Queenswood History Curriculum

This document sets out clearly the expected content and sequence of knowledge to be delivered at Queenswood as children move throughout the school. This has been chosen to ensure the children know more and remember more as they progress in their history learning, and that their knowledge of key concepts deepens as they continue their history learning.

Key Concepts taught through our history curriculum:

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

Ideas included within these key concepts:

* Civilization (society, rules/laws, rights, tax, trade)
* Settlement (state, city, village, homestead)
* Religion (church, beliefs, monastery)
* Conflict (alliance, war, peace, freedom)
* Power/Government (democracy, empire, rulers, leaders)
* Monarchy (Kingdom, Head of State)
* Agriculture (farming, cultivation, hunting, trade)
* Migration (settlement, rights, civil rights, trade)
* Law and Punishment (rule, law, morals, corporal, capital)

Disciplinary knowledge taught through our History curriculum:

* Historical enquiry
* How historians use original sources to find out about the past
* How historians use interpretations of the past

As a result of our mixed age classes, pupils cannot meet historical periods in chronological order, so each classroom has a wall display timeline which allows each period studied to be recorded chronologically.

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| EYFS | KS1 | LKS2 | UKS2 |
|  | Understanding change | Pre-history | British History |
| Understanding time – today, tomorrow, yesterdaySeasons and passing of timeRetelling an event and sequencing events  | A Changes in Living Memory – Our Royal FamilyB Changes in Living Memory - Inventions | A Stone AgeB Mary Anning – fossils (Much Wenlock) | A Viking and Anglo-Saxon StruggleB Britain’s settlement by Anglo-Saxons and Scots |
|  | Significant people and events | Ancient Empires | Ancient World |
| Develop an understanding of growth, decay and change over timeUnderstanding about now and long ago through stories | A Comparison of two significant people - ExplorersB Significant events nationally beyond living memory – Great Fire of London | A Ancient GreeceB Roman Empire | A Ancient EgyptB Ancient Maya |
|  |  |  | Understanding Changes |
|   |  |  | A Crime and Punishment – a chronological studyB Significant Turning Points – World War II |
|  | Local Study | Local Study | Local Study |
| My local area – finding out about where I live using historical sourcesChanges – toys – me, my mom/dad/ my grandparents | A Local Study of TelfordRecent changes to TelfordB Local study of Ironbridge(Victorian society - Blists Hill) | A Local Study of Telford – Victorian TelfordB Local Study of Ironbridge(Victorians – the Industrial revolution) | A Local Study of Telford – Telford the New TownB Local Study of Ironbridge(Changes since the industrial revolution) |

Key Stage 1 units:

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| A: Our Royal Family | Year 1 Vocab | Year 2 Vocab |
| Chronological knowledgeThe Queen has been our Queen for a long time – nearly 70 yearsThe Queen is the longest serving British monarchOur Queen is Queen Elizabeth II, there was another Queen Elizabeth a long time before her, Queen Elizabeth I lived a long time ago (almost 500 years ago)Substantive KnowledgeOur country has a monarchy, and Queen Elizabeth is our current monarch.The monarch is head of the Church of England.Prince Charles is the heir to the throne and will be King when the Queen dies.You are born into the Royal Family, it is not a choice.The Queen does not make the laws in our country, the Prime Minister and his government do.The Queen is head of the Commonwealth, and is the Queen for lots of different countries other than the United Kingdom.Disciplinary KnowledgeHistorians can use evidence in pictures and paintings to find out about life in different times. (Compare portraits of Queen Elizabeth I and II)

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | PastPresentSince I was bornrecenta long timeRulesKing QueenKingdomRuleCrownpaintingpicturephotograph | ModernElizabethanearlierlatercurrentyearsLawsCoronationMonarchHeirRulerLeaderPrime MinisterParliamentCommonwealthportraitpaintingphotographimagesource |

