

Excalibur School

History

Coverage from EYFS to Year 6

KEY THREADS	TRANSPORT	CULTURE/ BELIEFS	CONFLICT AND RESOLUTION
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History Year 1

Key previous learning/ revision/consolidation:

EYFS- People and communities: children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary	Composite Task
<p>BRITISH HISTORY</p> <p>GUNPOWDER, TREASON AND PLOT</p> <p><i>NC Objective/s: To know events beyond living memory that are significant nationally or globally.</i></p>	<ul style="list-style-type: none"> • What is History? What do we know about Bonfire Night? • What did Guy Fawkes do that makes us burn a guy on Bonfire Night? • How did Guy Fawkes feel before, during and after the plot? • What went wrong with the plot and how do we know? • What was Bonfire Night like in the past and how do we know? 	<ul style="list-style-type: none"> • History is learning about the past – things that have already happened. • Bonfire Night remembers the Gunpowder plot which took place on 5th November 1605. • The gunpowder plot was a plot to blow up the Houses of Parliament in London because the Catholics were angry at how they were being treated by the Protestant King. • The key people involved in the plot were Guy Fawkes, Robert Catesby, Lord Monteagle and King James I. • King James I found out about the plot from a letter from Lord Monteagle. • Guy Fawkes was arrested and later executed. • Bonfire Night was celebrated differently in the past. 	<p>Guy Fawkes Gunpowder Robert Catesby Houses of Parliament Protestant Catholic King James I Source Past Executed</p>	<p>Prove it using a gallery of images task.</p>

<p>LOCAL HISTORY BRITISH HISTORY</p> <p>TOYS</p>	<ul style="list-style-type: none"> • What are our toys like today? • What are other people's toys like? • How can we tell these toys are old? • How have toys changed over time? • Who played with these toys a long time ago? (Trip) • Can we set up a toy museum? 	<ul style="list-style-type: none"> • Toys have developed and changed over time. • Some toys, for example dolls, have been around for hundreds of years, but their design has changed. • Toys in the past were made from wood, metal, fabric and ceramic. Modern toys are made from plastic as well as more traditional materials. • By inspecting toys, we can determine whether they are old or new. (Design, appearance, materials etc) • Victorian toys included spinning tops, diabolos and cup and balls. <div data-bbox="1016 488 1386 547" style="border: 1px solid black; width: 165px; height: 37px; margin: 10px auto; display: flex; justify-content: space-around;"> <div style="width: 50px; height: 30px;"></div> <div style="width: 50px; height: 30px;"></div> <div style="width: 50px; height: 30px;"></div> </div>	<p>Artefact Photograph Old New Oldest Newest Modern Past Present Dull Old-fashioned Spinning top Diabolo Cup and ball Plastic Metal Wood Ceramic Glass Fabric Electronic Batteries Victorian</p>	<p>Toy Museum: Children will write information sheets for a variety of toys, deciding on the time period they are from and explaining how they made their decision.</p>
<p><i>NC Objective/s:</i> <i>To understand changes within living memory.</i> <i>Where appropriate, these should be used to reveal aspects of change in national life.</i></p>				
<p>BRITISH HISTORY</p> <p>GRACE DARLING</p>	<ul style="list-style-type: none"> • What did Grace do that made her famous ...and why is she remembered today so long afterwards? • Why did Grace do what she did? 	<ul style="list-style-type: none"> • In 1838, Grace Darling, age 22, rescued 9 men from the SS Forfarshire which had crashed onto rocks. • The rescue was on a stormy night in a wooden boat. • Grace Darling was considered a heroine. She inspired other young girls to act bravely when women were thought to be weak. 	<p>Courage/co ourageous Crew Forfarshire Heroine Lighthouse Memorial</p>	<p>Discussion How are the versions of Grace Darling's rescue different? Why don't they show the same things?</p>

***NC Objective/s:
To know the lives of
significant
individuals in the
past who have
contributed to
national and
international
achievements.***

- Did Grace really carry out the brave rescue on her own?
- How do we know about Grace's actions which happened so long ago?
- How did sea rescue improve after her heroic act?
- How should we remember Grace Darling today?

