

Easton Royal Academy: History Curriculum

Building a web of conceptual knowledge



	KS1		KS2			
	Year A	Year B	Year A	Year B	Year C	Year D
Chronology	<ul style="list-style-type: none"> Time is sequential; 'The past' refers to things which have already happened and 'The Present' refers to now. 'Chunks' of time have been grouped because they have important things in common. These 'chunks' are called 'eras'. Eras can be different lengths A timeline is a way of drawing what happened in order. 'Now' on a timeline can be found on the right and you look left to see what happened in the past; the further left you look, the further back in time. The Great Fire of London happened a long time ago – in an era beyond 'living memory'. 	<ul style="list-style-type: none"> The Victorian era is more than 100 years ago and is therefore not in living memory. Time is sequential; 'The past' refers to things which have already happened and 'The Present' refers to now. 'Chunks' of time have been grouped because they have important things in common. These 'chunks' are called 'eras'. Eras can be different lengths A timeline is a way of drawing what happened in order. 'Now' on a timeline can be found on the right and you look left to see what happened in the past; the further left you look, the further back in time. 	<ul style="list-style-type: none"> Understanding of AD/BC and BCE/CE. Expanding childrens understanding of time by adding eras to the time line. In KS1 children look at their own memories and those of their families. They slightly extend time line by adding Victorian era and key date of great Fire of London and eras related to monarchs Elizabeth I, Henry VIII and Queen Victoria. In KS2 year A, we add William the Conqueror, King John and King Charles I as well as taking the timeline back to early British civilisation in the Stone and Iron Ages. Introduction of the concept of parallel world time lines with the study of the Shang Dynasty. Understanding of the meaning of 'prehistoric'. The Roman Empire developed in the Iron Age. Shang is a bronze-age dynasty. 	<ul style="list-style-type: none"> Early civilisation : Islamic Golden Age. The civil rights movements in Britain and USA are in living memory. Understanding an era in living memory and how this increases the reliability of evidence. Building on KS1 understanding of the Victorian era with introduction of industrial revolution. Understanding of AD/BC and BCE/CE. 	<ul style="list-style-type: none"> Key year for the development of an understanding of British history. Year C develops chronologically through Roman Invasion, Anglo-Saxon and then Viking eras. Children's understanding of the British time line is developed so that they understand how the country moved from a system of tribes and multiple leaders to one country governed by the first recognised monarch. 	<ul style="list-style-type: none"> Exploring chronology through the theme of migration. A look at The Roman invasion, the Anglo-Saxons and the Vikings in the context of migration. Part of a spiral understanding of early british history , linked to year C. Understanding the concept of an ancient civilisation through study of Ancient Greece.
Power	<ul style="list-style-type: none"> Introduction to priviledge as a special advantage only given to some. In the context of segregated schooling in USA and Ruby Bridges. Views about women, inc. women of colour have changed over time as evidenced by Bessie Coleman and Amelia Earhart. We still have some way to go. Introduction to King Charles II (link to King Charles III). 	<ul style="list-style-type: none"> At the beginning of the Victorian era, only rich children could afford to go to school. Poor children had to work to make money for their family to survive. Jobs were often dangerous. Rich people had the power which comes from money and education. A monarch is a king, queen, emperor, sultan or other leader of the land. In Britain, you become King or Queen through succession. In the Tudor era they did not believe a woman could 	<ul style="list-style-type: none"> Over time the role of monarchs in Britain has changed from absolute rulers to constitutional heads of state. Parliament and democracy became more and more important now he government make the laws and decisions, not the monarch. The monarchy remains hereditary. The Magna Carta as an early blueprint linked to human rights. An understanding of the origin of humanity in Africa 	<ul style="list-style-type: none"> An understanding of advanced developments in the early civilisation in Baghdad helps children to de-centre Britain. Introduction to enslavement and the British trade in enslaved people. Link to Segregated schooling and Ruby bridges from KS1. Introduction to the commonwealth. Understanding the link between power and the writing of history (see interpretation below). 	<ul style="list-style-type: none"> An understanding of the development of power between Roman era and Viking era: power achieved by having the strongest army. Benefits and challenges of Roman rule for the Britons. Understanding the meaning of 'client king' and how power can be negotiated. Understanding of these eras of British history as being linked to migration. The vast majority of british people today are the descendants of migrants. 	<ul style="list-style-type: none"> Understanding of Empire, commonwealth, enslavement, linked to year B.

		rule but QE1 proved them wrong. Daughters were behind sons in succession. This was changed during the reign on QEII (and living memory).	introduces the idea that 'race' is a social construct. <ul style="list-style-type: none"> Understanding the Bronze Age started 800 years earlier in the Middle East helps children to de-centre Britain. 	<ul style="list-style-type: none"> More detail about the differences between rich and poor in Victorian Britain and a development of the KS1 understanding of privilege. A look at the wealth of Britain in the context of the Victorian era. Introduction to the idea of empire. 	<ul style="list-style-type: none"> A look at the idea of 'empire' in the context of the Romans. 	
Legacy	<ul style="list-style-type: none"> Legacy refers to what is left behind which changes the lives of many others or the future. Amelia E and Bessie C 'opened doors' for women including women of colour to step through. 	<ul style="list-style-type: none"> Lots of schools were built in the Victorian era, including our school. Schooling was made free for all in the Victorian era and this is important for all of us today. 	<ul style="list-style-type: none"> Detailed legacy of key British monarchs (Victoria, Elizabeth I, Henry VIII, Charles I, King John). 	<ul style="list-style-type: none"> The legacy of the civil rights movements was to enshrine greater equalities in law. It has so far led to more equalities in society and less outward racism, it continues to push to dismantle systemic racism linked to historic privilege. 	<ul style="list-style-type: none"> The legacy of the Roman era: Naems and locations of Roman towns, road infrastructure, Roman numerals, advanced sanitation, Latin, Roman calendar. Detail of the Anglo-Saxon and Viking legacies in Britain. Development of the counties and the geographical landscape of Britain as we know it today. 	<ul style="list-style-type: none"> Ancient Greek democracy. Link to year A. Ancient Greek philosophy, the olympics Language, philosophy and the arts. Greek plays and literature.
Exploration & Settlement		<ul style="list-style-type: none"> Brief introduction: The Anglo-Saxons came from Northern Europe and settled (linked to the first King Athelstan). 	<ul style="list-style-type: none"> The Celts travelled across Europe and some settled in Britain. The Britons were of Celtic origin and were therefore immigrants themselves. 	<ul style="list-style-type: none"> By 1960's there were about 3000 people of Caribbean descent living in Bristol; some had fought for Britain in WW2 and others had come as a result of the British campaign encouraging them to do so. 	<ul style="list-style-type: none"> An understanding of the link between invasion and settlement. Understanding the push and pull factors of migration for the Anglo-Saxons and Vikings. 	<ul style="list-style-type: none"> Reference to migration and settlement in the Roman to Viking eras. Links to Year C and year A.
Conflict & Invasion	<ul style="list-style-type: none"> The meaning of war. There was a World War in 1939 and we can learn about it through the diary of Anne Frank. 	<ul style="list-style-type: none"> Conflict linked to invasion (linked to Anglo Saxon king Athelstan). 	<ul style="list-style-type: none"> Religious conflict: British conflict between Protestants and Catholics. Conflict linked to land and power: Increased warfare in the Iron Age between tribes. 		<ul style="list-style-type: none"> Conflict linked to invasion – building on the KS1 understanding through more historical detail and story telling. Conflict linked to land and power: warfare between the Britons and other tribes, between the tribes and the Romans, the different Anglo-Saxon leaders and between the Anglo-Saxons and the Vikings. Increased understanding of the close connection between conflict and power. 	<ul style="list-style-type: none"> Battle of Hastings 1066 linked to invasion and subsequent migration of the Normans. Modern day wars in Syria and Ukraine and different experiences of Syrian and Ukrainian immigrants. WWII in relation to the need for people from commonwealth countries to migrate to Britain to help rebuild.