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| B: Inventions | Year 1 Vocab | Year 2 Vocab |
| Chronological knowledge:Life was different when our grandparent and parents were younger.There has been lots of changes in technology in the last 50 years.A long time ago (about 200 years) the only way to travel was on foot or by horse.Substantive knowledge: Television was new for our grandparents, and only had a few channels.Mobile phones are a very recent invention, that parents did not all have as children.The internet was not always here, our parents and grandparents usually had to use books to look up information. George Stephenson developed the first train which made transport quicker and easier over larger distances. Disciplinary knowledge: Historians can use pictures and objects from the past to find out about what life was like. Historians can talk to older people to find out what it was like for them when they were younger.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | PastPresentFutureA long time agoVery oldBeforeafteryearschangepicturephotographobject | PastPresentFutureyearsearlierlaternowthenwhendevelopmentimagesource |

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| A: Explorers | Year 1 Vocab | Year 2 Vocab |
| Chronological knowledge: Christopher Columbus lived hundreds of years ago.Neil Armstrong landed on the moon less than one hundred years ago.Great grandparents and grandparents may have watched the moon landing on TV when it happened.Substantive knowledge: People in history have travelled to explore and find new places. People are still exploring space.Christopher Columbus and Neil Armstrong both showed bravery in exploring unknown places.We would not know as much about the world if people didn’t explore.The time explorers live in affect the way in which they travel and what they know about where they are going.Disciplinary knowledge:Maps can show historians how what people know about the world has changed.Film/TV footage can show more recent history.In recent history, people can be interviewed to find out about their experiences.Letter, diaries and newspaper reports can give ideas about life in the past.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

  | PastPresentFutureA long time agoVery oldBeforeafteryearsTravelUnknownNew placesmapspicturesfilm | PastPresentFutureyearsearlierlaternowthenwhenExploreUndiscoveredClaimnewspaper reports lettersdiariestv footage |

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| B: The Gunpowder Plot | Year 1 Vocab | Year 2 Vocab |
| Chronological knowledge: Bonfire Night is celebrated every year on 5th NovemberThe original plat over 400 hundred years go – a long time agoSubstantive knowledge: The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament.Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved.Under the rule of James I, Catholics were treated unfairly.The plotters were all Catholic and wanted King James removed from the throne.A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder.King James I ordered that people should celebrate his survival on the 5th November. People still light bonfires and burn ‘guys’ (puppets made of straw, named after Guy Fawkes) to celebrate. Disciplinary knowledge:We know about the past because people of the time recorded their experiences

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | PastPresentFutureA long time agoVery oldBeforeafteryearsdisagreerulekingChristian**Sources**paintings | PastPresentFutureyearsearlierlaternowthenwhenhouses of parliamentcatholicprotestantplot**Sources**newspaper reports lettersdiaries |

Lower Key Stage 2 units:

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| A: Stone Age | Year 3 Vocab | Year 4 Vocab |
| **Chronological Knowledge**Stone Age Britain began before 500BCThe stone age is broken into three periods, Paleaothic, Mesolithic and Neolithic.Developments in technology brought on the Bronze Age, followed by the Iron age.The Iron Age in Britain ended with the Roman invasion of AD43**Substantive Knowledge**Stone Age people began as hunter gatherers.During the stone age, people began to farm land, and settlements became more permanent.Celtic culture arrived during this period, and there is evidence of art and music developing.Copper mining began during the bronze age.Settlements in the iron age were more fortified against tribal invasion and hillforts were common.The development of bronze, and then iron, allowed for more advanced weapons, technology and increased trade opportunities between tribes.**Disciplinary knowledge**Pre-history means there is no written evidence.Archaeologists rely on finding evidence of life in the stone age in archaeological digsSkara Brae showed a settlement and evidenced the beginning of farmingStonehenge shows how historians are constantly changing their view as they have only recently discovered the stones were moved from Wales to construct the henge.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | BCADagepastchangehunter-gathererfarmertradetravelmovetribearchaeologistremains | centurymillenniumprehistorycontinuityancestorcultivatespinning weavinggrinding cornsettlementnomadictribalartefacthoard |

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| B: Mary Anning | Year 3 Vocab | Year 4 Vocab |
| **Chronological Knowledge*** Mary Anning was born in 1799 (the Georgian period).
* The name dinosaur was not used until the mid 1800s.

