

History Progression

Year 1	Term 2: Splendid Skies (significant historical events, people and places in their locality) (the lives of significant individuals in the past who have contributed to national and international achievements)	Term 3: Dinosaur Planet (events beyond living memory that are significant nationally or globally) (the lives of significant individuals in the past who have contributed to national and international achievements)	Term 4: Bright Lights, Big City (events beyond living memory that are significant nationally or globally) (the lives of significant individuals in the past who have contributed to national and international achievements)	Term 6: Moon Zoom (events beyond living memory that are significant nationally or globally) (the lives of significant individuals in the past who have contributed to national and international achievements)
Substantive Knowledge	<p>The Margate Storm Timeline of Important Events or Concepts: 15th-16th October 1987: The Great Storm hits the UK. 17th October 1987: Clean-up and rescue operations begin. 20th October 1987: Clear-up operations continue in Margate.</p> <p>Interesting Facts: The Margate Storm of 1987 was part of a much larger storm that affected the whole of the UK. Winds reached speeds of over 100mph in some areas, causing significant damage. Many trees were uprooted during the storm, blocking roads and causing havoc.</p> <p>Endpoints:</p> <ol style="list-style-type: none"> What a storm is and the impact it can have. How emergency services help during natural disasters. The importance of working together to clean up and help those in need after a storm. <p>Sir Francis Beaufort Timeline of Sir Francis Beaufort 1774: Birth of Sir Francis Beaufort 1790: Joined the Royal Navy 1806: Created the Beaufort Wind Force Scale 1829: Promoted to Rear Admiral 1846: Becomes Hydrographer of the Navy 1857: Retires from the Navy</p> <p>Interesting Facts: Sir Francis Beaufort developed a scale for measuring wind speed by observing the effects of wind on the sails of a ship. He started his career as a cabin boy and later rose to the rank of Admiral in the Royal Navy. Beaufort's scale is still used today to estimate wind speeds and is important for sailors, aviators, and meteorologists.</p> <p>Endpoints:</p> <ol style="list-style-type: none"> Who Sir Francis Beaufort was and his contributions to naval navigation. The significance of the Beaufort Wind Force Scale. That Sir Francis Beaufort was a skilled navigator and developed important tools for measuring wind speed. <p>The importance of his work in helping sailors navigate safely on the seas.</p>	<p>Dinosaur Extinction Timeline of Important Events or Concepts: <i>65 million years ago:</i> Dinosaurs went extinct after a massive asteroid hit Earth. <i>Thousands of years ago:</i> Humans discovered dinosaur fossils and started studying them. <i>Present day:</i> Scientists continue to research and learn more about dinosaurs and their extinction.</p> <p>Interesting Facts: Some scientists believe that a huge asteroid caused the extinction of dinosaurs. Not all dinosaurs went extinct - birds are considered descendants of some dinosaur species. There are still many mysteries surrounding the exact cause of dinosaur extinction.</p> <p>Endpoints: By the end of this topic, students should know:</p> <ol style="list-style-type: none"> What dinosaurs are and when they lived. How dinosaurs went extinct. What fossils are and how they help us learn about dinosaurs. Some interesting facts about dinosaurs and their extinction. <p>Mary Anning Timeline of Mary Anning 1799: Mary Anning was born in Lyme Regis, England. 1811: Mary discovered her first complete Ichthyosaur skeleton at age 12. 1823: Mary discovered the first complete Plesiosaur skeleton. 1828: Anning made a significant find of a Pterosaur skeleton. 1847: Mary Anning passed away at the age of 47.</p> <p>Interesting Facts: Mary Anning was a self-taught palaeontologist who made ground-breaking discoveries in a male-dominated field. She faced many challenges during her time due to gender and class discrimination but persisted in her fossil hunting. Mary's findings provided crucial evidence for extinction theories and helped shape our understanding of prehistoric life. She was known as the 'Princess of Palaeontology' and her contributions to science are still celebrated today.</p> <p>Endpoints:</p> <ol style="list-style-type: none"> Understand who Mary Anning was and why she is significant in history. 	<p>The Great Fire of London Timeline of Important Events or Concepts: 2nd September 1666: The Great Fire of London started at Thomas Farriner's bakery on Pudding Lane. 4th September 1666: The fire destroyed the majority of the medieval City of London. 5th September 1666: King Charles II ordered the creation of fire breaks to stop the fire from spreading. 6th September 1666: The wind changed direction, helping to bring the fire under control. 7th September 1666: The fire finally started to die down after burning for four days.</p> <p>Interesting Facts: The fire lasted for four days and destroyed 13,200 houses, 87 churches, and most of the City of London. People tried to put out the fire by pulling down buildings with hooks to create fire breaks.</p> <p>Endpoints:</p> <ol style="list-style-type: none"> How the Great Fire of London started. The impact the fire had on the city and its people. The significance of fire breaks in controlling the spread of the fire. The measures taken to prevent such a catastrophic event in the future. 	<p>People in Space Who is Yuri Gagarin? First Human in Space: Yuri Gagarin was a Soviet cosmonaut who became the first person to travel into space on 12 April 1961. Vostok 1: He flew in a spacecraft called Vostok 1, which completed one orbit around the Earth. Significance: This mission showed that humans could survive and travel in space, paving the way for future space explorations.</p> <p>Who are Neil Armstrong and Buzz Aldrin? First Moon Landing: Neil Armstrong and Buzz Aldrin were astronauts who landed on the Moon on 20 July 1969, during the Apollo 11 mission. Famous Words: Neil Armstrong famously said, "That's one small step for [a] man, one giant leap for mankind" as he stepped onto the Moon. Significance: Their mission marked the first time humans walked on the Moon, demonstrating advancements in technology and knowledge about space.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe who Yuri Gagarin, Neil Armstrong, and Buzz Aldrin were. Explain why they are significant in history. Share interesting facts about their space missions. Create a simple non-chronological report or illustrated sentence about one of the figures. <p>Space Travel Timeline of Important Events or Concepts: First Dog in Space (1957) Event: Laika, a dog, became the first living creature to orbit the Earth on Sputnik 2. Significance: This event showed that living beings could survive space travel. First Human in Space (1961) Event: Yuri Gagarin became the first human to travel into space aboard Vostok 1. Significance: A major milestone for human space exploration. First Humans on the Moon (1969) Event: Neil Armstrong and Buzz Aldrin landed on the Moon during the Apollo 11 mission. Significance: Marked humanity's first steps on another celestial body. Launch of Hubble Space Telescope (1990) Event: The Hubble Space Telescope was launched to observe and photograph space. Significance: Provided immense information about the universe and deepened our understanding of space. First British Person in Space (1991)</p>

		<ol style="list-style-type: none"> 2. Know key vocabulary related to fossils and palaeontology. 3. Be able to sequence major events in Mary Anning's life. 4. Recognize the importance of Mary Anning's discoveries in shaping our knowledge of prehistoric life. 5. Appreciate the determination and perseverance shown by Mary Anning in her scientific pursuits. 		<p>Event: Helen Sharman flew into space aboard Soyuz TM-12. Significance: Showed that people from the UK could also contribute to space exploration.</p> <p>Final Launch of the American Space Shuttle Program, STS-135 (2011) Event: The final mission of NASA's Space Shuttle programme. Significance: Closed a significant chapter in technology and space exploration, paving the way for new missions.</p> <p>Endpoints: By the end of this topic, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify key vocabulary related to space travel. 2. Sequence major events in the history of space exploration. 3. Describe the roles of astronauts and the purpose of space stations. 4. Explain why telescopes are important tools for studying space. Show an appreciation for the challenges and achievements of space exploration.
<p>Disciplinary Knowledge</p>	<p>Chronological Understanding: Students should be able to place the events of the Margate Storm and the lifetime of Sir Francis Beaufort into a simple chronological framework.</p> <p>Communicating Historical Information: Learners should be able to recount in simple terms aspects of the Margate Storm and the life and achievements of Sir Francis Beaufort.</p> <p>Asking and Answering Questions: Pupils will be encouraged to ask and answer questions about the Margate Storm and Sir Francis Beaufort to show an understanding of these historical topics.</p>	<p>Using Historical Sources: Students will be introduced to the concepts of primary and secondary sources, using examples related to dinosaurs and Mary Anning.</p> <p>Chronological Understanding: Learners should be able to place the events of the dinosaur extinction and Mary Anning's life in a basic timeline relative to other historical events studied.</p> <p>Discuss Theories: Pupils should be encouraged to discuss and explore different theories about dinosaur extinction, developing early critical thinking skills.</p> <p>Role Models in Science: Discuss how Mary Anning serves as an influential figure in science, encouraging an understanding of how individuals can impact scientific knowledge.</p>	<p>Sequence Events: Students should be able to sequence the events of the Great Fire of London correctly. They need to understand what happened first, next, and last during the event.</p> <p>Questioning the Past: Pupils should be encouraged to ask and answer questions about the Great Fire, such as why it happened, why it spread so quickly, and how it was extinguished.</p> <p>Understanding Historical Concepts: Students should be introduced to basic historical concepts such as cause and effect, and change and continuity, relating these concepts to the events of the Great Fire.</p>	<p>Researching: Use information books and websites to find out important facts and details.</p> <p>Recording Information: Organising facts into a simple non-chronological report or illustrated sentence.</p> <p>Understanding Significance: Knowing why these individuals are important and how they changed history.</p> <p>Illustrating Information: Drawing pictures to represent key facts about Gagarin, Armstrong, and Aldrin.</p> <p>Interpretation of Sources Demonstrate the ability to identify and interpret a range of sources (photos, stories, and videos) relating to Neil Armstrong and the Apollo 11 mission.</p> <p>Making Historical Connections Make connections between the technological advancements propelled by the space race and everyday technologies.</p> <p>Communicating Historical Information Be able to communicate their understanding of space travel and Neil Armstrong through drawings, verbal explanations, and role-plays.</p> <p>Asking and Answering Questions Students should be able to ask and answer questions about space exploration, showing curiosity about the reasons behind and the outcomes of the moon landing.</p> <p>Reflection on Significance Reflect on why learning about Neil Armstrong and the Apollo 11 mission might be important today, discussing its impact on how we view the Earth and space.</p>
<p>Useful Websites</p>	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. BBC Bitesize - The Great Storm of 1987 2. The Met Office - Great Storm of 1987 3. National Maritime Museum - Sir Francis Beaufort 4. Royal Museums Greenwich - Beaufort Wind Force Scale 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. www.nhm.ac.uk 2. www.bbc.co.uk/bitesize/subjects/zcw76sg 3. Jurassic Coast Trust 4. Mary Anning Rocks! 5. Natural History Museum - Mary Anning 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. Museum of London - Great Fire of London 2. BBC Bitesize - The Great Fire of London 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. NASA Kids' Club 2. European Space Agency Kids 3. BBC Bitesize - Space Travel 4. NASA's Neil Armstrong Biography 5. BBC Bitesize - Neil Armstrong Facts