- Newspapers spread the news of her bravery. Queen Victoria wrote to thank Grace for her bravery.
- Sea rescue has improved greatly - RNLI lifeboats.



Rescue
RNLI
Row
Steady
Survivor
Wreck



History Year 2

Key previous learning/ revision/consolidation:

- Idea of the passage of time beyond living memory.
- That there have been changes within the lifetime of their family members and also within the last 100 years
- That there were significant individuals whose actions and lives impacted on the history of localities and countries in the world
- That we can use historical sources like personal accounts, looking at photographs, handling artefacts from the day and visiting historical sites

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary	Composite Task
<p>BRITISH HISTORY</p> <p>GREAT FIRE OF LONDON</p>	<ul style="list-style-type: none"> • How can we work out why the Great Fire started? • What happened during the Great Fire and how do we know? • Why did the fire burn down so many houses? • Could more have been done to slow the spread of the fire? • What can we learn about the past from artefacts? 	<ul style="list-style-type: none"> • The Great Fire of London started in 1666 in Thomas Farriner's bakery and lasted 4 days. • It spread easily because the houses were built mainly of wood/straw and were very close together. • The impact of the fire was that people had to flee London. • Samuel Pepys' diary documented the events of the Great Fire. • The Great Fire of Nantwich 1583 started in a brewery by Nicholas Brown. • It spread because, like the London fire, the houses were built mainly of wood and were close together. Also two bears had escaped from the Bear Hotel so people were afraid to go out and fight the fire. • Queen Elizabeth I gave £1000 to help to rebuild the town and allowed the town to use wood from Delamere Forest. • Like Samuel Pepys' diary, the Wilbraham family diary gives an account of the Great Fire of Nantwich. 	<p>diary evidence sources eye witness reliable St Paul's Cathedral Samuel Pepys King Charles II Thomas Farriner Thomas Bludworth 17th century River Thames squirts mayor pitch/tar thatch</p>	<p>Assessment task.</p>
<p>NC</p> <p><u>Objective/s:</u></p> <p><i>To know events beyond living memory that are significant nationally or globally.</i></p>	<ul style="list-style-type: none"> • How shall we rebuild London after the Great Fire? • Compare the GFofL to the Great Fire of Nantwich- what was the same and what was different? 			

GLOBAL HISTORY

THE MOON LANDINGS:

- Has man ever been to the moon and how can we know for sure?
- Why did the astronauts risk their lives to go to the Moon?
- How were the spacemen able to get there and back safely?
- What did they do when they got to the Moon and how do we know?
- Should we continue to send people to the moon?

- The first lunar landing was on 20 July 1969.
- Neil Armstrong was the first man to walk on the moon. He was very brave and enjoyed adventure.
- That the lunar landings started with the launch of Saturn V, then the Eagle and Columbia separated, the Eagle (with Armstrong and Aldrin) landed on the moon to conduct experiments, Columbia circled the moon manned by Michael Collins.
- Armstrong and Aldrin tried different ways of moving, rang the American president, Nixon, planted the American flag and collected moon rocks and moon dust.
- 195 hours after launch, all three returned to Earth and landed in the ocean where they were rescued by Navy divers.
- Nobody has returned to the moon since 1972.
- People have differing opinions about travel to the moon.

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Neil Armstrong
Buzz Aldrin
Michael Collins
Yuri Gagarin
Shuttle
Launch
Moon
Astronaut
Lunar
Module
Orbit
Satellite
Gravity
Apollo 11
Columbia command
module
Eagle
Saturn V
Sputnik
Tranquillity base
Visor

Prepare for museum.

