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| **Knowledge Progression** | |
| KS1 | |
| Topic: |  |
| How have children lives changed since our grandparents were born? – Homes and Schools  Link to local area – Local walk to see school (e.g. Holy Trinity with boys ang girls entrance signs, compare older and new buildings) | Schools.   * Changes from parents time to now e.g. blackboard, maybe the absence of computers. * Produce simple sequential timeline possibly adding “great grandparents”, “great, great grandparents” * talk about changes in: * Classroom appearance * Behaviour/punishments * Teachers * Holidays * Lessons * Clothes (worn by students and teachers) * Compare the positives and negatives about changes.   Explain how WW2 affected education:   * Male teachers went to war so there was a teacher shortage and larger class sizes. * Schools in industrial/city areas were closed but only 50% of children were evacuated so many missed out on education. * What would it be like to be at school during this time : Gas masks, evacuations, black outs, producing food for troops. * (Could now add in how COVID 19 impacted education.)   Homes: (Links to EYFS)  Changes from great grandparents time until now  -produce timelines of changes  Discuss significant changes   * Materials (wood-plastic) * Type of toys * Household items * Technology * Cooking * Compare positives and negatives about changes |
| Vocabulary – technology, evacuation, modern, recent, living memory. |
| How did these people change Britain and beyond?  -Rosa parks and martin Luther King.  - Emily Davidson and Emmeline Pankhurst,  - Queen Elizabeth I and Queen Victoria,  Compare with other significant individuals, links with Victorians/ WWII | Rosa Parks:  -In 1950s America black people were treated unfairly. One person who tried to change this was Rosa Parks.  -On December 1, 1955, Rosa Parks was tired of having to give up her bus seat and she said “No” to a white person. This started the Montgomery bus boycott.  Martin Luther King  Martin Luther King, Jr. led the Montgomery Bus Boycott. The boycott began when Rosa Parks refused to give up her seat on a bus to a white man. Eventually, the boycott was successful, and the segregation of the Montgomery buses ended.  Martin Luther King, Jr.'s most famous speech was the  "I Have a Dream" speech. King helped organize the “March on Washington.” They wanted the government to address issues like segregation in schools, protection from police abuse, and discrimination regarding employment. It was at the march where Dr. King gave his famous "I Have a Dream" speech.  King was assassinated on April 4, 1968 in Memphis, TN. He was standing on a balcony at his hotel when someone shot him.  Emmeline Pankhurst:  Emmeline Pankhurst was a British woman who campaigned for women's rights. She is most famous for founding the Suffragette organization which fought for women to have the right to vote.  In 1914 World War I began. The Suffragettes had to stop their campaign to help with the war effort. Emmeline helped women go to work to do the jobs normally done by the men, while they were away fighting in the army.  In 1918, when the war was over, the Prime Minister David Lloyd George passed a law which allowed married women over the age of 30 to vote.  In 1928 the Equal Franchise Act was passed and became law on 2 July that all women could vote from 21 years old, giving them equal rights with men.  Just a few days later, on 14 July 1928 Emmeline Pankhurst died, aged 69 at a nursing home in Hampstead.  Emily Davison  Emily Davison was sent to jail 9 times during her life. She is best known for stepping out in front of King George V’s horse Anmer at the Epsom Derby on 4 June 1913. It is thought that Emily Davison was trying to attach a ‘Votes for Women’ sash to the King’s horse and was trampled. Emily Davison died in hospital a few days later on 8 June 1913 as a result of her injuries.  Queen Elizabeth I  1558 - 1603  Elizabeth I reigned from 1558 to 1603. She was Queen for 44 years and lived until she was 69 years old. The time that she was Queen is called the ‘Elizabethan’ period’. It was also a part of the Tudor period as she was the last of the Tudor family to reign.  Elizabeth had a troubled family life. Her mother, Anne Boleyn, was executed by her father, Henry VIII when she was a child. She had a very difficult relationship with her first cousin once removed, Mary Queen of Scots, who plotted to kill her!  Elizabeth never married, despite there being several opportunities to. She famously said that she was married to her country. She was the last Queen of the Tudor family.  Queen Victoria  1837 – 1901  Victoria reigned from 1837 to 1901. She was Queen for 63 years and 7 months, the longest reign of any monarch, until Elizabeth II. She lived until she was 81 years old. The time she was Queen is called the ‘Victorian’ period.  Victoria married her cousin, Albert and they had nine children together. Many of her children married into the royal families of other countries in Europe.  Her husband died quite young and Victoria was so upset that she spent the rest of her life wearing black clothes. Victoria was the last Queen of the Hanover family. |
