

History at SEC



OUR ETHOS

Intent

- Our teaching of History will help pupils gain a coherent knowledge and understanding of the Britain's past and how this has shaped our society today. The school's local area is used to inspire children to develop a deep understanding of their locality. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and by, considering how people lived in the past, they are better able to make their own life choices today.

NATIONAL CURRICULUM – KSI

Key stage 1

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

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

NATIONAL CURRICULUM – KS2

Key stage 2

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

OUR ETHOS

Implementation

- As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.
- We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school.
- In order to support children in their ability to know more and remember more, there are regular opportunities to review the learning that has taken place in previous topics as well as previous lessons.
- At the start of each topic children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document
- Children are given opportunities, where possible, to study artefacts leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.
- We plan for effective use of educational visits and visitors, to enrich and enhance the pupil's learning experience and the History curriculum.

OVERVIEW OF THE YEAR

Chronology- Skills and content progression						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>All about ME topic: Children to investigate their own history (memories, stories and photos)</p> <p>Placing events on a timeline</p> <p>General timeline of world history – looking at how far long ago was the Mesozoic Era when the dinosaurs lived</p>	<p>Sequence events or objects in chronological order: Create a timeline of their own lives.</p> <p>Timeline of Great Fire of London and London.</p>	<p>Sequence artefacts closer together in time.</p> <p>Wright brother's timeline sequencing events in story.</p> <p>Sequence events.</p> <p>Create and Sequence a timeline of different types of transportation</p> <p>Describe memories of key events in lives.</p> <p>Sequence photos etc. from different periods of their life (link with science curriculum sequencing own lives.)</p>	<p>Place the time studied on a time line.</p> <p>Look at various periods placement in large timeline; Stone age – iron age timeline & Greeks timeline.</p> <p>Sequence events or artefacts and use dates related to the passing of time</p> <p>Sequence events in Greek history on a timeline.</p>	<p>Place events from period studied on a time line.</p> <p>Travel back in time using timeline to reach Egypt and highlight events in-between.</p> <p>Use terms related to the period and begin to date events</p> <p>Egyptian Glossary sheets (Focus)</p> <p>Look at timeline and place events in chronological order.</p> <p>Egyptian timeline</p> <p>Understand more complex terms e.g. BCE/AD.</p> <p>Look at how Egypt/Romans spans over</p>	<p>Place current study on time line in relation to other studies.</p> <p>Anglo- Saxon origins in relation to Romans and Vikings on a timeline.</p> <p>Know and sequence key events of time studied.</p> <p>Create a Space Race timeline.</p> <p>Use relevant terms and periods labels.</p> <p>Use of Glossary sheets to ensure correct terminology is used in all periods.</p> <p>Relate current studies to previous studies</p>	<p>Place current study on time line in relation to other studies.</p> <p>Create a timeline of Islam- and discuss when it happens in relation to other periods.</p> <p>Use relevant dates and terms.</p> <p>Islam/Tudors Glossary</p> <p>Sequence up to ten events on a time line.</p> <p>Sequence events in Islam – what was happening around the world?</p>

Range and Depth of Historical Knowledge- Skills and **content** progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Comment on images of familiar situations in the past Kings and Queens of England</p>	<p>Begin to describe similarities and differences in artefacts. Compare toys – modern and old. Making Tudor and Stuart houses to identify differences between those and their own house. Drama – why people did things in the past? Partake- Fire of London.</p>	<p>Find out about people and events in other times. History of transport History of significant individuals. Collections of artefacts – confidently describe similarities and differences. Look at different types of transport and compare/contrast. Drama – develop empathy and</p>	<p>Find out about everyday lives of people in time studied. Look at everyday life in stone age times. Stone age – boy with the bronze age axe (literacy links). Look at everyday life in Greek times. Compare with our life today Comparison of our lives with the lives of the people in the ancient Greece. Key</p>	<p>Use evidence to reconstruct life in time studied. Make aqueducts and mummies. Identify key features and events. Look at main features of Egyptian life e.g. building of the pyramids. Look for links and effects in time studied. Explore everyday Egyptian life.</p>	<p>Study different aspects of life of different people. Differences between men and women today and in Anglo Saxon lives. Discrimination – gender stereotypes. Examine causes and results of great events and the impact on people Space Race – cold war and its impact.</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Islam - Compare different beliefs. Compare beliefs and behaviour with another period studied. Crime and punishment comparison Medicine Comparison</p>

