



History Overview 2024-2025

Intent:

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about the History of Britain and other societies. We aim to provide an inclusive curriculum which represents our school community, giving all of our pupils the understanding of their place in our world and their heritage. History at Bassingbourn Community Primary School aims to be ambitious and motivating. Ambitious in our coverage of History and thorough teaching of Historical skills and concepts. Motivating, through engaging activities, trips and visitors that give all students an opportunity to question the past, with the intention to improve every child's cultural capital.

At Bassingbourn, our History curriculum is designed with the intent that all children will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- To discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past
- Children are able to form links through historical and geographical concepts, exploring how these are layered and intertwined across human civilization allowing for a deeper explanation and broader understanding of the humanities

Implementation:

At Bassingbourn, we plan our History lessons based on the National Curriculum program of study. Younger children in EYFS will have 'History' incorporated into their topics throughout the year within the class provision. In KS1 and KS2, children will study three units of History across the school year. In ensuring high standards of teaching and learning in History, the whole school overview ensures there is progression throughout the school and that children build upon knowledge and skills learnt in previous years. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain's early history, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the history of the wider world through ancient civilisations and empires. Where possible, teaching will be supplemented by trips to places of historical interest, visits from people from the community or borrowing artifacts from local museums.

Impact:

History is assessed using the end of unit assessment tasks written by the teacher. The assessment tasks will assess the skills and knowledge taught in the unit. Children who are “working towards” and at “greater depth” are recorded in order to track progression and provide intervention where appropriate. Teachers make use of curriculum journeys in order to help children track their own learning progress. Children are also encouraged to discuss their understanding of the unit and the concepts that arise within the unit. Pupils at the school will be more prepared for the opportunities, responsibilities and experiences of later life. Further information regarding assessment of impact is available in the Assessment Guidance.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	<p>All about Me Children will be able to: Name and describe the people who are familiar to them Talk about their immediate family</p>	<p>Transport Children will be able to: Talk about transport in the past and present.</p>	<p>Pirates Children will be able to: compare and contrast characters from the past and compare them to the present.</p>			<p>Let's create – Toys Children will be able to talk about toys in the past and present within living memory e.g. toys their grandparents played with.</p>
Year 1	<p>All about me Focus: Children will know that life used to be different and will know how we have changed over time, knowing changes that have happened in their lifetime.</p>		<p>Brilliant Bassingbourn Focus: Children will know about the history and key events of where they live, knowing key changes, including changes in their lifetime.</p>		<p>Toy Stories Focus: Children will know how toys have changed over time.</p>	
Knowledge	<p>People that are older than me, were born before me.</p> <p>People that are younger than me, were born after me.</p> <p>Times were slightly different when my parents/carers were little.</p> <p>Times were very different when my grandparents were little.</p> <p>There was a time before my grandparents were born. Life was very different then. People wore different clothes, travelled in different ways, played with different toys and school was very different too.</p>		<p>Some buildings in the high street are older than others.</p> <p>Shops were different in the past.</p> <p>Older maps and Google Maps show the local area from above; compare photographs from around 100 years ago and now; and learn about local residents from the past via street directories and the 1911 census records.</p>		<p>Toys have been around for thousands of years. The earliest toys were dolls which were often made from wood.</p> <p>Looking at the materials that toys are made of gives us clues about how old it is.</p> <p>Older toys are made from wood, tin, cloth or household materials.</p> <p>They had to be moved by hand. They were made by hand, by toy makers, and would take a long time to make.</p> <p>Teddy bears have been toys for over 100 years.</p> <p>Teddy bears used to be stuffed with wood shavings.</p>	

	Examples of things that have changed during their lifetime.		Parts of dolls were made from porcelain (China clay) and were very delicate, this means they could easily break. Lots of modern toys use electricity to work and are often made from plastic.
Skills	Recall events from their own life and some stories that other family members have shared with them. Talk about their own experiences, e.g. share photos and memories. Listen to other family members telling them about their life. Find out about the past experiences of family members. Learn that we can find out about the past by people telling us stories about their experiences and looking at pictures.	We can learn about the past by looking at pictures and photographs Ask and begin to answer questions about events. When? What happened? What was it like...? Why? Who was involved? Know that the world was different in the olden days. Know how to use common words and phrases relating to the passing of time. (old, new, then, now, past) Recognise similarities and differences between two time periods	Identify some different ways we find out about the past using pictures and stories. Describe and sequence artefacts, pictures and events that are a) within their own lives, b) close together in time, c) from different time periods
Vocabulary	Lifetime Younger Older Grandparents Experience	Building Atlas Map Bassingbourn Cambridgeshire Hertfordshire Royston Farming Census	Porcelain Materials Rocking Horse Soldier Games console Marbles Skateboard Board games
Year 2	Explorers and adventurers Focus: Children will know about the Robert Falcon Scott's expedition and the moon landing and will know the similarities and differences between the two events with a focus of exploration.	Great Fire of London 1066 Focus: Children will know about the Great Fire of London and the Great Fire of Market Square and will know similarities and differences between the two fires.	Seaside, trains and planes
Knowledge	Introduce the lives of explorers and the different challenges they met when travelling.	Cause: Started in Pudding Lane in a bakery. Baker was called Thomas Farriner. 2nd	George Stephenson invented the steam train