Culture, Religion, Diversity & Beliefs	<ul style="list-style-type: none"> In some areas (including Britain and the USA), there were laws to support a belief that people should not be equal because of the colour of their skin. People in different countries have different traditions, foods, arts and beliefs and these started to merge faster after the invention of the aeroplane. British culture: names of key buildings in London. 	<ul style="list-style-type: none"> In the past, people had very fixed ideas about the link between toys and gender. We still have some way to go. Henry VIII made Britain a Protestant country and made the monarch the head of the Church of England. Thinking about the role of today's royal family – what do they do? What are they in charge of? Introduction to parliament and democracy and the creation of laws. Visit to Windsor Castle. 	<ul style="list-style-type: none"> Divine right of the monarch. Detail of Henry VIII and the reformation and what this meant for the Christian faith in Britain. More detailed understanding about the role of parliament and democracy in Britain and how the monarchy fits in. Structure of parliament. Evidence to support Shang belief in life after death and significance and power of ancestors. 	<ul style="list-style-type: none"> Early Baghdad as a Muslim city where people of other faiths also live. Islamic culture – art, architecture, pottery. At the time of the Bristol bus Boycotts, there was lots of racism in Britain. 	<ul style="list-style-type: none"> Detail about the Roman and Viking Gods and mythology. Viking law of the land and social structure, death and burial rituals. 	<ul style="list-style-type: none"> Understanding diversity in Britain through a study of migration over time. Developing understanding of what it means to be British. Ancient Greek Gods. Ancient Greek myths and legends. Ancient Greek culture.
Development of Civilisation	<ul style="list-style-type: none"> In 1666 (about 350 years ago), houses were mostly made from wood and straw and a tar-like substance called 'pitch'. In 1666, electricity had not been invented and people used fire for light and heat. In 1666 there were no sewers. 	<ul style="list-style-type: none"> Toy safety regulations were first introduced in the UK in 1979. Cars and trains were invented in the Victorian era. 	<ul style="list-style-type: none"> Early British civilisation was defined by the tools and materials used (stone, iron, bronze). The Bronze Age started 800 years earlier in the Middle East. Understanding how early British people moved from nomadic to settlers, hunters to farmers to warriors. Different classes in Shang society. Introduction to the feudal system. Civilisations in different countries developed in different ways at different times. 	<ul style="list-style-type: none"> Major advances in early Baghdad in science, maths and medicine. Civilisations in different countries developed in different ways at different times. Industrial revolution in Britain: Steamboat, bicycle, telephone, Morse code, rubber tyres, penny post and red pillar postboxes,, petrol motorcar, electric lightbulb, typewriter, sewing machine, photography, tarmac, public flushing toilet, London Underground, railway network 	<ul style="list-style-type: none"> The gradual move in Britain from tribes at war and multiple leaders to relative peace under a single monarch between the Roman Era and 1066. 	<ul style="list-style-type: none"> Ancient Greek development of democracy. Link to Year A.
Continuity & Change	<ul style="list-style-type: none"> Opportunity to look in more detail at their own memories and why they are important. Looking at how they have changed as individuals over time. Thinking about how the experiences of children have changed over time. Before flight, people did travel but it took longer and mainly used boats. 	<ul style="list-style-type: none"> Schools in the past were different from today. Different resources, rules, buildings and teaching methods. Our school was built in the Victorian era and has therefore changed over time. Some toys we play with now are different from the toys we had as babies. Technology has developed over time. 	<ul style="list-style-type: none"> The role of the monarch in Britain has changed alongside the growing importance of parliament. Detail of the changes in the Palaeolithic, Mesolithic and Neolithic eras. Understanding of homes and jobs in very early Britain. 	<ul style="list-style-type: none"> The concept of 'race' has changed over time. Africans were in Britain as far back as the Roman era when the concept of 'race' was not used to judge or enslave or exclude. Enslavement bought racism and the civil rights movement began the process of challenging it. Developments in technology (steam, coal, factories, transport). 	<ul style="list-style-type: none"> Changes in British places and geography including counties and shires during the Roman, Anglo-Saxon and Viking eras. Changes in power in Early Britain. 	<ul style="list-style-type: none"> The concept of 'race' has changed over time. Africans were in Britain as far back as the Roman era when the concept of 'race' was not used to judge or enslave or exclude. Enslavement bought racism and the civil rights movement began the process of challenging it.
Cause & Consequence	<ul style="list-style-type: none"> Being able to fly had an impact on travel, understanding of the world, trade, food and culture. The Great Fire of London led to improved building practices and firefighting 	<ul style="list-style-type: none"> The development of technology led to a greater number of toys with internal computers, electric and battery operated parts as well as internet and Bluetooth connection. 	<ul style="list-style-type: none"> Decisions of key monarchs led to changes for Britain (Magna Carta, Reformation, Civil War). Understanding how discoveries and changes in materials and their uses led to better tools and more 	<ul style="list-style-type: none"> The foundation of a university led to Baghdad becoming an educational centre where people came from different countries to study. As a result of WWII, Britain needed help to rebuild. 	<ul style="list-style-type: none"> The Roman military sophistication and advances in transport and infrastructure meant they were able to invade with real force and organisation and quickly developed an empire. 	<ul style="list-style-type: none"> Push and pull migratory factors over time; causes of migration include invasion, war, persecution, Brits need post-war and enslavement.