Interpretations of History- Skills and **content** progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Compare and contrast characters from stories including figures from the past</p> <p>Use stories to encourage children to distinguish between fact and fiction. Paintings of Kings and Queens. What do they tell us about them? How are they different to photos of our Queen? Compare adults talking about the past. How reliable are memories?</p>	<p>Begin to identify and compare different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website). Use different ways to represent the past;</p> <ul style="list-style-type: none"> ● Pepys diary ● Paintings ● Objects/artefacts ● Old toys ● Books ● Internet 	<p>Compare pictures or photographs of people or events in the past. Able to identify different ways to represent the past</p> <p>History of transport – compare types of transport.</p> <p>Identify different ways to represent the past</p> <ul style="list-style-type: none"> ● Timelines ● Photographs ● Archive footage ● Artefacts 	<p>Identify and give reasons for different ways in which the past is represented. Local study- Luddites represented in different ways due to differing views about the cause.</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Greek sources – contemporary vs modern</p> <p>Viewpoint on local study- different resources.</p> <p>Look at representations of the period – museum, cartoons etc.</p>	<p>Look at the evidence available</p> <p>Use range of evidence including artefacts, paintings, contemporary sources, books ICT.</p> <p>Begin to evaluate the usefulness of different sources use of text books and historical knowledge. Look at different interpretations in Romans and talk about why some are more useful than others.</p>	<p>Compare accounts of events from different sources. Fact or fiction. Compare accounts of events</p> <ul style="list-style-type: none"> ● Berlin – East vs West. ● Children’s accounts ● Apartheid Black vs white perspective ● Look at bias of source <p>Offer some reasons for different versions of events. Different accounts of Space Race – Russians vs Americans. Apartheid – exploring minority voice.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at range of sources for Islam and discuss the bias they may contain. Be aware that different evidence will lead to different conclusions. Look at paintings in comparison to written history sources in Tudors. Confident use of the library etc. for research. Library used in all topics along with internet and other sources such as</p>

Historical Enquiry- Skills and **content** progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use a range of source to talk about the past</p> <p>Photographs</p>	<p>Sort artefacts “then” and “now”</p> <p>Toys – artefacts that are then and now</p> <p>Use as wide a range of sources as possible.</p> <p>Sources;</p>	<p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Transport photos and footage</p>	<p>Use a range of sources to find out about a period- contemporary sources.</p> <p>Observe small details – artefacts, pictures.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Look at the evidence for Olympics and recreate event</p> <p>Choose relevant material to present a</p>	<p>Begin to identify primary and secondary sources.</p> <p>begin to identify primary and secondary sources Anglo/ Viking artefacts vs different sources</p>	<p>Recognise primary and secondary sources.</p> <p>Tudors – different primary and secondary sources (pictures, diaries, newspapers, artefacts).</p>

	<p>Pepys diary Paintings Objects/artefacts Old toys Books Internet</p> <p>Speaking and listening (links to literacy) Retell GFOL Packing suitcase</p> <p>To ask and answer questions related to different sources and objects. To ask and answer questions related to different sources and objects. Historical toys GFOL paintings, artefacts, pictures</p>	<p>Sequence a collection of artefacts. Methods of transport through time.</p> <p>Use of time lines Transport on timeline Timeline of creation story</p> <p>Discuss the effectiveness of sources. Developing ideas of sources and how reliable they are</p>	<p>Select and record information relevant to the study. Use contemporary sources and observe details; Luddites Greek myths stone age art books computer Stone age art Greek art Use of tools – stone age Begin to use the library, e-learning for research ask and answer questions. use of internet use of library / text books presentations of evidence</p>	<p>picture of one aspect of life in time past. Re-enactment of battle of Marathon.</p> <p>Ask a variety of questions. Develop questioning skills related to historical bias and interpretation</p> <p>Use the library, e-learning for research. Use of range of sources including key texts, use of library, ICT for research</p>	<p>Use evidence to build up a picture of life in time studied. use evidence to build up a picture of life in time studied Anglo Saxons / Viking life – day to day studies</p> <p>Select relevant sections of information. select relevant sections of information Berlin- East vs West – newspaper articles- dominant voices.</p> <p>Confident use of library, e-learning, research. Confident use of iPad, Key texts, research in ICT, Library to support.</p>	<p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Discussion around alternative sources Look at bias and recognise where sources have come from. Bring knowledge gathering from several sources together in a fluent account. Extended writing- Tudors and Islam</p>
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Organisation and Communication- Skills and **content** progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children to explain their historical understanding through a range of practical and written activities.</p> <p>Whole class discussion - Pictures drawn by the children, drama / role play, building models, timelines</p>	<p>Time lines (3D with objects/ sequential pictures).</p> <p>Personal timeline GFOL timeline Drawing Artwork Plan Tudor/Stuart House Drama/role play Partake Hot seating Writing (reports, labelling, simple recount) ICT Writing Recounts Writing Senses grids</p>	<p>Class display/ museum annotated photographs ICT</p> <p>Display with timeline Artwork Literacy links Art links Annotated display of photos from the castle</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode.</p> <p>Comic strip to retell Silent debate Chocolate bar Differentiator Extended writing Art work</p>	<p>Select data and organise it into a data file to answer historical questions.</p> <p>Create fact file for Romans</p> <p>Know the period in which the study is set. Develop knowledge of Roman society</p> <p>Display findings in a variety of ways work independently and in groups.</p> <p>Fact file Drama ICT Posters</p>	<p>Fit events into a display sorted by theme time.</p> <p>Anglo Saxon display/ timeline</p> <p>Use appropriate terms, matching dates to people and events. Glossary Explanation of language</p> <p>Record and communicate knowledge in different forms- work independently and in groups showing initiative.</p> <p>Posters Film News report- green screen Fact files</p>	<p>Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>select aspect of study to make a display Macbeth display focusing on Tudors use a variety of ways to communicate knowledge and understanding including extended writing Computing DT Art Sewing Drama Extended writing Plan and carry out individual investigations. Homework</p>