	<p>What equipment did they have to help them? Robert Falcon Scott - British Royal Navy Officer born 1868</p> <p>Robert Falcon Scott left Cardiff on the ship the Terra Nova to go to Antarctica in June 1910 Used sledges, ponies, dogs Too poor conditions for sledges and ponies so they continued on foot with their dogs. Dogs ran away.</p> <p>Reached the Pole Jan 1911 to find a Norwegian party led by Roald Amundsen had beaten them. On the way back by time they were 20 km from the food supply base they had all died.</p> <p>Expedition included Ernest Shackleton Neil Armstrong born 1930. American military pilot and professor. Apollo 11 mission. 3 in the crew including Edwin Aldrin and Michael Collins</p> <p>Neil Armstrong and Edwin were chosen to be the first person on the moon on 20th July 1969. Walked 60 m on the surface of the moon. Arrived back safely. Travelled in a rocket called Saturn V Rocket.</p>	<p>September 1666. Lasted for 4 whole days. Narrow streets, wooden houses caused fire to spread quickly. Water brought from Thames. No fire fighters like today so soldiers used gunpowder to clear a gap in the houses so fire could not spread. 70 000 people had homes destroyed. 6 people died. 13 000 homes burnt down. St Paul's burnt down. Samuel Pepys wrote diary describing the fire.</p> <p>Effect: King Charles 2 ordered new building regulations - brick on all houses, streets widened</p>	<p>The invention of steam trains in 1804 made it possible for people to visit the seaside for the day from all over the country. 1830 Liverpool to Manchester and Canterbury to Whitstable first steam powered passenger railways. 1871 first paid days off for workers in England Holidays in the past were nearly always health related. Sea water was considered to have a beneficial effect on health and cure diseases. There are differences between seaside holidays 100 years ago, 50 years ago and today such as entertainment, transport and clothes. Women would use bathing machines, rolled out into sea, to change into their swimming costumes. People would be covered and wear their clothes to the beach. They did not have shorts and t-shirts to wear. Not many people sunbathed. Buckets and spades would be very heavy to carry. They were made from metal, tin and wood. People would watch Punch and Judy shows and walk along the promenade to watch a show, hear a band or sit and rest. Punch and Judy shows can be seen today but very rarely at a beach. UK Beach holidays in the last 20 years have declined due to cheaper package holidays abroad.</p>
Skills	<p>Ask questions about the past and use information to answer questions. Know that we use dates to describe events in time e.g 1912 Scott reached Antarctica, 1969 Neil Armstrong on moon. Use information and evidence to describe significant individuals from the past. Give a clear explanation of an important event, offering 2 or 3 reasons why an event took place.</p>	<p>Look and use different resources to understand how the past is represented. The past can be represented in different ways. Give a clear explanation of an important event, offering 2 or 3 reasons why an event took place.</p>	<p>Artefacts are objects made by people that give us information about the past Sequence and describe more complex events, people and objects on a simple timeline in chronological order of dates over a long period of time Know how to use words and phrases such as past, present, future, century, earliest latest, new, newest, old, oldest, modern, before, after</p>

