



History

History Progression

Knowledge/ Skills

	Nursery	Reception	Year 1	Year 2
Chronological Knowledge	Begin to make sense of their own life-story and family's history.	Compare past and present	<p>Sequence up to three objects in chronological order (recent history).</p> <p>Recall things that happened when I was little.</p> <p>Describe things using words and phrases like: old, new and a long time ago.</p> <p>Sequence up to five objects/events in chronological order (recent history).</p> <p>Identify who will succeed the king and how the succession works.</p>	<p>Sequence a set of events in chronological order and give reasons for their order.</p> <p>Describe things by using phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning.</p> <p>Describe things by using words and phrases like: before I was born, when I was younger</p> <p>Sequence a set of objects in chronological order and give reasons for their order.</p> <p>Sequence events about my own life.</p> <p>Sequence events about the life of a famous person.</p>
Knowledge and understanding of events, people and changes in the past	<p>Say who they are and who they live with</p> <p>Talk about their immediate family</p>	<p>Talk about memories that are special to them</p> <p>Talk about memories that involve their immediate family</p>	<p>Recall a familiar story set in the past.</p> <p>Describe how I have changed since I was born.</p>	<p>Select the words 'past' and 'present' accurately.</p> <p>Recall the life of someone famous from Britain who lived in the past giving</p>

	<p>Briefly talk about their wider family</p> <p>Show an interest in different occupations</p>	<p>Talk about similarities and differences between people in their family</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Recognise that we celebrate certain events because of what happened many years ago.</p> <p>Recognise that we have a king who rules us and that Britain has had a king or queen for many years.</p> <p>Classify old and new things in a picture.</p> <p>Compare and contrast old and new objects.</p> <p>Describe things using words and phrases like: very old, when mummy and daddy were little.</p> <p>Select the words before and after correctly.</p> <p>Recall an important historical event that happened in the past.</p>	<p>attention to what they did earlier and what they did later.</p> <p>Recall some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>Summarise what is meant by a parliament.</p> <p>Recognise things that are different in my life from that of my grandparents when they were young.</p> <p>Compare/contrast how my local area was different in the past.</p> <p>Identify how long ago an event happened.</p>
<p>Historical Enquiry</p>	<p>Know about a wider range of occupations</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Select objects that belonged to the past.</p> <p>Recognise that a story may have happened a long time ago.</p> <p>Answer questions by observing an artefact/ photograph provided.</p>	<p>Answer questions by selecting a specific source, such as an information book.</p> <p>Research the life of a famous Briton from the past, selecting different resources to help them.</p> <p>Research a famous event</p>

			<p>Identify objects from the past, such as vinyl records.</p> <p>Speculate about what an object was used for in the past.</p> <p>Answer questions by observing a range of artefacts/ photographs provided.</p> <p>Recall and summarise information about a famous person by carrying out some research on him or her.</p>	<p>that happens in Britain and give reasons why it has been happening for some time.</p> <p>Summarise information about the past by talking to an older person.</p> <p>Classify things that are different in my life from that of a long time ago in a specific period of history.</p> <p>Recall at least two ways I can find out about the past, for example using books and the internet.</p> <p>Research a famous event that happened somewhere else in the world and give reasons why it has been happening for some time.</p>
<p>Historical Interpretation</p>		<p>Understand the past through settings, characters and events encountered in books read in class and story telling</p>	<p>Identify the main differences between old and new objects.</p> <p>Reason about how some famous people have helped our lives be better today.</p> <p>Reason why I think a story was set in the past.</p>	<p>Reason about why Britain has a special history by recalling some famous events and some famous people.</p> <p>Use research to summarise the life of someone who used to live in my area using the Internet and other sources to find out about them.</p>

			<p>Describe why certain objects were different in the past, e.g. iron, music systems, televisions.</p> <p>Compare and contrast past and present in my life and that of other children from a different time in history.</p>	<p>Give reasons why someone in the past acted in the way they did.</p> <p>Describe why my locality is associated with a special historical event.</p> <p>Summarise what is meant by a democracy and give reasons why it is a good thing.</p> <p>Speculate why eye-witness accounts may vary.</p>
<p>Historical Themes (schemata)</p>			<p>Industry and Inventions Grandparents Local heroes</p> <p>Crowns and Kingdoms Kings and Queens</p>	<p>Industry and Inventions Bolton Industry Great Fire of London</p> <p>Crowns and Kingdoms Gunpowder Plot</p>

	Year 3	Year 4	Year 5	Year 6
Chronological Knowledge	<p>Describe and categorise events and periods using the words: BC, AD, decade, ancient, century, and specific dates</p> <p>Use a timeline within a specific time in history to sequence events.</p> <p>Demonstrate understanding by working out how long ago events would have happened.</p> <p>Sequence on a timeline, within a given period, what special events took place.</p> <p>Recognise the different time periods that exists between different groups that invaded Britain.</p>	<p>Sequence events on a timeline using centuries.</p> <p>Sequence different periods of history on a timeline.</p> <p>Identify and work out time difference, including rounding to centuries and decades.</p> <p>Select mathematical skills to work out the time differences between certain major events in history.</p> <p>Reason/ speculate what main events happened in Britain/ the world during different centuries.</p>	<p>Sequence a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Apply my mathematical skills to work out exact time scales and differences as need be.</p> <p>Identify events on timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>Sequence a period of history onto a timeline.</p> <p>Categorise specific events by decade.</p> <p>Recall and sequence features of historical events and people from past societies and periods in a chronological framework.</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Demonstrate my understanding of the main events that define Britain's journey from a mono to a multi-cultural society.</p>
Knowledge and understanding of events, people and changes in the past	<p>Recognise that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>Summarise what life would have been like for the early settlers.</p> <p>Recognise that Britain has been invaded by several</p>	<p>Recognise that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p> <p>Demonstrate an understanding that people who lived in the past cooked and travelled differently and</p>	<p>Apply dates and historical language in my work.</p> <p>Compare and contrast historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Explain the role that Britain has had in spreading</p>	<p>Describe features of historical events and people from past societies and periods they have studied.</p> <p>Recognise and describe differences and similarities/ changes and continuity between different periods of history.</p>

	<p>different groups over time.</p> <p>Explain that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>Recall the specific reason why a war started and recognise that they can last for a very long time.</p>	<p>used different weapons from ours.</p> <p>Recognise that the lives of wealthy people were very different from those of poor people</p> <p>Compare and contrast two versions of an event and say how they differ.</p> <p>Make informed conclusions about how people's way of life in the past was dictated by the work they did.</p> <p>Recall that the food people ate was different because of the availability of different sources of food.</p> <p>Recall that weapons will have changed by the developments and inventions that would have occurred within a given time period.</p> <p>Make reasoned judgements that wealthy people would have had a very different way of living which would have impacted upon their health and education.</p>	<p>Christian values across the world.</p> <p>Demonstrate an understanding of how we make decisions through a Parliament.</p> <p>Demonstrate understanding as to how crime and punishment has changed over the years.</p>	
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<p>Historical Enquiry</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Synthesise information from various sources of evidence to answer questions.</p> <p>Synthesise information from various sources to piece together information about a period in history.</p> <p>Identify and select important information about a specific event from the past, using my own research.</p> <p>Demonstrate my understanding about a historical period by using 'information finding' skills.</p>	<p>Independently, or as part of a group, summarise an aspect I have researched about a given period of history using multi-media skills when doing so.</p>	<p>Hypothesise in order to answer a question.</p>	<p>Hypothesise about what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>Demonstrate my understanding of a key event from Britain's past using a range of evidence from different sources.</p> <p>Hypothesise about why there may be different interpretations of events.</p> <p>Apply knowledge to pose and answer my own historical questions.</p>
<p>Historical Interpretation</p>	<p>Speculate and reason about why certain events happened as they did in history.</p> <p>Speculate and reason about why certain people acted as they did in history.</p> <p>Through research, compare and contrast given periods in history.</p> <p>Begin to make reasoned judgements about why</p>	<p>Explain how events from the past have helped shape our lives.</p> <p>Describe how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>Empathise with what it was like for a child in a given period from the past and use photographs and illustrations</p>	<p>Make informed conclusions about the historical events from the different period/s I am studying/have studied.</p> <p>Justify how significant events in history have helped shape the country we have today.</p> <p>Evaluate how historical artefacts have helped us understand more about</p>	<p>Justify how Britain has had a major influence on world history.</p> <p>Empathise with people from different periods of history.</p> <p>Compare/ contrast two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Evaluate and critique</p>

