

History Thread of history will be added here
(Colour will change depending on the term.)

Prior Learning

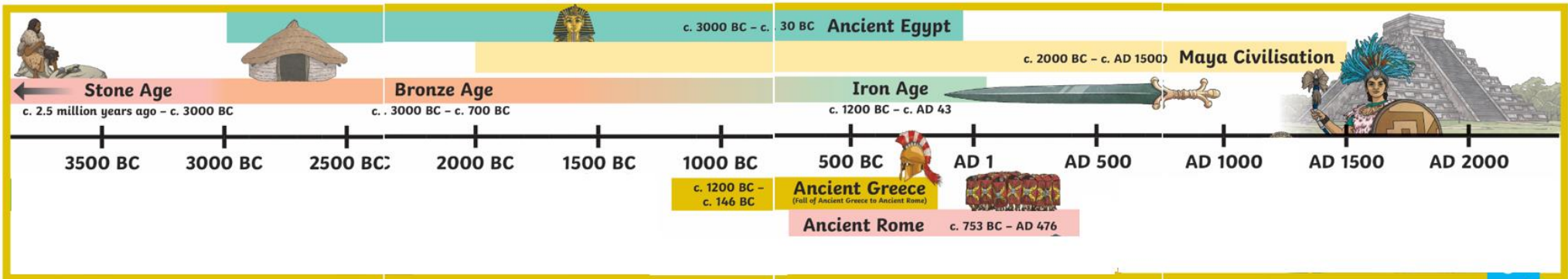
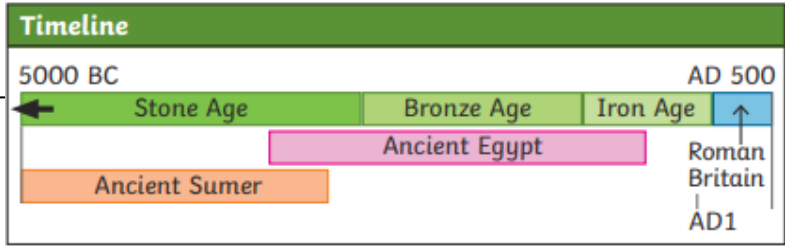
LI's to cover (outcomes on the curriculum statement)

Key information

Key Vocabulary
(Displayed at the beginning of every lesson)

Clear definition that is age appropriate for the year group.

Inprint to be added alongside the word each word



Whole School Curriculum Overview



Year Group	Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	History	UTW - Past and Present - Members of my family, roles in society		UTW - Past and Present - Schools in the Past and Now	UTW - Past and Present - Changing Technologies	UTW - Past and Present - Members of my family, roles in society	
1	History	Queen Elizabeth II & 1950s.	Communication Over Time. Charles Dickens.	Sudha Chandran and Gandhi	Living Memory (King's Coronation).	Mae C. Jemison & Neil Armstrong	Florence Nightingale & Mary Seacole
2	History		Castles & Henry VIII	Explorers (Sinha & Baret)	Climate Change (including Greta Thunberg)	The Great Fire of London	Changing Circuses
3	History	Strong Female Figures	Ancient Egypt	Shrinking World (Jemmy Button & Captain Fitzroy)	Stone Age to Iron Age		
4	History	Ancient Greece. Women in the Olympics.	Witchcraft	The Windrush. Alexander Graham Bell.	Roman Britain		
5	History	The Space Race	Shackleton	George Floyd & Simone Biles	Colonisation (Australia)	Anglo Saxons, Scots & Vikings	Medicine: Then & Now
6	History	The Maya	Apartheid & Mandela	Victorian Britain	World War II		

History Knowledge Organisers

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Progression of Skills

	R	1	2	3	4	5	6
Chronology		LI: To order given historical events with supporting imagery.	LI: To order given historical events.	LI: To order given historical events, demonstrating an awareness of BC/ BCE and AD.	LI: To create a structured account of a time period, informed by a given timeline. LI: To create a timeline, sequencing key historical events within a time period.	LI: To create a timeline, sequencing key historical events and including additional information.	LI: To create a structured account of a time period, including key events and outlining their impacts. LI: To create a timeline, selecting the key historical events to include and adding additional information.
Question and analysis		LI: To discuss people from the past by looking at a range of sources.	LI: To ask relevant questions to gain an understanding of history. LI: To use selected sources to find answers to historical questions about an event in history.	LI: To understand how knowledge from the past is constructed from a range of sources.	LI: To create an informed historical account using relevant historical information (from a range of sources).	LI: To create an informed historical account by selecting relevant historical information (from a range of sources). LI: To suggest reasons for differences in historical representations of the same event.	LI: To evaluate recounts of history recognising some as propaganda, opinion or misinformation.

Progression of Skills

	R	1	2	3	4	5	6
Diversity & relationships		LI: To discuss how people were treated differently in the past.	LI: To discuss how the treatment of people has changed over time (related to gender).	LI: To describe the differing attitudes towards people within a <u>time period</u> (Empire and civilising).	LI: To describe changing societal beliefs toward a specific group of society (related to gender).	LI: To describe how changing beliefs have shaped modern society.	LI: To describe how a society's beliefs can be changed, including the impact world organisations can have.
Time periods/events		LI: To describe the settlements of the 1950s LI: To describe the achievements of the 1950s	LI: To describe the changes to settlements of the 17 th century, resulting from The Great Fire of London. LI: To describe the achievements of the 17 th century, resulting from The Great Fire of London.	LI: To describe the settlements of the Ancient Egyptians LI: To describe the achievements of the Ancient Egyptians LI: To describe the settlements of the Stone Age to Iron Age LI: To describe the achievements of the Stone Age to Iron Age	LI: To describe the settlements of the Ancient Greeks LI: To describe the achievements of the Ancient Greeks LI: To describe the settlements of Roman Britain LI: To describe the achievements of Roman Britain.	LI: To describe the settlements of the Anglo Saxons. LI: To describe the achievements of the Anglo Saxons. LI: To describe the settlements of the Vikings. LI: To describe the achievements of the Vikings.	LI: To describe the settlements of the Mayans. LI: To describe the achievements of the Mayans. LI: To describe the settlements of the Victorians. LI: To describe the achievements of the Victorians (inventions). LI: To describe the achievements of the Victorians (education).

Progression of Skills

	R	1	2	3	4	5	6
Change Over Time		LI: To identify how things have changed over time.	LI: To identify how things have changed over time and suggest why.		LI: To identify results of historical situations, linking them to changes in society (both positive and negative). LI: To identify the developments within an organisation, linking them to changes within wider societies.	LI: To identify results of historical events, linking them to changes in society and considering the impact on people at the time. (George Floyd)	
Historical Links				LI: To identify the differences between the Stone Age to Iron Age with Ancient Egypt.	LI: To identify the similarities & differences between Ancient Greece and Ancient Egypt.	LI: To identify the similarities, differences and trends between Roman Britain and the Anglo-Saxons & Vikings. To recognise historical links between modern and historical practices, suggesting that some stay the same.	LI: To note connections, contrasts and trends over time between the time periods taught in KS2.

Progression of Skills

	R	1	2	3	4	5	6
Significance		<p>LI: To say why a person is important. (Sudha Chandran)</p> <p>LI: To say why a person is important. (Charles Dickens)</p>	LI: To identify the actions that make an individual significant.	LI: To explore the motivations behind the actions of significant individuals.		LI: To explore the significance of developing national interests and their outcomes.	LI: To explore the legacy of a significant individual, considering shifting perspectives towards their plight.
Impact		<p>LI: To identify the impacts of an individual, from given options.</p> <p>LI: To identify the impacts of an event from given options</p>	LI: To identify the impacts of a given individual.	LI: To identify the impact of individuals and groups on a national scale.	LI: To identify the impact of an individual on an international scale.	LI: To identify the impact of a nation's actions, considering different perspectives.	LI: To identify the impact of a nation's actions, considering the immediate and long-term effects.

Nursery

Prior Learning

To make connections between the features of their family and other families.
Notice differences between people.

Key information:**Understanding the world**

Begin to make sense of their own life-story
and family's history.

My grandparents were born a long time ago, and they are my
parents, parents.

Families don't always look the same but loving and caring for
each other is what matters.

My parents were children once too and they remember things
before I was born.

Development Matters Statements**Nursery**

- Continue developing positive attitudes about the differences between people.
- Begin to make sense of their own life-story and family's history

Key Vocabulary
(Displayed at the beginning of every lesson)



grandparents

grandparents- parents of
my parents



parents

parents-my mum and
dad



family

family-a group of one or
more living together as a
unit

Reception

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
UTW - Past and Present - Members of my family, roles in society		UTW - Past and Present - Schools in the Past and Now	UTW - Past and Present - Changing Technologies	UTW - Past and Present - Members of my family, roles in society	

Prior Learning

Begin to make sense of their own life-story and family's history.

Key information**Understanding the world**

Comment on images of familiar situations in the past.

Things I have done at the weekend are in the past.

The things I have done form a part of my history and some families/ children spend their time doing different things.

Key information**Understanding the world**

Compare and contrast characters from stories, including figures from the past.

Stories are written about lots of different people, some who are like me and some who aren't.

Often stories have a hero/ main character.

Sometimes stories have a 'bad guy' or a villain in them.

Some stories can be written about real people, such as 'dream big, little leader'. The people in this book all made a difference.

Key knowledge - technology
Understanding the world/ past and present

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

I know that mobile phones did not always exist, and my grandparents didn't always have them.

Key Knowledge - technology
Understanding the world/ past and present

I know that computers and smartphones didn't always exist.

I know that schools didn't always have iPads.

These were labelled as something to think about. Did you want them turned into questions or not on the KO at all?

Key Knowledge – Growing Up**Understanding the world/ past and present**

In the past I was a baby and a toddler.

In the future I will be a teenager, an adult and an elderly person.

There are some things I remember about my past and some things that I don't

Some big moments in my life so far are:

- Being born
- Getting my first tooth
- Learning to walk
- My first day at school





**History-Understanding the world/ past and present****Key Knowledge**





Schools in the past used to be different:

- They didn't have computers
- Not all children used to get to go to school
- They used to learn some different subjects like latin.

There were some things that are the same:

- Children would learn to read and write.
- Children would play together.
- Classes would have a teacher

Key Vocabulary (Displayed at the beginning of every lesson)	
 before	Before- earlier than something else
 after	After- following something else in time
 past	Past
 present	Present

Vocabulary	
 old	Old
 future	future
 new	New
 change	Change

Key Knowledge - community History-Understanding the world/ past and present

Where do I live now?
 What kind of place do I live in? (house, flat)
 How has Temple Hill changed?
 Why has it changed?

Key knowledge - community Understanding the world/ past and present

Talk about the lives of people around them and their roles in society.

There are lots of different jobs people can have and learn how to do.

People can also have different jobs within our families- some people work, some might look after children at home, some might work at home.

Year 1

Queen Elizabeth II & 1950s.

Communication Over Time. Charles Dickens.

Sudha Chandran and Gandhi

Living Memory (covid).

Mae C. Jemison & Neil Armstrong

Florence Nightingale & Mary Seacole

LIIs to cover (outcomes on the curriculum statement)

- To order given historical events with supporting imagery.
- To describe the settlements during the 1950s.
- To describe the achievements during the 1950s

Concepts

Settlements



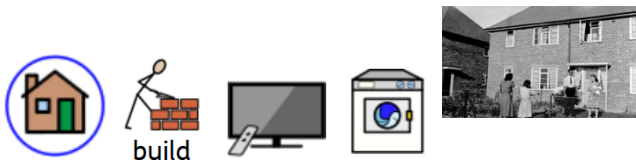
Shops changes and butchers and barbers had to go to multiple shops



In the 1950's Britain was being rebuilt after World War Two.



Houses were built and had modern items such as a washing machine and a TV.



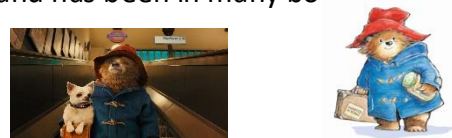
Achievements



In 1958 Paddington appeared for the first time in a story book 'A Bear Called Paddington'.



He is still one of the most loved characters in the UK and has been in many books and films!



1953- Coronation of Queen Elizabeth II



Key Knowledge

Queen Elizabeth II was queen for 70 years.



We now have a King. King Charles III was the eldest child of the Queen.



