

Cantrell Primary School History Curriculum

Progression Map of Historical Enquiry

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Chronology 	<p><i>Know where people relevant to them fit within a chronological framework</i></p>	<p><i>Know where people and events fit within a chronological framework.</i> <i>Develop awareness of the past, using common words and phrases relating to the passing of time.</i></p>	<p><i>Develop chronologically secure knowledge and understanding of British, local and world history.</i> <i>Establish clear narratives within and across the periods they study.</i> <i>Understand overview and depth.</i></p>	<p><i>Develop chronologically secure knowledge and understanding of British, local and world history.</i> <i>Note connections, contrasts and trends over time.</i> <i>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>			
	<p>Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.</p>	<p>Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Develop an awareness of the past - Use common words and phrases relating to the passing of time.</p>	<p>Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods.</p>	<p>Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Continue to develop chronologically secure knowledge of history.</p>	<p>Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD.</p>	<p>Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Establish clear narratives within and across periods studied.</p>	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Note connections, contrasts and trends over time</p>

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2. Cause and Consequence ↔	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result		Address and devise historically valid questions about cause.		Address and devise historically valid questions about cause and effect. Be able to explain more than one opinion	
	Explore why people lived in a certain way in the not so distant past Question visitors about their lives	Question and explore why people did things in the past. Find out about people and events in other times. Develop empathy and understanding.	Explore why people did things in the past. Find out about people and events in other times. Develop empathy and understanding through elaboration and exploration. Recognise why people did things, why events happened and what happened as a result	Find out about everyday lives of people in times studied and compare to our lives today. Identify reasons for and results of people's actions. Understand why someone may have wanted to do something. Identify key features and events.	Use evidence to reconstruct life in time studied. Identify key features and events. Look for links and effects in time studied. Offer reasonable explanation for some events.	Compare life in early and late times studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.	Identify and give reasons for, results of, historical events, situations, changes Examine causes and results of great events and the impact on people. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

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3. Interpretation 	<p><i>Ask and answer simple questions about the past that are relevant to them</i></p>	<p><i>Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.</i></p>		<p><i>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</i></p>		<p><i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i></p>	
	<p>Use stories to question peoples' viewpoints Compare two different interpretations of a situation- which is true? Why?</p>	<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past How reliable are their memories?</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Identify different ways in which the past is represented</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources fact or fiction Offer some reasons for different versions of events Understand that different versions of the past may exist, giving some reasons for this</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 Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p>

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
4. Significance 	<p><i>Talk about who is important in our lives and those important family members just beyond living memory</i></p>	<p><i>Talk about who was important eg in a simple historical account</i></p>		<p><i>Address and devise historically valid questions about significance. Identify historically significant people and events in situations</i></p>		<p><i>Address and devise historically valid questions about significance. Consider/explain the significance of events, people and developments in their context and in the present</i></p>	
	<p>Recognise and describe special times or events for family or friends</p>	<p>Name and describe important people from the past Identify why they were important and explore the impact they had Know and recount episodes from stories about the past, knowing and understanding key events.</p>	<p>Identify important figures/events from the past and explain their importance Compare with significant events today Know and recount episodes from stories about the past, knowing and understanding key events and explaining why they were important.</p>	<p>Note connections in Historical periods studied and explain why this is important Compare and explore the links between two significant events/people.</p>	<p>Identify historically significant people and events in situations- elaborate on why they were so important Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied. Identify the significant events.</p>	<p>Explain the significance of historical situations, events, developments and individuals from more than one viewpoint.</p>	<p>Consider/explain the significance of events, people and developments in their context and in the present. Compare the significance of events, development and people across topics and time periods.</p>

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
5. Similarities and Differences 	<i>Identify and describe similarities and differences between themselves and others, both those in the present and comparing them to people in the past</i>	<i>Identify similarities and differences between ways of life in different periods. Study changes within living memory.</i>		<i>Address and devise historically valid questions about change, similarity and difference.</i>		<i>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</i>	
	Know about similarities and differences between themselves and others, and among families, communities and traditions	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past	Make simple observations about different types of people, events, beliefs within a society Identify differences between ways of life at different times Sequence artefacts and explain similarities/ differences.	Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world Use evidence to reconstruct life in time studied Identify key features and events of time studied and make comparisons Look for links and effects in time studied	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period	Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied

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6. Source Enquiry 	<i>Start to identify sources that tell us about the past</i>	<i>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</i>		<i>Understand how our knowledge of the past is constructed from a range of sources.</i>		<i>Understand how our knowledge of the past is constructed from a range of sources. Question and challenge the validity of different sources</i>	
	Use stories, photos and and non-fiction texts to identify key people from the past	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research.	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

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	Autumn	Spring	Summer
Year 1	<p>How has communication changed over time?</p> <p>NC reference: changes within living memory</p>	<p>How has the police force changed since 1829?</p> <p>NC reference: the lives of significant individuals who have contributed to national and international achievements</p> <p>Who has travelled in space?</p> <p>NC reference: the lives of significant individuals who have contributed to national and international achievements</p>	<p>Why were castles built and who lived in them?</p> <p>NC reference: significant historical events, people and places in their locality (Nottingham castle)</p>
Year 2		<p>How did the Great Fire of London impact England?</p> <p>NC reference: events beyond living memory that are significant nationally or globally</p> <p>How has transport changed over time?</p> <p>NC reference: events beyond living memory that are significant nationally or globally</p>	<p>How did Florence Nightingale impact nursing today?</p> <p>NC reference: the lives of significant individuals in the past who have contributed to national and international achievements</p>
Year 3	<p>What can we learn from the Ancient Egyptians?</p> <p>NC reference: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>How did the Vikings and Anglo-Saxons change Britain after the Romans left?</p> <p>NC reference: Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>	<p>How did the Vikings and Anglo-Saxons change Britain after the Romans left?</p> <p>NC reference: Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>
Year 4	<p>What factors enabled the Roman invasion of Britain to be successful?</p> <p>NC reference: the Roman Empire and its impact on Britain</p>	<p>How were the Maya different from the invading Europeans?</p> <p>NC reference: a non-European society that provides contrasts with British history</p>	
Year 5	<p>What were the causes of WW1 and how did it change people's lives?</p> <p>NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history</p>	<p>How were children in Britain and abroad affected by WW2?</p> <p>NC reference: understanding how life has changed for people in Britain since 1948</p>	<p>How did the discovery of Stone, Bronze and Iron improve life for early humans?</p> <p>NC reference: late Neolithic hunter-gatherers and early farmers, bronze age religion and hill forts</p>
Year 6	<p>How did life improve for poor children during the reign of Queen Victoria?</p> <p>NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history</p>	<p>How has Bulwell changed over time?</p> <p>NC reference: a local history study</p> <p>*Covered as part of 'Our changing world' geography topic</p>	<p>How has Ancient Greece influenced the modern world?</p> <p>NC reference: the legacy of Greek or Roman culture (art, architecture or literature)</p>

Year 1: Historical Enquiry

During years 1 and 2, pupils should be taught to follow these lines of historical enquiry:

- 1.1 Chronology:** Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.
- 1.2 Cause and consequence:** Recognise why people did things, why events happened and what happened as a result.
- 1.3 Interpretation:** Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.
- 1.4 Significance:** Talk about who was important (eg in a simple historical account).
- 1.5 Similarities and differences:** Identify similarities and differences between ways of life in different periods. Study changes within living memory.
- 1.6 Source enquiry:** Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

Cantrell Primary School History Curriculum

Year 1: How has communication changed over time?

NC reference: changes within living memory

Objectives:

- Talk about how people can communicate
- Identify different methods of communication
- Identify communication from the past and present
- Identify similarities and differences between methods of communication
- Create a timeline of communication e.g. phones
- Understand some of the ways we can find out about the history of communication

Key Factual Learning:

- ✓ Communication is a way of transmitting a message to another person
- ✓ Today we can communicate by telephone, texting, Facebook (social media), apps, Facetime, video call, emails, computers
- ✓ Early forms of communication included cave paintings, smoke signals and carrier pigeons. This was before technology developed to enable us to communicate.
- ✓ People have used pen and paper to communicate for a long time and still do today.
- ✓ Alexander Graham Bell invented the first telephone which had a wire, was large, wooden and was on the wall.
- ✓ Telephones have changed over time since 1876.
- ✓ Modern mobile phones are cordless, made of plastic, and smaller and now have the ability to text/play games/ take pictures etc.