Vocabulary	Expedition Conditions Astronaut Navy Neil Armstrong Ernest Shackleton Robert Falcon Scott Buzz Aldrin	Regulations Pudding Lane King Charles II River Thames Samuel Pepys Tower of London The Monument	Artefacts Steam power Seaside Carriage Transport Cockpit
Year 3	Hunter Gatherers	Exploring Egypt	Glorious Greeks
Knowledge	<p>Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans.</p> <p>People moved from hunter-gatherer to farmer, from rural to urban, from fighting for survival to sophisticated society.</p> <p>Stone age - Palaeolithic - Nomadic people were hunters, found food by moving from place to place in different seasons. Britain geographically part of mainland Europe</p> <p>Mesolithic - during this period sea levels rose Britain became an island. Tools developed becoming smaller and finer. Invention of canoes leading to fish hunting.</p> <p>Neolithic - people settled into villages and began farming. Began to look after animals and grow their own crops.</p> <p>Stonehenge: A prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 13 feet high (the height of two doors), 7 feet wide and weighing around 25 tons (about 2 double decker busses).</p> <p>Bronze age - people discovered how to extract metal from rocks. Bronze replaced stone as the best material to make tools. Able to build better equipment.</p>	<p>Ancient Egyptian civilization spans 3000 years of recorded history, from around 3000 BC to 30 BC.</p> <p>Nile was essential in Egypt for</p> <ul style="list-style-type: none"> • transport: the Nile was the highway of the kingdom • food: fish and water-fowl • papyrus reeds, used to make paper, baskets, boats, sandals. <p>Focus on key achievements of the Ancient Egyptians such as the significance of the River Nile, the Pyramids, the afterlife and significant individuals such as archaeologists who have discovered key facts about Cleopatra and Tutankhamun. Hieroglyphics and Rosetta Stone</p> <p>The ancient Egyptians possessed great scientific knowledge. This included the following.</p> <ul style="list-style-type: none"> • Astronomy For example, the Egyptians aligned the Great Pyramid so that the Dog Star and the Pole Star shine into it at specific times. They also worked out a 365-day year which accurately predicted the annual flooding of the Nile. 	<p>Ancient Greece empire spread over Europe as far as France in the East. The Greek Empire was most powerful between 2000 BC and 146 BC.</p> <p>The Ancient Greeks lived in Greece and the countries that we now call Bulgaria and Turkey. Ancient Greece was split into many different states, each one was ruled in its own way. Each state had its own laws, government and money but they shared the same language and religion. The two most important city states were Athens and Sparta.</p> <p>Legacy of the Ancient Greeks - (How Ancient Greece influenced modern day culture.)</p> <p>The ancient Greeks developed new ideas for government, science, philosophy, religion, and art. The influence of the Ancient Greeks is still felt by us today.</p> <p>Democracy - Around 508 BC, democracy was introduced to ancient Athens. The word 'democracy' means 'government by the people. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult</p>

	<p>Iron age (Celts and Picts) - iron replaced bronze as the main material. Began to protect themselves by building hill forts which were groups of buildings protected by stone walls A simple timeline of key facts to evidence changes occurring over this period of time.</p> <p>800,000 BC Earliest footprints in Britain date back to this time.</p> <p>40,000 - 8000 BC People started creating cave paintings</p> <p>25,000 BC Ice Age in Northern Europe and Britain</p> <p>12,000 BC Climate gets warmer in Britain</p> <p>8,500 BC Britain becomes an island</p> <p>6000 BC Farming introduced in Britain</p> <p>4,000 BC Stonehenge started to be built</p> <p>3, 000 BC Skara Brae first inhabited</p> <p>2, 300 BC Bronze working introduced (bronze is a mix of copper and tin to make it strong)</p> <p>1,200 BC First Hill Forts built</p> <p>800 BC Iron working introduced (iron stronger than bronze)</p> <p>120 BC First coins introduced from Europe</p> <p>43 AD Romans invade Britain - start of Roman Britain and the end of the Iron Age Stone Age to Iron Age covers around 10,000 years, between the last Ice Age and the coming of the Romans.</p>	<ul style="list-style-type: none"> ● Arithmetic, geometry and engineering This is seen in the accurate building of the pyramids and other royal tombs. ● Although Egyptian medicine had large elements of magic, we also have evidence of enormous surgical skill, such as 'skull openers' who could carry out delicate brain operations. Tutankhamun was born in a 1341 BC tomb in the Valley of the King. Died when only 19 years old. <p>Discovered by Howard Carter, a British archaeologist, in 1922.</p> <p>Cleopatra - born 69 BC Died 30 BC last of the Ptolemies. (ancestors of Alexander the Great) Initially ruled with her brother but he tried to take over from the Romans. Caesar and helped her become sole leader. Has a child with Caesar.</p> <p>First of the Ptolemy rulers to speak Egyptian. 6000 BCE</p> <p>Nile River Valley first inhabited 4000 BCE</p> <p>Depictions of gods and afterlife on walls of Egyptian tombs 3100- 2950 BCE</p> <p>Hieroglyphics are first used 2950-2575 BCE</p> <p>First Egyptian Pyramid is built 2575-2150 BCE</p> <p>The Great Pyramids are built in Giza 1539 - 1075 BCE</p> <p>'The Great Pharaohs' ruled 332 BCE</p> <p>Alexander the Great (Greek ruler) conquers Egypt 196 BCE</p> <p>The Rosetta Stone is carved - the key to translating hieroglyphics 30 BCE</p> <p>The Roman Empire conquers Egypt.</p>	<p>males who were citizens of Athens. We have a form of democracy in Britain, and this is a legacy of the Athenians and their assemblies and councils.</p> <p>For many years only men could vote in Britain. Women got the vote in 1918.</p> <p>Trial by Jury The word 'theatre' is Greek. Most modern theatres follow the Greek plan.</p> <p>The first Olympic Games were held in 776 BC at the Greek city of Olympia.</p> <p>Battle of Marathon Pheidippides ran from Athens to Sparta to ask for help against the Persians just before the Battle of the Marathon (490 BC).</p> <p>Building styles (Architecture) Throughout the world, buildings have been constructed in the style of Ancient Greece. The British Museum is an example of this.</p> <p>The first alphabet with vowels The Ancient Greeks played an important part in the development of the alphabet. The first two letters of the Greek alphabet - alpha and beta - have given us the word 'alphabet'</p> <p>Alexander the Great was the leader of the kingdom of Northern Greece called Macedonia. Conquered many Greek states before conquering other countries including Egypt. Created the city of Alexandria. Moved the capital city there. Died when he was 32 in 323 BC.</p>
--	--	---	---