Year 2	Land Ahoy (events beyond living memory that are significant nationally or globally) (the lives of significant individuals in the past who have contributed to national and international achievements)substantive	Beach Combers 2 (changes within living memory) (significant historical events, people and places in their own locality)	Changing Landscapes (changes within living memory) (significant historical events, people and places in their locality) (the lives of significant individuals in the past who have contributed to national and international achievements)
Substantive Knowledge	<p>Life of a Pirate</p> <p>Timeline of Important Events or Concepts:</p> <p>1600s–1800s: The Golden Age of Piracy – Pirates were most active and notorious.</p> <p>1718: Blackbeard, one of the most famous pirates, was killed in battle.</p> <p>1720: Bartholomew Roberts captured over 400 ships during his piracy career.</p> <p>1726: Pirate Anne Bonny was arrested and later released.</p> <p>1730: The pirate era began to decline as naval forces cracked down on piracy.</p> <p>Interesting Facts:</p> <p>Pirates often wore eye patches to keep one eye adjusted to night vision for below-deck operations.</p> <p>Blackbeard used to tie slow-burning fuses into his beard to scare his enemies with smoke coming from his face.</p> <p>Not all pirates were male; there were female pirates like Anne Bonny and Mary Read.</p> <p>Endpoints:</p> <p>By the end of this topic, Year 2 students should know:</p> <ol style="list-style-type: none"> 1. What pirates are and what they do. 2. Key pirate vocabulary and terminology. 3. The main characteristics of a pirate ship. 4. The reasons why pirates were feared. 5. The importance of teamwork and leadership on a pirate ship. 6. The decline of piracy in the 18th century. <p>Grace Darling</p> <p>Timeline of Grace Darling</p> <p>1815: Grace Darling is born in Northumberland, England.</p> <p>1838: Grace Darling and her father rescue survivors of the shipwrecked SS Forfarshire.</p> <p>1842: Grace Darling passes away due to tuberculosis.</p> <p>Interesting Facts</p> <p>Grace Darling became a national heroine for her bravery in the rescue mission.</p> <p>The SS Forfarshire ran aground on the rocks near the Longstone Lighthouse, where Grace lived.</p> <p>Grace Darling received medals for her courageous act of rescuing survivors.</p> <p>Endpoints</p> <p>By the end of this topic, Year 2 students should know:</p> <ol style="list-style-type: none"> 1. Who Grace Darling was and why she is famous. 2. What a lighthouse is and its importance. 3. The key events of Grace Darling's life, including the rescue of the SS Forfarshire survivors. 4. The significance of courage and helping others in difficult situations. 	<p>Introduction</p> <p>What is the Seaside?</p> <p>The seaside is where land meets the sea, often a place for leisure and holidays.</p> <p>People enjoy activities like swimming, sunbathing, and building sandcastles.</p> <p>History of Seaside Holidays</p> <p>Victorian Era (1837–1901): The seaside became popular among Victorians. They discovered the benefits of fresh air and the sea for health.</p> <p>Transportation: The arrival of railways made it easier for families to travel to seaside towns.</p> <p>Popular Destinations: Towns like Margate, Ramsgate, and Broadstairs became famous as holiday spots.</p> <p>Activities: People enjoyed bathing machines, donkey rides, and pier shows.</p> <p>Mid-20th Century (1940s–1960s): Holidays became more common for working-class families.</p> <p>Holiday Camps: Places like Butlin's offered all-inclusive holidays with entertainment.</p> <p>Car Ownership: More families could travel in cars, leading to more seaside visits.</p> <p>Modern Day (1990s–Present): Seaside holidays have become very diverse.</p> <p>Budget Airlines: Many people now travel further afield to beaches abroad.</p> <p>Facilities: Seaside towns have more attractions, like amusement parks, cafés, and water sports.</p> <p>Concerns: Issues like pollution and climate change affect the beach experience.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Describe what the seaside is and why it is popular. 2. Identify key features of seaside holidays in the Victorian era compared to modern times. 3. Recognise changes in leisure activities and travel to the seaside. 4. Use picture sources to explain how seaside experiences have evolved. <p>Comparing Past and Present</p> <p>Historical Uses of Beaches</p> <p>Victorian Era (1837–1901):</p> <p>Activities: People visited beaches for 'taking the waters' – a way to enjoy health benefits. Family picnics and sandcastles were popular.</p> <p>Transport: Many travelled by steam train to seaside resorts.</p> <p>Fashion: Bathing machines were used to change into swimsuits, as modesty was important.</p> <p>Modern Uses of Beaches</p> <p>Present Day:</p> <p>Activities: People enjoy swimming, sunbathing, beach sports, and water sports like jet skiing and surfing.</p> <p>Entertainment: Many beaches have amusement parks, ice cream stalls, and events like sandcastle competitions.</p> <p>Environment: Beaches are important for wildlife and conservation efforts.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Understand the difference between past and present seaside activities. 2. Recognise the purposes of seaside visits over time. 3. Build skills in comparing and contrasting different time periods. <p>John Rennie and Margate Harbour</p>	<p>What is the Channel Tunnel and why was it built?</p> <p>What is the Channel Tunnel?</p> <p>Definition: The Channel Tunnel, often called "the Chunnel," is a railway tunnel that runs under the English Channel, connecting England and France.</p> <p>Length: The tunnel is about 50.45 kilometres (31.4 miles) long.</p> <p>When was it built?</p> <p>Construction Start: Construction began in 1988.</p> <p>Opened: The Channel Tunnel was officially opened on 6th May 1994.</p> <p>Why was it built?</p> <p>Travel: To make it easier and faster for people to travel between England and France.</p> <p>Trade: To allow goods, services, and vehicles to be transported quickly. This helps businesses trade more efficiently.</p> <p>Connections: To improve transport links between the UK and Europe, allowing for more cultural exchange and tourism.</p> <p>Endpoints</p> <ol style="list-style-type: none"> 1. Understand key reasons why the Channel Tunnel was built. 2. Recognise its importance for transportation and trade. 3. Discuss how it has changed travel between England and France.

Who Was John Rennie?

Born: 1761 in Phantassie, East Lothian, Scotland.

Died: 1821 in London, England.

Occupation: An engineer, known for building important buildings, bridges, and harbours.

Contributions to Margate Harbour

Margate Harbour: John Rennie was responsible for the improvements made between 1807 and 1815.

Why It Matters: The harbour helped more boats come in and out, making Margate a busy and popular port.

Features: Rennie built the stone pier and deepened the harbour, making it safer for ships.

Why is He Important?

John Rennie made travel and trade easier in the 19th century.

His engineering skills helped many towns, including Margate.

He is remembered as one of the most important engineers in British history.

Endpoints

1. Be able to explain who John Rennie was and what he did.
2. Understand how his work impacted Margate and other places.
3. Share some fun facts about his life and achievements.

Dreamland

Timeline of Dreamland

1920s: Dreamland opened as a beautiful amusement park.

1930s: The park featured a new ride, the Scenic Railway, which is one of the oldest roller coasters in the UK.

1970s: Dreamland became less popular, and some rides were closed.

2005: The park was closed for a period but was saved by the community.

2015: Dreamland reopened with new rides and attractions, celebrating its fun history.

Scenic Railway

The Scenic Railway is the oldest rollercoaster in the UK, opening in 1920.

It is made of wood and is famous for its exciting ride and historical significance.

Riders can enjoy beautiful views of Margate while experiencing the thrills of the ride.

Dreamland Zoo

Originally part of Dreamland, the zoo opened in 1937 and featured many different animals including lions, tigers, and monkeys.

The zoo was popular for many years, but it eventually closed in the 2000s.

Now, there are plans and discussions about what to do with the space that the zoo occupied.

Dreamland Theatre

The Dreamland Theatre opened in 1935 and was known for hosting many exciting shows, including plays, films and music performances.

It allowed families to enjoy entertainment in a grand setting.

Over the years, it went through different changes and is now part of the Dreamland complex.

Endpoints

1. Understand the significance of Margate's Dreamland attractions in local history.
2. Recognise the changes in the attractions over time.
3. Appreciate the importance of preserving history.
4. Develop skills to pose questions and investigate historical events and places.

Changes to Town Layout

Key Changes in Margate's Landscape

Development of the seafront and piers

Construction of iconic buildings, such as the Turner Contemporary gallery
Changes in transport routes, including the railway
The transformation from a fishing village to a popular holiday destination

Endpoints

1. Identify key features of historical maps and photographs related to Margate.
2. Explain how Margate has changed over time, using examples from maps and photos.
3. Demonstrate skills in observation and analysis, discussing their findings with peers.
4. Create a simple timeline showcasing the major changes in Margate's landscape.

Why Did Seaside Holidays Become Popular?

Health Benefits:

Breezy seaside air was believed to be good for lungs.
People felt the sun brought happiness and warmth.
Coastal treatments (bathing in seawater) helped with illness.

Employment and Industry Changes:

The rise of the railway made it easier for families to travel to the coast.
By 1850, sites like Blackpool and Brighton became popular destinations.

How Did Seaside Holidays Impact British Culture?

Social Changes:

More families could afford holidays, helping everyone to enjoy time together.
Emergence of seaside entertainments (theatres, fairs).
New traditions developed like piers and beach activities.

Cultural Influences:

Creation of seaside postcards, souvenirs, and beach games.
Famous British seaside foods: fish and chips, doughnuts, and rock.

Endpoints

1. Understand the reasons why seaside holidays became popular in Britain.
2. Recognise the health benefits associated with visiting the seaside.
3. Identify ways in which seaside holidays changed British social life and culture.
4. Be able to share favourite seaside activities and foods.

Historical Modes of Transport

Trains

Introduced in the 19th century, trains allowed people to travel quickly to seaside destinations.

The first passenger train service began in 1825 in England.

Trains offered comfortable carriages, a cafeteria, and scenic views.

Omnibuses

The first omnibuses began operating in 1829.

Initially horse-drawn, they carried passengers along fixed routes.

They provided an affordable way for families to travel to the seaside.

Bicycles

Became popular for short trips to nearby beaches.

They allowed more independence and personal travel.

Walking

Before modern transport, many people would walk long distances to reach the coast.

It was a common way for local residents to visit seaside areas.

Changes in Transport

		<p>Comparison of historical transport to modern vehicles (cars, buses, etc.) Discussion on the impact of transport on seaside tourism.</p> <p>Endpoints</p> <ol style="list-style-type: none">1. Describe at least two historical modes of transport used to reach the seaside.2. Explain the significance of these modes of transport in relation to seaside holidays.3. Compare these historical modes to one mode of modern transport.	
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Disciplinary Knowledge	<p>Using Historical Sources Pupils should be able to examine a range of sources (such as paintings, written accounts, or artefacts) to gather information about the life of a pirate.</p> <p>Historical Reasoning Children should be able to discuss why piracy happened, considering economic, social, and political factors.</p> <p>Comparing Past and Present Students should be able to make simple comparisons between the life of a pirate and contemporary life, understanding the differences and similarities in societal norms and laws.</p> <p>Historical Skills Using Historical Sources: Pupils should develop the ability to identify different types of sources (e.g., pictures, stories, and artifacts) and use them to learn about Mary Anning's life and times. Chronological Understanding: Pupils should be able to place the events of Mary Anning's life in chronological order and understand how her discoveries fit into the wider history of palaeontology.</p> <p>Understanding Historical Concepts Significance: Pupils should understand why Mary Anning is considered a significant figure in history, focusing on her contributions to the field of palaeontology and how her work changed scientific understanding. Change and Continuity: Pupils should explore how the study and understanding of fossils have changed since Mary Anning's time, and which aspects have remained consistent.</p> <p>Historical Enquiry Asking and Answering Questions: Pupils should be capable of asking historical questions about Mary Anning (e.g., Why is Mary Anning famous? What challenges did she face?), and use historical sources to answer these questions. Drawing Conclusions: Based on the evidence they gather; pupils should be able to draw simple conclusions about Mary Anning's life and the impact of her work.</p> <p>Communication Discussing and Presenting Findings: Pupils should be encouraged to share their findings about Mary Anning through structured discussions, presentations, or displays, using historical terms and concepts accurately.</p>	<p>Changes Over Time Understanding how seaside holidays changed helps us learn about society and culture. Compare how people from the Victorian era enjoyed the seaside to how we enjoy it now.</p> <p>Historical Sources Pictures & Postcards: Old photographs show how beaches looked in the past. Books & Articles: Reading about people's experiences can help us understand their feelings.</p> <p>Cause and Effect Discuss reasons for changes: Better transport options increased seaside visits. Economic changes allowed more people to afford holidays.</p> <p>Similarities: People have always enjoyed spending time at the beach. Beach activities often involve families and friends.</p> <p>Differences: The types of activities have changed (e.g., from picnics to water sports). Transport methods have changed (e.g., from trains to cars). Attire has evolved from heavy clothing to modern swimsuits.</p> <p>Sources of Information: Books and historical documents tell us about his life and work. Pictures and drawings from his time help us understand his contributions. Interviews with historians provide insights into his significance.</p> <p>Historians Study the Past Historians look at evidence like photos, letters, and stories to understand what happened in the past. Students can look at pictures of the Scenic Railway and visit Dreamland to see how it has changed over the years.</p> <p>How to Investigate History Ask questions about Dreamland: How has it changed? What did people do there? Create timelines to show when important events happened, like when the Scenic Railway or Zoo opened.</p> <p>How to Analyse Historical Maps Look at the Details: Examine what buildings, roads, and landmarks are present. Compare Maps: Use different maps from different times to see how things have changed. Ask Questions: Why did the town change? What was important to the people who lived there?</p> <p>How to Analyse Historical Photographs Identify Features: Look for buildings, people, and activities in the photo. Consider the Time Period: What does the clothing tell you about the time? How do the buildings differ from today? Emotional Response: How does the photo make you feel? What story does it tell about the past?</p> <p>Skills to Develop Observation: Being able to notice details in maps and photos. Comparison: Learning to identify differences and similarities over time. Questioning: Encouraging curiosity about the past and how it relates to present-day Margate.</p>	<p>Historical Skills Ask Questions: What do you think life was like before the Channel Tunnel was built? Think Critically: Why do you think some people were excited about the tunnel, while others may have been worried?</p>