	<p>Britain would have been an important country to have invaded and conquered.</p> <p>Appreciate that war/s would inevitably have brought much distress and bloodshed and <u>empathise</u> with the people involved.</p> <p><u>Empathise</u> with invaders who were often away from their homes for very long periods and would have been 'homesick'.</p> <p>Begin to <u>synthesise</u> more than one source of information to bring together an <u>informed conclusion</u> about an historical event.</p> <p>Use specific search engines on the Internet to help them find information more rapidly and make <u>informed conclusions</u></p> <p>Begin to <u>synthesise</u> more than one source of information to bring together an <u>informed conclusion</u> about an historical event.</p> <p>Use specific search engines on the Internet to help them find information more rapidly and make <u>informed conclusions</u></p>	<p>to present my findings.</p> <p><u>Identify</u> one reason to support an historical argument.</p> <p><u>Select</u> knowledge and <u>demonstrate understanding</u> orally and in writing and offer points of view based upon what I have found out.</p>	<p>British lives in the present and past.</p> <p><u>Critique</u> as to how plagues and other major events have created huge differences to the way medicines and health care was developed.</p> <p><u>Evaluate</u> the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</p>	<p>propaganda and its uses.</p> <p><u>Synthesise</u> ideas from different periods in history to create <u>informed conclusions</u>.</p> <p><u>Explain</u> how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</p> <p><u>Critique</u> how some ancient civilizations showed greater advancements than people who lived centuries after them.</p> <p><u>Evaluate</u> relationships between causes in history.</p> <p><u>Justify</u> why certain events, people and changes might be seen as more significant than others.</p>
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Historical Themes (schemata)	Industry and Inventions Stone Age Ancient Egyptians	Industry and Inventions Bronze and Iron Age	Industry and Inventions Victorians Maya Civilisation	Industry and Inventions Ancient Greece
	Crowns and Kingdoms Medieval Manchester	Invaders and Settlers Romans	Invaders and Settlers Anglo Saxons	Invaders and Settlers Vikings
		Crowns and Kingdoms Tudors		Crowns and Kingdoms World War II

Ancient History	British History	Local History
Year 1: Grandparents Year 2: Great Fire of London Year 3: Ancient Egyptians Year 4: Bronze and Iron Ages Year 5: Maya Civilisation Year 6: Ancient Greece	Year 1: Kings and Queens Year 2: Gunpowder Plot Year 3: Stone Age Year 4: Romans Year 5: Anglo Saxons Year 6: Vikings	Year 1: Local Heroes Year 2: Bolton Industry Year 3: Medieval Manchester Year 4: Tudors Year 5: Victorians Year 6: WW2

History Progression

Knowledge

Year 1: Grandparents Knowledge

- Some key differences between childhood in the 1950s/1960s and today:
- Children watched little television (not everyone had a TV, there were few channels, and TV was only broadcast for a few hours a day).
- There were no games consoles, computers, electronic toys, or after-school clubs; children made much of their own entertainment.
- Children typically played outside, and roamed freely without supervision. In postwar cities, this might include playing on bomb sites.
- Children learned a narrower range of subjects at school, based on the 'three Rs' of 'Reading, Riting and Rithmetic'. The main method of teaching was 'chalk and talk'. Most schools used corporal punishment, which was made illegal in 1987.
- Many of the toys that children play with today their grandparents also played with, but that their toys looked different to how they look now.
- Toys: Rubik's cube, Spit the Dog, BMX bikes, My Little Pony, Cabbage-patch Kids, Transformers, Casio keyboard, Sylvanian families, Give Us a Break, Dancing Flowers, Barbie, Cindy, Action man, Monopoly, Trivial Pursuit, roller skates
- Different shops on the high street: woolworths, quicksave, C&A, BHS, toys 'r' us, safeway, blockbuster
- Children's tv shows: Fraggle Rock, the Clangers, Going Live, the raggy dolls, tots tv, Rosie and Jim, rainbow, Take Hart
- During the summer of 1976 the weather turned so dry that water supplies reached critical low levels.
- In 1977, the whole nation celebrated the Queen's Silver Jubilee with street parties.
- 1974 - First domestic microwave cooker was sold
- 1978 - VHS video recorder went on sale
- 1979 - Sony began selling the Walkman personal stereo
- 1982 - Argentina invaded the Falklands Islands and Britain went to war.
- 30 July 1981 - Prince Charles married Lady Diana
- 23 July 1986 - Prince Andrew married Sarah Ferguson
- 1971 - Population of Britain = 54 million; 1981 - Population of Britain = (just over) 56 million
- 1981 - The reusable craft Columbia started to fly missions.
- 1986 - The space shuttle Challenger exploded on take-off in 1986 killing all seven crew members.
- In 1971 Britain went decimal. Before this there was 12d in a shilling, and 20 shillings in a pound.
- Sweets: hard gums, acid drops, fruit salad, liquorice allsorts, kola cubes, bon bons, flying saucers, candy sticks
- Still had pick 'n' mix but they used to be called penny sweets.
- Television broadcasting stations and networks in most parts of the world upgraded from black and white to colour transmission in the 1970s and 1980s.
- Terrestrial television is a type of television broadcasting in which the television signal is transmitted by radio waves from the terrestrial (Earth-based) transmitter of a television station to a TV receiver having an antenna.
- There was no other method of television delivery until the 1950s with the beginnings of cable television and community antenna television (CATV).
- The history of the Internet begins with the development of electronic computers in the 1950s. Since the mid-1990s, the Internet has had a revolutionary impact on culture, commerce, and technology, including the rise of near-instant communication.
- The iPad was designed and invented by Apple Inc. It uses the iOS platform and it was first launch on April 3, 2010 by Steve Jobs.
- Motorola was the first company to produce a handheld mobile phone. On April 3, 1973, Martin Cooper, a Motorola researcher and executive, made the first mobile telephone call from handheld subscriber equipment, placing a call to Dr. Joel S. Engel of Bell Labs, his rival.
- In the early 1970s Platform shoes and flared trousers, hot pants for women were popular. Fashion history influences of the 80s including, Dynasty and Dallas, big hair, gold, glamour and glitz. Shoulders and shoulder pads. 1980s Fashion also featured, big shoulder shawls, Doc Martens, trainers, low heeled pumps, innovative hosiery and colour coordination.
- Homes and household goods: fan heater, kettle, hair dryer, toaster, microwave, phone, ball point pen, kitchen roll, aluminium roll, washing up liquid, household cleaner, electric plug, light bulb, disposable nappies
- Transport: The era of global travel began in 1970 when the first Pan Am Boeing 747 jet landed at Heathrow. Air travel became cheaper and now it is easy to take a holiday in almost any part of the world. After years of trials, the fastest passenger aeroplane in the world called Concorde, came into service in 1976. It was built by Britain and France. It could fly at about 2,100 kilometres per hour. Popular cars were the Aston Martin, Triumph TR7, two door Capri and MGB GT (1978). Front seat belts made compulsory in 1983. Sinclair C5, a battery electric vehicle invented by Sir Clive Sinclair was launched in the UK on 10 January 1985

Significant Person: Alexander Graham Bell

Alexander Graham Bell was born in Edinburgh, Scotland, on March 3, 1847. Alexander was an inventor and a teacher of the deaf. He is famous for creating one of the world's most important communication devices - the telephone, in 1876.

Year 1: Kings and Queens Knowledge

- Castles: a type of home that was built to protect the people inside. People who lived in the castle included lords, who were in charge, as well as soldiers to defend it from enemy invaders, and even cooks and cleaners to keep everyone fed and tidy up. They could be very crowded places to live.
- Castles also had constables who looked after all the things that needed to be done to keep the castle running smoothly, like cooking all the meals, caring for the horses and cleaning up after everyone. The constable was like a manager, and he became in charge of the castle when the lord was away.
- One of the worst jobs at the castle was to be a gong farmer. Toilets, called garderobes, were built along the inside of the castle walls – everything just dropped down into the castle moat or into ditches called cesspits. Gong farmers had to clean out the cesspits.
- The first castles in England were built by the Normans and were called motte and bailey castles. Different types of castles developed over the centuries that got stronger and easier to defend; at the same time, different weapons were designed to try to break into the castles and overtake them more quickly.
- William I (the Conqueror) had some of England's most famous castles built – these include Windsor Castle and the White Tower at the Tower of London.
- ELIZABETH II 1952 – present. Elizabeth Alexandra Mary was born in London on 21 April 1926. She was heavily involved in the war effort during the Second World War, serving in the women's branch of the British Army known as the Auxiliary Territorial Service, training as a driver and mechanic. She married her cousin Prince Philip, Duke of Edinburgh, and they had four children: Charles, Anne, Andrew and Edward. Elizabeth became Queen of seven Commonwealth countries: the United Kingdom, Canada, Australia, New Zealand, South Africa, Pakistan, and Ceylon (now known as Sri Lanka). Elizabeth's coronation in 1953. On 9th September 2015, Elizabeth became Britain's longest serving monarch, ruling longer than her great-great grandmother Queen Victoria who reigned for 63 years and 216 days.
- Mottes were large hills that were made by piling dirt into a high mound. A home was built on top for the lord. This was called the keep, and a fence was built around it for extra protection. He could see far into the distance and was able to tell if enemies were coming.
- At the base of the motte was the bailey, which was like a little village – people who worked for the lord lived there, including tradespeople like blacksmiths? A high fence was also built around the bailey.
- Motte and bailey castles were first built with wood, and then replaced with stone keeps and walls because stone is a stronger material.
- Dungeons were in the basements of castles – it's where prisoners were kept.
- Very high walls with walkways along the top for soldiers to sit along, using battlements to fire weapons from and hide behind to protect themselves
- Towers along the walls (first all built square, and then round) that soldiers could use to store spare weapons and protect themselves if the enemy started coming in along the wall in siege towers. The towers stuck out from the castle walls so that archers could see anyone who got too close to the walls.
- Holes in ceilings or in between layers of walls that soldiers could pour hot oil or tar through if the enemy tried to come in
- Archer loops, which were narrow slits in the tower and along the wall that were just big enough for archers to shoot arrows from. They are narrow so that it was hard for the attacking archers to fire arrows back through them
- A deep moat of water around the castle, which meant the enemy had to swim in order to reach the castle walls; it also meant they couldn't just tunnel under the wall
- A strong gatehouse at the castle entrance, with more towers for soldiers to use and a drawbridge that could be lifted so the enemy couldn't come in. A portcullis that could be lowered in front of the castle doors to make it harder for the enemy to ram through.
- Trebuchet and catapults that could be used to fire rocks, hot tar and fireballs at or over the castle walls. A battering ram on wheels that could be shoved back and forth against the castle door to try to break it down
- Rolling a siege tower up to the castle wall, giving an easy way to jump out onto the wall without having to climb up the side or tunnel under

Significant Person: Elizabeth II

Elizabeth II was Queen of the United Kingdom and other Commonwealth realms from 6 February 1952 until her death in 2022. Her reign of 70 years and 214 days is the longest of any British monarch, the longest recorded of any female head of state in history. Queen Elizabeth II married Prince Philip, Duke of Edinburgh, and had four children: Prince Charles, Princess Anne, Prince Andrew and Prince Edward.