Within living memory		Beyond living memory		Lives of significant people		Local history		
<i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		<i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		<i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>		<i>significant historical events, people and places in their own locality</i>		
Autumn			Spring			Summer		
Autumn 1		Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2	
Year 1	(*The Great Fire of London)		Know the main differences between their school days and that of their grandparents (*compare school / Christmas. Speaker to tell of Christmas in the past)		Know the name of a famous person, or a famous place, close to where they live (*Tonville and Dean) Organise a number of artefacts by age Know what a number of older objects were used for		Know that the toys their grandparents played with were different to their own Know how the local area is different to the way it used to be a long time ago	
	Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a						Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) (*Cars and Transport) Local Famous People: William Booth Jesse Boot	
EYFS	Talking about ourselves and our families Retelling stories Asking questions		Dinosaurs Mary Anning		Local Study: Nottingham Castle Kings and Queens			

EYFS- Dinosaurs

Mary Anning
 We learnt all about Mary Anning who discovered an Ichthyosaur 200 years ago.

We measured old and new pictures of Lyme Regis where Mary Anning lived.

The candle snuffer is made of metal. You put the top of it on the candle and it makes it go out.

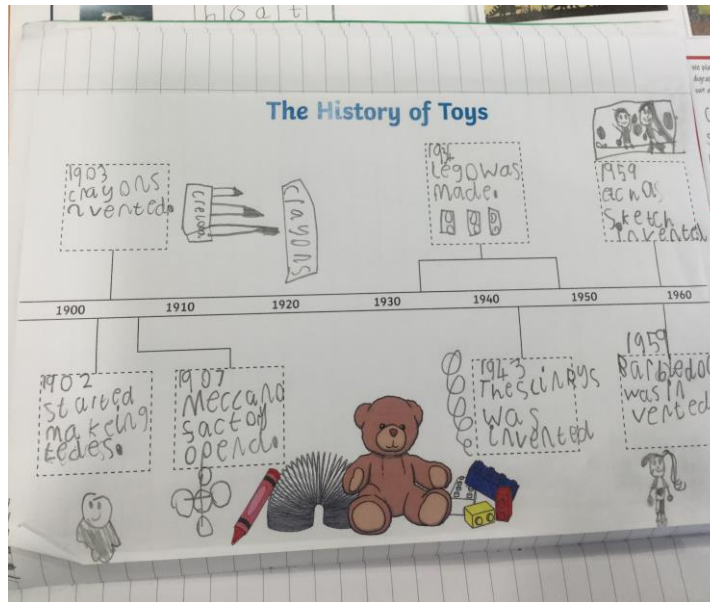
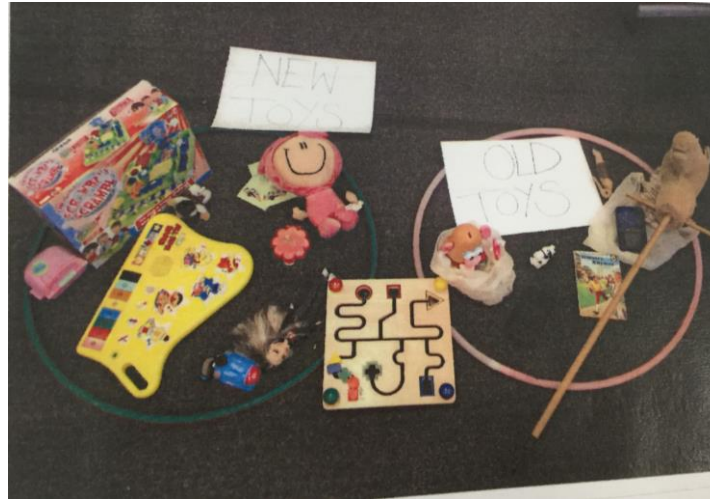
We looked at objects that Mary might have used and talked about what they were and how they are different from what we use today.