Key chronology

- Princess Elizabeth was born on 21st April 1926 in London.



- In 1947, she married her husband, Prince Philip, at the age of 21.



- She became Queen in 1952.



- On the 8th September 2022, Elizabeth II passed away aged 96.



Prior Learning

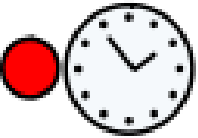
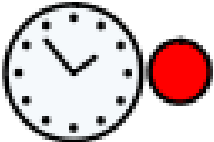
Stories are written about lots of different people, some who are like me and some who aren't.
 Some stories can be written about real people.

LIs to cover (outcomes on the curriculum statement)

To say why a person is important.

Key Vocabulary

(Displayed at the beginning of every lesson)

	Before- earlier than something else
	After- following something else in time

Key knowledge

Charles Dickens 1812- 1870

Charles Dickens was a writer.



writer



He created some of the best-known books and characters in the world.



He grew in the Victorian period and lived in Kent.



Victorian



Kent

Communication over time

Key knowledge

The way we have communicated with each other has changed over time.

Our grandparents would make phone calls and write letters.



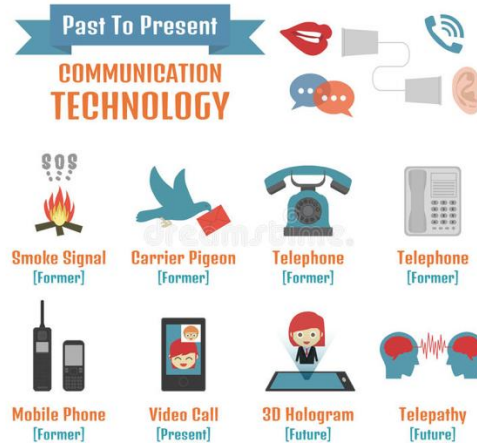
Our parents would text on the phone.



We can use facetime and video calls now.



There will probably be more changes in the future too.



LIIs to cover (outcomes on the curriculum statement)

To identify how things have changed over time.

Communication over time

Key knowledge

Cave paintings are a drawings that were used before writing existed. They tell stories and record events.

Pigeons' reliable messengers because they are very good at returning to their owners. People would attach messages to their legs. They were used by the military, government and businesses.

(Did you want me to add the phrase – homing instinct- or is that too high level?)

Letters are a type of written, printed or typed communication. It is usually between two people and are sent in an envelope via the mail and delivered by the postman.

Land lines telephones are machines that let you talk to people who are far away. Wires run from your home to the other persons home or to a special telephone box or station.

(you could make a cap and string phone to demonstrate how this works?)

Mobile phones are like landline phones that allow you to talk to people far away, but they do not use wires. It works like a special walkie-talkie that uses radio waves to send you voice through the air.

Key Knowledge

Sudha Chandran

Sudha is an Indian dancer and actress.



She was badly hurt in a car accident and lost her leg.



She didn't give up on her dream. She overcame her physical struggles, and with the support of her family and friends, she learnt to dance with a prosthetic leg.



She has won multiple awards for her exceptional performances.



Key Vocabulary (Displayed at the beginning of every lesson)

Prosthetic	an artificial body part, such as a leg.
Resilience	to withstand or to recover quickly from difficulties

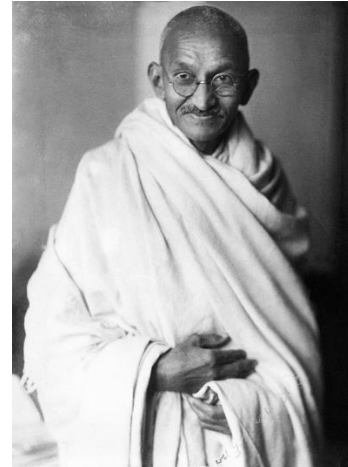
LIs to cover

To say why a person is important

Key Knowledge

Mahatma Gandhi

India was ruled by the British (as part of their empire) but Gandhi thought this was wrong.



Gandhi started a group called the Natal Indian Congress. He believed in non-violent protests.



He encouraged people to stand up for themselves but didn't want anyone to get hurt so encouraged people to protest peacefully.



The people of India were grateful, and he became known as 'Mahatma' meaning 'Great Soul'



Key Vocabulary (Displayed at the beginning of every lesson)	
Empire	A group of countries ruled by one ruler.
Protest	An action showing disapproval

LIs to cover
To identify the impacts of an individual from given options

Key knowledge

Change from covid to the coronation of King Charles 11

The coronation of King Charles

Impacts –

Money changes

Stamps changed

Post boxes changed

The national anthem changed to 'God save the King'

LIs to cover (outcomes on the curriculum statement)

To identify the impacts of an event from given options

I need to check with Emily and Mel if it is possible to change this.

LIs to cover (outcomes on the curriculum statement)

To discuss people from the past by looking at a range of sources.

Key Vocabulary
(Displayed at the beginning of every lesson)

source

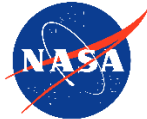


Information from the past or present about an event or person.

Mae C. Jemison & Neil Armstrong

Key individuals

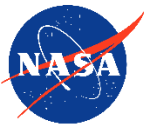
Mae Carol Jemison is a former **NASA** astronaut.



She was the first black woman to travel into space.



Neil Armstrong was an American astronaut.



He was the first man to walk on the moon.



Key Chronology

1961

Yuri Gagarin became the first man in space.



1960

1963

Valentina Tereshkova was the first woman in space and a crater on the far side of the moon is named after her!

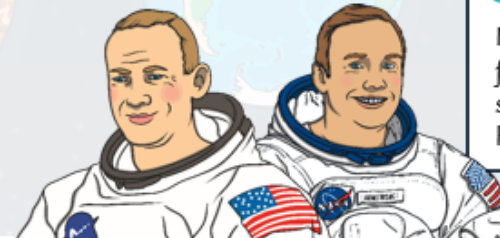


1965

1970

1969

Neil Armstrong and Buzz Aldrin set foot on the moon! The first words said on the moon were 'the Eagle has landed'.



LIs to cover (outcomes on the curriculum statement)

To discuss how people were treated differently in the past.

Florence Nightingale

Florence was born in 1820 in a big city in **Italy**.



She wanted to nurse the men in the war. The government said yes.



She became known as 'The Lady with the Lamp'.



She set up a school for nurses.



Mary Seacole

Mary Seacole was born in 1805 in Jamaica. She was British- Jamaican.



She wanted to nurse men at war.






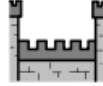
The government said no because of the colour of her skin, so she spent all her money paying to go and help anyway.



Year 2

	Castles & Henry VIII	Explorers (Sinha & Baret)	Climate Change (including Greta Thunberg)	The Great Fire of London	Changing Circuses
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Key Vocabulary (Displayed at the beginning of every lesson)	
 castle	A large strong building, or group of buildings, designed to protect the people inside from attack.
 drawbridge	A bridge, which can be raised and lowered, often found over a castle's moat.
 moat	A deep, wide ditch surrounding a castle, often filled with water
 battlement	Found at the top of a castle's walls, with openings to shoot through and raised sections for protection.

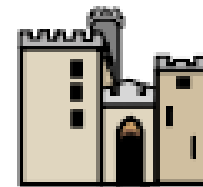
LIs to cover:

To ask relevant questions to gain an understanding of history.
 To answer relevant questions to gain an understanding of history.
 To describe historical job roles.
 To identify the actions that makes an individual significant.

Key questions and information the children should be able to answer after the topic has been taught

Asking Historical Questions

Why were castles built?
 How did castles keep people safe?
 What are some famous castles?



castle

Castles were built to:

- control the surrounding area
- defend against enemy attack
- launch weapons to attack enemies

Prior Learning

I know that we have kings and queens. Queen Elizabeth II died in recent history (2022).

Castles

Key individuals

Henry VIII- Henry the 8th was king from 1509- 1547.



He is well known for having six wives and creating the Church of England so he could get a divorce. The Pope (who was in charge of the Catholic Church) had said no to Henry the 8th.

6



Priests



Cook



Noble



Gang Farmers

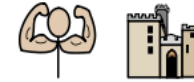


Knight



Key knowledge

Edinburgh castle is one of the oldest strengthened buildings in Europe.



Edinburgh Castle and its buildings date back to the eleventh century.

11



Leeds Castle is a castle in Kent.



It is built on islands in a lake.



There has been a castle there since 857.

Key Knowledge

Arunima Sinha is an Indian mountain climber.



She is the first amputee to climb Mount Everest.



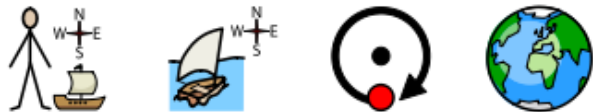
She also plays volleyball.



LIs to cover (outcomes on the curriculum statement)

To discuss how the treatment of people has changed over time (related to gender).

Jeanne Baret was an explorer who sailed the whole way around the globe.



It was unusual for women to be explorers when she sailed between 1766- 1769. She pretended to be a man at first!



Climate Change

Key Knowledge

Our planet has lots of beautiful wildlife and forests but it is being damaged by humans.



Every year enough rubbish to go around the Earth 24 times is dumped.



Climate change means the planet is getting hotter over time.



This has got worse and worse since the Victorian period when the burning of coal and oils rapidly increased.



LIs to cover (outcomes on the curriculum statement)

To identify the impact of a given individual.

Greta Thunberg

Key individuals

Greta Thunberg is a Swedish woman who protests against climate change.



She thinks the people running countries should do more to help.








She stopped going to school as a protest.



LIIs to cover (outcomes on the curriculum statement)

- To order given historical events.
- To use selected sources to find the answers to historical questions about an event in history.
- To describe the changes in the settlements of the 17th century, resulting from the Great Fire of London.
- To describe the achievements of the 17th century, resulting from the Great Fire of London.

Key Vocabulary (Displayed at the beginning of every lesson)		
bakery	 bakery	A shop where bread is made and sold.
rebuilt		Building something again after it has been damaged or destroyed.
River Thames		The river that runs through the middle of London.
St Paul's Cathedral		A very large church in London. It had to be rebuilt after the fire.
Source		Information from the past or present about an event or person.

Significant People



Samuel Pepys



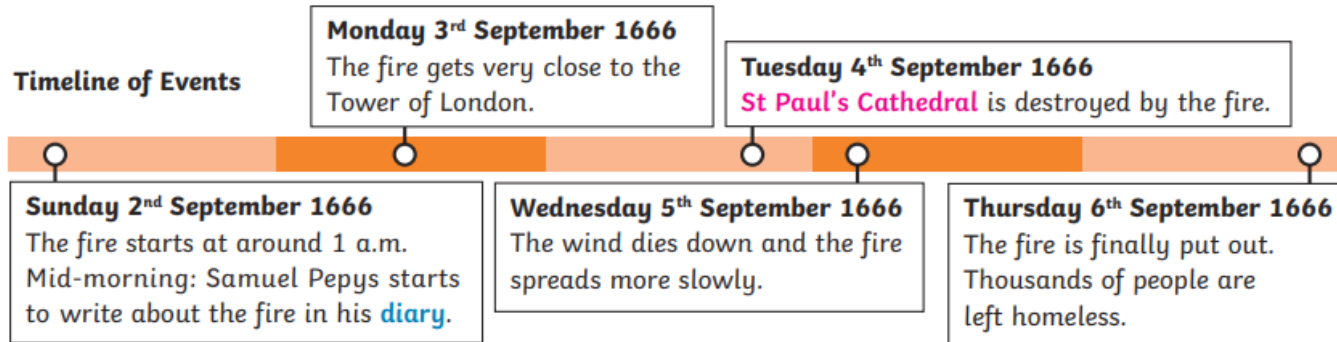
Sir Christopher Wren



King Charles II

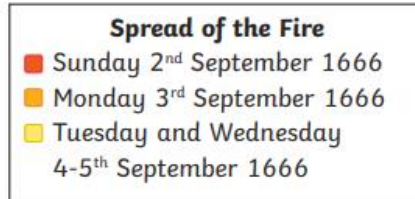
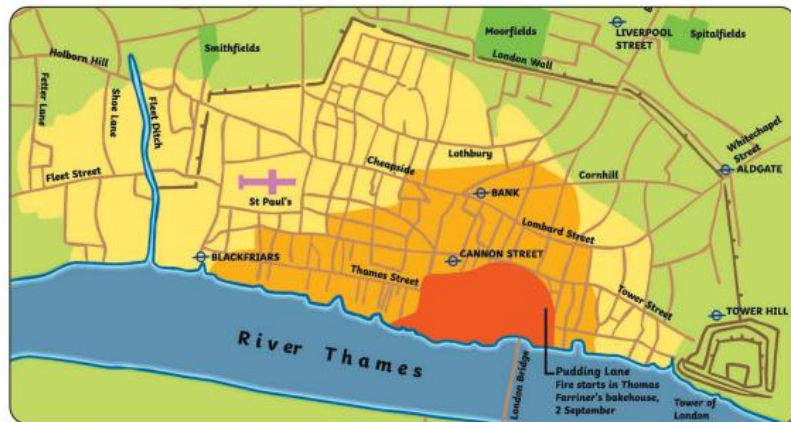
Key Chronology

Timeline of Events



Key Knowledge

When was the Great Fire of London?	The Great Fire of London started on Sunday 2 nd September 1666 and ended on Thursday 6 th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt . King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.