**Substantive Knowledge*** The Jurassic Coast is a World Heritage Site on the English Channel coast of southern England. It stretches from Exmouth in East Devon to Studland Bay in Dorset,
* Erosion on the cliffs exposes rocks from the past.
* In 1811, when Mary was 12, she uncovered a strange 5.2-metre-long skeleton. People believed that any unrecognisable creatures must have travelled from far-off lands, so scientists simply thought it belonged to a crocodile.
* We now know it was an ancient species, and it was named Ichthyosaurus – meaning ‘fish lizard‘.
* 1823 she discovered the first ever Plesiosaur skeleton. This long-necked sea creature looked so odd that many people thought it was fake at first.
* Mary also discovered coprolites – fossilised poo – which helped her work out what dinosaurs ate.
* Mary found her fossils in the cliffs of Devon where she lived.
* Fossils are casts made of dead animals and plants which become preserved in rocks after they die.
* Having taught herself geology, anatomy and scientific illustration, Mary was so highly skilled that she took important scientists fossil hunting and discussed ideas and theories with them.

**Disciplinary knowledge*** People’s understanding of the past changes. In her time, Mary Anning was not widely recognised as a scientist, but historians now understand her importance.
* New discoveries change what people know and understand about the past.

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| Invasion | Settlement | Religion | Migration | Trade |
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 | Jurassic PeriodFossilDiscovery | GeologyMesozoic Era (age of reptiles)Cenozoic Era (Age of mammals)preservedsedimentary  |

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| A: Ancient Greece | Year 3 Vocab | Year 4 Vocab |
| **Chronological Knowledge:**BC counts backwards and is before ADAncient Greece spanned a period from ………..The Ancient Greek empire had different leaders and different states within itThe Ancient Greek empire was taken over by the Roman Empire**Substantive Knowledge:**Ancient Greeks lived in different city states which had different leaders and different rules.Athens was the first democracy. Athens developed maths, philosophy and theatre.Sparta was a warrior state, where the ability to fight was more important than education.Athens and Sparta were in conflict with each other and had several battles.Ancient Greek Gods were the basis of many mythical stories still told today.Many aspects of modern life can be traced back the Ancient Greeks, such as the OlympicsDisciplinary Knowledge:Historians used artefact such as Greek pots to find out about life in the past.Understanding Ancient Greek writing allows us to read some of what is written on the remains.Stories told can change over time – different versions of myths.

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| Invasion | Settlement | Religion | Migration | Trade |
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 | PastPresentFutureyearsADBC**Conflict**:InvasionInvadeBattle**Power**:LeaderKingDemocracy**Migration**:TravelSettleTrade | **Chronology**:PastPresentFutureyearsADBC**Conflict**:WarSurrender**Power**:EmpireRuleOligarch**Migration:**ExpansionTerritoryCity State |

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| B: Ancient Rome | Year 3 Vocab | Year 4 Vocab |
| Chronological knowledge: * The Roman Empire followed the height of Ancient Greek rule
* Britain was ruled by Rome from AD43
* Roman rule ended in Britain around 400AD……
* BC counts backwards and is before AD

Substantive Knowledge:* The Romans came to Britain nearly 2000 years ago and changed our country.
* Romans invaded other countries too.
* The Roman Empire covered much of Europe, north Africa and the Middle East.
* There were three invasions, the first 2 by Caesar. After the 2nd invasion the Celts agreed to pay taxes to the Romans and were left alone for about 100 years.
* The final invasion by Claudius was successful after several years of fighting with different Celtic tribes.
* Boudicca led an unsuccessful rebellion of Celtic warriors
* The Roman army was very well organised.
* Roman culture changed life in Britain in lasting ways:
* Roman people remained in Britain after the end of the Empire’s rule

Disciplinary Knowledge:* Use of archaeological finds: Wroxeter/ Chester
* Evidence of the Romans being here can be seen in the ruins of Roman buildings, forts, roads and baths and can be found all over Britain.
* Different historical interpretations -accounts/descriptions of Boudicca

