

YEAR 3: AUTUMN 2 – TIME COP: SOLVING MYSTERIES OF AN ANCIENT WORLD

HISTORY: STONE AGE TO IRON AGE BRITAIN

CHRONOLOGICAL UNDERSTANDING:

To develop a chronologically secure knowledge and understanding of British history (10,000BC – 43AD):

Learning links:
History:
Y4: The Roman Empire – Invaded Britain in AD43 to end the Celts/Iron Age

KYA = thousand years ago (4kya = 4000 years ago)	BC = Before Christ	AD = Anno Domini 'In the year of our Lord'	Palaeolithic Age Early Stone Age 3,400,000BC – 9,500BC	Mesolithic Age Middle Stone Age 9,500BC – 4,000BC	Neolithic Age New Stone Age 4,000BC – 2,500BC	Bronze Age 2,500BC – 800BC	Iron Age 800BC – 43BC
Timeline	Hunting	Gathering	Farming	Fishing	Doggerland	Community	Settlements

The **Stone Age** was a time in history when **early humans** used **tools** and **weapons** made from **stone**. It lasted from when the **first stone tools** were made, by our ancestors, about **3.4 million years ago**, until the introduction of metal tools a few thousand years ago. It is split into **3 periods**: **Palaeolithic** (from the first use of stones until the end of the ice age); **Mesolithic** (from the end of the ice age until the start of farming) and **Neolithic** (from the start of farming until the first use of metal).

The **Palaeolithic** period (also known as the **Early Stone Age**) was when Britain was **part of mainland Europe**. The **first humans** probably arrived in Britain around **900,000 BC**. Early Stone Age people lived in **caves** or very **simple shelters**. They made **stone tools** and survived by **hunting** and **fishing**.

The **Mesolithic** period (also known as the **Middle Stone Age**) is thought to have been between **9,500BC** and **4,000BC**. During the Middle Stone Age, Britain was **linked to Europe** by a **strip of land** called the **Doggerland**. **People** in Britain began to set up **camps** along the **British coast** and **river banks**. **Hunters** worked in **teams** using **spears, bows and arrows**.

The **Neolithic** period (also known as the **New Stone Age**) is thought to have been between **4,000BC** and **2,500BC**. **Britain** became an **island** at the start of the period. People **learned to farm**. They **cleared large areas** of land and **settled in small communities**. Neolithic people used **flint, antler** and **bone** to make **tools** and developed the skill of **making clay pots**.

Celts	Romans	Saxons	Vikings	Normans	Tudors	Victorians	WW II
500 BC	AD 43	450	793	1066	1485	1837	1939

Neolithic

Several people were laid to rest in free-standing stone or wooden structures. The living came to take and rearrange the bones. Some of these mortuary structures were later covered in an earthen or stone mound, sometimes long and sometimes circular or kidney-shaped.

Early pottery in Britain, such as Windmill Hill ware, is round bottomed and often has lugs (little handles) and a decorated rim.

The earliest feature of Stonehenge, a circular bank and ditch, was started around 5kya, 3000 BC. The stones came later. Skara Brae was also first inhabited in 3000 BC.

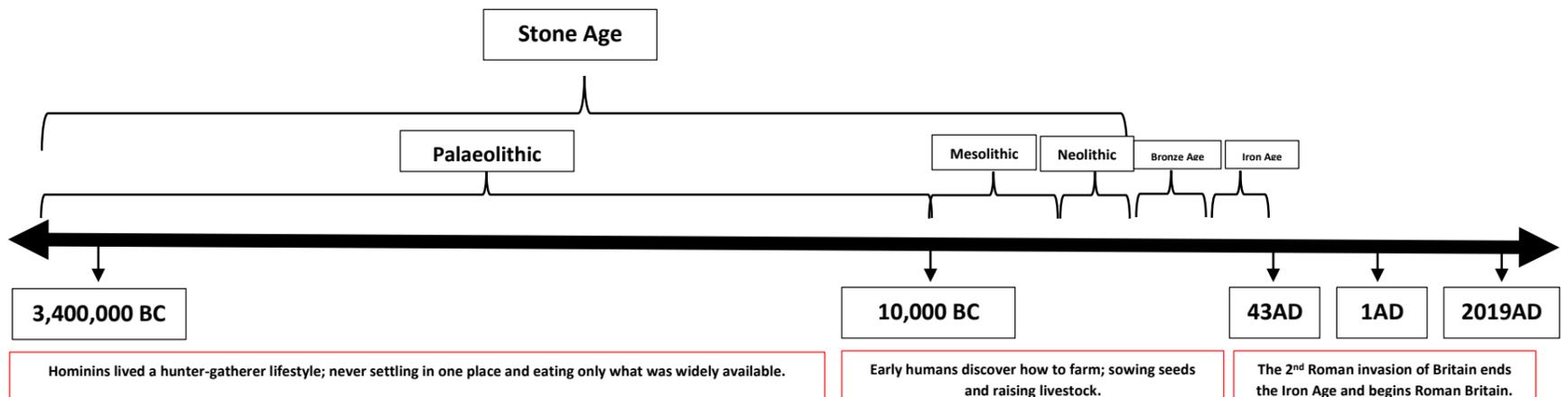
Bronze Age | Iron Age

Beakers become common in Britain around 4.3kya, 2300 BC, probably part of a package of objects associated with high status.

Individuals are buried, often with expensive objects like weapons and jewellery, under circular earthen or stone mounds called round barrows or cairns.

Cremation becomes a common burial rite in the later Bronze Age, sometimes with bones and ash being buried in urns in large cemeteries.

Most Iron Age people weren't buried but in what is now the East Riding of Yorkshire there was a tribe called the Parisi who buried some of their dead with elaborate chariots around 2.4kya, 400 BC.



TO UNDERSTAND AND DESCRIBE: THE STONE AGE

To understand and describe the changes in Britain from the Stone Age to the Iron Age:

Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: Roman Britain (43AD – 410AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs

<i>Hominins</i>	<i>Homo erectus</i>	<i>Neanderthal</i>	<i>Homo sapien</i>	<i>Ancestor</i>	<i>Hunter-gatherer</i>	<i>Barbed spears</i>	<i>Mammoth</i>
<i>Farming</i>	<i>Plough</i>	<i>Settle</i>	<i>Settlements</i>	<i>Tunic</i>	<i>Animal hide</i>	<i>Pigment</i>	<i>Jewellery</i>

The **Stone Age** was a time in history when **early humans** used **tools** and **weapons** made out of **stone**. It lasted from when the first stone tools were made, by our ancestors, about **3.4 million (3,400,000) years ago** until the **introduction of metal tools** around **4 thousand (4,000) years ago**. Around **6 million years ago** (mya), a group of **apes** began to **walk on two legs**: these were the **hominins** (a group that includes modern humans and our ancestors). Over **vast periods of time**, **many** types of **hominin** appeared, and at any period, there might have been **several different kinds**. **Modern humans** like us only appeared about **200,000 years ago**.

Homo Erectus (2,000,000 years ago – 24,000 years ago):

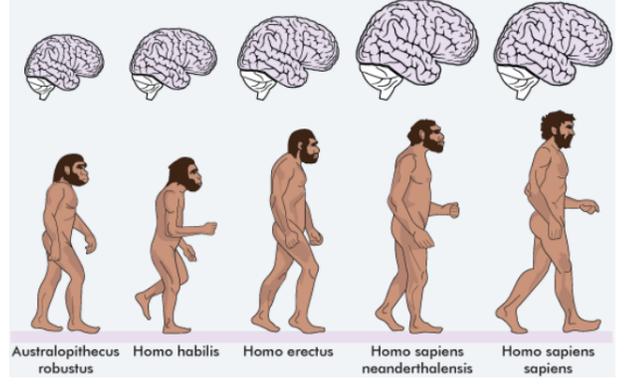
About 2 million (2,000,000) years ago, a new type of **hominin**, **Homo erectus**, learned how to **make fires** to keep **warm**, create **light**, **frighten** away **animals**, and **cook meat**. **Homo erectus** means “**upright man**”, and was the first of our **ancestors** to have about the **same** body proportions and **size** as us. **Homo erectus** lived in **Africa**, but were probably the first **hominins** to move into **Asia** and **Europe**. They had **large brains** and made **hand axes** to **chop** meat and **dig** root vegetables out of the ground.

Neanderthals (300,000 years ago – 24,000 years ago):

Neanderthals, **Homo neanderthalensis**, looked **similar** to us, but were **shorter** and **stronger**. They had a heavy ridge over their eyebrows, and a large nose, which may have helped them to breathe more easily while hunting in freezing conditions. They lived across **Europe** and western **Asia** during the **Ice Ages**, from about **300,000 years ago** until they died out about **24,000 years ago**. To cope with the cold weather, Neanderthals **made warm clothes** from **fur** and **animal skins**. Neanderthals usually lived in **caves** and had hard and **dangerous lives**. They **lived** in **family groups**, cared for the sick, and carefully **buried relations** when they **died**.

Modern Humans – Homosapiens (24,000 years ago – present day):

Everyone in the world today belongs to one group, **Homo sapiens**, meaning “**wise man**”. The first modern humans developed in **Africa** about **200,000 years ago** when there were about **six other kinds of hominin** alive at the same time. By about **24,000 years ago**, **Homo sapiens** were the **only humans left on Earth** and by **15,000 years ago** they lived on **every continent** in the world, **except Antarctica**. **Homo sapiens** had **large brains** for the size of their slender bodies. Modern humans made **art by painting rocks** and **cave walls** with **pictures of animals, hunting, and people**. They **carved bone** into animal and human shapes, and began to make **pottery from clay, carving** and **painting the surface**. By about **10,000 years ago**, humans began to **grow crops of wheat and other grains** to eat, and **keep animals** for their **milk and meat**.



A Stone Age Diet:

Hunting and Gathering:

For most of the **Stone Age**, humans lived as **hunter-gatherers**. This means that instead of growing their food, they **went out and found it**. They **hunted** and **fished** for food, especially during the Ice Age. Later, they learned to **gather edible plants**, collect **eggs** from birds’ nests, and, for a sweet treat, they took **honey from wild beehives**. What **hunter-gatherers** ate depended on what they could **find each season**, eating **fruit and berries** when they **ripened** and eating **meat** from **animals** when they were most plentiful.



They **travelled** from place to place in **search** of the best **hunting grounds**, living in **temporary shelters**. Many **large and dangerous animals** flourished in the last Ice Age. People **hunted** some of these **huge animals**, such as **mammoths**, for food. Hunters probably **targeted** young, sick, or lone animals that had become trapped or stuck in a muddy swamp. **After wounding** their prey, the hunters waited until it **collapsed**, then moved in for the **kill**.



Humans who lived by the sea, rivers, or lakes used **barbed spears** to **catch fish** and, later, traps to catch **eels, crabs, and lobsters**.

Farming:

Eventually, humans **learned to grow their own crops** and began to **settle in one place**. These people became the **first farmers**. Around **10,000 BC (12,000 years ago)**, hunter-gatherers made an **incredible discovery**. They **dug** up the **ground**, **scattered** a few **wild grains**, and learned how to **farm**. **Farming** meant that early **humans** could **control** their **sources of food** by **growing** plants and **raising** animals. They **no longer** had to **move** in **search** of food and eventually began to **settle** in one place **all year round**. Around **4,000 BC (6,000 years ago)**, the **plough** was **invented**, which made it **easier** to **sow seeds** in the ground.



Stone Age Clothing:

The **cold climate** during the Ice Age made **clothing essential**. Early humans **cleaned, prepared, and wrapped animal skins** around themselves to keep warm. Evidence suggests that **simple, weaved clothing** was used by **humans** around **25,000 BC (27,000 years ago)**.

Early man made **clothing** by using sharp, **pointed tools** to **punch small holes** in animal **skins** and then simply **lace** them with **natural thread**. It is likely that a **tunic** was first made from **two pieces** of rectangular **animal hide** bound together on one short side with a **hole left for the head**. The **arms** stuck through the **open sides** and the **tunic** was either **closed** with a **belt** or similar. **Shoes** were made from a **single piece** of **animal hide** and were **shaped to fit** the wearer’s foot.

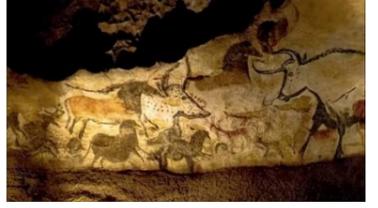


Examples of this have been **found** to date back to around **5,000 BC (7,000 years ago)**.

Early humans may have also **decorated** their **faces** and bodies with **paints** made from natural pigments. Around **75,000 years ago**, humans **strung shells** together to make some of the **first jewellery**.