NC

Objective/s:

To know events beyond living memory that are significant nationally or globally.

To know the lives of significant individuals in the past who have contributed to national and international achievements.

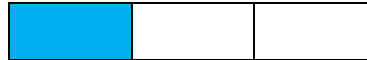
LOCAL HISTORY

GOING TO THE SEASIDE

NC
Objective/s:
To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
To know significant historical events, people and places in their own locality.

- What was the seaside like in the past and what did people do there?
- How do we know what seaside holidays were like in the past?
- Do we go to the seaside for the same reasons that people went in the past?
- How have seaside holidays changed over time?
- How did developments in travel change seaside holidays?

- In Victorian times, seaside holidays became popular because of health benefits like fresh air and salty water.
- The invention of the railways allowed easy access.
- Victorian people wore long bathing suits and didn't lie in the sun.
- Seaside entertainment in Victorian times included watching Punch and Judy shows, riding on donkeys and walking along the promenade and the pier.
- Similarities between past and present seaside holidays are: sea bathing, donkey rides, picnics, shows.
- Differences between past and present seaside holidays are: more difficult travel on roads (queues), travel to further destination (flight), entertainment, clothing.




Pier
Victorian
Edwardian
Coast
Promenade
Resort
Bathing machine
Codd bottle
Package holiday
Parasol
Pollution
Promenade
Punch and Judy
Shore
Stroll

Poster Presentation.

History Year 3

Key previous learning/ revision/consolidation:

- Children know how significant people and events over the last 500 years have influenced lives today
- How transport has changed over 500 years
- Children know that even if we weren't there, we can use evidence from historical sources like photos or recounts (Samuel Pepys diary) as well as physical evidence of life beyond living memory.

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary	Composite Task(s)
<p>BRITISH HISTORY</p> <p>PREHISTORIC BRITAIN</p> <p>FROM STONE AGE TO IRON AGE</p> <hr/> <p><i>NC Objective/s:</i> <i>Changes in Britain from the Stone Age to the Iron Age.</i></p>	<ul style="list-style-type: none"> • Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? • How much did life change during the Stone Age when man learned how to farm? • What can we learn about life in the Stone Age from a study of Skara Brae? • Why did they build Stone Henge? • How should we remember the Bronze Age? • What was life like in the Iron Age and how do we know? • Who killed the 52 people at Maiden Castle? 	<ul style="list-style-type: none"> • Life in Stone Age times changed with a move from being hunter-gatherers to farmers. • Stone age life was having farms, living on settlements and training cattle to pull ploughs. • Skara Brae revealed that Stone Age man knew how to fish, play games and farm and grow crops. • There are differing theories to explain the existence of Stonehenge. • Key changes during the bronze period were: the use of metal to make tools; living in roundhouses in settlements; burying dead in barrows and making own textiles. • Archaeology tells us what life was like in an Iron Age hillfort (Food, farming, food storage, production of clothing) 	<p>Pre-historic Stone Age Bronze Age Iron Age Hunter-gatherers Mesolithic Neolithic Palaeolithic Skara Brae Stonehenge Maiden Castle Iron age hill forts Tribal kingdoms AD BC Archaeologists Artefact Barrow Forge Henge Ritual Tribe/tribal</p>	<p>Letter.</p>

GLOBAL HISTORY

ANCIENT EGYPT

- What do you know about Ancient Egypt?
- How can we discover what Ancient Egypt was like over 5,000 years ago?
- What sources of evidence have survived and how were they discovered? (Discovery of Tutankhamun’s tomb/who built the pyramids?)
- What does the evidence (a clay pot and a pair of sandals) tell us about everyday life for men, women and children 5000 years ago?
- What did the Ancient Egyptians believe about life after death and how do we know?
- What did Ancient Egypt have in common with other civilizations from that time?