We thought about what questions we would like to ask Mary Anning and had a chance to ask her what we wondered about.

How did you find fossils?

A large yellow poster featuring various dinosaur cutouts, a T-Rex footprint, and small photographs of children. The poster is decorated with colorful elements and includes some text boxes.

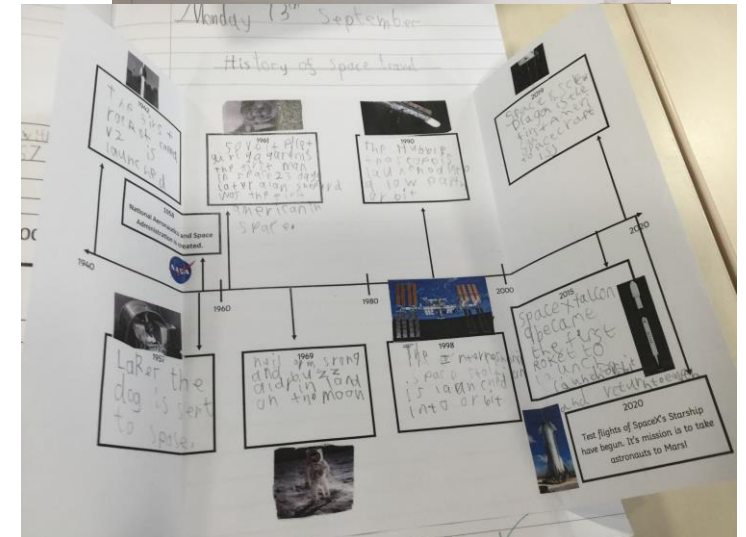
Year 1- Toys



Year 2- History of Space Travel

Thursday 30th September
 Tim Peake


Tim Peake is an astronaut. He is 43 years old and he has 2 children. He was the first British person to walk in space. He spent 786 days in space. 8000 people applied to be an astronaut and Tim Peake was one of them. He spent 17 years in the army. He learnt to speak Russian. Tim Peake went to space in 2016. For his training he had to stay under the sea for 12 years. Tim Peake was in space for 6 months. He used the onboard gym.



Chronology: Stone Age to 1066		Beyond 1066	Local Study	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<i>To include:</i> <ul style="list-style-type: none"> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 		<i>An aspect of theme that takes pupils beyond 1066</i>	<i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>	<i>Cover each of and then choose one to look at in depth:</i> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 	<i>Choose one of:</i> <ul style="list-style-type: none"> • Mayans • Islamic Civilizations • Benin Civilization 	<i>Greek life and influence on the Western world</i>
Autumn			Spring		Summer	
Aut 1		Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3			Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by "hunter-gatherers"	Local Study: Luddites, the Nottingham Castle and caves, the local mines		Know some of the main characteristics of the Athenians and the Spartans Know about the influence the gods had on Ancient Greece Know at least five sports from the Ancient Greek Olympics
Year 4			Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty		Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudicca Know about at least one famous Roman emperor	


Year 3- Local History

Tuesday 14th March 2022
Coal Mining in Nottinghamshire




Location of Mines
Most of the mines were located in the north of Nottinghamshire. The coal mines started to open in the 1800s and began to close from the 1980s and 1990s. The reason for this is because in the late 1990s they started to use more gas.

