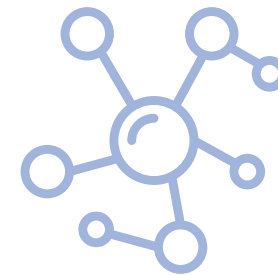


Milestone 3:

Knowledge webs and POP tasks



Milestone 3

Investigate and interpret the past

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.



Build an overview of world history

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain and some major events from the rest of the world.

Compare some of the times studied with those of the other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society.

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.



Understand chronology

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

Identify periods of rapid change in history and contrast them with times of relatively little change.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

Use dates and terms accurately in describing events.



Communicate historically

Use appropriate historical vocabulary to communicate, including:

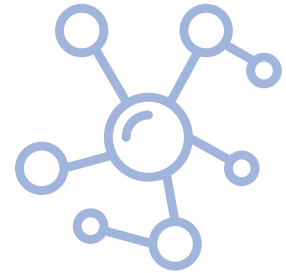
- dates
- time period
- era
- chronology
- continuity
- change
- century
- decade
- legacy.

Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

Use original ways to present information and ideas.



The Ancient Greeks



Quick summary



The Ancient Greeks were one of the most influential civilisations in history. Their legacy can be seen everywhere today, particularly in Western Europe. The English language has many words that come from Ancient Greek, and our political system was first seen in the Ancient Greek city of Athens. Ancient Greece was made up of separate city-states and conflict between them was frequent. The Peloponnesian War, for example, was between Athens and Sparta. At times these individual city-states came together to fight a common enemy, as they did when fighting the Persian army from the north. Although the Romans eventually conquered the Greeks, Greek culture and language spread far and wide. The army commander Alexander the Great and famous Roman thinkers were all influenced by this great civilisation.



Society

Ancient Greece was not one single nation, but a group of hundreds of city-states. Some cities were small, some much larger, like Athens and Sparta. Often at war with each other, they developed different forms of government. The Athenians invented **democracy**, a system that allows **citizens** to vote on important matters. However, women, children and slaves were not allowed to vote.



Culture and pastimes

The Greek city-states shared many traditions, stories and festivals. Famous myths and legends (like Theseus and the Minotaur) told stories about gods, heroes and how the universe was created. Scenes from these stories were often painted on beautiful pottery. The Ancient Greeks held athletic competitions near Mount Olympus. The Ancient Greeks' love of athletics inspires the modern Olympic Games. The city-state of Athens was famous for its great thinkers, art, architecture and **philosophy**. The ideas developed there have been very influential in many of today's societies.



Main events

776 BCE: First Olympic Games
480 BCE: Athenians defeated the Persian army at the Battle of Salamis
431–404 BCE: The Peloponnesian War (Athens defeated by Sparta)
146 BCE: Greeks defeated by the Romans at the Battle of Corinth



Artefacts

Large amounts of pottery, which have survived thousands of years, are significant **historical sources** from Ancient Greek times. We can use pottery to date archaeological sites and to ask questions about everyday Greek life.



Vocabulary

democracy: a system of government in which people choose who is in charge by voting in elections
citizens: people who belong to a place
philosophy: study of how people think and live
historical sources: things that give information about the past



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

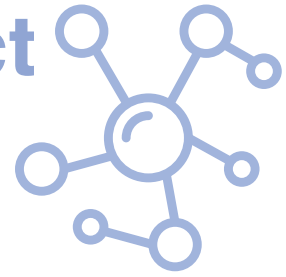


Society



Artefacts

The Ancient Greeks – influence and impact



Quick summary



Ancient Greece was one of the earliest major civilisations of Europe, and its culture has had a significant impact on modern society. From art to architecture, systems of government and social organisation, to science and sports, the Ancient Greek way of life can be seen everywhere today. The Ancient Greek city-state of Athens was one of the first to use a democratic system of government. Ancient Greek art and sculpture continues to influence modern ideas of beauty and modern architecture is still heavily influenced by buildings that are over 2000 years old. When we consider the impact of Greek language, architecture, art and culture, it is possible to argue that Ancient Greece was the most influential ancient civilisation in history.



Culture and pastimes

Today's modern ideas of beauty can be traced back to Ancient Greek artworks. The Greeks famously recognised the golden ratio that is commonly seen in nature and applied it to their architecture and art. This precise, mathematical measurement had a major influence on the artists of the Roman Empire, who spread its idea of beauty across their empire. The Greeks admired physical perfection in their art but also in daily life; physical education and competitive sports were a significant part of their culture. The religious festival held every four years, called the Olympics, demonstrated their enthusiasm for physical fitness.



Settlements

The influence of Ancient Greek architecture and design can be seen everywhere in modern life, particularly in the Western world. Libraries, banks, museums and public buildings, sporting arenas, town squares and places of worship all share some of the characteristic features of Ancient Greek buildings. The best known feature, the Greek column, (a large cylindrical post) comes in three styles, or orders; Doric, Ionic and Corinthian.



Society

In the sixth century BCE, an Athenian called Cleisthenes helped to introduce a new political structure of *demokratia* or 'rule by the people'. It was one of the earliest examples of democracy in history and is one of Ancient Greece's most lasting legacies. Nearly every nation in the world now includes some element of democracy in its government. Electing officials to represent us, voting on important decisions and helping to shape new laws are all ideas established almost 3000 years ago. We also have the Ancient Greeks, and people like Pythagoras, Archimedes and Hippocrates, to thank for some of the most significant discoveries in mathematics, science and medicine.



Vocabulary

civilisations: organised groups of humans with their own culture

democratic: based on the idea that everyone has equal rights and is involved in making decisions

characteristic features: particular qualities or aspects that make something recognisable



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

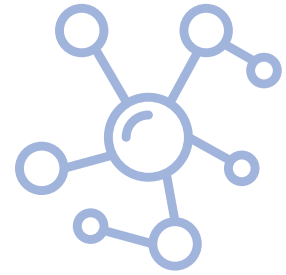


Society



Artefacts

The Ancient Greeks – myths and legends



Quick summary



The Greeks told some of the greatest, most influential and powerful stories, such as The Iliad and The Odyssey, written by Homer. Although many of the myths and legends varied in detail across the different Greek city-states, they shared the same gods and goddesses, heroes and villains. These characters played a significant part in Greek culture and pastimes, and helped to shape Greek religious beliefs. These famous texts, still printed and read by thousands today, provided inspiration and guidance for the Ancient Greeks to explain their daily lives and understand the world around them.



Beliefs

The Ancient Greeks believed in three generations of gods. The first generation – the sky, the earth, the heavens, mountains and other physical things – came into existence from nothing. The second generation were called the Titans (also known as the elder gods) and were the children of Uranus (heaven) and Gaia (earth). There were twelve Titans in total, six female and six male. From these gods came the third generation, the Olympians, who took on the appearance of men and women. The Olympians, including Zeus and Poseidon, defeated the Titans and came to rule over the world. Numerous other deities also appear frequently in Greek mythology.



Culture and pastimes

The Ancient Greeks told many stories about their gods, demigods and heroes and used theatre to share their messages with as many people as possible. Each story told of the fantastic trials and challenges these gods or demigods had to face to show they were worthy of the title 'hero'. Greek myths and legends told people how to behave in everyday life, inspiring them to act in a particular way.



Artefacts

Greek myths and legends, portraying the adventures of gods and heroes, can be found on many of the artefacts from this time. Some of the objects show the red-figure and black-figure pottery techniques. The red-figure technique shows red figures (usually Greek gods or heroes) against a black background. Black-figure pottery is the opposite. Not only do these pieces of pottery tell us about famous gods and heroes, they also provide useful evidence of daily Greek life. Amphoras, for example, were used to store wine and grain, while lekythos were used to store ointments and oils.



Vocabulary

generation: people in a group of similar age
demigods: less important gods, usually half god, half human
techniques: particularly skilful methods for doing something
amphoras: two-handed narrow necked jars for oil or wine
lekythos: flasks with a narrow neck



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

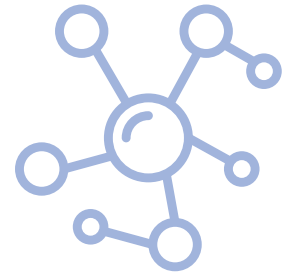


Society



Artefacts

The Ancient Greeks – clues from the past



Quick summary



Ancient Greek buildings and artefacts provide lots of first-hand (primary) evidence to help us understand the past. Buildings like the Parthenon in Athens, for example, help historians to understand the structure of society in Ancient Greece. Artefacts like pots, jewellery, carvings and sculpture give an insight into Greek daily life. Spectacular amphitheatres and world-famous literature provide evidence of the significant role of theatre and storytelling in Greek religion and education. The Iliad, by Homer, for example, tells of the Trojan War and the Siege of Troy. It informs us about the beliefs, culture and pastimes of the Ancient Greeks. By comparing stories with artefacts, we can build a detailed picture of what life was like for people almost 3000 years ago.