Practical Tasks (Historical Enquiry):

- Understand and discuss how we communicate by identifying how they can talk to others. **1.3, 1.6**
- List and draw different types of communication
- Talk and ask questions to older relatives/ family friends about the change in communication during their lifetime. **1.6**
- Explore early forms of communication by using paint, sticks and fingers to write messages like cave men. **1.2**
- Make carrier pigeons with a message attached to their feet. **1.2 1.3**
- Build a pretend fire and pretended to communicate using smoke signals. **1.1, 1.2, 1.4**
- Sort different communication methods from the past and present in a chart using pictures. **1.1**
- Create a timeline of telephones through the ages and use some real-life examples. **1.1**
- Recognize similarities and differences between past and present telephones by using a venn diagram. **1.5**
- Recognize that Alexander Graham Bell invented the telephone by asking questions using hot seating. **1.3, 1.4**

Key Vocabulary:

Communication, paper, pen, telephone, email, verbal, written letters, newspapers, landline telephones, emails, car phones/mobile phones, text messages, social media, Alexander Graham Bell, cordless

Cross-Curricular Links:

Maths – create a venn diagram
Computing - computer safety, email, internet searches

Cantrell Primary School History Curriculum

Year 1: How has the police force changed since 1829?

NC reference: the lives of significant individuals who have contributed to national and international achievements

Objectives:

- Learn about significant national event beyond living memory
- Learn about lives of significant individuals in the past who have contributed to national achievements
- Know where the people and events studied fit within a chronological framework, and identify similarities and differences between ways of life in different periods

Key Factual Learning:

- ✓ The police force was started by Robert Peel in 1829.
- ✓ Robert Peel saw that people were breaking the law and nobody was doing anything about it.
- ✓ Police officers are there stop crime and keep us safe and arrest criminals.
- ✓ Police officers used to be called Peelers and Bobbies because they were named after Robert (Bobby) Peel (Peelers).
- ✓ Police uniform and equipment has changed over time since the start of the police force.
- ✓ They used to travel on foot or by horse.
- ✓ They were all men, wore blue top hats & tail coats, used whistles and carried wooden truncheons.
- ✓ Women can now become police officers.
- ✓ Today police officers wear helmets, vests, boots and carry torches, mobile phones, handcuffs, a baton and drive police cars, bikes, helicopters or boats.

Practical Tasks (Historical Enquiry):

- Discuss and question the role of a police man and why they are needed. **1.2**
- Study a range of sources to find information about Robert Peel. **1.6**
- Produce a leaflet about who Robert Peel was and why he set up the Police force using sources of enquiry **1.2, 1.4**
- Identify and compare changes to the police uniform over time and label on a picture. **1.5**
- Sequence a timeline from 1829-present day using images. **1.1**
- Talk to and ask questions to a person in role, by having a real-life police officer visit the classroom. **1.6**

Key Vocabulary:

Robert Peel, police force, timeline, chronology, equipment, bobbies, peelers, handcuffs, helmets, vests, police car, truncheon, uniform, whistle, baton, similarities and differences, arrest, criminals, top hats, tail coats, horse, crime

Cross-Curricular Links:

Literacy – real life super heroes information book

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Year 1: Who has travelled in space?

NC reference: the lives of significant individuals who have contributed to national and international achievements

Objectives:

- Learn about significant international event beyond living memory
- Learn about lives of significant individuals in the past who have contributed to international achievements
- Know where the people and events studied fit within a chronological framework

Key Factual Learning:

- ✓ Different animals were sent to space before humans e.g. Albert the monkey in 1949 and Laika the dog in 1957
- ✓ The first astronaut to go into space was Uri Gagarin in 1961.
- ✓ Neil Armstrong was an American astronaut.
- ✓ In 1969 Neil Armstrong was the first astronaut to land on the moon in a spacecraft called Apollo 11.
- ✓ An astronaut wears a space suit, gloves, helmet, space boots and a life support system on their back.
- ✓ Tim Peake is a British astronaut who spent time on the International Space Station.

Practical Tasks (Historical Enquiry):

- Create a poster of the animals that were sent to space. **1.1, 1.4**
- Sequence events in space travel using a simple timeline with dates and pictures. **1.1**
- Discuss, talk and write about Neil Armstrong. **1.4**
- Draw and label the equipment an astronaut needs to survive in space **1.4**
- Compare the differences between Uri Gagarin, Neil Armstrong and Tim Peake **1.5**

Key Vocabulary:

astronaut, space craft, manned, Russian, American, moon, Apollo 11, satellite, space, timeline, rocket, orbit, Neil Armstrong, Time Peake, International Space Station, life support system

Cross-Curricular Links:

Literacy – comprehension and non-fiction writing about the planets
Computing - using a search engine to find images of the Solar System
Art – study Catherin Machin space art and create own space art using printing.

Cantrell Primary School History Curriculum

Year 1: Why were castles built and who lived in them?

NC reference: significant historical events, people and places in their locality (Nottingham castle)

Objectives:

- Learn about significant national event beyond living memory
- Learn about lives of significant individuals in the past who have contributed to national achievements
- Understand ways we find out about the past (books, internet)
- Know where people and events fit into a chronological framework
- Identify similarities and differences between ways of life in different periods
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

Key Factual Learning:

- ✓ King William I ordered the first castles to be built.
- ✓ Castles were built to protect people from invaders.
- ✓ They were built on hilltops so that invaders could be seen at a distance.
- ✓ A stone keep is a castle made from stone. A motte and bailey castle is made from wood.
- ✓ Castles had thick walls around them to make them strong. These were called curtain walls. Curtain walls had small windows called arrow slits for archers to fire from. Guards could keep watch from on top of the walls.
- ✓ The only way into a castle was through the gatehouse.
- ✓ A moat is dirty water that surrounds the castle.
- ✓ A portcullis is the metal door that leads into a castle.
- ✓ Around the castle was a moat which was hard to cross. The drawbridge was raised so that invaders could not get in. A portcullis could be lowered to block invaders.
- ✓ Kings, Queens, Lords and Ladies lived in castles. They had servants to look after them and jesters to make them laugh. Their knights would fight off invaders and protect the castle. They would practise their sword play, jousting and archery.

Practical Tasks (Historical Enquiry):

- Research using non-fiction castle books and write facts about why they were built. **1.2**
- Through learning an oral retell, explain key facts about castles. **1.3, 1.6**
- Draw and label the key features of a castle using the internet and ICT. **1.4**
- Make comparisons between a motte and bailey castle and a stone keep. **1.5**
- Identify who lived in a castle by creating an information poster. **1.2, 1.4**
- Explain the different jobs in a castle by making an information leaflet. **1.4**
- Talk and discuss the features of a castle by visiting a real one. **1.6**

Key Vocabulary:

Castle, curtain wall, tower, battlements, king, queen, lord, lady, jester, squire, knight, jousting, tournament, archery, spit, battlements, moat, drawbridge, portcullis, invaders, protect, hill top

Cross-Curricular Links:

Computing – use a search engine to find and retrieve pictures of features of castles
 Computing – use 2simple to draw and write facts about a castle
 D&T – create a free standing structure (castle)
 Literacy – castles oral retell, castles information book

Year 2: Historical Enquiry

During years 1 and 2, pupils should be taught to follow these lines of historical enquiry:

- 2.1 Chronology:** Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time.
- 2.2 Cause and consequence:** Recognise why people did things, why events happened and what happened as a result.
- 2.3 Interpretation:** Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms.
- 2.4 Significance:** Talk about who was important (eg in a simple historical account).
- 2.5 Similarities and differences:** Identify similarities and differences between ways of life in different periods. Study changes within living memory.
- 2.6 Source enquiry:** Understand some of the ways in which they find out about the past and identify different ways in which it is represented.

Cantrell Primary School History Curriculum

Year 2: How did the Great Fire of London impact England?

NC reference: events beyond living memory that are significant nationally or globally

Objectives:

- Be able to sequence important events during the GFOL
- Be able to write a factual diary extract
- Be able to identify how the Fire of London started (where, when)
- Understand how and why the fire spread
- Understand how the fire was put out
- Be able to identify how many people died and how people escaped
- Understand the impact of the fire on London
- Be able to identify famous landmarks in London
- Be able to compare and contrast materials used to build houses before and after the fire
- Understand and explain the invention and changes to the fire brigade
- Understand Samuel Pepys' experience of the Great Fire of London through reading his diary entries

Key Factual Learning:

- ✓ Thomas Farriner was the baker for King Charles II.
- ✓ The Great Fire of London started on Sunday 2nd September 1666 in Thomas Farriner's Bakery on Pudding Lane because the maid left the oven on.
- ✓ People escaped by hiring boats on the River Thames as it was not far away from the houses and used wheelbarrows/carts to move belongings.
- ✓ The houses were made of wood and were built close together so the fire spread quickly.
- ✓ People threw buckets of water onto the fire to try and put it out. There was no fire brigade.
- ✓ The fire was so hot that it melted the lead on the roof of St Paul's Cathedral.
- ✓ King Charles II was on the throne in 1666.
- ✓ Eventually the east wind dropped and changed direction and lots of houses were pulled down using hooks and gunpowder to stop the fire spreading further.
- ✓ Six people died in the Great Fire of London and thousands were left homeless.
- ✓ The fire lasted for four days. London was destroyed and needed rebuilding.
- ✓ The fire brigade was created because of this event.
- ✓ Samuel Pepys witnessed the Great Fire of London and wrote a diary about his experience.