Houses




Coalminers and even their children lived near the coalmines. Sometimes they might bring their pets too. They would live near the mines because it wouldn't take them long to get there. Also, they would not be late to work. The houses


Tuesday 15th March 2022
History of Nottingham Castle
1067-Nottingham Castle



The Nottingham Castle was built in 1067. The advantages of a motte and bailey castle was it was a fortified structure and it was hard to get into. Building of castles was popular during medieval period because people kept invading and conflict. The castle was built up on a high cliff because it would be hard to climb up so it would be hard to destroy. Also because you could see a far distance. The castle was ordered to be built by William the Conqueror.



After William Conqueror left and went to France, William I was left in charge of Nottingham Castle. I think William I was left in charge because it was a reward for being one of the knights involved in the invasion of England. The material used to rebuild Nottingham Castle was stone. I think that this was used because it was a much stronger material than wood.

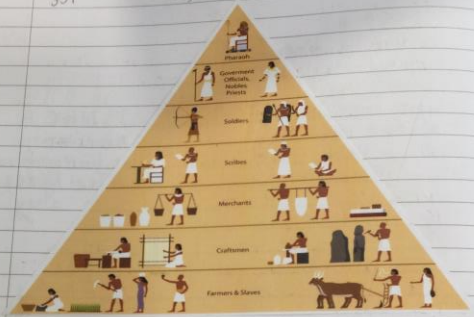


On the 9th of October 1947 the men of Nottingham got very angry they started to smash shop windows and burnt Nottingham Castle down.

→ What was the reason for their anger?

Year 4- Egypt

Tuesday 11th January
Egyptian Society



Pharaohs
The Pharaoh is like a king or queen. They are the most rich and they get treated like gods. When they die, they get buried in a tomb with all their riches.

Visiers
Visiers are part of the Government. If you wanted to speak to the Pharaoh, you would have had to see them before. The Visiers gave advice to the Pharaohs and helped make the decisions.

Nobles
Because they helped the Pharaohs, they were wealthy. The Nobles owned provinces and houses. Provided that job got passed down in families, there were quite a lot of them. They were also rich!

Family & Family

Thursday 10th March
Daily life in Ancient Egypt

Houses
Houses in Ancient Egypt would have been made out of mud brick. The ovens would be built into walls and there would be holes in the ground for cooling the food.

Jobs
If you lived in Ancient Egypt, you would most likely get the job that your parents had. These jobs include bakers, potters, scribes, fishermen, craftsmen, doctors, sculptors and painters.

Food
In Ancient Egypt, the flooding of the River Nile provided lots of food. Rich people, like pharaohs, would eat meat, figs, grapes and bread. Poor people would eat onions and bread. You can eat from farmers.

Death
If you were important in Ancient Egypt, you would get mummified. You would get wrapped up and get placed in a sarcophagus. A funeral would be used to celebrate life. They believed that if your body was preserved, you would

Modern days
Most houses these days are two-story. Because we have technology, we have electric fridges for cooling food. In modern times, you have multiple rooms and an electric oven.

Today, people can get a job they want. These include bakers, business women and men, doctors, singers, actors, vets, restaurant/shop people, fishermen, authors, artists, illustrators and lawyers.

We have engineers, fashion designers, teachers and police.

Now you can get food from shops or grow food by yourself. These foods include milk, sandwiches, fast food, tomatoes, kimonos, fresh veg, fruit, sweets, cakes, chocolates, meat, pancakes, eggs, bread, cheese and ham.


These days, we also have funerals, but the funerals are in churches, not boats. We don't get our bodies preserved but we still get placed in coffins. Instead of believing to go to a life after life, people believe other things such as heaven in

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Autumn			Spring		Summer	
Aut 1		Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 5	Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our country boundaries today Use a time line to show when the Anglo-Saxons were in England	Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons	(History of Space and Travel)	(Berlin – Post WW2)	The Man who walked between the Towers (1970 America)	Know how the lives of wealthy people were different from the lives of poorer people during this time (Not a local study) Black History Apartheid Nelson Mandela
	Year 6		Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history (*Tudors) Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world (*Linked to William Harvey)	Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (*Geoffrey Tassie)	Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Know why they were considered an advanced society in relation to that period of time in Europe	


Year 5

Weapons!


Spears
The most common Anglo Saxon weapon is a spear. 86% of the Anglo Saxon warriors were buried with spears. The total length of a spear is 6'6"-8' this is taller than a six foot man! Did you know that there are up to 21 different spears? Two of these types are the kite and the long.



Shields
The Anglo Saxon shields were made out of solid wood and stuck together with glue. There would also be an iron boss in the middle. The shields would often be painted.