	measures. It also left many people displaced.	<ul style="list-style-type: none"> Henry VIII's divorce led to the creation of the Church of England. 	<p>advanced skills and dwellings.</p> <ul style="list-style-type: none"> The development of the Silk Road led to increased trading and understanding of the world. 	<p>They encouraged people to migrate from commonwealth countries.</p> <ul style="list-style-type: none"> The Bristol bus Boycotts led to the bus companies reforming their employment policies to include people of colour. Another consequence was that it was further evidence that civil disobedience was an effective vehicle for change. The Civil rights Movement led to the Race Relations Acts of 1965 and 1968. Industrial revolution led to development of factories which increased amount of goods and production speed. It also led to growth of urban areas and influenced where people lived and worked. 	<ul style="list-style-type: none"> When the Romans left Britain, it left the Britons relatively un-protected against the Scott's and Picts. This led to the invasion of the Anglo-Saxons. Viking developments in ship technology meant their longboats could travel over seas AND up rivers – this made it easier to invade and harder for countries to protect themselves. The Anglo-Saxon/Viking battle of Edington led to the signing of a treaty which split the country into 2 parts, ruled by the Saxons and Vikings. Anglo-Saxon battles led to the formation of the 7 kingdoms. 	
Similarity & Difference	<ul style="list-style-type: none"> Thinking about how our lives as children now are different from the lives of our older relatives when they were children. 	<ul style="list-style-type: none"> Toys were different in the Victorian era, the 1950s and today. Homes, clothes, food and jobs were different in times of different monarchs. 	<ul style="list-style-type: none"> Comparing the power of our current monarch with monarchs of the past. 	<ul style="list-style-type: none"> Similarities and differences between London and Baghdad in AD900 (population, books, readers, water, drainage, understanding of number, peace and conflict). Links between the British and American civil rights movements and their impact. 	<ul style="list-style-type: none"> Similarities and differences between life in Britain before and during the Roman invasion – in the context of the British client kings. 	<ul style="list-style-type: none"> Similarities and differences in societal structure between Ancient Greek democracy and way of life compared with Britain in the same time period.
Sources & Evidence	<ul style="list-style-type: none"> If we can't remember, we can find out from items that have been kept safe OR we can ask someone who was there at the time. A primary source is an original item from the era being studied. We have eyewitness accounts of Key flights. Anne Frank's diary Ruby Bridges' personal account of school during segregation We learned about the Fire of London from the diaries of Samuel Pepys. 	<ul style="list-style-type: none"> We can still play with toys from the past which have been kept safe. Some are now in museum collections to help us learn about the past. We can use paintings to learn things about the past. 	<ul style="list-style-type: none"> Historians get their information from primary source such as documents no paintings from the past as well as physical objects uncovered by archaeologists. Burial sites and analysis of skeletons also provide historical information. The less interpretation that is required, the more reliable the evidence. The further back in time we go, the more dependant we are on found objects and interpretation. The Magna Carta. Amesbury Archer and Bush barrow man help us to learn about early British civilisation. Ruins of the ancient city of Yin in modern day Anyang. 	<ul style="list-style-type: none"> The Bristol Bus boycotts were in living memory and so we are able to hear first hand accounts about what happened. Photography was invented and so we also have access to reliable images. Historians get their information from primary source such as documents no paintings from the past as well as physical objects uncovered by archaeologists. Burial sites and analysis of skeletons also provide historical information. The less interpretation that is required, the more reliable the evidence. The further back in time we go, the more dependant we are on found objects and interpretation. 	<ul style="list-style-type: none"> Evidence gleaned from the Viking practice of ship burial. The Rugen hoard (Viking) The Oseburg Ship burial (Viking) The Uunartoq Disc. 	<ul style="list-style-type: none"> The Parthenon, Knossos palace, Greek pottery, Myths and stories written down in the era.


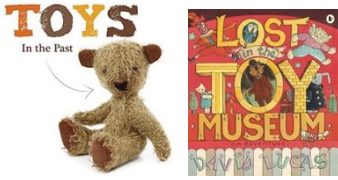

<p>Historical Significance</p>	<ul style="list-style-type: none"> • Anne Frank’s personal account of the war from a child’s perspective. • Ruby Bridges personal account of school during segregation • The Wright Brothers invented the first engine powered aeroplane. • The first flight was significant because people became much more interested and aircraft design moved rapidly. • Bessie Coleman was the first woman of colour to gain a pilot’s licence. • Amelia Earhart was the first woman to fly solo over the Atlantic and Pacific. • Amelia and Bessie were significant because they challenged views of women and women of colour. • The fire of London was significant because it destroyed the homes of 70,000 people and key buildings in London. 	<ul style="list-style-type: none"> • The Victorian era was significant because lots of things were invented (e.g cars and trains) at that time. Also, schools became free for all. • King Charles III, Queen Elizabeth II (current King and longest reigning monarch). • Queen Victoria – industrial revolution. • Queen Elizabeth I – First female monarch. exploration, trade and wealth of Britain. • Henry VIII – splitting with Catholicism and changing the church. • Athelstan – first king of England. An Anglo-Saxon. 	<ul style="list-style-type: none"> • The Shang people were the first Chinese people to develop writing. • Shang society is the first for which we have written and archaeological evidence. • Lady Fu Hao: Shang military leader. Remains in tact. • The Silk Road significance. • Ibn Battuta • Marco Polo 	<ul style="list-style-type: none"> • Early Baghdad as the founding place for medical surgery, development of algebra, Arabic number system which we use today, development of the pinhole camera. • Al-Zahrawi – father of surgery. • Ibn Al-Haytham – worlds first pinhole camera. • Al-Khwarizmi – contributions to the development of algebra. • Significance of the industrial revolution in Britain and the impact of a number of significant inventions as listed below. 	<ul style="list-style-type: none"> • The significance of this era in British history is linked to the legacy of each set of invaders. 	<ul style="list-style-type: none"> • Ancient Greek democracy. Link to year A. • Ancient Greek philosophy, the olympics • Language, philosophy and the arts. • Greek plays and literature.
<p>Historical interpretation</p>	<ul style="list-style-type: none"> • We can each hold different memories and feelings about the same event. 	<ul style="list-style-type: none"> • People question the role of hereditary monarchs and whether they have a place in an equal society. • Although archeologists find key historical artefacts it is up to historians to interpret what they find (for example, we can interpret that being buried with soldiers may indicate the grave of a powerful military leader). 	<ul style="list-style-type: none"> • There a differing interpretations surrounding the benefits of the commonwealth and empire. • The interpretation of history is closely tied with the concept of power; it is the powerful and privileged who are in a position to write history and they can often see this through their own lens. This has led to an erasure of ‘black history’ and the contributions and joy of people of colour. 	<ul style="list-style-type: none"> • There are differing interpretations about the kind of people the Vikings were and even of the meaning of the term Viking. 	<ul style="list-style-type: none"> • The interpretation of history is closely tied with the concept of power; it is the powerful and privileged who are in a position to write history and they can often see this through their own lens. This has led to an erasure of ‘black history’ and the contributions and joy of people of colour. Link to year B. 	