Practical Tasks (Historical Enquiry):

- Read and sort questions about the Great Fire of London and match them to their possible answers. **2.1**
- Sequence events in chronological order of the Great Fire of London using pictures and ICT. **2.1, 2.2**
- Describe how and why the fire spread so quickly by recreating a fire with cardboard houses, referring to cause and consequence. **2.2, 2.6**
- Use the internet to research how the fire was put out and write an explanation. **2.2**
- Discuss that different sources of information may lead to different conclusions. **2.3, 2.4**
- Read and watch information texts about the life of Samuel Pepys and his role in the role of Samuel Pepys to explain his experience of the GFoL, what caused him to act as he did and what the significance of his actions were. **2.2, 2.3, 2.4**
- Read the story 'Toby and the Great Fire of London' about the life of a young boy during the fire and write a diary entry to show an understanding of the significance of the GFoL, referring to primary and secondary sources **2.3, 2.6**
- Compare and contrast the differences between buildings in 1666 and buildings today and identify what impact these changes have had. **2.5**
- Explain the importance of the Fire Brigade and the part the GFoL played in the introduction of this through discussion. **2.2, 2.5**

Key Vocabulary:

The Great Fire of London, fire, flames, baker, Samuel Pepys, fireman, River Thames, London, diary, leather buckets, King Charles II, St Paul's Cathedral, Pudding Lane, escaping, spreading

Cross-Curricular Links:

Reading – Toby and the Great Fire of London

Writing – diary entry

D&T – make a fire engine (wheels and axels), follow instructions to make bread (Thomas Farriner)

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Year 2: How has transport changed over time?

NC reference: events beyond living memory that are significant nationally or globally

Objectives:

- Be able to compare past and present transport
- Understand how and why transport has changed over time
- Be able to compare the similarities and differences between old and modern fire engines
- Understand why some features of old fire engines have changed and how that impacts fire engine design today

Key Factual Learning:

- ✓ Transport has changed over time (car, boat, aeroplane, tram, train, motorbike, bike). The material used to make vehicles now is mainly metal.
- ✓ Some shapes of vehicles have changed to improve appearance and suitability for travel. Such as aeroplanes.
- ✓ Fire engines have changed over time. The features of fire engines are different and have improved because of the GFOL and new technology.
- ✓ Old fire engines had leather buckets, fire hooks, squinters, ladders, wooden wheels. Some had wooden ladders.
- ✓ Modern fire engines have sirens, lights, ladders, reflective strips, mirrors, glass windows, rubber tyres.
- ✓ We no longer use leather buckets or wooden wheels because these can catch fire easily and we now know that this is dangerous.

Practical Tasks (Historical Enquiry):

- Sort photos of transport into 'old' and 'new' discussing the similarities and differences. Add to a class timeline. **2.1, 2.5**
- Discuss the significant changes to transport over time e.g. the use different materials (wood and metal) and why these changes have been made, through a class discussion. **2.2, 2.5**
- Compare and contrast pictures of a fire engine from 1666 and a fire engine today by labelling the different features. **2.5**
- Discuss and gain knowledge of a modern-day fire engine, fire fighters and their equipment. **2.5**

Key Vocabulary:

transport, old, modern, material, wheels, metal, difference, similarities, leather buckets, squinters, sirens, ladders etc

Cross-Curricular Links:

D&T – make a fire engine (wheels and axels) – based on our knowledge of modern fire engines
The Great Fire of London
Visit from fire engine to identify different equipment and the uses

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Year 2: How did Florence Nightingale impact nursing today?

NC reference: *the lives of significant individuals in the past who have contributed to national and international achievements*

Objectives:

- Be able to sequence events in Florence's life
- Be able to compare and contrast Victorian and modern hospitals
- Be able to identify how Florence's experiences changed nursing and hospitals today
- Understand why she was called the Lady with the Lamp
- Know and understand key facts about Florence's life.
- Be able to compare the cleanliness of hospitals before and after the time of Florence Nightingale

Key Factual Learning:

- ✓ Florence was born on 12th May 1820.
- ✓ As a young woman she believed that God wanted her to help poor and sick people.
- ✓ She began to study and work as a nurse against her parent's wishes.
- ✓ Before Florence Nightingale, hospitals were dirty and full of rats and germs.
- ✓ There were not enough doctors and women were not allowed to be doctors. The people had limited and not very nice food and had to sleep on the floor.
- ✓ After Florence Nightingale, the hospitals were cleaner and there were no rats. There were more doctors and nurses and there was more training available. Women were allowed to become doctors. Hospital standards were improved.
- ✓ She worked during the Crimean War and was respected by the soldiers. She went around and checked on them with her lamp and was then named 'The Lady with the Lamp'.
- ✓ The war ended and Florence spent the rest of her life trying to make hospitals better places and in 1860 set up the Nightingale Training School for Nurses.
- ✓ She was awarded the Royal Red Cross by Queen Victoria in 1883 and is now regarded as the founder of modern nursing.
- ✓ Nurses continue to complete many different and specific jobs today. These include bandaging wounds, taking temperatures, giving medication and helping to assist the doctors.

Practical Tasks (Historical Enquiry):

- Sequence the events of Florence Nightingale's life in a simple timeline. **2.1, 2.4**
- Write a chronological report about the events of Florence Nightingale's life. **2.1, 2.2, 2.3, 2.4**
- Compare and contrast the conditions of Victorian and modern hospitals (before and after Florence's influence). **2.2, 2.5**
- Interview a real nurse and ask questions about the role and how it has changed over time **2.3**
- Discuss the impact Florence had upon nursing today. **2.2, 2.4**

Key Vocabulary:

nurse, Crimean War, soldiers, clean, dirty, hospital, lamp, medal, Victorian, Italy, Germany

Cross-Curricular Links:

Art – portraits

D&T – lanterns: Create a lamp and identify the significance of Florence's life on modern nursing and why she was known as The Lady with the Lamp in the Crimean War

Cantrell Primary School History Curriculum

Year 3: Historical Enquiry

During years 3 and 4, pupils should be taught to follow these lines of historical enquiry:

- 3.1 Chronology:** Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.
- 3.2 Cause and consequence:** Address and devise historically valid questions about cause.
- 3.3 Interpretation:** Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
- 3.4 Significance:** Address and devise historically valid questions about significance. Identify historically significant people and events in situations.
- 3.5 Similarities and differences:** Address and devise historically valid questions about change, similarity and difference.
- 3.6 Source Enquiry:** Understand how our knowledge of the past is constructed from a range of sources.

Cantrell Primary School History Curriculum

Year 3: What can we learn from the Ancient Egyptians?

NC reference: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Objectives:

- Be able to locate Egypt in time and place
- Understand what was important to people during the Ancient Egyptian times
- Be able to select information about mummification
- Be able to raise questions about artefacts in order to understand more about the ancient civilization
- Be able to select information that is useful in understanding the use of hieroglyphs as forms of communication and recording

Key Factual Learning:

- ✓ The Ancient Egyptians were an ancient civilization who lived from 3000BC to 51BC and they achieved many things we can learn from today.
- ✓ Egypt is a country located in northern Africa and its main river is the river Nile.
- ✓ The river Nile is very important to Egyptian life and provides food, crops and transport.
- ✓ All settlements were along the river Nile.
- ✓ Pharaohs were ancient Egyptian rulers who were buried in pyramids and tombs after their death. They often had their bodies preserved for a journey as they believed they went to an afterlife. This process is called mummification.
- ✓ Mummification is the preserving of a dead body, wrapped in cloth.
- ✓ Pyramids were built as the tombs for Pharaohs and it took many decades to construct them. They used pulleys and levers to help them in their construction.
- ✓ Howard Carter discovered King Tutankhamun's tomb on the 4th November 1922.
- ✓ Tutankhamen was an important Pharaoh because discovering his tomb and many historical artefacts that showed us about Egyptian life.
- ✓ The Egyptians invented a farming system. They worked out how to irrigate their land and as a result invented the Shaduf. The Egyptians used boats to navigate the river.
- ✓ Egyptian had a writing system called hieroglyphs. It was found in tombs and written on paper called papyrus.
- ✓ The Rosetta Stone was discovered in 1799 and was used to decode Ancient Egyptians hieroglyphics.
- ✓ There was also an ancient number system used in farming and trade.
- ✓ We can use artefacts to find out about daily life in Ancient Egypt. We can find out about farming, food, games, education and fashion.
- ✓ The Ancient Egyptians believed in many Gods. Some of these included: Osiris, Ra and Amun.