Skills	<p>Ask questions and find answers about the past from a variety of sources considering aspects of change and cause.</p> <p>Many different sources can be used as evidence about the past eg documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums</p> <p>Use evidence to find out key features, aspects and events about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p>	<p>Order significant events and dates on a timeline with use of the correct dates. (AD/ BC)</p> <p>BC (Before Christ) and Ad (Anno Domini).</p> <p>Use evidence to find out key features, aspects and events about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p>	<p>Explore primary and secondary sources to develop historical understanding</p> <p>Know that there are different accounts of history</p> <p>Use evidence to find out key features, aspects and events about the everyday lives of people in time studied compared with our life today.</p> <p>Explain how people and events in the past have influenced life today.</p>
Vocabulary	<p>Bronze</p> <p>Copper</p> <p>Alloy</p> <p>Hunter gatherer</p> <p>Stonehenge</p> <p>Iron Age</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Celts</p> <p>Climate</p>	<p>BC</p> <p>AD</p> <p>Roman Empire</p> <p>Pyramid</p> <p>Pharaoh</p> <p>Hieroglyphics</p> <p>Astronomy</p> <p>Arithmetic</p>	<p>Architecture</p> <p>Olympic</p> <p>Democracy</p> <p>Theatre</p> <p>Parthenon</p> <p>God</p> <p>Goddesses</p> <p>Soldier</p> <p>Helmet</p>
Year 4	<p>Romans- Roman Impact on Britain</p> <p>Focus: Children will know about the Roman Empire and the impact it had on Britain.</p>	<p>Coming to Britain - Anglo Saxon migration</p>	<p>Ancient Mayans</p> <p>Focus: The comparison between the history of the UK and a non European society</p> <p>Mesoamerican Classic Period – Circa 250 – 1697 CE</p>
Knowledge	<p>Julius Caesar leads two military expeditions to Britain but they are driven back by the Celts 55BC and 54 BC.</p>	<p>After the Romans left, the country became more open to invasion.</p>	<p>c. 2000 BC The Maya civilisation comes into being in Central America.</p>

	<p>Romans invade Britain, it becomes part of the Roman Empire 49AD</p> <p>Romans make Colchester (Camulodunum) the capital of Roman Britain 60-61AD</p> <p>Queen Boudica leads the Iceni in revolt against the Romans 100AD.</p> <p>While in Britain, more than 8,000 miles of Roman roads were completed. Troops and goods travel easily across the country 122-128AD</p> <p>Hadrian builds a wall on the border with Scotland 250AD</p> <p>The Picts (Scotland) and Angles, Saxons and Jutes (from Germany & Scandinavia) start threatening Roman lands 401-410AD</p> <p>Built stone houses and temples, and aqueducts.</p> <p>Romans withdrew from Britain. About 400 AD</p> <p>Impact:</p> <p>Towns Large settlements existed in Britain before the Romans arrived, but they were the first to introduce significant 'towns' and administrative centres, which were planned out. Londinium, Aqua Sulis (Bath) and Lindum colonia (Lincoln) are all examples of Roman towns that still exist as modern towns,</p> <p>Plumbing and sanitation: Keeping towns and forts clean through drainage and access to fresh water was a new concept to Britain. At the root of sanitation was the great engineering works of the Romans, with aqueducts bringing water in and drains to keep the streets and houses clean.</p> <p>Architecture From military structures such as forts and walls (including the spectacular Hadrian's Wall) to engineering feats such as baths and aqueducts, the most obvious impact of the Romans that can still be seen today is</p>	<p>The Anglo Saxons were made up of people who rowed across the North Sea from an area that is now Germany, Denmark and the Netherlands.</p> <p>These people were from three tribes: the Jutes, the Angles and the Saxons.</p> <p>Anglo Saxon housing and clothes. Moved away from cities, wooden houses, woven clothes.</p> <p>Many of today's place names come from Anglo Saxon words eg Birmingham</p> <p>Many of today's English words are based on Saxon words eg hand, foot, Winter, apple, bread</p> <p>Anglo Saxons raid shores and are beaten back by the Romans 350 AD</p> <p>Most Romans and the Roman army leave leaving the Celts weak 410 AD</p> <p>Migration of Jutes, Angles & Saxons 449 - 450 AD</p> <p>Reasons for migration - war in own countries, flooding due to global warming, better farming land, invited to help fight against enemies, trade</p> <p>Housing - villages, wood, wattle and daub. This is seen in West Stow through experimental archaeology.</p> <p>Clothing - weaving - wool from sheep, natural dyes, leather from animals, metal brooches</p> <p>Anglo Saxon language for place names and days of week and common words still used today.</p> <p>The land is divided into 7 kingdoms 556 AD Northumbria, Mercia, Essex, Wessex, Kent, East Anglia, Sussex</p>	<p>c. 300 BC Cities, such as El Mirador, become large and powerful.</p> <p>AD 900 Cities in the rainforest are abandoned due to a drought. People move north to the highlands of Guatemala and the Yucatán.</p> <p>AD 1000 Cities like Chichén Itzá (which has two temple pyramids) are still thriving.</p> <p>AD 1500s (16th century)</p> <p>The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.</p> <p>AD 1839</p> <p>American explorer and writer, John Lloyd Stephens, and British artist, Frederick Catherwood, explore Copán and other cities including Chichén Itzá, reigniting interest in the Maya civilisation.</p> <p>AD 2014 The cities of Lagunita and Tamchén are rediscovered.</p>
--	---	---	---