Cave paintings:

Early humans may have used **art** as a way of **helping** themselves in their **struggle** for **survival**. **Paintings of animals** on cave walls are **common**. Perhaps this was thought to **bring success** when **hunting** or may have **acted** as a call for **help** from a **spirit world** the people **believed** in. The famous cave paintings at Lascaux in southwest France are about **18,000 years old**. Stone Age artists also created **sculptures** from **clay, ivory, bone, or carved stone**.



Stone age **artists** used their **fingers**, as well as **twigs, moss** and **horse-hair brushes**, to **dab** paint on the cave walls. They also **blew** paint through **bone tubes** or **reed pipes**. They would **grind up coloured rock** (yellow ochre, red oxide rocks, and charcoal) in to a **powder** and make a **paste** by mixing it with **spit, water** or **animal fat** which helped the paint **stick** to the cave **walls**.

Stone Age Beliefs:

Early humans developed **religious** beliefs to help **explain** the **world** around them. **Hunters** and gatherers tried to make **contact** with the **spirits** of the **animals** they hunted. As people began to **settle** and **farm**, they made **tombs** for their **ancestors**. They became aware of the changing seasons and made up **stories** about why the **Sun** rose in the morning or why there were thunderstorms, and started **worshipping** such **forces of nature**. To **keep** their **gods happy**, they offered **gifts** and performed **ceremonies**. **Tombs**, made of large **boulders** called ‘**megaliths**’, were a **link** between the **living** and the **dead**.



Read more about the Stone Age here:



TO UNDERSTAND AND DESCRIBE: THE BRONZE AGE

To understand and describe the changes in Britain from the Stone Age to the Iron Age:

Bronze Age 2,500BC – 800BC	South Eastern Europe	Metal	Bronze	Copper	Tin	Tools	Weapons
Armour	Jewellery	Valuable	Wealth and power	Settlements	Round houses	Defence	Defensive settlements
Warriors	Spears	Swords	Axes	Shields	Trade	Boats	Travellers

Learning links:
Science:
 Year 4:
 States of Matter:
 Solids, liquids and gases
 Year 5:
 Properties and changes of materials

The **Bronze Age** began around **4,000BC (6,000 years ago)** when people in **South Eastern Europe discovered** how to **make a metal** called **bronze**.



The **invention of bronze changed** the **lifestyles** of early man by introducing **stronger**, more **reliable tools** and **weapons**. **Humans** became more **efficient** and we saw the development of **larger communities** living across **Europe**. Communities began to **trade** with each other. However, they also became **competitive** and began to **compete** for **land, wealth** and **power**. During times of **war**, the community's **strongest leaders** were highly regarded and **valued**.

The use of **bronze** spread throughout **Europe**, and to other parts of the **world** by **2,000 BC (4,000 years ago)**. **Decorative metal** objects had **previously** been made out of **copper**, but this metal was too **soft** to make useful **tools** and **weapons**, which needed re-sharpening regularly. **Bronze** was a **hard metal**, made by **combining copper** and **tin**, and could be used to make **tools, weapons, armour**, and beautiful **jewellery**. Soon, **bronze** was being used **throughout** the **ancient world**.

How was bronze made?

Bronze was made by **heating** the metals **tin** and **copper** over fire and **mixing** them together. As the two metals **melted**, they **combined** to form **liquid bronze**. This was **poured** into **clay** or sand **moulds** and allowed to **cool**. This method was called **casting** and it was used to make most bronze objects, including, **swords, brooches, knives**, and **pins**. Bronze could be **sharpened** and **made** into **many** different **shapes**. It could also be **melted** down and **remade** into other objects. Its **hardness** meant it was especially **useful** for making **tools** for the villagers and **weapons** for the warriors. When it was new, **bronze** was a **shiny, gold** colour, and could be **richly decorated**. Bronze was used to make **beautiful objects** such as **jewellery**, as well as **tools** for the villagers and **weapons** for the **warriors**. These **objects** were often given **fancy designs**. Bronze was seen as a **valuable material**, and rich and **powerful people wore** beautifully **decorated bronze objects** to show off their **wealth** and **power**. **Ordinary axes and tools** were later made in **large numbers** as **bronze** became **more common**.



Bronze Age Settlements:

A **settlement** is a place where a **community** of people **live**. At the **beginning** of the **Bronze Age** in **Europe**, most people lived in **small villages** or on **farms**. They **built houses** from **materials** that could be **found nearby**, such as **wood** or **stone**. Most people in **Western Europe** lived in **small round houses**. **Farmers** grew cereal **grains** such as **wheat** and **barley** and kept **cattle** and other animals. **Communities** began to **compete** with each other **for land** and **fighting** broke out. This led to people **building large fences** surrounding their villages to **keep enemies out**. These were some of the **first defensive settlements**.



Bronze Age Warriors:

European **Bronze Age burials** show a **society** led by **warriors**. The **high status** of **warriors** in **Europe** was displayed in the **richness** of their **personal items**, which included **fancy jewellery** such as **bangles** and **pins**, and beautifully **decorated weapons**. **Bronze Age warriors** wore **armour** and **carried swords, spears**, and **shields**. **Spears** were used for **stabbing** as well as **throwing** at enemies from a **distance**. **Swords** and **axes** were used for **hand-to-hand** fighting. Very **important warriors** would have also **ridden** on **horse-drawn chariots** during **fight**s.



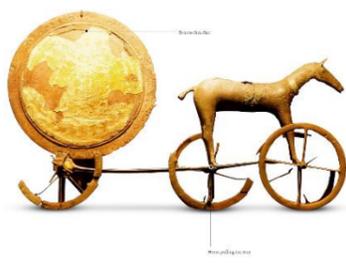
Bronze Age Travellers and Trade:

During the **Bronze Age**, people **travelled** huge **distances** to **trade** (exchange) **tin** and **other objects**, including **salt**. **Boats** were used to **transport** things like **tin, copper**, and **finished bronze** objects. Although **copper** was found in **many parts of the world**, **tin** was **only found** in some parts of **Europe**, so had to be **taken** to **other countries** where people wanted to **make bronze**. People **traded** their own **un-wanted** goods for **items** they **wanted**, like **tin** or **amber** (a precious stone). **Some items** for trading were **carried** over **huge distances**, which probably would have **increased how much** they were **worth**.



Bronze Age Beliefs:

Not much is known about **Bronze-Age beliefs** but **objects** from the time **suggest** that the **Bronze Age** brought about big **changes** in **religious practices**. One of the greatest was that **people stopped building** large **ritual monuments**, such as **stone circles**. People also placed **metal items**, thought to be **offerings** to gods, in **watery places**, such as **rivers, lakes** and **bogs**. **Bronze-Age people** also held **beliefs** about **death** and **burial**. When **powerful leaders** in Europe **died**, they were **buried** beneath **large mounds**. Some graves belonging to warriors **contained** things like **bronze axes, daggers**, and **gold ornaments**, which were buried with the dead. In the **late Bronze Age**, people began to **cremate** (burn) bodies **instead** of burying them. The **ashes** which were left after the body had been burnt were put in **pottery containers** called **urns** and buried in graveyards known as **urnfields**.



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Read more about the Bronze Age here:

TO UNDERSTAND AND DESCRIBE: THE IRON AGE

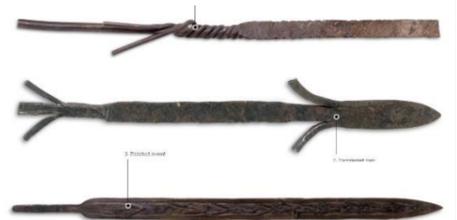
To understand and describe the changes in Britain from the Stone Age to the Iron Age:	Iron Age 800BC – 43BC	Ironworking	Smelting	Melting point	Celts	Bards	Merchants	Mediterranean
	Craftsmen	Priests/Druids	Hill forts	Banquet	Brochs	Head-hunting	Human sacrifice	Burials

The **Iron Age** began in around **800BC** when the use of **iron** had become **widespread** in the **Eastern Mediterranean**. **Ironworking** first began in what is now **Turkey** between **1,500BC** and **1,300BC** but the **new technology** was kept **secret** at first. By **800BC**, it had **spread** throughout all of **Europe**. The **warrior people** who lived in **Europe** during this time are known today as the **Celts**. They shared **common religious beliefs** and spoke **similar languages**. They were **skilled metalworkers** who made **distinctive art** with **rich, swirling patterns**. **Iron** was used to make **weapons, tools, cooking pots, horse harnesses, and nails**. It was **harder than copper**, which had been used before. It was also **more common**. It **changed** ordinary people's **lives**, making important tasks like **farming easier**. **Ploughs** with **tips** made out of **iron** were used to **plant crops** for food. **Iron weapons** also made **fighting** between tribes **more common**.

Learning links:
Science:
Year 4: States of Matter: Solids, liquids and gases
Year 5: Properties and changes of materials

How was iron made?

Ironworking became **widespread** during the **Iron Age** from around **1,200BC**. **Iron** was **found** in **rocks** called **iron ore**. **Making iron** from iron ore (**smelting**) needed **very high temperatures**. **Techniques** for making **iron** were first **developed** in the **Middle East**, sometime after **1,550BC**. **Ironworking** gradually **spread westward**, reaching **Britain** by **700 BC**. **Iron** was **harder** than **bronze**, which had been used to make objects before. It was also **easy to get hold of**. **Iron** had a much **higher melting point** than **bronze**, which meant that, unlike bronze, **iron could not be melted** and **poured into a mould** to form weapons or tools. Instead, it had to be **heated** and **hammered into shape**. **Iron objects** were **made** by **smiths** (metalworkers).



Iron Age Settlements:

The people of **Iron-Age Europe**, called **Celts**, lived in **tribes** ruled by **chiefs** or **kings** and **queens**. **Most** people were **farmers**, who used a variety of **iron tools**. They **cleared** the **land** for **farming** using **iron axes**, and **turned** the **soil** with **iron-tipped ploughs**. There were **battles** with **neighbouring tribes**, who were **fierce rivals**. **Chiefs** built **forts** on **hillsides** to protect their **villages** from **invasion**. **Rich** landowning **warriors** were the most **important** people. There were also **bards** (poets), **merchants**, **artists**, skilled **craftsmen** and **priests** called druids.



Iron-Age Celtic tribes built **strongly defended hill forts**, which could be like **small towns**. Hill forts were **built** on **hilltops** and surrounded by **huge banks** (mounds) of **soil** and **ditches**. They were **protected** by **wooden walls** which kept **enemies out**. They were **home to many** people, who would have lived in **wooden houses** with **thatched roofs** made out of straw. Strongholds such as hill forts were **built for protection**. This was because **war was common** in the Iron Age.



Iron Age Warriors:

The **Celt warriors** were **fierce, proud warriors** who loved **fighting** and **feasting**. They held **great banquets**, lasting several days, to **celebrate victories** in battle. **Unlike the Romans**, who fought in tightly disciplined groups, the **Celts battled** as **individual warriors**, each **seeking personal glory**. The **Celts fought many battles** against each other. In some areas, they **built forts** and **brochs** (defensive towers) to **protect** their families and belongings **from attack**. The **Greeks** and **Romans** were **shocked** by many **Celtic practices**, such as **head-hunting** and **human sacrifice**.



Iron Age Beliefs:

The **Celts** lived in **Europe** during the **Iron Age**. They had **many gods** and **goddesses**, whom they **believed** had **power** over this world and the next. A god with stag antlers appears on many **Celtic images**. The Celts **sacrificed** valuable **objects** and **animals** to their gods, and sometimes **people too**. They **threw precious objects** into **rivers** and **lakes**, which they believed to be **entrances to the world of the gods**. The **Celts believed** that **people journeyed** to a **world of spirits** after death. Great **feasts** were held as **preparation** for **burials** of **Celtic leaders**.



Iron Age Crafts:

The **Celts** made objects with a **decorative art style** which had lots of **swirly lines**, including tightly **coiled spirals**. Chiefs showed their **high status** through beautifully crafted accessories. They wore **gold** and bronze **torcs** (neck-rings) and **bracelets**. Greek and Roman writers record that the **Celts** wore brightly coloured, **patterned clothing**. Men wore **baggy trousers**, called **bracae**, and leather **belts** with **bronze buckles**. Celts also owned gorgeous **vessels** (containers), and **weapons** such as **bronze shields** decorated with **coloured glass**.



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[Read more about the Iron Age here:](#)

KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

EXS:

When did the Stone Age begin and end?
 When did the Bronze Age begin and end?
 When did the Iron Age begin and end?
 Why are these ages named the way they are?
 Identify 4 differences between life in the _____ Age and the _____ Age.
 How did life change when early humans discovered bronze/iron?
 Why did humans stop hunting for food in the late Stone Age?
 Who were the most important people in a settlement in the Bronze and Iron Age?
 Why do you think this is?