| Vocabulary: Monarchy, significant, boycott, segregation, discrimination, reign |
| What has had the biggest impact on daily life? - Technology/Medicine.  -Florence nightingale. Mary Seacole, William Caxton, Tim Berners.  (Links to changes in local area and within living memory – Link to houses and schools topic) | **William Caxton**  In 1476, William Caxton went to Westminster in London. Here he set up the very first printing press in England. It changed the face of literature. Instead of it taking hours to copy a book by hand, thousands could be printed in a short time. This meant that books could be read by many more people.  William Caxton had a good reputation in his work. He was a diplomat, writer, translator, printer and importer of books.  **Sir Tim Berners-Lee**  Sir Tim Berners-Lee is a **computer scientist** who was born in the UK in 1955.  On 6th August 1991, Sir Tim  launched the first ever website (http://info.cern.ch).  It explained what the world wide web was and gave people ideas on  how to set up their own websites. As well as inventing the world wide web, Sir Tim invented the first web browser. A web browser is what we use to get on the Internet and look at webpages. Examples of web browsers are: safri, chrome, explorer, firefox. In 2004, Tim was awarded a knighthood by Queen Elizabeth II. This is why he is known as Sir Tim Berners-Lee.  **Florence Nightingale**  Florence was a wealthy woman, who was asked to go to Turkey and nurse wounded British soldiers of the Crimean War during 1854-1856.  When Florence reached the hospital in Scutari, she found the conditions quite poor. The soldiers were unwashed and the rooms were overcrowded. There was also a lack of blankets and decent food. Many soldiers died from their infections rather than their wounds.  Florence then decided to change things by buying basics such as bandages, clothes, brushes and better food. She also made the hospital a much cleaner place.  **Mary Seacole:**  -Mary Seacole was a British-Jamaican woman who overcame racial prejudice to help others.  -She is most famous for traveling to the Crimea in 1855 to help care for British soldiers wounded in the war. The soldiers even called her “Mother Seacole.”  - In 1853, the Crimean War began. Mary wanted to help the soldiers.  - She travelled to London to visit the War Office. She wanted to help with the work Florence Nightingale had started.  - Although Mary had very good references, her offer of help was turned down. This was because she was black.  -Mary decided she would pay for herself to get to the Crimea. She set up her own hospital just two miles from the fighting.  -She called her hospital the “British Hotel.”  -Mary cared for and treated the injured soldiers with her herbal remedies.  -She even travelled to where the fighting was and treated them while under fire.  -After the war Mary returned to Britain. She had no home and was in bad health.  -The British people heard of Mary’s good work. They wanted to help her. They held a fundraiser to raise money.  - After her death, Mary and her work were sadly forgotten. But about 100 years later, a group of Jamaican nurses wanted to know more about her and started to make her famous again. |
| Vocabulary: discrimination, significance, technology, reputation, website |
| Invaders- Castles/Battle of Hastings  (links to invasion topics across KS2) | The battle of Hastings took place in 1066  Edward was King of England. He had no children (heirs) to become king after him.  When he died in 1066 there were four people who all thought that they should be the new king.  During the battle Harold’s army made a big mistake. They thought William’s men were running away and followed them down the hill. They weren’t, it was a trick and they turned round and attacked.  Because Harold died and William won he became the new king and was known as William the Conqueror.  William began to build strong castles to help defend the country against invaders, and rich people, who had their own soldiers and might want to make someone else king instead of him.  Even though it was nearly one thousand years ago, England has not been conquered since then.  All the kings and queens of England since have been descended from William the Conqueror.  Identify features of a castle and how it protected people:    - |
| Vocabulary: conquer, invasion, monarchy, descended, moat, battlements |