		<p>Chronology Understanding the timeline of when each mode of transport was invented and became popular. Recognising the changes in transport technology over time.</p> <p>Cause and Consequence Exploring why trains and omnibuses became important for seaside travel. Investigating how different modes of transport influenced people's ability to visit the seaside.</p> <p>Similarities and Differences Comparing the features of historical transport (omni-buses) to modern transport (buses and cars). Discussing who used these modes of transport differently in the past versus today.</p>	
<p>Useful Websites</p>	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. BBC Bitesize - The Golden Age of Piracy 2. National Geographic Kids - Pirates 3. DK Find Out! - Pirates 4. BBC Bitesize - Grace Darling 5. National Lifeboat Institution - Grace Darling 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. Visit England - Seaside Destinations 2. National Trust - Seaside History 3. BBC Bitesize - Seaside Holidays Past and Present 4. Dreamland Margate Official Website 5. Visit Kent: Margate 6. Historic England: Dreamland 7. The National Trust - Seaside History 8. Historic England - Seaside Memories 9. BBC Bitesize - Holidays 10. The National Railway Museum 11. Visit Margate 12. BBC Bitesize Transport History 13. Transport for London - History 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. Channel Tunnel Official Website 2. Eurostar Trains 3. BBC History: Channel Tunnel 4. National Geographic: Channel Tunnel

Year 3	Term 1: Road Trip USA (learn about a non-European society that provides contrasts with British history)	Term 3: Traders and Raiders (Britain's settlement by Anglo-Saxons and Scots) (the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	Term 4: Gods and Mortals (Ancient Greece – a study of Greek life achievements and their influence on the wider world)	Term 5: Urban Pioneers (A local history study)	Term 6: Blue Abyss (An aspect or theme in British history that extends pupils chronological knowledge beyond 1066)
Substantive Knowledge	<p>Icons</p> <p>George Washington (1732-1799) – First President of the United States</p> <p>Abraham Lincoln (1809-1865) – 16th President, led America through the Civil War</p> <p>Martin Luther King Jr. (1929-1968) – Civil rights leader and activist</p> <p>Rosa Parks (1913-2005) – Key figure in the American civil rights movement</p> <p>Albert Einstein (1879-1955) – Theoretical physicist known for his theory of relativity</p> <p>Marilyn Monroe (1926-1962) – Iconic actress and cultural figure</p> <p>Steve Jobs (1955-2011) – Co-founder of Apple Inc. and innovator in technology</p> <p>Endpoints</p> <ol style="list-style-type: none"> You will have created a timeline featuring iconic US people. You will have written a biography or CV about someone of interest. You will have formed an opinion on the impact these individuals had on US society and be able to discuss this with others. <p>Iroquois Tribe – Fact Finding</p> <p>Timeline of Events and Concepts:</p> <p>Pre-Contact: The Iroquois people lived in harmony with nature, practising farming and hunting.</p> <p>Formation of Confederacy: Around 1450, the Iroquois formed a confederacy known as the Haudenosaunee, consisting of five tribes – Mohawk, Oneida, Onondaga, Cayuga, and Seneca.</p> <p>Beaver Wars: In the 17th century, the Iroquois engaged in conflicts with other Native American tribes and European settlers to control the fur trade.</p> <p>American Revolution: The Iroquois Confederacy split during the American Revolution, with some tribes supporting the British and others the American colonists.</p> <p>Interesting Facts:</p> <p>The Iroquois Confederacy's Great Law of Peace served as a model for the United States Constitution.</p> <p>The Iroquois were skilled agriculturalists, growing crops like corn, beans, and squash.</p> <p>Women played a significant role in Iroquois society, with descent and property passing through the maternal line.</p>	<p>Significant Dates</p> <p>Timeline of Events and Concepts:</p> <p>Key Dates and Events</p> <p>AD 410: Withdrawal of Roman troops from Britain</p> <p>The Romans left Britain, which led to significant change in the region.</p> <p>AD 430: Arrival of the Saxons</p> <p>Saxons, coming from what is now Germany, began to settle in Britain.</p> <p>AD 449: Anglo-Saxon invasion of Britain</p> <p>A more significant wave of Saxon settlers began to arrive in Britain.</p> <p>AD 597: Arrival of St Augustine</p> <p>St Augustine brought Christianity to the Anglo-Saxons, marking a major cultural shift.</p> <p>AD 650: Formation of several Anglo-Saxon kingdoms</p> <p>Different kingdoms began to emerge, such as Mercia, Wessex, and Northumbria.</p> <p>AD 787: Viking raids begin</p> <p>The Vikings from Scandinavia started raiding and settling in parts of England.</p> <p>AD 865: Viking Great Army arrives</p> <p>A large Viking force invaded England, leading to greater conflicts and settlements.</p> <p>AD 878: Battle of Edington</p> <p>King Alfred the Great of Wessex defeated the Vikings, leading to peace treaties and boundaries.</p> <p>AD 925: Athelstan becomes King</p> <p>Athelstan is recognised as the first King of England, unifying various kingdoms.</p> <p>AD 1066: Battle of Hastings</p> <p>William the Conqueror defeated King Harold II, leading to Norman rule over England</p> <p>Endpoints</p> <ol style="list-style-type: none"> Identify and explain the significance of key events between AD 410 and 1066. Create a timeline that includes at least five significant historical events. Discuss the changes in society during this period and their impact on modern England. Work collaboratively to present their findings to the class. <p>Research Groups</p> <p>Daily Life of Anglo-Saxon Settlers</p> <p>Housing:</p>	<p>Ancient Greece</p> <p>What is Ancient Greece?</p> <p>Ancient Greece was a civilisation that existed from around 800 BC to 146 BC.</p> <p>It was made up of city-states, the most famous being Athens and Sparta.</p> <p>Major Achievements of the Ancient Greeks</p> <p>Democracy</p> <p>Athens was the first city to develop a form of democracy, allowing citizens to vote on important issues.</p> <p>This idea of democracy influences modern governments today.</p> <p>Philosophy</p> <p>Great thinkers like Socrates, Plato, and Aristotle explored ideas about life, knowledge, and ethics.</p> <p>Their ideas are still studied and discussed in schools and universities around the world.</p> <p>The Olympic Games</p> <p>The first Olympic Games were held in 776 BC in Olympia.</p> <p>The games promoted physical fitness and competition and are celebrated worldwide today.</p> <p>Art and Architecture</p> <p>The Parthenon in Athens is an iconic example of ancient Greek architecture.</p> <p>Greek sculpture and pottery set the standards for beauty and realism in art.</p> <p>Science and Mathematics</p> <p>Figures like Pythagoras and Archimedes made important discoveries in maths and science.</p> <p>Their work laid the foundation for modern science and mathematics.</p> <p>Influence on the Wider World</p> <p>The principles of democracy from Ancient Greece are used in many countries today.</p> <p>Greek mythology and stories influence literature, films, and art.</p> <p>The architecture of ancient Greece inspires many buildings around the world today.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Explain the significance of key achievements of the Ancient Greeks. Recognise how Ancient Greece has influenced modern society. 	<p>St Nicholas at Wade</p> <p>Timeline of Events and Concepts:</p> <p>597 AD: St Augustine arrives in England, bringing Christianity to Kent.</p> <p>1086: Domesday Book records St Nicholas at Wade as a village.</p> <p>13th century: St Nicholas at Wade Church is built.</p> <p>1538: The English Reformation leads to changes in the church.</p> <p>Interesting Facts:</p> <p>St Nicholas at Wade was a significant stop on the ancient pilgrimage route to Canterbury Cathedral.</p> <p>The village church has a historic peal of bells that dates back to the 16th century.</p> <p>There are various legends and stories associated with St Nicholas, the patron saint of the village.</p> <p>Endpoints:</p> <p>By the end of this topic, students should know:</p> <ol style="list-style-type: none"> The significance of St Nicholas at Wade in Kent's history. The impact of the Norman Conquest on England. How the feudal system influenced life in medieval villages. The role of religion and churches in medieval society. 	<p>Oceanography</p> <p>Timeline of Events and Concepts</p> <p>1872-1876: HMS Challenger scientific expedition around the globe.</p> <p>1873: Discovery of the Mariana Trench.</p> <p>1895: Publication of the final Challenger Reports.</p> <p>Interesting Facts</p> <p>The HMS Challenger expedition marked the beginning of modern oceanography.</p> <p>Scientists collected samples of marine life previously unknown to science.</p> <p>Endpoints</p> <p>By the end of this topic, students should know:</p> <ol style="list-style-type: none"> The significance of the HMS Challenger expedition in the history of scientific exploration. The key discoveries made during the expedition, such as the Mariana Trench. The impact of the expedition on our understanding of oceanography and marine biodiversity.

Endpoints

By the end of this topic, students should:

1. Identify the location of the Iroquois tribe on a map.
2. Explain the significance of the longhouse in Iroquois culture.
3. Describe the structure of the Iroquois Confederacy and its member tribes.
4. Recognise key vocabulary related to the Iroquois tribe and their way of life.
5. Compare and contrast the traditional lifestyle of the Iroquois people with modern day living.

Chief Seattle's Speech

Timeline of Events and Concepts:

1790s - Chief Seattle is born in the Puget Sound area of Washington state.

1850s - Settlers begin arriving in the Pacific Northwest resulting in conflicts over land and resources.

1854 - Chief Seattle delivers a famous speech in response to a proposal from the U.S. government to purchase Native American land.

1866 - Chief Seattle passes away, leaving a legacy of environmental advocacy and wisdom.

Interesting Facts

Chief Seattle's speech is renowned for its poignant reflections on the environment, respect for nature, and sustainability.

Though Chief Seattle's original speech was delivered in the Lushootseed language, the version commonly known today has been translated and adapted over time.

The speech is often cited as a powerful message advocating for the preservation of the natural world and respect for all living beings.

Endpoints

By the end of this topic, students should know:

1. Who Chief Seattle was and his significance as a Native American leader.
2. The key themes in Chief Seattle's speech, including environmental stewardship and respect for nature.
3. The historical context surrounding Chief Seattle's speech, particularly in relation to settler-Native American interactions.
4. The legacy of Chief Seattle and how his words continue to resonate in discussions on sustainability and conservation efforts.

Built from wood, wattle, and daub.

Thatched roofs and open fires inside for cooking and heating.

Food:

Diet included bread, porridge, meat (pork, beef, and poultry), fish, vegetables, and dairy.

Use of farming tools and practices such as crop rotation.

Clothing:

Made from wool and linen.

Common clothing items: tunics, dresses, and cloaks.

Work and Society:

Farming was a key activity; men worked in fields, while women managed the home and livestock.

Skilled craftsmen created tools, jewelry, and pottery.

Culture and Beliefs

Religion:

Initially pagan beliefs (gods like Woden and Thunor).

Conversion to Christianity brought churches and monasteries.

Art and Literature:

Known for metalwork, illuminated manuscripts, and epic poetry (e.g., "Beowulf").

Importance of storytelling and oral traditions.

Endpoints

1. Describe key aspects of Anglo-Saxon daily life.
2. Interpret and analyse historical sources.
3. Create an informative and engaging presentation board to share with their peers.

Beware the Viking Raiders!

Who Were the Vikings?

The Vikings were a group of people primarily from Scandinavia, which includes present-day Norway, Sweden, and Denmark.

They lived during the late 8th century to the early 11th century (roughly from 793 to 1066 AD).

Vikings were known as traders, explorers, and warriors. They often travelled by long ships, which allowed them to navigate rivers and seas.

Where Did They Come From?

The Vikings originated from Northern Europe, specifically the Scandinavian countries.

They lived in small villages and were skilled in farming, fishing, and crafting.

The First Viking Invasions of Britain

The first recorded Viking raid on England was in 793 AD at the monastery of Lindisfarne, off the northeast coast of England.

The Vikings attacked and looted many monasteries across England because they were often wealthy but poorly defended.

3. Discuss the importance of democracy and philosophy in today's world.

History Detectives

Important Artefacts

Pottery: Everyday items, decorated with intricate designs. Used for storage, carrying, and serving food and drink.

Statues: Depictions of gods, heroes, and notable people, often made from marble or bronze.