Long Term Overview

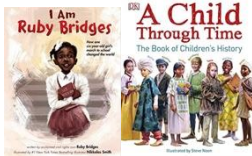


KS1 years both start with a personal look at the concept of chronology in the context of children or our school, the spring unit then gives a broader view of time, allowing children to expand their understanding of time and time lines before using this knowledge in the summer term to place key people and events.

Year	Class	Autumn	Spring	Summer
A	KS1	My place in history: Our Victorian school	Toys Through Time	Kings & Queens
B		My place in history: Children in the Past	How we Learned to Fly	The Great Fires of London & Marlborough
A	KS2	Changing Power of British Monarchs	Early British Civilisation: Stone Age to Iron Age	The Shang Dynasty & The Silk Road Trade
B		Early Islamic Civilisation: The Golden Age	The Bristol Bus Boycotts	The Victorian Era: Rich & Poor and The Industrial Revolution
C		The Roman Invasion of Britain	The Anglo Saxons and Scots	The Viking Invasion
D		Migrating to Britain	The Legacy of the Ancient Greeks	Easton Royal Local History Study

Unit Details KS1

Year A		
My Place in History: Our Victorian School	Toys Through Time	Kings & Queens
Key Text: You Wouldn't Want to be a Victorian Schoolchild 	Key Text: Toys in the Past by Joanna Brundle 	Key Text: Kings and Queens by Pamela Egan 
Experiences: <ul style="list-style-type: none"> • Victorian school experience 	Experiences: <ul style="list-style-type: none"> • Visits from older family members to ask questions about their memories. • Opportunity to play with toys from the past – Devizes Museum. 	Experiences: <ul style="list-style-type: none"> • Visit to Windsor Castle
Knowledge: <ul style="list-style-type: none"> • The passage of 10 years is called a decade. • If your parent is 35 years old, they likely started school 3 decades ago. • If your grandparent is 65 years old, they likely started school 6 decades ago. • Schools in the past were different. Physical differences include classroom furniture, clothes, equipment, class size and use of technology. • Other differences are related to teaching style, which was a lot more formal. Behaviour management was less focused on the needs and feelings of children. Playground games were different. • Part of our school (Acorn classroom) was built in the Victorian era. • The Victorian era was between 1837 and 1901 – the reign of Queen Victoria. This was roughly between 120 and 180 years ago. • The Victorian era is more than 100 years ago and so it is not in living memory. • We can't talk to anyone alive at the time the school was built but we can talk to people who came to this school in the past to find out what it was like. • A primary source is an original item from the period being studied (this could be a photograph, object or document). Primary sources help us to learn about history when the era is not in living memory and there is no-one to ask. • Key differences between our school in Victorian era, the 1950s and the present day. 	Knowledge: <ul style="list-style-type: none"> • Some of the toys we play with now are different from the ones we played with when we were babies. This is because our interests change over time. Also, our understanding and motor skills change over time. • Some of the toys we play with now are different from toys in the past. We can find out about toys in the past by looking at photos, reading in books and on the internet, asking people who were alive at the time and looking at the toys themselves if they have been preserved. • We can ask older people about toys in the 1950s & 60s and the 1980s & 1990s because these eras are in living memory. • In 1950s and 60s: Tonka trucks, Barrie Doll, Lego, Mr Potato head, Matchbox cars, play doh, Etch-a-sketch, G.I Joe, Skateboards. • 1980s and 90s: NES, Sega Master System, Cabbage Patch Kids, Koosh, Beanie Babies, Game Boy. • Materials changed from mainly wood, and metal (with some plastic) to mainly plastic. • Technology developed and toys became computerised. • The first toy safety regulations were published in the UK in 1979, before this some toys were dangerous with small parts, sharp edges and dangerous material such as lead paint. Children's play parks have also had considerable developments in safety between 1980s and the present day. • If we look back at toys in the Victorian era – this is not in living memory. Victorian toys were often hand made and so more wealthy children played with porcelain dolls, tea sets, trains etc and poorer children played with marbles, spinning tops, paper and peg dolls and hoops. • Now many toys are connected to the internet or to each other via Bluetooth technology. Toys now also have voice-recognition. • Beliefs have begun to change about toys and gender – in the past people believed certain toys were just for boys or just for girls but now we know differently. 	Knowledge: <ul style="list-style-type: none"> • A monarch is a king, queen, emperor, sultan or other leader of a land. • 'significant' means important. We are looking at a small selection of British monarchs who are significant because of the changes they made to Britain. • King Charles III is our current monarch. He is king because his mother was queen (Queen Elizabeth II). In Britain, you become king or queen through succession. This means the title is passed through your family; it is not through voting like the Prime Minister. • Queen Elizabeth II is from the house of Windsor. She was the longest reigning monarch because she reigned for 70 years. Queen Elizabeth had some formal and ceremonial roles and some community and charity roles. • Queen Victoria was alive 1819 to 1901. This was called the Victorian era. It is not in living memory because there is no-one alive now who was there in the Victorian era. We learn about it from historical writing, pictures and objects which have been kept safe. • Queen Victoria was monarch for 64 years. One of the things which make the Victorian era significant is that cars and trains were invented at this time. Easton Royal Academy was built in the Victorian Era. Life was very different for rich and poor people (homes, clothes, food and jobs) and some poor people, even children lived in workhouses. • Elizabeth I was alive 1558 – 1603. She was monarch for 44 years. This was the Elizabethan era. She was daughter of Henry VIII. Elizabethan life. Elizabeth I was significant because she was the first female monarch – she encouraged exploration and trade and the country became very wealthy under her rule. • Henry VIII was alive 1509 – 1547. This was called the Tudor era. It is not in living memory. He is known for splitting England from the Catholic Church and creating and becoming the head of the Church of England. He married 6 times. • Homes, clothes, food and jobs in the Tudor era. • Athelstan is known as the first king of England. He was the grandson of Alfred the Great, who has a statue in Pewsey. He was alive 925 to 939 AD. This was the era of the Anglo-Saxons and the Vikings.