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | PastPresentFutureA long time agoVery oldBeforeafteryearsInvasionInvadeBattlePower:LeaderEmperorTravelSettleRomanCelt | PastPresentFutureyearsearlierlaternowthenwhenRebellion RevoltSurrenderEmpireRebelExpansionTerritoryPeasant |

UPPER KEY STAGE 2

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| A: The Viking and Anglo-Saxon Struggle | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** After Romans left Britain in 410AD, Anglo-Saxons from northern Europe settled in Britain.
* The raid at Lindisfarne in 793AD was one of the first Viking raids
* Viking raids increased towards the end of the century.
* The Viking and Anglo-Saxon struggle ended in 1066 with the Norman conquest of Britain.

**Substantive Knowledge:*** People have been coming to Britain from other places throughout history.
* Vikings arrived from the north (Now Scandinavia).
* Viking raids, such as at Lindisfarne, are examples of conflict between the different settlers.
* Christianity became the main religion during Anglo-Saxon times and Vikings often raided monastery
* Vikings and Anglo-Saxons weren’t always in conflict, but also co-operated with each other.
* King Alfred (the Great) defeated the Vikings in battle, and kept power in Wessex.
* York was an important settlement for Vikings in their conquest of England.
* Danelaw was a treaty which gave Viking rule over the north of England.
* Anglo-Saxon and Viking life was different depending on your status in society – rich/poor, male/female etc.
* Many settlements’ names in England reflect the Viking and Anglo-Saxon history.

**Disciplinary Knowledge**:* This period is often referred to as the Dark Ages, as not much recorded history exists
* Many archaeological finds, such as the Hutton Hoo hoard, tell us about life in this time.
* Many representations of Vikings in modern film/media does not reflect the facts historians have discovered.
* People have different viewpoints about historical figures from the past (Alfred the Great)

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| Invasion | Settlement | Religion | Migration | Trade |
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 | **Chronology**:Century DecadeSettlementRaidInvasionVictoryDefeatSaxon KingViking King/ChiefDanelawWessex | PeriodAgeEraConflictCo-operationConquestTreatyJarlKarlThrall |

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| B: Britain’s Settlement by Anglo-Saxons and Scots. | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** After Romans left Britain in 410AD, Anglo-Saxons from northern Europe settled in Britain.
* In 597AD, Augustine became the first archbishop of Canterbury
* 779AD Offa’s Dyke is built on border with Wales
* In 793 first Viking Raid at Lindisfarne
* The Viking and Anglo-Saxon struggle ended in 1066 with the Norman conquest of Britain.

**Substantive Knowledge:*** People have been coming to Britain from other places throughout history.
* Irish scots invaded Scotland
* Angles, Jutes and Saxons invaded England.
* The Anglo-Saxons divided England up between the different tribes: 7 kingdoms were created
* Early Anglo-Saxons were Pagan, but Christianity became the main religion
* The Venerable Bede was a monk who recorded life in Anglo-Saxon times.
* Anglo-Saxon life was different depending on your status in society – rich/poor, male/female etc.
* Many settlements’ names in England reflect Anglo-Saxon history.

**Disciplinary Knowledge**:* This period is often referred to as the Dark Ages, as not much recorded history exists
* Many archaeological finds, such as the Sutton Hoo hoard, tell us about life in this time.
* Some interpretations of the past come from documents from monasteries such as those written by the Venerable Bede.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | Century DecadeMonasteryMonkPaganChristianSettleRaidInvadeVictoryDefeatHoardRelicMerciaSussexWessex | PeriodAgeEraRitualSuperstitionMissionaryConversionConvertedConflictMigrateImmigrantKinshipDefense |

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| A: Ancient Egypt | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** King Narmer joined Upper and Lower Egypt to become the first Egyptian Pharoah around 3100BC
* The last Pharoah was Cleopatra VII who ruled in 50- 31BC
* Persians, led by Alexander the Great, took over Egyptian rule.
* BC is based in Christian values – should we refer to BCE and CE instead?