Coins: Used for trade, showing the importance of commerce.

Weapons and Armour: Tools for war, showcasing the military strength of city-states like Sparta.

Endpoints

1. Describe key aspects of Ancient Greek life and culture based on artefacts.
2. Identify and analyse different types of artefacts and their purposes.
3. Formulate and ask questions that lead to deeper understanding.
4. Present findings to peers using sketches and written notes.

Timelines

Key Events and Dates

First Olympic Games (776 BCE)

Location: Olympia

Description: An important sports competition held every four years to celebrate the god Zeus.

First Persian War (499-490 BCE)

Description: A fight between the Greek city-states and the Persian Empire. The Greeks wanted to stay free.

Battle of Marathon (490 BCE)

Description: A famous battle where the Athenians won against a larger Persian army. The story of Pheidippides running to tell the news begins here.

Peloponnesian Wars (431-404 BCE)

Description: A long war between Athens and Sparta. It made both cities weaker.

Reign and Death of Alexander the Great (336-323 BCE)

Key Figure: Alexander III of Macedon

Description: A powerful leader who conquered many lands. He died when he was only 32 years old.

Discovery of Displacement by Archimedes (c. 250 BCE)

Key Figure: Archimedes

Description: A smart thinker who discovered how things float. His ideas are important in science.

Invasion of the Romans (c. 146 BCE)

		<p>Over the following years, they invaded and settled in various parts of Britain, including the east coast and parts of Scotland.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe who the Vikings were and where they originated from. Identify key events of the first Viking invasions in Britain. Present findings in a clear and engaging way, using appropriate methods (posters, presentations, etc.). Understand the significance of the Viking raids and settlements in British history. <p>Viking Life</p> <p>Daily Life</p> <p>Homes Vikings lived in longhouses made of wood and turf. They had thatched roofs, and these homes often housed extended families along with livestock.</p> <p>Farming Vikings were farmers who grew crops such as barley, oats, and rye. They also raised animals like cows, sheep, and goats for food and materials.</p> <p>Family and Society</p> <p>Life for Women and Children Women in Viking society had important roles including managing the home, taking care of children, and sometimes even trading. Children were expected to help with chores and learn skills useful for survival.</p> <p>Warfare</p> <p>Weapons Vikings used various weapons like swords, axes, shields, and helmets. They were skilled warriors and often fought to gain land and wealth.</p> <p>Famous Vikings Notable Vikings include: Leif Erikson - known for exploring North America. Ragnar Lothbrok - a legendary Viking hero and king.</p> <p>Exploration</p> <p>Ships Viking ships, like the longship, were crucial for their explorations. These ships were designed for speed and could sail in shallow waters.</p> <p>Treasures What did they treasure? Vikings valued silver and gold, often acquiring it through trade and raids. They also made beautiful jewellery and weapons and cherished items like tools and everyday utensils.</p> <p>Endpoints</p>	<p>Description: The Romans took control of Greece, which changed how the city-states worked.</p> <p>End of the City-States (c. 300 BCE onwards) Description: City-states like Athens and Sparta became less important because of Roman rule.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Identify important events in Ancient Greek history. Explain why these events are significant. Understand how Ancient Greece has influenced the world today. <p>Everyday Life in Ancient Greece</p> <p>Daily Life in Ancient Greece</p> <p>Rich Citizens (Upper class): Lived in large homes with multiple rooms and courtyards. Enjoyed luxuries like fine clothes, large meals, and entertainment (theatre, festivals). Had slaves to manage household tasks and farm.</p> <p>Poor Citizens (Lower class): Lived in small, simple homes with minimal furniture. Worked as farmers, laborers, and in trades. Less access to education and cultural activities.</p> <p>Common Features of Ancient Greek Life</p> <p>Food: Common diet consisted of bread, olives, cheese, and wine. The rich had access to more varied and luxurious foods. Clothing: Rich wore fine tunics and cloaks (chlamys) while the poor wore simpler versions made from rougher materials. Family Structure: Male heads of households had significant power, while women and children's roles were more domestic. Education: Boys from wealthy families received formal education; girls were usually not educated formally.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe the differences between the lives of wealthy and poor ancient Greeks. Use a variety of sources to gather and interpret information about Ancient Greece. Present their findings creatively (drawings, written notes). <p>Famous Greeks</p> <p>Plato When He Lived: About 427 - 347 BC What He Did: Founded the Academy in Athens, a school for learning. Famous Works: "The Republic", "The Symposium"</p>	
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		<ol style="list-style-type: none"> Describe various aspects of Viking life including homes, farming, weapons, and roles in society. Analyse different historical sources to extract information. Present their findings about a specific topic related to Viking life, using facts and evidence. 	<p>Fun Fact: Plato loved to write stories with lessons.</p> <p>Aristotle When He Lived: About 384 – 322 BC What He Did: Studied many subjects like science and philosophy. Famous Works: "Nicomachean Ethics", "Politics" Fun Fact: He taught Alexander the Great.</p> <p>Parmenides When He Lived: About 515 – 450 BC What He Did: Started the Eleatic school's ideas about thinking and reasons. Famous Works: "On Nature" Fun Fact: He believed that our thoughts shape reality.</p> <p>Archimedes When He Lived: About 287 – 212 BC What He Did: Discovered important ideas in math and physics. Famous Works: "On the Sphere and Cylinder" Fun Fact: He invented the Archimedes screw to move water.</p> <p>Pythagoras When He Lived: About 570 – 495 BC What He Did: Known for the Pythagorean theorem in math. Famous Works: No written works; his ideas were shared by followers. Fun Fact: He believed numbers were very important in life.</p> <p>Alexander the Great When He Lived: About 356 – 323 BC What He Did: Became a great leader and conquered many lands. Famous Works: No written works; he is remembered for his battles. Fun Fact: He spread Greek culture around the world.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Create and explain their Top Trumps cards about each famous Greek figure. Discuss the achievements and significance of each individual in a group setting. Recognise the continued influence of these figures in modern society. 		
Disciplinary Knowledge	<p>Comparing Historical Perspectives Compare the views expressed in Chief Seattle's speech with contemporary and traditional Iroquois beliefs about land and community.</p> <p>Recognise differences and similarities between the Iroquois and Chief Seattle's tribe's responses to European influences.</p>	<p>Understanding Historical Context Chronology: The ability to understand the order of events and their time frames helps us place these events in context. Cause and Effect: Examining why these events happened and what resulted from them can deepen our understanding. Significance: Identifying the importance of these events will allow us to see how they have shaped modern England.</p> <p>Skills Development Creating a Timeline: Students will learn to organise and represent historical information visually.</p>	<p>How Historians Study Ancient Greece Primary Sources: These are original documents or artefacts from Ancient Greece, such as pottery, coins, and writings. Secondary Sources: These are interpretations and analyses of ancient Greek history by later historians. Chronology: Knowing the timeline of events helps us understand the progression of ancient Greek achievements.</p> <p>How Historians Investigate Observation: Look carefully at artefacts and exhibitions.</p>	<p>Linking to Wider Historical Contexts Relate local history to national events: Learners should be able to link significant events or developments in St. Nicholas at Wade to larger national historical events or trends, such as changes in governance, nationwide economic fluctuations, or major cultural shifts.</p> <p>Historical Skills Use of historical sources: Students should be capable of using different types of historical sources to gather information about St. Nicholas at Wade, which includes maps, texts, photographs, and digital resources.</p>	<p>Impact on British and Global Perspectives Discuss the impact of the Challenger expedition on Britain's status in the world: Students should explain how the success of the expedition enhanced Britain's reputation as a leader in scientific research. Evaluate the global influence of the Challenger findings: Children should be able to discuss how the data gathered influenced global scientific communities and led to new disciplines in oceanographic science.</p> <p>Using Historical Evidence Interpret primary sources from the Challenger expedition: Pupils should be able to look at logs, diaries, and images from the expedition,</p>

		<p>Research Skills: Encouraging students to investigate further into each event helps foster independent learning. Discussion and Collaboration: Working in groups to compare findings encourages teamwork and communication skills.</p> <p>Historical Source Materials Primary Sources: Artefacts found in archaeological digs. Writings from monks and chroniclers (e.g., Bede's "Ecclesiastical History of the English People"). Secondary Sources: Histories written after the Anglo-Saxon period that interpret their lives. Books and websites designed for children about Anglo-Saxon history.</p> <p>Research Skills Critical Thinking: Encouraged to ask questions about the sources. Analysis: Students should compare different sources for accuracy and perspective. Presentation: Represent findings visually and verbally for sharing with others.</p> <p>Research Skills Grouping: Work in small groups to allocate specific questions about the Vikings. Sources: Use various resources to gather information, such as books, websites, and videos. Recording: Choose a creative method to present the information, such as a poster, a PowerPoint, or a timeline.</p> <p>Critical Thinking Reflect on the impact of Viking invasions on Britain. What changes did they bring to the local cultures and societies? Discuss the skills and technologies that the Vikings used during their travels.</p> <p>Source Analysis: Learn to evaluate different sources of information (both primary and secondary) about Vikings. Investigate artefacts, writings, and images to understand Viking life.</p> <p>Critical Thinking: Discuss how different historians might view Viking raids and explorations. Encourage students to ask questions about the reliability of sources.</p>	<p>Questioning: Formulate questions to deepen understanding, such as "What was this used for?" or "Who created this?" Recording Information: Draw and take notes about observations and insights. Critical Thinking: Discuss how artefacts give clues about daily life in Ancient Greece.</p> <p>Skills Development Research: Use museum resources and expert talks to gather information. Collaboration: Work with peers to discuss findings and share ideas. Communication: Present findings through drawing, notes, and discussions with the class.</p> <p>Understanding Timeline Creation: A timeline shows events in the order they happened. Each event is placed according to when it occurred, helping us understand history.</p> <p>How to Create a Timeline: Find important events and their dates. Put them in the right order from the past to the present. Write a short description for each event.</p> <p>Historical Skills Source Analysis: Evaluate the reliability of different sources (books, artefacts, images). Comparative Analysis: Contrast the lives of rich and poor citizens of Ancient Greece. Record Keeping: Document findings in varied forms (drawings, labels, notes).</p> <p>Investigative Techniques Questioning: What questions do we want to answer about Ancient Greek lives? Research: How to gather information from a range of sources? Reflection: How did the lives of Ancient Greeks impact our world today?</p>	<p>Chronological understanding: Pupils must demonstrate the ability to place events in chronological order and understand the concept of time as it relates to historical studies.</p>	<p>discussing what these sources tell us about life on the ship and the nature of the discoveries made. Draw conclusions based on these historical evidences: It's important for students to practise drawing conclusions from primary sources to better understand the historical context and significance of the expedition.</p>
<p>Useful Websites</p>	<p>Useful Websites</p> <ol style="list-style-type: none"> The National Museum of the American Indian Kanatsiohareke Mohawk Community First People - The Iroquois Indians <p>Useful Websites</p> <ol style="list-style-type: none"> National Geographic Kids - Chief Seattle 	<p>Useful Websites:</p> <ol style="list-style-type: none"> BBC Bitesize - Anglo-Saxons The British Museum - Anglo-Saxons Primary Homework Help - Anglo-Saxons <p>Useful Websites:</p> <ol style="list-style-type: none"> BBC Bitesize - Vikings National Geographic Kids - Vikings The Jorvik Viking Centre 	<p>Useful Websites:</p> <ol style="list-style-type: none"> British Museum - Ancient Greece BBC Bitesize - Ancient Greece National Geographic Kids - Ancient Greece History for Kids - Ancient Greece 	<p>Useful Websites:</p> <ol style="list-style-type: none"> Visit Kent - St Nicholas at Wade BBC Bitesize - History - St Nicholas at Wade 	<p>Useful Websites</p> <ol style="list-style-type: none"> National Geographic Kids - HMS Challenger Fact File British Oceanographic Data Centre - HMS Challenger Expedition