	<p>their buildings. Most buildings in Iron Age Britain were made of timber and were often round in form. The Romans built in stone, in straight lines and in a grand scale.</p> <p>Roads Everyone knows the secret to a Roman road – build wide and straight, often with paved streets. Constructing reliable transport routes was a necessity of such an expansive empire, and a huge upgrade on the primitive routes that came before in Britain. Many, such as Watling Street (the A2 and A5) and Dere Street (A59 and A1 from York) still form the basis of routes used today.</p>		
Skills	<p>Devise, ask and answer more complex questions about the past using a range of source material, considering key concepts in history.</p> <p>Understand that people in the past represent events or ideas in a way that persuades others. Note key changes over a period of time and be able to give reasons for those change.</p>	<p>Devise, ask and answer more complex questions about the past using a range of source material, considering key concepts in history.</p> <p>Understand how some historical events occurred at the same time in different locations (Ottoman Empire and Anglo Saxon Britain Britain/ Vikings)</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p>	<p>Devise, ask and answer more complex questions about the past using a range of source material, considering key concepts in history.</p> <p>Look at different versions of the same event in history using sources to identify that there are different accounts of history.</p>
Vocabulary	<p>Aqueduct Architecture Transport Settlement Tribes Invasion Migration</p>	<p>Jutes Saxons Angles Northumbria Normans Battle of Hastings</p>	<p>Calendar Hieroglyphic Maize Stelae Pyramid Warrior Priest</p>
Year 5	<p>Vikings – Invaders or global traders? Focus: Children will know about the Viking invasion and their trading around the world.</p>	<p>The Silk Road A non-European society that provides contrast with British history: early Islamic Civilization - focus on Baghdad</p>	<p>What did the Victorians do for us? Focus: Children will know about the industrial revolution and how life changed for children over time.</p>

<p>Knowledge</p>	<p>By 655 Anglo Saxons had become Christian Vikings regularly attacked coastlines and along rivers to steal goods and slaves but returned back to their home. Note key raids during this period in time because it sets the precedent for permanent settlement. 865 large Viking invasion Anglo Saxons called the great Heathen invasion. By 874 most kingdoms in North West had fallen to Vikings except for Mercia and Wessex Alfred the Great pulled tribes together to fight against the Vikings. Alfred the Great, king of Wessex won many battles against Vikings but could not force them out of the country. Alfred the Great agreed a peace agreement with King Guthrum to divide England from Chester in the North West to London in the South East. The North section was called the Danelaw and followed Viking law. City of Jorvik (York) was the most important centre for Viking trade. In 954 the last Viking King Erik Bloodaxe was forced to flee from Jorvik. End of Viking rule and end of Danelaw. Viking explorers and traders. (sold honey, tin, wheat, wool , wood, iron, fur, leather, fish, ivory, amber, slaves) Travelled along rivers, especially Danube, first Europeans to arrive in America. Carried a set of folding scales to weigh coins to check they got a fair deal. Sultan of Constantinople used Vikings for his personal body guard - the Vanguard)</p>	<p>People have been trading along the Silk Road since the Romans first began to import Silk from China. It is over 4000 miles long The Silk Road is not one road but many roads connecting towns and cities between China and Europe. Traded in both directions. Silk, spices, porcelain, perfume, gold, horses, jewels, Baghdad in centre of Silk Road and on side of River Tigris so perfect place for trade centre to develop In 762 Baghdad was chosen to be capital city for Abbasid Caliphate The city flourished into an unrivalled intellectual centre of science, medicine, philosophy, and education Golden Age of Islam from AD 661 to AD 1258 House of Wisdom was a worldwide centre of learning Destroyed by Mongol empire in 1258 Anglo Saxon period in Britain</p>	<p>The Industrial Revolution began in Britain around 1760, but really took off around the 1840s. 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. It was characterized by the use of steam powered engines, the spread of factories and machines, mass produced goods and mechanised transport. Lord Shaftesbury born on 28th April, 1801. was a politician who attempted to improve children's lives during the Victorian times. At the age of 25, he became a member of Parliament. He began to take an interest in the plight of poor children after reading newspaper reports about labour in industry. 1833 He proposed that children should work for a maximum of 10 hours a day 1834 the Factory Act was made law. It was now illegal for children under 9 to be employed in textile factories 1842 Coal Mines Act No child or woman should work underground He was also interested in education for working children. He was chairman of the Ragged Schools Union - an organisation that set up over a hundred schools for poor children Ragged Schools - school for poor children</p>
<p>Skills</p>	<p>Ask and answer questions about the past, considering aspects of significance, realising</p>	<p>Use sources to give reasons why there may be different accounts of history and begin to offer</p>	<p>Ask and answer questions about the past, considering aspects of significance, realising</p>