Settlements

The Parthenon, in Athens, is a temple to the goddess Athena and one of the most significant pieces of architecture from ancient times. Built on a hill called the Acropolis between 447 and 432 BCE, the Parthenon was a symbol of the power and wealth of Athens. It has influenced architects, designers and artists to this day. The temple was filled with sculptures, statues, carvings and friezes, which tell stories from Greek mythology and of life at that time.



Culture and pastimes

The amphitheatre was a central part of life for the Ancient Greeks. Plays were a vital part of religious festivals, and almost every Greek city had a theatre. Some of the most spectacular could hold nearly 15,000 people. Built on hillsides, these semi-circular open-air theatres were designed to give everyone in the audience a good view. The acoustics were also excellent, and are evidence of the superb engineering and building skills developed by the Ancient Greeks. The theatre of Dionysus (the Greek god of wine, fertility and entertainment) on the slope of the Acropolis in Athens, is the oldest theatre in Greece. The Epidaurus amphitheatre is the largest and most well-preserved.



Location



Artefacts

The famous Greek epics, 'The Iliad' and 'The Odyssey', have influenced writing, storytelling and literature for almost three thousand years. They are also a valuable source of evidence about Greek life, culture and religious beliefs.



Vocabulary

literature: written work, especially with artistic value
architects: people who design buildings
friezes: decoration high on a wall
acoustics: the features of a building that affect how sound is heard
engineering: using scientific knowledge to build



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



Artefacts

POP tasks: Milestone 3 – The Ancient Greeks

Students will increase their understanding of the concepts in this topic by exploring:



- **Describe** what is meant by the word 'influential'.
- **Who** eventually conquered the Greeks?
When did this happen?
- **Label** a timeline with important dates from Ancient Greek history. Use historical language to add detail.
- **What** are some of the legacies of Ancient Greece?

- Are Homer's Iliad and Odyssey reliable sources of historical evidence?
- Provide a **chronology** of important events in Ancient Greek history. How do they **compare** to another civilisation you know about?
- Give an **overview** of the Trojan War and the Siege of Troy.

- **Investigate** the three generations of Greek gods. Develop a family tree that explains the relationship between them.
- **True or false?** The Ancient Greek city-states fought each other regularly. **Prove** your answer is correct.
- **Do you agree?** The Trojan War was a myth not an historical event. Include a testable hypothesis in your **analysis**.



- **List** some uses for Greek pottery.
- **Describe** how artefacts and remains help historians understand daily life in ancient times.
- **What** does an architect do?
- **Describe** what is meant by the word 'reliable'.

- What **observations** can you make about different types of Greek pottery?
- Use suitable historical sources to **compare** and **contrast** Ancient Greek religion with Ancient Roman religion.
- **Suggest** some artefacts that could be used to find out about Greek culture.

- **Investigate** the famous Greek epics, 'The Iliad' and 'The Odyssey'. **Explain** why they are an important source of evidence.
- **Do you agree?** All historical sources are a type of propaganda.



- **Describe** what is meant by the word 'myth'.
- **Name** some of the Olympians.
- Using a map, **identify** significant theatres in Greece.
- **List** some Greek myths and legends.

- Give an **overview** of significant Greek myths and legends. **Why** were they significant?
- **Organise** information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.

- **Investigate** the history of the Olympics.
- **True or false?** The Greeks were interested in the idea of physical perfection. **Justify** your answer.
- **Investigate** the golden ratio.



- **Describe** what is meant by the words 'civilisation' and 'government'.
- **Create** a timeline that explains how democracy has been used over the course of history.

- **Explain** the influence of Ancient Greeks on modern political systems.
- **Explain** what a city-state is.
- **Organise** information about Ancient Greek systems of government.

- **True or false?** All Ancient Greek city-states used the same systems of government. **Prove** you are correct.
- **Investigate** a Greek city-state other than Athens.

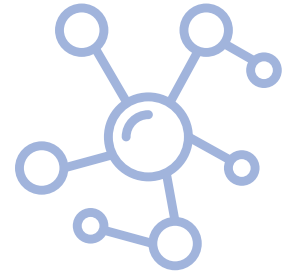


- **List** examples of buildings that have been inspired by Greek architecture.
- **Name** some famous Greek buildings.

- **Compare** and **contrast** the Parthenon in Athens with the Pantheon in Rome.
- **Explain** the characteristic features of Greek architecture.

- Find **evidence** that Greek architecture is still popular today.

The Aztecs



Quick summary



The **Aztecs** ruled over a large and powerful empire that reached from the Pacific Ocean to the Gulf of Mexico in the central and southern parts of modern-day Mexico. The Aztecs had been a nomadic tribe but came to settle on several islands in Lake Texcoco, where they built the great city of Tenochtitlán. They were very skilled architects and built great pyramids and temples where they worshipped many different gods. The Aztec empire became very powerful through trade and conflict and continued to expand until the sudden arrival of Spanish explorers in 1519. These conquistadors, led by Hernán Cortés, defeated the skilled warrior Aztecs in only two years. The Aztec's defeat marked the end of the last ancient Mesoamerican civilisation.



Beliefs

The Aztecs believed in many different gods including Huitzilopochtli, a sun god and the god of war. Human sacrifice (killing of people for religious reasons) was a characteristic feature of Aztec rituals. After the Spanish had taken control, they quickly built new Christian churches and began converting the local people to Christianity.



Food and farming

The Aztec empire was successful because of its mighty armies and fighting abilities but also because of the skills of its farmers. Most Aztecs were farmers. There were also traders and craftspeople. The Aztecs built intelligent systems of irrigation and grew floating gardens on lakes, called chinampas. These ingenious farming methods allowed the Aztecs to produce more than enough food and resources for their needs. The Aztec population multiplied, and trade prospered across the empire. Successful trade made the Aztec rulers very wealthy.



Main events

- 1325:** Early Aztecs built a large temple in Tenochtitlán and began to build a great city there
- 1502:** Montezuma II became the ninth Aztec king
- 1519:** Conquistador Cortés arrived from Spain
- 1521:** Tenochtitlán destroyed



Location



Vocabulary

- nomadic:** travelling from place to place
- conquistadors:** Spanish conquerors
- Mesoamerican:** historical region including parts of modern-day Mexico and Central America
- irrigation:** supplying land with water
- chinampas:** islands created for growing crops



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

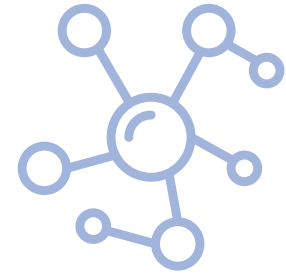


Society



Artefacts

The Aztecs – builders and makers



Quick summary



The great city of Tenochtitlán, the capital of the Aztec empire, was built on islands in the middle of a lake. The Aztecs engineered what would have been one of the largest cities in the world at the time. At its peak, about 300,000 people lived in Tenochtitlán. Here, the Aztecs built huge ceremonial pyramids, with the largest being about 45 metres high. The Aztecs were also famed for their intricate textiles. When the Spanish conquered the Aztecs, they built Mexico City over Tenochtitlán. The ruins of Tenochtitlán can still be seen in Mexico City today.



Settlements

Building a city the size of Tenochtitlán on a lake was not an easy thing to do, but the Aztecs managed it by using a mix of ingenious inventions and skilful engineering. They built waterways and canals to enable people to travel by canoe and transport goods across the city. Bridges were built to connect to the lakeshore, and floating gardens were built on raised beds of earth and soil. These chinampas provided essential produce like corn, squash and beans. Two aqueducts brought fresh water to the people and their crops.



Culture and pastimes

Art was a significant part of daily life for the Aztecs. One of the most important art forms was textiles. Woven cloth and fabrics were made with great skill and care. The Aztecs made beautiful blankets, rugs and clothes from plant fibres using spindles (pointed rods to twist wool into thread) and looms (machines used to weave thread into cloth). Textiles were used as a form of currency and also as an indicator of social status.