Practical Tasks (Historical Enquiry):

- Time machine PowerPoint to identify the differences between ancient and modern times. Sort a timeline of events to link topics previously studied and how Ancient Egypt relates to these. **3.1 / 3.5**
- Create a timeline of Ancient Egyptian event by sorting pictures and dates from the start of the Egyptian civilization 3000BC to the end of Ancient Egypt 51BC. **3.1**
- Locate Egypt in an atlas and mark it onto a world map. Label the river Nile and some key ancient Egypt settlements. **3.4**
- Use books and the internet to research the many uses of the river Nile. Creating a group poster of the river Nile with facts. **3.4**
- Develop an understanding of why the Egyptians needed to invent the Shaduf. Make a Shaduf and discuss advantages. **3.5/ 3.6**
- Read and watch videos about Howard Carter's discovery of Tutankhamen's tomb and the artefacts inside. Complete a set of questions. **3.3**
- Explore the Mummification process and how it links to temples, pyramids and afterlife by sorting instructions for the process. **3.4, 3.6**
- Construct a pyramid. Discuss and explain how they were constructed. **3.3**
- Design a sarcophagus and examine photographs of them. **3.2/ 3.3/ 3.4/ 3.6**
- Generate questions to research about the Ancient Egyptian way of life. Use artefacts and other secondary sources to answer these questions. Produce a fact file or report about findings. Make bread. **3.3 / 3.4/ 3.5/ 3.6**
- Learn about the discovery of the Rosetta stone and how it helped to translate hieroglyphics. Complete comprehension tasks. Use Hieroglyphics sheets to create your own cartouche and crack some prepared code sheets **3.4 / 3.6**
- Research some of the God and goddess linked to this process such as Osiris, Ra and Amun. **3.3**
- Recall, select and organise historical information in a team quiz and create and end of unit fact file in groups. **3.4/3.5**

Key Vocabulary:

civilization, artefact, mummification, hieroglyphs, pyramid, Gods, Pharaohs, tomb, Shaduf), sarcophagus, Tutankhamun, cartouche, Rosetta stone

Cross-Curricular links:

Writing – Little Hippo – story retell, Howard Carter diary entry writing,
Reading – Lottie Lipton's Egyptian Adventures
D & T- make a shaduf, construct pyramids, design a sarcophagus, make a cartouche
Geography – using Atlas and maps

Year 3: How did the Vikings and Anglo-Saxons change Britain after the Romans left?

NC reference: Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Objectives:

- Be able to explain when and where the Vikings came from and why they raided Britain
- Be able to compare the significance of Anglo-Saxon kings during the Viking period. (Alfred the Great)
- Be able to explain who King Ethelred II was and say when and why Danegeld was introduced
- Be able to identify and explain key aspects of Viking life (farming, villages, food, transport, houses)
- Be able to identify the main Viking Gods
- Be able to interpret the Viking writing system

Key Factual Learning:

- ✓ The Anglo-Saxon period lasted from the early fifth century AD to 1066 – after the Romans and before the Normans.
- ✓ The Angle, Saxon, and Jute are known as the Anglo-Saxons. The Angles and the Saxon tribes were the largest of the three attacking tribes and so we often know them as Anglo-Saxons.
- ✓ They shared the same language but were each ruled by different strong warriors.
- ✓ They arrived in the UK from Germany, Denmark and Northern Holland.
- ✓ The Anglo Saxons settled peacefully in English towns and villages, farming the land in large settlements.
- ✓ The Anglo Saxons were **settlers**. The Vikings were **invaders**. One of the first place the Vikings raided in Britain was the monastery on the northeast coast of England called Lindisfarne.
- ✓ The Vikings first invaded Britain around AD 793 and last invaded in 1066 when William the Conqueror became King after the Battle of Hastings.
- ✓ They travelled to the UK in long ships which had the advantage of being slim, narrow boats, able to travel up rivers. They used a vast weaponry such as shields, longboats, spears and helmets.
- ✓ Alfred the Great devised a land tax levied in Anglo-Saxon England during the reign of King Ethelred to raise funds for protection against Danish invaders. (Danegeld 978–1016)
- ✓ The Vikings set up settlements where each member of the society had specific jobs.
- ✓ Vikings believed in pagan gods such as Thor, Odin, Freya, Loki and Freyja.
- ✓ The Vikings had a writing system called runes to label their belongings and record stories of the Gods and Goddesses.

Practical Tasks (Historical Enquiry):

- Create a timeline of key events. **3.1**
- Anglo Saxon and scots invaders comprehension. **3.2, 3.6**
- Use maps to identify where invaders came from and settled. **3.6**
- Research how the Anglo Saxons lived in villages from photos of artefacts and key questions to answer in groups- design an Anglo-Saxon Village from research. **3.5, 3.6**
- Watch video about the first invasion and write know to answer key questions. **3.2, 3.4**
- Research and record facts using ICT Viking Long ships and label a diagram. **3.5, 3.6**
- Study PowerPoint about King Alfred the Great and Danelaw. Complete close procedure and map work and mind map of his achievement. **3.2, 3.3., 3.4, 3.6**
- Draw a portrait of King Alfred. **3.5, 3.6**
- Draw and label Viking warriors. **3.5, 3.6**
- Design and label a Viking long house. **3.5, 3.6**
- Sorting activity with family photo and their roles. Children in groups to sort jobs and roles to the photo. **3.4, 3.5, 3.6**
- Match Gods Viking to their descriptions and their roles. **3.4, 3.5, 3.6**
- Explore Vining Rune system and its importance. **3.2, 3.6**

Key Vocabulary:

invade, settle, settlement, long ship, thatched house, warrior, shield, spear, York, Jorvik, Norse, Scandinavia, Asgard, Midgard, kingdom, runes Thor, Odin, Freya, Loki, Freyja, Danelaw, King Alfred

Cross-Curricular Links:

Reading – How to Train Your Dragon across both terms
 Writing – Viking myths and legends from Beowulf, recount from our shared read
 D&T – Making a Viking shield
 Art – drawing portraits

Cantrell Primary School History Curriculum

Year 4: Historical Enquiry

During years 3 and 4, pupils should be taught to follow these lines of historical enquiry:

- 4.1 Chronology:** Develop chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth.
- 4.2 Cause and consequence:** Address and devise historically valid questions about cause.
- 4.3 Interpretation:** Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.
- 4.4 Significance:** Address and devise historically valid questions about significance. Identify historically significant people and events in situations.
- 4.5 Similarities and differences:** Address and devise historically valid questions about change, similarity and difference.
- 4.6 Source Enquiry:** Understand how our knowledge of the past is constructed from a range of sources.

Cantrell Primary School History Curriculum

Year 4: What factors enabled the Roman invasion of Britain to be successful?

NC reference: *The Roman Empire and its impact on Britain*

Objectives:

- Be able to locate Rome and Britain on a European/ World map
- Understand the word empire and why this is important
- Be able to explain how the Roman Empire was able to expand
- Understand the importance of the Roman invasion battle techniques
- Be able to sequence the Roman invasions
- Be able to identify key individuals for the attempted and actual conquering of Britain
- Understand why the Romans invaded Britain
- Be able to explain how Boudicca managed to start an uprising against the Romans
- Be able to explain what changes Romans made to Britain and did they make life better for us.
- Research what the Romans ate, wore, how they lived, how their society functioned.
- Be able to compare existing British Celtic tribes with the Romans

Key Factual Learning:

- ✓ The Romans originated in a city called Rome in Italy. Italy is in Europe. It is easily identifiable as it looks like a boot.
- ✓ The Romans were a highly organised society. This can be traced back to the founder of the City Romulus.
- ✓ The Roman Empire grew rapidly, covering most of Europe and some of Africa. This was able to happen because of the skill and organisation of the Roman Army.
- ✓ The soldiers marched 10km a day and carried all of their belongings with them.
- ✓ The Roman shields were an important part of the Roman soldier equipment. They were curved and long in order to protect the soldiers and be used in battle techniques.
- ✓ The Romans used 4 techniques: Tortoise (defence), Orb (defence), wedge (attack), repel-cavalry (defence).
- ✓ The soldiers signed up for 25 years.
- ✓ The soldiers wore tunics and leather sandals. The armour came in 4 parts, this was to make it easy to carry. The Romans had several weapons that they used: pilgrim, gladius (dagger), and dagger.
- ✓ The Romans invaded Britain in 55BCE for the first time. Their leader at this time was Julius Caesar. They fought against the Celts. This invasion was unsuccessful.
- ✓ Caesar invaded again in the following year 54 BCE. This time the Celts were not prepared. Caesar had to return to Gaul and fight over there.
- ✓ In 40CE Roman Emperor Caligula attempted to invade but did not even cross the seas.
- ✓ In 43CE Emperor Claudius in charge and he wanted to invade Britain to extend the Roman Empire. This time they were successful.
- ✓ In 410CE the Romans officially abandoned Britain as they had received threats from parts of Europe.
- ✓ Boudicca was queen of the Iceni tribe. Her husband had a deal with the Romans to leave them be but once he died, the Romans tried to take over them. She led an attack on three Roman cities-modern day Colchester, London and St Albans. No-one knows how she died although it is commonly believed that she took poison.