		<ul style="list-style-type: none"> • Homes, clothes, food and jobs in the anglo-saxon era. • Comparing life in different eras using paintings and other evidence.
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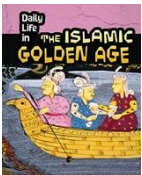
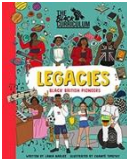
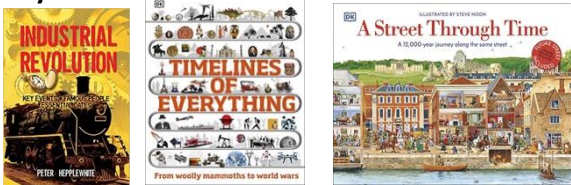
KS1 Year B		
My Place in History: Children in the Past	How We Learned How to Fly	The Great Fires (London & Marlborough)
 <p>Key Text: A Child Through Time & I Am Ruby Bridges by Ruby Bridges</p>	 <p>Key Text: Taking Flight by Adam Hancher</p>	 <p>Key Text: The Great Fire (By Emma Adams)</p>
<p>Experiences: Visits from older family members to ask questions about their memories</p>	<p>Experience:</p> <ul style="list-style-type: none"> • Visit to the Fleet Air Arm Museum 	<p>Experiences:</p> <ul style="list-style-type: none"> • Visit to Merchants House • School visits - The Merchants House Marlborough • Immersive Minecraft experience of the fire by museum of London
<p>Knowledge:</p> <ul style="list-style-type: none"> • Time is sequential; 'The past' refers to things which have already happened and 'The Present' refers to now. • 'Chunks' of time have been grouped because they have important things in common. These 'chunks' are called 'eras'. • Eras can be different lengths: years, decades, centuries (and more) • A timeline is a way of drawing what happened in order. • 'Now' on a timeline can be found on the right and you look left to see what happened in the past; the further left you look, the further back in time. • We are all changing as time passes; our bodies and our minds grow and develop and we know and can do more things now than we could in the past. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • The Wright brothers invented the first engine-powered aeroplane. They were from Ohio in America. • They were born in 1867 and 1871, which is about 156 years ago; this is not in living memory so we can't find out about this by talking to someone who was alive at the time. • Key events in their lives: favourite childhood toy, owning a bicycle repair shop, experimenting with building gliders, building the first engine-powered aeroplane. • A significant historical event or person is one that changed the lives of many others or changed the future (or both). 	<p>Knowledge:</p> <ul style="list-style-type: none"> • The great fire of London was a major fire that swept through the city for 4 days from 2nd to 6th September 1666. • 1666 is about 350 years ago (give exact number) so it is not in living memory. • In 1666 buildings were mostly made from wood and straw and a tar-like substance called 'pitch', which protected the wood from water damage (pitch caught fire easily – it was flammable). • London was very noisy, very busy and very dirty and smelly because of animal mess from all the horses mixed with waste from houses. There were no sewer systems.

<ul style="list-style-type: none"> • People are older than us if their birthdays fall earlier in time (further left on the timeline). • A memory is something we remember from the past. • Photographs and objects help us to remember the past. • If we can't remember, we can ask someone who can. • Anne Frank was a significant child in history. She and her family were Jewish during World War II 1939 – 1945 – about 84 years ago. It was not safe for Jews at the time because of Hitler's beliefs and Anne Frank had to go into hiding. She is a significant historical figure because she wrote a detailed diary which is an original source and has taught us lots about her experience. • Ruby Bridges is another significant child in history. She is still alive today. She is an African American from New Orleans. Ruby lived at a time of segregation when black children were forced to go to different schools to white children because people with racist beliefs thought that black and white people should not be equal. Ruby was significant in history because she went to a school with white children. Some white people were so unkind and angry that Ruby needed to be driven to school each day by police to keep her safe. • Privilege is a special advantage only granted or available to a particular person or group of people. The white children were privileged because of the colour of their skin; they were able to attend schools with better buildings and resources. Because of the long history of people of colour not being treated equally, white children are still privileged today. 	<ul style="list-style-type: none"> • The story of the first flight. • The first flight was significant because people became much more interested in flying and its possible uses and then aircraft design developed really quickly. • Our ability to fly has had an impact on travel, understanding of the world, food, trade, culture and much more. • Bessie Coleman was the first woman of colour to gain an international pilots licence (18 years after the first flight). This was significant because she paved the way for other women and women of colour. She had to fight prejudice because she was a woman and because she was black – no American flight school would accept her and she had to train in France. • A primary source is an original item from the period being studied (this could be a photograph, object or document). Primary sources help us to learn about history when the era is not in living memory and there is no-one to ask. • Amelia Earhart was the first woman to fly solo across the Atlantic and Pacific oceans. • Eyewitness account of Amelia's Atlantic flight. • Amelia and Bessie were significant because they were adventurous, strong and brave and this challenged beliefs at the time about the role of women; many people at the time believed that women were not strong and brave like men but now we know differently. 	<ul style="list-style-type: none"> • In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite. • Electricity had not been invented and so fire was essential to light and heat homes. • There was no fire brigade so people had to try to put out the fire themselves. • London had had an especially hot summer in 1666 with very little rain; the buildings were very dry and the Thames was running low. • Key events and locations on each day of the fire. • People who lost their homes were displaced and lived in tents in parks and fields around London. • The fire is significant because it destroyed the homes of 70,000 people, 87 churches, St Paul's cathedral and many government buildings. It also left a legacy of brick and stone buildings and a new St Paul's Cathedral. After the fire, more modern ways of fighting fires were developed. • The Great Fire of Marlborough happened in 1653 (13 years earlier). • We know about the fire because a man who was there (Samuel Pepys) wrote about it in his diary. • At the time of the fire, King Charles second was the monarch. • Sir Thomas Bloodworth was Lord Mayor of London who was widely blamed for the spread of the fire because he refused to pull down connecting houses. • Key features of London: St Paul's Cathedral, London Bridge, The Old Bailey, The Guildhall, The Thames
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Unit Details KS2

Year A		
The Changing Power of British Monarchs	Early British Civilisation: Stone Age to Iron Age	The Shang Dynasty & The Silk Road Trade
<p>Key Text:</p>  	<p>Key Text: Stone Bronze and Iron Ages by Sonja Newland</p> 	<p>Key Text:</p>  
<p>Experiences:</p> <ul style="list-style-type: none"> • Visit to Salisbury Cathedral to see the Magna Carta (link with RE places of worship visit) 	<p>Experiences:</p> <ul style="list-style-type: none"> • Interactive school visit from Devizes museum 	<p>Experiences:</p> <ul style="list-style-type: none"> • A school themed day looking a modern China
<p>Knowledge:</p> <ul style="list-style-type: none"> • Over time, the role of kings and queens has changed from absolute rulers to constitutional heads of state where governments decide laws. • Kings after the Norman invasion of 1066 were absolute rulers and people believed in the divine right – they represented God on Earth. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • The Stone Age is the name given to the earliest period of human culture – from the dawn of civilisation to around 5000 years ago, when humans began to utilise metal. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • The Shang dynasty began in 1766BC when Chong Tang overthrew the Xia dynasty. The Shang dynasty id the first dynasty for which we have written and archaeological evidence. There were 30 Shang emperors. The Shang was a Bronze Age dynasty. A dynasty is a succession of hereditary rulers much like the Tudors or the Windsors in the UK.