Year 1: Local Heroes Knowledge

- George Mottershead (1894 – 1978) – Chester Zoo.

He got an OBE. He was the founder of Chester Zoo in 1931. George Mottershead collected animals such as lizards and insects that arrived with exotic plants imported by the business. A visit to Belle Vue Zoo in Manchester as a boy in 1903 fuelled his developing interest in creating a zoo of his own. He bought Oakfield Manor for £3,500 in 1930. The house had 9 acres of gardens and provided easy access to the railways and to Manchester and Liverpool. There were local objections, but Mottershead prevailed, and Chester Zoo opened to the public on 10 June 1931. The first animals were displayed in pens in the courtyard. Mottershead wanted to build a zoo without the traditional Victorian iron bars to cage the animals. He was influenced by the ideas of Carl Hagenbeck, who invented the modern zoo concept and by Heini Hediger, a pioneer of ethology. At Chester, Mottershead took Hagenbeck's idea for moats and ditches as an alternative to cage bars, and extended their use throughout the zoo, often with species that Hagenbeck had not considered. For example, when chimpanzees were released into their new enclosure at Chester in 1956, a group of grassy islands, they were separated from visitors by no more than a 12-foot (3.7 m) strip of water. Nobody knew then if chimps could swim. It turned out that they could not, and today the chimp islands are a centrepiece of Chester Zoo. In 1986 the zoo was enclosed with a fence, in line with the Zoo Licensing Act 1981.

- Nat Lofthouse (1925 – 2011) – Football.

He played for Bolton Wanderers for his whole career. He won 33 caps for England between 1950 and 1958, scoring 30 goals, with one of the highest goals-per-game ratios of any England player. On 2 December 1989, he was made a Freeman of Bolton. On 1 January 1994, he was appointed an OBE and on 18 January 1997, Bolton decided to name their East Stand at their new Reebok Stadium after him. On 24 August 2013, a statue was dedicated.

- Alan Ball Jr. (1945-2007) – won football world cup

A professional English footballer and football club manager. He was the youngest member of England's 1966 World Cup winning team and played as a midfielder for various clubs, scoring more than 180 league goals in a career spanning 22 years.

- Sir Robert Peel (1788-1850) – prime minister, police

A British statesman and Conservative Party politician who served twice as Prime Minister (1834–35 and 1841–46) and twice as Home Secretary (1822–27 and 1828–30). In 1829 he established the Metropolitan Police Force for London based at Scotland Yard.

- David Lloyd George – British prime minister (1863-1945)

British statesman and Liberal Party politician. He was the last Liberal to serve as Prime Minister of the United Kingdom (1916-1922).

- Fred Dibnah (1938 – 2004) – Steeplejack

He began his working life as a joiner, before becoming a steeplejack. He returned to steeplejacking but met with limited success until he was asked to repair Bolton's parish church. The resulting publicity provided a welcome boost to his business, ensuring he was almost never out of work. In 1978, while making repairs to Bolton Town Hall, Dibnah was filmed by a regional BBC news crew. The BBC then commissioned an award-winning documentary, which followed the rough-hewn steeplejack as he worked on chimneys, interacted with his family and talked about his favourite hobby—steam.

- Samuel Crompton (1752-1827) - inventor of the spinning mule

An English inventor and pioneer of the spinning industry. Building on the work of James Hargreaves and Richard Arkwright he invented the spinning mule, a machine that revolutionized the industry worldwide. As the mule was unpatented others soon manufactured it.

- Lord Leverhulme - William Hesketh Lever (1851–1925) and James Darcy Lever (1854–1916) – Lever Brothers → Unilever

Lever Brothers was a British manufacturing company founded in 1885. They invested in and successfully promoted a new soap-making process invented by chemist William Hough Watson. Unilever was founded on September 2, 1929, by the merger of the Dutch margarine producer Margarine Unie and the British soapmaker Lever Brothers.

- William Lassell (1799-1880) – astronomer

In 1846 Lassell discovered Triton, the largest moon of Neptune, just 17 days after the discovery of Neptune itself by German astronomer Johann Gottfried Galle.[8][9] In 1848 he independently co-discovered Hyperion, a moon of Saturn. In 1851 he discovered Ariel and Umbriel, two moons of Uranus.

- L.S. Lowry (1887-1976) – artist

Many of his drawings and paintings depict Pendlebury, Lancashire, where he lived and worked for more than 40 years, and also Salford and its surrounding areas. Lowry is famous for painting scenes of life in the industrial districts of North West England in the mid-20th century. He developed a distinctive style of painting and is best known for his urban landscapes peopled with human figures often referred to as "matchstick men".

- Thomas Cole (1801 - 1848) – landscape painter

English-born American painter known for his landscape and history paintings. Cole emigrated with his family to the United States in 1818.

Significant Person: Fred Dibnah

Fred Dibnah MBE (1938 – 2004), born in Bolton, was an English steeplejack who became a television personality, a cult figure and a national institution. Fred was firstly famous for his profession as a steeplejack, though rather than being a traditional repairer of tall buildings, he earned a reputation for chimney felling (knocking it down). In 1978, while making repairs to Bolton Town Hall, Dibnah was filmed by a regional BBC news crew.

Year 2: The Gunpowder Plot Knowledge

- Bonfire Night (Guy Fawkes Night, Fireworks Night) is celebrated every year in Great Britain on or around 5th November: bonfires are lit and fireworks are let off.
- Some people burn a human effigy known as a Guy.
- Bonfire Night commemorates the failure of the Gunpowder Plot on 5th November 1605. This was a conspiracy to blow up the Houses of Parliament during its State Opening (the ceremony to mark the new parliamentary year), when King James I would be in attendance.
- In 1605, apart from a small Jewish community, most Britons were Christian. Before the reign of Henry VIII there was only a single Christian religion in Britain: the Catholic Church, led by the Pope.
- In 1534, Henry established the first Protestant church in Britain – the Church of England – with Henry as monarch at its head. Catholics and Protestants had been fighting for control of the country ever since.
- In 1605 it was illegal to belong to any religion other than the Church of England. The Catholic plotters hoped that the death of James I would allow the Catholic King of Spain to take the throne.
- 400 years ago a law was passed about religion. Everyone in England had to belong to the same religion, called the Church of England. Anyone who didn't go to church on Sunday could be fined. Anyone who followed a different religion could be arrested and put in prison. Life was particularly hard for Catholics (people who belonged to the Roman Catholic Church). Most Catholics continued to practise their religion in secret, and a few also plotted to overthrow the monarchy and government, including Guy Fawkes and his friends.
- King James I had only become king two years before. Before him it was Queen Elizabeth I.
- Guy Fawkes is the best-remembered of the 13 plotters – he was discovered in the cellars beneath the Palace of Westminster, just hours before he was due to light the fuse to ignite 36 barrels of gunpowder to blow up the palace
- The current Houses of Parliament were built about 150 years ago, after the old ones burned down. The old Houses of Parliament were NOT destroyed by the conspirators of the Gunpowder Plot, but that they burned down by accident, over 200 years later.
- Remember, Remember the Fifth of November poem
- We are celebrating on 5th November is the failure of the Gunpowder Plot and the fact that King James' life was saved.
- The Thanksgiving Act of 1605: This is the law that declared 5th November a national day of celebration. The act ordered special church services to be held every 5th November. People were also encouraged to celebrate by lighting bonfires. The law was in place for 200 years before being repealed, but that the annual celebrations continued.

Significant Person: Guy Fawkes

Guy Fawkes is believed to have been born on the 13th of April 1570 in Stonegate, York. Both of Fawkes' parents were practising protestants, regularly attending the Church of England. Guy Fawkes is a famous figure in history, having conspired in the unsuccessful plan to blow up Westminster Palace and the Houses of Parliament in 1605. This became known as the Gunpowder Plot, and this event is why we celebrate Bonfire Night.