Concepts

Settlements



Houses in 1666 were made from wood and straw. The houses were built close together and these materials are highly flammable.

Wood and straw were available as they were easy to find.

Stones and brick and glass were used by the rich to build palaces and castles.

Achievements



St. Paul's cathedral began to be rebuilt in 1675 and was the tallest building in the city for hundreds of years.

People began to build houses from stone and brick.

The streets were made wider so that the houses were not too close together.

King Charles II made straw roofs illegal.

The monument was built as a permanent reminder of the fire.

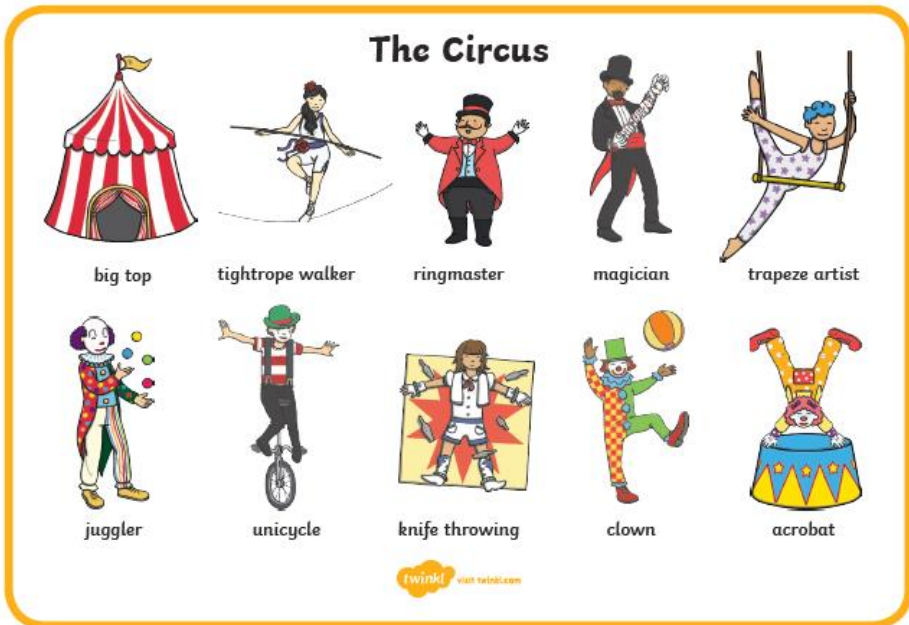
The amount of people who died from the black death was reduced because the rats that carried the disease were killed by the fire.

LIIs to cover (outcomes on the curriculum statement)

To identify how things have changed over time and suggest why.

Key Chronology

A circus is a show made up of people who perform for an audience showing a range of different skills such as magic, tightrope walking and knife throwing. Circuses have existed for 250 years in Britain.



Key Vocabulary (Displayed at the beginning of every lesson)		
circus		a show made up of people who perform for an audience showing a range of different skills
Big top		A large tent which is put up for a short period of time to contain a circus.
Ring master		the person who takes charge of a circus performance

Key knowledge

Circuses now:		Circuses in the past:	
<ul style="list-style-type: none"> - People share the talents and skills they have worked hard on. - Animals are not part of circus performances in Britain. - Usually held in a big top. 		<ul style="list-style-type: none"> - Animals that were poorly looked after were forced to perform and live in small cages. - People with medical conditions and illnesses were available to view for entertainment. - Usually held in a big top. 	

Year 3

Strong Female Figures	Ancient Egypt	Shrinking World (Jemmy Button & Captain Fitzroy)	Stone Age to Iron Age		
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Key information - significant individuals

Manal Al-Sharif-Manal wanted women to have the right to drive in Saudi Arabia.

She was arrested for saying this and had to be very brave. She is looked up to by many women in Saudi Arabia.



The Black Mambas are a female **anti-poaching** unit created in 2013 who work to protect the wildlife of South Africa.



Wangaari Maathai was an **environmentalist** who worked to restore trees in Kenya. She received the Nobel Peace Prize, and 40 million trees were planted!



Key Vocabulary (Displayed at the beginning of every lesson)

Anti-poaching

actions taken to prevent the illegal hunting, killing, or capturing of wildlife










environmentalist

a person who is concerned about or fights to protect the environment

LIs to cover (outcomes on the curriculum statement)

To explore the motivations behind the actions of significant individuals.

To identify the impacts of individuals and groups on a national scale.

Key Vocabulary (Displayed at the beginning of every lesson)		
ancient		Something from a very long time ago.
civilisation		A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt		The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics		A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
The Nile		A river that runs through Egypt. It was essential to life in ancient Egypt.
pharaoh		The ruler of ancient Egypt.
tomb		A sealed room where a person was placed after death.
artefact		A historical object made by humans.
archaeologist		A person who studies history through physical remains

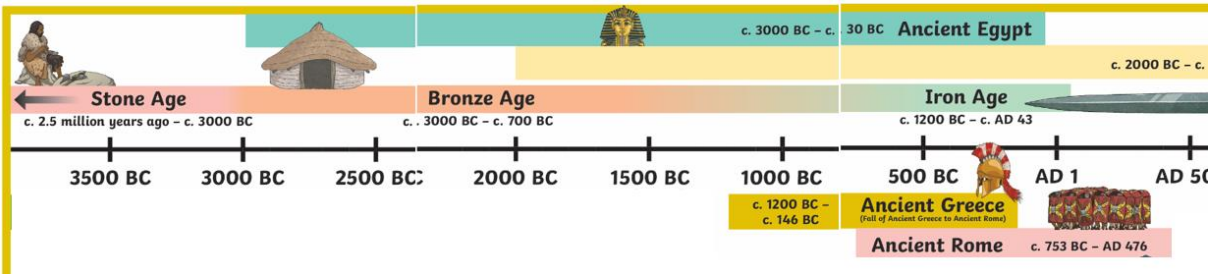
LIs to cover (outcomes on the curriculum statement)

To describe the settlements of the Ancient Egyptians.

To describe the achievements of the Ancient Egyptians.

To understand how knowledge from the past is constructed from a range of sources.

Key Chronology



Key Knowledge

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC	AD	Used to show that a date is after the year AD 1. This is counted forward so AD 100 is before AD 200
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In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.

Shrinking world LI link

Add slave labour

Key Knowledge

The Nile

Life revolved around the Nile. Every year, it flooded and left behind a black silt the enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

The Nile was used for water, fishing and trade. Mud from the riverbanks was used to make bricks a papyrus plants were used to make paper.

Most people lived along the Nile. This is still true in Egypt today.



A Pharaoh's Death

The ancient Egyptians built the pyramids as a resting place for the pharaohs.

When a pharaoh died priests would prepare their bodies in a process called mummification.

The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.



Significant individual - Tutankhamun

Tutankhamun was a pharaoh know more recently as the 'boy king' because he became pharaoh when he was 9 years old.

His tomb was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

His discovery helped people to understand more about the Egyptian pharaohs.

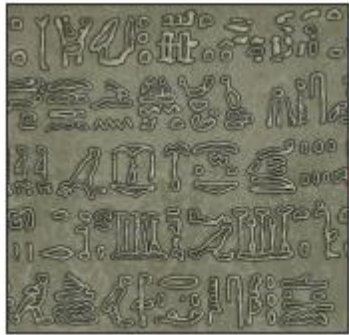


Tutankhamun's death mask

Key Knowledge - hieroglyphics

In **ancient Egypt**, scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along **the Nile**. Scribes were mostly men who went to a special school to learn to write.

Scribes wrote using **hieroglyphs**. **Hieroglyphs** were used for religious texts and inscriptions on statues and **tombs**. They were also used for counting crops and animals so that the right taxes could be taken.

**Did You Know...?**

The Rosetta Stone was discovered in 1799. It was written in **hieroglyphs** and two other languages, including **ancient Greek**, which language experts could still read. They translated the **hieroglyphs** by comparing the languages. It took 20 years to translate all the text into modern language.



Concepts

Settlements

The Egyptians settled along the Nile River as the soil alongside it was excellent for farming.

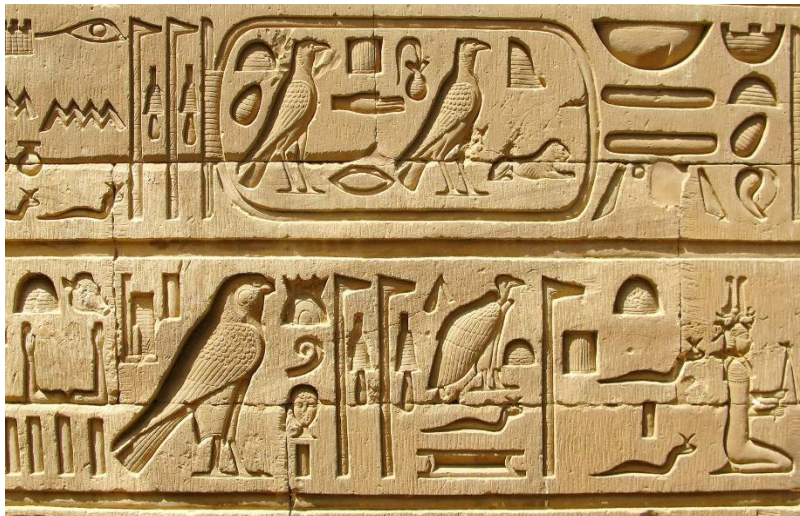
Most houses were made of brick. The banks of the Nile provided the mud used to make bricks. Brick makers collected mud, added straw and water to it as needed, and stomped it with their feet.

Achievements

The Ancient Egyptians developed a system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.

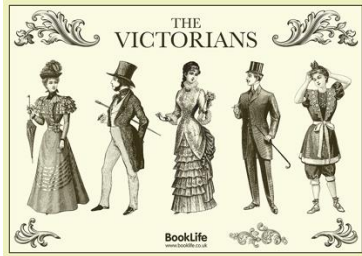


The Ancient Egyptians are well known for their pyramid building. The pyramids were built to house the tombs of pharaohs.



Key knowledge - (Jemmy Button)

During the Victorian era, Britain had an empire (this means it ruled over other countries).



British explorers and much of British society believed they were 'civilising' the people of these countries. This means they believed that people would have better lives if they were taught to live like them.

Key individuals - (Captain Fitzroy)

Captain Fitzroy was an English officer of the Royal Navy and a scientist.



He achieved lasting fame as the captain during Charles Darwin's famous voyage, FitzRoy's second expedition to Tierra del Fuego.

**LIs to cover (outcomes on the curriculum statement)**

To describe the different attitudes towards people within a time period (empire and civilising)

Link shrinking world to the Egyptians – slave labour, social standings, hierarchies

Compare Victorians to Egyptians



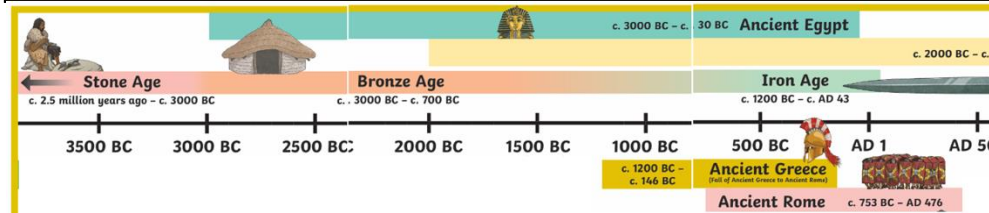
Key Vocabulary
(Displayed at the beginning of every lesson)

Stonehenge		a prehistoric temple aligned with the movements of the sun.
bronze		a yellowish-brown alloy of copper with up to one-third tin.
iron		a strong, hard magnetic silvery-grey metal
roman		relating to ancient Rome or its empire or people.