| How have people shaped modern Britain?  Explorers.  First flight. Moon landing. Development of the railway.  (link to changes in transport, technology, and the local area.) | Transport-  Development of the railway  First car  First flight  Moon landing  (children to be able to discuss the impact of each event and how it impacted or changed daily life)  Development of the railway (link to railways around local area)  George Stephenson  -In 1821, George was put in charge of building the Stockton to Darlington railway! It took 4 years to build it.  -This was the first railway that normal people could use to go between places  -The first train that he built and used on this was called Locomotion 1  -In 1826, George was put in charge of building the Manchester to Liverpool railway!  First car:  Timeline of development or cars:  1770  Before Karl Benz invented the first car using a petrol engine, Nicolas-Joseph Cugnot had created a steam driven carriage in 1770, in France.  1885  Benz builds the first ‘Benz Patent Motorwagen’ in Germany.  Cugnot’s Steam Carriage (1770)  It had two wheels at the back and one at the front. The steam created from the boiler at the front made the wheels turn.  1885  From 1885 till 1893, 25 Motorwagens were built.  In 1899, 572 were built in that year alone.  1889  Electric cars were popular in the late 19th and early 20th century.  By 1914 they had lost their popularity to the petrol car, which was easier and cheaper to run at the time.  1908  In America, Henry Ford designed the Model T and began building lots of them in his factory. This was the first time making cars happened in this way.  First Flight:  The hot air balloon was invented by Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight.  Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy ‘helicopter’. They made and sold bicycles but then began to experiment with creating their own flying machine! Their first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.  Moon landing:  On the morning of July 16th 1969, the United States of America got ready to launch its Saturn V rocket from launch pad 39A at Cape Kennedy, Florida, USA.  Three astronauts were on board Saturn V: Neil Armstrong, Michael Collins and Edwin “Buzz” Aldrin. The astronauts had to go through lots of training to move around in their bulky spacesuits, and test all the spacecraft’s equipment  On July 20, 1969, Neil Armstrong became the first human to step on the moon. He and Aldrin walked around for three hours. They did experiments. They picked up bits of moon dirt and rocks. They put a U.S. flag on the moon. They also left a sign on the moon. |
| Vocabulary: invention, Apollo 11, The wright flyer, factory, achievement |
| LKS2 | |
| Topic: |  |
| What impact did the industrial revolution have on daily life?  (focus on children and education)  (Links- Change to daily life KS1 Link to transport – first railway KS1, Link to changes within the local area – Changes from the Stone Age to Iron Age) | Key Knowledge:   * Understand that the industrial revolution can be considered the biggest turning point since farming the stone age. * The 6 factors of the industrial revolution * British Empire * Link to history of the local area * Impact on children – mines and factories and education.   Laws implemented to protect children   * Start of the police and prisons   Subject Knowledge:  Six Factors:  Population Boom:  Between 1750 and 1900, the population of Britain grew by four times, from 10 million people to 40 million people. This created problems:  Supply was found to match demand. This increase in population led to many businessmen and innovators finding ingenious solutions whilst making a lot of money.  Improved Agriculture  During this period, farmers became more efficient in order to feed the growing population.  Using advances such as improved crop rotation, selective breeding of animals and new machinery, farmers made the land that had been farmed in a similar way for centuries more efficient. One of the most important early developments was Jethro Tull’s seed drill. The seed drill planted seeds quickly and efficiently without the need to do it by hand.  Factories:  It was not only farmers who were developing new machines and ideas.  Factories began to be built in cities to produce goods at a far faster rate than before. People moved from the countryside to the cities to work in them.  Power:  The first factories were powered by water and used wooden machines. New types of power would lead to bigger, more efficient factories.  Coal was mined in large amounts and used to create wrought-iron: iron that was tough enough to create large, complex machines.  Steam power was a technology that led to innovations such as James Nasmyth’s steam hammer, as well as new forms of transport.  Transport:  With growth in agriculture and industry, things needed to be moved around the country in large amounts.  Canals, such as the Bridgewater Canal, were dug to link growing cities together - in this case, Manchester and Liverpool - and transport goods between them.  Roads were improved to make travel by cart easier and faster.  Railways were laid to accommodate a new, wondrous invention: the steam train.  Empire:  It was not just at home that Britain grew. The British Empire expanded from a few colonies in 1750 to cover a fifth of the world’s land by 1900.  Colonies in places such as India, Australia, Canada and South Africa gave British factories access to exotic resources such as cotton, silk, fur and tea.  By 1900, the Empire had a population of around 400 million people; each of these a potential customer for British goods, which pushed production ever onwards.  Important Dates:  1870- Schools provide for all Children aged 5-10  1842 – Mining Act  1844- Factory Act  1856- Police in every Town (link to crime and punishment) |