Year 2: Bolton Industry Knowledge

- Bolton is a town in Greater Manchester in North West England. Close to the West Pennine Moors, Bolton is 10 miles (16 km) northwest of Manchester.
- Historically part of Lancashire, Bolton originated as a small settlement in the moorland known as Bolton le Moors.
- A former mill town, Bolton has been a production centre for textiles since Flemish weavers settled in the area in the 14th century, introducing a wool and cotton-weaving tradition.
- The urbanisation and development of the town largely coincided with the introduction of textile manufacture during the Industrial Revolution.
- Bolton was a 19th-century boomtown, in 1929 its 216 cotton mills and 26 bleaching and dyeing works made it one of the largest and most productive centres of cotton spinning in the world. The British cotton industry declined sharply after the First World War, and by the 1980s cotton manufacture had virtually ceased in Bolton.
- A tradition of cottage spinning and weaving and improvements to spinning technology by local inventors, Richard Arkwright and Samuel Crompton, led to rapid growth of the textile industry in the 19th century.
- Crompton, whilst living at Hall i' th' Wood, invented the spinning mule in 1779. The mule revolutionised cotton spinning by combining the roller drafting of Arkwright's water frame with the carriage drafting and spindle tip twisting of James Hargreaves's spinning jenny, producing a high quality yarn. Self-acting mules were used in Bolton mills until the 1960s producing fine yarn.
- Streams draining the surrounding moorland into the River Croal provided the water necessary for the bleach works. Bleaching using chlorine was introduced in the 1790s by the Ainsworths at Halliwell Bleachworks. Bolton and the surrounding villages had more than thirty bleachworks including the Lever Bank Bleach Works in the Irwell Valley.
- The earliest mills were situated by the streams and river as at Barrow Bridge, but steam power led to the construction of the large multi-storey mills and their chimneys that dominated Bolton's skyline, some of which survive today.
- By 1911 the textile industry in Bolton employed about 36,000 people. The last mill to be constructed was Sir John Holden's Mill in 1927.
- Growth of the textile industry was assisted by the availability of coal in the area. By 1896 John Fletcher had coal mines at Ladyshore in Little Lever; The Earl of Bradford had a coal mine at Great Lever; the Darcy Lever Coal Company had mines at Darcy Lever and there were coal mines at Tonge, Brightmet, Deane and Doffcocker. Some of these pits were close to the Manchester Bolton & Bury Canal providing the owners with markets in Bolton and Manchester. Coal mining declined in the 20th century.
- Important transport links contributed to the growth of the town and the textile industry; the Manchester Bolton & Bury Canal constructed in 1791, connected the town to Bury and Manchester providing transport for coal and other basic materials.
- The Bolton and Leigh Railway, the oldest in Lancashire, opened to goods traffic in 1828 and Great Moor Street station opened to passengers in 1831. The railway initially connected Bolton to the Leeds and Liverpool Canal in Leigh, an important link with the port of Liverpool for the import of raw cotton from America, but was extended in 1829 to link up with the Manchester to Liverpool Line.[18] Local firms built locomotives for the railway, in 1830 "Union" was built by Rothwell, Hick and Company and two locomotives, "Salamander" and "Veteran" were built by Crook and Dean.[23]
- By 1900 Bolton was Lancashire's third largest engineering centre after Manchester and Oldham. About 9,000 men were employed in the industry, Dobson and Barlow made textile machinery; Hargreaves & Co made Lancashire boilers and heavy machinery; Thomas Ryder and Son of Turner Bridge made machine tools for the international motor industry. Wrought iron was produced for more than 100 years at Thomas Walmsley and Sons' Atlas Forge.
- Lord Leverhulme: 1899 bought Hall i' th' Wood as a memorial to Samuel Crompton. He re-endowed Bolton Schools. He used land for a public park which was named Leverhulme Park in 1914. In 1902 he gave the people of Bolton Lever Park at Rivington.

Significant Person: Samuel Crompton

Samuel Crompton was born on 3rd December 1753, near Bolton. His invention called the spinning mule changed the cotton industry. The spinning mule was invented in 1779 and improved upon two things: the speed of yarn production and the quality of the yarn. The mule revolutionised cotton spinning by combining the roller drafting of Arkwright's water frame with the carriage drafting and spindle tip twisting of James Hargreaves's spinning jenny.

Year 2: Great Fire of London Knowledge

- The Great Fire of London happened between 2-5 September in 1666.
- London was split into three cities: Westminster, Southwark and the City of London.
- The fire began in a bakery in Pudding Lane owned by Thomas Farriner. He hadn't put out the fire in his oven properly. It began just after midnight.
- On Thursday, the fire spread over most of the City, destroying St. Paul's Cathedral and crossed over the River Fleet. It was close to setting fire to Charles II's court at Whitehall.
- Before the fire began, there had been a drought in London that lasted for 10 months, so the city was very dry.
- In 1666, lots of people had houses made from wood and straw which burned easily. Houses were also built very close together.
- We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.
- There was no fire brigade in those days. Buckets of water, hand-squirts (a bit like water pistols) and fire hooks (to pull burning thatch off roofs) weren't much use.
- The best way to fight the fire was to pull down buildings. This made firebreaks (gaps) over which the fire could not spread.
- The Lord Mayor, Thomas Bloodworth, was in charge of fire-fighting. He did not want to pull down buildings because the law said he would then have to pay for rebuilding them.
- The King sent the Earl of Craven to organise things. He was a fire expert:
The Earl's hobby was fighting fires. He would pay big rewards to the first person to tell him about an outbreak of fire in London. He would jump on his white horse, which he kept ready, and ride out to do what he could to help.
Some people said, "His horse smelt a fire as soon as it happened."
- Samuel Pepys, suggested they use gunpowder to blow them up. He wrote about it in his famous diary. Samuel Pepys, the great English diarist, was forced to flee his home during the fire, but not before he had buried some wine, his Parmesan cheese and other prized possessions.
- The wind died away on Wednesday 5th September. The firebreaks started to work properly and the fire stopped.
- It had destroyed over 13,000 houses and 87 churches including St. Paul's Cathedral. About 100,000 people were made homeless, but only 6 people were killed.
- People had fled the City on foot and by boat on the River Thames to the fields around London. Some people made it as far as Windsor. Pepys wrote that the wind also brought many burnt papers to Windsor.
- People whose homes had burned down lived in tents in the fields around London while buildings were rebuilt.
- Leaving London to go and live elsewhere was strongly encouraged by Charles II. He feared a London rebellion amongst the refugees who had lost their property. Despite numerous radical proposals, London was reconstructed on essentially the same street plan used before the fire.
- It is not known how many people died in the fire. Only a few deaths are certain, but for many of the victims there were no records.
- Sir William Backhouse from Swallowfield Park went up to London with his friend, John Evelyn the Diarist, to take a look at the ruins.
- At the manor court at Ladye Place in Hurley, a small boy from London said his father had started the fire. He had thrown fire-bombs into the baker's shop.
- When houses were rebuilt, a lot of them were made in bricks instead of wood, and they weren't built so close together.
- Sir Christopher Wren designed a monument to remember the Great Fire of London, which still stands today.
- Artists who were alive in 1666 painted pictures of the fire afterwards, so we know what it would have looked like if we'd been there too.
- The fire is said to have also helped to get rid of the Great Plague which had hit London in 1665, and killed about 70,000 of the 90,000 population.

Significant Person: Samuel Pepys

Samuel Pepys was born on 23rd February 1633. He had ten brothers and sisters and his father was a tailor. He is famous for his diary entries. Pepys was a key person in the fire of 1666. Seeing that the wind was driving the fire westward, he ordered the boat to go to Whitehall, and became the first person to inform the King of the fire. The King told him to go to the Lord Mayor, and tell him to start pulling houses down.