Practical Tasks (Historical Enquiry):

- Sequence events in order, understanding that BC counts down and CE counts upwards. **4.1**
- Read the story of Romulus and Remus and then arrange picture cards in order to sequence the story. **4.1, 4.4**
- Mapping the change of the Roman Empire and why this was able to happen. Use maps and atlases to identify places and changes. **4.1, 4.2, 4.5, 4.6**
- Create a fact file about the Roman Army, labelling key aspects of the soldier's uniform and lifestyle. **4.2, 4.3, 4.4**
- Write a diary as a Roman soldier-2/3 extracts at different points of the unit, looking at their life and changes within it. **4.3, 4.5**
- Plan a news report about Boudicca **4.4**
- Compare life between the Celts and Romans **4.2, 4.5**
- Compare Roman beliefs to modern day beliefs **4.5**
- Use photographs/ Google Street View to look at evidence of Roman buildings **4.6**

Key Vocabulary:

invade, conquer, capture, seize, empire, emperor, tribes, Celts, Iceni, Romans, soldier, shield, dagger, sword, sandals, javelin, tunic, helmet, rebel, Gaul, BCE, CE, Europe, techniques.

Cross-Curricular Links:

Geography-Map work/ changing names and boundaries of countries
Art – Mosaics, fresco style drawings
Computing - Research Roman life
Literacy-The Thieves of Ostia-Roman homes, story, Escape from Vesuvius, newspaper report, retell of events
Music-Planet Suite (ones named after Roman Gods.)

Cantrell Primary School History Curriculum

Year 4: How were the Maya different from the invading Europeans?

NC reference: a non-European society that provides contrasts with British history

Objectives:

- Understand where the Maya sit in wider chronology and place key Maya events in order
- Identify key religious beliefs of the Maya
- Explain how the Maya communicated with each other and why this was difficult for the Europeans
- Explain how the Maya farmed and identify new foods
- Identify key features of a Maya settlement and explain how it is different from European cities.
- Explain how the Maya dressed differently from the Spanish.
- Compare the Maya to other groups of people in History

Key Factual Learning:

- ✓ The Maya originates from around 2000BCE and were at the height of power around 500 CE (AD)
- ✓ By 900 CE (AD) many Maya settlements had been abandoned. Historians are not sure for the reasons although war and famine are possibilities.
- ✓ The Maya still thrived in parts of Mexico and Guatemala – the most famous city being Chichen Itza.
- ✓ By 1541, the Spanish had conquered all Maya territories. Maya people were not allowed to follow their own beliefs or use their own language.
- ✓ The Maya invented a very complex calendar and used this for when to plant and harvest crops.
- ✓ The Maya worshipped lots of different gods
- ✓ Maya priests were highly respected and educated members of society. They were seen as the god's messengers on Earth. They were very good at astronomy charted the movements of stars and planets.
- ✓ Maya believed in sacrifices and blood letting. This was to appease the gods but also to give the god's blood back to them (it is believed that the gods gave their blood to create humans so they should repay some back.)
- ✓ The Maya used a complex system of hieroglyphs to communicate. Most people could read however only priests and royalty were able to read all the glyphs (roughly about 800 are known by historians.)
- ✓ Glyphs could be one picture (logogram) or picture based on the syllables (syllabogram.)
- ✓ Maya scribes wrote in books called Codices (Codex-singular.) Only 3 survive in the world due to the Spanish burning them.
- ✓ Maya used three distinctive farming methods-slash and burn (cutting down rainforests and burning,) terrace farming (grown on hills) and
- ✓ The Maya ate lots of new foods (to the Spanish) including avocado, turkey, maize and cocoa which they turned into a drink.
- ✓ Maya cities were built around a pyramid. At the top of this would be the temple. Only priests and people going up to the temple were allowed to climb up. Rich people had large houses made of stone which were within the city. Poor people would have a small nah-house-made from wood and jungle vines. There is limited evidence of these small huts.
- ✓ Maya clothing was different from what the Europeans wore. Men wore plain loincloths and women wore simple woven tunics and skirts.
- ✓ Animal furs and headdresses were worn during ceremonial events-the bigger the headwear, the more important the person was. (The priest always wore the biggest!)
- ✓ Maya children did not wear any clothes until they were 5.

Practical Tasks (Historical Enquiry):

- ✓ Create a timeline showing key events in Maya history. **4.1** Express opinions about what they thought the Spanish thought when they first arrived. **4.3, 4.5**
- ✓ Find out information about some key gods. **4.4**
- ✓ Explain how the idea of sacrifices and blood letting was not acceptable to the eyes of the Spanish. **4.5**
- ✓ Fact finding activity about Maya writing **4.6**
- ✓ Recreate some of the Maya glyphs and create a syllabogram for jaguar **4.6, 4.5**
- ✓ Draw a map of a Maya city, labelling the different buildings that they would have had. **4.2 4.3, 4.5**
- ✓ Draw two people-a Maya and a European-and add the clothing. Compare what materials they used and why you think they wore what they did (children should understand that the Europeans wore clothes made from warmer materials and the Maya wore clothing to keep them cool.) **4.2, 4.5, 4.6**
- ✓ Every lesson will have a question comparing what they have learnt about the Maya to the Europeans. **4.5**

Key Vocabulary:

Maya, Europeans, invading, invaders, Chichen Itza, BC/ BCE, AD/ CE, settlements, Mexico, Guatemala, Spanish, conquered, territories, priests, worship, sacrifice, blood-letting, hieroglyphics, logograms, syllabograms, codex, codices, farming, slash and burn, terrace, cocoa, avocado, maize, pyramid, temple, nah, limestone, loincloth

Cross-Curricular Links:

Literacy – Rain Player and Chocolate Tree
Art – Sculpture: clay tiles of Maya God
RE – Creation stories

Year 5: Historical Enquiry

During years 5 and 6, pupils should be taught to follow these lines of historical enquiry:

- 5.1 Chronology:** Develop chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- 5.2 Cause and consequence:** Address and devise historically valid questions about cause and effect. Be able to explain more than one opinion.
- 5.3 Interpretation:** Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
- 5.4 Significance:** Address and devise historically valid questions about significance. Consider/explain the significance of events, people and developments in their context and in the present.
- 5.5 Similarities and differences:** Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
- 5.6 Source Enquiry:** Understand how our knowledge of the past is constructed from a range of sources. Question and challenge the validity of different sources.

Cantrell Primary School History Curriculum

Year 5: What were the causes of WW1 and how did it change people's lives?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history

NC reference: understanding how life has changed for people in Britain since 1948

Objectives:

- Identify and describe key geographical features of the U.K.
- Understand what an empire is and how Britain developed its enormous empire
- Understand the MAIN causes of WW1 (Militarism, Alliances, Imperialism, Nationalism)
- Understand how the assassination of Archduke Franz Ferdinand led to war
- Understand what soldiers experienced on the Western Front
- Study a significant person from History (Walter Tull)
- Understand how the role of women changed during and after WW1
- Explore a range of artefacts (**supported by a hands on history afternoon artefacts lesson**)
- Understand the contribution of animals to WW1 and evaluate the ethical issues surrounding this (**achieved through a study of War Horse by Michael Morpurgo**)
- Understand the importance of Remembrance and how it is celebrated around the world (**done through Year group assembly**)

Key Factual Learning:

- ✓ The UK is made up of 4 countries. These are England, Wales, Scotland and Northern Ireland ruled over by the monarch of England.
- ✓ An empire is a group of territories which are ruled over by one central power (King or Queen)
- ✓ The British empire was the greatest empire in the world.
- ✓ The Union Flag represents each 4 corners of the UK.
- ✓ The British empire lasted for over 500 years and ended in 1997.
- ✓ The British empire is made up of the United Kingdom and colonies ruled over by the Royal family.
- ✓ British Empire used to be 35million km and 24% of the world's population. Britain grew its empire based on trade, warfare and slavery. Technological developments and the industrial revolution further grew its power. Britain is a maritime nation. The British Empire no longer exists. Britain is now the 5th greatest economy in the world.
- ✓ The M.A.I.N causes of WW1: Militarism is the building up of armed forces; Alliances is the teaming up of countries; Imperialism is empire building and Nationalism is putting your country first above all else.
- ✓ Bosnian nationalist shot the heir to Austria-Hungry. This then led them to invading Serbia starting off a chain reaction across Europe which led to WW1.
- ✓ WW1 began in 1914. It lasted for 4 years, ending in 1918.
- ✓ Germany, Austro-Hungry and Italy are allied in the Triple Alliance. France, Britain and Russia are the Triple Entente. Serbia is friendly with Russia.
- ✓ It is estimated that During World War I, there were four distinct British armies. The first comprised approximately 247,000 soldiers of the regular army, over half of which were posted overseas to garrison the British Empire, supported by some 210,000 reserves and a potential 60,000 additional reserves.
- ✓ 37 million people died during WW1 (including civilians.)
- ✓ People wear poppies to remember the war. There are different kinds of poppy and they all have distinct meanings.
- ✓ The Christmas Truce of 1914 was when soldiers from both sides put down their weapons and celebrated Christmas in the trenches.
- ✓ The First World War is remembered for it's mechanisation and use of defensive combat (trench warfare). Conditions in the trenches were appalling.
- ✓ Walter Tull was an immigrant to Britain from the Caribbean. He came here when he was 4 years old. He went on to be the 2nd ever black British professional football player. He fought and died in WW1. He was the first black officer to lead white troops into battle.
- ✓ Women had traditional Victorian roles going into WW1 but these were being questioned. The war left the women doing lots of jobs men usually did. They worked in the WLA or munitions factories for example. After the war, women achieved the right to vote.
- ✓ Germany surrendered in 1918. The allies-Britain, France and USA-meet at the palace of Versailles (France) to decide what should happen to Germany. Learn world leaders George Clemanceau, Woodrow Wilson and David Lloyd George. Germany are forced to sign the treaty although it comes at a huge financial and political cost. The League of Nations is set up with key failings such as Germany and USA not signing and having no military power.