| Vocabulary: empire, agriculture, industrial, revolution, population, trade. |
| Earliest civilisations:  Ancient Egypt  (Links – Ancient Greeks, Mayan, Stone Age to Iron Age) | Key Knowledge:   * Compare with early civilisations * Alexander the great invasion * Significance of religion and pyramids. Tombs * Diversity of the period   Subject knowledge:  The ancient Egyptians were experts at farming and construction because they were very inventive. They invented a **solar calendar** (a calendar based on the sun) and a writing system called **hieroglyphs**.  The ancient Egyptians were ruled by kings and queens called **pharaohs**. Religion was an important part of their civilisation. They worshiped over **2,000** gods and goddesses!  The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.  The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids.  The ancient Egyptian civilisation began **5,000** years ago when people started building villages next to the River Nile in **north-east Africa**. It lasted for around **3,000** years.  The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes and papyrus to make paper  Alexander the Great invasion. |
| Vocabulary: hieroglyphic, tomb, preserve, mummification, pharaoh, civilization. |
| Invaders: Roman Empire, | Key Knowledge:   * Julius Caesar’s attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance (Boudica( * ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |
| Vocabulary: invasion, empire, conquest, romanisation, resistance, Hadrian’s wall |
| Earliest civilisations:  Who first lived in Britain? Stone age to Iron age.  (Links – Ancient Egypt, Greece and Mayans. Make links with significant changes KS1 – transport/technology e.g. Bronze age started using boats) | Key Knowledge:   * Hunter gathering changing to farming * Start of trading * Impact of trading (use of bronze) * Impact of Iron (farming, weapons and hillforts) * Significance of Skara Brae and Stonehenge   Subject Knowledge:  The earliest humans were **hunter-gatherers**. They survived by hunting animals and finding food to eat. Then, very gradually people learned new skills. First they learned to **herd animals** and **grow crops**.  Prehistoric people left no written records- **Archaeologists** work like detectives looking for evidence. They use this evidence to build up a **picture of the past**.  Stone Age hunter-gatherers had to **catch** or **find** everything they ate. They moved from place to place in search of food.  Early Stone Age people hunted with **sharpened sticks**. Later, they used **bows and arrows** and **spears** tipped with flint or bone. People gathered nuts and fruits and dug up roots. They went fishing using **nets** and **harpoons**.  They used **animal skins** to make clothes and shelters. They made hammers from bones or antlers and they sharpened sticks to use as hunting spears.  During the Ice Ages, Britain was covered by ice and snow. Herds of mammoths, reindeer and woolly rhinoceroses roamed across the snow and brown bears sheltered in caves.  The last Ice Age ended around 15,000 years ago and the British climate became very similar to how it is today. The forests were full of foxes and red squirrels. Wolves and bears lived in the hills.  The Skara Brae settlement on the Orkney Isles dates from between 3200 and 2700BC. It is made up of a group of **one-roomed circular homes.**  Bronze Age:  By 2100BC, Britons were mining metals. Trading ships travelled to mainland Europe carrying copper, tin and precious objects made by metalworkers.  **During the Bronze Age, many people crossed the sea from mainland Europe to Britain. They travelled in long wooden boats rowed by oarsmen.**  By the start of the Bronze Age, people in Britain had learned to tame horses. Then, around 1000BC, they learned to make carts with wheels. Some farmers travelled on horseback or used wooden carts, pulled by horses or oxen.  The first war chariots appeared at the end of the Bronze Age. Warriors rode into battle standing on chariots pulled by horses.  Iron Age  Around 800 BC people in Britain learned how to use iron. This discovery had a dramatic impact on everyday life. Iron tools made farming much easier than before and settlements grew in size.  Iron Age Britain was a violent place. People lived in **clans** that belonged to **tribes led by warrior kings**. Rival tribes fought with deadly iron weapons. Many people lived in **hill forts** to keep safe from attacks.  People in Iron Age Britain believed in powerful spirits. They met to worship the spirits in sacred places, like the shores of a lake or a clearing in a wood.  Priests known as **druids** led religious ceremonies. They sacrificed animals |