***NC Objective/s:
The achievements
of the earliest
civilizations.***

- The Ancient Egyptian empire existed between the years 3100 BCE and 332 BCE.
- The River Nile was important to the Ancient Egyptians because it provided water for crops, fertile soil, food, papyrus reeds, transport and mud for bricks and pots.
- Different types of evidence today help us understand what life was like in Ancient Egyptian society: pyramids, hieroglyphics, papyrus rolls, artefacts and the Rosetta stone.
- Ancient Egyptians existed in a hierarchical society.
- The afterlife was important to Ancient Egyptian society. Mummification was a key process after death.
- The Egyptians worshipped hundreds of gods, many of which were represented by animals.
- There were three other, major civilisations existing elsewhere in the world at the same time: Indus Valley, Sumer, Shang Dynasty.



Civilisation
Climate
Culture
Technology
Ancient
Trade
Fertile
Irrigation
Hierarchy
Artefact
Ankh
Embalming
Excavate
Flax
Hieroglyphics
Mummification
Natron salt
Papyrus
Pyramid
Pharaoh
Sarcophagus
Scribe
Rosetta stone
Sphinx
Tomb
Vizier
BC/AD

Prepare for museum.

**BRITISH HISTORY/
LOCAL HISTORY**

ROMAN BRITAIN

**NC Objective/s:
The Roman Empire
and its impact on
Britain.**

Why did the Romans leave Italy to invade Britain?
Did Claudius invade for the same reasons as Caesar?
Why did Boudicca stand up to the Romans and what image do we have of her today?
How were the Romans able to keep control over such a vast empire?
How did Celtic life change after the Romans settled and how do we know?
How can we solve the mystery of why this great empire came to an end?
How much have the Romans ever done for us?

- Julius Caesar invaded Britain twice in 54/55BC.
- Claudius invaded Britain 98 years later because Britain had lots of useful resources such as iron, gold and silver, slaves, corn, cattle and land for farming, and to prove that he was not weak.
- Boudicca, Queen of the Iceni tribe, rebelled against the Roman army.
- Due to the lack of reliable sources, differing interpretations of Boudicca exist.
- The Romans kept control because the army was powerful, disciplined, well-trained, well-organised, able to use tactics such as Testudo.
- Romans built square or rectangular walled towns using stone, brick and tiles. These included buildings such as bath houses, amphitheatres, shops and temples.
- The Romans left Britain because of Barbarian invasions, high defence costs, depleting army, money spent on churches, troubles in the Italy.
- The Roman empire has left a legacy today: place names, surviving buildings such as the walls in Chester, calendar, trade, roads, money, Christianity, sewers and drains, aqueducts and heated baths.




(Celtic) tribes/tribal
Gaul
Empire
Govern/governor/
government
archaeology
Christianity
conquer/conquest
emperor
empire
government
imported
Latin
public bath
Province raid
rebel/rebellion
tax
worship
villa
trade
(import/export)
slave
legion
hypocaust
civilisation
conflict
AD
BC

Poster presentation.

History Year 4

Key previous learning/ revision/consolidation:

- How the river Nile enabled the Egyptians to trade successfully (Industrial Revolution)
- What life would have been like for Stone Age people and ancient Egyptians
- How we use different sources to support our understanding of the past