GDS:

If you were an archaeologist and you found the grave of a Bronze or Iron Age human, how could you tell how rich they were?
 How did the use of tools/weapons change between the Stone Age and the Bronze & Iron Age? Why do you think this is?
 How did life change when early humans discovered bronze/iron? Why is this?
 Why did humans stop hunting for food in the late Stone Age? Explain how this changed the lifestyles of communities.

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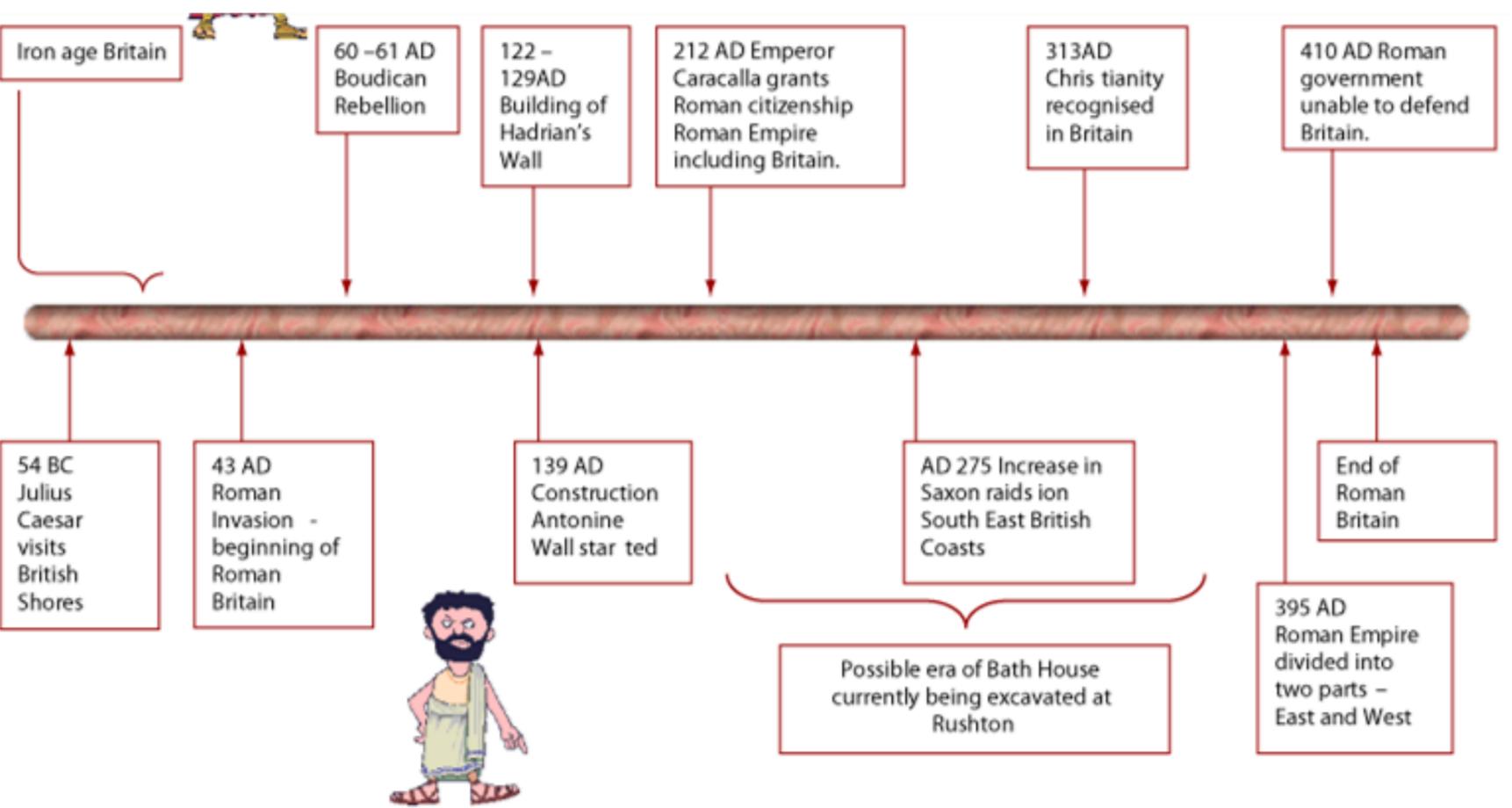
HISTORY: HOW DID THE ROMAN'S IMPACT ON BRITAIN?

CHRONOLOGICAL UNDERSTANDING: THE ROMAN EMPIRE IN BRITAIN

To develop a chronologically secure knowledge and understanding of British history:

KYA = thousand years ago (4kya = 4000 years ago)	BC = Before Christ	AD = Anno Domini 'In the year of our Lord'	Celts	Romans	Roman Empire	Rome, Italy	Conquer(ed)
Timeline	Invade(d)	Invasion	Emperor	Cultural	Technological	Barbarians	Anglo-Saxon
Celts 500 BC	Romans AD 43	Saxons 450	Vikings 793	Normans 1066	Tudors 1485	Victorians 1837	WW II 1939

Learning links:
History:
Year 3: End of the Iron Age/Celts – beginning of the Roman Empire



The Roman Empire in Britain – A timeline:

Between **800BC** and **43AD**, **Iron Age Britain** was occupied by the **Celts** (as you will remember from your learning in Year 3).

At the same time, in **Rome, Italy**, the **Romans** were becoming more and more **powerful** in **Italy** and **Europe**.

In **202BC**, the **Romans conquered** other countries **outside of Italy** and by **130BC**, they had **invaded** and conquered **Greece** and **Spain**. These countries were now part of the **Roman Empire**.

The **Romans tried to invade Britain** many times but the **Celts**, who occupied Britain at the time, were **fierce warriors** and proved **difficult to beat**.



In **43AD**, the **Romans**, led by **Emperor Claudius**, finally **conquered** the **Celts** and the **Roman Empire began** to establish itself in **Britain**.

In **60-61AD**, **Boudica**, a **Queen** married to **King Prasutagus** in **East Anglia** (Norfolk), led a **rebellion** against the **Romans**. She did this because, when her **husband died**, the **Romans** wanted to **cease** her **property**; leaving her with nothing. When she **initially rebelled** against this happening, she and her **daughters** were **attacked** and **beaten**. Because of this humiliation, **Boudica joined forces** with the neighbouring tribe of the **Trinovantes** and **attacked** the **Roman cities of Colchester, London** and **St Albans** mercilessly **killing thousands of Romans** and **destroying** the **cities**.



In **61AD**, **Boudica** and her **rebels** were finally **defeated** by **Paulinus** who chose the site of the battle well and, even though the **Romans were outnumbered**, their **superior weaponry** and **training** enabled them to inflict a **crushing defeat** on the **Britons**.

The **Romans** were in **power** of **Britain** between **43AD** and **410AD** (for **367 years**) and, during this time, implemented **huge cultural** and **technological changes** to **British life**; many of which we can still see evidence of now.



Between **350AD** and **410AD**, **Roman Britain** came under **constant attack** from **Barbarians** such as the **Angle, Saxon, and Jute** tribes from **North-Western Europe**. They shared the **same language** but were each **ruled by different strong warriors**.

Eventually, in **410AD**, the **Roman Empire's** hold of Britain was **defeated** by these **Barbarian** forces. This was the beginning of **Anglo-Saxon Britain**.



The Roman Empire eBook.pdf

Find out more about the Roman Empire here:

TO UNDERSTAND AND DESCRIBE: THE ROMAN ARMY

To understand and describe the Roman Empire and its impact on Britain:	<i>Romans</i>	<i>Roman Empire</i>	<i>Regimented</i>	<i>Tactics</i>	<i>Legions</i>	<i>Fortress</i>	<i>Standard Bearer</i>	<i>Signifier</i>
	<i>Caerleon</i>	<i>Chester</i>	<i>York</i>	<i>Commanders</i>	<i>Officers</i>	<i>Soldiers</i>	<i>Doctors</i>	<i>Engineers</i>
	<i>Legio Legion</i>	<i>Eques Legionis Horse Legion/Cavalry</i>	<i>Cohort</i>	<i>Centuria Century</i>	<i>Contubernium Tent group</i>	<i>Legionaries Roman Citizens</i>	<i>Auxillaries Non-Roman Citizens</i>	<i>Cavalry Horse-riding soldiers</i>
	<i>Cassis Helmet</i>	<i>Lorica Segmentata Armour</i>	<i>Gladius Sword</i>	<i>Pilum Dagger</i>	<i>Scutum Shield</i>	<i>Ballista Giant Crossbow</i>	<i>Onager Catapult</i>	<i>Testudo Tortoise formation</i>

The Roman Army:

The **Romans** were extremely **successful** in **battle** because they had **thousands** of **soldiers** who had been **regimented** and **trained** to **fight** in an **organised** way. The **Romans** had designed and built **effective weapons** and tools to be **used** by their **soldiers** and they had a **clear tactic** of fighting in numbers. The **Roman army** was made up of **groups of soldiers** called **legions**. There were **over 5,000 soldiers in a legion**. Each **legion** had its own **number, name, badge** and **fortress**. There were about **30 legions** around the **Roman Empire**, three of which were based in **Britain** at **Caerleon, Chester** and **York**. (**Tombstones** at **Chester** indicate that some **men** joined the legions **young**; two men had been **only fourteen** when they had joined up.) A **legion** had **commanders, officers** and ordinary **soldiers**. There were also **doctors, engineers** and **other workers**.

The **Roman army** was **divided** into legions of about **5,000 men**. Within these **legions, soldiers** were **split** in to **sub-teams** to help with organisation:

- **Contubernium:** consisted of **8 men**. They marched, fought, worked and camped together.
- **Centuria:** was made up of **10 contubernium** with a total of **80 men** commanded by a **centurion**. Each had its own **Signifier (standard bearer)**. **Roman standards** were held in **awe** and **fiercely protected**. They were **symbols of Roman honour**.
- **Cohorts:** included **6 centuria**, a total of **480 men**. A **Primus Pilus** (a **senior centurion**) **commanded the cohort**.
- **Legio:** (Legion) consisted of **10 cohorts**, about **5,000 men**. Each legion had **59 centurions**, one to **command each centuria**, **10 Primus Pilus (1 per cohort)** and a **commanding officer; called a legate, or Legatus Legionis**.
- **Eques Legionis:** Each **legio** had a **cavalry (horses) unit** of **120 attached** to them.



The **spread** of the **Roman Empire** was partly due to the fact that the **Roman army** was so well **organised**. At the time of its **invasion of Britain**, the Roman army was the most **disciplined** and **efficient** killing machine that the ancient world had ever known. Its men were **well-equipped** and **highly trained**, and **operated in strict formation** on the battlefield.

Roman Soldiers:

Roman soldiers were very **strong** and **tough**, they had to **march** over **20 miles** a day with **heavy things** to carry. They had to carry equipment such as **tents, food, cooking pots** and **weapons** as well as wearing all their **armour**. The **Roman army** was **divided** into **two groups - legionaries** and **auxillaries**.

Legionaries: The **Roman legionary** was a **soldier** who was a **Roman citizen** younger than 45.

The **legionaries** of the **Roman army** were **recruited** only from those who had **Roman citizenship**. By the first century, many **inhabitants of Italy, Spain** and **Gaul** (France) were **Roman citizens** and were **eligible to serve**.

Legionaries served in the army for **20 years**. They were **well-armed** and **well trained** fighting men. They were also **skilled engineers** and **craftsmen** because they had to **build roads, bridges** and **forts**.

Auxillaries: The **Auxillaries** of the **Roman army** were **non-Roman citizens**. They were **recruited** from **tribes** that had been **conquered** by Rome or were **allied to Rome**. Roman **Auxillaries** were **paid less** than the legionaries and had to **serve for 25 years**, after which they **became Roman citizens**.

Cavalry: A **troop** of **120 horsemen**, who served as **scouts** and **messengers** were **attached** to each Roman **legion**.



Armour and Weaponry:

The **basic equipment** of a **Roman soldier** was:

- **Cassis** - helmet
- **Lorica Segmentata** - armour
- **Focale and cingulum** - scarf and tunic worn under armour
- **Gladius** - sword, 18-24 in. long
- **Pilum** (plural pila) - medium-length throwing spear
- **Scutum** - shield
- **Red Battle Cloak**
- **Caligae** or military boots



Scutum (Shield): On the **left side** of the soldier's body, was his trusty **shield (scutum)**. It was a **semi-circular shield**, designed so that any **missiles** thrown at the soldier would be **deflected** to one side. This would mean **less effort** by the soldier would be needed to **defend himself**.