Settlements

When we think of pyramids, we usually think of Egypt and the pyramid complex at Giza, but there are more pyramids in Central America than in Egypt. The Aztecs built a great many of these, for their rulers and to worship their gods. The great cities of the Aztec empire all featured large stepped pyramids at their centre. Each of these pyramids had square temples at the top where religious ceremonies were performed, including human sacrifice.



Vocabulary

engineered: using scientific knowledge to build
intricate: with many small parts and details
textiles: things made of cloth
ingenious: very clever
aqueducts: long bridges carrying water
currency: money
ceremonies: a formal event where special things are done



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

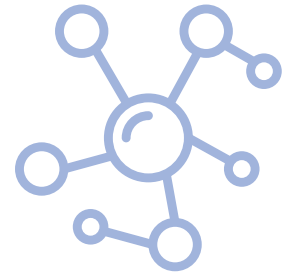


Society



Artefacts

The Aztecs – farmers and fighters



Quick summary



As the Aztecs improved their agricultural and trading skills, their society grew in influence and size, spreading into areas ruled by other communities. However, the Aztecs were also skilled and experienced warriors who trained to fight from a very young age. Neighbouring people either traded with the Aztecs or were conquered by them in battle. These people were then forced to pay tribute to the Aztec emperor in the form of goods such as jade, obsidian, gold, corn or slaves. By 1500 the city of Tenochtitlán was the centre of a mighty military power that ruled over approximately 6 million people, and stretched to the Gulf of Mexico in the east and the Pacific Ocean in the west.



Food and farming

The Aztecs produced a wide range of goods, including cocoa beans, avocado, tobacco, squash, tomatoes and corn, which were then traded in market places. Copper and cotton were also used for exchange and were highly valued. Many cities held daily markets, and medicines, jewellery and animals were traded at these bigger markets. The trade of agricultural produce was so important to the Aztecs that traders were considered a higher class of people, just below noblemen in importance in their society. Some traders travelled across the whole of the Aztec empire to trade goods that could not be produced within their villages.



Society

Trading between people in the cities and other towns was a very significant part of Aztec life. There was no system of money, so people exchanged goods with each other – swapping things that were of equal value. This system of exchange and trade is called barter.



Conflict

Warfare was an essential part of Aztec life and boys started learning to fight at a young age. The Aztecs first gained fighting experience by hiring themselves out to other local rulers. However, as their capital city grew, they began to use their superior fighting skills to conquer others. The Aztecs were such fierce fighters that even the threat of war was enough to make some neighbours surrender. They then had to pay tribute to the Aztecs, which included land, food, gold and also people. Captives were used as slaves or, even worse, for human sacrifice in Aztec religious ceremonies.



Vocabulary

influence: power to make people agree with you or do what you want
conquered: taken control of by force
tribute: payment made as a mark of respect
captives: people who have been taken prisoner



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



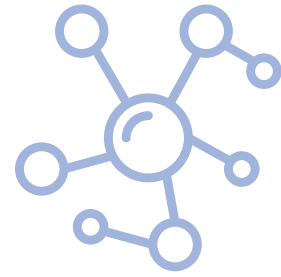
Artefacts

POP tasks: Milestone 3 – The Aztecs

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Settlements</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'engineered'. • What is the name of the city that was founded on the ruins of Tenochtitlán? • List some common foods and crops grown to feed the people of Tenochtitlán. • What is the other name for Mesoamerica? 	<ul style="list-style-type: none"> • Organise information about houses and social class in Aztec civilisation. • Compare and contrast Aztec settlements with settlements in Britain during the same period. 	<ul style="list-style-type: none"> • Investigate the legend of the founding of Tenochtitlán. • Write a chronology of the history of Tenochtitlán from its founding to modern times. What has changed? What has stayed the same?
 <p>Conflict</p>	<ul style="list-style-type: none"> • How did the Aztecs go about expanding their empire? • Why were the Aztecs such good warriors? • What was the name of the explorer who defeated the Aztecs? • Describe what is meant by the word 'conquest'. 	<ul style="list-style-type: none"> • Explain the tactics Hernán Cortés used to defeat the Aztecs. • Compare and contrast the conquest of the Aztec people with the Roman conquest of Britain. • Make observations about Aztec warriors. • Explain some of the reasons the Aztec empire became so powerful. 	<ul style="list-style-type: none"> • Investigate the conquistadors and their impact on South American civilisations. • Which words best describe Hernán Cortés and why; explorer, soldier, pirate, businessman, adventurer?
 <p>Food and farming</p>	<ul style="list-style-type: none"> • List some of the goods the Aztecs traded. • Describe what is meant by the word 'agriculture'. • What was the name for the Aztec floating gardens? 	<ul style="list-style-type: none"> • Provide an overview of Aztec traders and their significance in Aztec society. • Explain how agriculture had a significant impact on the success of the Aztec empire. 	<ul style="list-style-type: none"> • Present evidence, using multiple sources, that the Aztecs were innovative farmers. • True or false? The Aztecs invented irrigation. Explain your answer. • What is the connection between the Aztecs and Iron Age settlements in Britain?
 <p>Beliefs</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'rituals'. • Where did Aztec ceremonies take place? • Why did the Aztecs begin converting to Christianity? 	<ul style="list-style-type: none"> • Compare and contrast Aztec religious ceremonies with Maya ceremonies. • Explain what is meant by human sacrifice. • Provide an overview of Aztec beliefs and rituals. 	<ul style="list-style-type: none"> • Investigate the pyramids of Central America. • Use multiple sources of evidence to prove that Aztec places of worship were destroyed after the arrival of the Spanish.
 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'currency'. • How did trade affect daily life? 	<ul style="list-style-type: none"> • Compare and contrast the pastimes of the Aztecs with those of the Romans. • Compare and contrast Aztec clothing to early Tudor clothing. 	<ul style="list-style-type: none"> • Investigate Aztec textiles. • Suggest reasons why art was so important to the Aztecs.

The Maya



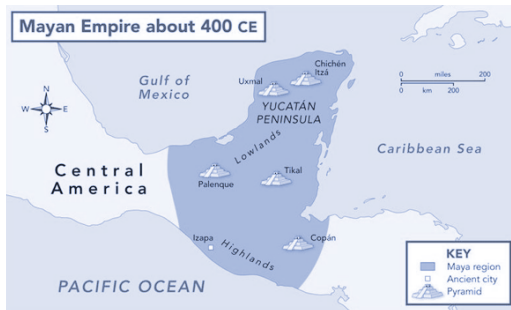
Quick summary



The Maya are native Americans of Central America, who built a great civilisation in the tropical rainforest that lasted for over 2000 years. The earliest Maya settlements were built in about 1800 BCE. The golden age of the Maya was between 250 and 900 CE. At its peak, the civilisation was made up of 40 great cities and almost 2 million people. The Maya people became expert mathematicians and were skilful astronomers and architects. Suddenly, in around 900, many of these significant Maya settlements were abandoned. No one is quite sure why, but it is possible that changes in the climate or overpopulation made the cities uninhabitable. The Maya still live in the same areas of Central America today, continuing many of their historical traditions.



Location



Settlements

By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts. A large population of farmers growing corn, maize and squash surrounded Maya cities. The Maya created farmland by cutting away the trees and vines of the surrounding rainforest. The Maya people also used more advanced farming methods, such as irrigation and terracing, to help produce food.



Main events

c.250 BCE: First systems of Maya writing developed
600 CE: Caracol became the most important Maya city
c.900 CE: Cities like Tikal, Copán and Palenque abandoned



Beliefs

The Maya worshipped different nature gods, including gods of the Sun, the Moon, rain and corn. The rulers of Maya society were the kings, or holy lords, who claimed to be related to gods. They performed many rituals, including human sacrifice, to pay respect to their gods.



Vocabulary

abandoned: left for a long time
overpopulation: too many people
uninhabitable: cannot be lived in
traditions: customs that have existed for a long time
irrigation: supplying land with water
terracing: steps built into sloping land



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

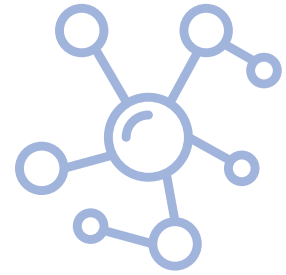


Society



Artefacts

The Maya – builders and growers



Quick summary



The Maya lived in independent city-states, so did not consider themselves part of a larger kingdom or empire. The Maya were excellent **architects** and inventors and their magnificent cities, built in the rainforest, became important centres of society and culture. With some of the largest populations in the world at that time, the Maya had to use innovative systems of **agriculture** to feed themselves. Any surplus produce was traded and helped to support the **expansion** of their city-states. The Maya people's dependence on agriculture may be one reason why many of their cities were suddenly abandoned in the 900s.