LIs to cover (outcomes on the curriculum statement)

- To order given historical events, demonstrating an awareness of BC/BCE and AD.
- To describe the settlements of the Stone Age to Iron Age.
- To describe the achievements of the Stone Age to the Iron Age
- To identify the differences between the Stone Age to the Iron age with Ancient Egypt.

Key Chronology



3000 BC	Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.
2100 BC	Bronze begins to be used in Britain to make weapons and tools.
1800 BC	The first large copper mines are dug.
1200 BC	'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.
800 BC	Iron begins to be used in Britain to make tools and weapons, instead of bronze. The first hillforts are constructed.
AD 43	The Romans invade Britain.

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.	AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.
BCE	BCE stands for "before the common (or current) era", so it means the era before the one we are living in. It means the same as BC and works the same way.	CE	CE stands for "common (or current) era", so it means the era we are living in. It means the same as AD and works the same way.

Key information - Tools

Stone Age

People during the Stone Age used tools such as stone axes, rocks and wooden spears which had tips hardened with fire to kill their food.



People around this time used a 'hammerstone' to make other tools. This hammerstone was made from a strong type of stone that could be hit against other stones. The little bits of other stones that broke off could then be used as spearheads and other sharp tools.



Iron Age

Around 800 BC people in Britain learned how to use iron. Iron tools made farming much easier than before and settlements grew in size.



Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.

Iron Age blacksmiths made strong swords by heating a bar of iron over a charcoal fire.

Concepts

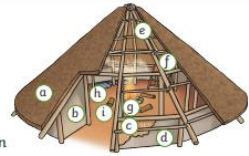
Settlements

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

Hillforts People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things.

Roundhouses

- a. thick thatch
- b. door
- c. wattle
- d. daud
- e. timber frame
- f. upright loom
- g. hearth (fire)
- h. beds
- i. logs for sitting on



In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills.

These were known as 'hillforts'. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.



An Iron Age hillfort

Achievements

The Stone Age is named after the stone tools that the earliest humans used to help them survive.

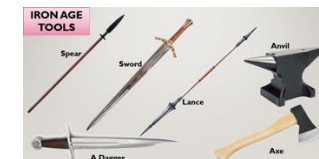
They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together.

Stonehenge

Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales



Iron Age: Around 800 BC people in Britain learned how to use iron. Iron tools made farming much easier than before and settlements grew in size.







Year 4

Ancient Greece. Women in the Olympics.

Witchcraft

The Windrush. Alexander Graham Bell.

Roman Britain

	Key Chronology
	- Women were first able to compete in the Olympics in 1900 in Paris. Out of 997 athletes, 22 were women.
	- 1996 Hijabi athletes allowed to compete in the Olympics.
	- 2012 was the first year that women were eligible to compete in every event in the Olympics due to the addition of women's boxing.
	- 2016 Ibtihaj Muhammad became the first US athlete to compete in the Olympics wearing a hijab.

LIIs to cover:

To identify the developments within an organisation, linking them to changes within wider societies.

Head coverings worn by Muslim women



Burka

Full body, covers entire face, a mesh screen covers the eyes



Niqab

Veil for the face, eyes remain visible



Hijab

Square scarf covers head and neck



Chador

Full-body cloak



Shayla

Long scarf, wrapped around the head



Al-Amira

Two-piece headscarf



Khimar

Cape-like, covering hair, neck and shoulders

Prior Knowledge- Year 3 Ancient Societies

Ancient Egypt (See KO)

ILIs to cover (outcomes on the curriculum statement)

To create a structured account of a time period, informed by a given timeline.






To describe the settlements of the Ancient Greeks

To describe the achievements of the Ancient Greeks

To identify the similarities and differences between Ancient Greece and Ancient Egypt.

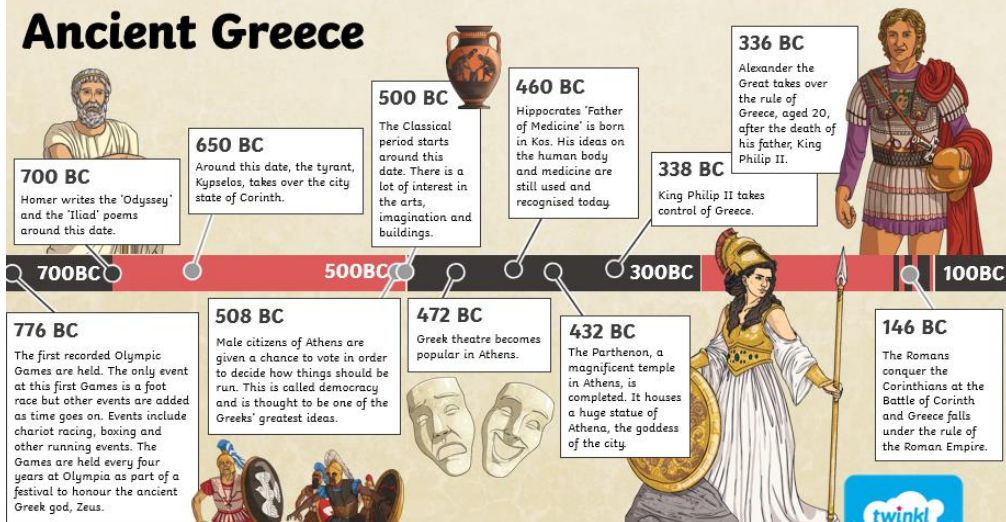
To identify the development within an organisation. Linking them to changes within the wider society.

Key Vocabulary
(Displayed at the beginning of every lesson)

ancient		something from very long ago
City states		Small areas that ancient Greece was divided into, each with their own governments, laws and army.
legacies		things that live on after someone dies or after a civilisation or event ends.
democracy		democracy is a system where the citizens of a country or state are involved in the way it is run.
Civilisation-		A human society with well-developed rules and government, often where technology and the arts are considered important.

Key Chronology

Ancient Greece



700 BC
Homer writes the 'Odyssey' and the 'Iliad' poems around this date.

650 BC
Around this date, the tyrant, Kypselos, takes over the city state of Corinth.

500 BC
The Classical period starts around this date. There is a lot of interest in the arts, imagination and buildings.

460 BC
Hippocrates 'Father of Medicine' is born in Kos. His ideas on the human body and medicine are still used and recognised today.

338 BC
King Philip II takes control of Greece.

336 BC
Alexander the Great takes over the rule of Greece, aged 20, after the death of his father, King Philip II.

300 BC

276 BC

250 BC

200 BC

146 BC
The Romans conquer the Corinthians at the Battle of Corinth and Greece falls under the rule of the Roman Empire.

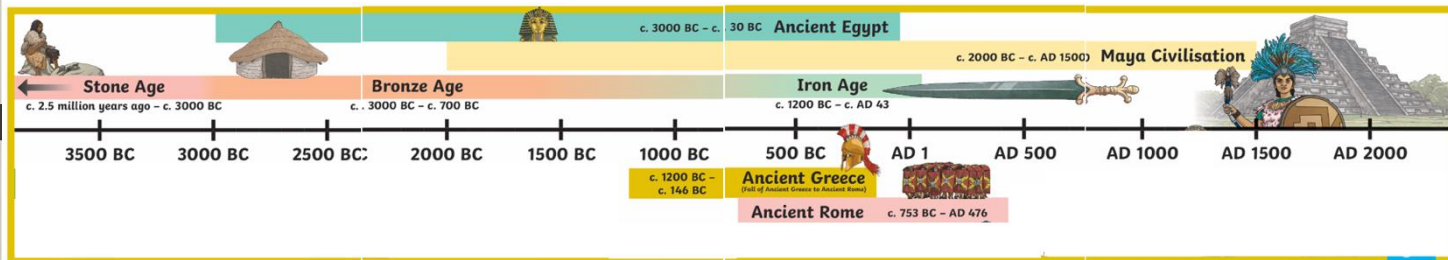
100 BC

776 BC
The first recorded Olympic Games are held. The only event at this first Games is a foot race but other events are added as time goes on. Events include chariot racing, boxing and other running events. The Games are held every four years at Olympia as part of a festival to honour the ancient Greek god, Zeus.

508 BC
Male citizens of Athens are given a chance to vote in order to decide how things should be run. This is called democracy and is thought to be one of the Greeks' greatest ideas.

472 BC
Greek theatre becomes popular in Athens.

432 BC
The Parthenon, a magnificent temple in Athens, is completed. It houses a huge statue of Athena, the goddess of the city.



Concepts

Settlements

Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass.



Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. Only rich people enjoyed baths at home.

At night, Greeks slept on beds stuffed with wool, feathers or dry grass. Most people went to bed as soon as it got dark. The only light came from flickering oil lamps and candles.

Achievements

The first recorded Olympic Games was in 776 BC, in Olympia, Greece. Some of the evidence about the Games comes from paintings discovered on pottery.



508 BC- male citizens of Athens are given a chance to vote in order to decide how things should be run. This is called "democracy" and is thought to be one of the Greeks greatest ideas



The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the things that have had a significant impact on culture today. These things can be referred to as 'legacies' of ancient Greece.



Key Knowledge- Life

Ancient Greece was not a country- it was made up of city states.

Key Knowledge – Influence on western world

Many things in culture today have been influenced by the ideas of the ancient Greek civilisation.



Around 508 BC, democracy was introduced to ancient Athens. After debating issues, the ancient Athenians would vote.



Key Knowledge- Greek Gods

The ancient Greeks believed in many different gods and goddesses. Each god/goddess was responsible for certain parts of life too

Ancient Greek Gods and Goddesses

Aphrodite



Goddess of love and beauty. She is often depicted with a dove.

Apollo



God of many things, including the sun and light, music and poetry, archery and healing.

Ares



God of courage and war. He is a son of Zeus and his wife Hera.

Artemis



Goddess of hunting, the moon and nature. She is twin sister to Apollo.

Athena



Goddess of wisdom and war. The myths say that she sprang from Zeus's head, fully grown and wearing armour.

Hades



God of the underworld. He is the brother of Zeus and Poseidon and is usually pictured with a two-pronged pitchfork or staff.

Hera



Goddess of women, marriage and family. She is the wife and also the sister of Zeus, as well as the sister of Poseidon and Hades.

Hermes



The messenger God and known as the 'divine trickster'. He is famously depicted with winged sandals.

Poseidon



The brother of Zeus and Hades, Poseidon became ruler of the sea and is depicted with a trident.

Zeus



God of the sky. Zeus is considered the father and protector of all gods and mortals.

Witchcraft

Prior Learning

Children know about witches as characters in stories. Women have been treated differently in the past.



Key Knowledge

People have believed in witches and witchcraft since ancient times. Witches were once greatly feared. Today witches are mostly thought of as characters in stories or as fun symbols of Halloween.



Many women were accused of being witches and punished for it. In 1597 King James VI of Scotland (who became king of England in 1603) wrote a book about witches and demons and the horrible things they do to people.



In order to test whether or not a woman was a witch, people would perform a 'ducking'. This was throwing the 'witch' into a pond or river with their hands and feet tied. If they escaped, they were a witch. If they did not, they usually drowned!



Key Chronology

From the 1300s to the 1700s leaders in Europe carried out witch-hunts. Tens of thousands of people were put on trial for witchcraft. Many thousands were put to death.



LIs to cover:

To describe changing societal beliefs toward a specific group of society (related to gender).

Key Vocabulary (Displayed at the beginning of every lesson)

misogyny



the hatred of, contempt for, or prejudice against women or girls.

Prior Learning- Year 1

Mahatma Gandhi

India was ruled by the British (as part of their empire) but Gandhi thought this was wrong.



He didn't want anyone to get hurt so encouraged people to protest peacefully.



In the 1950's Britain was being rebuilt after World War Two.



Houses were built with wooden floors and had modern items.