<ul style="list-style-type: none"> The monarchy remains hereditary, which means the title is passed down the generations rather than voted for. The power of monarchs has changed dramatically alongside the increasing importance of parliament. Some people question the monarchy today and whether hereditary monarchs fit with the desire for a more equal society. Changing power 1: In 1214, King John launched an unsuccessful invasion of France. This was expensive and so he taxed the English nobility (at the time, lots of wealthy land owners with hereditary titles held much power in the country and influenced the monarch). The nobility (barons) revolted in 1215 and this led to a peace treaty and an agreement called The Magna Carta. The MC sought to prevent monarchs abusing power and included the law of fair trial and other rights such as property ownership and protection from too many taxes. At the time of the MC, society was feudal. Changing power 2: As a result of Henry VIII reformation, Britain separated from the Catholic Church and became a Protestant country. The Church of England was created and the monarch (Henry) was the head (The Pope was head of the Catholic church). There was lots of violence between Protestants and Catholics. Elizabeth I had more moderate (in the middle) views about religion and this helped to stop the violence. Although still very much in power, the Tudor monarchs recognised they needed to involve parliament in important decisions and this helped to develop the system of government that we understand today. Changing power 3: King Charles I tried to control Parliament, causing a civil war and resulting in his execution. Some people believed that parliament should have more power instead of the monarch and this is what divided the whole country. Our current monarch (Charles III) is a constitutional monarch and lets parliament make the decisions and laws. We vote for the people in parliament. 	<ul style="list-style-type: none"> It is thought that homospaiens originated in Africa between 300,000 and 150,000 years ago and branched out into Europe and Asia about 60,000 years ago. Britain was connected to mainland Europe until around 6000BCE (link to tectonic geography knowledge). Changes in palaeolithic, Mesolithic and Neolithic eras of the Stone Age. The British Bronze age began in 2500BCE when people began to use metal (copper, bronze and gold) rather than just wood, stone, bone and animal skin. Parallel ages in Ancient Egypt, Ancient Suma and The Shang Dynasty across the world. The Bronze Age started 800 years earlier in the Middle East; the western timeline has lots of other parallel timelines. In the Bronze Age = better materials, increased travel and trade, raids and warfare. Empires with powerful leaders. Round houses with wattle and daub. Tiered society. Evidence: Amesbury Archer and Bush Barrow man. Iron Age = Iron plough technology, coins, iron swords, increased warfare and conflict between tribes. A consequence of this was increased fortification of settlements on high ground. The Roman Empire developed in the Iron Age. The Celts travelled across Europe and many settled in Britain. 	<ul style="list-style-type: none"> Shang society was divided into different classes; at the top were the ruling class under the royal family, then came priests, an administrative class, warriors, craftspeople, traders, farmers and enslaved people. Most people were farmers. The Shang were the first Chinese people to develop writing; they used pictographs – characters which could convey more than one meaning. We know so much about the Shang dynasty because archaeologists uncovered some ruins of a city called Yin, which was the capital in the Shang era. Yin was uncovered in the modern day city called Anyang. In 1899, hundreds of ornately carved tortoise shells and ox scapulas were found with scratched writing. From the bones, historians learned: the kingdom was constantly at war; people used calendars; people developed knowledge of early astronomy and maths. People in the Shang era centred their religion on worship of ancestors. They also believed that dead ancestors had the power to help or harm living things in the present so it was important to respect and praise them. The wishes of the ancestors were received by a group of mystics and interpreted by the king. In 1200BC, Lady Fu Hao, one of the wives of King Wu Ding, died. Her tomb is the only intact tomb of the Shang era that has been found to date. Inscriptions on bones in the tomb suggest she was a military leader. She was buried with thousands of valuable objects. The Shang were specialists in bronze work and many beautiful artefacts have been recovered from their tombs. The Silk Road was not one road but the name of many routes from China to Europe which people used to transport goods and services. Most people did not travel the whole distance – they stopped at trading posts and transferred goods. Marco Polo was a famous explorer who wrote about trading from a European perspective and Ibn Battuta was a famous explorer who wrote from a Middle Eastern perspective. Goods included silk, glassware, carpets, pottery and spices. Not all the things transported were positive; some people were enslaved and the route was used to transport them.
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Year B		
Early Islamic Civilisation: The Golden Age	The Bristol Bus Boycotts	The Victorian Era: Rich & Poor and The Industrial Revolution
Key Text: The Islamic Golden Age by Don Nardo 	Key Text: Legacies by Lanka Narjee 	Key Text: 
Experiences: Parallel timelines project	Experiences: Visit to bristol MSHED for Bristol Bus Boycotts workshop	Experiences: Use of technology to see virtual exhibits linked to industrial revolution
Knowledge: <ul style="list-style-type: none"> The early Islamic civilisation refers to the Islamic empire during the Middle Ages (AD 752), which later became one of the largest empires in history. Baghdad became a centre of knowledge and culture. Major advances were made in science, arts and medicine. Scholars travelled to the city from all around the world to study. Baghdad sits on the banks of the river Tigris. 	Knowledge: <ul style="list-style-type: none"> Like Easton Royal, Bristol is in the South West of England. Bristol was the UK's main port for the trade of enslaved people in the early 1700s. That's about 300 years ago. At the time, people were kidnapped from Africa by British merchants (among others) and taken to the Caribbean where they were forced to work producing sugar and tobacco which was sold back in Bristol. 	Knowledge: <ul style="list-style-type: none"> The Victorian era is named after Queen Victoria, who reigned over Britain and a world empire from 1837 to 1901 (64 years). Life in Victorian Britain was a time of great wealth and poverty – there was a massive lack of equality between the lives of rich and poor people. In 1850, Britain was the richest country in the world and had its own empire. There is much to question and consider when thinking about how Britain came to be so rich and powerful and whether this was a good thing.