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary	Composite Task(s)
<p>BRITISH HISTORY</p> <p>ANGLO-SAXONS</p> <p><u>NC Objective/s:</u> Britain's settlement by Anglo-Saxons and Scots.</p>	<ul style="list-style-type: none"> • Why did the Saxons invade? • What does the mystery of the empty grave tell us about Saxon Britain? • How did people's lives change when Christianity came to Britain and how can we be sure? • How were the Saxons able to see off the Viking threat? • Just how great was King Alfred, really? • Just how effective was Saxon justice? • So how dark were the dark ages, really? 	<ul style="list-style-type: none"> • Anglo-Saxons invaded for more land and improved climate for farming, to avoid flooding, rich resources (precious metals) and to support Britain against the Picts invasion. • Archaeological discoveries such as Sutton Hoo in 1939 have helped us to learn about the Anglo-Saxons. • By the end of 7th Century, Anglo-Saxons ruled most of Britain. Anglo-Saxons converted to Christianity. • Alfred defeated the Vikings and they settled in the Danelaw area co-existing with the Anglo-Saxons. In 955AD, the kingdom of England was formed. • Law and order in Anglo-Saxon times, included different trials, wergild, hue and cry and blood feud and tithings. • The Anglo-Saxons times are controversially viewed as the Dark Ages. 	<p>Christianity Danelaw Hoard Monastery Pagan Picts Settlement Sutton Hoo Treaty Urn Viking</p> <p>Wergild Alfred Asser Augustine Bede Burhs Gildas Gunthurm Hengist and Horsa Raewald Vorigern</p>	<p>Letter.</p>

BRITISH HISTORY

VIKINGS

***NC Objective/s:
The Viking and
Anglo-Saxon
struggle for the
Kingdom of
England to the
time of Edward
the Confessor.***

- What image do we have of the Vikings?
- Why have the Vikings gained such a bad reputation?
- How did the Vikings try to take over the country and how close did they get?
- How have recent excavations changed our view of the Vikings?
- What can we learn about Viking settlement from a study of place/name endings?
- Raiders or settlers: how should we remember the Vikings?

- Arriving on longboats from the Scandinavian countries; Norway, Sweden and Denmark., the Vikings raided coastal places in Britain, such as Lindisfarne.
- Monks have written accounts of the Viking invasion, portraying them as raiders.
- Archaeological discoveries – Jorvik tell us about life in Viking times.
- Vikings started as raiders, became settlers and then rulers.
- The Danelaw was the area of Viking settlement where the Danes ruled with their own laws.
- The Vikings are responsible for many place names in the United Kingdom, such as Lindholme and Althorpe.



Archaeology
Artefacts
Conquer
Danegald
Danelaw
Heathen
Hoard
Invade
Longboat
Longhouse
Monastery
Pagan
Polytheistic
Runes
Saga
Settlement
Valhalla

Prepare for museum.

**LOCAL HISTORY/
BRITISH HISTORY**

**VICTORIAN
BRITAIN**

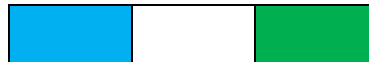
NC Objective/s:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

A local history study.

- What were the main changes that took place during this time?
- Children working in factories: Was it as bad as they tell us?
- If life was so hard in the towns then why did so many people leave the countryside to move to towns during the Victorian times and what was life like in towns?
- What were the main changes in transport and did everyone benefit?
- What can we learn about Victorian times from a study of:
 - Going to school
 - Workhouses
 - Climbing boys

- The Victorian period was from 1837-1901.
- The Industrial Revolution was the transition from making goods by hand to using machines, meaning more factories, more goods produced, growth of railways and development of steam power.
- Factory life was believed to be difficult due to poor and unsafe working conditions, long hours and punishments.
- People moved from the countryside to towns in Victorian times to find work in factories.
- Conditions in towns were poor because of cramped housing, shared toilets and communal water pump.
- Schooling was very different: rows facing forward, blackboard, strict rules.
- In 1834, a new poor law was introduced which meant that all poor people were put into a workhouse.
- Boys could work as chimney sweep apprentices but the working conditions were poor and dangerous.




British Empire
Class
Factory
Industrial Revolution
Mill
Poverty
Rural
Reigned
Sanitation
Slums
Urban
Wealth
Workhouse
Monarch
Workhouse
Invention

Poster presentation.