Practical Tasks (Historical Enquiry):

- Locate and label the opposing alliance countries in 1914. Including the neutral states.
- Understand that Britain is a constitutional monarchy run by the Head of the Royal house of England
- Explore a range of different sources to understand about the rise and fall of the British Empire **5.1 5.2 5.4 5.6**
- Role play the Frans-Ferdinand assassination
- Assess the main causes of WW1 **5.1 5.2 5.4 5.6**
- Explore the changes of how wars have been fought over time (swords, armour, guns) **5.1 5.2 5.5 5.6**
- Learn about what life was like on the front line by writing a letter from a serving soldier home **5.6**
- Research Walter Tull and design a memorial trophy in his honour **5.1-5.6**
- Evaluate jobs women performed during WW1 **5.3 5.6**
- Research the role of women during WW1 using fiction books **5.3 5.6**
- Hands on History session – handling artefacts from the 20th century – explore what each artefact is **5.3 5.5 5.6**
- Research the significance of remembrance and the significance of the poppy **5.4**

Key Vocabulary:

British Empire, population, trade, monarch, warfare, slavery, industrial revolution, trench warfare, militarism, alliances, imperialism, nationalism, Archduke Franz Ferdinand, Western Front, Allies vs Central Powers

Cross-Curricular Links:

WW1 equine sketching, design a special trophy, family assembly, diary entries, discussion texts -non-fiction writing, study of War Horse by Michael Morpurgo, wide selection of reading texts

Cantrell Primary School History Curriculum

Year 5: How were children in Britain and abroad affected by WW2?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history
NC reference: understanding how life has changed for people in Britain since 1948

Objectives:

- Understand how the failed Treaty of Versailles led to WW2 and what this meant for young people living at the time
- Understand when WW2 started and how events led to war
- Understand why children were evacuated from Britain's cities and empathise with their experience (**achieved through Beaumanor Hall evacuee Drama day**)
- Understand how anti-Semitism in Germany led to children seeking refuge here in Britain (the Kindertransport) What would the experience be like for a young child refugee?
- Understand the importance of Blitzkrieg (lightning war) and share our reflections of the evacuation of Dunkirk
- Understand what is meant by The Battle of Britain and how it morphs into the deadly Blitz. What would taking shelter be like for young people living in towns and cities?
- Understand what the holocaust is and why it should be remembered (**achieved with a trip to The National Holocaust Centre**)
- Understand how WW2 came to an end and what is meant by D-Day, VE- Day and VJ-Day. What would this be like for a young person at the time?
- Understand the role of atomic weapons in ending the war in the Pacific. Share a young Japanese person's perspective on the bombing of Hiroshima.
- Evaluate views and opinions on leaders in WW2

Key Factual Learning:

- ✓ Neville Chamberlain was the British prime minister. He announced to the British people that Britain was at war with Germany in 1939.
- ✓ Adolf Hitler was the German leader. He wanted more land so that the German people could occupy more countries.
- ✓ Britain and France had promised to protect Poland if it was also invaded, so when Hitler refused to withdraw the troops that had marched into the country on 1st September 1939, Britain and France reacted
- ✓ Britain, France and Poland made a promise to support each other and became the Allied forces.
- ✓ The Allies were soon joined by the British Commonwealth (South Africa, Canada, Australia and New Zealand) and then the Soviet Union, the United States of America and China.
- ✓ The Axis Powers were Germany, Japan and Italy, who made a pact to stand together in opposition to the Allies.
- ✓ In 1940, Winston Churchill became the British prime minister.
- ✓ During World War II, many people were evacuated from the cities to the countryside where it was believed they would be safer from bombing.
- ✓ In total, over 3.5 million children were evacuated.
- ✓ Some children were evacuated to the countryside and others overseas and lived with host families in places as far away as Australia and Canada.
- ✓ At the start of the war, Britain began to ration food. To ration something means to allow each person to only have a fixed amount of it.
- ✓ The rationing of food began in January 1940 and lasted until 1954, which was actually nine years after the war had ended.
- ✓ Some children grew up never seeing bananas or oranges for example, as these were imported from overseas.
- ✓ Because imported foods were not getting through to Britain, many families began to grow their own produce in gardens and allotments.
- ✓ With men called up for active service, there was a great need for women to undertake the jobs that the men had previously done. Suddenly, women became more than just homemakers and were given the opportunity to become patriotic heroines. They would contribute significantly to the war effort in a variety of ways.
- ✓ The discrimination against Jewish people in Germany had begun before the war. School children were openly bullied and humiliated by other pupils and their teachers.
- ✓ Anne Frank was a Jewish girl, who was born in Germany on 12th June 1929.
- ✓ During the war, Anne's family were forced to go into hiding in Amsterdam and during this time, Anne kept a diary about her experiences. Eventually, the family were captured and sent to a concentration camp.
- ✓ Anti-Semitism in Germany led to children seeking refuge here in Britain, this was called The Kindertransport
- ✓ Jewish children were taken into homes to keep them safe. Some children never returned to their homes.
- ✓ WW2 ended on 2nd September 1945.

Practical Tasks (Historical Enquiry):

- ✓ Interrogate satirical cartoons to learn about the Treaty of Versailles **5.1-5.6**
- ✓ Imagine their own evacuee suitcase contents and provide justification about what is important to them **5.5**
- ✓ Role play a day in the life of an evacuee (Beaumanor Hall trip) Including: school life, billeting, shopping, rationing, code breaking, experiencing an air raid and understanding why this is a local place for national importance) **5.1- 5.6**
- ✓ Study Adolf Hitler – reasons why he became the leader of Germany **5.1 5.6**
- ✓ Read a fictional account of Dunkirk **5.6**
- ✓ Evaluate the successes and failures of the Dunkirk evacuation
- ✓ Investigate propaganda linked to anti-Semitism and racial stereotypes (Aryan and Jews) **5.6**
- ✓ Order the sequence of events that led up to the main invasion **5.1**
- ✓ Evaluate the views and opinions on leaders in WW2 **5.2-5.6**
- ✓ Identify positive changes in society following the end of WW2 **5.1-5.6**

Key Vocabulary:

armistice, peace treaty, reparations, League of Nations, evacuee, bombing, Blitzkrieg, identity card, gas mask, host family, billeting officer, Anderson shelter, air raid siren, communist, Jews, Nazis, Hitler, Keizer, Putsch, hyperinflation, Luftwaffe, Dunkirk, armada, Operation Dynamo, British Expeditionary Force, antisemitism, Kindertransport, racism, fascism, propaganda, Operation Overlord, D-Day, Normandy, hero, villain

Cross-Curricular Links:

WW2 gas mask making (Homework project), drama experience, family assembly, report writing NF, music of WW2, Public Service Broadcasting's The War Room record study and study of film texts and propaganda art, wide selection of reading texts

Year 5: How did the discovery of Stone, Bronze and Iron improve life for early humans?