Year 3: Ancient Egyptians Knowledge

- Ancient Egypt existed some 5,000 years ago. Although the actual end date is uncertain, it is estimated that it lasted around 3,000 years as the leading nation in the Mediterranean world. It owes much of its success to the River Nile, whose flooding cycle and controlled irrigation allowed for fertile land and prosperous agriculture.
- The status of women was relatively high in Egyptian society, with some becoming pharaohs. There were a number of famous pharaohs including Rameses III, Akhenaten and Tutankhamun
- Egypt is in the northeast corner of Africa.
- Around 95% of the population still live in the Nile valley. The river Nile flows through Egypt and is 4,162-mile length. It played an important part in Ancient Egypt (e.g. for trade, soil fertility, water; better temperatures near water; much of the rest of the land was inhospitable).
- The people in Ancient Egypt divided Egypt into two areas.
- The 'red land' was the deserts protecting Egypt on two sides. These deserts separated ancient Egypt from neighbouring countries and invading armies.
- The black land was the fertile land (near the Nile River) where the ancient Egyptians grew their crops.
- Two separate kingdoms (ruled by different kings) developed along the Nile River. The kingdom in Upper Egypt was known as the white crown and the kingdom in Lower Egypt was called the red crown. In about 3200 B. C. the pharaoh of the north conquered the south and Egypt became united. The pharaoh's name was King Narmer or Menes. Menes built a new capital city called Memphis. In the Greek language the word Memphis meant "Balance of the Two Lands."
- Pharaohs were the king or Queen of Egypt. Most pharaohs were men but some well-known pharaohs, such as Nefertiti and Cleopatra, were women. A Pharaoh was the most important and powerful person in the kingdom. He was the head of the government and high priest of every temple. The people of Egypt considered the pharaoh to be a half-man, half-god. The Pharaoh owned all of Egypt.
- The ancient Egyptians did not refer to their Kings as Pharaohs. The word Pharaoh comes from the Greek language and was used by the Greeks and Hebrews to refer to the Kings of Egypt. Today, we also use the word Pharaoh when referring to the kings of Egypt.
- In the Old and Middle Kingdoms (2628-1638 BC), Egyptian kings were buried in pyramids. About 50 royal pyramids have survived. They were built on the desert edge, west of the ancient capital of Memphis. In the New Kingdom (1504-1069 BC), Egyptian kings were buried in tombs in the Valley of the Kings at Thebes. These tombs were tunnels cut deep into the natural rock.
- Religion was really important to the Ancient Egyptians, with a strong belief in the afterlife – as evidenced by the often-elaborate burial process. There were over 2,000 names of gods.
- Amun; the king of the gods. Bastet; the goddess of protection of joy, love, pleasure and pregnant women. Anubis; the god of mummification. Ra; the god of the sun. Geb; the earth god.
- The Egyptians had a system of writing called hieroglyphics. There were more than 700 hieroglyphs, some pictures stood for whole words. Heiros means holy and glyphe means writing. The writing was uncovered by the Rosetta Stone. Ancient Egyptians wrote on papyrus reed which were flattened, dried and stuck together to make pages. They also painted them on the walls of the tombs.
- The Egyptians had a well-structured and stratified society with pharaohs at the top, nobles, scribes and priests, but most were farmers. There were also slaves.
- It took a very long time, from start to finish, it took about 70 days to embalm a body. The priest in charge would wear the mask of a jackal representing the god Anubis.
 1. The body was washed and purified.
 2. Organs were removed. Only the heart remained.
 3. The body was filled with stuffing.
 4. The body was dried by covering it with a substance called natron*. This substance absorbed all the moisture from the body.
 5. After 40 - 50 days the stuffing was removed and replaced with linen or sawdust.
 6. The body was wrapped in strands of linen and covered in a sheet called a shroud.
 7. The body was placed in a stone coffin called a sarcophagus.
- Each canopic jar guarded a different organ.
 1. Imsety had a human head, protected the liver.
 2. Qebehseuf had the head of a falcon and guarded the intestines.
 3. Hapy had a baboon head protected the lungs.
 4. Duamatef had the head of a jackal, and guarded the stomach.The four canopic jars were put into a special chest which went into the tomb with the mummy.
- The heart was left inside the body because the Egyptians believed that in the afterlife it would be weighed to see whether the person had led a good life.
- Three seasons: Akhet - flooding, Paret - planting, Shemu - harvesting.
- Shaduf was a hand operated device for lifting water and to irrigate land. It is a large pole balanced on a cross beam, with a rope and bucket on one end and a heavy counter weight on the other.
- Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. They also grew flax which was made into linen.

Significant Person: Imhotep (2667-2600 BC)

Imhotep is the architect of the six-layer step pyramid at Saqqarah, which is the earliest pyramid that is still there today. It was built in 2630 BC as the burial place of King Djoser. Imhotep was the High Priest of Ra, the sun-god, and became famous for his great wisdom and knowledge. The Egyptians later worshipped Imhotep as a god.

Year 3: Medieval Manchester Knowledge

- In the history of Europe, the Middle Ages (or medieval period) lasted from the 5th to the 15th century. It began with the fall of the Western Roman Empire and merged into the Renaissance and the Age of Discovery.
- During most of the Middle Ages (c. 410–1485 AD), the island of Great Britain was divided into several kingdoms: Kingdom of Northumbria, Mercia, Kingdom of East Anglia, Kingdom of Essex, Kingdom of Kent, Kingdom of Sussex, Wessex
- When people use the terms Medieval Times, Middle Ages, and Dark Ages they are generally referring to the same period of time. The Dark Ages is usually referring to the first half of the Middle Ages from 500 to 1000 AD.
- The Hundred Years War was fought between England and France and lasted from 1337 to 1453. The war was a series of battles with long periods of peace in between. The French were inspired by Joan of Arc's leadership and sacrifice. They continued to fight back. They pushed the English army out of France taking Bordeaux in 1453 signalling the end of the Hundred Years War.
- The Wars of the Roses was a civil war fought in England. It lasted for just over 30 years from 1455 to 1487, however, the battles were mostly small and sometimes were years apart. 1487 - The House of Tudor, Led by Henry VII, defeats the House of York at the Battle of Stoke Field. This brings the Wars of the Roses to an end.
- The most valuable items to a knight were his armour, weapons, and his war horse. These three items were very expensive, meaning that only the wealthy could afford to be knights. Many knights hoped to regain some of the cost through plunder when they conquered enemy towns and cities. Knights: Greaves - ankles and calves, Sabatons – feet, Poleyns – knees, Cuisses – thighs, Gauntlets – hands, Vambrace - lower arms, Pauldron – shoulders, Breastplate – chest, Rerebrace - upper arms, Helmet – head
- Some weapons were more effective when charging on a horse (like the lance), while others were better for hand to hand combat (like the sword). **Lance** - The lance was a long wooden pole with a metal tip and hand guards. Because the lance was so long, the knight could attack from his horse. This gave the knight a serious advantage against foot soldiers. The lance could also be used to knock enemy knights off of their horses. **Sword** - The sword was the preferred weapon once the knight had dismounted or if his lance was broken during battle. Some knights preferred a one-handed sword and a shield, while others preferred a larger two-handed sword. **Mace** - The mace was a club with a big steel head. These weapons were designed to crush an enemy. **Longbow** - Many knights considered the longbow to be a cowardly weapon. However, the longbow became a major part of winning battles in the Middle Ages. The longbow could attack from a distance or a castle wall.
- The basic government and society in Europe during the middle ages was based around the feudal system. Small communities were formed around the local lord and the manor. The lord owned the land and everything in it. He would keep the peasants safe in return for their service. The lord, in return, would provide the king with soldiers or taxes.
- **King** - The top leader in the land was the king. The king could not control all of the land by himself, so he divided it up among the Barons. In return, the Barons pledged their loyalty and soldiers to the king. When a king died, his firstborn son would inherit the throne. When one family stayed in power for a long time, this was called a dynasty.
- **Bishop** - The Bishop was the top church leader in the kingdom and managed an area called a diocese. The Catholic Church was very powerful in most parts of Medieval Europe and this made the Bishop powerful as well. Not only that, but the church received a tithe of 10 percent from all the people. This made some Bishops very rich.
- **Barons and Nobles**- The Barons and high ranking nobles ruled large areas of land called fiefs. They reported directly to the king and were very powerful. They divided up their land among Lords who ran individual manors. Their job was to maintain an army that was at the king's service. If they did not have an army, sometimes they would pay the king a tax instead. This tax was called shield money.
- **Lords and Knights** - The lords ran the local manors. They also were the king's knights and could be called into battle at any moment by their Baron. The lords owned everything on their land including the peasants, crops, and village.
- **Peasants or Serfs** - Most of the people living in the Middle Ages were peasants. They had a hard rough life. Some peasants were considered free and could own their own businesses like carpenters, bakers, and blacksmiths. Others were more like slaves. They owned nothing and were pledged to their local lord. They worked long days, 6 days a week, and often barely had enough food to survive.
- In 1215, King John of England was forced to sign the Magna Carta stating that the king was not above the law of the land and protecting the rights of the people. Today, the Magna Carta is considered one of the most important documents in the history of democracy. The Magna Carta was not a short document. There were actually 63 clauses in the document outlining various laws that the barons wanted the King to enforce. Some of the rights these clauses promised included: Protection of church rights, Access to swift justice, No new taxes without the Barons' agreement, Limitations on feudal payments, Protection from illegal imprisonment, A council of 25 Barons who would insure that King John followed the laws

Significant Person: Robert Grelley (1174–1230)

He was the first lord of the manor to live in Manchester; this led to an increase in skilled workers, such as stonemasons and carpenters, who constructed the manor house. Robert Grelley was one of the barons who made King John sign the Magna Carta. When King John later ignored the terms of Magna Carta, Grelley forfeited his lands. King John died in 1216, Grelley's land was returned to him on behalf of King Henry III.

Year 3: Stone Age Knowledge

- The Stone Age is a long period of time representing over 99% of human existence. The period lasted roughly 3.4 million years and ended around 2000 bce with the advent of metal working. The Stone Age itself is divided into three periods: Palaeolithic (Early Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age).
- It is called the Stone Age because the people used tools and weapons made of stone.
- Most Stone Age people in the UK seem to have been indigenous, with around 20% arriving from the continent. Homo sapiens emerged as the dominant form, especially after the disappearance of the Neanderthals in the Mesolithic period. The earlier periods are characterised by nomadic hunting, gradually moving in the Neolithic period to farming in more permanent settlements – a period often known as the “Neolithic Revolution”.
- There is no written record, therefore reliance is placed on archaeology, although there are plentiful remains of houses, tools, ornaments and other monuments. There are many remains in places such as the Orkneys (e.g. Skara Brae) and Wiltshire (e.g. Stonehenge). Many are sophisticated even though they are much earlier than the Ancient Egyptian pyramids.
- Flint was commonly used for making stone tools but other stones such as chert and obsidian were also used.
- The gradual development of agriculture and the domestication of animals during the Neolithic period meant that people could live in settled communities.
- The houses in Skara Brae, a Neolithic Orkney village, had beds, cupboards, dressers, shelves and chairs.
- Grain was the first food that could be stored for long periods of time. Grain needed to be processed so stones were used for scything (cutting grass crops) and grinding. The need to harvest and store grain meant that it became necessary to stay in one place and settlements could develop. Trees were cut down to make clearings where crops could be grown and people worked together to construct trackways and paths. Large scale construction could take place, trade developed and people began to have different roles such as leader, priest, fighter, farmer, hunter or slave.
- Palaeolithic means “old stone age.” At the beginning of the Paleolithic Period, early humans made chopping tools out of stones. These tools did not change much for thousands of years. Then humans learned to chip flakes off stone. With this method they made better tools, such as scrapers and chisels. By about 40,000 years ago humans were attaching stone blades to handles made of bone or antler. Some Paleolithic people lived in caves. Others lived under rock overhangs or out in the open. They gathered wild plants to eat. Their tools helped them to hunt animals. Groups moved with the seasons to find food. In the later Paleolithic Period some groups made small sculptures out of clay, stone, or bone. Some groups painted or carved designs on rocks or cave walls.
- The Mesolithic or middle Stone Age saw the development of finer, smaller stone tools such as arrow or spear heads. The first evidence for homes in Britain comes from this period, and the first canoes were made. This meant that men could fish as well as hunt. The dog was also domesticated during this period, probably by the selection and breeding of the least aggressive wolves.
- Neolithic means “new stone age.” The Neolithic Period began about 10,000 years ago. During this period people ground and polished stone to make more useful tools. They also learned to grow crops and to tame animals. They began to settle in villages. They learned to make pottery and to weave cloth and baskets. The Neolithic way of life first appeared in southwestern Asia. Over several thousand years it spread northward to Europe and eastward to India and East Asia. Around the same time people in the Americas developed Neolithic skills on their own.
- By about 5,000 years ago people in Greece and China were making tools from bronze (a mixture of copper and tin). This development marked the end of the Stone Age and the beginning of the Bronze Age. The Bronze Age began later in other parts of the world. Some places never had a Bronze Age. In the Americas, for example, the development of agriculture and towns brought an end to the Stone Age.