	<p>that there is often not a single answer to historical questions. Understand how some historical events occurred at the same time in different locations (Ottoman Empire and Anglo Saxon Britain Britain/ Vikings) Note key changes over a period of time and be able to give reasons for those changes.</p>	<p>explanations about why people acted the way they did. Know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Know that no single source gives a full answer. Give own reasons why changes may have occurred, backed up by evidence.</p>	<p>that there is often not a single answer to historical questions.</p>
Vocabulary	<p>Thor Odin Long boat Shield Spear Enslaved Jorvik Wessex</p>	<p>Islam Empire Tigris China Europe Trade Philosophy</p>	<p>Cholera Diseases Agriculture Factories Migration Invention Railways Reform</p>
Year 6	World War II	Farming through the ages Focus: Children will know about the changes in farming through significant time periods.	The Space Race Focus: Children will know about the cold war and the development of space exploration.
Knowledge	<p>Potential causes: Revenge for the The Treaty of Versailles The Great Depression Invasion of Poland</p> <p>1919 Treaty of Versailles 1939 Germany invades Poland. 1939 Britain and France declare war on Germany (start of WWII) 1940 Rationing introduced across the UK 1940 Dunkirk evacuated and France surrender to Germany 1940 Germany launches air attacks on</p>	<p>The History of Farming in Great Britain When was farming introduced to Great Britain? The History of Farming in Great Britain begins between 5000BC and 4500BC when farming was introduced to the British Isles from Syria, where agriculture and breeding cattle first appeared. To begin with, families grew wheat and barley in small patches around their homes. Though pigs were domesticated from wild boars, farm animals, such as cows, sheep and goats, arrived from mainland Europe and were also kept on small plots of land by family homes.</p>	<p>Russia communist since 1917 USA capitalist Post world war 2. Former allies became enemies once Germany was defeated. Britain and USA wanted elections in East Europe, USSR wanted to protect its territory. Both powerful countries so to avoid direct war sought to influence other countries eg Vietnam. Different ways of working- USSR communism and Britain and USA capitalist. Showed their strength through technology development especially in space exploration. Space Race:</p>