	<ol style="list-style-type: none">2. BBC Bitesize - Native Americans3. The Seattle Times - Chief Seattle Letter				
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Year 4	<p align="center"><u>I am Warrior</u> (the Roman Empire and its impact)</p>	<p align="center"><u>Tremors</u> (the Roman Empire and its impact)</p>	<p align="center"><u>Tribal Tales</u> (Changes in Britain from the Stone Age to the Iron Age)</p>
<p>Substantive Knowledge</p>	<p>Chronology of the Roman Empire Timeline of Important Events or Concepts 43 AD: Roman invasion of Britain by Emperor Claudius. 60 AD: Boudica's rebellion against the Romans. 122 AD: Construction of Hadrian's Wall begins. 312 AD: Emperor Constantine legalises Christianity in the Roman Empire. Significant Individuals Julius Caesar: First Roman leader to invade Britain (55 BC and 54 BC). Emperor Claudius: Responsible for the successful invasion in 43 AD. Boudica: Queen of the Iceni tribe; known for leading a major uprising against the Romans. Hadrian: Roman Emperor who ordered the construction of Hadrian's Wall.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Construct a timeline illustrating major events of the Roman Empire in Britain. Identify and explain the significance of key events and individuals. Evaluate different historical sources and understand how they contribute to our knowledge of the past. <p>A Gladiator's Life What is a Gladiator? Gladiators were trained fighters in Ancient Rome who fought in arenas. They were often slaves, prisoners of war, or criminals, but some volunteered for fame and prize money. Types of Gladiators Murmillo: Armed with a sword and shield; wore a helmet with a fish crest. Retarius: Fought with a trident and net; wore little armour to be quick. Secutor: Similar to the murmillo but with a more rounded helmet, designed to protect against the retarius. Thraex: Carried a curved sword (sica) and a small shield. Gladiator Life and Training Gladiators trained in special schools called ludi where they learned combat techniques. They followed strict diets and exercise regimens to build strength and agility. Food and Nutrition Gladiators were often referred to as hordearii (barley men) because they ate a diet rich in carbohydrates, primarily barley and beans. They consumed a protein-rich diet that included meat and cheese, helping to heal their wounds and build muscle. Weapons and Equipment Common weapons included swords, shields, nets, tridents, and spears. Gladiators wore protective gear like helmets, arm guards, and leg greaves. Life as a Slave Most gladiators were slaves and had little control over their lives. They lived in barracks, trained hard daily, and were owned by wealthy individuals. Some gladiators could earn their freedom through victories in the arena. Combat and Entertainment Gladiatorial games were popular public spectacles that entertained thousands of Romans. Fights were often to the death, but sometimes a defeated gladiator was spared if they fought bravely. End of a Gladiator's Life A gladiator's fate was often decided by the crowd or the editor (the person in charge of the games). Many gladiators faced a premature death, while others could gain fame and win their freedom.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Explain who gladiators were and describe their roles in Roman society. Discuss the daily lifestyle, training, and diet of a gladiator. Compare and contrast the lives of different types of gladiators and the conditions of enslaved individuals. Reflect on the moral implications of gladiatorial games in the context of modern society. <p>A Day in the Life Homes Types of Homes: Roman children lived in different types of homes, such as insulae (apartment buildings) for poorer families or domus (jewelled homes) for wealthier families. Rooms and Furniture: A typical domus included a central atrium, kitchen (culina), dining room (triclinium), and private rooms. Furniture was often simple, made of wood or clay. Heating: Floors were often made of stone, and wealthy homes had hypocaust systems for heating. Clothes Typical Attire: Roman children wore tunics, a simple garment made of wool. Girls would also wear a stola, a long dress, once they were older. Footwear: Sandals made from leather were common. The wealthy might wear more elaborate shoes. Accessories: Children often wore amulets for protection and were decorated with beads. Schools Education System: Boys often attended school around the age of 7, while girls were usually educated at home until they were married. Subjects: Subjects included reading, writing, arithmetic, and rhetoric (public speaking). Only wealthier children were educated formally.</p>	<p>Pompeii Timeline of Important Events or Concepts 79 AD: The eruption of Mount Vesuvius buried Pompeii and Herculaneum. 1599: Rediscovery of Pompeii during the digging of an underground channel. 1748-1768: First excavations in Pompeii under Spanish military engineer Rocque Joaquin de Alcubierre. 19th Century: Extensive excavations and preservation efforts in Pompeii. Present Day: Ongoing excavations and conservation work continue in Pompeii to reveal more about the ancient city. Interesting Facts: Pompeii was a bustling Roman city with theatres, public baths, and beautiful villas. The eruption of Mount Vesuvius preserved Pompeii's buildings, artwork, and even human remains. Excavations in Pompeii have provided valuable insights into daily life in ancient Rome. The city was buried under over 4 meters of volcanic ash and pumice after the eruption.</p> <p>Endpoints: By the end of this topic, students should:</p> <ol style="list-style-type: none"> Understand the significance of Pompeii in Roman history. Recognise the impact of the eruption of Mount Vesuvius on Pompeii. Identify key features of Roman cities and architecture. Explain the role of archaeologists in uncovering Pompeii's history. Analyse and interpret artifacts and evidence from Pompeii to learn about daily life in ancient Rome. 	<p>Everyday Life in the Stone Age Key Concepts Prehistoric Britain: The Stone Age (approx. 2.5 million years ago to around 3000 BC) is divided into three parts: Palaeolithic: The earliest phase where people were nomadic hunter-gatherers. Mesolithic: The middle phase, where communities began to establish seasonal camps. Neolithic: The later phase, marked by agriculture and the building of permanent structures. Daily Life Food: Stone Age people were hunter-gatherers. They hunted animals (like mammoths, deer, and wild boar) and gathered plants (nuts, berries, seeds, and tubers). Shelter: Early humans lived in caves or temporary structures made from wood, leaves, and animal skins. In the Neolithic period, they began constructing longhouses and roundhouses. Tools and Technology: Tools were made from stone, bone, and wood. Key tools included: Hand axes Flints and scrapers for cutting Needles for sewing Clothing Made from animal skins and plant fibres, clothing was designed for warmth and protection from the elements. Culture and Beliefs Art: Cave paintings, carvings, and portable art (like small sculptures) were common, reflecting early expressions of creativity and possibly religious beliefs. Burial Practices: Individuals were buried with goods, indicating a belief in an afterlife.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe the key features of everyday life in the Stone Age. Compare the different periods of the Stone Age and their significance. Explain how changes in lifestyle occurred, particularly with the transition to farming. Use a variety of sources to gather information and formulate conclusions about Stone Age communities. <p>Everyday Life in the Bronze Age Daily Life Settlements: People lived in circular houses made from wattle and daub, with thatched roofs. They often built their villages near rivers or fertile land for farming. Farming: The Bronze Age saw the rise of agriculture. Crops like wheat, barley, and peas were grown. Animals such as cattle, sheep, and pigs were domesticated for food and other resources. Work: Most people were farmers. Others specialised in crafting tools, pottery, and textiles. Trade was common, especially in goods like tin and copper. Clothing Materials: Bronze Age clothing was made from wool and linen. The wool came from sheep, while linen was made from flax plants. Fashion: Men and women wore tunics (knee-length garments) and cloaks, secured with pins. Wealthier individuals could afford more elaborate clothing. Accessories: Belts were common, as well as jewellery made from bronze, amber, and gold, which often indicated a person's status. Culture Art: The Bronze Age is known for its artwork, including pottery with intricate designs, rock carvings, and metalworks. Trade: Evidence of trade networks exists, with items like metals, pottery, and decorative goods being exchanged. Technology: The introduction of bronze (an alloy of copper and tin) improved tool-making and weaponry, affecting everyday life significantly. Beliefs Religion: People believed in various gods and nature spirits. Rituals and offerings were common. Burial Practices: Important individuals were often buried with goods, indicating a belief in an afterlife. Barrows (burial mounds) are significant archaeological sites. Ceremony: Feasts and community gatherings were essential parts of social life, often linked to agricultural cycles and religious practices.</p>

	<p>School Environment: Schools were often open-air settings or in private homes with wooden benches and simplistic furnishings.</p> <p>Entertainment Games and Toys: Roman children played with dolls, wooden hoops, and marbles. They enjoyed board games similar to today's checkers. Outdoor Activities: They played sports like ball games and went swimming. Some enjoyed racing chariots. Festivals: Celebrations and festivals were important, such as games held in honour of gods like Jupiter or Saturn.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe the everyday life of a Roman child in detail, covering homes, clothes, school life, entertainment Compare and contrast aspects of Roman childhood with their own experiences. Present their findings clearly and creatively, considering the use of props, costumes, and historical evidence. <p>What did the Romans do for us?</p> <p>Roman Innovations & Contributions Roads: The Romans built many roads in Britain, helping people travel and trade. Baths: They made public baths and plumbing to keep people clean and healthy. Buildings: The Romans used strong materials to build big buildings like villas and towns. Language: Latin was the language of the Romans, and it still helps us understand some English words today. Government: The Romans created laws and rules that changed how people were governed.</p> <p>Daily Life in Roman Britain Food: New foods like grapes, cherries, and honey became popular in Britain. Games: Romans brought fun activities like gladiator games and theatres. Trade: More trading happened, bringing goods from far away.</p> <p>Changes to Society Social Structure: The Romans had different classes, such as rich people and common people. Religion: They introduced many gods and started spreading Christianity in Britain. Arts & Culture: Art, stories, and learning became very important during Roman times.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Explain what the Romans did for Britain in their own words. Describe some important parts of Roman life. Think about how life might be different without the Romans. Share their ideas about why Roman contributions matter. <p>Boudicca</p> <p>Timeline of Important Events or Concepts 1st Century AD: Boudicca becomes queen of the Iceni tribe. AD 60: Boudicca leads a rebellion against the Romans. AD 61: Boudicca's forces defeat the Romans in the Battle of Camulodunum (Colchester). AD 61: Boudicca's forces are defeated by the Romans in the Battle of Watling Street. AD 61: Boudicca dies, possibly by suicide.</p> <p>Interesting Facts: Boudicca led one of the most famous uprisings against Roman rule in Britain. She is believed to have worn a golden torc, a symbol of leadership among the Celts. Boudicca's rebellion briefly threatened Roman rule in Britain. After her death, Boudicca became a symbol of British resistance against foreign rule.</p> <p>Endpoints: By the end of this topic, students should know:</p> <ol style="list-style-type: none"> Who Boudicca was and why she led a rebellion. The key events of Boudicca's rebellion against the Roman Empire. The impact of Boudicca's actions on Roman Britain. The legacy of Boudicca and her significance in British history. 		<p>Endpoints</p> <ol style="list-style-type: none"> Describe daily life and social structure in the Bronze Age. Identify key developments in technology and trade. Discuss clothing, culture, and beliefs of Bronze Age people. Use archaeological evidence to make inferences about the past. <p>Everyday Life in Iron Age Britain</p> <p>Daily Life Housing: Iron Age people lived in roundhouses made from wattle and daub (woven wood covered with mud). Some houses had thatched roofs and were often clustered together in settlements. Food: Their diet included crops like barley, wheat, and oats, as well as fruits, vegetables, and meat from farm animals such as sheep, pigs, and cattle. They also fished in local rivers and gathered wild berries. Work: Most people were farmers, growing crops and raising animals. Some were craftsmen, making tools, pottery, and textiles. They used a plough for farming and harvested their crops by hand.</p> <p>Clothing Materials: Clothing was made from wool and linen. The wool was often dyed bright colours using natural dyes from plants and minerals. Typical Outfits: Men typically wore tunics, while women wore long dresses. Both genders wore cloaks for warmth, fastened with brooches. Footwear was made from leather or woven grass.</p> <p>Culture and Beliefs Religion: Iron Age people believed in many gods and spirits. They thought natural elements like rivers, trees, and stones were sacred. Rituals and Ceremonies: They held festivals and rituals, including feasts and ceremonies to honour their gods, particularly during harvest time. Art: Iron Age culture expressed itself through art, including pottery designs and decorative metalwork. They often adorned their tools and weapons with intricate patterns.</p> <p>Endpoints</p> <ol style="list-style-type: none"> Describe key aspects of daily life in the Iron Age. Explain what Iron Age people wore and what materials they used. Identify elements of Iron Age culture and beliefs, such as their spiritual practices. Use evidence from archaeological findings to support their descriptions of Iron Age life. <p>Lindow Man</p> <p>Timeline of Important Events or Concepts: c. 2nd Century AD: Lindow Man lived during the Roman Britain period. 1984: Discovery of Lindow Man's remarkably well-preserved body in Lindow Moss in Cheshire. Forensic Analysis: Scientists use modern techniques to study Lindow Man's remains and determine his cause of death. Ritual Sacrifice: Theories suggest Lindow Man might have been a victim of ritual sacrifice.</p> <p>Interesting Facts Lindow Man's body was so well-preserved that experts could determine his last meal was burnt bread. Analysis of Lindow Man's remains revealed evidence of a violent death, including a blow to the head.</p> <p>Endpoints By the end of this topic, students should be able to:</p> <ol style="list-style-type: none"> Describe who Lindow Man was and when he lived. Explain how Lindow Man was discovered and the significance of his preservation.
<p>Disciplinary Knowledge</p>	<p>Historical Skills Using Sources: Learn to read, analyse, and interpret a variety of historical sources including texts, artefacts, and artworks. Chronology: Understand and create timelines to show the sequence of events based on evidence. Evaluation: Assess the reliability and relevance of different sources when researching historical events.</p> <p>Historical Inquiry Explore different sources (historical artefacts, images, texts) to discover more about the lives of gladiators.</p>	<p>Archaeological and Historical Evidence Students must identify and describe different types of archaeological evidence used to understand life in Pompeii, such as artefacts, frescoes, and architecture. They should be able to discuss how artefacts have been preserved and what these artefacts tell us about life in ancient times.</p> <p>Understanding of Historical Interpretation Pupils should recognise how interpretations of Pompeii have changed over time and understand why these changes may occur, citing reasons such as new discoveries or evolving research methodologies.</p>	<p>Skills Development Analysis of Sources: Students will learn to evaluate different sources such as artefacts, cave paintings, and archaeological findings to understand Stone Age life. Comparison and Contrast: Students will explore the differences between the Palaeolithic, Mesolithic, and Neolithic periods. Chronological Understanding: Constructing timelines to show developments in Stone Age Britain.</p> <p>Essential Historical Skills</p>