Settlements

Each city-state was ruled by an Ajaw (king) and became a centre for trade, religious worship and entertainment. The population in Maya's largest settlements was about 60,000, making them some of the most populated places in the world at the time. While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes.



Food and farming

The Maya had to overcome the challenge of growing food in the rainforest to feed the growing populations of their urban centres. They used a slash-and-burn method of farming, which meant cutting down trees and plants to make room for their crops. The soil they farmed was not very fertile, so the Maya used ash for fertiliser and rotated their crops. Crop rotation allows the soil time to recover before replanting and helps increase **yields**. Another characteristic feature of Maya agriculture was terracing. Built to increase the amount of land that can be farmed, terracing involves levelling out hilly and mountainous areas by building walls.



Culture and pastimes

The beliefs and culture of the Maya continue to fascinate people today. The Maya were skilful mathematicians and astronomers and used their knowledge to build an accurate calendar system. This was significant because it told the Maya when to plant crops, when to harvest and even when to make a **sacrifice** to the gods. The Maya's mathematical and astronomy skills also influenced their architecture – temples and other public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious **ceremony**.



Vocabulary

architects: people who design buildings
agriculture: farming and keeping animals
expansion: process of becoming bigger
yields: amounts of crops produced
sacrifice: to kill an animal or person in a religious ceremony
ceremony: a formal event at which special things are done



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

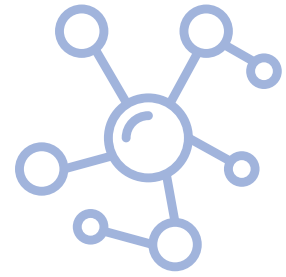


Society



Artefacts

The Maya – clues from the past



Quick summary



The Maya cities, buried deep in the Central American rainforest, provide us with some fascinating clues from the past. However, huge amounts of the Maya culture, writing and artwork has been lost. The reasons for the Maya civilisation's sudden collapse are also unclear. What archaeologists, [anthropologists](#) and historians can tell is that between 250 and 900 CE (the golden age of the Maya) the Maya began to live a much more urban life in dozens of large city-states. Whilst Europeans were living through a period often called the Dark Ages, the Maya were making huge [innovations](#) in mathematics, engineering, astronomy and writing. Some of the most significant artefacts from Maya times are the Dresden, Madrid, Paris and Grolier [codices](#) – ancient Maya books, named after the places where they were rediscovered or are displayed.



Culture and pastimes

The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or glyphs to represent words and ideas. Only the most educated would have been able to use this writing system, so scribes became important and respected people. The symbols have been found in stone carvings, temples and palaces but there is also evidence that the Maya used a form of paper made from tree bark to create folded 'books' called codices.



Artefacts

Many Maya artefacts and clues have been lost because of the regrowth of rainforest but also because of the deliberate destruction of writings and artworks by Spanish [conquistadors](#) and priests in the 16th century. The Spanish wanted to spread Christianity across the continent and looked upon Maya codices (books) with suspicion. Only four codices survived, but they give a fascinating glimpse into life in Maya times.



Main events

c.750 CE: Maya civilisation a major power in the region
c.900 CE: Several Maya cities were suddenly abandoned
c.1520 CE: Spanish conquistadors made contact with Maya settlements



Society

Only the most powerful and privileged were taught how to use the Maya writing system. Artefacts like Maya pottery have been found that show priests teaching scribes how to write. These primary sources are evidence of the importance that was placed on literacy in Maya society.



Vocabulary

anthropologists: people who study societies and cultures
innovations: new ways of doing something
codices: plural of codex (an ancient type of book written by hand)
conquistadors: Spanish conquerors



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



Artefacts

POP tasks: Milestone 3 – The Maya

Students will increase their understanding of the concepts in this topic by exploring:



Main events



Settlements



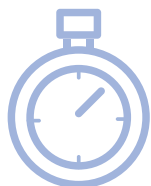
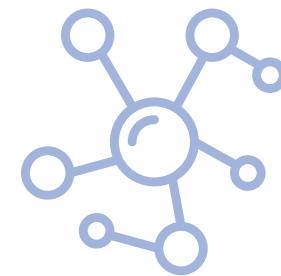
Culture and pastimes



Artefacts

	Basic	Advancing	Deep
Main events	<ul style="list-style-type: none"> • Who were the Maya? • When was the golden age of the Maya? • List some of the Maya's scientific achievements. • Describe what happened to the Maya civilisation. • When was their civilisation at its peak? • List some famous Maya cities. 	<ul style="list-style-type: none"> • Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation. • Compare and contrast two different Mesoamerican civilisations. • Explain what makes the Maya a significant ancient civilisation. 	<ul style="list-style-type: none"> • Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs. • True or false? The Maya were ruled by one emperor and were part of a unified empire. Prove you are correct using multiple sources of evidence.
Settlements	<ul style="list-style-type: none"> • Describe a Maya settlement. • List the things you would see in a Maya settlement. • List some of the farming methods the Maya used. • Describe what is meant by the word 'architect'. 	<ul style="list-style-type: none"> • Give an overview of the characteristic features of a Maya city. • Explain what 'city-states' are. • Explain how city-states were able to expand. • Organise information about Maya cities. 	<ul style="list-style-type: none"> • True or false? The Maya abandoned their cities because they could not feed themselves. • Do you agree? The sudden collapse of Maya's main cities was caused by lots of different factors. Prove you are correct using multiple sources of evidence.
Culture and pastimes	<ul style="list-style-type: none"> • When did the Maya people develop writing? • How many symbols made up the Maya writing system? • What was the name of the ruler of a city-state? 	<ul style="list-style-type: none"> • Compare and contrast Maya culture with Aztec culture. • Why were scribes significant, well-respected people? • Organise information about Maya ceremonies. 	<ul style="list-style-type: none"> • Do you agree? The Spanish were biased against Mesoamerican civilisations. Justify your answer using multiple sources of evidence.
Artefacts	<ul style="list-style-type: none"> • What are the names of the ancient Maya codices that have survived to this day? • Describe what is meant by the word 'anthropologist'. 	<ul style="list-style-type: none"> • Explain why many Maya artefacts have been lost. • What evidence is there that the Maya developed a writing system? 	<ul style="list-style-type: none"> • Investigate the Dresden Codex. • Do you agree? Spanish accounts of the Maya, written in the 16th century are reliable sources of evidence. • Investigate the Maya calendar system.

Early Islamic civilisation



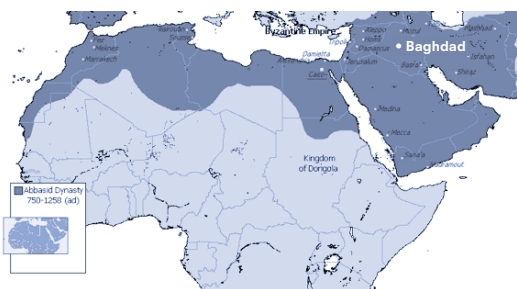
Quick summary



After the death of the Prophet Muhammad, in 632, the Middle East underwent a period of significant change. Over the next 200 years, Islamic civilisation spread as far as Spain in the west and China in the east. While Europe was in a period called the Middle Ages (also called the Dark Ages), early Islamic societies were developing scientific thinking, medicine, education, literature and prosperous trade routes. The Golden Age of Islam also saw Muslim artists developing lots of different techniques to decorate textiles, jewellery, glassware and metalwork.



Location



Culture and pastimes

The opening of the House of Wisdom in the city of Baghdad led to a significant number of achievements in Islamic literature. Having learnt the art of paper making (from China), Islamic scholars tried to collect and translate all of the known world's knowledge into Arabic. As well as recording stories and tales from across the globe, Muslim writers also created their own stories, perhaps the most famous of that time being One Thousand and One Nights. Sometimes known as The Arabian Nights, it is a collection of short stories including Aladdin, Sinbad and Ali-Baba.



Settlements

Out of respect for Allah, or God, no images of living creatures are depicted in Islamic art. As a consequence, the art of writing (calligraphy) and the science of geometry took on great importance in art and architecture in the Muslim world. The Golden Age of Islam is especially well-known for the use of calligraphy, geometric designs and arabesques to decorate mosques (places of worship for Muslims), buildings and public spaces.