Gladius (Sword): The **sword** was very important. It was **light** and **short** (no more than **50 cm**) so **soldiers** can use it for **stabbing quickly**. The legionary **wore** his sword high on the **right side of his body**. This **enabled** it to be **drawn underarm** with his **right hand** without interfering with the shield which he carried in his left.

Pilum (throwing spear): A soldier carried **two spears** to **throw** at the enemy. The spears were just over **two metres** long and they were designed to **bend** and **stick** in the enemy's **shield** so he could not use it to **protect himself**. They were **difficult to pull out** and would **bend on impact**, so they **couldn't be thrown back** at the attacking **Roman soldiers**.

Pugio (dagger): The **pugio** was a **small dagger** used by Roman soldiers as a **sidearm**. It was worn on **left side**; ready for **close combat**.

Cassis (helmet): On the front of the **helmet**, about 3" above the rim is a **protrusion protecting** the **forehead**. This was designed to **prevent** sword **blows** from **penetrating** the helmet and causing head injuries. The **rear** of the helmet had a **guard** that **protected** the **neck** from sword blows.

Lorica Segmentata (Body Armour): The **body armour** was made from **overlapping iron strips**. These **metal strips** were **fastened** with **hooks** and **laces** at the front and **hinged** at the back. These were held together by **vertical leather strips** on the inside. This enabled the soldier to be **well protected** and also be **flexible** enough to allow him to **bend**. The armour was **strengthened** by **front** and **back plates** below the neck. The **shoulders** were **protected** by a pair of **curved pieces**.



Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> • Invasion • Settlements • Technology • Leaders • Religion/ beliefs
Year 4: Roman Britain (43AD – 410AD)
<ul style="list-style-type: none"> • Invasion • Settlements • Technology • Leaders • Religion/ beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
<ul style="list-style-type: none"> • Invasion • Settlements • Technology • Leaders • Religion/ beliefs
Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
<ul style="list-style-type: none"> • Settlements • Technology • Leaders • Religion/ beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> • Settlements • Technology • Leaders • Religion/ beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
<ul style="list-style-type: none"> • Settlements • Technology • Leaders • Religion/ beliefs

Specially Engineered Weapons:

When the **Roman army invaded new lands**, it often found **walled towns** and **fortresses** that had to be **conquered**. The army **attacked** with **special weapons, towers** and **ladders** designed by **intelligent engineers** and made by **skilled craftsmen**.

Ballista (Giant Crossbow):

The **ballista** was a **powerful, ancient crossbow**. It fired **iron-tipped bolts** towards the **enemy positions**. The bolts whistled through the air at some **50 metres per second**, and carried a **terrifying punch**; they would **pierce armour**, and cause **instant death**.

Onager (Catapult):

The most **powerful artillery** piece in the Roman arsenal was the **sling-equipped Onager**. It could **fire rocks** of up to 150 lbs (70 kgs) to be used to **smash** through **walls** and **fortifications**. Each rock was **loaded** into a **sling** on the end of an arm.

Roman Army Formations:

Testudo (The Tortoise): One of the **Romans** most **famous formations** was the **Tortoise (testudo)**. Testudo is the Latin word for "tortoise". It was used to **protect** the **soldiers** from attacks. The soldiers in the **front** and **side** rows **interlocked** their **shields**. The soldiers in the **back lines** placed their **shields over** their **heads** to form a protective "**shell**" over top of the men. The **Testudo** was a very **strong, tight formation**. It was usually **used to approach fortifications**. The **soldiers** could **march** up to a fort in the Testudo formation and **not one of them would get hurt**.

The **shields fitted** so **closely** together that they **formed** one **unbroken surface** without any gaps between them. It has been said that it was so strong a formation that men could walk upon them, and even horses and chariots be driven over them.

The Wedge: The **wedge** was used to **'crack open'** enemy lines. **Legionaries** formed up in a **triangle**, the front **'tip'** being one man and **charged towards** enemy lines with their **gladius (sword) out**.



TO UNDERSTAND AND DESCRIBE: HOW THE ROMANS CHANGED BRITAIN

To understand and describe the Roman Empire and its impact on Britain:	Romans	Celts	Culture	Politics	Lifestyle	Invasion(s)	Roman roads	Military reasons
	Trade	Settlements	Towns	Cities	Technology	Technological	Conquests	Uprisings
	Aqueducts	Drains	Sewers	Forum	Public fountains	Public lavatories	Excavate(ion)	Engineering
	Londinium	Camulodunum	Verulamium	Leisure time	Roman baths	Amphitheatres	Stadiums	Chariot Racing

Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/ beliefs
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<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/ beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
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Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/ beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/ beliefs

How the Romans changed Britain:

The **Romans' presence** in **Britain** caused **massive change** on the island. While the **Romans** did bring **cruelty** and subjection to the **Celts**, they also brought **modernisation** and new **culture**. The **Romans** were in **control** of **Britain** for **nearly 400 years**. The **Romans' influence** in Britain and across Europe is still felt today. Many aspects of our **culture, politics** and **lifestyle** were **started** or influenced by something the **Romans** did. When **Britain** became a province of the **Roman Empire**, many **lives changed** massively. While **at first**, it **remained** a mostly **Celtic** region, thousands of people from across the **Roman Empire** soon **settled** in **Britain**, changing it forever.

Roman Roads:

The **Romans** became famous for building **long, straight roads** across **Britain**. They saw this as the **most effective choice** - a **straight line** between two points is the **shortest distance** between them. The roads helped them carry out their short-term goals, but **many** of the **routes** they **founded still exist** today.

Constructing these **roads** was **brutal business**. The **soldiers had to do it** themselves, **without machines**. This meant that they had to **dig earth** by hand, **shape the material** by hand, and **carry the stone** by hand. Eventually, the **Romans built roads** between the **north** and the **south** of **England**, and across the **east** and **west**, including into **Wales**. By the time they left **Britain** in the year **410AD**, they had **built over 5,000 miles of solid road**. As time passed, the roads became **less important for military reasons** but **more important for trade** and general travel. People would either ride on **horseback**, drive **carts** pulled by oxen, or **walk**. **Roman roads sloped** down from the **middle** to **ditches** on either side to **allow the rain** to **drain away** and not make the road too muddy.

Roman Settlements:

As well as bringing the **technology** of **roads** to **Britain**, the **Romans** were also responsible for many **other technological advances**. As well as new **military technology**, The **Romans** showed **Britons improvements** they could make to everyday life, including on their **farms** and in their **homes**. While the **Celts** were already good at farming and building, the **Romans brought** with them more **advanced methods and new styles**. When the **Romans** were not distracted by other conquests or Celtic uprisings, they were able to **build settlements on Britain**. This meant that gradually, people in Britain stopped living in small, separate villages and **started living in Roman-style towns and cities**. This meant that Britons were introduced to vital services and infrastructures such as **aqueducts, drains** and **sewers**. In others words, **running water** and **toilets arrived in Britain**. **Roman-style villas** began to be **built** for the **super wealthy**, and **Roman public buildings** such as **baths** began to appear. Within **17 years of the invasion**, they had **several major towns** in place **connected** by the famous **Roman roads**.



Roman towns were full of **fine buildings** and **temples**. The **Romans** liked everything to be **organised** and **orderly**. **Streets** were laid out in **neat, straight lines**, like on a chess-board. In the **middle** there was a **large square**, called the **forum**. It was used as a **market place** and for **meetings**. It had **shops** and **offices** on three sides and **government offices** on the other side.

Many towns had **running water and sewers**. **Aqueducts** were **bridges** for **bringing water** to the towns. Only the **rich** had **water piped** to their **houses**; everyone else used water from **public fountains**. The only **toilets** were **public lavatories**, which were **built** around the **town** and **connected to underground sewers**. **Buildings** were made of **stone** and **brick**. They were so **well built** that we have been able to **excavate** many **Roman buildings** and even **towns**.

The **three largest** Roman towns were **London (Londinium)**, **Colchester (Camulodunum)** and **St. Albans (Verulamium)**. **Colchester** was their **main town**. Every town with a name ending in **'chester'** or **'caster'** or **'cester'** was once a **Roman town** e.g. Doncaster, Dorchester and Cirencester.



Hadrian's Wall:

40 years after the **Emperor Claudius conquered** southern **Britain** in **43AD**, the Roman governor, **Gnaeus Julius Agricola**, led a force of **20,000 troops northwards** into the country known by the **Romans** as **Caledonia (Scotland)**.

Unlike the **rest of Britain**, **Caledonia (Scotland)** was never considered part of the **Roman Empire**. The **Roman armies invaded Scotland** several times and even **defeated** the northern tribes a few times, but they **never controlled Scotland**. To **control** their newly won **territory in England**, **Emperor Hadrian** ordered the **Romans built** heavily defended **forts** around the country. Most famous of all, on the **northern edge** of their British territory, the Romans built a **coast-to-coast wall** to **protect Roman England** from the tribes who lived in **Scotland**.

Hadrian's Wall was built so well, that you can **still** go and see parts of it **today**, nearly **2,000 years** after it was made. It was **117kilometres (73miles)** long **across** the narrow **neck** of **England**, from the **North Sea** to the **Irish Sea**.

It allowed **Roman soldiers** to **control** the **movements of people** coming into or leaving **Roman Britain**. Every **Roman mile** along the wall, there was a **milecastle**; a **fortified gateway** which allowed **Roman soldiers** to go on **patrol** to the north of Hadrian's Wall and **control** other **people passing** through the wall. **Between** the **milecastles**, were **two turrets** at regular intervals from which **soldiers** could **keep watch** over the surrounding countryside. It took about **14 years** to **complete Hadrian's Wall**. The **largest structure** ever made by the Romans.



Roman Leisure Time:

Roman Baths: Every town had its own **bath complex** (like a large swimming pool). There were **170 baths in Rome** during the reign of **Augustus** and by **300AD** that number had **increased to over 900 baths**. The **Romans** loved **washing** and **bathing** so they built **magnificent public bath houses** in **towns** across their **empire**. Rich **villa** owners would have their **own baths** in their homes. You can see the **remains** of a **Roman bath** in the city of **Bath**, in **Somerset**.



However, these baths were not only places for washing. People went to the **public baths** for **entertainment, healing** or just to get **clean**. Some people went to the public baths to **meet friends** and spend their **spare time** there. Large bath houses had **restaurants, games rooms, snack bars and libraries**.

Roman amphitheatres: The **amphitheatre** was the **centre of entertainment** in **Roman** times. It was a place where **Roman citizens** went to **watch fights** between **gladiators** and **wild animals**, such as **bears** or **lions**. The **bloodier** the battle, the more the crowd roared. The fighters were **slaves** or **criminals** whose **punishment** was to **risk a most gruesome death**.



These **fights** were so **popular** that **schools** were **set up to train** ordinary men as special fighters known as **gladiators**. The **largest amphitheatre** in the empire was the **Colosseum** in Rome which could seat up to **50,000** people at once.

Roman stadiums and Chariot Racing: The **stadium** (or **circus**) was used for **chariot-racing**. A stadium had a long, rectangular enclosure, curved at one end, with seats all around except at the end opposite the curve. Down the middle was the spine (spina), which the chariots hurtled around, lap after lap, trying to cut in front of each other. A **stadium** has been **discovered at Colchester**. This is the first and **only stadium** so far found in the **UK**. Rome had **8 chariot stadiums**.



Chariot-racing was a very **popular** sport all over the **Roman Empire**. **Roman chariots** were **ultra-lightweight** and **flimsy**. There was just enough room for a man to stand on and hold the reins. In an accident, the chariot would fall to pieces in an instant and hurl the charioteer out.

Roman Theatres:

Most **Roman cities** had a **theatre**. Like Greek theatres, the **Roman theatre** had three parts: the **stage**, the **orchestra**, and the **auditorium**. The **auditorium** was **semi-circular** with **rows of seats** rising up from the flat semi-circular chorus area at the bottom. The stage area faced the auditorium on the far side of the orchestra. **Performances** were **often** part of **religious festivals**.



The **actors** were **men** with each actor **playing several roles**. They wore **simple costumes** that could be **changed quickly** and in public. To help distinguish the characters, young men were portrayed by wearing brightly coloured clothing, while old men were portrayed wearing white. Different coloured wigs were also worn. Grey wigs represented old men, black wigs represented young men, and red wigs represented slaves.