	<p>Learn to differentiate between primary (artefacts, inscriptions) and secondary sources (books, documentaries).</p> <p>Critical Thinking Consider questions such as: What can we learn from artefacts about the conditions gladiators faced? How do modern perceptions of gladiators differ from historical accounts?</p> <p>Empathy in History Discuss the lives of gladiators as people: What challenges did they face? What might have been their feelings and thoughts during their lives?</p> <p>Research Skills Source Evaluation: Evaluate historical source materials, including artefacts, writings, and artwork, to form evidence-based conclusions about Roman society. Teamwork: Work collaboratively in research teams, dividing tasks and sharing findings with peers.</p> <p>Critical Thinking Comparisons: Draw comparisons between Roman childhood and contemporary childhood. Interpretation: Understand different perspectives, recognising that not all children experienced the same upbringing due to social class.</p> <p>Why Study the Romans? Thinking about the Romans helps us see how they changed Britain and made it what it is today.</p> <p>Sources & Evidence Primary Sources: Things like coins, ruins, and old writings show us what Roman life was like. Secondary Sources: History books and websites help us learn from primary sources.</p> <p>Asking Questions Encourage students to think about questions like: What if the Romans had never come to Britain? How did Roman ideas help us today? Why should we remember the Romans?</p>	<p>Students will be encouraged to critically evaluate different sources of information about Pompeii, understanding that some sources might be biased or incomplete.</p> <p>Reflective Thinking and Enquiry Learners should formulate questions about Pompeii and use their acquired knowledge to hypothesise answers. They must engage in discussions and debates about the significance of Pompeii's history, fostering an ability to articulate and support their opinions with evidence.</p>	<p>Chronology: Understanding the timeline of the Bronze Age, recognising it as part of a wider historical narrative, including the Stone Age and Iron Age. Source Analysis: Learning to interpret archaeological evidence, such as tools, pottery, and structures, to learn about the past. Comparison: Comparing life in the Bronze Age to present day, identifying continuity and changes in lifestyles, beliefs, and technologies.</p> <p>Sources of Evidence: Archaeology plays a crucial role in understanding Iron Age life. Artefacts like tools, pottery, and remains of houses give us insight into their daily activities and culture. Historical Enquiry: Ask questions about how Iron Age people's lives compare to our lives today. Consider how their environment influenced their daily tasks and social structures. Chronology: Understand the timeline of the Iron Age, which began around 800 BC and lasted until the Roman invasion in AD 43. Place significant events in chronological order.</p>
<p>Useful Websites</p>	<p>Useful Websites</p> <ol style="list-style-type: none"> BBC Bitesize - Roman Britain The British Museum - Roman Britain Primary Homework Help - Roman Britain BBC Bitesize - Boudicca The British Museum - Boudicca 	<p>Useful Websites:</p> <ol style="list-style-type: none"> Pompeii Archaeological Park British Museum - Pompeii and Herculaneum History for Kids - Pompeii 	<p>Useful and Reliable Websites:</p> <ol style="list-style-type: none"> BBC Bitesize - Stone Age The British Museum - Bronze Age Historic UK - Iron Age Britain British Museum - Lindow Man BBC Bitesize - Lindow Man

Year 5	Term 1: A Child's War (An aspect or theme in British history that extends pupils chronological knowledge beyond 1066) (A local history study)	Term 2: Frozen Kingdom (An aspect or theme in British history that extends pupils chronological knowledge beyond 1066)	Term 3: Blood Heart	Term 4&5: Pharaohs (the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared)	Term 6: Darwin's Delight
Substantive Knowledge	<p>Second World War</p> <p>Timeline of Important Events or Concepts 1939–1945: World War II takes place. 1939: Germany invades Poland, leading to the outbreak of the war. 1940: Battle of Britain – German air raids on British cities. 1941: Japan attacks Pearl Harbor, bringing the United States into the war. 1945: World War II ends with the defeat of the Axis Powers.</p> <p>Interesting Facts: Rationing in the UK during World War II included items like sugar, meat, and petrol. Air raid shelters were built in people's gardens and public spaces to protect civilians during bombings. The outbreak of World War II was triggered by Germany's invasion of Poland in 1939.</p> <p>Endpoints: By the end of this topic, Year 5 students should know:</p> <ol style="list-style-type: none"> The key events that led to the outbreak of World War II. The impact of rationing on daily life during the war. How air raids affected civilians in the UK. The roles of the Allies and Axis Powers in the conflict. The significance of World War II in shaping the modern world. <p>Dover Castle</p> <p>Timeline of Important Events or Concepts 1939 – Outbreak of WW2: Germany invades Poland, leading to the start of WW2. 1940 – Operation Dynamo: Evacuation of British and French troops from Dunkirk, with Dover Castle used as a base. 1940 – The Blitz Begins: Germany starts its bombing campaign on Britain, including Dover. 1940–1944 – Dover Castle's Role: Used as a command centre and air raid shelter during the Battle of Britain and throughout WW2. 1944 – Allies Land at Normandy: D-Day landings mark the beginning of the end of WW2.</p>	<p>Shackleton's Endurance Expedition</p> <p>Timeline of Important Events or Concepts 1914: Shackleton's Endurance sets sail from South Georgia. 1915: The Endurance gets trapped in ice and eventually sinks. 1916: Shackleton and a small crew set out for help, reaching South Georgia. 1916: Shackleton returns to rescue the remaining crew on Elephant Island. 1917: Crew members are rescued, everyone survives.</p> <p>Interesting Facts: The crew of the Endurance survived for months on the ice before abandoning the ship. Shackleton's leadership and decision-making skills were crucial in ensuring the survival of all crew members. Despite the failed expedition, Shackleton's bravery and determination became legendary.</p> <p>Endpoints: By the end of this topic, students should know:</p> <ol style="list-style-type: none"> About Sir Ernest Shackleton and his leadership during the Endurance expedition. The challenges faced by the crew when the Endurance became trapped in ice. The locations of South Georgia and Elephant Island and their significance in the expedition. The key events of the Endurance expedition, including the sinking of the ship and the rescue missions. The importance of resilience and teamwork in overcoming adversity, as demonstrated by Shackleton and his crew. <p>Sinking of the Titanic</p> <p>Timeline of Important Events or Concepts 1909: Construction of the Titanic begins. 1912: April 10th: Titanic sets sail from Southampton on its maiden voyage. April 14th: Titanic strikes an iceberg at 11:40 pm.</p>	<p>William Harvey</p> <p>Timeline of William Harvey 1578: William Harvey is born in Folkestone, England. 1607: Harvey graduates from the University of Padua in Italy. 1628: Harvey publishes his book 'An Anatomical Study of the Motion of the Heart and of the Blood in Animals,' explaining his discovery of circulation.</p> <p>Interesting Facts: William Harvey was the first person to describe completely and accurately how blood was pumped around the body by the heart. Harvey's work revolutionised the understanding of the circulatory system and laid the foundation for modern medicine. He was physician to both King James I and King Charles I of England. Harvey was a pioneer in the field of anatomy and physiology, making significant contributions to medical science.</p> <p>Endpoints: By the end of the topic, students should know:</p> <ol style="list-style-type: none"> Who William Harvey was and his contributions to the field of medicine. The importance of Harvey's discovery of circulation. The key terms related to the circulatory system, such as arteries, veins, and capillaries. The timeline of events in Harvey's life and the publication of his ground-breaking book. 	<p>Development of a Civilisation</p> <p>Timeline of Important Events or Concepts 3100 BCE – Unification of Upper and Lower Egypt. 2686–2181 BCE – Old Kingdom: Pyramid construction at Giza. 2055–1650 BCE – Middle Kingdom: Expansion of trade and literature. 1550–1069 BCE – New Kingdom: Height of Egyptian power; building of temples and monuments. 332 BCE – Egypt falls to Alexander the Great.</p> <p>Interesting Facts: Ancient Egyptians believed in many gods and goddesses, such as Ra, Isis, and Osiris. The Great Pyramid of Giza is the oldest of the Seven Wonders of the Ancient World and the only one still largely intact. Cleopatra VII was the last pharaoh of Egypt and famously allied with Roman leaders like Julius Caesar and Mark Antony. The Rosetta Stone was crucial in deciphering Egyptian hieroglyphs and unlocking the secrets of ancient Egypt.</p> <p>Endpoints: By the end of the topic on Ancient Egypt, Year 5 students should know:</p> <ol style="list-style-type: none"> The significance of the Nile River in ancient Egyptian civilization. How the pharaohs ruled and were seen as divine. The process of mummification and its importance to the afterlife. The construction and purpose of pyramids in ancient Egypt. <p>Discovery of Tutankhamun's Tomb</p> <p>Timeline of Important Events or Concepts: 1922: Howard Carter discovers Tutankhamun's tomb in the Valley of the Kings. 1923: The treasures from Tutankhamun's tomb are carefully catalogued and removed. 1926: Tutankhamun's tomb is officially opened to the public.</p>	<p>Charles Darwin</p> <p>Timeline of Charles Darwin Detailed Timeline: 1809: Charles Darwin is born in Shrewsbury, England 1831–1836: Darwin's voyage on HMS Beagle to South America and the Galapagos Islands 1859: Publication of Darwin's book 'On the Origin of Species' 1882: Charles Darwin dies in Downe, Kent, England</p> <p>Interesting Facts: Darwin's theory of evolution revolutionised scientific thought by proposing that all species of life have descended over time from common ancestors. The finches of the Galapagos Islands played a crucial role in Darwin's formulation of the theory of natural selection. Charles Darwin was buried in Westminster Abbey, London, near other notable British scientists.</p> <p>Endpoints: By the end of this topic, students should:</p> <ol style="list-style-type: none"> Understand who Charles Darwin was and his contributions to science. Explain the concepts of natural selection, evolution, and adaptation. Describe Darwin's voyage on the HMS Beagle and its significance. Recognise the importance of the Galapagos Islands in the development of Darwin's theory. Appreciate the impact of Darwin's ideas on the scientific community and society. <p>Mary Anning</p> <p>Who Was Mary Anning? Birth: 21st May 1799 in Lyme Regis, England. Death: 9th March 1847. Profession: British fossil collector, dealer, and self-taught palaeontologist. Remarkable Contribution: Discovered important fossils, including the first complete Ichthyosaurus and Plesiosaurus fossils. Her work significantly contributed to the field of palaeontology.</p> <p>Key Discoveries</p>

1945 – End of WW2: Victory in Europe (VE) Day is declared on 8th May, ending WW2 in Europe.

Interesting Facts:

Dover Castle: Served as a key defensive fortress and command centre for the Dunkirk evacuation and throughout WW2.

Secret Tunnels: Dover Castle's underground network of tunnels were used for planning and operations during WW2.

Luftwaffe Attacks: Dover suffered heavy bombing during the Blitz, with the castle used as a key defence point.