Axes
Axes are the least common weapon since only 3% of the Anglo Saxons were buried with them. They can be used to chop wood.



Armour and Shields


Armour
All of the Anglo Saxon warriors wore a chain ring top that was made out of metal. They wore a leather leg underneath to prevent the metal from getting into their bodies and rubbing on them. To add to all of this weight they wore iron helmets too.



Tuesday 9th October 2018

Anglo Saxon Gods

Frea
Frea was the goddess of love and the wife of Od who was sometimes lost. Frea would spend time for him because she did that when she was unhappy. She was incredibly beautiful and she rules over all in matters of wealth.



Her Sacred animal
Frea's sacred animal is both a cat and a cow. Two black cats rode and pulled her chariot. However, she sometimes rode a horse when she wasn't in her chariot. Have you ever been in a chariot pulled by two black cats?

Her husband
Lodvald says that her necklace 'Brisingamen' was stolen by Loki. This wasn't surprising as he was the god of cunning and deceit.

Fun Facts
This was mentioned in a poem that was called 'Beowulf'. In another Viking story it tells us that the King of the giants wants to marry her and Thor was forced to prevent conflict.

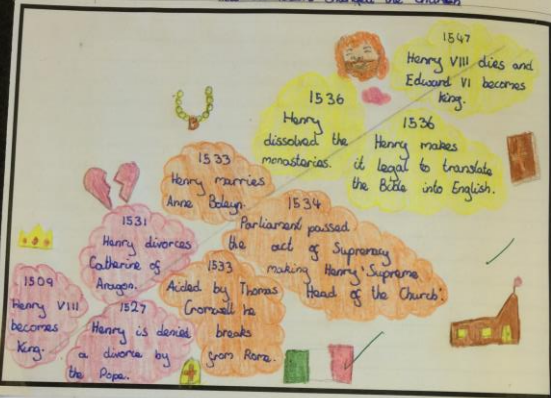
Her siblings
Her mother was someone called Njord and her husband was called Od also known as Odin.

As well as ruling in matters of wealth, Frea was incredibly beautiful, one of

Year 6- The Tudors

Friday 11th March 2022

How the Tudors changed the church



1509 - Henry VIII becomes King.

1511 - Henry VIII marries Anne Boleyn.

1517 - Henry VIII divorces Catherine of Aragon. Accided by Thomas Cromwell he breaks the divorce from Rome.

1527 - Parliament passed the act of Supremacy making Henry VIII Supreme Head of the Church.

1534 - Henry VIII makes it legal to translate the Bible into English.

1536 - Henry VIII dies and Edward VI becomes King.

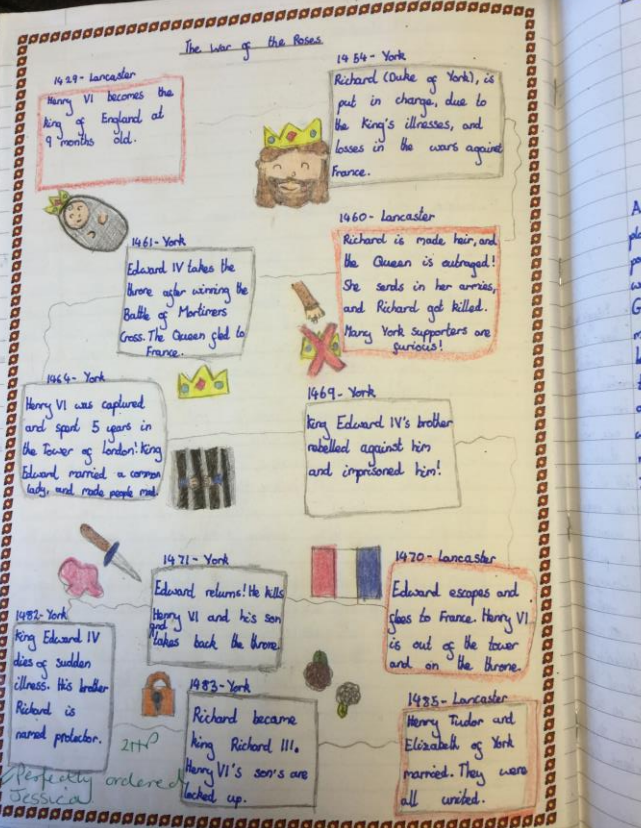
1547 - Henry VIII dies and Edward VI becomes King.