Significant Person: Cheddar Man (10,000 years ago)

Cheddar Man was a Mesolithic hunter-gatherer with dark skin and blue eyes. He was about 166cm tall and died in his twenties. Scientists could also tell that he was lactose intolerant. His skeleton was uncovered in 1903 at Gough's Cave in Cheddar Gorge, Somerset. It is Britain's oldest complete skeleton.

Year 4: Bronze and Iron Ages Knowledge

- The Bronze Age (2000 bce–800 bce) followed the Stone Age and began with the smelting of copper (mixed with tin) to create bronze, thereby allowing for improved tools and utensils. These improvements occurred earlier in Europe.
- Some migration is likely to have taken place in both the Bronze and Iron Ages but the extent is unknown. The population certainly rose.
- The Iron Age (800 bce–43 ad) followed the Bronze Age.
- Iron was stronger and easier to shape.
- The period saw greater sophistication and skill in pottery, jewellery, clothing and buildings.
- The earlier equalities of the Stone Age were replaced by more social divisions and elites, e.g. the military, with a more formal society. This is partly explained by the creating of surpluses, e.g. grain, leading to the creation of wealth, power and land ownership.
- The period saw changes to burial patterns.
- The main preoccupations of the Iron Age people seem to have been warfare (as shown by many hill forts), agriculture and religion. Tribal kingdoms appeared.
- Iron Age families lived in more settled communities and were able to exploit the land better.
- There is plenty of evidence of trade, especially with Europe, and the period sees the first use of coins.
- Remains have been found of boats used for trade.
- Life expectancy was fairly low throughout the period.
- Key technological developments in the Iron Age included the potter's wheel, the lathe, rotary quern and iron-tipped plough.
- Greater use was also made of the wheel. There were large regional variations throughout Britain.
- The period is often regarded as ceasing with the Roman invasion of 43 ad but there was a fair amount of continuity with Celtic systems and structures after that date.
- An example of a hoard is (a large collection of artefacts discovered), e.g. the Isleham hoard with 6,500 pieces. Other key archaeological finds from the Bronze Age include the Mold gold cape or the Salcombe underwater wreck.
- The story of the Amesbury Archer found near Stonehenge with 100 artefacts including copper knives, gold hair ornaments, decorated pottery, flint arrowheads
- There are many sites we believe to be from the Bronze Age, including many connected with burials. Many bodies are buried beneath round barrows, often with grave goods.
- Although Iron Age people did not write, Romans and Greeks did provide some details much later.

Significant Person: The Amesbury Archer (2300 BC)

The Amesbury Archer was discovered during an excavation in Amesbury near Stonehenge, in May 2002. He is nicknamed "the Archer" because of the many arrowheads buried with him. The grave contained more artefacts than any other early British Bronze Age burial, including the earliest known gold objects ever found in England.

Year 4: Romans Knowledge

- The Romans first came to Britain in 55 and 54 bce when Julius Caesar decided to teach the Britons a lesson for supporting the Gauls. However, they did not stay in Britain until Claudius invaded in 43 ce.
- In a few years, the Romans had control of much of southern England and, in 30 years, much of the west and Wales. However, their dominance was much less in the north, especially in Scotland.
- Overall, the Romans had control of about three-quarters of Britain.
- After some temporary successes further north, the border was the 73-mile Hadrian's Wall.
- Although there were Roman governors and administrators, many local rulers were left in charge as 'client kings'.
- They were largely left alone provided they accepted the emperor of Rome and paid their taxes.
- There were rebellions – the most famous being that of Boudicca in ce 61 – although later troubles were often as much intrigues against the government in Rome.
- The army was dominant and much effort was directed to supporting it. Only Roman citizens could serve in the legions, but there were also many auxiliaries – many of them not actually from Rome.
- Although most people lived in the countryside, towns were established – some of them well laid out with walls, grid patterns and public buildings. These were either new or built on former Iron Age settlements such as Colchester, Silchester and London. Some were built largely for retired soldiers, e.g. Lincoln.
- Richer Romans lived in villas but this is not how many people lived at the time. Roman Britain also had a sizeable number of slaves, and the treatment of women was often poor.
- Roman Britain reached its height in c. ce 160. By the early 5th century many Romans had left, and the links with Rome were largely severed by ce 410.
- Many tribes became Roman Britons in return for keeping their kingdoms; many enjoyed the trappings of Roman civilisation even though they had to pay taxes.
- There was some resistance to Roman rule and how we know about it, e.g. the Battle of the Medway against a large army of Celts, led by King Caratacus and his brother Togodumnus.
- The Romans had much less control in the north – especially Scotland – compared to the south.
- Roman. Only about one in a hundred people lived in such villas (such as Lullingstone or Chedworth) ; poor Romans lived in a simple two-roomed flat in a building known as an 'insula'.
- The main features of Roman towns to find such as straight streets, grid patterns, the forum, shops, animal yards, markets, a court of law, government offices, baths, theatres, archways, an amphitheatre

Significant Person: Queen Boudicca (30-61 AD)

Boudicca was the wife of the ruler of the Iceni, a Celtic tribe in eastern England. After her husband's death, the Romans claimed the Iceni lands. When Boudicca protested, she was beaten and her daughters attacked. In revenge, Boudicca led an army to attack the Romans in Colchester (the capital of Roman Britain). She then led them to London. They caused vast amounts of damage before being defeated. There is a famous statue of Boudicca in London.

Year 4: Tudors Knowledge

- The Tudors were a Welsh-English family that ruled England and Wales from 1485 to 1603 - one of the most exciting periods of British history.
- They ruled for 118 years and during their reign encouraged new religious ideas, overseas exploration and colonisation.
- Henry VII 1485 – 1509, Henry VIII 1509 – 1547, Edward VI 1547 – 1553, Jane Grey 1553 – 1553, Mary I 1553 – 1558, Elizabeth I 1558 - 1603
- The first Tudor king was Henry VII. He became king after the battle of Bosworth field, which ended the War of the Roses. He was followed by his son, Henry VIII, who was famous for marrying six times and beheading two of his wives! His son, Edward VI ruled after him, followed by his daughters Mary I and Elizabeth I.
- Henry VIII was born at Greenwich Palace, London on 28 June 1491 and was the second son of Henry VII and Elizabeth of York (daughter of Edward IV). He became Prince of Wales and heir to the throne on the death of his elder brother, Prince Arthur, in 1502. He succeeded to the throne after his father's death on 21 April 1509. He was 17 years old when he became king.
- Henry VIII brought religious upheaval to England. When he became king, most people belonged to the Catholic Church, which was headed by the Pope, in Rome. In 1534, Henry broke away from the Catholic Church and proclaimed himself head of the Church of England. The land and riches of the church became Henry's property and he sold off most of this land to dukes, barons and other noblemen.
- During the sixteenth century, England emerged from the medieval world. It was a time of great change, most notably it marked the end of the Catholic church in England. Great naval exploits began the great English seafaring tradition.
- The golden age of exploration began in the 15th century and lasted more than 200 years. During the reign of Elizabeth 1, many sailors went in search of unknown lands. There were two main reasons: one was adventure and the other was money.
- Most ordinary homes in Tudor times were half timbered - they had wooden frames and the spaces between were filled with small sticks and wet clay called wattle and daub. Tudor houses are known for their 'black-and-white' effect.
- Portugal and Spain led the way, exploring the coasts of Africa, Asia and the 'New World' of the Americas. English exploration began in the reign of Henry VII, who sent Italian-born navigator John Cabot to find a north western route to Asia.
- In May 1588 a massive invasion fleet or 'Armada' sailed from the port of Lisbon. It was made up of 130 ships fitted with 2,500 guns. They carried 30,000 soldiers and sailors. This great war fleet was bound for England.
- The Armada is famous because at that time England was a small nation with a little navy and they were facing the greatest power in the world (Spain). They defeated Spain, with help from Mother Nature. It marked the beginning of England's mastery of the seas.
- The great history of the English navy began, as did serious English exploration and colonization.
- Tudor Explorers: Sir Walter Raleigh (1554-1618) Sir Walter Raleigh was born in 1554 in Devon. He was a handsome man with dark brown hair and was one of Elizabeth I's favourite courtiers. He was also a poet and a fearless soldier.
- He led many expeditions to America and introduced tobacco and the potato into England. He chose the name of the first English colony in America. He named it Virginia after Queen Elizabeth.
- Sir Francis Drake (1540-1596). During his life, Protestant England was often at war with Catholic Spain and there were rich rewards for capturing Spanish ships.
- Drake, who was an incredibly bold and brilliant sailor, captured more than his fair share of Spanish ships. His pirate raids on Spanish ships off the coast of America were encouraged by Queen Elizabeth I. Drake's successful battles against the Spanish helped England become a major sea power
- Life had many problems. Towns were becoming overcrowded, roads were muddy tracks and travelling was difficult. The overcrowding caused danger from the fire and disease.
- During 118 years of Tudor rule, England became richer than ever before. As the country became wealthier, towns grew, beautiful houses were built and schools and colleges were set up. Arts and crafts flourished too. England was home to great painters, writers and musicians