| Vocabulary: hillfort, civilisation, prehistory, agriculture, trade, hunter-gatherer, significant. Neolithic, Palaeolithic, Mesolithic. |
| UKS2 | |
| Topic: |  |
| Invaders:  Britain’s settlement by Anglo-Saxons and Scots.  (Link to KS1 Battle of Hastings, LKS2 Romans) | Key Knowledge:   * Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire * -Scots invasions from Ireland to north Britain (now Scotland) * Anglo-Saxon invasions, settlements and kingdoms: place names and village life * -Anglo-Saxon art and culture * Christian conversion – Canterbury, Iona and Lindisfarne   Subject Knowledge:  In the **AD400s**, towards the end of Roman rule, Britain was being attacked by the **Picts** and **Scots** from the north, and the **Anglo-Saxons** from the sea.  The Romans had built forts along the coast to fight off the sea-raiders and Hadrian's wall defended the north.  In about AD410, the last Roman soldiers were ordered to leave. Over time, the Anglo-Saxons took control of most of Britain. Many Anglo-Saxons came peacefully, to find land to farm. Whole families set sail across the sea to live in Britain. They brought tools, weapons and farm animals with them and built villages with new homes.  With Picts and Scots attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn’t leave and took over.  Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different **tribes** and each took over different parts of Britain.  Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'. Each king ruled a **kingdom** and led a small army.  When the people of Britain first saw the Viking longboats they came down to the shore to welcome them. However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. Christian monasteries in Britain were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books.  Some came to fight, but others came peacefully, to settle. They were farmers, and kept animals and grew crops. They were skilful at crafting, and made beautiful metalwork and wooden carvings.  Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.  There were three main areas where Vikings lived - Northumbria (which included modern-day Yorkshire), East Anglia, and the Five Boroughs. A borough was a town and the five towns were Leicester, Nottingham, Derby, Stamford and Lincoln. Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns. |
| Key knowledge:   * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 (link to KS1 battle of Hastings)   Subject Knowledge:  Viking society:  At the top of Viking society was the **king**. He was the most powerful person in all the land and everyone looked up to him.  Below the king were the nobles or wealthy Vikings known as **jarls**. They were rich landowners or traders and they employed men to work for them.  Then there were the **karls**. They were the everyday people and did jobs like farming and craft work. Karls weren't as rich or important as the jarls, but they weren't poor either.  At the bottom of the pile were the **thralls** or slaves. They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom. |
| Vocabulary: invasion, conquer, settlement, |
| Earliest Civilisations - Ancient Greece  (Links – Ancient Egyptians, Stone Age – Iron Age, Mayans) | **Key Knowledge:**   * Influence on Britain * Democracy, Olympics, maths, art/pottery/architecture * How it came to Britain (Romans/ Alexander the Great) * How it compares to other early civilisations   Diversity – compare gender roles/ religions.  **Subject Knowledge:**  **People have been living in Greece for over 40,000 years**. The earliest settlers mostly lived a simple hunter-gatherer or farming lifestyle.  The **Minoans** were the first great Greek civilisation. They didn't live on mainland Greece but on the nearby **island of Crete**, between 2200BC and 1450BC. They were known as the Minoans after their legendary king, Minos.  After the Minoans came the **Mycenaean civilisation**, from mainland Greece. They were fine builders and traders, but they were also great soldiers. They famously fought in the battle of Troy. **Homer**, an important Greek writer, told stories of the Mycenaean age in his books **The Iliad** and **The Odyssey.**  After the Mycenaean age ended in about 1100BC, Greece entered a **Dark Age**. It is known as a dark age because nobody knows much about what happened - all written language and art disappeared.  Even after 3,000 years, we're still using ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one.  How did Greek ideas spread so far?  The young king of Macedon Alexander led his army to take over Greece, Persia, Egypt and even part of India. He ruled so much of the world they called him ‘Alexander the Great’.  