History Year 5

Key previous learning/ revision/consolidation:

- Understanding of how the ancient Egyptian civilisation was so successful
- How the collapse of the Roman Empire led to the invasion of the Anglo Saxons

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary to be taught	Composite Task(s)
<p>LOCAL HISTORY/ BRITISH HISTORY</p> <p>WORLD WAR 2</p> <p>NC</p> <p><i>Objective/s:</i></p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p><i>A local history study.</i></p>	<ul style="list-style-type: none"> • Were Germany happy with the Treaty of Versailles? • Why did Britain go to war? • Why was it necessary for children to be evacuated? • What was it like to be evacuated? • What was life like in Britain during World War 2? • Why was Crewe bombed so heavily during World War 2? • What is propaganda and how was it used by the British Government during World War 2? • What is VE day? 	<ul style="list-style-type: none"> • The Treaty of Versailles was made in 1919 after World War 1 and meant that Germany had to give up land, pay lots of money and keep their army small. • In 1933, Adolf Hitler became leader of Germany and he promised to make Germany strong again. • In 1939, Germany invaded Poland so Britain declared war on Germany. • Neville Chamber was Prime Minister at this time, and later succeeded by Winston Churchill. • To avoid bombing in the cities, children were evacuated to the countryside. • Britain prepared for the Blitz by building air raid shelters, developing the home guard, issuing gas masks, women working in factories and introducing rationing. • Railway towns, including Crewe were heavily targeted for bombing to destroy transportation of goods. • Propaganda was used by the government to keep up morale and show that the war was going well. • Censorship controlled images that were shown to the public, showing only those that were positive. • VE Day marked the end of the war on 8th May 1945. People across Britain celebrated with street parties. 	<p>Allies</p> <p>Anderson shelter</p> <p>ARP – Air Raid Patrol warden</p> <p>Billeting</p> <p>Black market</p> <p>Censorship</p> <p>Propaganda</p> <p>Civilian</p> <p>Home guard</p> <p>Blitz</p> <p>Luftwaffe</p> <p>Morale</p> <p>Morrison shelter</p> <p>Rationing</p> <p>Evacuation</p> <p>Treaty of Versailles</p> <p>Munition</p> <p>Surrender</p> <p>VE day</p>	<p>Letter.</p>

GLOBAL HISTORY

MAYA

- Why do you think we study the Maya empire in school?
- Why did the Maya Empire grow to be so powerful?
- What was life like at the height of the Maya civilization?
- How do we know what it was like there?
- Were the Mayas bloodthirsty or civilised?
- Why did the Maya empire end so quickly?

- The Maya civilisation existed on the Yucatan peninsula in Central America between 2600BCE to 1500AD until the Spanish conquest.
- The Maya civilisation was concurrent with the Stone Age, Iron Age, Ancient Egyptians, Romans, Anglo-Saxons and Vikings.
- The Maya civilisation grew because they traded, grew crops using irrigation, had raw materials to sell – jade.
- Maya society was hierarchical.
- We know about the Mayas from archaeological remains, Spanish conquest sources, artefacts, hieroglyphs and story-telling.
- The Mayas worshipped many Gods and believed they needed offerings of blood through human sacrifice.
- The Maya civilisation ended because of long periods of drought, disease, over farming and warfare between neighbouring states.



Hieroglyphs
Maize
Pyramids
Sacrifice
Chichen Itza
Conquest
Drought
Over-farming
Cenote
Codex/codices
Glyph
Jade
Obsidian
Quetzal
Ritual
Stash and burn
Stelae

Prepare for museum.

NC

Objective/s:

A non-European society that provides contrasts with British history.

GLOBAL HISTORY

ANCIENT GREECE

NC
Objective/s:
Ancient Greece – a study of Greek life and achievement s and their influence on the western world.

- How can we know so much about the Ancient Greeks who lived over 2,500 years ago?
- What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
- Why was Athens able to be so strong in the 5th and 6th century BC?
- Would you prefer to live in Athens or Sparta?
- What can we tell about the Ancient Greeks from their interest in festivals like the Olympics?
- What did the Ancient Greeks do for us?

