign Colonies</p>
Historical Skills	<p>Chronology Can I develop chronologically secure knowledge of the events and periods of time studied?</p> <p>Enquiry, Interpretation and Using Sources</p>	<p>Chronology Can I use dates and a wide range of historical terms when sequencing events and periods of time?</p> <p>Enquiry, Interpretation and Using Sources</p>	<p>Chronology Can I analyse links and contrasts within and across different periods of time including short-term and long-term scales?</p> <p>Enquiry, Interpretation and Using Sources</p>

	Can I recognise that some events, people and changes are judged as more significant than others?	Can I regularly address and sometimes devise historically valid questions and hypotheses? Can I give some reasons for contrasting arguments and interpretations of the past? Can I describe the impact of historical events and changes?	
	Communication	Communication	Communication
	Can I use appropriate vocabulary when discussing, describing, and explaining historical events? Can I construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms?	Can I acknowledge contrasting evidence and opinions when discussing and debating historical issues?	Can I choose the most appropriate way of communicating different historical findings?
	Events, People and Changes	Events, People and Changes	Events, People and Changes
	Can I demonstrate knowledge of how WW1 affected Lancaster?	Can I demonstrate knowledge of how the slave trade influenced Lancaster?	Can I describe key aspects of a non-European society?