LIs to cover:

To create an informed historical account using relevant historical information (from a range of sources).

To identify results of historical situations, linking them to changes in society (both positive and negative).

Key Knowledge

After many young men and women lost their lives during World War II, Britain had a shortage of workers and needed more labourers.



The British government invited people from Jamaica and other countries to come and work in the UK. The Empire Windrush (a ship) collected 492 people from Jamaica and bring them back to London.



These people worked in industries such as transport, rail and the National Health Service.



Although many of them only planned to stay for a few years, the majority stayed in the UK permanently.

Sadly, life wasn't always easy for the new arrivals. Many were treated unfairly by white British people and they even found it difficult to find basic things such as somewhere to live.



In 1959, an annual carnival was started in Notting Hill, London as a celebration of people's differences.



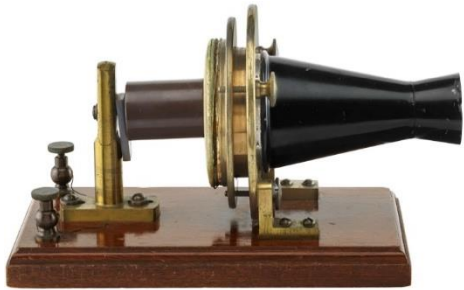
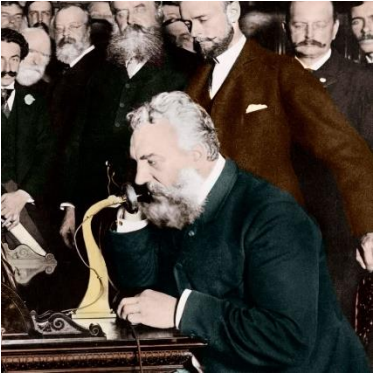
Although things are getting better, many immigrants still suffer the effects of discrimination and racism today.



In 2018, many people who had lived in Britain for years since immigrating were wrongly arrested. Some were even deported from the UK (including those that had been living there since they were a child). This has become known as the Windrush scandal.

Key individuals

Alexander Graham Bell (1847- 1922) was a Scottish-born inventor, scientist and engineer who is credited with patenting the first telephone.



LIs to cover:

To explore the impact of an individual on an international scale.

Prior Knowledge- Year 4 Ancient Societies

Ancient Greece (see KO)

Note: No Lis for Key Individuals

Each individual to be taught in WCR (one per day) to supplement the curriculum and English teaching.

Lis to cover:

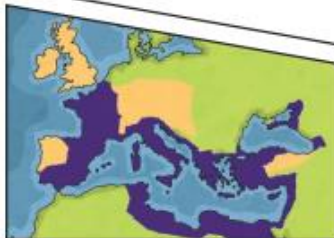
To create a timeline, sequencing key historical events within a time period. (Chronology)

To describe the settlements of Roman Britain. (concepts)

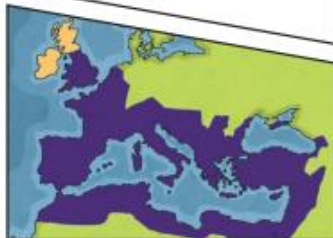
To describe the achievements of Roman Britain. (concepts)



Map showing the Roman Empire in 44 BC



Map showing the Roman Empire in AD 305



Key Vocabulary

(Displayed at the beginning of every lesson)

Caledonia		The name used in Roman times for Scotland.
Celts		People living in Britain.
emperor		The ruler of an empire.
Iceni		A tribe of Celts led by Boudicca.
legion		A large section of the Roman army, made up of 5000 soldiers.
Roman Empire		The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.
civilisation		A human society with well-developed rules and government, often where technology and the arts are considered important
rebellion		An act of armed resistance to an established government or leader.



Concepts

Settlements

Romans mostly lived in small towns and rural settlements. They included simpler structures, like wooden houses with thatched roofs, for the less affluent. Many Romans also lived in larger cities including London and Bath.



Domus -These were the townhouses of wealthy Romans, typically single-story with rooms arranged around a central courtyard or atrium. They often featured elaborate decorations like mosaics, underfloor heating (hypocaust), and even private baths.



Insulae - These were multi-story apartment buildings in cities, housing a large number of people, often in cramped and less desirable conditions compared to domus



Villas - Villas were country estates, ranging from simple farmhouses to grand residences. They often included agricultural buildings and were occupied by wealthy Romans and their families. Some villas were quite luxurious, with features like mosaic floors, baths, and elaborate gardens.



Achievements

The Romans were great **engineers and architects**. They built aqueducts, amphitheatres, arches and they also built Roman baths where people would go to relax and socialise. Some of these still exist today!



The Romans were famous for building **long straight roads** to transport their legions and goods. Some of these Roman roads still exist today, such as the A2.



Julian Calendar. The Romans were the first to invent a calendar that consisted of 365 days, along with a leap year. As well as a lot of our months are derived



Roman numerals were widely used in official documents, inscriptions, and public displays. They continue to have a presence in modern society,

I II III
IV V VI
VII VIII

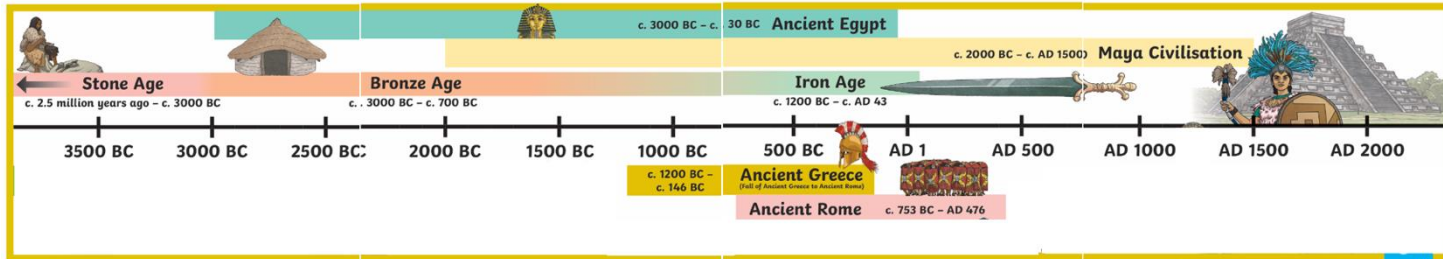
Concrete. Rome might not have been built in a day, but parts of it have lasted for thousands of years thanks to Roman concrete.



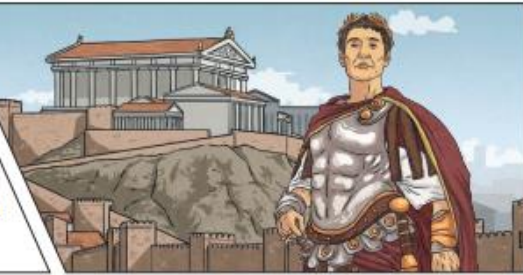
Heaters. The Romans were the very first to invent an underfloor heating system in buildings, credited as one of their very first achievements.



Chronology



55 BC: The First Raid
Julius Caesar wanted to extend his **Roman Empire** so he attempted to invade Britain but the **Celts** fought back and the Romans returned to Gallia (modern-day France).

**AD 60: Boudicca's Rebellion**

The Romans decided that the **Iceni** tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.

**54 BC: The Second Raid**

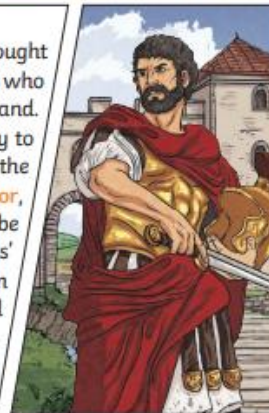
Julius Caesar tried to take over Britain again. This time, he took bigger and stronger **legions** and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.

**AD 43: Invasion**

The new **emperor**, Claudius, was determined to make more of Britain part of his **Roman Empire** and started a successful invasion. Many **Celts** realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of **Celts** continued to fight against the Romans, who never gained full control of Britain.

**AD 122: Hadrian's Wall**

The **Caledonian** tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the **Picts** so the Roman **emperor**, Hadrian, ordered a wall to be built to protect the Romans' land. The wall was 117km long with castles, guarded forts, barracks, bathhouses and even hospitals.



Key individuals



Boudicca- Boudica or Boudicca was a queen of the Iceni tribe of Celtic Britons, who led a rebellion against the Roman Empire in AD 60 or 61.



The Ivory Bangle Lady- The Ivory Bangle Lady is a skeleton that was found in York. She was a rich female who died in York in the 4th century AD. Her skeleton was found with bracelets, pendants, earrings, beads as well as a glass jug and mirror. Her skull shape suggests that she was likely to be from North Africa.



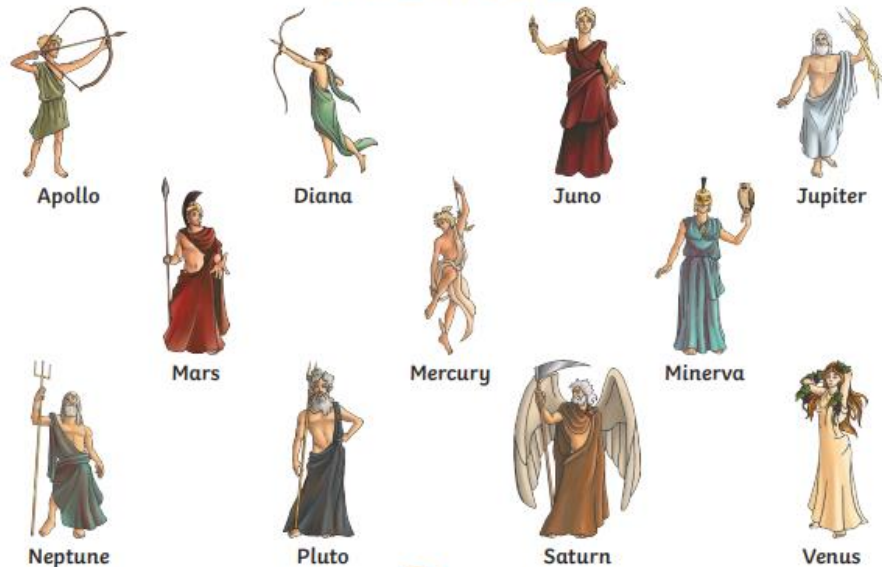
Septimius Severus, the Roman emperor who ruled from AD 193 – 211, was an African man. He was born in North Africa in the place now called Libya. This round painting called a 'tondo' shows Septimius Severus with his second wife and children.



Key Knowledge

Early within the Roman era the Romans believed in many different gods and goddesses who they believed controlled different aspects of their lives.

Roman Gods



Roman God:	Role:
Apollo	god of sun, light and music
Diana	goddess of hunting
Juno	wife of chief god
Jupiter	chief god
Mars	god of war
Mercury	messenger god
Minerva	goddess of wisdom
Neptune	god of the sea
Pluto	god of the underworld
Saturn	god of time
Venus	goddess of love

Year 5

5	History	The Space Race	Shackleton	George Floyd & Simone Biles	Colonisation (Australia)	Anglo Saxons, Scots & Vikings	Medicine: Then & Now
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Key Knowledge

There have been amazing advances in exploring space. From sending all sorts of rockets and satellites into orbit, to snapping pictures of distant planets and galaxies, humans have made some extraordinary achievements to learn more about life beyond our planet.

The “space race” was a Cold War competition between the United States and the Soviet Union to develop aerospace capabilities, including artificial satellites, unmanned space probes, and human spaceflight.

When the Russians launched the world’s first artificial satellite, *Sputnik I*, in October 1957, America wanted to compete.

The US was the first country to land on the moon in July 1969.

Today, private space travel is possible through private companies rather than the Government. These activities include orbital missions to the international space station to suborbital flight for travel and tourism. There are many companies that offer this kind of space travel including SpaceX, Blue Origin and Virgin Galactic.



Key Chronology

The National Aeronautics and Space Administration (NASA) was created in 1958 as the agency with responsibility for the development of aerospace research.



In 2001, Dennis, Tito became the first space tourist, travelling to the international space station.

On the 21st June 2004, the first privately funded manned spacecraft to achieve suborbital flight above 100 km (62 miles) was SpaceShipOne. This flight was part of the Ansari X Prize competition

SpaceX's first space tourism mission, Inspiration4, launched on September 16, 2021, sending the first all-civilian crew into orbit.