	<p>Great Britain (The Battle of Britain and the Blitz) 1940 Italy entered World War II 1941 Germany invade the Soviet Union 1941 The Japanese attack the US Navy in Pearl Harbour. The USA enters the war 1943 Cambridge University gives land for American cemetery 1944 D-day and the Normandy invasion. Allied forces invade France and push back the Germans 1945 Adolf Hitler commits suicide 1945 Germany surrender and victory in Europe is declared the next day 1945 USA drop atomic bomb on Hiroshima & Nagasaki in Japan 1945 Japan surrenders signalling end of war</p> <p>Local area (Cambridge, Duxford, Alconbury, Bassingbourn and Bletchley Park): In 1939, Cambridge was chosen as a safe haven and gained 3,000 evacuated children. The city experienced 424 air raid alerts during which high-explosive bombs, oil bombs, and other incendiaries were dropped, killing 29 people. Cambridge also gained refugees such as Ruth Neumeyer one of the German Jewish children rescued from the Nazis by the British government in the so-called Kindertransport. Cambridge airport trained pilots and repaired aeroplanes. On 15 September 1940, 'Battle of Britain Day', its squadrons twice took to the air to repulse Luftwaffe attacks aimed at London. Test and trial units then flew from the station, providing the RAF with vital insights into how its new aircraft would perform in combat, before it was</p>	<p>Open-field Systems The Saxons and Vikings developed open-field systems, which determined that each village had acres of land that would be divided into different strips. The land would be owned by a Lord, known as the 'Lord of the Manor'. Those who worked the land were often Peasants, known as 'tenants'. As the land was owned by the Lord, the tenants were expected to pay rent. What is most distinct about the open-field system is that the strips of land were unfenced. This system lasted into the Middle Ages, though it was not practised in mountainous regions. This method of farming vanished in the 16th century, largely due to private ownership of land.</p> <p>Four-crop rotation In the History of Farming, a significant turning point was the four-crop rotation practice which meant British farming could be more productive. Before the four-crop rotation was introduced, Britain relied on monocropping (growing only one crop in one area). Monocropping allows farmers to grow the most profitable crops, such as corn, but it leads to the depletion of nutrients in the soil and makes the crops vulnerable to pests. Consequently, farmers become dependent on pesticides and fertilizers. However, chemical pesticides and fertilizers were not available before the 19th century, so instead farmers had to leave their land fallow every four years.</p> <p>The British Agricultural Revolution The British Agricultural Revolution is important in the British History of Farming because it saw the rise in farming machinery. In England, the population tripled between 1750 and 1850 which led to intensive agricultural practices. Land reclamation was used for the Fens, upland pastures and woodlands in addition to</p>	<p>USA but now between China, India, Japan and USA and very rich individuals eg Elon Musk and Richard Branson all wanting to mine the moon for valuable minerals.</p>
--	--	--	---

handed over to the United States Army Air Forces. RAF Duxford was home to 78th fighter group whose primary job was to escort the vast fleets of US Eighth Air Force bombers on their perilous and costly daylight raids against Germany. On D-Day, 6 June 1944, the long-awaited beginning of the Allied invasion of occupied Europe, every available 78th Fighter Group Thunderbolt supported the invasion by attacking targets behind the beachheads of Normandy. 1940s Cambridge was home to American troops. Bassingbourn and Alconbury became American bases. Cambridge is home to the American Cemetery. Bletchley Park was where Alan Turing and other agents of the Ultra intelligence project decoded the enemy's secret messages, most notably those that had been encrypted with the German Enigma and Tunny cipher machines. Experts have suggested that the Bletchley Park codebreakers may have shortened the war by as much as two years

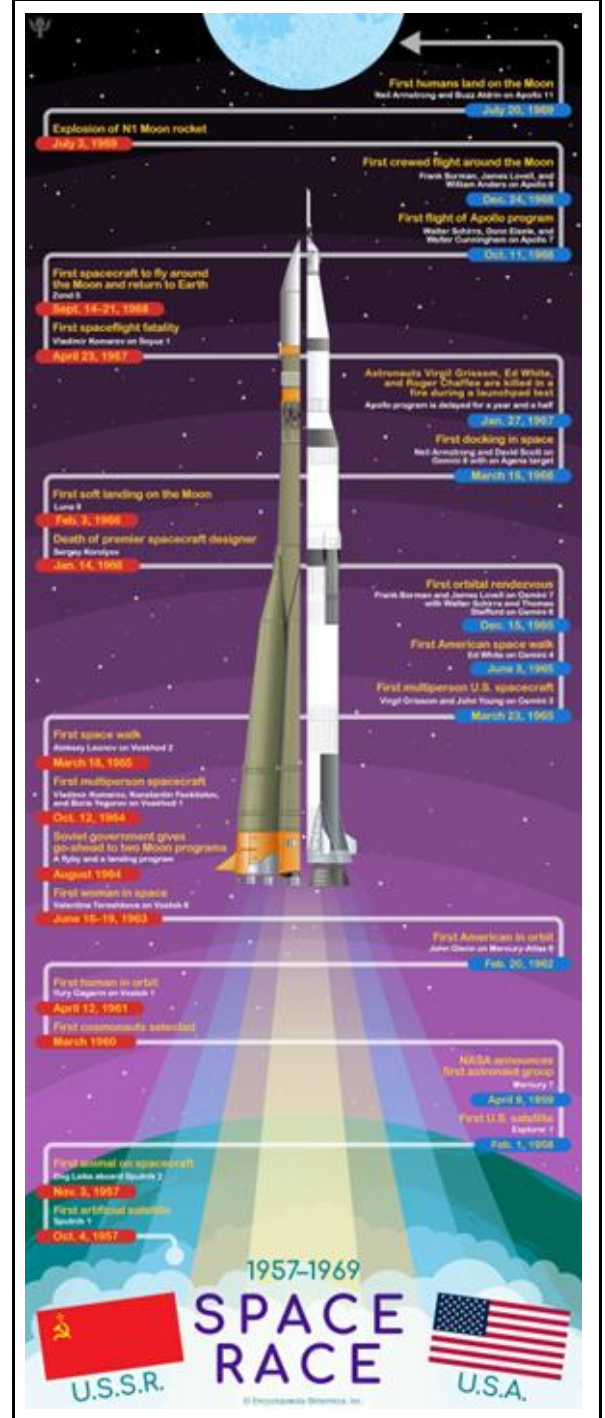
increasing yields per hectare and increasing the intensity of crops and livestock per unit of land. Barley was replaced with rye, as it was cheaper than planting a second wheat and was more tolerant and hardy than winter barley. Legumes were grown due to their nitrogen-fixing properties which helped increase yields.