**Substantive Knowledge:*** The Nile Valley is important at it has water and fertile land. This is where people first settled in Egypt.
* Boats were the main form of transport.
* Kings were called pharaohs. Egypt had many different kingdoms over the period of their civilisation.
* Different rulers led in different ways – eg. research Rameses II/Hatshepsut/Nefertiti/Tutankhamun
* Egyptians worshipped many gods and goddesses.
* Egyptians’ belief in the afterlife led to many complex death rituals and tombs (pyramids) for important people.
* Egyptians were skilled in copper and bronze and were responsible for many inventions such as paper as well as the development of maths and engineering.,

**Disciplinary Knowledge**:* Significant finds can unlock historical interpretation – the importance of the Rosetta Stone.
* Archaeology digs require precision recording to preserve the artefacts and information discovered.
* New finds can draw lots of attention and excitement – finding of Tutankhamun’s tomb.
* Interpretations of the past can differ – Pharaohs are not always presented in the same way.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | Century DecadeMillenniumRise and fallEmperorPharoahCivilizationSocietyFertileTradeSignificantEvidenceSiteInferDeduce | PeriodAgeEraWax and waneEmpireDynastyInheritedBirth rightRitualSuperstitionCultivateIrrigationSiltInterpretationImpressionDepict |

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| B: Ancient Maya | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** The Mayan civilization developed at the same time as Stone Age Britain.
* Mayan civilization around 2000BC
* Mayan civilization declined in 900AD without significant known cause.
* BC is based in Christian values – should we refer to BCE and CE instead?

**Substantive Knowledge:*** The Mayan civilization faced the challenge of life within a rainforest climate.
* Mayans developed an early calendar for measuring time.
* Mayans developed systems for mathematics and calculation.
* Trade was important in Mayan culture – the significance of cocoa trade.
* Boats were the main form of transport and trade.
* The Mayan civilisation consisted of many city-states, each ruled by a King.
* Mayans believed in many Gods and sacrifice was part of their culture.

**Disciplinary Knowledge**:* Historians know about the Maya because of their ‘glyphs’ where pictures and text were closely linked.
* Archaeology digs require precision recording to preserve the artefacts and information discovered. (Waka site)
* Interpretations of the past can differ – Pharaohs are not always presented in the same way.

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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | Century DecadeMillenniumCivilizationSocietySacrificeClimateTradeSignificantEvidenceSiteInferDeduce | PeriodAgeEraSolar YearSustaining civilisationInheritedBirth rightRitualSuperstitionCultivateCurrencyInterpretationImpressionDepict |

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| A: Crime and Punishment – a chronological study | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** The reformation caused conflict between catholics and protestants (1534)
* There was a civil war from 1642-1651
* The first Metropolitan police force was set up in 1829 – near the end of the era of Empire and Sea Power.
* In 1839 rural areas were allowed to set up their own police forces.
* The industrial revolution (1760-1840) changed how people lived, creating more urban areas
* Capital punishment was abolished in 1965.

**Substantive Knowledge:*** From 1066 to modern day significant changes have taken place in laws and in how breaches in law have been punished
* Anglo-Saxons relied on the community to address wrongdoing – through tithings.
* Early punishments were paid for by the community, so were not expensive (such as prison).
* Common punishments were: The death penalty for serious offences; fines, for most petty offences; stocks for criminals who were felt to have offended the public.
* After the Norman conquests, officials appointed by the King took over – ‘Justices for Peace’ which worked in each small community.
* Rising populations caused more poverty, so more people challenged the rights of the rich. Laws against vagabonds, heretics, smugglers, poachers, highwaymen, and witchcraft were in place.
* Houses of Correction were built in many areas in the late 16th century. These were like prisons , but the inmates had to work, usually spinning or weaving.
* From the Transportation Act of 1717 up to 1769, 36,000 convicts were sent to British colonies in America. 70% of offenders at the Old Bailey in London in this period were transported.
* Following the industrial revolution, more people lived in urban towns and cities and worked in factories and transport changed to include trains and canals. Crime changed to involve theft as warehouses and banks became more common place.
* New crimes included: paying your fare on a railway train; vandalism on the tracks; stealing water from standpipes in the street (because houses did not have running water laid on); failure to send your children to school (after 1870); employing children under age (after the Factory Acts).
* Robert Peel, Home Secretary, set up the first metropolitan police force for London