There were four kinds of performances:

1. Comedies
2. Tragedies
3. Farces
4. Pantomimes

Language and numbers:

The **language** we use **today** was **developed** from the **Romans**. The **Romans spoke** and **wrote** in **Latin** and much of the English language is based on **Latin words**. Only **wealthy children** were able to go to **school**, as they were very **limited** (only some towns had a school). **Extremely wealthy families** would pay an **educated slave** called a **Pedagogue** to **teach** their **children**. They would **learn Latin** and **numbers**.

A lot of our **English language** is **originated** from the **Latin** spoken by the **Romans**.

The **Roman Numeral**, as far as we know, was the only **written numbering system** used in **Ancient Rome** and **Europe** until about **900 AD**, when the **Arabic Numbering System**, which was originated by the **Hindu's**, came into use. (The Arabic Numbers are the ones we use today 0, 1, 2, 3, 4, 5, 6, 7, 8, 9).

Roman Numerals do not have a **zero (0)** and have **7 digits (I, V, X, L, C, M)**

This numbering system is still present in today's society:

1 = I	8 = VIII	60 = LX
2 = II	9 = IX	70 = LXX
3 = III	10 = X	80 = LXXX
4 = IV	20 = XX	90 = XC
5 = V	30 = XXX	100 = C
6 = VI	40 = XL	500 = D
7 = VII	50 = L	1000 = M
		2000 = MM



Henry VIII



Pope Benedict XVI

Roman Religion and Beliefs:

Religion was an **important** part of **Roman daily life**. The **Romans** believed in **many different gods and goddesses**. If the gods were angry, terrible things could happen. To keep the **gods happy**, animals were **sacrificed** (killed) as **offerings**.

People **worshipped** the gods in **temples** where they made **sacrifices** of animals and precious things. The Romans believed that **blood sacrifices** were the **best way to communicate** with the gods. **Sheep, pigs and bulls** were often **sacrificed**.

Temples, called **Pantheons**, were built to **worship** all **gods**. It was named after the word for the entire collection of their gods called the Pantheon.

The **Romans** thought that their **gods** were all part of a **family** and people told **stories** or **myths** about them.

The **most important gods** to the Romans were the **Greek gods** from **Mount Olympus**. The Greek gods were given **Roman names**, for example, **Zeus** became **Jupiter**.

The **Romans believed** that your **spirit** (soul) went to the **underworld** when you **died**. To get there, the dead needed to **cross the river Styx**. The dead person's **family** would give them a **coin** to **pay** the **ferryman, Charon**.

Some examples of the **Roman Gods** are:

Jupiter	Neptune	Mars	Venus	Cupid	Apollo	Pluto	Saturn
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KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

EXS:

When did the Romans invade and take control of Britain?
 When did the Romans lose control of Britain?
 Identify 4 influences that the Romans had on British culture and explain why this was so important.
 How did life in Britain change when the Romans settled?
 Why were the Romans so effective in battle?
 If you were an archaeologist and you found the grave of a Roman soldier, what would you find?
 Describe the lifestyle of a wealthy Roman citizen living in a Roman town.

GDS:

If you were an archaeologist and you found the grave of a Roman soldier, what would you find to be different if they were Legionary or Auxillary?
 How did the approach to battle differ between the Celts and the Romans? If you were a soldier, which would you rather be, Roman or Celt?
 How did life change when the Romans arrived? Why is this?
 What lasting impressions did the Romans leave on Britain and why do you think that they have lasted?
 If you were an archaeologist and had found a site of the remains of a Roman town, what would you expect to find?

YEAR 5: AUTUMN 2 – TIME COP: SOLVING MYSTERIES OF AN ANCIENT WORLD

HISTORY: THE ANCIENT MAYA CIVILISATION

CHRONOLOGICAL UNDERSTANDING: THE ANCIENT MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To develop a chronologically secure knowledge and understanding of a non-European society that provides contrasts with British history:	KYA = thousand years ago (4kya = 4000 years ago)	BC = Before Christ	AD = Anno Domini 'In the year of our Lord'	<i>Maya civilisation</i> 1100BC – 1542AD	<i>Mayans</i>	<i>Mesoamerica</i>	<i>Central America</i>	<i>Mexico</i>
	<i>Timeline</i>	<i>Mayan culture</i>	<i>Sacrifice</i>	<i>Hunter-gatherer</i>	<i>Homo-sapiens</i>	<i>Civilisations</i>	<i>Culture</i>	<i>Technology</i>

The Ancient Maya Timeline:

The *Maya civilisation* began long ago in a place called '*Mesoamerica*'. This huge area is made up of *Mexico* and part of *Central America*.

The *Maya* built amazing *cities* like *Tikal* (which they called 'Yax Mutal') and *Palenque*. Even though they lived in different cities, *ruled* by *different kings* and *queens*, the *Mayas shared* a lot of *common beliefs* and *traditions*.

They were *experts* at *reading the stars* and even *built* their *cities* as a *map of the sky*! They were also *inspired* by the *creatures* of the *forest* and shared many *legends about animals, plants* and *nature spirits*.

Mayan culture was *well established* by *1100BC*, and it lasted until *1542AD* (*that's 2642 years!*) All *Maya shared a common culture* and *religion*, but each *city governed itself* and had its *own noble ruler*. These *cities never came together* to form a *single empire*. *Mayan kings* were *constantly at war* with each other, *fighting* for *tribute* (gifts) and *prisoners* to *sacrifice* to the *gods*.



- Learning links:**
- Enquiry:**
 - Y3-6 Science
 - Y3-6 History
 - Year 3: Ancient Egypt (3100BC – 30BC)**
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world
 - Year 4: Roman Britain (43AD – 410AD)**
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world
 - Year 4: Ancient Greeks (3000BC – 30BC)**
Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Ancient Maya Timeline

1100BC
The first hunter gathers settle along the Pacific Coast and then expanding into the central highlands.

800BC
Village farming and trade becomes established throughout the Maya Region.

700BC
Mayan writing is developed in Mesoamerica.

400BC
Earliest solar calendars are carved in stone.

300BC
The social structure in Maya adapts to include Nobles and Kings as rulers.

100BC
The first pyramids are built.

AD 683
Pakal the Great of Planque dies and is buried in the Temple of Inscriptions.

AD 450
The city-state of Tikal dominates the tropical lowland of the central region.

AD 800
Sites in the rain forests and tropical lowlands are abandoned whilst northern lowland sites flourish.

AD 1502
First contact with Europeans made.

In *1,100BC*, at roughly the same time as *early humans (homo-sapiens)* were *occupying Britain* during the *British Bronze and Iron Age* (Year 3), the *Maya civilisation* was being developed by *homo-sapiens* living in *central America*.

As the *Roman Empire colonised* and *occupied* most of *Europe* and *Britain* in *43AD – 410AD*, the *Maya* were creating and *developing* their own *cultures, civilisations* and *lifestyles* in *central America*.

Considering that the *Maya*, the *Celts* and the *Romans* were all the *same species* (*homo-sapiens*), it is particularly *interesting* to *compare* the *lifestyles* and *cultures* of the *Maya* with the *Celts* and *Romans*.

How were their lifestyles, culture and technology *similar* and *different* considering that they would have *never met*?

How and *why* were there *similarities* or *differences* between these *civilisations* which were built at the *same time in history* by the *same species*?

The *Maya civilisation* was *prominent* in *Central America* for nearly *2,700 years* until the early *1500's* when the *Maya* were *discovered* by *Spanish explorers*. After many years of battles and *invasion*, the *Spanish* eventually *conquered Central America* in *1542AD* spelling the end for *Mayan civilisation*.



ANCIENT MAYA.exe

Find out more about the Ancient Maya here:

TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:

Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
Year 3: Ancient Egypt (3100BC – 30BC) Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world
Year 4: Roman Britain (43AD – 410AD) Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world
Year 4: Ancient Greeks (3000BC – 30BC) Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

<i>Lifestyle</i>	<i>Civilisation</i>	<i>Temples</i>	<i>Pyramids</i>	<i>Rainforests</i>	<i>Highlands</i>	<i>Lowlands</i>	<i>Settlement</i>
<i>Palace</i>	<i>Plaza</i>	<i>Marketplace</i>	<i>Pyramid</i>	<i>Religious structure</i>	<i>Observing</i>	<i>Observatory</i>	<i>Preserved</i>

Ancient Mayan Lifestyle:

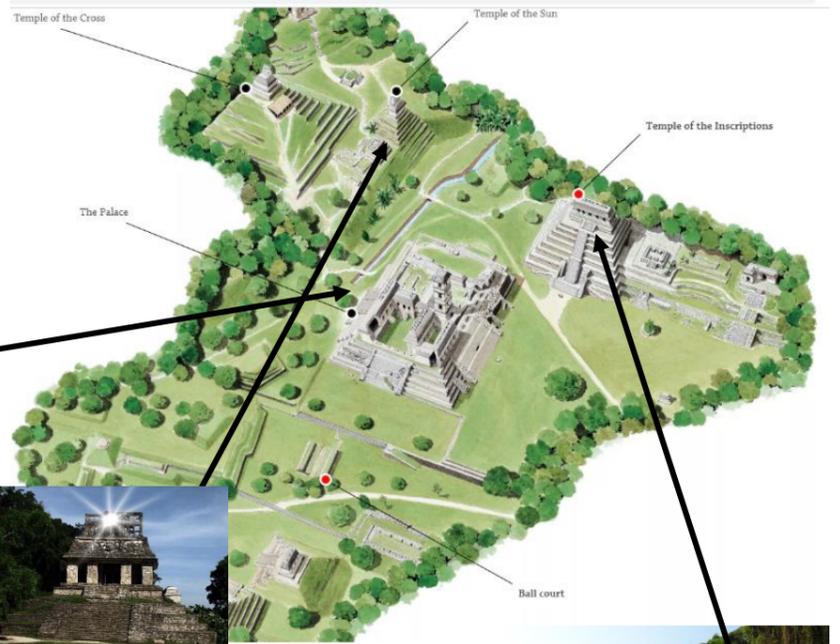
The **Maya** were an extremely **successful civilisation** and were highly **advanced** in **writing, art** and **science**. **Temples** and **pyramids** can still be **seen today** in the **rainforests** of **Mesoamerica** (Central America).

Mesoamerica was made up of **mountains, coasts** and **rainforests**. The **lowlands** were **near the sea** and the **highlands** were in the **mountains**. By **250BC**, most **Mayans** began to **settle** in the **lowlands**. Similar to the **Romans** having impact on **Britain** as it is today (Year 4), parts of **ancient Mayan heritage** is still **present** in **Central America** today.

Mayan Civilisation and Settlements:

The **Maya** erected hundreds of **ceremonial cities** in the **rainforests** of **Mesoamerica**. These **cities** were **designed** in a **similar pattern**. There was a **palace** for the **ruler**, a **plaza** for the **marketplace**, and several **giant stone step pyramids**. The cities **shared** the same **culture**, but **remained separate** from each other. There was **never** a **single Mayan empire**, but rather a **widespread, interconnected civilization**. The Mayan city of **Palenque**, shown here, is a well-**preserved site**. The **Maya** first **settled** here as early as **100BC** and the city reached its **peak** between **600AD–800AD**.

Huge **palaces** and **pyramids** were **built** with **religious structures** on top of them as the Maya believed that this brought them **closer to the gods**. Some **pyramids** were also used for **observing the Sun, moon and stars**. The **movement** of these was very **important** to the **Maya**.



The Palace:

Standing on a raised platform, the palace is a complex of courtyards, corridors and rooms. It is distinguished by a high tower that probably served as an observatory or look-out post.

The Temple of the Sun:

The Temple of the Sun is one of the best preserved buildings on the site of Palenque. The temple is on a four-level pyramid. It has a prominent roof comb (a huge carved stone slab).



The Temple of the Inscriptions:

The **Temple of the Inscriptions** is situated in the **Mayan city of Palenque**, in the **midst of a tropical jungle**. Hidden in the pyramid was the **funeral chamber** of **King Pakal**, who ruled for 68 years. He was **buried** in this **magnificent resting place** in **683 CE**. The king's **sarcophagus** (stone **coffin**) contained some of the most **beautiful jade objects** ever found in **Mesoamerica**. This temple got its name from the **inscriptions (carved glyphs)** that can be seen on the **temple walls**.



Housing:

Kings and **important people** would have **lived** within the **palace** at the **centre** of the **settlement**. The **common people** and **peasants** would have **lived** in very **simple houses** made from **wood** with **thatched roofs**. The houses were **built on platforms** made from **stone** or dirt to keep them **safe from flooding**. It is these **platforms** which have been **found as evidence** for the houses. The **dead** of each family would be **buried under the platforms** of their family home.