Endpoints:

By the end of this topic, students should know:

1. The significance of Dover Castle during WW2.
2. The key events of WW2, including Operation Dynamo and the Blitz.
3. The impact of WW2 on people living in and around Dover.
4. The importance of defensive structures like Dover Castle during wartime.
5. How key terms like evacuation, air raids, and bunkers were relevant in the context of WW2.

Anne Frank

Timeline of Anne Frank:

12 June 1929: Anne Frank is born in Frankfurt, Germany.

January 1933: Adolf Hitler becomes Chancellor of Germany.

1933-1945: The Holocaust - the systematic persecution and murder of six million Jews.

12 June 1942: Anne receives a diary as a birthday present.

6 July 1942: The Frank family goes into hiding in the Secret Annex.

4 August 1944: The Frank family is arrested and taken to concentration camps.

March 1945: Anne Frank dies at Bergen-Belsen concentration camp.

Interesting Facts:

Anne Frank's diary is one of the most widely read books in the world.

Anne named her diary 'Kitty' and treated it as her trusted friend.

The Secret Annex where the Frank family hid was located in Amsterdam.

Anne's father, Otto Frank, was the only family member to survive the Holocaust.

Endpoints:

By the end of this topic, students should know:

April 15th: Titanic sinks at 2:20 am.

1985: The wreck of the Titanic is discovered in the North Atlantic Ocean.

Interesting Facts:

The Titanic was deemed 'unsinkable', but tragically sank on its maiden voyage.

Only 710 out of the 2,224 passengers and crew survived.

The Titanic had a gym, swimming pool, and even a squash court on board.

Endpoints:

By the end of this topic, students should know:

1. The key events surrounding the sinking of the Titanic.
2. The reasons for the Titanic's sinking.
3. The impact the Titanic disaster had on maritime safety regulations.

Interesting Facts:

The discovery of Tutankhamun's tomb by Howard Carter in 1922 is one of the most famous archaeological discoveries in history.

The tomb contained over 5,000 priceless artefacts, including Tutankhamun's iconic gold mask.

Tutankhamun became pharaoh at the age of 9 and ruled Egypt for approximately 10 years.

Endpoints:

By the end of this topic, students should know:

1. The importance of the discovery of Tutankhamun's tomb in understanding ancient Egyptian history.
2. The role of Howard Carter in the discovery and excavation of the tomb.
3. The significance of the artefacts found in Tutankhamun's tomb and their impact on our knowledge of ancient Egypt.

Embalming Instruction

Key Terms

Mummification: The process of embalming and drying a dead body to prevent it from decaying.

Embalmer: A skilled person responsible for preparing bodies for mummification.

Canopic Jars: Containers used to hold the organs of the deceased.

Natron: A natural salt used to dry out the body.

Anubis: The ancient Egyptian god associated with mummification and the afterlife.

The Process of Mummification

Removal of Organs: The embalmer would carefully take out the organs, as they would decay rapidly. The heart was usually left in place as it was believed to be the centre of thought and emotion. Other organs were placed in canopic jars.

Drying the Body: The body was covered with natron, which absorbed moisture. This process would typically take about 40 days.

Wrapping the Body: Once dried, the body was wrapped in linen strips. Amulets and charms might be placed between layers for protection in the afterlife.

Sealing and Burial: The wrapped body would be placed in a coffin or sarcophagus, often designed to protect the body, and buried in a tomb filled with items for the afterlife.

Endpoint Objectives

1. Describe the steps involved in the mummification process.

Ichthyosaurus: Found in 1811, was one of the first complete marine reptiles discovered.

Plesiosaurus: Discovered in 1823 along with several other marine fossils.

Fossilised Coprolites: Fossilised faeces that provided insight into the diet of prehistoric creatures.

Impact on Science

Anning's discoveries challenged existing beliefs about Earth's history and the development of life.

She was a pioneer in the field, working at a time when women were often excluded from scientific discussions.

Many prominent scientists of her time, including Richard Owen and Henry De la Beche, were influenced by her work.

Endpoints

1. Understand who Mary Anning was and her impact on the science of palaeontology.
2. Recognise the significance of her key fossil discoveries and how they contribute to our understanding of Earth's history.
3. Identify the geological features of Lyme Regis and why it is rich in fossils.
4. Develop skills in using both books and the internet for research and fact-finding.

1. The key events in Anne Frank's life and her experiences during the Holocaust.
2. The significance of Anne Frank's diary in portraying the horrors of the Holocaust.
3. The impact of the Holocaust on individuals and communities.
4. The importance of tolerance, empathy, and standing up against discrimination and injustice.

2. Understand the cultural significance of mummification in ancient Egypt.
3. Create a written set of instructions for a new apprentice on how to mummify a body, demonstrating an understanding of each step.

Life After Death

Beliefs About the Afterlife: The ancient Egyptians believed that life continued after death. They thought that the soul would journey to the afterlife, where it would face judgement.

Importance of Mummification: Egyptians mummified their dead to preserve the body for the afterlife. They believed that the spirit needed its body to live on.

Tombs and Burial Goods: Pharaohs and wealthy Egyptians were buried in elaborate tombs filled with items like jewellery, food, and games, as they believed these would be needed in the afterlife.

Gods and Goddesses: Osiris was the god of the afterlife, and he judged the souls of the dead. Anubis was the god of mummification and guided souls to the afterlife.

Endpoints

1. Describe the beliefs and practices surrounding death in ancient Egypt.
2. Explain the significance of the mummification process and the afterlife in Egyptian culture.
3. Recognise key deities in ancient Egyptian religion, particularly Osiris, Anubis, and Ma'at.
4. Compare ancient Egyptian beliefs with those of other civilizations, fostering understanding of cultural differences.

Beliefs

The Ceremony's Purpose: The weighing of the heart ceremony was a critical part of the journey to the afterlife. It determined whether a person's soul was pure enough to enter the realm of Osiris.

The Process:

The Heart: When a person died, their heart was left in their body. After mummification, it was removed and weighed against a feather (the feather of Ma'at, the goddess of truth).

Judgement: If the heart was lighter or equal to the feather, the person was deemed worthy. If it was heavier, it was devoured by Ammit, a monster with a lion's head.

Outcome: A successful judgement meant the soul could live peacefully in the Field of Reeds, a paradise where they would exist happily forever

Endpoints

1. Explain the Ancient Egyptians' beliefs regarding life after death, including key terms like 'Ka', 'Ba', and 'Ma'at'.
2. Describe the Weighing of the Heart ceremony and its importance to judgement after death.
3. Present their understanding clearly and creatively to their peers.

Egyptian Gods

Ra (Re)

Appearance: Typically depicted as a man with a falcon head, crowned with a sun disk encircled by a serpent.

Role: God of the sun and creator of life.

Egyptians believed Ra travelled across the sky in a boat each day.

Osiris

Appearance: Shown as a mummified man wearing a white crown of Upper Egypt and holding a crook and flail.

Role: God of the afterlife, resurrection, and fertility. He was associated with agriculture and the Nile flooding.

Isis

Appearance: Depicted as a woman with a throne-shaped crown and often holding a baby (Horus).

Role: Goddess of magic, motherhood, and fertility. She was a protector of the pharaoh and the people.

Horus

Appearance: Represented as a falcon or a man with a falcon head, often shown with a royal crown.

Role: God of the sky and kingship. He was the protector of the pharaoh and symbolised strength.

Anubis

Appearance: A figure with a canine head, often depicted as a black jackal or dog.

Role: God of mummification and the afterlife, responsible for protecting graves and guiding souls to the afterlife.

Bastet

Appearance: Shown as a lioness or a woman with a lioness head.

Role: Goddess of home, fertility, and childbirth. She also protected the home from evil spirits.

Endpoint

1. Identify and describe at an Egyptian gods or goddesses.
2. Understand how the ancient Egyptians worshipped these deities.
3. Create a drawing of one god or goddess of their choice along with an information sheet.

<p>Disciplinary Knowledge</p>	<p>Use of Historical Sources: Pupils should demonstrate the ability to use primary sources, including Anne Frank’s diary, wartime records, and photographs, to gather information and form perspectives on historical events.</p> <p>Critical Thinking and Analysis: Develop the capacity to critically analyse historical events, understand different viewpoints, and draw reasoned conclusions based on evidence.</p> <p>Communicating Historical Understanding: Students should be able to articulate their understanding of this period clearly, through both written and verbal means, ensuring factual accuracy and coherence in their presentations.</p>	<p>Comparative Analysis Learners are expected to compare and contrast the historical significance and the human experiences of the Titanic sinking and the Endurance expedition, considering elements such as technological advancements, human error, and natural challenges.</p> <p>Evaluation of Primary and Secondary Sources Pupils should demonstrate the ability to critically evaluate a range of primary and secondary sources related to these historical events, including diaries, photographs, official reports, and historians’ accounts.</p> <p>Development of Historical Skills Students should develop key historical skills such as chronology, cause and consequence, and continuity and change through the study of these events.</p> <p>Drawing Conclusions and Making Historical Claims The ability to draw reasoned conclusions based on evidence and to make informed historical claims regarding the impact, lessons learned, and historical significance of both the Titanic and the Endurance events is a crucial endpoint for Year 5 students.</p>	<p>Skills Development in History Use of Historical Sources: Pupils should be able to examine a variety of sources, such as Harvey’s writings (e.g., ‘De Motu Cordis’), pictures, or artefacts, and understand how these sources provide information about the historical periods in which they were produced.</p> <p>Analytical Thinking: Students should be able to compare and contrast different types of information and viewpoints from the past, forming reasoned judgments about the past based on evidence.</p> <p>Understanding the Legacy Evaluate Harvey’s Legacy: Students should evaluate the long-term implications of Harvey’s discoveries on both the medical profession and society at large, understanding how one individual’s contributions can have a widespread impact.</p> <p>Connection to Modern Medicine: Pupils should make connections between Harvey’s work and current understanding of human anatomy and medical practices, recognising continuity and change in medical history.</p> <p>Communicating Historical Knowledge Presentation Skills: Pupils should be able to clearly communicate their knowledge and understanding of William Harvey through various forms, including written pieces, presentations, or creative projects.</p> <p>Debating Historical Impact: Students should engage in discussions and debates on the significance of Harvey’s contributions, using appropriate historical language and evidence-based arguments.</p>	<p>Analysis of Primary and Secondary Sources By the end of the year, pupils should be skilled in distinguishing between primary and secondary sources and be able to use these sources to gather information about Ancient Egypt. They should demonstrate the ability to use artifacts, texts, and modern interpretations to construct a well-rounded understanding of the topic.</p> <p>Understanding the Geographical Context of Ancient Egypt Students should have a clear understanding of the geographical features of Ancient Egypt, particularly the significance of the Nile River to its agriculture, culture, and economy. This includes understanding how the annual flooding of the Nile influenced farming and settlement patterns.</p> <p>Development of Critical Thinking Pupils should be encouraged to think critically about the evidence on life in Ancient Egypt, including the ethical implications of archaeology and the handling of cultural heritage. They should be able to discuss differing viewpoints on historical analysis and the portrayal of Ancient Egypt in various sources.</p> <p>Connections to Modern Times Students should explore how the culture, practices, and discoveries from Ancient Egypt have influenced modern society. This could include discussions on modern science, medicine, and architecture, tracing back technologies and ideas to their ancient roots.</p> <p>Presentation and Communication of Learning Year 5 students should be adept at conveying their knowledge and understanding through various forms, including written assignments, oral presentations, and creative projects. They should be able to organise information logically and express their thoughts clearly in both individual and group settings.</p> <p>Critical Thinking Questions What was the significance of each step in the mummification process? How do you think the resources available to the ancient Egyptians influenced how they mummified their dead? Can you think of any modern practices that aim to preserve the body after death?</p>	<p>Critical Thinking and Debate Ethical Considerations: Engage in reflective discussion about the ethical implications of Darwin’s work and its applications in contemporary contexts.</p> <p>Debating Evolution: Participate in structured debates regarding the reception of Darwin’s theories in the 19th century and their scientific and societal implications today.</p> <p>Research Skills Use of Primary and Secondary Sources: Demonstrate the ability to gather information from a variety of primary and secondary sources about Darwin and his theories.</p> <p>Presentation Skills: Effectively present findings on various aspects of Darwin’s impact or theories, using appropriate historical terminology and clear communication.</p> <p>Skills in Historical Inquiry Research Skills: Students will learn to use various sources, including books and the internet, to gather information about Mary Anning’s life and achievements.</p> <p>Critical Analysis: Students will assess the impact of Anning’s work on modern science and consider the social context of the early 19th century.</p>