LIs to cover:

To explore the significance of developing national interest and their outcomes.

Key individual

Katherine Johnson



she figured out the paths for the spacecraft to orbit (go around) Earth and to land on the Moon.

NASA used Katherine's math, and it worked! NASA sent astronauts into orbit around Earth. Later, her math helped send astronauts to the Moon and back.

Key individuals

Sir Ernest Henry Shackleton was an Antarctic explorer who led three British expeditions to the Antarctic. He was one of the key figures of the period known as the Heroic Age of Antarctic Exploration.



Captain Robert Falcon Scott, CVO, was a Royal Navy officer and explorer who led two expeditions to the Antarctic regions: the Discovery expedition of 1901–1904 and the failed Terra Nova expedition of 1910–1913.

Key Chronology

On 19th January 1915, the ship 'Endurance' became stuck in a large sheet of ice.



Ernest and his crew abandoned the ship and lived on top of the Antarctic ice for almost two years before they were finally rescued on 30th August 1916.



LIs to cover:

To create an informed historical account by selecting relevant historical information (from a range of sources).

Key information – Significant individuals

George Floyd was an African American man murdered by a Police Officer whilst he was being arrested for a crime which he did not commit.



LIs to cover:

To describe how changing beliefs have shaped modern society.

To identify results of historical events, linking them to changes in society and considering the impact on people at the time (George Floyd)

Simone Arianne Biles Owens is an American artistic gymnast. Her 11 Olympic medals and 30 World Championship medals make her the most decorated gymnast in history. She is widely regarded as one of the greatest gymnasts of all time and one of the greatest Olympians of all time



She has been recognised as a role model to those with ADHD and those who grow up in different families (grandparents).



Simone Biles has had a significant positive impact on mental health awareness particularly within the realm of sports. Her decision to prioritise her mental health during the 2020 Tokyo Olympics brought the topic to the forefront and helped to normalise discussions about mental well-being among athletes and the wider population.



Simone is the national ambassador for the "Friends of the Children" organisation. Her personal experience with foster care fuels her passion for the organisation's mission to provide long-term, professional mentoring to children facing adversity.

Prior Learning- Year 4

After many young men and women lost their lives during World War II Britain had a shortage of workers and needed more labourers.



The British government invited people from Jamaica and other countries to come and work in the UK. The Empire Windrush (a ship) brought them back to London.



These people worked in industries such as transport, rail and the National Health Service.



Although many of them only planned to stay for a few years, the majority stayed in the UK permanently.

Sadly, life wasn't always easy for the new arrivals. Many were treated unfairly by white British people and they even found it difficult to find basic things such as somewhere to live.



In 1959, an annual carnival was started in Notting Hill, London as a celebration of people's differences.



Although things are getting better, many immigrants still suffer the effects of discrimination and racism today.



In 2018, many people who had lived in Britain for years since immigrating were wrongly arrested. Some were even deported from the UK (including those that had been living there since they were a child). This has become known as the Windrush scandal.

LIs to cover:

To suggest reasons for differences in historical representations of the same event.

To identify the impact of a nation's actions, considering different perspectives.





Year 5 want to change from colonisation to invasion (whose perspective) – dispute whether it was successful. Include aboriginal instead of indigenous. Add invasion to vocab.

Key Knowledge

- Australia was a collection of British colonies from 1788 until 1901.
- The first colonies were established as places where criminals were sent to live and work.
- Australian Colonisation: The First Fleet of British ships arrived at Botany Bay in January 1788 to establish a penal colony, the first colony on the Australian mainland.
- In the century that followed, the British established other colonies on the continent, and European explorers ventured into its interior.
- The colonisation of Australia had a devastating impact on many Indigenous people who lived on this land for thousands of years.



Key Vocabulary (Displayed at the beginning of every lesson)

colony		a group of people from one country who build a settlement in another territory, or land
colonisation		occurs when one country takes control of another country or region, establishing a settlement, or permanent part of the colony, in order to control the area and gain riches
indigenous		the first people to live in a place
Penal colony		a settlement used to hold prisoners and use them for working in part of the state's (usually colonial) territories

Prior Learning (Year 4 Geography)



300 BC – Celts arrived on the islands of Great Britain and Ireland.

1st Century – Romans came and England and Wales were part of the Roman Empire.

700/800AD – Vikings raided the coasts of England, but Anglo-Saxons eventually defeated them and a united English Kingdom was created.

Anglo-Saxon England was a kingdom for nearly 150 years before the battle of Hastings in 1066.

In the 1400's territories such as Shetland and Orkney became part of Scotland.



1603 – Scotland fought many battles against England to keep its independence but was finally united. Their parliaments joined and later the Kingdom of Great Britain was named (England, Scotland and Wales).




The Acts of Union, passed by the English and Scottish Parliaments in 1707, led to the creation of a united kingdom to be called "Great Britain"

The Acts of Union 1800 united the Kingdom of Great Britain with the Kingdom of Ireland.

1922 – Ireland continued to demand independence from England and most of it split to form what is now Ireland. 6 counties remained part of the UK (Northern Ireland).

Key Vocabulary
(Displayed at the beginning of every lesson)

Vikings and Anglo Saxons

exile		To be sent away.
invade		To enter and occupy land.
kingdom		An area ruled by a king.

Key Vocabulary
(Displayed at the beginning of every lesson)

Anglo Saxons

trends	a general direction in which something is developing or changing
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LIs to cover:

To create a timeline, sequencing the key historical events and including additional information

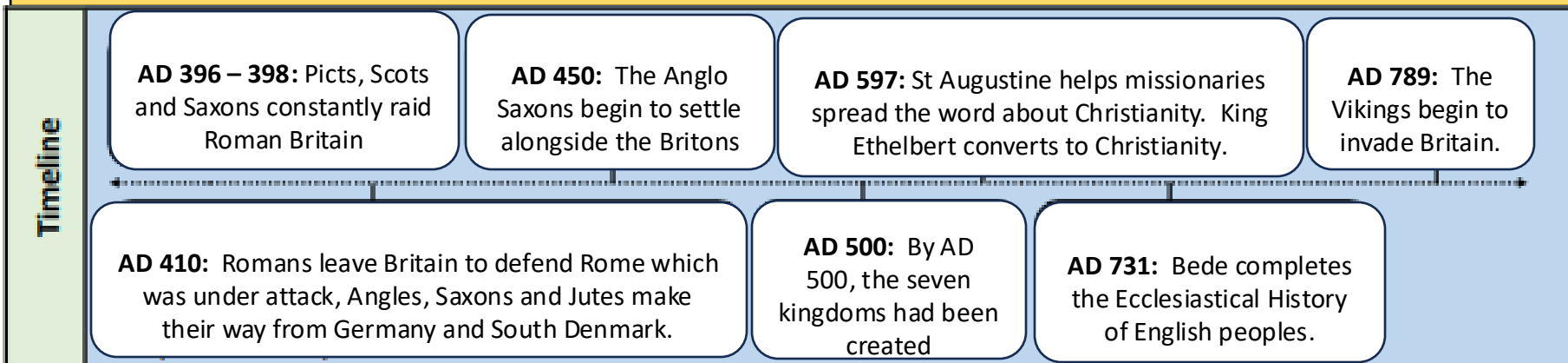
To describe the settlements of the Anglo Saxons.

To describe the settlements of the Vikings.

To describe the achievements of the Vikings.

To identify the similarities, differences and trends between Roman Britain and the Anglo Saxons and the Vikings.

Chronology



Concepts – Anglo Saxons

Settlements

Anglo- Saxons lived by forests and rivers in small village groups. They made their houses from wood with thatched roofs. The houses consisted of one large room only.



Achievements

The Anglo-Saxons created buckles, jewellery and purse fittings which were made from gold, silver and bronze.

The Anglo Saxons were skilled in textile crafts though not many examples have survived the last 2000 years. The most famous is the Bayeux Tapestry which was made in typical Anglo-Saxon style.



Could this be more specific, what in settlements and achievements are most important?

Key Knowledge - Roman Withdrawal

By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support.

Key Knowledge - Art and Culture

Paganism

When the Anglo Saxons arrived in Britain, they were Pagan, this meant they believed in lots of different Gods and Goddesses who were all in charge of different parts of life.



Key Knowledge

Anglo-Saxon migration



Seven Kingdoms of Anglo-Saxon Britain



Key Knowledge**Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor****Early Vikings**

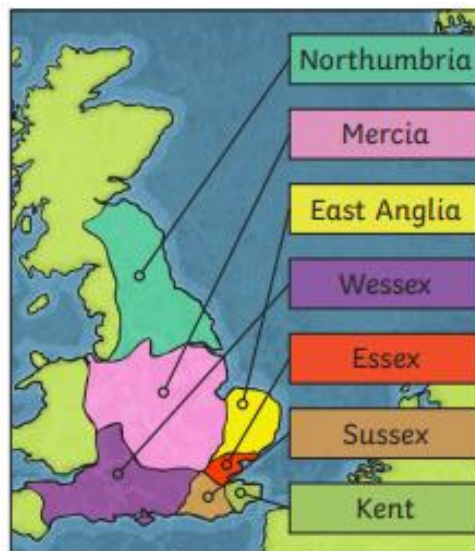
The Vikings came from Denmark, Norway or Sweden. They arrived in Britain around AD 787 and had travelled by longships.

They raided places such as monasteries for expensive items to trade such as gold and jewels.

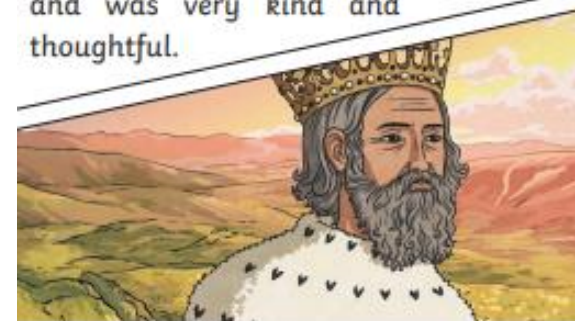
They also wished to claim land and take over Britain. They invaded and settled in Scotland before heading South into England. BY AD 878 the Vikings had settled permanently in Britain.

Anglo-Saxon Kings

The kings of Anglo-Saxon Britain each ruled their own **kingdom** and the people in it. They fought to defend their **kingdom** or take control of other **kingdoms**. When the Anglo-Saxons first settled in Britain, there were seven **kingdoms**, but by AD 878 there was just one **kingdom** left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.

**The Last Anglo-Saxon Kings**

AD 1042 – Edward the Confessor became King. He was known as 'the Confessor' because he led a very religious life and was very kind and thoughtful.



AD 1066 – Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge.

William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.

Key Knowledge**Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor****Key Knowledge****Viking Life**

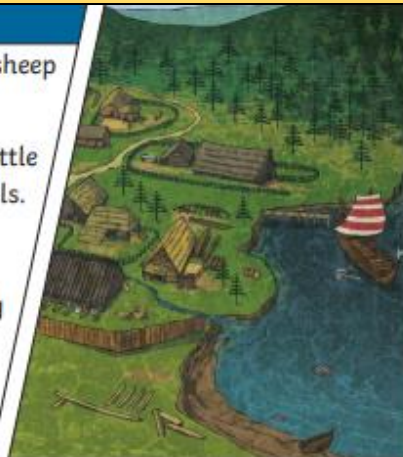
Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat.

Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls.

Jewellery - Worn to show off how rich a person was.

Pagans - Vikings arrived as **pagans** but eventually converted to Christianity.

Sagas - Vikings used rhyme to tell stories about adventures and battles against monsters.

**Anglo-Saxon Laws and Punishments**

The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and **exile** were common punishments; as well as paying a fine (**wergild**), or receiving reparations in the form of hot or cold water ordeals.

**Concepts – Vikings****Settlements**

Vikings (similarly to Anglo Saxons) lived in rural areas. They lived in narrow houses called longhouses. Longhouses were often found in the countryside. Viking houses in cities such as York would have been smaller.

**Achievements**

Vikings are particularly well known for their incredible ship building which was considered the best at this time. This allowed the Vikings to travel long distances very successfully.



Key Knowledge – Historical links

Prehistoric medicinal practices linked to modern practices

Prehistoric tribes would use herbs and plants to make medicines, such as birch bark tar, which had similar properties to aspirin (pain relief).