**Disciplinary Knowledge**:* Historians use court records as a main source to find out about crime and punishments
* These records only show those crimes and criminals who were tried in court, all other crimes remain unknown
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| Invasion | Settlement | Religion | Migration | Trade |
| Power/Government | Conflict | Agriculture | Civilization | Monarchy |

 | PoliceLawCourtJusticeViolent crimeNon-violent crimeStocksGaolPrisonOld Bailey | Breach the lawShamingCapital punishmentCorporal punishmentTrialRuralUrbanMetropolitan policePetty offencesReform |

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| B: Battle of Britain – significant turning point | Year 5 Vocab | Year 6 Vocab |
| **Chronological Knowledge:*** War with Germany was declared 3rd September 1939
* Children were first evacuated 1st September, 1939.
* By January 1940 60% of evacuees had returned home.
* The prime minister in 1939 was Neville Chamberlain. Winston Churchill became prime minister in May 1940.
* Between June 13th and 18th, 100,000 children were evacuated (many for the second time)
* The Battle of Britain started on July 10th, 1940.
* The Blitz began on 7th September 1940 and any remaining children in the cities were evacuated.

**Substantive Knowledge:*** The Battle of Britain was an important battle in World War II as it stopped Germany’s advance, allowing for the push back through Europe after the D-Day landings.
* After Germany and Hitler had conquered most of Europe, including France, the only major country left to fight them was Great Britain.
* Germany needed to destroy Great Britain's Royal Air Force so German ships could not be sunk crossing the English Channel.
* Great Britain's air force was called the RAF or the Royal Air Force. Germany's air force was called the Luftwaffe.
* The code name for Hitler's invasion plans was Operation Sea Lion.
* Germany had far more planes than Britain.
* It is estimated that around 1,000 British planes were shot down during the battle, while over 1,800 German planes were destroyed.
* The main types of fighter planes used in the battle were the Messerschmitt Bf109 and the Bf110 by the German Luftwaffe and Hurricane Mk and Spitfire Mk by the Royal Air Force.
* The leader of the German Luftwaffe was Herman Goering. The leader of the Royal Air Force was Sir Hugh Dowding.
* The RAF were successful due to the invention of radar which gave early warning of attacks.
* Germany continued to bomb London at night until May of 1941. This series of bombings was called the Blitz.
* At one point London was bombed for 57 nights in a row.
* Hitler finally stopped bombing London because he needed his bombers to invade Russia.

**Disciplinary Knowledge**:* Much evidence from wartime exists for historians as it is recent history, including film and photographic records.
* There are many first-hand accounts from the time, including interviews, diaries and letters.
* Propaganda is used by governments to manipulate the behaviour and opinions of the public.
* Wartime is living memory for people aged 80 and over. Soon, there will not be many people who have first-hand experiences of wartime.
* People had different experiences of evacuation
* People’s views about people and events in the past are different.

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| Invasion | Settlement | Religion | Migration | Law and Punishment |
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 | DecadeRecentLiving MemoryVictoryDefeatTreatyAir forceMilitaryBattleDogfightPrime MinisterWorld WarNazi | Modern HistoryConquerAdvanceRetreatFrontMissionSortiePropagandaWar CabinetAlliesAxis Powers |

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| Local History Study |
|  | Year ATelford | Year BTrade in Ironbridge |
| Key Stage 1 | How shopping has changed for my GrandparentsOakengates High Street | How shopping has changed beyond living memoryBlists Hill – sweet shop, candle shop |
| Lower Key Stage 2 | How Telford has changed for my GrandparentsBirth of the Newtown | How jobs have changedBlists Hill - jobs |
| Upper Key Stage 2 | Mining in Ketley Bank Cinderloo uprising | Industrial revolutionMuseum of Iron History of Town Park – Industrial history |