NC reference: late Neolithic hunter-gatherers and early farmers, bronze age religion and hill forts

Objectives:

- Understand what we mean by the term Stone Age, when it was and what Britain was like back then.
- Evaluate whether Stone Age people were simply hunter-gatherers or had wider interests and beliefs
- Understand the impact of agriculture on Stone Age Britain
- Learn about The Beaker People and what they brought prehistoric Britain
- Investigate theories surrounding the purpose of Stonehenge and what it meant to the people who used it
- Discover why iron was such an important discovery and how it revolutionised people's lives

Key Factual Learning:

- ✓ **The Stone Age** is defined by stone tool technology which was instrumental at driving forward the rate of technological change for our species.
- ✓ **The Stone Age** lasted for millions of years and that early human animals in our species tree of 'homo' used stone tools too but two main species (homo sapiens and Neanderthals) lived in Europe after the Ice Age
- ✓ The Stone Age is divided into 3 time periods known as the **Palaeolithic** to 10,000 B.C. (end of the Ice Age) / **Mesolithic** to 4000 B.C. / **Neolithic** to 2300 B.C.
- ✓ The Stone Age ends when copper and later bronze tools were adopted and more widely available leading to revolutions in farming and huge cultural change.
- ✓ Early Stone Age Man was a hunter-gatherer, travelling around following food sources, setting up camps.
- ✓ Some lived in caves, although not many as this was dangerous.
- ✓ Scientists believe Palaeolithic people had fires but used naturally occurring fire to bring to a campfire (e.g. a lightning strike) rather than making one by themselves.
- ✓ Modern humans invented and constantly refined tools to help them survive including the flint axe and knife, shelter, controlled fire, the spear, the bow and arrow, animal skin clothing.
- ✓ There is also a lot of evidence that Stone Age peoples had an artistic and spiritual culture as seen in headdresses, cave paintings, jewellery and mysterious objects that would have taken considerable time to craft. They weren't simply surviving.
- ✓ By the time it was the Neolithic Age, people stopped travelling and settled, becoming farmers and domesticating sheep, cattle and pigs.
- ✓ They learned how to soften leather to make warm, comfortable clothes and they used wool from sheep to spin, thread and weave into clothes.
- ✓ They built homes from wooden planks and covered it with wattle and daub. The roof was thatched using reeds.
- ✓ **The Bronze Age** began with an influx of technology, art and culture from mainland Europe.
- ✓ During this period, immigrants from Europe arrived who made clay pots for cooking, serving food and storing water (Beaker people).
- ✓ Huge tombs were made with dead remains.
- ✓ These people had metalworking and had organised their society around settlements and kings. They brought religious change too.
- ✓ As settlements grew, more time was devoted to invention and technological change sped up exponentially
- ✓ During **The Iron Age**, iron became the most widespread metal used as it was plentiful in Britain and easy to work
- ✓ Prehistory in Britain ends with the invasion of the Roman Empire in 43 AD.

Practical Tasks (Historical Enquiry):

- ✓ Design a television advert for a Stone Age invention (drawing inspiration from Horrible Histories sketches) and act it out **5.1-5.6**
- ✓ Write a script for a televised news report on the discovery of Skara Brae and present it for recording and green screening on the ipads **5.1-5.6**
- ✓ Design a job advertisement poster designed to persuade children to come and work at the Great Orme copper mine **5.1-5.6**
- ✓ Discuss and debate the mysteries of Stonehenge. Argue a perspective on what the purpose of the monument was and how it was used. **5.1-5.6 particularly 5.3**
- ✓ Investigate the Amesbury archer's burial site. What can they find out about the man from his grave? Draw a picture of what they think the man looked like. **5.1-5.6**
- ✓ Crime Scene Investigation of Maiden Castle. Can the children piece together the evidence to work out what happened here thousands of years ago? **5.1-5.6**
- ✓ Learn about druidic culture and make your own druids crown from natural resources (D&T) **5.4**

Key Vocabulary:

Prehistory (ic), Stone Age, Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age, flint, copper, iron, technology, inventions, survival, hunter-gatherer, evolution, species, Homo sapiens, modern human, Neanderthals, land bridges, nomadic, aboriginal, settlement, Skara Brae, domestication, farming, migration, trade, beaker society, artwork, monuments, death rituals, copper smelting, religion, Stonehenge, hillfort, druidic culture, Celts, Romans, written history

Cross-Curricular Links:

Study of novel Wolf Brother by Michelle Paver, drama, artwork –posters, computing – green screens, D&T design a headdress for a druid, explore cave paintings and their meanings and paint their own, weave using wool and sticks, Make a clay pot from air drying clay, Make salt dough model of Stonehenge, Learn how to cast a sword using plaster of Paris, Investigate the wheel and make a prototype design from paper plates, Learn about Iron Age pagan symbols.

Year 5 and 6: Historical Enquiry

During years 5 and 6, pupils should be taught to follow these lines of historical enquiry:

- 6.1 Chronology:** Develop chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- 6.2 Cause and consequence:** Address and devise historically valid questions about cause and effect. Be able to explain more than one opinion.
- 6.3 Interpretation:** Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
- 6.4 Significance:** Address and devise historically valid questions about significance. Consider/explain the significance of events, people and developments in their context and in the present.
- 6.5 Similarities and differences:** Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.
- 6.6 Source Enquiry:** Understand how our knowledge of the past is constructed from a range of sources. Question and challenge the validity of different sources.

Cantrell Primary School History Curriculum

Year 6: How did life improve for poor children during the reign of Queen Victoria?

NC reference: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - changes in an aspect of social history

Objectives:

- Know and recall facts about key events and changes during the reign of Queen Victoria
- Understand the effects of the Industrial Revolution on Victorian Britain
- Understand what life and working conditions were like for poor children in the 1830s and early 1840s
- Understand what events led to changes in the working conditions for children
- Understand that the work of individuals can change a society
- Be able to compare and contrast typical experiences of school in the 21st century with experiences of school in Victorian Times
- Understand changes in social history during Queen Victoria's reign
- Know that many key inventions used today originated in the Victorian Era (covered in ICT)

Key Factual Learning:

- ✓ Queen Victoria was born in 1819 and ruled from 1837 to 1901. She married Prince Albert (her cousin) in 1840 and together they had 9 children. Albert died in 1861.
- ✓ As a result of the industrial revolution, many people left the countryside and moved to towns and cities, which became crowded with very poor living conditions. The population more than doubled from 16 to 37 million, leading to a huge demand for food and housing. There was no free state education at the start of Queen Victoria's reign – most children worked in mines and factories instead.
- ✓ Working in a colliery was dangerous, low-paid and difficult, but many children were forced to do so in order to help support their families. Children as young as 5 worked long hours. Many were treated badly and life expectancy was low.
- ✓ In 1839, Ashley Cooper, the 7th Earl of Shaftsbury commissioned an investigation into working conditions in mines and factories. The 'Report on Child Labour' was published 3 years later in 1842, comprising of thousands of pages of oral testimony. The report shocked society, and quickly led to changes in the law.
- ✓ The Mine Act of 1842 and The Factory Act of 1844 improved working rights and conditions for children.
- ✓ Improvements continued to be made throughout Victoria's reign. Dr Thomas Barnardo set up the Ragged School in the East End of London in 1867 to provide a basic education for poor children. He opened his first home for boys in 1870 after a pauper orphan called Jim Jarvis showed him homeless boys in London. His home bore the slogan 'No Destitute Child Ever Refused Admission'.
- ✓ The Education Act of 1870 provided schools for all children aged 5-12. Discipline and rules at Victorian schools in the 1870s and 1880s were very strict and punishments were harsh. Girls and boys were taught different lessons but there were still many similarities with schooling today. The 1880 Education Act made school compulsory for all children.
- ✓ A number of common items that we take for granted today were invented during Victorian times and these significantly improved people's quality of life. These include photography (1838), telephones (1876), electric light bulbs, cars, bicycles, sewing machines, radio, concrete, type-writers and rubber tyres.

Practical Tasks (Historical Enquiry):

- Create a timeline of all periods of history studied at school. Add Victorian Period to the timeline and explain and discuss where it sits in relation to other studies. **6.1**
- Order ten key events from Queen Victoria's reign and place them on a timeline. **6.1**
- Discuss the effects of the Industrial Revolution on the towns and cities. Children write a paragraph to explain the impact on people at the time. **6.2, 6.4**
- Read extracts from The Report on Child Labour and discuss. In role as a researcher for the Report on Child Labour, write out transcripts from children's oral testimony, detailing their experiences working in coal mines. **6.6**
- Read and watch information texts about the life of Dr Barnardo. Answer questions in role as Dr Barnardo to explain what caused him to act as he did and what the significance of his actions were. **6.2, 6.4**
- Read a first-hand account of a school day in the late 1800s. Identify the similarities and differences with education in the 21st Century. **6.5, 6.6**
- Discuss the effects of the Mine Act of 1842 and the Education Act of 1880 and explain which the children think was more significant, and why. **6.1-6.5**
- Use the internet to research information about Victorian inventions and create PowerPoints to display their findings. Which invention has had the biggest impact? Discuss that different sources of evidence may lead to different conclusions. **6.3, 6.4**

Key Vocabulary:

Victorians, industrial revolution, population, steam engine, slum, shilling, colliery, corve, coal seam, establish, Ragged School, destitute, pauper, orphan, discipline, punishment, compulsory, needlework, curtsies, recite/recitation, unison, copperplate, clerk

Cross-Curricular Links:

Reading – Street Child by Berlie Doherty, Extracts from A Christmas Carol and Oliver Twist by Charles Dickens.

Writing – Short 1st person narratives based on Street Child; Factual discussion/debates on whether poor children were better off inside the Workhouse or not; Newspaper reports documenting Jim's escape from the Workhouse. Extended narratives following Emily and Lizzie Jarvis – the 'Sisters of Street Child'.

Computing – PowerPoint presentations on Victorian inventions using hyperlinks to link and sequence pages of information.

Science – Electricity topic contains links to Thomas Edison and the Victorian inventions of the lightbulb and electric lamp

D&T – Isambard Kingdom Brunel and suspension bridges

Cantrell Primary School History Curriculum

Year 6: How has Ancient Greece influenced the modern world?