Lost Cities of Maya:

Palenque: Situated in what is now **Chiapas** in **Mexico**, the city of **Palenque** was named by **Spanish explorers**. It was actually called, '**Lakam Ha**' by the ancient **Maya** which means '**big water**' due to its many **streams**. Though **abandoned** and **empty** now, **thousands** of people **once lived there**. We now understand lots about the city because of the **buildings** and **glyphs** **left behind**.



Tikal: The city of **Tikal** is in what is now **Northern Guatemala**. Up to **60,000 people** once lived there. The **city** was in **control** of several **smaller cities** and was in a **war of power** with the city of **Calakmul**.



Tonina: In the **same state** as **Palenque**, **Tonina** was one of **Palenque's great rivals**. The **two cities** were **engaged in many wars** together. **Tonina** was one of the **last southern Maya cities to exist**.

What did the Mayans eat?

The **Maya** civilization ate **simple food**. **Maize** was the **central** food in their **diet**, along with **vegetables** such as **beans** and **squashes**. **Potatoes** and a tiny grain called **quinoa** were commonly **grown**. **Avocados** and **tomatoes** were also grown and eaten along with a wide variety of **fruit**. **Maize** was made into a sort of **porridge**, called '**atole**' in **Mesoamerica**. **Maize cakes** were eaten in both regions, but only the **Mesoamerican** peoples ate **maize pancakes**, known as **tortillas**, with **every meal**.



Hunting and **fishing** were **important** for the Incas, Aztecs, and **Maya** civilizations. **Meat** and **fish** were part of the **diet**. In **Mesoamerica** (the region of Mexico and Central America once occupied by the Maya, Aztecs, and other related cultures), the **largest animals** were the **peccary** (a relative of the **pig**) and the **deer**. The animals were **hunted** with **bows** and **arrows**. **Dogs**, **rabbits**, and other **small animals** were also **eaten**. People in **Mesoamerica** also got **meat** from **raising animals** such as **ducks** and **turkeys**. The Incas, Aztecs, and **Maya** **fished** for everything from **shellfish** to **large fish** and **sea mammals** using **nets**, **harpoons** (long spears), fish **hooks**, and sometimes **bows and arrows**.



Mayan Farming:

The **Maya** learned how to **clear forests** and turn this space in to **farmland**. The **forests** were **burned** and the **ash** was used to **fertilise** the **ground**. This **technique** is called '**slash and burn**' and is still used in **farming today**. The **Maya** farmed **numerous crops** including **avocado**, **beans**, **squash**, **corn** and **maize**. **Corn** was the **staple** of their **diet** and was used in many **different ways**. **Ground** and made in to **flatbreads (tortillas)**, **fermented** in to a **beer**, or **cooked** as a **porridge**. It was mainly the **job** of the **Mayan peasants** to **clear the forests** for **farming**.



The Precious Cacao:

One of the many **crops** that the **Maya** farmed was the **fragrant cacao bean**. These **beans** grew on **trees** from the soils of **El Salvador**, **Guatemala** and **Belize**. They were a **precious** crop; **prized** for their **chocolatey** flavour and used in **drinks** for the **rich** and **noble**. **Unsweetened cacao** is deeply **bitter** and the Maya would **spice** it up with some **chillies**; a **drink** still enjoyed today! The **cacao bean** was so **valuable** to the **Maya civilisation**; it was even used as **currency**.



TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:

Learning links:
Enquiry:

Y3-6 Science

Y3-6 History

Year 3: Ancient Egypt

(3100BC – 30BC)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Year 4: Roman Britain

(43AD – 410AD)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Year 4: Ancient Greeks

(3000BC – 30BC)

Compare the similarities and differences in lifestyle and civilisation at similar times in various locations in the world

Ceramic

Codices

Jade

Rituals

Sacred

Astronomy

Ulama

Currency

Chichen Itza

Mathematicians

Harvest

Astronomers

Glyphs

Haab

Stela(e)

Tzolkin

Ancient Mayan Lifestyle:

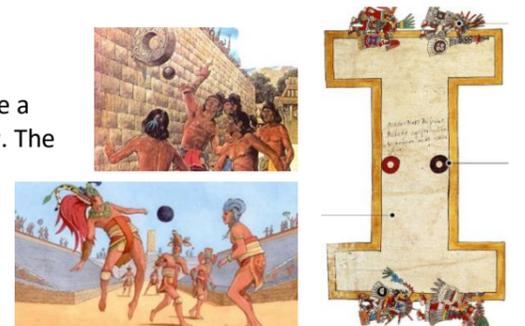
Mayan Art and Craft:

The **Maya** produced some of the **finest art** from **Mesoamerica**. They used a **variety of materials**, such as **stone, wood, ceramics, jade**, and **bone** to **decorate** their **buildings** and to make **objects** that were either **sacred** or **served** a specific **function** (such as storing water). **Particularly striking** works of art are the Maya's **portraits of themselves**. These **portraits** help us to **understand** their **way of life**, methods of **warfare, costumes**, and **beliefs**.



Ulama – a Mayan Ball Game:

The ball game **ulama** was played throughout **Mesoamerica**. As well as being a **sport**, it had a **religious significance**. Although there were **many versions** of the game, it was always played on a **court shaped like a capital "I"**. **Two teams** would **compete** against each other to get a **large rubber ball** through a **stone ring**. The **ball** had to be **kept** off the **ground** using only **knees, elbows, or hips**, never the hands or feet. **Prisoners of war** were **forced** to play **ulama**, and the **losers** may have been **put to death**. The **largest ball court** has been found at **Chichén Itzá** in **Mexico**. **Every Mayan city** had an **Ulama ball court**. The **Maya** **believed** that the **more** they played **Ulama**, the **better** the **harvest** would be.



The Mayan Writing System:

The **Maya** created a **writing system** using **symbols** called **glyphs**. Each **symbol** represented a **word** or a **sound**. **Glyphs** were used to **record events** on **stone slabs** called **stelae**. The **Maya** also created **books**, known as **codices**. These were **made** from **soft inner bark** and **folded like a fan**. The **four Mayan codices** that still **exist today** tell us little of their history, but deal mainly with subjects such as **rituals, astronomy**, and **calendars**.

Mayan books are known as **codices**. **Codices** were **written** or **painted** with **fine brushes** onto **long strips of bark paper** that were **folded like screens**. They often used **drawings** (or pictograms) to **represent objects** and **ideas**. Only the most **educated people** in **society** could **read** these **written records**. There are **three Mayan codices** known to have **survived** to the **present day**. The **Mayan writing system** had approximately **700 glyphs**.



Mayan Meanings					
Mayan: chan Meaning: sky	Mayan: winik Meaning: person	Mayan: witz Meaning: mountain	Mayan: k'in Meaning: sun	Mayan: b'alam Meaning: jaguar	Mayan: k'ak' Meaning: fire
Mayan: bak Meaning: bone	Mayan: way Meaning: spirit	Mayan: juun Meaning: book	Mayan: ja' Meaning: water	Mayan: ajaw Meaning: lord	Mayan: muyal Meaning: cloud
Mayan: ix Meaning: woman	Mayan: ch'am Meaning: to grab	Mayan: k'uk' Meaning: quetzal	Mayan: chan Meaning: snake	Mayan: ch'ul Meaning: holy	Mayan: chok Meaning: to scatter
Mayan: jaab Meaning: year	Mayan: yax Meaning: blue/green	Mayan: pakal Meaning: shield	Mayan: tok Meaning: flint	Mayan: naj Meaning: house	Mayan: k'al Meaning: twenty

The Mayan Number System:

The ancient **Maya** created their own **number system** using only a few **symbols** to **represent numbers**. Their **system** was based on the **number 20** and they were one of the first **civilisations** of people to devise and **represent** the **number zero**. With these **symbols**, the **Maya** were able to do **sums**, record **dates** on calendars, **trade** with a form of **currency** and keep track of their **history** and **culture**.



0	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20

The Mayan Calendar:

The **Maya** were **expert mathematicians** and **astronomers**. They used their **studies** to **devise calendars**. The **Mayan calendar** was **highly complex** and it was also used by other **Mesoamerican people**. The **Maya** followed a **52-year Calendar Round**. This resulted from **two calendar cycles**, the **Haab** and the **Tzolkin**, which acted at the **same time** but were **independent** of each other. The **two cycles** reached the same point after a period of **52 years**. For periods longer than 52 years, the Maya used a **separate system** called the **Long Count**. The planet of **Venus** was important to the **Maya**. They **accurately tracked** its **movements** and **timed** their **wars** to **happen alongside** its first **appearance** in the **morning sky**.



TO UNDERSTAND AND DESCRIBE: MAYA CIVILISATION IN CENTRAL AMERICA (MESOAMERICA)

To understand and describe a non-European society that provides contrasts with British history:	Creation	Worship	Sacrifice	Ancestors	Ritual	Bloodletting	Obsidian	Warfare
	<i>Popul Vuh</i>	<i>Itzamnaaj</i>	<i>Kukulcan</i>	<i>Ix Chel</i>	<i>K'nich Ajaw</i>	<i>Ah Puch</i>	<i>Chaak</i>	<i>Hun Ixim</i>

Ancient Mayan Beliefs and Religion:

The Mayan Creation Story:

There were **two stages** in the **creation** story in **Maya** belief. The **first creation** was of a world with **animals** and the **second** was a world with **humans**. In the world of animals created, the **gods** were **unsatisfied** that the **animals** could **not speak** and wanted to make some **better beings** who could **worship them properly** and **speak to them** so they decided to make them out of **clay**. However, the **clay** men were soon **rained on** and they all **were washed away**. They then tried using **wood** but that made some really **cold, empty men**. On their 3rd attempt, they decided to use a **paste** made from **maize** and **water** (maize for the **flesh** and water for the **blood**) and the men turned out to be **perfect**. They created **4 men** and **4 women**.



The Mayan Beliefs and Religion:

The **Maya** believed that their **rulers** could **communicate** with the **gods** and their dead **ancestors** through the **ritual** of **bloodletting**. It was a **common** practice for the **Maya** to **pierce** their **tongue, lips, or ears** with **stingray spines** and pull a **thorny rope** through their **tongue**, or **cut themselves** with an **obsidian** (stone) **knife**. The **Maya** also **offered** the **blood** of **prisoners** captured in **warfare**. They **fought wars** in order to **capture** high-ranking **prisoners** who could be **sacrificed** to **satisfy** the **gods**. **Mayan kings** were the **most important priests**. They were seen as the **link** between **humans** and **gods**, and when the **kings died** they themselves became **gods**.



The Popul Vuh:

The **Popul Vuh** was the **religious book** of the **Mayan** civilisation. Stories of **creation** and **life** were written in this book and shared with the people.



The Mayan Gods:

The **Maya** thought the world was **divided** into **three parts**: The **Heavens**, the **Earth**, and the **Underworld**, which were **linked together** by a **giant World Tree**.

Mayan religion focused on a **number of gods** who were **associated** with the **natural world**.

The **Mayan civilisation** believed that the **Sun** would **not continue** its journey **across the sky** if they did not make **human sacrifices**.

Special ceremonies were held in **temples** to make these **sacrifices**. **Victims** usually included **men, women, and children**, but also sometimes **animals**. **Mayan kings** were also thought to become **gods** after **death**.



	Itzamnaaj: The supreme god , he was the creator of mankind and invented writing and learning . He was depicted as a toothless old man and was always kind; unlike some other gods.		Kukulcan: Known as the Feathered Serpent, he is the god of the four elements: water, air, fire and earth.
	Ix Chel: The wife of Itzamnaaj. She is the goddess of childbirth, healing, weaving and the moon. She has a snake in her hair and her toes are like jaguar claws.		K'nich Ajaw: The sun god or sun-faced lord travels across the sky during the day. At night, he becomes the fearful Jaguar god and enters the Underworld.
	Chaak: A descendant of Itzamnaaj and Ix Chel. He is the god of storms and rain. He has fangs of a reptile and a curling snout.		Ah Puch: The god of death. He is the most gruesome god as he has a skeletal nose, jaw and spine and his body is covered in hideous spots.
	Hun Ixim: Another child of Itzamnaaj and Ix Chel, Hun Ixim is the maize god. From his head sprouts an ear of corn. He is very important to the Mayan people as maize is such a vital source of food.		

KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

<u>EXS:</u>	<u>GDS:</u>
<p>When did the Mayan civilisation begin and end? Why did the Maya civilisation come to an end? Where was the Ancient Maya civilisation? Describe the typical diet of a Mayan? Identify 4 things that was impressive about Mayan culture. Describe 4 things that were really important to the Mayans. Explain the importance and uses of the palace and temples of Maya. What did the Mayans believe about the World? How did life in Ancient Maya differ to that of Roman Britain? How was life in Ancient Maya similar to Roman Britain?</p>	<p>What lasting impressions did the Mayans leave on Central America and why do you think that they have lasted? If you were an archaeologist and had found a site of the remains of a Mayan town, what would you expect to find? Explain how the Mayan calendar works and how it was created. How was life in Ancient Maya similar or different to that of Roman Britain? Considering that they were both the same species, why do you think this is? What did the Mayans believe about the World? Who made this up and why would they do this?</p>

YEAR 6: AUTUMN 2 – TIME COP: LEARNING FROM THE PAST

HISTORY: WORLD WAR TWO

CHRONOLOGICAL UNDERSTANDING: WORLD WAR TWO

To develop a chronologically secure knowledge and understanding of British history:

Learning links:
Enquiry:

Y3-6 Science

Y3-6 History

British History:

Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/beliefs

Year 4: Roman Britain (43AD – 410AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/beliefs

Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)

- Invasion
- Settlements
- Technology
- Leaders
- Religion/beliefs

Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)

- Settlements
- Technology
- Leaders
- Religion/beliefs

Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)

- Settlements
- Technology
- Leaders
- Religion/beliefs

Year 6: World War 2 and modern Britain (1939AD – 1945AD)

- Settlements
- Technology
- Leaders
- Religion/beliefs

Timeline	World War I	World War II	Nazi party	National Socialist Party	Adolf Hitler	Neville Chamberlain	Political Party
Seize land	Stormed	Frontier	Stuka Dive Bombers	Allies	Axis	Invade(s)	Declare(s)

World War II – An introduction:
For almost **6 years**, from **1939** to **1945**, **Britain** fought the **toughest war** it had ever **experienced**. **World War II** was **total war** - every person, every business, every service was **involved**.

Britain did not fight alone, the war also **involved many countries**. **World War II** involved **61 countries** with **1.7 billion people** (75% of the world's population at the time). **50,000,000** (Fifty million) people **lost their lives** and **hundreds of millions** people were **injured**.

Why did WWII begin?
After **World War One** ended in **1918**, **Germany** had to **give up land**, **pay back their war debts (damages to other countries)** and was **banned** from having **armed forces**. **Germany** was a very **poor** place during this time and the **German** people were living in **poor conditions**. They wanted to **find another way**. In **1933**, the **German people** voted for a new leader named **Adolf Hitler**, who led a political party in **Germany** called the **National Socialists** or **Nazis**. **Hitler promised** to make his country **great again** and quickly began to **arm Germany** again and to **seize land** from **other countries**. Shortly before 5am on **Friday 1st September, 1939**, German forces **stormed** the **Polish** frontier. **Tanks** and motorised **troops** raced into the country over ground, supported by **Stuka dive bombers** overhead. A total of **1.25 million Germans soldiers swept into Poland**. As **allies of Poland**, **Britain** and **France** ordered Hitler to **withdraw Germany's troops** from **Poland** at once. When **Hitler refused** to do so, **Britain** and **France declared war** on Germany.

1939 1st September Germany invades Poland.	1939 3rd September Prime Minister Neville Chamberlain declares war on Germany.	1939 3rd September Canada, Australia, France and South Africa also declare war on Germany.	1939 3rd September The Soviet Union invades Poland.	1940 9th April Germany invades Denmark and Norway.	1940 10th May Winston Churchill becomes the new Prime Minister.	1940 10th May Germany attacks Western Europe.	1940 12th May Germany enters France.
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1940 14th May The Netherlands surrenders to Germany.	1940 14th May The Home Guard is formed.	1940 27th May 340,000 French and British troops are evacuated from Dunkirk.	1940 28th May Belgium surrenders to Germany.	1940 9th June Norway surrenders to Germany.	1940 10th June Italy declares war on Britain and France.	1940 22nd June France surrenders to Germany.	1940 10th July The Battle of Britain begins.
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1940 7th September The London Blitz begins.	1940 13th September Italy invades British controlled Egypt.	1940 27th September Germany, Italy and Japan join forces and sign the Tripartite Pact.	1940 November Slovakia, Hungary and Romania join with Germany.	1941 March Bulgaria joins with Germany.	1941 22nd June Germany invades the Soviet Union.	1941 7th December The Japanese attack Pearl Harbour in Hawaii.	1941 8th December The United States declares war on Japan.
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1941 11th December Germany and Italy declare war on the United States.	1941 11th December The United States declares war on Germany and Italy.	1942 4th May The Battle of the Coral Sea between the USA and Japan.	1942 8th November British and US troops take back North Africa.	1943 20th April Jews massacred by the Germans at the Warsaw Ghetto in Poland.	1943 16th May The Dam Buster raid.	1944 6th June British and US troops land in Normandy.	1944 16th December The Battle of the Bulge.
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1945 12th January The Soviets displaced the German Army from Warsaw, Krakow and Budapest.	1945 30th April Hitler commits suicide.	1945 7th May Germany surrenders to the West.	1945 8th May Britain celebrates VE Day.	1945 6th August The first atomic bomb is dropped on Hiroshima by the US.	1945 2nd September Japan formally surrenders. World War II is over.
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TO UNDERSTAND AND DESCRIBE: WORLD WAR TWO – THE COUNTRIES AND THEIR LEADERS

To understand and describe an aspect of British history:
Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: Roman Britain (43AD – 410AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs

Axis Powers	Germany	Adolf Hitler	Italy	Benito Mussolini	Japan	Hideki Tojo
Allied Forces	Great Britain	Neville Chamberlain	Winston Churchill	USA	Soviet Union	France

Who was involved?

The **Second World War** was fought by *countries* on *two different sides*, the **Allies** and the **Axis Powers**.

The Axis Powers:



Adolf Hitler – Nazi Germany:

Hitler's **Nationalist Socialist Party** (the **Nazi Party**) won **power** in **1933**. Their main **beliefs** were:

- **Germany** needed **more land**;
- All people who **spoke German** should live in one country and be **ruled** by one **strong leader** (Hitler himself was born in Austria);
- That **certain groups** of people were better than others and people of the **Jewish faith** weren't as good as others.



Throughout the **1930s**, **Hitler** built up **Germany's armed forces and weaponry**. He was known as a **skilled orator** which is one of the reasons for his **huge popularity**.

Germany's invasion of Poland in September 1939 led to the start of the Second World War.

Initially, the **war went well for Hitler**. However, in **1941** he made the mistake of **starting war on a second front** by **invading Russia**. Eventually, **fighting a war across such a huge area** caused **Germany's defeat**.

Realising the war was **nearly at an end**, **Hitler** went into **hiding** in his **underground bunker** in **Berlin** (the capital of Germany). There he married his long-term companion, **Eva Braun** on **30th April 1945**. **Rather than surrender** to the Allies, **Hitler took his own life**.

Hideki Tojo – Japan:

Tojo served in the **Japanese army** and **spent time** in **Switzerland** and **Germany**.

He became **Prime Minister** of **Japan** in **1941**. That same year, **Tojo** was part of the **government conference** that **ordered** one of the **key events** of the **Second World War** – Japan's **bombing of Pearl Harbour** in **Hawaii** (a part of the United States of America). This **caused** the **USA** to **join** the **war** on the side of the **Allies**. **After** the war, **Tojo** was **tried** for **war crimes**. He was found **guilty** and **executed** in **1948**.



Benito Mussolini:

Mussolini wanted to restore the **Roman Empire**. In **March 1919**, he started the **Fascist Party**. The Fascist Party's **main beliefs** were:

- that **Italy** should **invade countries** and make them part of their **Empire**;
- that **white people** (the 'Aryan race') were **better than everyone else**, particularly **Jewish** people.

Mussolini was a dramatic **orator** which helped him gain **popularity**. In **1922**, **Mussolini took control of Italy** and eventually became a **dictator**. Just like **Hitler** was doing in Germany, **Mussolini started to build up** his country's **armed forces and weapons**.

In **1936**, Italy **invaded Ethiopia** in Africa. Like **Hitler**, **Mussolini** brought in **anti-Jewish policies** throughout the **1930s**.

By **1943**, **Italy** had **suffered huge military defeats** and on 23rd July of that year, **Mussolini resigned**. **German forces rescued Mussolini** before he could be **arrested by the Allies**. However, some **Italian people recognised Mussolini and shot him**.



The Allied Forces:



Neville Chamberlain – Great Britain:

Neville Chamberlain belonged to the **Conservative Party** and was an **MP** for two areas in **Birmingham**. Following the resignation of the previous Prime Minister, **Chamberlain** became **Prime Minister** in **1937**.

At this time, **Germany** was building up its **army, navy** and supply of **weapons**, as well as **invading several areas**. All of these things were **against the peace terms** set out at the end of the **First World War**. **Chamberlain** felt the **best way to avoid** another world **war** was something called **appeasement**. This meant **allowing Hitler** whatever he wanted in order to keep **peace**.

In **1938**, **Chamberlain** flew to **Germany** to **meet** with **Hitler**. Both leaders **signed a document** called the **Anglo-German agreement** which stated the "symbolic desire of our two peoples **never to go to war again**". On his return to **Britain**, **Chamberlain declared** that there would be "**peace for our time**".

The **invasion** of **Poland** in September **1939** showed that **Hitler** had **no intention** of sticking to the terms of the **Anglo-German agreement**. As **Britain** had made a **pact with Poland**, the **invasion** meant that **Britain** and **Germany** were **now at war**. With the **war going badly**, **Chamberlain resigned** in **1940**. Chamberlain **died on 9th November 1940**, not long after his resignation.



Winston Churchill – Great Britain:

Churchill became **prime minister** following **Chamberlain's resignation** in **1940**. **Churchill** had been in politics for a long time and was **First Lord of the Admiralty** (political head of the Royal Navy) during the **Second World War**. However, he made some **military decisions** that went **badly**. He **resigned** and **actually went to fight in the war**. **Churchill** made lots of **inspirational speeches** that **kept British morale high** during the dark days of the **Second World War**. **Churchill** was a **strong wartime leader** whose **decisions** helped the **Allies achieve victory**. **Churchill died in 1965** and was one of few **non-monarchs** to be given a special funeral called a **state funeral**. This was in **recognition** of how well he led the country during the **Second World War**.



Franklin Delano Roosevelt - USA:

Roosevelt (commonly known by his initials **FDR**) was from an **important American family**.

Initially, the **United States weren't involved** in the Second World War. Although he felt the US should join, **most American people** were **against** it. It wasn't until **Japan bombed Pearl Harbour** (a US naval base in **Hawaii**) in December **1941**, that the **United States joined the Allies** and were involved in the war. For the rest of the **war**, **Roosevelt** made many **radio broadcasts**, keeping the **American people** up to date with what was happening and making **speeches** that **boosted morale**.



Josef Stalin – Soviet Union (Russia):

Originally, Stalin had made an **alliance with Hitler**. Stalin only **joined** the **Allies** after **Germany attacked the Soviet Union** in **1941**. Despite this, the **Soviet Union** played a **key role** in the **Allies' victory**. Over **75%** of all **German soldiers** killed, **died fighting the Soviet Union**. **26 million Soviet people died** in the war and **lots of the country was destroyed**.



TO UNDERSTAND AND DESCRIBE: WORLD WAR TWO – IMPACT ON BRITISH LIFE

To understand and describe an aspect of British history:	<i>Blitzkrieg</i>	<i>The Blitz</i>	<i>Air Raid</i>	<i>Air Raid Siren</i>	<i>Luftwaffe</i>	<i>Air Raid Shelters</i>	<i>Blackout</i>
	<i>Evacuation</i>	<i>Evacuee</i>	<i>Rural Areas</i>	<i>Gas Mask</i>	<i>Identity Card</i>	<i>Ration Book</i>	<i>Luggage</i>
	<i>Rationing</i>	<i>Food Rationing</i>	<i>Clothes Rationing</i>	<i>Imported</i>	<i>National Registration Day</i>	<i>Ration Book & Coupons</i>	<i>Dig for Victory Campaign</i>

Learning links:
Enquiry:
Y3-6 Science
Y3-6 History
British History:
Year 3: Stone Age to Iron Age Britain (3.4mBC – 43AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 4: Roman Britain (43AD – 410AD)
<ul style="list-style-type: none"> Invasion Settlements Technology Leaders Religion/beliefs
Year 5: Anglo-Saxon Britain and the invasion of the Vikings (410AD – 1066AD)
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Year 4: William Shakespeare and the end of the Tudors (1564AD – 1616AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: The English Civil War and the Stuarts (1603AD – 1714AD)
<ul style="list-style-type: none"> Settlements Technology Leaders Religion/beliefs
Year 6: World War 2 and modern Britain (1939AD – 1945AD)
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Evacuation:

During the *Second World War*, many *children* living in *big cities* and *towns* were *moved temporarily* from their *homes* to places considered *safer*, usually out in the *countryside*. The *British evacuation* began on *Friday 1 September 1939*. It was called '*Operation Pied Piper*'. Between *1939 – 1945*, there were *3 major evacuations* in preparation of the *German Luftwaffe bombing Britain*:

- September 1939** – In preparation of war being declared. (Most children returned by January 1940 before being re-evacuated in June)
- June 1940** – In preparation of the Blitz Air Raids, over 100,000 children were evacuated from major cities.
- June 1944** – Germany began using V1 and V2 rockets – 1,000,000 women, children, elderly and disabled people were evacuated from London.