- The Ancient Greeks existed between approximately 700BC to 146BC.
- We know about the Ancient Greeks from artefacts – pottery – and festivals like the Olympics.
- Life for women in Ancient Greece was very different than that of men.
- Athens was a dominant city state because of: natural advantages (coastlines which made trade easy), natural resources (silver mines), trade (sea port), democracy and an educated society.
- Athens and Sparta were rival Ancient Greek city states and life was very different in them:
In Athens, a democracy, children played musical instruments and read. In Sparta, boys left their families aged 7 to be trained to join the army.
- The Ancient Olympics was a religious festival that lasted for five days and included events such as running, boxing, chariot racing, long jump, discus and javelin.
- The legacy of Ancient Greece is language, architecture, philosophy, the Olympics and the alphabet. Also, the work of historians, philosophers, mathematicians and scientists.




Acropolis
Agora
Helot
Hoplite
Ostrakon
Polis
Polytheistic
Democracy
Oligarchy
Mount Olympus
Parthenon
Titans
City state
Olympics

Poster presentation.

History Year 6

Key previous learning/ revision/consolidation:

- P4C/RHE work about race and inequality
- A study of the Roman Empire
- Knowledge of the Second World War

Unit of work	Key Questions	Key Knowledge learnt	Key vocabulary to be taught	Composite Task(s)
<p>GLOBAL HISTORY BRITISH HISTORY</p> <p>BLACK AND BRITISH</p> <p><i>NC Objective/s: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p>	<ul style="list-style-type: none"> • How shall we tell the story of the first black Britons in Britain? • What part did black people play in British life when they started to settle 500 years ago? • What difference did the slave trade have on the black people? • When so many black people fought in the two world wars, why is it only recently that their sacrifices have been recognised? • How did the arrival of the Empire Windrush change the way black people were treated in Britain? • How far has life improved for Black people living in Britain over the last 60 years? 	<ul style="list-style-type: none"> • The first black people in Britain were Roman soldiers, but were absent up until Tudor times because of increased trade. • In Tudor times, black people came to settle in Britain, some holding positions of responsibility. • Millions of black people were forced into slavery by British traders and suffered as slaves, working on plantations in the Americas. • Black people served in both World Wars. However, discriminatory attitudes restricted the roles that they could play. • In 1948, SS Windrush transported black people to Britain from the Caribbean. • Laws have been introduced to prevent discrimination of black people. Black Lives Matter campaign is an attempt to show how far we still have to go to make sure black people are treated equally. •  	<p>Slavery Empire Windrush Brixton Riots Black Lives Matter Abolition Atlantic slave trade Commonwealth Discrimination Empire Middle passage Migrant Prejudice Racism Segregation</p>	<p>Letter.</p>

BRITISH HISTORY

BEYOND FACE VALUE

***NC Objective/s:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.***

- Would the real Henry VIII please stand up?
- Portraits of Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?
- Why is it so difficult to work out what Victorian factory conditions were really like?
- Why do we need to be careful when using paintings to find out about Victorian life?
- Were the evacuees as happy as they were shown?
- Did people believe all the propaganda during the Blitz?

- Historical interpretation can be affected by the images chosen.
- Victorian factory conditions varied over time based on reform and new laws which were passed.
- Some paintings were drawn of events which never took place.
- Censorship is where certain bits of information are kept from the public by the government.
- Propaganda is using persuasion through a message.
- Photographs can be used in different ways to present a particular perspective of historical events, such as the Blitz.

Propaganda
Historical interpretation
Validity
Pouncing
Factory reform
Victorian period
Bias
Censorship
Morale
Purpose
Staged

Prepare for museum.

BRITISH HISTORY
LOCAL HISTORY

**CRIME AND
PUNISHMENT**

NC Objective/s:
***A study of an
aspect or theme
in British history
that extends
pupils'
chronological
knowledge
beyond 1066.***
***A local history
study.***