Vocabulary

prosperous: rich and successful

achievements: things done successfully after lots of effort

depicted: represented in a work of art

arabesques: designs made up of flowing lines



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

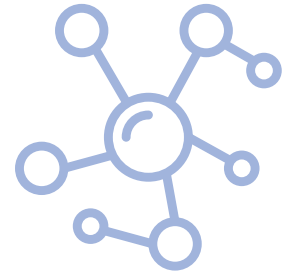


Society



Artefacts

Early Islamic civilisation – Baghdad



Quick summary



One of the most influential cities in **early Islamic civilisation** was Baghdad, in modern-day Iraq. During the Golden Age of Islam, between 900 and 1200, Baghdad was the largest city in the world, with a population of over 1 million people. It was at the centre of the world's great trading routes and became a very wealthy city. It also became renowned as a centre of learning and religious tolerance. The entire city was built around the famous House of Wisdom, built there in about 800. It housed a vast library and attracted scholars from around the world. They came to read and translate ancient books from across the globe into Arabic.



Society

The Abbasid Caliphate ruled the growing Islamic empire from the capital city of Baghdad. The ruler of the empire was based upon hereditary succession. The caliph (the civil and religious ruler) was the son or closest male relative of the previous caliph. During their rule, the Abbasids worked to improve the rights and treatment of women and are often seen as being ahead of their time in promoting a more equal society.



Beliefs

Baghdad became the capital of the Muslim world but was also home to many different religious and ethnic communities. Christianity, Judaism and other religions were practised in the city, and people were tolerant of other people's beliefs. Baghdad was also heavily influenced by Persian and Egyptian culture. The Golden Age of Islam saw Islamic culture and beliefs spread through its art, architecture, writing, trade and language.



Main events

610: Islam founded
750: Start of Abbasid Caliphate
762: City of Baghdad founded
1258: Baghdad destroyed by the Mongol ruler Hulagu Khan



Culture and pastimes

At a time when much of Europe was in constant conflict, the wealthy city of Baghdad was attracting great thinkers from far and wide. The House of Wisdom became a centre for knowledge and research in areas like mathematics, astronomy and zoology.



Vocabulary

influential: makes people take notice
renowned: well known
tolerance: allowing others to say and do things even if you don't approve or agree
translate: to write in another language
caliphate: the rule or reign of a caliph
research: studying to find things out



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

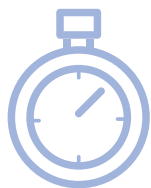
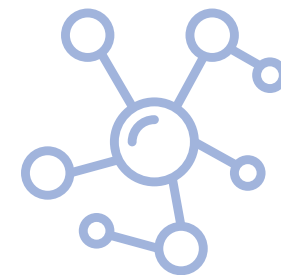


Society



Artefacts

Early Islamic civilisation – traders



Quick summary



Under the rule of the caliphs, Islamic civilisations grew rapidly, through conflict, conquest and missionary activity. Trade also played a significant role in the spread of Islamic culture and beliefs. Large Muslim populations grew in West Africa, India, China and Spain as people traded goods like salt, spices, gold and textiles. Islamic coins and artefacts from the period have been found across northern and western Europe, indicating how far the trade routes of this era spread. Successful trade on such a massive scale relied upon safe transport routes and productive methods of agriculture at home. The Abbasid Caliphate had all these things, which helped them create the peace and prosperity of the Golden Age of Islam.



Location



Food and farming

Early Islamic civilisation relied heavily, as many great cultures did, on trade and agriculture. Growing various crops, including dates, sugar, cotton and oranges, was essential to feed the rapidly growing populations and to create surplus food to trade. New farming technology, like crop rotation and irrigation, helped to increase yields. Baghdad was the centre of extensive trade routes, including the Silk Roads, that stretched across the world. Goods and produce from as far east as China and as far west as Ireland were bought, sold and exchanged in the marketplaces of Baghdad.



Location

During the Umayyad Caliphate, the capital of the Islamic Empire was Damascus (in modern-day Syria). In 762, 12 years after the Abbasid Caliphate gained control, the capital was moved to Baghdad. This move marked the beginning of the free trade of goods, ideas and beliefs across three continents.



Travel and exploration

The Silk Roads played a significant part in the development of many civilisations. They brought people together to trade and share ideas, using a vast network of roads that could be travelled along in safety.



Vocabulary

missionary: people sent to a foreign country to teach about their religion
population: all the people living in a place.
era: a long and distinct period of history
prosperity: doing well financially
irrigation: supplying land with water
Silk Roads: an ancient network of trade routes



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict








Society



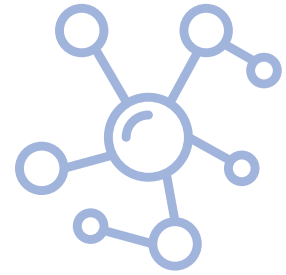
Artefacts

POP tasks: Milestone 3 – Early Islamic Civilisation

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Settlements</p>	<ul style="list-style-type: none"> • What was the name of the government that made its capital city in Baghdad? • What was the name of the ruler who destroyed Baghdad in the 13th century? • Label a timeline with the dates of Baghdad's founding and its destruction by the Mongols. Add important dates from British history to your timeline. 	<ul style="list-style-type: none"> • Explain why Baghdad was renowned as a centre of learning. • Provide an overview of the characteristic features of Islamic art. • Why was the House of Wisdom built? • Compare and contrast farming methods in the Islamic Empire with those in Mesoamerican civilisations. 	<ul style="list-style-type: none"> • Investigate the House of Wisdom.
 <p>Travel and exploration</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'prosperous'. • List some of the produce that was traded by early Islamic traders. • Name some civilisations that had an influence on Islamic civilisations. • Name the capitals of the Umayyad and Abbasid Caliphates. 	<ul style="list-style-type: none"> • How did travel and exploration help the spread of Islamic beliefs and culture? • Use a map to identify the Silk Roads and other important trade routes during this period. • How did being at the centre of trade routes help the city of Baghdad become prosperous? 	<ul style="list-style-type: none"> • Investigate the Silk Roads. • Do you agree? Trade routes have to be safe and secure to be effective. Justify your answer. • How have trade routes changed? Find evidence of the continuity of trade routes since the Abbasid Caliphate.
 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> • What was the other name for the stories called The Arabian Nights? • Describe what calligraphy is. • What is the name of the Islamic language? 	<ul style="list-style-type: none"> • Organise information about Islamic literature. • Organise information about the Golden Age of Islam. 	<ul style="list-style-type: none"> • Provide evidence that early Islamic civilisations were more advanced than those in Europe. • Investigate the astrolabe and Islamic astronomy.
 <p>Location</p>	<ul style="list-style-type: none"> • Label a map to show the spread of Islam in this time period. • What city was the House of Wisdom built in? 	<ul style="list-style-type: none"> • Identify the location of Baghdad on a map. Annotate the map with important dates and information from your knowledge webs. 	<ul style="list-style-type: none"> • Do you agree? It is impossible to spread religion and beliefs without conflict. Justify your answer.
 <p>Beliefs</p>	<ul style="list-style-type: none"> • What is meant by the word 'missionary'? • Describe what is meant by the word 'tolerance'. 	<ul style="list-style-type: none"> • Organise information about the life of the Prophet Muhammad. • Explain why Islamic artists work with calligraphy and geometry. • Suggest some important Islamic artefacts. 	<ul style="list-style-type: none"> • Use multiple sources of evidence to prove the Abbasids wanted to create a more equal and tolerant society.

The Kingdom of Benin



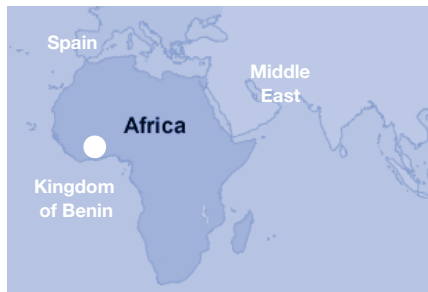
Quick summary



The Kingdom of Benin was home to the Edo people who, in around 900 CE, began clearing parts of the rainforests of West Africa to build their homes. Small settlements soon grew into the larger kingdom of Igodomigodo, which was ruled by kings called Ogisos (kings of the sky). After being governed by over 30 different Ogisos, the kingdom was then controlled by a new dynasty of rulers, called the Oba. The Obas led the Edo people to great wealth and power before their kingdom eventually fell under the colonial rule of the British Empire in the late 1800s.



Location



Culture and pastimes

The Edo people worked closely together to build a community of farmers and craftspeople who could trade successfully. They wanted to make things of value, and so they established specialist guilds where people could learn a craft to a very high level of skill. Craftworkers used lots of different materials including iron, bronze, wood and ivory to make pots, tools, weapons and artworks. The Edo people believed brass had the power to keep evil away and so it became one of the most valued materials, used to create beautiful sculptures, plaques and masks. They are some of the finest artworks ever to be created in Africa and tell the rich history of the Edo people.