<ul style="list-style-type: none"> Sailors and merchants brought precious items from around the world to the city. The house of wisdom was founded by Caliph Harun al-rashid. He encouraged learning at his court. The HOW was a library which collected and translated writing from many cultures, including Persian, Indian, Ancient Greek and Roman. By AD 900, the HOW stored more books than anywhere else in the world. As well as being a Muslim city, people of other faiths lived there, including Christians and Jews. The early Islamic civilisation ended in 1258 AD when the mongols defeated the Abbasids. The Abbasids fled to Egypt. The early Islamic doctor, Al-Zahrawi is known as the father of surgery. Ibn Al-Haytham made the world's first pinhole camera. Al-Khwarizmi worked at the house of wisdom. He is famous for contributions to the development of algebra. Islamic art includes architecture, calligraphy, painted glass, illustrated patterns, pottery and textile arts. Comparison with London and Europe at the same time in history: Over a million population compared to 20,000 in London; Millions o books and many thousands of readers compared to very few books and only very rich or highly educated people could read in London; clean water and good drainage compared to very little drainage and unsafe water supplies in London; Advanced maths, Arabic numbers and the concept of zero compared to Roman numerals and no concept of zero; general peace across a huge Islamic empire compared to many wars between Christian kingdoms. 	<ul style="list-style-type: none"> About 250 years later, after World War 2, Britain needed help rebuilding it's cities after they had been heavily bombed. In 1947, the British government invited people from across the British Empire to come to the UK to work, promising a better life. Many people, including thousands from the Caribbean came to live in the UK in cities like bristol. By the 1960s there were about 3000 people of Caribbean descent living in Bristol. Some had come when invited and some had fought for Britain in the war and decided to stay. There was lots of racism in Britain and they were often treated badly; beaten up by gangs and stopped from entering certain places or getting jobs alongside white people. A group of Caribbean men wanted to take action and they started an action group to try to campaign to make things more equal (see knowledge organiser for more details). They persuaded people to boycott the buses and they also held marches which blocked roads into the city. Eventually the boycott worked and the bus company agreed to hire people of colour. This was a significant moment in British history because it happened in parallel with the American civil rights movement and paved the way for the Race Relations Acts of 1965 and 1968. 	<ul style="list-style-type: none"> Priviledged children: lived in large houses with wooden toys like rocking horses and toy soldiers. School was not red for everyone and so only rich children went to school and learned to read, write and count. Maids did all the chores so children were free to learn and play. There were beautiful clothes and plenty of nice food to eat. Children in poverty: lived in much smaller houses that were often cramped; were sometimes homeless. Old clothes with limited cleaning facilities. Homemade toys. Children had to work to earn money and some jobs were really dangerous (sweeping chimneys, cleaning machines l factories, selling in the streets, working on farms and down mines. Many had to beg or. Steal to eat. Workhouses were built for very poor people to live and work. Whole families would move in but men, women and children were kept separate. Conditions were very poor. In 1893 the law changed so that all children could go to school for free. Easton Royal Academy was built in the Victorian era. The industrial revolution happened in the Victorian era; before this Britain was a rural country and most people lived off the land with livestock. People realised coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made. This changed jobs and had a geographical impact on where people lived as people gradually moved towards cities to get jobs. Huge factories were built and towns expanded. Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. Inventions: Steamboat, bicycle, telephone, Morse code, rubber tyres, penny post and red pillar postboxes,, petrol motorcar, electric lightbulb, typewriter, sewing machine, photography, tarmac, public flushing toilet, London Underground, railway network
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Year C		
The Roman Invasion of Britain	The Anglo Saxons & The Scots	The Viking Invasion
<p>Key Text: So You Think You've Got it Bad? (Chae Strathie)</p> 	<p>Key Text: Anglo Saxons (National Geographic)</p> 	<p>Key Text: Viking Voyagers by Jack Tite</p> 
<p>Experiences:</p> <ul style="list-style-type: none"> Formal debate in roles linked to client kings Visit and talk from local historian, Liz Johnson re roman finds in our area. 	<p>Experiences:</p> <ul style="list-style-type: none"> Visit to Butser ancient farm https://www.butserancientfarm.co.uk/ 	<p>Experiences:</p> <ul style="list-style-type: none"> Viking experience at Oxenwood
<p>Knowledge:</p> <ul style="list-style-type: none"> BC and AD mean Before Christ and Anno Domini (in the year of our lord). A secular version is BCE and CE (common era and before the common era), which refer to the same time period. Romans were in Britain for over 350 years. Story of the Roman invasion 	<p>Knowledge:</p> <ul style="list-style-type: none"> Revise: The Britons were of Celtic origin and are sometimes called the Celts or Celtic Britons. They lived in tribes over much of what what we now know as Great Britain. In the final years of Roman Britain, life was not very safe for the Britons, who no longer had Roman protection. They were being attacked by the Picts (from the 	<p>Knowledge:</p> <ul style="list-style-type: none"> The Viking invasions started in AD 793 at the time when the Anglo Saxons ruled Britain in 7 kingdoms (later 4), each with its own king and fighters. The Vikings descended from all over Scandinavia (now Sweden, Norway, Finland and Denmark). They were excellent sailors, traders and explorers who travelled as far as North America in search of land and trade. They had a reputation as fierce warriors. The Anglo-Saxons called them Northmen.

