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| Topic: Roman Britain | Concept: Causes & Consequences | Theme: Empire & Invasion | Opportunities for extending your knowledge: |
| By the end of this unit you will know:   * Who were the Romans? * What was Britain like before the Romans invaded? * Why did the Romans invade Britain? * How did the strength of the Roman army help them invade Britain? * How did life change in Britain after the Roman invasion? * How did the Celts react to the Roman invasion of Britain? * What were the consequences of the Roman invasion of Britain?   By the end of this unit you will be able to:Image result for success clip art   * Place events in chronological order * Describe the features of life in Celtic and Roman Britain * Pick out information and make inference from sources * Identify and explain the causes and consequences of the Roman invasion of Britain   Why do we study this?  The Roman invasion of Britain is one of the most important events in our countries’ history. It affected our language, culture, geography, architecture and even the way we think.  This unit will also introduce us to you to important historical themes (Empire and Invasion) and historical skills (Cause and Consequence) | | | Reading:  **‘Empire's End - A Roman Story’ by Leila Rasheed**  This book tells the tale of a young North African girl who sets out on a danger-filled journey to Britain during Roman times.  **‘Queen of Darkness’ by Tony Bradman**  A vivid and gripping story told by Rhianna, who witnesses the events of Boudica’s rebellion against the Romans Image result for films clip artWatching:Horrible Histories – Rotten Romans.Available on BBC iPlayer, Netflix and clips on YouTube Online:  **BBC Bitesize**  [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  This website includes lots of  information and video clips about Roman Britain |
| Keywords  **Empire** A group of countries ruled over by a single monarch (king/queen) or government  **Invasion** When an army or country uses force to enter and take over another country.  **Cause** A reason why something happens.  **Consequence** The results of an action or event  **Chronology** Placing events in time order, earliest till latest.  **Feature** Something important that stands out.  **Infer** What you can work out from a source that is not directly said. | | | |

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| Topic: 1066 | Concept: Causation | Theme: Invasion | Opportunities for extending your knowledge: |
| By the end of this unit you will know:   * Who were the Anglo-Saxons? * Who should be king in 1066? * Why did Harold win at the Battle of Stamford Bridge? * What happened at the Battle of Hastings? * Why did William win at the Battle Hastings and be crowned king?   Image result for success clip artBy the end of this unit you will be able to:   * Place events in chronological order * Describe the features of Battles that took place in 1066 * Pick out information and make inference from sources * Identify and explain the causes of William being crowned King in 1066   Why do we study this?  1066 is one of the most famous dates in English History, so important we spend a full half term looking at the events of one year! The Norman victory marks a huge turning point in English history and was the last time our country was invaded by a foreign power.  In this unit of work we will revisit the historical theme of ***invasion*** and further develop our skill of ***causation*** by asking why the events of 1066 ended the way they did. | | | Reading:  **‘1066 I was there’ by Jim Eldridge**  This book tells the thrilling story of a young Edwin who risks everything to infiltrate the Norman army and find out William of Normandy's plans for King Harold.  **‘Stormin' Normans (Horrible Histories)’**  **by Terry Deary and Martin Brown**  In this book readers can discover all the foul facts about the Stormin' Normans, including why Norman knights slept with a dolly! Image result for films clip artWatching:1066: A Year to Conquer EnglandA 3 part series, available on BBC iPlayer, Online:  **BBC Bitesize**  [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  This website includes lots of  information and video clips about 1066 and the  Norman Conquest |
| Keywords  **Invasion** When an army or country uses force to enter and take over another country.  **Cause** A reason why something happens.  **Chronology** Placing events in time order, earliest till latest.  **Feature** Something important that stands out.  **Infer** What you can work out from a source that is not directly said.  **Anglo-Saxons** Tribes from northern Europe who settled and ruled England from 410-1066.  **Normans** Came from Normandy in France. Led by William Duke of Normandy, they invaded England in 1066.  **Medieval** The time period from 1000-1500. Also known as the Middle Ages. | | | |