Significant Person: William Shakespeare (1585-1616)

William Shakespeare was born in Stratford Upon Avon. He was a poet, actor and dramatist, and may have performed at Rufford Old Hall, Lancashire. The Hesketh company of players is believed to have performed in the hall around 1581, including 'William Shakeshaft' – one of the many alternative spellings of Shakespeare's name.

Year 5: Anglo Saxons Knowledge

- Medieval England: 410 - 1066
- Settlers from Germany (Angeln and Saxony)
- Also included Jutes, Danes, Friesians – but for convenience historians talk about them all as Saxons.
- After the Romans left, Vortigern invited some Saxons were invited to come to eastern England to help protect the country from invasion. The story of Hengist and Horsa 449AD. As Britain was relatively rich many more came – making up perhaps a quarter of the population.
- In some places, Saxons and Britons co-existed quite happily, but not everywhere. It took a long time for things to settle down; even then, strong kings would expand the areas they controlled, whereas weak kings would lose land.
- Kings:
 - Offa was the King of Mercia 757 – 796 AD: by the time he died, he ruled Mercia, East Anglia, Kent, East Sussex and Wessex; he went to Rome in 792 to meet the Pope and founded many abbeys and monasteries including St Albans.
 - King Alfred was the King of Wessex (Alfred the Great) 871 – 886AD, then King of the Anglo Saxons 886 – 899AD
 - King Harold II was the last Anglo-Saxon king of England 5 Jan– 14 Oct 1066AD
- Villages and houses: Tatton Park, Sutton Hoo
 - Made of wood with thatched straw roofs
 - One room for eating, sleeping, cooking
 - Hole at the top to act like a chimney
 - Most had no windows, if they did they were slits called eye holes (no glass)
 - Floor was dirty and covered in rushes
 - Biggest house was the hall, the Chief's house: long, wide, smoke with the fire in the middle
 - Built near natural resources; wood, water
 - Positioned at the top of a hill
 - High fence around the village and ditches
- Small tribal groups, forming kingdoms and subkingdoms – Northumbria, Mercia, East Anglia and Wessex
 - Origins of many English place names are from the Saxons
 - Also named after pagan gods or goddesses
- England was a rich country. This is what attracted the Vikings from 793 onwards, and the Saxons had to fight to protect themselves from the invaders.
- Saxons were initially pagans, but gradually they became Christian, building churches and setting up monasteries, which became centres of learning.
- Pagan: lots of different gods and goddesses
 - Each god controlled a particular part of everyday life
 - Balder, Eostre, Frigg, Hel, Loki, Saxnot, Thunor, Tiw, Wade, Wayland, Woden (chief god)
 - Certain days of the week are named after early Saxon gods (eg Wednesday has come from Wodnesdoeg – Woden's day)
- They were buried with their possessions – knives and spears often found in graves
- There is plenty of evidence of trade with the rest of the world.
- Saxon jobs: hunting, farming, producing textiles and leather
 - Kept pigs, sheep and cattle
 - Made household goods and farm equipment from pottery, wood and metal
 - Clothes woven from cloth
- Anglo-Saxon Chronicle: provides most of our information, year by year account of major events
- Over 300 Anglo-Saxon hoards have been found across Britain, the biggest is the Staffordshire Hoard which was discovered in 2009 where over 1500 pieces of gold were found
- Abbess Hilda of Whitby was one of the only famous Anglo-Saxon women
- 1066 Battle of Hastings was the end of the Anglo-Saxon period: Bayeux Tapestry

Significant Person: Hengist and Horsa (d. 488)

These were two Germanic brothers who led the Angles, Saxons and Jutes in their invasion of Britain in the 5th century. The two have achieved legendary status for their leading role in conquering what we now know as England.

Year 5: Victorians Knowledge

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| <ul style="list-style-type: none">• Queen Victoria's life: 24th May 1819 – 22nd January 1901• Queen Victoria's reign: 1837-1901• Life expectancy was 26 years old• Population of the country doubled from 20 million to 40 million• British Empire: covering about 25% of the world: Canada, large areas of India, Australia, and New Zealand and small parts of South America and Africa.• Local land use<ul style="list-style-type: none">○ Victorian buildings and their features (Clarendon school old building)○ Back to back houses for volume of factory workers○ Terraced houses became popular for the working class○ Sewers: open until the Public Health Act 1848, changed to make local councils responsible for building drains and providing clean water• Poor people / poverty<ul style="list-style-type: none">○ 1834 Poor Law○ Workhouses (Royal Bolton Hospital old building)○ Slums○ Health – poor health conditions for working class, cleaner to drink alcohol than water, diseases, consumption, most people couldn't afford, use of leeches to suck out toxins,• Rich people<ul style="list-style-type: none">○ Better/ cleaner living conditions• Compulsory schooling from 1871 | <ul style="list-style-type: none">• Famous people:<ul style="list-style-type: none">○ George Stephenson: engineer, steam locomotive 'The Rocket', Liverpool to Manchester, the Rainhill Trials○ Isambard Kingdom Brunel: engineer, designing and constructing railways○ Professional football became big businesses• Boer War: 1899, many volunteer soldiers had to be turned down because they weren't fit or strong enough to fight• Inventions<ul style="list-style-type: none">○ Electric light bulb - Thomas Edison (USA) and Joseph Swan (UK)○ Penny farthing - James Starley○ Postage stamps○ Christmas cards○ Post boxes○ Public flushing toilets○ Underground railways in London• Bank holidays were introduced (without pay)• Holidays – Blackpool, all factory workers had the same time off, 'factory shutdown'• Local industry<ul style="list-style-type: none">○ Paper mills○ Cotton mills○ Factories: child labour, more people worked here than ever before, laws were passed to make factories safer to work in and working hours shorter○ Canals: Stoke for the Pottery industry, Irwell Valley canal, Manchester Ship canal, Worsley canal, tow paths, barges, pulled by horses○ Railways made travel quicker, cheaper and easier○ Frozen food imported from New Zealand and Australia |
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Significant Person: George Stephenson (1781-1848)

He was an English engineer. He built the first public railway line in the world to use steam locomotives. He is known as the "Father of Railways". George was born in Wylam, which is in Northumberland. He was hired to build a railroad between Liverpool and Manchester. In 1829, the Rainhill trials were held to choose the first locomotive to run on the railroad. Stephenson and his son, Robert, built the Rocket. It beat three other engines. He also invented a miner's safety lamp, which was widely used in the north of England.

Year 5: Maya Civilisation Knowledge

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| <ul style="list-style-type: none">• The Maya were a Stone Age society in Central America. (Meso-American society (Meso means 'Stone-Age').• They first appeared around 2000 bc, but their main period is from around 0 ad to around 1300 ad.• They used obsidian to make weapons, limestone to build their pyramids, salt for their health and to preserve their food, flint for tools, jade for ornaments and quetzal feathers on the headdresses for priests and kings• They make a perfect contrast with Stone-Age Britain (there are lots of similarities, but also many differences) and also ancient Egypt (pyramids and hieroglyphs)• There was a big change in the civilisation around 900 ad, when many Mayan cities were deserted and around 90% of the population disappeared.• Many historians think the Maya were the most advanced society in America, even though they had no wheels, no metal and no roads.• It is said that they invented a process of turning raw rubber from trees into a useable ball for playing a version of football.• They knew about, and could predict, eclipses.• Their artwork is also seen as advanced, and is very clearly identifiable as Mayan.• They built up a huge trading empire and some of their cities grew to contain around 50,000 people.• Sacrifice was an important part of the Mayan religion. Only the priests performed a sacrifice, and they were performed in the temples which were usually at the top of pyramids. | <ul style="list-style-type: none">• They used the rainforest effectively, mainly growing maize and grinding it into flour to make tortilla type bread.• They gave the world chocolate, which they drank flavoured with chillies. They also used cocoa beans as currency.• The Mayans who lived in the Puuc region of Yucatan had to cope with a challenging environment in regards to fresh water supply. Because the peninsula is composed mostly of limestone and other soluble rocks, there is almost no surface water.• Most of the Maya cities were built near rivers that provided water for human consumption and access to trade routes.• The Maya also developed a complex calendar, and had a writing and counting system based on hieroglyphs.• Mayans had many gods for different reasons. For example:<ul style="list-style-type: none">- Itzamna- creator god, Yum Kaax- , A nature god, Maize God- both a female and a male maize god.• Mayans had creation myths. |
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Significant Person: Pakal (615-683 AD)

K'inich Janaab Pakal (we know today as Pakal the Great.) was one of the most famous Maya rulers. He was king of Palenque, or Lakamha (in modern Mexico). Pakal ruled for 68 years from 615-683 AD, the fifth longest of any monarch in history. In his reign Pakal made palaces bigger and built temples. This was the same time as the famous early Anglo-Saxon Sutton Hoo ship burial in Britain.