Wherever he went, Alexander took Greek ideas. When he died in 323BC, the Romans took over. They admired the Greeks' way of life and carried Greek ideas to even more countries - including ours!  In ancient Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city’s laws and who should sit on its ruling council. This was ‘democracy’ or ‘rule by the people’.  All 30,000 citizens were men. Women and slaves didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else’s turn.  A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an ‘ostracon’. Anyone named more than 600 times got kicked out of the city.  Today, we also live in a democracy. Unlike in ancient Greece, women get to vote, too. Juries of 12 people decide if someone is guilty of a crime - we don’t use ostracons anymore!  Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. 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. |
| Vocabulary: Democracy, culture, Olympics, architecture, influence, Mycenaean |
| World War 2  (Links – Reembrace/ WWI, Local History, Changes with living memory, Key people to compare roles of women – changes in medicine Link to Florence Nightingale in the war) | Key Knowledge:   * Impact on daily life, rationing, shelters, evacuation * The battle of Britain * Link to local area (local soldier case study) * Diversity – Role of the British empire * Diversity role of women * Diversity/significance – holocaust   Subject knowledge:  The war lasted from **1939-1945.**  The War became a global conflict after the German military, led by **Adolf Hitler**, invaded [Poland](https://www.theschoolrun.com/homework-help/poland) in 1939 because he wanted to take some of their land  [Germany](https://www.theschoolrun.com/homework-help/germany). [France](https://www.theschoolrun.com/homework-help/france) and Britain declared war on Germany because they didn’t think what Germany was doing was right, then [Italy](https://www.theschoolrun.com/homework-help/italy) joined with Germany, and gradually other countries in Europe and around the world became involved  June 6, 1944 is also known as **D-Day.** On that day, the Allied forces launched a huge invasion of land that Adolf Hitler’s Nazi troops had taken over.  While many countries were involved in the war, they each took sides – either with the Allies, or the Axis.   * The main **Axis** countries were Germany, Italy and [Japan](https://www.theschoolrun.com/homework-help/japan). * The main **Allied** countries were Great Britain, the [United States](https://www.theschoolrun.com/homework-help/the-united-states-of-america), France and the Soviet Union ([Russia](https://www.theschoolrun.com/homework-help/russia)). * Children and some women were evacuated from the big cities into the countryside. * People carried gas masks to protect themselves against a possible gas attack. * People built air raid shelters in their gardens. * All windows and doors were blacked out to make it harder for the enemy planes to spot where they lived. * German bombers made terrifying night raids. * Shops were half empty of things to buy and what was available was often rationed. * Germany surrendered * On 8 May 1945, the Allies accepted Germany’s surrender, about a week after Adolf Hitler had committed suicide.   **Include focus on the role of the British Empire and Black History** |
| Vocabulary: allies, axis, empire, evacuation, ration, blitz, holocaust, dominions, colonies. |
| Earliest Civilisations - The Mayan Civilisation  (Links – Stone Age to Iron Age, Ancient Egypt, Ancient Greece) | Key Knowledge:  - Significance of the rainforest  - Advanced society – science and maths, cities to be compared with Britain  - Theories around the fall of the Maya  Subject Knowledge:  The Maya civilisation began long ago in a place called 'Mesoamerica'. This huge area is made up of Mexico and part of Central America.  They were experts at reading the stars and even built their cities as a map of the sky! They were also inspired by the creatures of the forest and shared many legends about animals, plants and nature spirits.  In ancient Maya times, children had very different lives to today. They dressed differently and their homes were much smaller.  Families lived in great cities like Yax Mutal and Palenque, and also in surrounding farmland.  Adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents’ jobs.  Farming was really important to the Mayas. Most people grew their own crops in small fields.  One reason the Mayas were so successful at farming was because they studied the stars and the weather. This meant they were able to create very detailed calendars which told them what time of year to plant crops and when they should harvest them.  Understand the significance of the rainforest and the uses in daily life and long lasting impact linked to global warming.  Today there are over seven million Maya people, most of whom live in Central America and southern Mexico. |
| Vocabulary: Mesoamerica, stelae, plaza, hieroglyphics, observatories, |