NC reference: Ancient Greece – a study of Greek life and achievements and their influence on the western world

Objectives:

- Know where Greece is on a map of Europe and of the world
- Understand how Ancient Greek democracy has influenced government in the western world
- Understand how ideas and learning in Ancient Greece have influenced the way think today
- Understand how Ancient Greek architecture has influenced the design of modern designs
- Understand how sport in Ancient Greece has influenced modern sport
- Know and understand how Ancient Greek ideas were able to spread so far around the world

Key Factual Learning:

- ✓ Greece is a country in southern Europe. Athens is the capital city. When historians discuss 'Ancient Greece', they are referring to the period from 2000BC up to the year 146, when Greece was conquered by Rome and became part of the Roman Empire.
- ✓ Ancient Greece is generally considered to be the foundation of modern Western culture. Greek culture managed to explore and make progress in many fields of science, mathematics, philosophy and knowledge in general.
- ✓ Democracy was founded in Athens around 500BC. Democracy means 'rule by the people'. In Athens, 30,000 citizens gathered together to decide the city's laws and who should sit on the council. All citizens were men – women were not allowed to vote. A jury of 500 citizens decided if someone was guilty of committing a crime. Today we also live in a democracy (and women are now allowed to vote) and we have juries of 12 people to decide if someone is guilty of committing a crime.
- ✓ Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world. Modern scientists do the same thing. Hippocrates studied diseases and how they might be cured in a useful way. He is often described as 'the father of modern medicine'.
- ✓ Herodotus wrote a history of the Greeks. He based this on eyewitness reports, something today's historians also do. Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.
- ✓ Athenians watched plays and they used these as a way to discuss the world and understand it. These included funny plays called comedies, and sad plays called tragedies. All drama, from plays to TV programmes and films have their origin in these first Greek plays.
- ✓ Many Greek buildings included columns. There were three styles: Doric, Ionic and Corinthian.
- ✓ Famous buildings all over the world such as the White House in the USA, the Reichstag in Berlin and the British Museum in London all incorporate elements of Ancient Greek architecture in their designs.
- ✓ The Greeks loved sport, and enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory, which is where the sports brand gets its name. Greek men and boys trained in a building called a gymnasium, and they watched races in a big, open-air buildings called 'stadion' – giving us the terms gym and stadium that we still use today.
- ✓ Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. The first Ancient Greek Olympic Games were held in 776BC. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years.
- ✓ According to legend, after the Greeks won the battle of Marathon in 490BC, a soldier called Pheidippides ran 26 miles (42 km) to Athens with the news – and then fell down dead. Modern marathon races cover the same distance as this run.
- ✓ Alexander the Great was King of Macedon (a part of Ancient Greece). He was an excellent military general, and spent his entire life invading and conquering other territories. By 336BC, Alexander the Great had led his army to take over all of Greece, Persia, Egypt and even part of India.
- ✓ The conquests of Alexander the Great spread Greek ideas and culture across a wide area which influenced many people.
- ✓ When the Romans took over from the Greeks in 146, they admired the Greeks' way of life and carried Greek ideas to even more countries - including Britain.

Practical Tasks (Historical Enquiry):

- Create a timeline of all periods of history studied at school. Add Ancient Greece to the timeline and explain and discuss where it sits in relation to other studies. **6.1**
- Order ten significant events and dates from Ancient Greece and place them on a timeline. **6.1**
- Read information about the foundation of Ancient Greek democracy.
- Discuss what it means for something to be significant – it results in change (short and long-term impact), it is remembered, and it is remarkable. Discuss and write what was significant about the Ancient Greek definition of democracy. **6.4**
- Learn about how ideas and learning in the fields of maths, science, history, philosophy and architecture have influenced the way we act and think in the modern world. Complete a chart to show the cause and effect of the origin of these ideas in Ancient Greece and the effect they have had on the modern world. **6.2**
- Learn about sport in Ancient Greece and how many of their ideas and advances in sport have lived on. Discuss how we know this? Look at a range of primary sources depicting Greek sporting life (pottery, statues etc). Conduct a source enquiry – what do these sources tell us? What do they not tell us? How reliable are they? Discuss and answer questions. **6.6**
- Essay question at the end of the unit: What was the most significant way that Ancient Greece influenced the modern world? **6.3 6.4 6.5**

Key Vocabulary:

Culture, progress, democracy, citizen, jury,

Cross Curricular Links:

Geography – locate Greece on a map of Europe and the World, and locate major cities and places of interest on a map of Greece

Cantrell Primary School History Curriculum

Year 6: How has Bulwell changed over time?

NC reference: a local history study

Objectives:

- Know where Bulwell is located on a map of the UK
- Recognise important land marks in the locality
- Understand the significance of the name given to Bulwell and how it originated
- Understand how the Bulwell Bogs area of the town has changed over time
- Understand how land use has changed over time (maps)
- Understand how people's jobs changed in the local area

Key Factual Learning:

- ✓ Bulwell is a market town located in Nottingham. It is around 4.5 miles from Nottingham city centre.
- ✓ Bulwell is recorded in the Domesday Book (1086) as "Buleuuelle" and classified as a village.
- ✓ The name is supposed to derive from the spring called "Bull Well", which runs out of the Bunter sandstone over a bed of clay. It is suggested that the first part of the name may stand for an Anglo-Saxon person called Bulla, or describe the bubbling sound produced by the flowing water of the spring.
- ✓ The River Leen runs through the centre of Bulwell and next to the river in the centre of Bulwell is a piece of land known as "The Bogs."
- ✓ Bulwell Bogs was formerly an ancient open space and was enclosed in the late 1860s.
- ✓ In 1872 a local boy was charged with trespass, a case that was dismissed when his lawyer cited ancient rights of public usage. The case had strong support from local people and at one point it is reported that a thousand people went in procession through Bulwell to take possession of the Bogs. However, the victory did not endure and the land was soon enclosed again.
- ✓ Shortly afterwards Nottingham Corporation stepped in and bought the Bogs which remain a public open space today.
- ✓ After an 1872 attempt by the Lord of the Manor to enclose the land around the Bogs, the people of Bulwell staged a peaceful protest, massing in hundreds to protect their common land.
- ✓ The whole Bogs area was set to be demolished in 2002 to make way for a road bridge and transport interchange for buses, trams, taxis and trains.
- ✓ Fierce local opposition resulted in a campaign to prevent the plans, which the City Council eventually scrapped.
- ✓ Before the mid-1800s residents of Bulwell earned their living mainly from agriculture, framework knitting and bobbin lace-making.
- ✓ Babbington/Cinderhill colliery opened in 1841, providing Bulwell with coal mining jobs.
- ✓ The main industries around Bulwell from the mid 1800's were: coal mining, soap works, lace making, quarrying, potteries, brick works, cotton spinning and tanners. Maps show this.
- ✓ The opening of the colliery enabled the digging of clay seams also, resulting in the famous manufacture of bricks in the area. Sankey's pots are well known and put Bulwell on the map, exporting to many towns and cities across the UK.
- ✓ During the industrial revolution the train line was built because Bulwell was so close to the River Leen.
- ✓ Bulwell Common railway station was a station in Nottingham on the Great Central Railway main line. The station opened with the line on 15 March 1899. This was able to transport coal to other parts of the country.
- ✓ The train line enabled coal to be transported to and from blast furnaces and collieries in the area.
- ✓ Bulwell station originally opened in 1848, and was one of several stations to serve the town, briefly renamed Bulwell Market. A passenger train was then introduced, bringing people into the area for commercial jobs.

Practical Tasks (Historical Enquiry):

- Watch the 'Bulwell then and now' video <https://www.youtube.com/watch?v=czWldQasRlc>, discussing similarities and differences as the video progresses. **6.5**
- Identify the main features of Bulwell (River Leen, market place, Bulwell Bogs, St Mary's church)
- Watch the Bulwell Bogs video <https://www.youtube.com/watch?v=IQg7hVl8HiA>
- Order the events in the history of the Bulwell Bogs on a timeline **6.1**
- Answer an essay style question: How have the people of Bulwell shown the importance of the Bogs to their environment? **6.2, 6.3, 6.4**
- Discuss and mind map the main industries around the Bulwell area from the 1800's onwards. What made the area suitable for these industries? How did people's jobs change? **6.5**
- Use inference to analyse photographs, adverts and an original Sankey pot to understand how our knowledge of the past is constructed from a range of sources. Children to list their inferences in a source enquiry. **6.6**
- Answer an essay-style question: what effect did the industrial revolution have in Bulwell? **6.2, 6.4**
- Present their findings in a creative way to assess. This could be a talk to parents, an information leaflet or presentation to the school about how Bulwell has changed over time.

Key Vocabulary:

Bulwell, Sankey's, colliery, industrial revolution, industry, agriculture,

Cross Curricular Links:

Geography – Our Changing World