Main events

- 900:** Ogisos ruled Igodomigodo
- 1180:** The first Oba, Eweka, ruled the kingdom
- 1471:** Portugese ships arrived in West Africa to trade
- 1897:** British soldiers conquered the Kingdom of Benin



Beliefs

The Edo people of Benin worshipped lots of different gods. They believed that the god Osanobua created the world and that Olokun, his son, was the god of wealth and ruler of the ocean. They believed that the Oba (king) was a god and treated him with respect.



Vocabulary

- colonial:** relating to a country controlled by a more powerful country
- empire:** a number of nations controlled by one country
- trade:** to buy and sell goods
- guilds:** groups of people who do the same job
- worshipped:** paid respect to



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

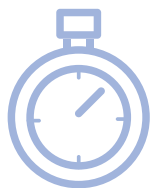
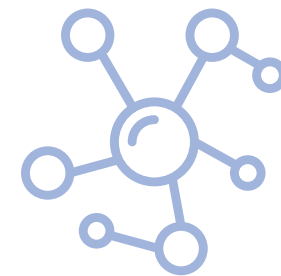


Society



Artefacts

Benin – builders and traders



Quick summary



The first dynasty of the Edo people, ruled by the Osigos, built the foundations for a great civilisation that became a significant central hub for trade between Southern West Africa and European countries like Portugal. By making their settlements safe and secure (with a powerful army and massive defensive fortifications), the people of the kingdom were able to create the conditions for successful trade. Skilful craftworkers made desirable goods to be sold in marketplaces. With guilds for brass, textiles, ivory, leather and pottery, the empire became very prosperous. Great wealth also brought colonisers from other lands, first the Portuguese and then the British, who in the late 19th century destroyed the spectacular walls of Benin city and took control of the kingdom.



Location



The Kingdom of Benin was in a place that is now a part of modern-day Nigeria. It is not in the same place as the modern African nation of Benin in West Africa.



Settlements

The Kingdom of Benin is famous for its large defensive walls, sometimes called the Great Walls of Benin. Work started on the walls in the 800s, and it took another 600 years to complete the 16000km long **fortifications**. Built to protect the Edo people from invaders, the walls were constructed out of earth and made into **ramparts**, with large ditches dug for moats. **Archaeologists** think it might have taken as many as 150 million hours of digging by the Edo people to construct this incredible structure.



Food and farming

The Kingdom of Benin traded and **exchanged** a range of goods with other African kingdoms and Mediterranean traders. The primary produce of Benin was the yam. Other crops grown for trade included palm oil, beans, melons and okra. The arrival of European traders created a demand for spices like peppercorns, ivory from elephants' tusks and slaves who had been captured by the kingdom's armies. Imports included metals which were used as a form of **currency** or to make artwork, jewellery and tools. The Edo relied on exchanging goods with other traders. The cowrie shell, for example, became highly valued by the Edo and acted as a type of money.



Vocabulary

fortifications: buildings, walls and ditches built to protect a place
ramparts: walls built to protect a city
archaeologists: people who study the past by examining remains and objects
exchanged: swapped
currency: money



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict







Society



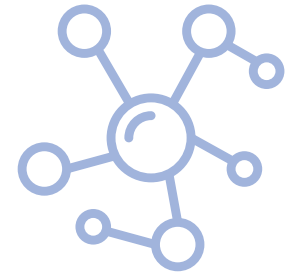
Artefacts

POP tasks: Milestone 3 – The Kingdom of Benin

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> • What is the name given to the people of the Kingdom of Benin? • When did they first settle in Benin? • What was the name of the first dynasty of rulers? • What is a 'guild'? 	<ul style="list-style-type: none"> • Provide an overview of the characteristic features of the guilds of Benin. • Explain why brass was a valued and significant metal for the Edo people. • Explain why power and control passed from the Ogisos to the Oba. 	<ul style="list-style-type: none"> • Which dynasty of Benin rulers were the most successful? Justify your answer. • Investigate the Ogisos and the Oba. Was there cultural and religious continuity between the dynasties?
 <p>Food and farming</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'exchanged'. • What kind of goods and produce were made in Benin? • Describe what is meant by the word 'currency'. • What was the unusual form of currency that the Edo people valued highly? 	<ul style="list-style-type: none"> • Explain the difference between import and export. • Compare and contrast Benin farming methods with those of Iron Age Britain. • Suggest some artefacts you could use to find out about farming in Benin. 	<ul style="list-style-type: none"> • What major changes were taking place in Europe during the rule of the Ogisos' dynasty?
 <p>Settlements</p>	<ul style="list-style-type: none"> • What was the purpose of the Great Walls of Benin? • How many hours did it take to build the Great Walls of Benin? • Describe what is meant by the word 'fortifications'. • What does an archaeologist do? 	<ul style="list-style-type: none"> • Explain the construction techniques used in building the Great Walls of Benin. • Compare and contrast the Great Wall of China with the Great Walls of Benin. • What is meant by the word 'colonial'? • Compare and contrast Iron Age settlements in Britain with settlements in the Kingdom of Benin. 	<ul style="list-style-type: none"> • Do you agree? The Oba were responsible for the creation of a powerful empire. Use multiple sources of evidence to justify your answer. • Suggest reasons why so much of the Great Walls of Benin were destroyed by the British at the end of the 19th century.
 <p>Location</p>	<ul style="list-style-type: none"> • Locate the Kingdom of Benin on a map. What is the name of the modern-day country in the same place? • What was the name of the kingdom when the Ogisos ruled? 	<ul style="list-style-type: none"> • Name the Europeans who came to the Kingdom of Benin to trade. Show the trade routes on a map. 	<ul style="list-style-type: none"> • Do you agree? The kingdom's location was the main reason for the growth of the empire. Justify your answer.

Alexander the Great



Quick summary



Alexander the Great, was a famous and skilful military commander who had a significant impact on the ancient world. Alexander inherited the throne of Macedon (also called Macedonia) from his father, King Philip II, in 336 BCE and was quick to use the powerful army his father had built. In just a decade he made an enormous empire that stretched from Greece into Asia and North East Africa. Undeclared in battle, he conquered the colossal Persian Empire when he was only 25. Alexander was educated by the famous Greek philosopher Aristotle, and was very influential in the spread of Greek culture and language across thousands of miles. That is his legacy.



Location



Conflict

Alexander's reign was one of constant military conquest. He used tactics including cavalry (horses) and the phalanx (soldiers standing very close together in a box-like formation) to great effect and was undefeated in battle. At the Battle of Issus, he was outnumbered but still defeated the powerful Persian army, led by King Darius III (who escaped). Two years later, at the Battle of Gaugamela, Alexander defeated the Persian army again. Darius III had been assassinated by his troops, and Alexander was finally crowned Great King of Persia. Alexander helped spread Greek beliefs, customs and language (often called Hellenisation) but was respectful of the cultures he conquered. This 'blending' of cultures helped him to secure his empire and was a characteristic feature of his conquests.



Main events

- 336 BCE:** Became ruler of Macedon
- 333 BCE:** Defeated the Persian King Darius III at Issus
- 331 BCE:** Defeated the Persians at Gaugamela – became the Great King of Persia.
- 323 BCE:** Died of fever



Settlements

As his empire grew, Alexander the Great named many cities Alexandria after himself. The greatest of all of these was on the Mediterranean coast of Egypt. The lighthouse of Alexandria, the Pharos, was one of the Seven Wonders of the Ancient World.