<ul style="list-style-type: none"> The Britons were of Celtic origin and are sometimes called the Celts or Celtic Britons. They lived in tribes over much of what we now know as Great Britain. The leaders of the tribes described themselves as kings even though there was no one king of Britain. Names and locations of Roman towns: Londinium (London); Eboracum (York); Deva (Chester); Aqua Sulis (Bath); Camulodnum (Colchester). The client kings were tribal leaders of the Britons who had agreed to work under Roman rule (we will look in detail at their reasons for doing so). Boudicca was related to a client king Boudicca is a famous woman who resisted Roman rule. Although she came close to success, she did not defeat the Romans but did have several victories. What evidence have historians found to tell us more about what she was like? Homes were different for wealthy Romans compared to the average Briton. Many Britons love din wattle and daub houses vs Roman villas with underfloor heating and sanitation. The legacy of the Roman invasion included development of road structure; Roman numerals; sanitation, including aqueducts for water and underfloor heating; Latin; the Roman calendar and the immediate legacy of some degree of order and safety for the Britons at the time. 	<p>area we now know as Scotland) and the Scots (who were originally from Ireland).</p> <ul style="list-style-type: none"> There had been immigrants from Northern Europe (Germany, Denmark, Netherlands) during Roman rule. People known as The Angles, The Saxons and The Jutes were sometimes paid fighters or employees of the Romans and sometimes they were merchants and tradespeople. These people told their friends and families back in Europe that Britain was a good place to live. This started a big wave of immigration over the course of 200 years. Reasons to come to Britain were to do with Britain being a wealthier country with better and more available farm land. There were battles with the Britons but the Anglo-Saxons mainly settled peacefully. Over time, settlements expanded and were led by kings. Often more than one person claimed to be king and the one with the biggest army usually won. 7 kingdoms emerged from many more: Northumbria, Mercia, East Anglia, Wessex, Essex, Kent and Sussex. Later this became 4 main kingdoms, each ruled by a leader (see bold). Wales, Northwest Britain, Cornwall and Scotland were still ruled by the Britons. See knowledge organiser for knowledge about Anglo-Saxon culture and civilisation and the historical evidence that has led to this knowledge (including the Anglo-Saxon Chronicle). See knowledge organiser for knowledge about the Anglo-Saxon legacy, including religion. The Anglo Saxons were taken over (but ultimately not beaten) by the Vikings, who began to invade from AD 793. 	<ul style="list-style-type: none"> Like the Anglo-Saxons before them, the Vikings were looking for better land to farm and a more prosperous way of life. After many successful raids in Britain, they began to settle. See knowledge organiser for Viking civilisation and culture and the historical evidence that has led to this knowledge. The Vikings had advanced sailing and navigational skills for the time and their longboats could be sailed in deep and shallow water, which meant they could invade easily by sailing up rivers. After years of small-scale attacks and invasions, the Vikings raised a substantial army to conquer England. This army was known as The Heathen Army by the Anglo-Saxons because the Vikings were not Christian. See knowledge organiser for Viking beliefs. There were decades of struggle between the Vikings and the Anglo-Saxons. By AD 878, nearly all of England was ruled by Vikings (not Wessex). Battles continued between the Vikings and the kingdom of Wessex until Alfred the Great defeated the Viking leader Guthrum at The Battle of Edington, where a treaty was signed which separated England into 2 parts ruled by Saxons and Vikings. There is a statue of King Alfred in Pewsey because he owned lots of the land around Pewsey and the people of Pewsey are said to have kept his wife safe while he was at war (this is a legend and there is not much historical evidence to prove it). Chippenham in Wiltshire was the capital of Wessex. Alfred became more and more powerful and finally recaptured London. When he dies in AD 899, his children and grandchildren took over the fight against the Vikings. Aethelfleda, his daughter and eldest child led her own army and took back lots of the country from the Vikings. Aethelstan, his grandson finally defeated the Scots, Picts and Vikings to unite the land and become the first king of all of England.
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Year D		
Migrating to Britain	The Legacy of the Ancient Greeks	Easton Royal Local History Study
<p>Key Text:</p> 	<p>Key Text:</p>  	<p>Key Text:</p>
<p>Experiences: Visit from people in our area who have migrated in order to hear their migration story</p>	<p>Experiences: A visit and workshop at the British museum or a live virtual workshop with the British museum</p>	<p>Experiences:</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> Migration is the long-term movement of people from one area to another. Since the dawn of humanity, we have been migrating from one place to another, learning from one another, and using that knowledge to make our societies better (for the most part). Two million years ago, the earliest form of <i>homo erectus</i> (upright humans) began its expansion from Africa and humans have been migrating ever since. Over time, migration to Britain has happened for many reasons, including invasion & settlement, persecution, rich land and living standards, to assist Britain in an area of need,.... 	<p>Knowledge:</p> <ul style="list-style-type: none"> <i>The Ancient Greek era is considered to be between 700 – 480 BC</i> <i>The Ancient Greek era is considered to be significant in history because we have the ancient Greeks to thank for some of the most significant discoveries in mathematics, science and medicine as well as massive contributions to language, philosophy and the arts. Ancient Greece was also the beginning of democracy.</i> <i>The ancient Greeks used theatre to share their messages with as many people as possible. Their myths and legends (like Theseus and the minotaur) told stories</i> 	<p>Knowledge:</p> <p>We are writing this unit with a local historian and it will be released in Feb 2023.</p>

<ul style="list-style-type: none"> • Invasion & settlement: from 43 to 410 AD, the Roman Empire spread across all areas around the Mediterranean Sea and further, including Britain and North Africa. All kinds of people, including North Africans migrated to Britain within the Roman Empire. • Evidence that African people had migrated to Britain as long ago as the Roman era has been found by historians who have studied skeletons from the era using isotopes. Historians have also studied items found by archaeologists which suggest Africans had migrated to Britain in the Roman era; The Aurelian Moors, The Notitia Dignitatum and a painting of Septimus Severus, the remains of The Ivory Bangle Lady and The Beachy Head Lady. Some Africans became high-ranking emperors in the Roman army. Emperor Septimus Severus worked and lived by Hadrian's wall and commanded an army of 50,000 men. • Very early evidence of migration shows us that Britain has always been a really diverse country. Very early evidence of migration and positive settlement of Africans shows us that there was a time where the idea of 'race' did not exist in a way which was used to make horrible judgements about people and take away their resources. • After the Romans, there were further invasions which each came with waves of migration from different people. These included The Anglo-Saxons, The Vikings and The Normans. • Persecution and war: 1066 was the last time Britain was invaded and so migration after this date was for different reasons. Some people came to Britain because they were being persecuted elsewhere. These people included Huguenots from France in 1685; Jews from parts of Europe from 1656; Palatines from Germany and The Roma People from many parts of the world. Today, people migrate to Britain to escape wars (e.g Syria and Ukraine) and persecution in their countries of birth (see migration stories collection), including human rights issues such as some countries make it illegal to be LGBT+. • Enslavement: 1562 – 1833AD saw an era where Britain led a trade in enslaved people which involved moving them forcibly to different areas of the British empire to work. Eventually, people such as Olaudah Equiano campaigned for the end of enslavement and changed history. • Commonwealth, Imperialism and British need: many people from commonwealth countries fought alongside Britain in WW2 and the British government encouraged lots of people to migrate from different commonwealth countries to help rebuild Britain after World War II (1948 AD onwards). People migrated to work in British transport and the NHS. 	<p><i>about gods, heroes and how the universe was created. Scenes from these stories were often painted on beautiful pottery.</i></p> <ul style="list-style-type: none"> • <i>The amphitheatre was a central part of life and plays were an important part of religious festivals. Almost every Greek city had a theatre.</i> • <i>They held athletic competitions near Mount Olympus. The ancient Greek love of athletics inspired the modern day Olympic Games. Greeks admired physical perfection in their art but also in daily life; PE and competitive sports were really important to them.</i> • <i>The city-state of Athens was famous for its great thinkers, art and architecture and philosophy. The most famous were: Socrates, who taught others to question things and think about alternatives; Aristotle was a philosopher and a scientist and taught Alexander the Great. He studied at Plato's university in Athens; Plato was a student of Socrates. He founded the first university and was the first to argue that women should receive the same education as men; Pythagorus was one of the first people to study the properties of numbers, the relationships between them and the patterns they produce.</i> • <i>Key historical evidence and artefacts: The Parthenon, Knossos Palace, Greek pottery, Myths and stories written down in the era.</i> • <i>Alexander the Great spread Greek culture and language across thousands of miles.</i> 	
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