Year 6: Ancient Greece Knowledge

- Ancient Greece is usually reckoned to have lasted from the 8th century bc to 800 ad.
- The Minoan period (c.3000-1400 bc), explaining was an early part of Ancient Greece.
- The term Ancient, or Archaic, Greece refers to the time three centuries before the classical age, between 800 B.C. and 500 B.C.—a relatively sophisticated period in world history.
- Archaic Greece saw advances in art, poetry and technology, but most of all it was the age in which the polis, or city-state, was invented.
- The polis became the defining feature of Greek political life for hundreds of years.
- Ancient Greece consisted of many city states which were often isolated from each other. The most famous were Athens and Sparta, but there were many others. Sometimes they came together to fight a common enemy such as Persia.
- During the so-called “Greek Dark Ages” before the Archaic period, people lived scattered throughout Greece in small farming villages. As they grew larger, these villages began to evolve. Some built walls. Most built a marketplace (an agora) and a community meeting place.
- They developed governments and organized their citizens according to some sort of constitution or set of laws. They raised armies and collected taxes. And every one of these city-states (known as poleis) was said to be protected by a particular god or goddess, to whom the citizens of the polis owed a great deal of reverence, respect and sacrifice. (Athens’s deity was Athena, for example; so was Sparta’s.)
- The territory of Ancient Greece stretched far beyond the boundaries of Ancient Greece to include parts of Italy, North Africa, Turkey and, under Alexander the Great, even to places such as Afghanistan.
- There is a large amount of surviving evidence about Ancient Greece, such as artefacts, buildings and the written word.
- Athens is often contrasted with Sparta – Athens was more a pioneer of democracy, with Sparta being much more militaristic. Their democracy was not identical to ours today – for example, women were excluded, as were foreigners and slaves.
- Many Greeks were fairly poor and some places, including Athens, had large slave societies.
- The Ancient Greeks were pioneers in the fields of mathematics, philosophy, art, drama, science and architecture.
- They believed in a pantheon of gods, as well as heroes – who were generally seen as human but immortal.
- The Ancient Greeks were passionate about sport and exercise, and believed that a good physique was very important to their status – their first Olympic
- Games dated from 776 bc.

Significant Person: Archimedes (287 BC–212 BC)

Archimedes was a Greek scientist. He was an inventor, an astronomer, and a mathematician. He was born in the town of Syracuse in Sicily. He made mathematical discoveries as he solved everyday problems. He invented machines to move heavy objects, carry water, and fight battles. Archimedes recorded his discoveries so that others could learn from them. He died during a Roman invasion.

Year 6: Vikings Knowledge

- The Vikings first started to attack Britain around 793 ad, with a raid on the Holy Island of Lindisfarne off the Northumbrian coast.
- Monks in the medieval ages lived very quiet and religious lives. They spent much of their days in silence and in prayer. However, the lives of the monks on Lindisfarne were brutally disrupted by the invasion of the Vikings on June 8th 793 ad.
- The last Viking Raid an attempt to seize the throne of England by Harald Hardrada and Tostig in 1066 ad.
- Following raids right around the coast, mostly involving fierce fighting against the local inhabitants, the Vikings started to overwinter in England and finally to settle.
- Contrary to popular belief, Vikings did not really have horns on their helmets!
- Vikings were not just raiders – they traded throughout most of the known world, including the Mediterranean region and the Russian steppes.
- They even reached North America around 1000 ad, albeit because the explorer Leif Erikson was blown off course on a trip to Greenland!
- Vikings were not just fighters; many were skilled farmers, fishermen and craftsmen. In fact they would do most things to make a profit!
- As they left little written evidence themselves. Most of our evidence was written by their 'victims' and so was quite critical of their oppressors.
- Most historians argue that overpopulation – too many people and not enough land – was the main reason why so many Vikings left home.
- The Vikings were expert boat builders and sailors. Keels – central spines along boats' bottoms – made their 16 to 37m 'longboats' easy to steer, and because these were designed to float high in the water, landing on beaches was easy.
- Among the many gods Vikings believed in were Thor, the god of thunder, and Loki, a cheeky mischief-maker who could shape-shift to become all different kinds of animals.
- According to the Groenlendinga Saga (the Greenland Saga), Leif Erikson – otherwise known as Erik the Red – visited Norway in around 1000 ad. While there, he became a Christian. King Olaf then sent him back to Greenland to convert the settlers there. Some stories claim that on his way back to Greenland from Norway he was blown off course and, by chance, came to the shores of north-eastern America. This meant he 'discovered' America nearly 500 years before Christopher Columbus.
- Vikings initially came to Britain to raid, going home for the winter
- Most Vikings who settled in Britain were farmers, living in small communities in the countryside.
- As the conflict between Anglo-Saxons and Vikings continued, England was eventually split into two – to the south and west lay Anglo-Saxon England, while the north and east (roughly along the line of the A5 road, the Roman Watling Street) was under Viking rule. This area became known as the Danelaw. It reveals that the Anglo-Saxon kings weren't strong enough to defeat the Vikings.)
- Cnut the Viking became king of the whole of England in 1016 ad. He then also became King of Denmark in 1018 ad and of Norway in 1028 ad, thus creating a huge Viking empire.
- Alfred, as they have just learned, ruled Wessex while the Vikings ruled the Danelaw.
- During Saxon and Viking times there were many different rulers in England, each controlling their own 'kingdom'. Mercia, Wessex, and Northumbria are just a few examples.
- The Vikings were great storytellers. Long winter's evenings were perfect for telling stories commemorating the actions of successful Vikings. Great deeds were often exaggerated, and half-truths made out to be truths. Gods mixed with men, and brave deeds were honoured. (Viking Sagas)

Significant Person: Leif Erikson, (970s – 1019 to 1025)

Leif Ericson was a Norse explorer. According to the Viking sagas, he visited Norway in around 1000 ad. and became a Christian. King Olaf then sent him back to Greenland to convert the settlers there. Some stories claim that on his way back to Greenland from Norway he was blown off course and came to the shores of north-eastern America. This meant he 'discovered' America nearly 500 years before Christopher Columbus.

Year 6: World War II Knowledge

- World War Two (WW2) was the first total war, involving everyone in many countries.
- It began in 1939 when Germany invaded Poland, and gradually every major country of the world became drawn in.
- It cost more than 50 million lives across the world, including nearly as many civilians as soldiers.
- Ordinary people showed enormous bravery and resistance in the face of great threat and cruelty – the spread of Fascism, the Holocaust, and of huge developments in technology – V-rockets and the atomic bomb.
- For families in Britain, the war impacted upon each man, woman and child in a way that had never happened before.
- the impact of the war on Bolton and the local area
- Prime Minister Neville Chamberlain gave a speech on 3rd September 1939
- In May 1940, after the disastrous Norwegian campaign, Chamberlain resigned and Winston Churchill became prime minister. Chamberlain served in Churchill's cabinet as lord president of the council. He died a few weeks after he left office, on 9 November 1940
- Evacuation was voluntary, but the fear of bombing, the closure of many urban schools and the organised transportation of school groups helped persuade families to send their children away to live with strangers.
- The first stage of the evacuation process began on 1 September 1939 and involved teachers, local authority officials, railway staff, and 17,000 members of the Women's Voluntary Service (WVS).
- The WVS provided practical assistance, looking after tired and apprehensive evacuees at railway stations and providing refreshments in reception areas and billeting halls.
- Volunteers were also needed to host evacuees.
- Evacuees and their hosts were often astonished to see how each other lived.
- Some evacuees flourished in their new surroundings. Others endured a miserable time away from home.
- Many evacuees from inner-city areas had never seen farm animals before or eaten vegetables.
- In many instances a child's upbringing in urban poverty was misinterpreted as parental neglect. Equally, some city dwellers were bored by the countryside, or were even used for tiring agricultural work.
- Once the war started, German U-boats began to sink ships coming to Britain carrying food and weapons. It became more difficult to feed everyone so the government introduced rationing, to make life fairer and to save resources.
- Clothes were rationed. Many newspapers had articles on how to cut down adult 'worn-out' clothes and turn them into children's clothes.
- As soon as war broke out, it was expected that enemy bombers would target British cities, destroying factories and houses and killing thousands of people.
- When war broke out, all men aged between 18 and 41 were called up, and by 1942 this was extended to men aged up to 51.
- Women between 20 and 30 were also conscripted into the armed forces. Other women were drafted in to do the jobs left by men who were away fighting.

Significant Person: Alan Turing (1912 - 1954)

Alan Turing was a British mathematician. He made major contributions to the fields of mathematics, computer science, and artificial intelligence. He worked for the British government during World War II, when he succeeded in breaking the secret code Germany used to communicate.