Vocabulary

- inherited:** receive something after someone has died
- empire:** a number of nations controlled by one country
- legacy:** something left behind after death
- conquest:** conquering (taking control of) a group of people
- Hellenisation:** to make or become like the Ancient Greeks



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



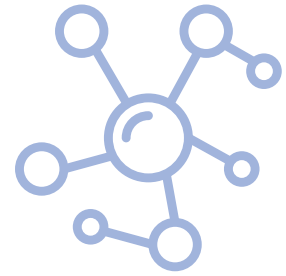
Artefacts

POP tasks: Milestone 3 – Alexander the Great

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Main events</p>	<ul style="list-style-type: none"> • Describe what is meant by the word 'inherited'. • What was the name of Alexander the Great's father? • When did Alexander the Great become king? • Who was his famous teacher? • Label a timeline with key dates from Alexander the Great's lifetime. • Describe what is meant by the word 'legacy'. 	<ul style="list-style-type: none"> • Organise information about Alexander the Great. • Explain what the word 'philosophy' means. • Find out more about where and how Alexander died. • Explain, using multiple sources of evidence, what Hellenisation is. 	<ul style="list-style-type: none"> • Investigate the life of Aristotle, Alexander's teacher. • True or false? In Macedon, only boys were allowed to go to school. Provide evidence to support your answer. • Investigate primary and secondary sources that tell us about Alexander's life. Explain why these sources have to be used with caution.
 <p>Conflict</p>	<ul style="list-style-type: none"> • How old was Alexander the Great when he conquered the Persian Empire? • After the death of Darius III, what title did Alexander take? • Name two battles Alexander had with the Persians. • What is a phalanx? 	<ul style="list-style-type: none"> • Predict what would have happened to Alexander's empire if he hadn't died at the age of 32. • Explain how Alexander made the empire secure. • Provide an overview of the phalanx and its use in conflict in ancient times. 	<ul style="list-style-type: none"> • True or false? Alexander was never beaten in battle. • Compare and contrast Alexander's military history to another famous military leader you know about. • Investigate some of Alexander's most famous battles.
 <p>Location</p>	<ul style="list-style-type: none"> • Where was Alexander the Great from? How far did his empire reach? Use a map to help you explain. • Using a map, describe the location of some of Alexander the Great's greatest victories in battle. 	<ul style="list-style-type: none"> • Explain how the Greek language was spread because of Alexander the Great's conquests • Find out how many cities were named Alexandria. Where is the most famous city named Alexandria? • Compare and contrast modern-day Alexandria with the ancient city. 	<ul style="list-style-type: none"> • Investigate the Persian empire. • Investigate the history of the Macedonians and their relationship with the Ancient Greeks.
 <p>Settlements</p>	<ul style="list-style-type: none"> • What is the purpose of a lighthouse? Why was the lighthouse at Pharos so special? 	<ul style="list-style-type: none"> • Why was it important for an empire to have access to lots of seaports? 	<ul style="list-style-type: none"> • What is the connection between the Persian Gulf, Caspian Sea, Black Sea and Mediterranean Sea?

Explorers



Quick summary



Throughout history, many **explorers** have travelled across the world in search of fame and fortune, to spread religious beliefs or to make scientific discoveries. These journeys of discovery were almost always dangerous, but the rewards were great. Some explorers wanted to bring back treasures and gold. Others wanted to honour their king or queen. In more modern times, exploration continued as people tried to be the first to achieve something, such as reaching the South Pole or climbing Mount Everest. Exploration brought about significant change as people from different cultures and civilisations were able to mix and share new ideas, beliefs and languages.



Travel and exploration

In very early times, people moved to find food and shelter, but as technology developed, humans were able to travel further to places they hadn't been before. Explorers set off, across land and sea, to look for new places to trade with, and for more resources like gold, silver and spices. In the 1400s and 1500s, most European explorers sailed for the Americas, drawn to the continent because of the riches there. Explorations of Africa and the polar regions followed, and in the 20th century, the age of space exploration began.



Society

Exploration often happened as civilisations expanded. Rulers wanted to make their kingdoms bigger, for safety or for riches and power. One way to do this was to colonise neighbouring lands, often violently through conflict and war. Not all exploration was done through conflict; trade and the desire to spread religious beliefs were other significant reasons why groups of people travelled to new places.



Main events

1000: Leif Eriksson became the first European to reach North America
1405: Zheng He sailed from China to India
1492: Christopher Columbus sailed to the New World
1770: James Cook (Captain Cook) reached the coast of Australia

1911: Roald Amundsen reached the South Pole
1932: Amelia Earhart flew solo across the Atlantic
1953: Sir Edmund Hillary reached the summit of Mount Everest
1969: Neil Armstrong walked on the Moon



Vocabulary

achieve: succeed in doing something after lots of effort
significant: important
resources: things people need
civilisations: organised groups of humans with their own culture
expanded: grew bigger



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



Artefacts

POP tasks: Milestone 3 – Explorers

Students will increase their understanding of the concepts in this topic by exploring:



Main events

- **Describe** what is meant by the word 'achieve'.
- **Name** as many famous explorers as you can. **Label** a timeline to show when these events happened.
- **Why** are these explorers significant in the history of Britain?



Travel and exploration

- **List** some of the reasons why people go on explorations.
- **Where** did most European explorers sail to in the 15th and 16th centuries?
- **What** continent was Christopher Columbus trying to reach when he discovered the West Indies?
- **List** some resources that explorers brought back from their journeys.



Society

- **Describe** what it means when a civilisation has expanded.
- **List** some famous explorations that helped advance science and technology.
- **Describe** some of the ways in which culture and beliefs are spread through travel and exploration.
- **Explain** what missionaries are.

Basic

Advancing

Deep

- **Explain** some of the advantages of exploration.
- **How** did exploration influence British attitudes to people from different countries? **How** did this change over time?
- **Compare** and **contrast** the experiences of three of the explorers listed in your knowledge web.
- **What** is the difference between migration and exploration?

- You've been asked to **create** a list of the ten greatest explorers from history. Who would you **choose** and why?
- **Find out** who the first person to sail round the world was and present information about the journey.

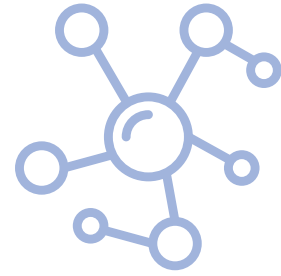
- **Suggest** reasons why Europeans called the area discovered by Christopher Columbus, the New World.
- **Organise** information about Mount Everest and the people who have climbed it. **Why** is Mount Everest an important mountain for climbers?
- **Suggest** reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.

- **Investigate** the life of Zheng He.
- **True or false?** Leif Erickson was a Viking who discovered North America centuries before Christopher Columbus. **Prove** you are correct.
- **Research** Marco Polo's famous book about his travels. What are the advantages and disadvantages of using this as a source of evidence?
- **Investigate** how exploration is connected to the slave trade.

- **What** was the impact on British society of exploration in the 16th and 17th centuries?
- **Organise** information about Amelia Earhart. **What** makes her achievements particularly significant?
- **Suggest** some reasons why most explorers in history have been men. **Find out** more about famous female explorers.

- Francis Drake is described as a great British explorer. The Spanish described him as a pirate. **What do you think?**
- **Do you agree?** Exploration helps make societies more prosperous.
- **Do you agree?** The exploration of other places and civilisations has involved propaganda.

The Tudors



Quick summary



The Tudors ruled England and Wales between 1485 and 1603. Henry Tudor claimed the throne after defeating Richard III in battle. This victory, at the Battle of Bosworth Field, ended the civil war known as the War of the Roses. Henry Tudor took the title Henry VII and was the first of five Tudor monarchs. Some of the most famous kings and queens in English history came from the Tudor family, and the period of their rule saw significant changes in daily life, politics and religious beliefs throughout Britain. It was also a time of global exploration and popular entertainment. Famous explorers returned with unusual gifts from the New World and writers, such as Shakespeare, were filling theatres with their famous plays.



Culture and pastimes

The Tudors developed new types of architecture. Medieval castles were replaced with large brick-and stone-built manor houses. In larger towns, the buildings were half-timbered, with a wooden frame filled with stick and clay (wattle and daub). The half-timbered technique was used in the familiar black and white Tudor houses that survive to this day in many towns and cities.



Beliefs

A significant legacy of the Tudor dynasty was Henry VIII's decision to break with the Catholic Church in Rome. In 1534 the Pope had refused to allow Henry to remarry. Henry remarried anyway (to the second of his six wives) and named himself the head of the Protestant Church of England. This started the English Reformation, during which the enormous power of the Roman Catholic Church was challenged. The consequences of this were far reaching and divided Catholics and Protestants even further, in Britain and Europe.



Main events

1485: Battle of Bosworth Field; Henry Tudor became Henry VII
1534: Henry VIII made supreme head of the Church in England
1588: England defeated the Spanish Armada
1603: Elizabeth I died and James Stuart became king



Conflict

The War of the Roses was fought between the House of York and the House of Lancaster. Henry Tudor's victory over Richard III brought these wars to an end. Henry married Elizabeth, the heiress to the house of York, to secure an alliance.