Herbal medicine are still used today, traditional **aboriginal tribes use herbs as medicine, these tribes have never encountered modern societies before. They also carried out rituals on their sick or injured members.**



Prehistoric people would believe doctors were witches. Now they are respected people who we go to them we are unwell.

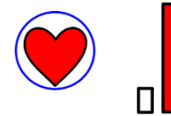


We still have some of the same diseases that prehistoric skeletons show evidence of (such as osteoarthritis).



People live much longer now than they did in prehistoric times

The average life expectancy of a human in 2024 is 73 years. Whereas, in prehistoric times their life expectancy was 20-25 years



Hygiene routines did not exist in prehistoric times and people did not have knowledge about it.







The earliest evidence of acupuncture dates back to the stone age with primitive tools representing needles found at archaeology sites. Ancient Chinese healers found that stimulating specific points on the body alleviates pain and promotes healing.



Surgical tools have been used since prehistorical times. They would use a flint as a scalpel to perform operations.

Key knowledge -
Otzi and skull

Key Vocabulary (Displayed at the beginning of every lesson)		
prehistoric		The period of time before written records.
modern		Relating to the present or recent times.
primary source		A first-hand account of an event or topic. Any source of information created at the time studied.
medicinal practices		Using medicine or surgery to prevent, relieve or cure disease, pain or injury.

Year 6

6






History

The Maya

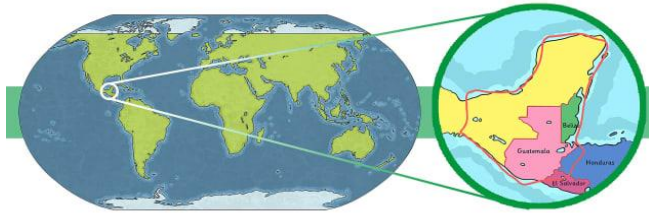
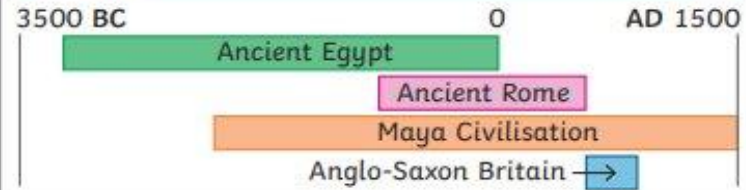
Apartheid & Mandela

Victorian Britain

World War II

Key Vocabulary (Displayed at the beginning of every lesson)		
ritual		A ceremony, often religious, with set actions performed in a set order.
drought		A long period with very little rain.
civilisation		An organised society with its own culture and way of life, existing in a particular area over a particular period of time.
sacred		Very special and important, often because of a connection to gods.
sacrifice		To give up something important for someone else or for a reason that's even more important to you, like making someone happy or helping another person.

Timeline



Timeline

2000 BC	The Maya civilisation begins in Mesoamerica (now known as Central America)
300 BC	The Classic Period
AD 900	The Mysterious Decline
AD 1500s	The Spanish invasion

Prior Knowledge- Year 3 & 4 Ancient Societies

Ancient Egypt and Ancient Greece (See Y3 and 4 KOs)

Key Vocabulary

ritual



A ceremony, often religious, with set actions performed in a set order.

drought



A long period with very little rain.

civilisation



An organised society with its own culture and way of life, existing in a particular area over a particular period of time.

The Classic Period

This is when the civilisation was at its most successful. The Maya start to develop large stone cities and become more powerful. This was called the 'Classic Period' and during this time the Maya ruled about 2 million people. There were 3 main areas – the highlands, the southern lowlands and the northern lowlands.

The Mysterious Decline

The Maya civilisation mysteriously declined with people completely disappearing from the southern lowlands. The jungle began to grow over the empty temples and pyramids. Some cities in the highlands were still strong at this time. Some theories about this mysterious decline are **drought**, starvation, disease, clearing too much of the forest, warfare (constant fighting between the cities), but we don't know for sure.

The Spanish invasion

Spanish invaders arrive and set out to destroy what is left of the Maya civilisation as part of their conquest. They brought diseases with them such as smallpox, measles and influenza, which killed 90% of the native people. The rest became slaves to the Spanish.



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Maya Beliefs

Gods

The Maya believed in and worshipped many different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. For example, if the gods weren't happy, the crops wouldn't grow, hunting would be poor and people would go hungry. To avoid this, they made their gods lots of offerings. These gifts had to be valuable, like gold and jade, or even blood. The rulers and nobles would deliberately cut themselves to make themselves bleed. If the gods were especially unhappy, the Maya would play games and the loser was sentenced to death, so they could be used as a sacrifice.

The World & Death

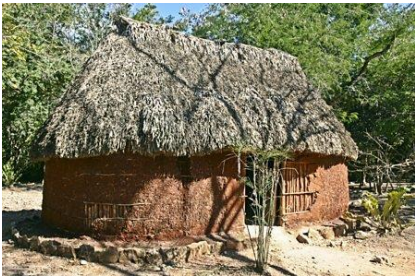
The Maya divided the world into three parts – the upperworld (heaven), the middleworld (earth) and the underworld, all linked together by the giant 'world tree'. Ordinary people believed after they died their souls would travel to the underworld, but rulers and nobles had a chance of getting the upperworld.

Concept - Settlements

The Maya filled their cities with amazing structures, including huge pyramids (with 4 sides and flat tops, unlike the Egyptians whose had 3 sides and a pointed top), ornate palaces and enormous courts and squares.

No one lived in the pyramids – they were only used for ceremonies and were too sacred for people to live there. Rulers lived in stone houses built on raised mud platforms (to help avoid flooding).


However, the houses that most Maya lived in were quite simple – oval-shaped, wooden houses, thatched with palm roofs and these weren't raised off the ground. None of these survived for us to look at today but historians think they may have looked similar to this:



Concept - Achievements

Maya 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 and used it long before Europeans did.
- They used just three symbols in their number system.
- Their system was based around the number 20, so after 19, multiples of 20 were written above the bottom number. (Our number system is based around the number 10.)

0	1	2	3	4

5	6	7	8	9
—	·
10	11	12	13	14
==	·
15	16	17	18	19
===	·

Maya writing

- The Maya were the only ancient American people to leave written records.
- They wrote using a system of picture-letters known as glyphs; there were about 800 different symbols.
- Only a few members of society could write – it was a lot to remember plus it was seen as sacred. These special officials were called scribes and were trained for a long time.
- They wrote on wood, pottery and carved into stone. They also made their own paper by softening sheets of tree bark. They folded the sheets to form books called codices.



Maya calendar

- The Maya used a calendar that was made up of three different cycles.
- They used the different calendars to help plan their farming, rituals, wars and to tell people's fortunes.
- Many people believed that one of the Maya calendar's predicted the end of the world, which would happen on 21st December 2012, but nothing happened!



Food & Farming

The land wasn't ideal for farming, so the Maya people had to adapt the land; they cut into the sides of hills, piled up wet soil to make 'islands' on swampy land, and used a technique called 'slash and burn' to clear trees (this is still done today but it's not good for the environment!).

Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods.

The Maya are believed to be the first people to grow the cacao plant. They ground up cocoa beans to mix with spices and chilli to make drinking chocolate. Only rich people drank it regularly, for most it was a rare treat for ceremonies such as marriage.



Key Vocabulary

sacred



Very special and important, often because of a connection to gods.

sacrifice



To give up something important for someone else or for a reason that's even more important to you, like making someone happy or helping another person.

History

Key Knowledge

Segregation in South Africa began in 1948.



Laws separating people by their race were put in place by the National Party who were in government at the time. However, segregation between people had been present in South Africa for many years before this.

Those who came from Western Europe believed that they were a superior race to those who were native to South Africa.

Nelson Mandela served as the first president of South Africa from 1994 to 1999.



He was the country's first black head of state and the first elected in a fully democratic election.

Chronology

May 1948- Apartheid was introduced after the 1948 election. The National Party defeated the United Party and apartheid begins.

August 1962- Mandela was the leader of Umkhonto we Sizwe, part of the African National Congress. He is arrested for his role in bombing government targets and sentenced to life in prison.

November 1974- Due to apartheid, South Africa is removed from the United Nations. South Africa is not allowed back into the United Nations until apartheid ends in 1994 due to economic sanctions put in place..

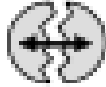


May 1994- Nelson Mandela was elected President.

Prior learning,
Gandhi in Year 1. Starting his own party
and protesting for the rights of people

Gandhi actually went to SA and suffered
racism at the hands of the white people

**Key Vocabulary**





(Displayed at the beginning of every lesson)

segregation		The action or state of setting someone or something apart from others.
Economic sanctions		A form of consequence used to pressure a country into changing it's actions through negative financial actions.
Apartheid		A policy or system of segregation or discrimination on grounds of race.

Prior Learning (Empire- Year 5)

- Australia was a collection of British colonies from 1788 until 1901.
- The first colonies were established as places where criminals were sent to live and work.
- Australian Colonisation: The First Fleet of British ships arrived at Botany Bay in January 1788 to establish a penal colony, the first colony on the Australian mainland.
- In the century that followed, the British established other colonies on the continent, and European explorers ventured into its interior.
- The colonisation of Australia had a devastating impact on many Indigenous people who lived on this land for thousands of years.



colony		a group of people from one country who build a settlement in another territory, or land
colonisation		occurs when one country takes control of another country or region, establishing a settlement, or permanent part of the colony, in order to control the area and gain riches
Indigenous		the first people to live in a place
penal colony		a settlement used to hold prisoners and use them for working in part of the state's (usually colonial) territories




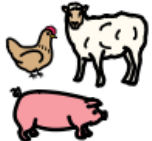
LIs to cover





To create a structured account of a time period, including key events and outlining their impact

To describe the settlements of the Victorians

To describe the achievements of the Victorians

To note connections, contrasts and trends over time between the time periods taught in KS2

Key Vocabulary (Displayed at the beginning of every lesson)		
arithmetic	$\left(\begin{array}{r} 2 \\ +3 \\ \hline 5 \end{array} \right)$	Learning about maths and number.
industry		A group of companies that all produce the same thing.
Industrial Revolution		A time of major change in the way products were made.
invention		A new thing that someone has made.
Livestock		Farm animals.

Key Vocabulary (Displayed at the beginning of every lesson)		
migrate		Move to a different area to find work or better living conditions.
reign		To control a country.
Rural		The countryside.
revolution		A big change in something.

Key information Chronology

Tudors	Stuarts	Georgian	Victorian	Edwardian
1465-1603	1603-1714	1714-1837	1837-1901	1901-1910



Key information

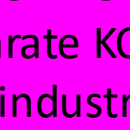







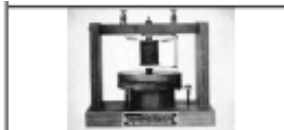


The period of time between 1837-1901 when Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.

Key information - dates

1838	Queen Victoria crowned aged 18.
1840	Queen Victoria married Prince Albert.
1842	Children under 10 can no longer work in underground mines.
1844	Children aged 8-13 can no longer work for more than 6.5 hours a day.
1856	Each country to have its own police force.
1861	Prince Albert dies of typhoid.
1864	Children under 10 can no longer work as chimney sweeps.
1870	Schools are built for children aged 5-10.
1872	The first FA cup final takes place.
1880	The education act makes schooling compulsory for all children aged 5-10
1901	Queen Victoria dies and Edward the VII becomes king.

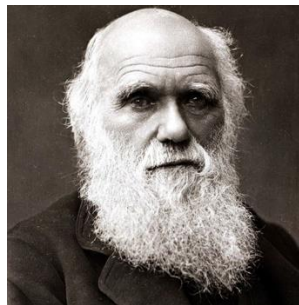
Key information - inventions

Move inventions onto separate KO with education and industrial revolution – this all becomes 'achievements'

1800s – railway network	1838 - photography	1840 – penny black stamp	1843 – Christmas cards
			
public post box	flushing toilet	1863 – London underground railway	1872 – The penny farthing bicycle
			
1876 - Telephone	1879 – electric bulb	1885 – petrol motor car	1895 – X-ray
			

Key information – significant individuals

Charles Robert Darwin was an English biologist. He is considered one of the most famous scientists of all time.