Henry VIII was a devout Catholic and attended church five times a day! He was married to the Catholic Queen of Spain, Catherine of Aragon, but soon after he fell in love with Anne Boleyn. The Pope refused him to divorce with Catherine of Aragon, so Henry spoke to his chief adviser, Thomas Cromwell and broke from Rome. Parliament passed the Act of Supremacy making Henry VIII Supreme Head of the Church.

Henry changed the way the church worked, for example he appointed the Archbishop of Canterbury and all bishops instead of the Pope. Churches were ordered to have an English Bible, and all masses were to be in English, not Latin. Only men could read the Bible, which was really unfair. Henry dissolved the monasteries as he wanted to use their wealth to for ships and an army.

211P ✓ In remembrance many of the changes I love your families

The War of the Roses



1429 - Lancaster: Henry VI becomes the King of England at 9 months old.

1454 - York: Richard (Duke of York), is put in charge, due to the King's illnesses, and losses in the wars against France.

1460 - Lancaster: Richard is made heir, and the Queen is outraged! She sends in her armies, and Richard got killed. Many York supporters are furious!

1461 - York: Edward IV takes the throne after winning the Battle of Mortimers Cross. The Queen fled to France.

1464 - York: Henry VI was captured and spent 5 years in the Tower of London. King Edward married a common lady, and made people mad.

1469 - York: King Edward IV's brother rebelled against him and imprisoned him!

1471 - York: Edward returns! He kills Henry VI and his son and takes back the throne.

1470 - Lancaster: Edward escapes and flees to France. Henry VI is out of the tower and on the throne.

1483 - York: Richard became king Richard III. Henry VI's son's are locked up.

1495 - Lancaster: Henry Tudor and Elizabeth of York married. They were all united.

Perfectly ordered
Jessica

MEDIUM TERM PLANS

Prior learning:

- All about ME topic: Children to investigate their own history (memories, stories and photos) – EYFS
- Sequence events or objects in chronological order – Y1
- Find out about people and events in other times. – Y2
- Begin to identify and compare different ways to represent the past (e.g. photos, stories, adults talking about the past, BBC website). – Y1

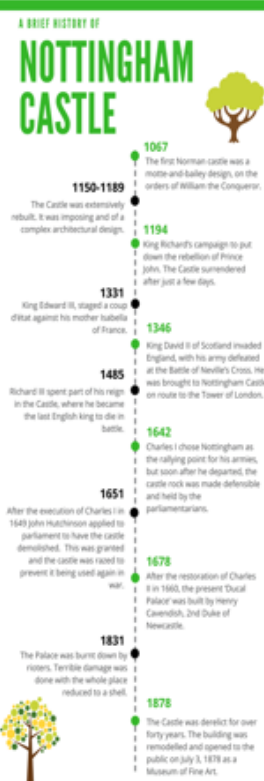




Spring 2	Objective	Activities	Resources
1	Place the time studied on a time line.	Children given dates of events that happened in Nottingham. Children need to put them into chronological order and create timeline showing these events.	List of important dates in Nottingham history.
2	Identify reasons for and results of people's actions. Understand why people may have had to do something. Look at representations of the period.	Look at the Luddite movement in Nottingham: Task – Write a summary for each three movements/events. <ul style="list-style-type: none"> • When did it begin? • Why did it happen? • How did it end? 	Artist impressions and photos of the framebreakers , lace factories.
3	Identify reasons for and results of people's actions. Understand why people may have had to do something. Distinguish between different sources and evaluate their usefulness	Look at the history of coal mining in Nottinghamshire and how it has changed. Children to write in full sentences about each period of the coal industry up until the closures.	Accounts from coal miners. Images from mines. Map of coal mines in Nottinghamshire.