				<p>Historical Evidence: Archaeologists study tombs, artefacts, and hieroglyphs to understand Egyptian beliefs and practices related to death.</p> <p>Interpreting Sources: Students can learn how to compare different historical sources, such as writings and archaeological finds, to understand Egyptian culture.</p> <p>Cause and Effect: Students can explore the implications of the ceremonies on the lives of ancient Egyptians—not just in death, but in how they lived their lives according to principles of truth and justice.</p> <p>Critical Thinking: Evaluating why and how the Egyptians developed the afterlife beliefs and practices can cultivate critical thinking and empathy toward different cultures.</p> <p>Skills Developed</p> <p>Analysis: Examining art for meaning and context.</p> <p>Research: Using different sources to gather information about ancient beliefs.</p> <p>Creativity: Creating original artwork and information sheets about chosen deities.</p>	
<p>Useful Websites</p>	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. BBC Bitesize – World War II 2. Imperial War Museums – World War II for Kids 3. National Geographic Kids – World War II Facts 4. English Heritage – Dover Castle 5. BBC Bitesize – WW2 6. Anne Frank House Official Website 7. BBC Bitesize – Anne Frank and the Holocaust 8. The Holocaust Explained for Children 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. Royal Geographical Society – Shackleton’s Endurance 2. British Antarctic Survey – Shackleton’s Endurance 3. National Geographic Kids – Titanic Facts 4. BBC Bitesize – Titanic Disaster 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. BBC Bitesize – William Harvey 2. National Geographic Kids – William Harvey 3. The Royal College of Physicians – William Harvey 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. British Museum: Ancient Egypt 2. National Geographic Kids: Ancient Egypt 3. BBC Bitesize: Ancient Egypt 4. Tutankhamun and the Golden Age of the Pharaohs 5. Tutankhamun 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. Natural History Museum – Charles Darwin 2. BBC Bitesize – Charles Darwin 3. The Natural History Museum – Mary Anning 4. English Heritage – Mary Anning: The First Female Fossil Hunter 5. BBC Bitesize – History of Mary Anning 6. Jurassic Coast – Discovering Fossils

Year 6	Term 1: Stargazers (An aspect or theme in British history that extends pupils chronological knowledge beyond 1066)	Term 2: Hola Mexico (learn about a non-European society that provides contrasts with British history)	Term 4: Scream Machine (An aspect or theme in British history that extends pupils chronological knowledge beyond 1066) (A local history study)
Substantive Knowledge	<p>Space Race</p> <p>Timeline of Important Events or Concepts</p> <p>1957: Soviet Union launches Sputnik, the first artificial satellite.</p> <p>1961: Yuri Gagarin becomes the first human in space.</p> <p>1969: Neil Armstrong and Buzz Aldrin land on the moon during Apollo 11.</p> <p>1981: First launch of the NASA Space Shuttle – Columbia.</p> <p>1998: Launch of the International Space Station (ISS).</p> <p>Interesting Facts</p> <p>The Soviet Union launched the first living being, a dog named Laika, into space in 1957.</p> <p>The Space Race was a key part of the Cold War rivalry between the US and the Soviet Union.</p> <p>The Apollo 11 mission took approximately 8 days to complete, with Armstrong and Aldrin spending around 21 hours on the lunar surface.</p> <p>Endpoints</p> <p>By the end of this topic, students should know:</p> <ol style="list-style-type: none"> 1. The key countries involved in the Space Race. 2. The significance of key events such as the launch of Sputnik and the Apollo missions. 3. The astronauts and scientists who played important roles during the Space Race. 4. The impact of the Space Race on technology and international relations. 5. The ongoing developments in space exploration, including the International Space Station. <p>Galileo</p> <p>Timeline of Galileo</p> <p>1564: Galileo Galilei is born in Pisa, Italy.</p> <p>1609: Galileo builds his first telescope and makes various astronomical discoveries.</p> <p>1610: Galileo discovers Jupiter's four largest moons, now known as the Galilean moons.</p> <p>1616: Galileo is warned by the Catholic Church not to promote heliocentrism.</p> <p>1632: Galileo publishes "Dialogue Concerning the Two Chief World Systems", defending the heliocentric view.</p> <p>1633: Galileo is tried by the Roman Inquisition, found guilty of heresy, and sentenced to house arrest.</p> <p>Useful Websites:</p> <p>Interesting Facts:</p> <p>Galileo's discoveries with the telescope supported the heliocentric model proposed by Nicolaus Copernicus.</p> <p>He was the first to observe sunspots, the phases of Venus, and the moons of Jupiter.</p> <p>Galileo's work laid the foundation for modern physics and observational astronomy.</p> <p>Endpoints:</p> <p>By the end of this topic, students should know:</p> <ol style="list-style-type: none"> 1. Describe who Galileo Galilei was and his contributions to astronomy. 	<p>Ancient Mayan Civilisation</p> <p>Timeline of Important Events or Concepts:</p> <p>2500 BC–900 AD: Rise and fall of the Maya civilization in Mesoamerica.</p> <p>2000 BC– 250 AD: Preclassic period – development of agriculture, writing, and urban centers.</p> <p>250–900 AD: Classic period – peak of Maya civilization, construction of great cities like Tikal and Copán.</p> <p>600–900 AD: Collapse of many Maya cities, decline in population.</p> <p>900 AD–1600s: Postclassic period – Maya civilization continues in smaller city-states.</p> <p>Late 16th century: Spanish conquest and colonization of Maya lands.</p> <p>Interesting Facts:</p> <p>The Maya were skilled astronomers and created accurate calendars.</p> <p>They developed a complex writing system with over 800 hieroglyphs.</p> <p>Maya cities were abandoned around 900 AD for reasons not fully understood.</p> <p>Chichen Itza, a famous Maya site, features a pyramid known as El Castillo.</p> <p>The Maya practiced human sacrifice as part of their religious beliefs.</p> <p>Endpoints:</p> <p>By the end of this topic, students should know:</p> <ol style="list-style-type: none"> 1. The key characteristics of the Maya civilization. 2. The significance of Maya achievements in writing, mathematics, and architecture. 3. The reasons for the decline and collapse of many Maya cities. 4. The impact of Spanish colonization on the Maya civilization. 5. The legacy of the Maya civilization in Mesoamerican culture and history. 	<p>Dreamland</p> <p>Timeline of Important Events or Concepts:</p> <p>1863: Dreamland Margate opened as a pleasure park.</p> <p>1920s–1940s: Dreamland expanded with more amusement rides and attractions.</p> <p>1949: The Scenic Railway, the oldest roller coaster in the UK, was opened at Dreamland.</p> <p>2003: Dreamland closed its doors due to financial difficulties.</p> <p>2015: Dreamland reopened after major restoration and refurbishment efforts.</p> <p>Present: Dreamland Margate continues to attract visitors with its mix of vintage and modern attractions.</p> <p>Interesting Facts</p> <p>Dreamland Margate is considered the oldest amusement park in the UK, dating back to the Victorian era.</p> <p>The Scenic Railway at Dreamland is a Grade II* listed structure, recognised for its historical significance.</p> <p>Dreamland Margate has undergone various transformations throughout its history, reflecting changing trends in entertainment and leisure.</p> <p>Endpoints</p> <p>By the end of this topic, students should:</p> <ol style="list-style-type: none"> 1. Understand the historical significance of Dreamland Margate as an amusement park in the UK. 2. Recognise key vocabulary related to seaside resorts and amusement parks. 3. Identify important events in the history of Dreamland Margate, such as its opening and closure. 4. Appreciate the efforts made in revitalising and preserving Dreamland Margate for future generations.

	<ol style="list-style-type: none"> 2. Explain the controversy surrounding Galileo's support for heliocentrism. 3. Identify key discoveries made by Galileo using his telescope. 4. Analyse the impact of Galileo's work on the fields of astronomy and physics. 5. Discuss the implications of the Galileo affair on the relationship between science and religion. <p>Newton</p> <p>Timeline of Important Events: 1643: Isaac Newton born in Lincolnshire, England. 1665: Developed early theories on calculus and the laws of motion. 1687: Published "Philosophiæ Naturalis Principia Mathematica" outlining his laws of motion and gravitation. 1704: Published "Opticks", which explored the properties of light.</p> <p>Interesting Facts: Newton discovered gravity when he saw an apple fall from a tree. He is known for his work in mathematics, physics, and astronomy. Newton's laws of motion are still used today to understand how objects move.</p> <p>Endpoints: By the end of this topic, students should know:</p> <ol style="list-style-type: none"> 1. The key contributions of Isaac Newton to the fields of science and mathematics. 2. The significance of Newton's laws of motion and universal gravitation. 3. The impact of Newton's work on our understanding of the natural world. 4. How Newton's discoveries have influenced modern science and technology. 		
<p>Disciplinary Knowledge</p>	<p>Impact on Science and Society Assess Impact on Science: Students should evaluate how the Space Race spurred on developments in science and technology, focusing on areas such as physics, engineering, and computing. Analyse Societal Impact: Examine the broader implications of the Space Race on global societies, including shifts in educational priorities and increasing interest in STEM subjects amongst children and adolescents.</p> <p>Skills Development Critical Thinking and Analysis: Through the use of primary and secondary sources, including speeches, photographs, and documentaries, pupils will develop the ability to critically analyse and engage with historical texts and artefacts. Cause and Consequence: Students need to be able to discuss and write about the cause and effects of the Space Race, understanding why it started, key developments, and its legacy.</p> <p>Presentation and Debate Present Findings: Develop the ability to present historical findings, either through presentations, debates, or written reports, defending their viewpoints with historical evidence. Engage in Discussions: Participate in guided discussions and debates about the ethical considerations of space exploration and the competitive nature of the Space Race.</p>	<p>Comparison with Contemporary Civilisations Students should be able to compare and contrast the Mayan civilisation with other contemporary civilisations, such as the Ancient Egyptians and Mesopotamians, considering similarities and differences in culture, technology, and impact on the modern world.</p> <p>Impact and Legacy Pupils should understand the reasons for the decline of the Mayan civilisation and discuss theories surrounding this. They should explore the impact and legacy of the Mayan civilisation on later cultures and the modern world, including continued influences in areas like mathematics, astronomy, and ecology.</p> <p>Critical Thinking and Source Evaluation Students should be able to analyse and evaluate different types of sources, including archaeological evidence and primary texts, for what they reveal about the Mayan civilisation. They should engage in critical discussions about the reliability and biases of sources, constructing well-grounded arguments based on their findings.</p> <p>Communicating Historical Knowledge Pupils should be able to communicate their understanding of the Mayan civilisation effectively, using appropriate historical vocabulary. They should present their knowledge in a variety of formats, including written pieces, presentations, and discussions, accurately and coherently.</p>	<p>Comparisons with Other Historical Landmarks Compare and contrast Dreamland Margate with other historical amusement parks in the UK, considering aspects such as age, size, historical significance, and the nature of attractions.</p> <p>Historical Skills and Enquiry Use different types of historical sources to gather information about Dreamland, such as archive materials, photographs, interviews, and digital resources.</p> <p>Chronological Understanding Place the events related to Dreamland Margate within a timeline format, coherently showing its development alongside broader historical events.</p> <p>Communication and Discussion Present a coherent narrative or explanation about the history of Dreamland, using appropriate historical terms and referencing evidence from sources.</p> <p>Critical Thinking and Debate Engage in discussions and debates about the significance of heritage sites like Dreamland Margate, considering different perspectives and potential future developments.</p>
<p>Useful Websites</p>	<p>Useful Websites</p> <ol style="list-style-type: none"> 1. NASA Kids' Club 2. European Space Agency Kids 	<p>Useful Websites:</p> <ol style="list-style-type: none"> 1. BBC Bitesize - Ancient Maya Civilization 2. National Geographic Kids - Maya Civilization Facts 	<p>Useful Websites</p> <ol style="list-style-type: none"> 1. Dreamland Margate Official Website 2. Historical Timeline of Dreamland Margate

	<ol style="list-style-type: none">3. BBC Bitesize - Space Race4. BBC Bitesize - Galileo Galilei5. NASA - Galileo Galilei6. The Galileo Project7. BBC Bitesize - Isaac Newton8. The Isaac Newton Institute for Mathematical Sciences9. Royal Society - Isaac Newton	<ol style="list-style-type: none">3. The British Museum - Maya Civilization	<ol style="list-style-type: none">3. Visit Kent - Dreamland Margate Information
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