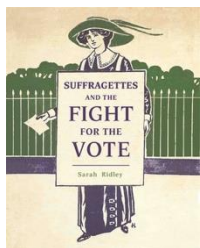
Charles Darwin – science
(make sure this is covered)

Queen Victoria was Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901. Known as the Victorian era, her reign of 63 years and seven months was longer than any previous British monarch



Queen Victoria – overarching

The Suffragettes- A suffragette was a member of a women's organisation in the early 20th century who, under the banner "Votes for Women", fought for the right to vote in elections.



The Suffragettes – needs to be covered in WCR or English

Key information – The Industrial Revolution

- A period of huge change in Britain between 1750 – 1900
- Before the *Industrial Revolution*, Britain was a rural country, most people lived off the land with *livestock*.
- 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 something and increased the amount that could be made and so the Industrial Revolution began.
- Huge factories were built and towns expanded.
- People would *migrate* to the towns attracted by the reliable work and pay from factories.
- Houses for workers were built closer to the factories.
- Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country



Key Information - Concepts

Settlements

A poor Victorian family would have lived in a very small house with only a couple of rooms on each floor. The very poorest families had to make do with even less - some houses were home to two, three or even four families. The houses would share toilets and water, which they could get from a pump or a well.



Achievements

Education came to be regarded as a universal need, and eventually a universal right. It was made compulsory up to the age of ten in 1880.

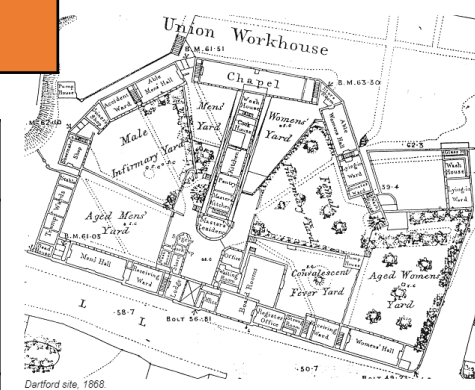


The Victorian period saw vast changes such as the Industrial Revolution (which saw the creation of introduced new machines, new industries and new jobs...even for children).

Key information – Urban poverty and workhouses (local study)

Due to the creation of new factories, many poor people increasingly lived in cities and towns rather than more rural locations. This caused overcrowding and poor living conditions. This was a move towards poverty becoming more urban.

Workhouses were very popular and many reports such as this suggested they were a huge success. However, the people who lived in them reported much tougher conditions:	A Dartford workhouse was built by West Hill in 1729. By 1777 65 people lived there	The parish workhouse continued to be used until June 1836 when the parish workhouse of Dartford was used to accommodate the old, infirm and able bodied men.	The new Dartford Union took over the existing building and created a new building there in addition to the existing structure and continued to operate the Workhouse.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------



Our new Workhouse, opened at Michaelmas 1729, goes on with all the Advantage both to the Poor and the Parish, that we could expect; the Parish having I think this paragraph needs to go at is better, they did before. d is some minister to the Necessities of the rest, are ministered to in all Things needful for Soul and Body. The Children are taught such Things as best qualify them for Servants, and by Intervals are taught to read and say the Church-Catechism: And 'tis to be wished that there was a proper Fund to support the teaching and cloathing of the other poor Children, together with the Children of the Workhouse. Prayers are read every Morning and Evening in the Family, so that I can with much Truth affirm, that Christian Piety, Industry and Charity, are here exemplified in a good Degree.

What LI is this taught under?









Workhouses

Huge buildings built for very poor people to live and work.	Whole families would move in together but men, woman and children were all kept separate.	Jobs for men included working in the field, breaking stones and chopping wood.	Jobs for woman included laundry, sewing and scrubbing floors
Food was very basic including bread, porridge (gruel), watered down milk and occasionally meat and potatoes.	Children had to have 3 hours of reading, writing, <i>arithmetic</i> and Christian religion lessons.	Girls' education was learning to sew, knit and how to be a servant.	In 1930, workhouses were closed for good. Some of the buildings were used as part of the National Health Service


Key information for LA children to know by the end of the topic:

- I know that World War II began on the 3rd September 1939 and ended on the 2nd September 1945
- I know that Neville Chamberlain and Winston Churchill were the Prime Ministers (leaders) of Britain during the WW2
- I know that Adolf Hitler was the leader of the Nazi party
- I know that England, France, USA, Russia and China were the Allies (good)
- I know that Germany, Italy and Japan were Axis (Bad)
- I know that people were evacuated from cities to the countryside




Key Information	
Allies	Axis
Great Britain 	Germany 
France 	Italy 
USA 	Japan 
Russia 	
China 	


Neville Chamberlain




Winston Churchill



Adolf Hitler



Evacuation



During the Second World War, over 3.5 million children, some of their teachers and helpers, mothers with very young children, pregnant women and people with disabilities were evacuated from the cities to the countryside. It was believed they would be safer here from bombing as cities were more likely to be bombed during the Blitz.

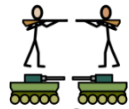

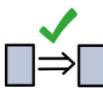
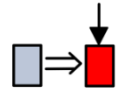

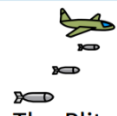
The end of the war was a turning point and a lot changed for people in Great Britain.

- Lots of babies were born. This is called the baby boom
- The National Health Service was introduced
- The government invited people from countries that had been in the British Empire at the time to live and work
- Technology improved such as televisions, washing machines, vacuum cleaner and fridges








Windrush

After WWII there was a shortage of workers in Britain and lots of rebuilding was needed. In 1948 people moved to the UK from the Caribbean on the Windrush ship and they were known as the **Windrush** generation.

Many experienced racism and poor treatment and found it hard to get a home.

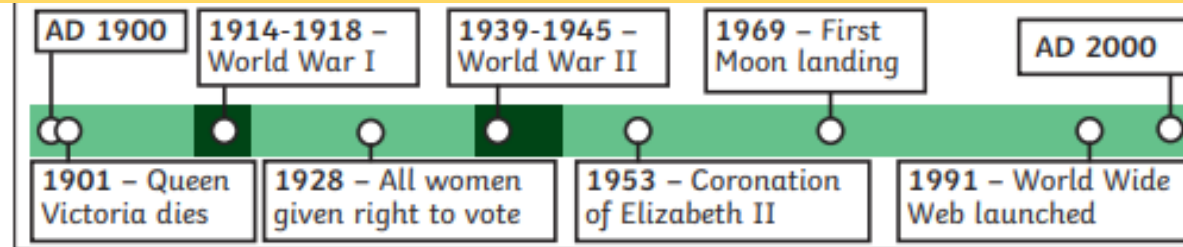
 conflict	 impact
 cause	 consequence
 evacuee	 The Blitz

What impact did World War 2 have on the rest of the world?









Key Vocabulary (Displayed at the beginning of every lesson)		
Allies		The United Kingdom, France and Poland, later joined by other countries, including the USSR (Soviet Union), the United States of America and China
atomic bomb Change to annex ?		A very high-energy bomb made of radioactive material.
Axis		The Axis powers were originally Germany, Japan and Italy. Other countries joined them later.
evacuation		When people have to leave a dangerous area and move to a safer place.
Nazi party		A German political party with racist and anti-Jewish ideas, led by Adolf Hitler.
persecutio n		When a group of people are targeted and treated in a cruel or unfair way, such as changing laws to punish them or imprisoning them unfairly.
rationing		To limit how much of something people can have, such as food and fuel.

Ket=y Knowledge – Chronology

1939	1 st September	German troops invade Poland.
	3 rd September	Britain and France declare war on Germany.
1940	10 th May	The Battle of France begins.
	26 th May	Allied forces are evacuated from Dunkirk in France.
	10 th July	The Battle of Britain begins.
	7 th September	The Blitz begins.
1941	22 nd June	Germany invades the USSR (Soviet Union).
	7 th December	Japan bombs Pearl Harbor in the US.
1943	16 th and 17 th May	The Dambusters bombing raid is carried out.
1944	6 th June	The D-Day landings.
1945	7 th May	Germany surrenders to the Allies .
	6 th and 9 th August	The US drops atomic bombs on two cities in Japan.



Key knowledge – allies and axis

Allies	Leader	Axis	Leader
Great Britain 	(Neville Chamberlain/ Winston Churchill)	Germany 	Adolf Hitler
France 	Charles De Gaulle.	Italy 	Benito Mussolini
USA 	Franklin D. Roosevelt / Harry Truman.	Japan 	Hideki Tojo
Russia 	Joseph Stalin		
China 	Generalissimo Chiang Kai-shek.		

What impact did World War 2 have on the rest of the world?

Prior Knowledge- Year 2 (parliament)

Henry VIII- Henry the 8th was king from 1509- 1547.



6



He is well known for having six wives and creating the Church of England so he could get a divorce. The Pope (who was in charge of the Catholic Church) had said no to Henry the 8th.




LIs to cover

To create a timeline, selecting the key historical event to include and adding additional information.

To evaluate recounts of history recognising some as propaganda, opinion or misinformation

To identify the impact of a nation's actions, considering the immediate and ongoing effects.

Key Knowledge

How did the second World War begin?	Rationing	Roles for woman
<p>The leader of Germany, Adolf Hitler, had plans to take over other countries. In March 1938, Germany invaded and annexed Austria, which made other countries worried. On 30th September 1938, British, French, German and Italian leaders signed a treaty which allowed Hitler to annex the Sudetenland (an area of Czechoslovakia) if he agreed not to invade anywhere else. However, Hitler broke the agreement, first invading Czechoslovakia and then Poland on the 1st September. The Allies (Britain, France and Poland) had made a pact to support each other, so Britain and France declared war on Germany.</p>	<p>Supply ships were targeted by German bombers, and it was necessary to conserve as much food as possible. Rationing meant that each person was only allowed a fixed amount of food. Ration books were issued, with coupons that showed people how much of each item they were allowed. Shopkeepers would remove or stamp the coupons when they were used.</p> 	<p>Before the war, most woman stayed at home and did not go out to work. Some woman worked but their choice of job was limited, such as nursing or working as a shop assistant. However, when men went to war, woman needed to take on jobs such as making weapons, driving buses and trains or working in engineering or shipbuilding. Some joined the armed forces themselves.</p> <p>After the war, many woman lost their jobs. However, their experiences led them to campaign for equal working rights and pay so they could continue to lead more independent lives.</p>
Evacuation	The Holocaust	Propaganda
<p>During the Second World War, over 3.5 million children, some of their teachers and helpers, mothers with very young children, pregnant woman and people with disabilities were evacuated from the cities to the countryside. It was believed they would be safer here from bombing as cities were more likely to be bombed during the Blitz.</p> 	<p>The Holocaust was a period of time during the Second World War when millions of people were persecuted and killed in Europe. The majority of the people who suffered during the Holocaust were of Jewish heritage and faith. Other groups were targeted too, including disabled people. It is thought that over 10 million people died during the Holocaust. This is known as genocide.</p> <p>On 27th January each year, the Holocaust is commemorated on Holocaust Memorial Day.</p> 	

Note: No LIs for Key Individuals

Each individual to be taught in WCR (one per day) to supplement the curriculum and English teaching.

Key Knowledge – Key individuals
Adolf Hitler

Adolf Hitler was the leader of Germany from 1933 to 1945. He was leader of the Nazi party and became a powerful dictator. Hitler started World War II by invading Poland and then invading many other European countries. He is also known for wanting to murder the Jewish people in the Holocaust.


Key Knowledge
Neville Chamberlain

Neville Chamberlain was the British Prime Minister from 1937- 1940. He made laws that made working conditions better. He limited working hours for women and children.

Chamberlain made an agreement with Hitler to allow him control of an area called Sudetenland thinking this would stop Hitler invading other areas and starting a war. Hitler broke this agreement in 1939 which caused parliament to lose faith in Chamberlain.

Chamberlain resigned in 1940 and Winston Churchill became the new Prime Minister.


Key Knowledge
Winston Churchill

Winston Churchill was Prime Minister twice- once in WWII and again in the 1950s. He was also a soldier, journalist and author.

Some people thought that Britain could not win the war, and that the British government should make peace with Hitler. Churchill was sure that Britain could win, and promised to continue the fight. He made famous speeches that are still remembered today.

He was friends with the President of the United States, Franklin D. Roosevelt. He persuaded Roosevelt to give supplies to Britain, and to help Britain.