KNOWLEDGE MAP EXAMPLE



History- Local History




Things I need to know and remember	What I already know	A BRIEF HISTORY OF NOTTINGHAM CASTLE 	Key historical places, events and figures							
1067 – Nottingham Castle is built.	I know how to sequence events on a timeline in a chronological order (Y1,2,)		 <p>Nottingham Castle</p>							
1642- Charles I raises the royal standard at the castle.	Jessie Boots first opened Boots pharmacy in Nottingham in 1849 (Y2)	 <p>Nottinghamshire Coal mining</p>								
1651 – Nottingham Castle is destroyed to prevent it being used in war again.	I know the main features of a castle and why castles were important for settlements. (Y1)	 <p>Ned Ludd</p>								
The Luddites were a secret organisation of English textile workers in the 19 th century which started in 1811 and ended in 1817.	Key Vocabulary	 <p>Goose Fair</p>								
The Luddites destroyed textile machines as a form of protest because the machines were replacing skilled workers.	<table border="1"> <tr> <td data-bbox="940 862 1166 928">Chronological Order</td> <td data-bbox="1166 862 1488 928">An arrangement of dates/ events according to the order of time.</td> </tr> <tr> <td data-bbox="940 928 1166 981">Luddite movement</td> <td data-bbox="1166 928 1488 981">The Luddites were a secret organisation of English textile workers in the 19th century.</td> </tr> <tr> <td data-bbox="940 981 1166 1073">Coal mining</td> <td data-bbox="1166 981 1488 1073">Coal mining is the process of extracting coal from the ground. Coal is valued for its energy content and since the 1880s has been widely used to generate electricity</td> </tr> <tr> <td data-bbox="940 1073 1166 1166">Ned Ludd</td> <td data-bbox="1166 1073 1488 1166">Ned Ludd a young apprentice who was rumoured to have wrecked a textile apparatus in 1779. There's no evidence Ludd actually existed—like Robin Hood, he was said to reside in Sherwood Forest—but he eventually became the mythical leader of the Luddites movement.</td> </tr> </table>	Chronological Order	An arrangement of dates/ events according to the order of time.	Luddite movement	The Luddites were a secret organisation of English textile workers in the 19 th century.	Coal mining	Coal mining is the process of extracting coal from the ground. Coal is valued for its energy content and since the 1880s has been widely used to generate electricity	Ned Ludd	Ned Ludd a young apprentice who was rumoured to have wrecked a textile apparatus in 1779. There's no evidence Ludd actually existed—like Robin Hood, he was said to reside in Sherwood Forest—but he eventually became the mythical leader of the Luddites movement.	
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Nottingham operated a number of coal mines. Some of those include, Cotgrave, Bilsthorpe, Ashfield and Eastwood. Children as young as 7 worked long hours in dark, cold conditions.										
1831 – Nottingham Castle is burnt down in riots.										
1284 – Goose Fair begins.										


WIDER OPPORTUNITIES

- Explorer Local Discovery Bag
- Educational Visits
- Partake days
- Visitors
- Artefacts
- Air Aid Shelter Project with the University of Nottingham and the local community


Nottingham Forest is a football club based in Nottingham, England. The club's home ground is the City Ground stadium, which has a capacity of 25,000. The club's colours are red and white.





The club has a long history, having been founded in 1862. It has spent most of its time in the Premier League, the top tier of English football. The club has won the FA Cup in 1997 and the League Cup in 1989 and 2001.




The club's current manager is Steve Cooper, who took over in 2022. The club's captain is Chris Wood.



The club's website is www.nottinghamforest.co.uk. The club's social media accounts are on Facebook, Twitter, and Instagram.



The club has a strong community presence, with many fans and supporters living in the Nottingham area. The club is committed to supporting local charities and initiatives.



History of the Fire Service

Firefighting can be traced back to Roman times.

Handwritten notes: "Idea" and "The area".

Early fire engines were manual pumps, often driven by men, with a water tank on top. The first fire engine was invented in 1672 by Richard Newsham.

The City of Nottingham Fire Brigade was first created by the Incorporated Act 1846 and the two brigades merged in 1974. Today, more than 60 years later, Nottingham Fire and Rescue Service is run by the Nottingham Fire and Rescue Authority.

A lot of the service's history is preserved in the Mansfield Fire Museum, which is located at Mansfield Fire Station. The museum - which is run by the Mansfield Fire Station Preservation Society - has a superb collection of old tools, equipment, artefacts and memorabilia, keeping alive the history of the fire service.



Nottingham Fire and Rescue Service covers an area of 834 square miles with a population of over 1 million. Many towns and cities had their own fire services until the first fire of London in 1192. This fire was the start of the fire service in Nottingham.



13 Station vehicles

24 Fire stations

29 Fire appliances

OUR ETHOS

Impact:

Through the high quality first teaching of History taking place we will see the impact of the subject in different ways.

Through pupil voice children will be able to talk about the skills and knowledge they have acquired. Children will be engaged in History lessons and want to find out more. Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.

Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate.

The school environment will be history rich through displays, resources, vocabulary etc.

As historians, children will learn lessons from history to influence the decisions they make in their lives in the future. Ongoing assessments and monitoring will show standards in History will be high and will match standards in other subject areas.

ANY QUESTIONS?