World War Two ended in September 1945, however *evacuation* did not *officially end until March 1946* when it was felt that *Britain* was no longer under threat from *invasion*. Surprisingly, even *6 months after* the war had *ended*, there were *still 5,200 evacuees living in rural areas* with their host families. On the other hand, *many evacuees* had *returned home long before March 1946*. In *April 1945*, the *Government* began to *make travel arrangements* to *return the evacuees* to their homes when the *war was over*. By *12th July 1945*, *more than 100 trains had brought 54,317 evacuees home to London*.

Packing for evacuation:

GOVERNMENT EVACUATION SCHEME TO PARENTS OF SCHOOL CHILDREN

The Government have decided that parents of Schoolchildren in this area are to have the opportunity of sending their children away to a safer district while present enemy activity continues. If you wish your child to go with the organised scheme, please fill in the form attached to this notice and get your child to bring it to school.

Arrangements to be made.

- Clothing.** Your child should take the following in addition to what he or she is wearing, and all the articles must be darned and mended. If any of these articles cannot be provided notify the teacher at once.

BOY.	GIRL.
2 vests	2 vests
2 under pants	2 Liberty bodices (if worn)
2 shirts	2 knickers
2 pyjamas or night shirts	2 nightdresses or pyjamas
2 pairs socks	2 pairs socks or stockings
2 pairs boots or shoes	2 pairs shoes
1 Wellingtons (if possible)	1 Wellingtons (if possible)
1 warm coat and/or mackintosh (if not being worn)	1 warm coat and/or mackintosh
1 pair of knickers or trousers.	1 warm dress or tunic and jersey
1 pullover	1 cardigan
6 handkerchiefs.	2 cotton frocks
1 toothbrush	6 handkerchiefs.
1 face flannel	1 toothbrush
1 comb.	1 face flannel
2 towels	1 comb
	2 towels
- You will wish to do everything possible to ensure that your child goes away with clean clothes, clean hair and a clean body
- Luggage.** The child should wear his warmest and thickest footwear. The inventory above is to be taken as minimum requirements, but do remember that your child should not take more than he can carry comfortably.
- Food.** Each child should take sufficient food for one day. Be sure your child has his ration book and if pages of coupons out of his book have been deposited with retailers, ask for their return and pin the loose pages into the ration book. You child's ration book, identity card and personal coupons should be packed inside the gas mask case.

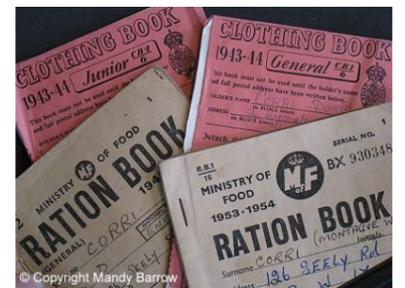
PLEASE keep this notice for reference and return the form to your child's school immediately if you want him or her to take part in the evacuation scheme.

-cut here-



Rationing:

During *World War II* all sorts of *essential* and non-essential *foods* were *rationed*, as well as *clothing, furniture* and *petrol*. To make the *British weak*, the *Germans* tried to *cut off supplies* of *food* and *other goods*. *German submarines* attacked many of the *ships* that brought *food to Britain*. *Before the war*, Britain *imported 55 million tons of food*, a *month after the war had started* this figure had dropped to *12 million*. The *Ration Book* became the *key to survival* for nearly *every household in Britain*. *Every member of the public* was issued with a *ration book*.



It all started on *National Registration Day* on *29 September 1939*, every *householder* had to *fill in a form* giving *details* of the people who *lived in their house*. *Using the information gathered* on this day, the *government issued* every one with an *identity card* and *ration book*.

Each *family* or *individual* had to *register* with a *local supplier* from whom the *ration* would be *bought*. These *details* were *stamped* in the book and you could *only buy your ration* from that supplier. The *books* contained *coupons* that had to be *handed to* or *signed* by the *shopkeeper* every time *rationed goods* were bought. This meant that people could *only buy* the *amount they were allowed*.



The *government* issued *ration books* to make sure that *everybody got a fair share* of the food available. The government was *worried* that, as food and other items became *scarcer*, *prices* would *rise* and *poorer people* might not be able to *afford things*. There was also a *danger* that some people might *hoard items*, leaving *none for others*. *Rationing* was *introduced* to make sure that *everyone had a fair share* of the items that were *hard to get hold of* during the war.

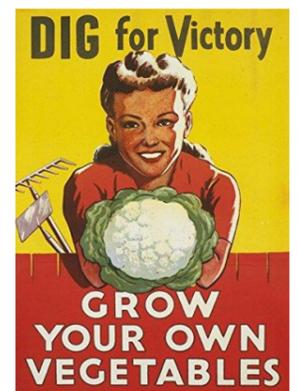
Rationing of food lasted for 14 years and ended on July 4, 1954. *Rationing continued* even after the *war ended* as it took so long for *Britain* to *return to* normal after such an *exhausting war*.

Bacon, butter and sugar were the *first items* of food to be *rationed*.

What other foods were rationed?

Meat	Jam	Biscuits
Fish	Tea	Breakfast cereals
Cheese	Eggs	Milk
Tinned tomatoes	Peas	Dried fruit
Rice	Canned fruit	Cooking fat

People were *encouraged to provide* their *own* food at *home*. The '*Dig for Victory*' campaign started in *October 1939* and called for *every man and woman* to keep an *allotment*. *Lawns* and *flower-beds* were turned into *vegetable gardens*. *Chickens, rabbits, goats* and *pigs* were *reared in town parks* and *gardens*.



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How did World War II impact on British life?

World War II brought a lot of *suffering* and *hardship* to *British people*:

- *German bombers* made *terrifying night raids* called ‘*The Blitz*’.
- *Important buildings, people’s homes and entire streets* were *destroyed*.
- *Families* were *broken up* as *men* were *sent to the front lines* to *fight*, some never to return.
- *Children* were *evacuated (sent out)* of the *cities* to stay with *strangers, away from the bombing*.
- *Docks* were *destroyed, stopping the supply of food and essentials* being *delivered* from *other countries*.
- *Factories* and *farms* *lost* their *workers* when the men were *sent to fight* and *stopped producing*.
- *Food, clothing* and *everyday essentials* became *short in supply* and *rationing* was *necessary*.

The Battle of Britain:

The *First World War* had to be fought *mainly on the ground*. *World War Two* was a *different* kind of war as it was both on the *ground* and *from the air*.

In *July 1940*, *Hitler* gave *orders* for the *preparation* of a *seaborn invasion* of *Britain*, called *Operation Sealion*.

To make this easier, he sent the *Luftwaffe* (German air force) to *destroy Britain’s Royal Air Force* first. *German leaders* felt it was *essential* to *destroy* the British *air force* to *stop* it *sinking the ships* that would carry *German soldiers across the Channel*. *The Battle of Britain* is the *name commonly given* to the *effort* by the *Luftwaffe* to *gain air superiority* over the *Royal Air Force (RAF)*, *before* a planned sea and airborne *invasion* of *Britain* during the *Second World War*. The *Luftwaffe* tried to *destroy* the *Royal Air Force*. If *Britain* were *unsuccessful*, *Germany* would have succeeded in *invading Britain*.

			
<i>Luftwaffe Messerschmitt</i>	<i>Luftwaffe Dornier</i>	<i>British RAF Lancaster</i>	<i>British RAF Spitfire</i>

On *10 July, 1940*, the *Luftwaffe* made their *first bomber attack* on *British ships* in the *Channel*. In *August, 1940* the *German air force* began its *mass bomber attacks* on *British airfields, harbours, aircraft factories* and *radar stations*. During the next 3 months, the *Royal Air Force* lost *792 planes* and over *500 pilots* were *killed*.

The *31st October 1940*, is generally *considered* to be the *end* of the *Battle of Britain*, after the *RAF* caused *considerable damage* to the *Luftwaffe*. The *Germans* decided to *stop* attempting to *destroy* the *RAF* and, instead, decided to try a different approach to *concentrate* on *bombing London* and other *British cities; known as the Blitz*.

The *German Luftwaffe* had a clear *advantage* over the *British RAF* with over *2,600 aircraft available* compared to *Britain’s 640 planes*. However, *despite* their *inferior numbers*, the *RAF* defences were incredibly *well organised* and *efficient*. The British ‘*Spitfires*’ were used to engage in ‘*dogfights*’ (close range, in-air fighting) with the German *Messerschmitts* and the British ‘*Hawker Hurricanes*’ were tasked with *targetting and destroying German bombers*. The *RAF* pilots were highly regarded by all due to their unexpected victory against the *Luftwaffe*; considering the vast difference in numbers. However, *Britain’s* success in the *Battle of Britain* was also owed to the many ground workers who supported them: factory men and women worked tirelessly to build new aircraft and weapons; radar operatives scanned the skies 24 hours a day to offer advance warning and intelligence about incoming enemy planes; and anti-aircraft command helped shoot down enemy planes from the ground.

The Blitz (Blitzkrieg – Lightning War):

On the *7th September, 1940* the *German air force* changed its *strategy* of bombing the British air force (*Battle of Britain*) and began to *concentrate* on *bombing London*. Nearly *2,000 people* were *killed* or *wounded* in *London’s first night* of the *Blitz*.

At *4:56pm* on *7 September 1940*, the *air raid sirens* wailed as the German Air Force, the *luftwaffe*, launched a *massive raid* on *London*. Over *350 bombers* flew across the *Channel* from airfields in *France* and *dropped 300 tonnes* of *bombs* on the *docks* and *streets* of the *East End of London*.

The bombs *destroyed* many *buildings* burying *mother, fathers and children* in the *rubble*.

London was *bombed every day and night*, bar one, for *11 weeks*. *1/3 of London* was *destroyed*.

Two million houses (60 per cent of these in *London*) were *destroyed in the Blitz*.

Other cities and towns were *also heavily bombed*, including *Swansea, Cardiff, Bristol, Southampton, Plymouth, Birmingham, Coventry* and *Liverpool*.

One *devastating raid on Coventry* in *November 1940* was the *biggest air-raid* the world had ever seen. *4,330 homes* were *destroyed* and *554 people* *killed*. At one point during the night, *200 separate fires* burned in the city.

Life was very *hard* during the *Blitz* and *frightening* too. *London*, in particular, was very bad as it was *bombed nearly every night*. People in *London* spent most nights *sleeping* in *Air Raid Shelters*.

No one within any *distance* of a likely target such as a *big city* could *sleep entirely easy* in their beds. Sometimes German *bombers* made *mistakes* and *dropped* their *bombs* in entirely the *wrong areas*. At other times, *returning* from a raid, they would *dump* the remainder of their *explosives* at *random* in order to fly home in greater safety. Many *bombs* fell on the areas *around the cities* and in the *Kent countryside*, known as ‘*bomb alley*’ because it lay on the *flight path to London*.

It was *difficult to move* around at night time due to the *Blackout* and the problems it causes. (*During the war*, everyone had to *cover their windows* and *doors* at night (before sunset) with *heavy blackout curtains, cardboard* or *paint*. They needed to *prevent* any glimmer of *light* from *escaping* and *aiding* enemy *aircraft* during the *bombing raids*.) *Families* were *separated* with *children* being *evacuated*.



KEY ASSESSMENT AND APPLICATION OPPORTUNITIES:

EXS:	GDS:
<p>How and why did World War 2 start? When did World War 2 start? When did World War 2 end? Why then? Which countries were involved in World War 2 and which side were they on? Who were the main leaders involved in World War 2? What were the Luftwaffe aiming to destroy during the Blitz? Why? What does the term rationing refer to during WW2? What does the term evacuation refer to during WW2? How did British lifestyle change when the war started?</p>	<p>As a child/mother/young man/old man living in Britain during 1939-1945, explain how World War 2 has changed your life. Why did the government need to introduce evacuation? Why did the government need to introduce rationing? Why was World War 2 called ‘<i>World War 2</i>’? Why were campaigns like ‘Dig for Victory’ so important to winning the war?</p>