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| Topic: Medieval Depth Study | Concept: Change and continuity | Theme: Monarchy, religion and power | Opportunities for extending your knowledge: |
| By the end of this unit you will know:   * How did William Duke of Normandy conquer England? * How far did William change England? * How far did castles change over the Medieval period? * How religious were people in Medieval England? * Was the Church more powerful than the King? * Why was the signing of the Magna Carta significant? * Did the Peasants revolt change life for ordinary people?   Image result for success clip artBy the end of this unit you will be able to:   * Place events in chronological order * Describe the features of Medieval England * Pick out information and make inference from sources * Identify and explain aspects of changes/continuity over the Medieval period.   Why do we study this?  This unit of work will allow us to look at a period of history in depth. We will focus on the history themes of monarchy, religion and power, giving us an insight into how the way people in England have been ruled has changed over time. We will also develop our history skill of change and continuity, which helps historians to make sense of the past. | | | Reading:  **‘Stormin' Normans (Horrible Histories)’**  **by Terry Deary and Martin Brown**  In this book readers can discover all the foul facts about the Stormin' Normans, including why Norman knights slept with a dolly!  **‘Avoid being in a Medieval castle’ by Jaqueline Morley and David Antram**  Life in a medieval castle was not as romantic as you might think! See what life was really like for a lowly servant, carrying out all the grim menial work of the castle and doing her best to survive the horrors of siege warfare. Image result for films clip artWatching:Robin HoodThere are a host of films and TV programs available, look online or on streaming services. Online:  **BBC Bitesize** [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) This website includes  lots of information and video clips about Medieval England |
| Keywords  **Chronology** Placing events in time order, earliest till latest.  **Feature** Something important that stands out.  **Infer** What you can work out from a source that is not directly said.  **Change**  When something becomes different or altered.  **Continuity** When something stays the same or is similar.  **Norman Conquest**  The invasion and taking control of England by the Normans after the Battle of Hastings.  **Medieval** The time period from 1000-1500. Also known as the **Middle Ages**.  **Monarchy** A form of government that has the king or queen at its head.  **The Church** A religious building or a term used to describe the wider Christian religion. | | | |

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| Topic: The Tudors | Skill: Significance | Theme: Monarchy, religion and the individual | Opportunities for extending your knowledge: |
| By the end of this unit you will know:   * What were the key events of Henry VII’s reign and why is he significant? * What were the key events of Henry VIII reign and why is he significant? * What were the key events of Edward VI’s reign and why is he significant? * What were the key events of Mary I’s reign and why is she significant? * What were the key events of Elizabeth I’s reign and why is she significant?   Image result for success clip artBy the end of this unit you will be able to:   * Place events in chronological order * Describe important events in Tudor England * Describe important actions of the Tudor Monarchs * Explain why the Tudor Monarchs are significant   Why do we study this?   * Many historians consider the Tudors to be very significant. We will investigate why this is the case and why the Tudors continue to fascinate people. * This unit links directly to GCSE work which includes a unit on Elizabeth I. * During this period very important religious changes took place, England was transformed from a Catholic country to a Protestant country. | | | Reading:  **‘**[**Eliza Rose**](https://www.amazon.co.uk/Eliza-Rose-Lucy-Worsley/dp/1408898039/ref=nosim?tag=myc0e-21)**&**[**Lady Mary**](https://www.amazon.co.uk/Lady-Mary-Lucy-Worsley/dp/1408869446/ref=nosim?tag=myc0e-21)**’ by Lucy Worsley**  Written by renowned historian and popular television presenter Lucy Worsley, *Eliza Rose* takes you back to the time of the Tudor court of Henry VIII at the time of his divorce from first wife, Catherine of Aragon.  **‘Tudor Rose’ by Anne Perry**  A time-travelling tale where a mysterious watch brings together Rosie Sands, a modern-day twenty first-century teenager and Queen Elizabeth I in 1588. Waking up in Elizabeth's court, Rosie becomes embroiled in the battle with the Spanish Armada. Image result for films clip artWatching:‘Bill’By the makers of Horrible Histories, this is a great film about William Shakespeare and Elizabeth I. Online:  **BBC Bitesize** [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) This website includes  lots of information and video clips about the Tudors. |
| Keywords  **Chronology** Placing events in time order, earliest till latest.  **Significance** The skill of making an informed judgement about how important or noteworthy an event or person is.  **The 5 Rs** The method used to judge significance (Resulting in change, Revealing, Remembered, Remarkable, Resonates)  **Monarchy** A form of government that has the king or queen at its head.  **The Church** A religious building or a term used to describe the wider Christian religion.  **Catholic** A branch of Christianity that has the Pope in Rome as its head.  **Protestant** A branch of Christianity that is separate from Roman Catholics**.**  **Reformation** A 16th-century movement that reformed the practices of the Church. | | | |

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| Topic: The Stuarts | Concept: Change & Continuity | Theme: Reform & revolution | Opportunities for extending your knowledge |
| By the end of this unit you will know:   * Who James I was & the events of the Gunpowder Plot      * Why there was a Civil War in England * Why witchcraft was considered a crime * The causes and consequences of the Great Fire of London * What life was like in Stuart England   By the end of this unit you will be able to:  Image result for success clip art   * Explain why the Civil War took place * Make an inference from a source * Identify features * Provide detailed facts to support arguments   Why do we study this?   * It is an example of British History and culture and will deepen our understanding of the society in which we live in. * It gives us contextual understanding of the consequences of the English Civil War. * It involves the crime of Witchcraft in England, something which we revisit as part of the Crime and Punishment topic at KS4 | | | Reading:   * Life in Stuart Britain (A Child’s History of Britain)– by Anita Ganeri  The Stuarts; A Heroes History – by William WebbHorrible Histories: Slimy Stuarts – by Terry DearyTudors and Stuarts (Usborne History of Britain)– by Fiona PatchettWatching:  * The Stuarts (iPlayer) * The Stuarts & The Stuarts in Exile (Amazon Prime)   Image result for films clip art |