The late 19th Century to the mid 20th century

Between the 1870s and 1890s, improved transportation and the invention of refrigeration technology meant cheaper frozen meat and other foods could be brought to Great Britain and sold. Due to foreign imports, particularly of grain, and the repeal of the Corn Laws which imposed tariffs on imported grain, British farming fell into a depression. The government was committed to the ideal of free trade, so they could not offer farmers the protection they desperately sought. British agriculture did not recover from the Great Depression until a few years after World War Two. During the World Wars there was a period where the depression eased, even though there were food shortages.

In 1914, 60% of Britain's total food supply was imported, with up to 80% of Britain's wheat supply being grown abroad. Chilled cuts of meat were imported from South America and Oceania as they were much cheaper than meat reared in Britain. In 1916, due to the Great War the Ministry of Food was established and was in charge of regulating the supply and consumption of food, as well as boosting food production.

In 1939, the government gave out grant-aid to farmers who ploughed up grasslands. They were then asked to sow at least one acre of wheat, which could feed 20 people and one acre of potatoes which could feed 40 people.



invention and production of farm machinery aids boom in food production.. Early inventions include; the grain cradle, the cast-iron plough and the cotton gin. By 1850 the greatest inventions for agriculture were the McCormick Reaper, which reduced the need for manual labour to harvest crops, and the steam engine which birthed the steam plough. These techniques, practices and invention meant that food production was able to increase, without the demand for more manpower.

Consequently, there was an opening and demand for non-agricultural labour.

Post-war to Present Day

In Great Britain food rationing didn't end until 1953. The demand for food production caused the 1947 Agricultural Act to be established. The Agricultural Act was an attempt to give stability to the price of animal and plant yield so that it didn't plummet from the increase of production and efficiency.

Since the 1940s the use of machinery on farms has drastically increased and the machinery itself has advanced over the years. The mechanisation of agriculture has meant fewer people are needed to work the land.

1973 United Kingdom joined the European Union and all European Union members were subject to the Common Agricultural Policy (CAP).

What is farming like today?

Farming has changed in Great Britain through the centuries. What was once a small, individual vocation has become a multi-billion industry on a global scale. Today, in Great Britain, farming is intensive and highly mechanised and it only makes up 1.5% of the workforce. Britain produces only 59% of the food it consumes, with the majority of imports coming from other European countries.

		<p>Though our current way of farming allows for our large population to have a wide variety of choice, it has caused significant negative environmental impacts. Modern farming practises, particularly fertilizer usage, have caused excessive levels of nitrates in soil and soil is becoming devoid of valuable microbes, causing soil degradation. Farming has also contributed to the loss of biodiversity, due to hedgerows being removed for farmland and woodland being cleared for pastures. The agricultural industry also accounts for 10% of the UK's greenhouse gas emissions.</p>	
Skills	<p>Construct and organise responses by selecting relevant historical data independently and give reasons for choices.</p> <p>Analyse a range of source material to promote evidence about the past to construct and organise response by selecting and organising relevant historical data and give some reasons why some people, events and developments are seen as more significant than others.</p> <p>Know that different versions of the past often exist, and that it is important to check the validity and reliability of the sources we use.</p>	<p>Analyse a range of source material to promote evidence about the past to construct and organise response by selecting and organising relevant historical data and give some reasons why some people, events and developments are seen as more significant than others.</p> <p>Chronology - to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day, sequencing evolutionary periods, milestones and understanding vast periods of time.</p>	<p>Testing out historical hypotheses.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Compare and contrast similarities and differences</p>
Vocabulary	<p>Allies Axis Air raid Anderson Shelter Evacuee Winston Churchill Neville Chamberlain Anne Frank Spitfire Blitz</p>	<p>Crops Livestock Microbes Degradation Environmental Emissions Machinery Plough Crop rotation Open-field systems</p>	<p>Communism Soviet NASA Military Cold War Nuclear Buzz Aldrin Neil Armstrong Yuri Gagarin</p>

	Adolf Hitler	Monocropping Agriculture	
--	--------------	-----------------------------	--