Vocabulary

monarch: the king or queen of a country
medieval: something in European history between 476 CE and 1500 CE
legacy: something left behind after death
Reformation: changes to the Catholic Church that led to the setting up of the Protestant Church
alliance: groups working together



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

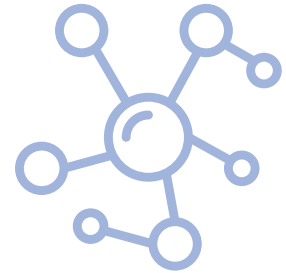


Society



Artefacts

Tudor monarchs



Quick summary



There were five Tudor monarchs (six if you count Lady Jane Grey who ruled for only nine days). Two of England's most famous monarchs were Tudors: Henry VIII, who married six times in his quest to have a male heir, and Elizabeth I who ruled for 45 years before dying without an heir. For more than a century, the Tudors faced significant challenges and threats to their rule, including rebellion, religious violence and the risk of invasion. By the end of their dynasty, England had separated from the Roman Catholic Church, beaten the Spanish Armada and started to explore the world. The Tudor dynasty helped lay the foundations for the exploration and colonisation that were to make England a powerful global force.



Society

As the first monarch of the Tudor dynasty, Henry VII tried to bring peace and control to England. He did so by changing the way government worked, giving himself more control over national affairs and events. Henry VII also took great interest in Greek and Roman culture and looked to these civilisations for inspiration. Although still very much in power, the Tudors, notably Henry VIII, recognised the need to involve Parliament in important decisions, thus helping to develop the system of government we understand today.



Conflict

Rebellion and war were never far away in the Tudor era. People would revolt over taxes, land ownership and religion. Most rebellions were short but some lasted years, particularly those taking place in Ireland during Queen Elizabeth I's reign. The Tudor monarchs also had to cope with the constant threat of invasion, particularly by Spain. This threat led to significant military developments. Henry VIII built a powerful navy, which included the famous Mary Rose and large artillery forts across the south coast of England.



Main events

1485-1509: Henry VII's reign
1509-1547: Henry VIII's reign
1534: Henry VIII formed the Church of England
1547-1553: Edward VI's reign
1553-1558: Mary I's reign
1558-1603: Elizabeth I's reign



Beliefs

Henry VIII's decision to break with the Catholic Church created significant upheaval in England's churches. Edward VI was a devout Protestant, Mary I, a devout Catholic. Elizabeth I was also Protestant but tried to be more moderate. She wanted people to stop the religious violence of Edward and Mary's reigns.



Vocabulary

heir: someone who will inherit a title or property
rebellion: violent action to change a country's political system
parliament: a group of people who make or change laws
military: armed forces of a country
devout: with deep religious beliefs



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

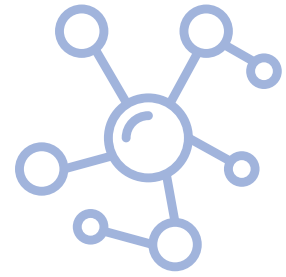


Society



Artefacts

Tudor entertainment and exploration



Quick summary



Tudor rule began at the end of a violent 30-year civil war that had a terrible impact on the lands and people of England. However, the dynasty ended with the Elizabethan era, a period in history so significant it is sometimes called England's Golden Age. New overseas trade routes and growth in agriculture brought peace and prosperity, allowing England to flourish. Explorers, like Sir Walter Raleigh, were able to sail the Atlantic to trade and begin the colonisation of the New World. England's Golden Age also saw significant changes in the types of entertainment people could enjoy. Theatre became a favourite and accessible pastime, heavily influenced by the Renaissance movement.



Culture and pastimes

England's Golden Age occurred at a time when people were moving into towns to find work. People also wanted to be entertained and had money to spend. A lot of money could be made by travelling theatre companies and the innkeepers who put on plays in their inn-yards. The Renaissance movement was a period of cultural and artistic development. It was influenced by classical art, literature and philosophy from Ancient Greece and Rome. The Renaissance took place across Europe and marked the end of the Middle Ages (sometimes called the Dark Ages).



Artefacts

The most famous theatre from Elizabethan times is the Globe Theatre that sits on the south bank of the River Thames in London. Still in use today, it was built in 1599 and destroyed by fire in 1613. It was rebuilt the following year. The Globe Theatre was home to many performances of Shakespeare's famous plays. The modern Globe Theatre was built in 1997; historical records and evidence were used to help recreate the original design.



Travel and exploration

Sir Walter Raleigh was one of the Elizabethan period's most famous explorers and adventurers. Raleigh was also a military leader who played a significant role in defeating the Spanish Armada. At one time a firm favourite of Queen Elizabeth, he led several naval expeditions from Europe to North America. Raleigh is also credited with bringing tobacco and potato crops to England. After Elizabeth's death, Raleigh was imprisoned by James I, before being allowed to search for the mythical treasures of El Dorado. His expedition ended in disaster and upon his return to England, Raleigh was executed.



Vocabulary

civil war: a war fought between people who live in the same country
prosperity: doing well financially
flourish: be successful
philosophy: study of how people think and live
expeditions: journeys of exploration



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



Artefacts

POP tasks: Milestone 3 – The Tudors

Students will increase their understanding of the concepts in this topic by exploring:



Main events

- **Label** a timeline with significant events in the Tudor dynasty.
- **Create** a Tudor family tree.
- **List** the names of all the Tudor monarchs.
- **When** was the medieval period?
- **What** was the name of the monarch who ruled for just nine days?
- **How long** did Elizabeth I rule for?

- **Present information** about three Tudor monarchs. Compare and contrast their reigns.
- **Summarise** the main changes that took place during the Tudor dynasty.
- Give an **overview** of your favourite Tudor monarch.
- **Why** was it significant that Elizabeth I died without an heir?

- **Recommend** multiple sources of evidence to explain the popularity of theatre during England's Golden Age.
- **Investigate** the Renaissance movement and explain its impact on Tudor society.
- **Do you agree?** The Tudor dynasty was the most significant in British history. **Justify** your answer.



Conflict

- **Describe** what is meant by the word 'alliance'.
- **Describe** some of the challenges that the Tudor monarchs faced. **How** did they overcome these problems?
- **Name** a famous Tudor warship.

- **Explain**, using examples, what is meant by the term 'civil war'.
- **Explain** how the Tudors became the ruling family of England and Wales.
- **Organise** information about significant Tudors rebellions.

- **Investigate** the Spanish Armada and Phillip II's claim to the English throne.
- **Investigate** the Pilgrimage of Grace.
- **Do you agree?** Henry VIII's desire to have a male heir caused significant religious turmoil in England for decades.



Culture and pastimes

- **What** was the other name for the Elizabethan era? **Why** did it have this name?
- **What** was the Renaissance?
- **Where** did the Renaissance happen?

- **Compare** and **contrast** Tudor pastimes with Greek pastimes.
- Make **observations** about how daily lives changed during Tudor rule.
- **Organise** information about the Renaissance.

- **Investigate** the Globe Theatre.
- **Recommend** three suitable artefacts to tell us about daily life in Tudor times. **Explain** your choices.



Travel and exploration

- **Describe** what is meant by the word 'prosperity'.
- **Who** was Walter Raleigh and **why** is he a significant figure in British history?

- **Why** was Walter Raleigh executed?
- **Which** cultures from history was Henry VII inspired by?

- **True or false?** The Tudors were the first English royal dynasty to establish trading colonies. **Justify** your answer.
- **Investigate** El Dorado.



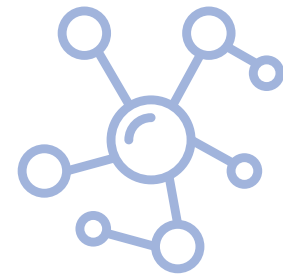
Beliefs

- **What** is meant by the word 'devout'?
- **When** did Henry VIII become head of the Church of England?

- **Organise** information about the Protestant Reformation.

- Use multiple sources of evidence to **investigate** the Dissolution of the Monasteries.

The Victorian era



Quick summary



The Victorian era is the name given to the period of Queen Victoria's reign. It was a time of significant technological, scientific, economic and social change. New inventions and discoveries were made that changed where people lived, how they worked and how they spent their leisure time. The British Empire grew, and Britain came to rule over a quarter of the world's population. These changes brought immense wealth for many, but lots of people, including many children, still lived in terrible poverty. Many children worked in mines and factories. However, the Victorian era also saw lots more children attending school and significant progress in medicine and health care.



Culture and pastimes

People in the Victorian era wanted to learn more about the world around them. New learning in science was of particular interest and often challenged religious beliefs and ideas. Art galleries, libraries and museums were built in every large city. Some of Britain's most famous authors, such as Charles Dickens and the Brontë sisters, were writing during this time.



Society

The Industrial Revolution, which started in the late 1700s, saw significant growth in steam-powered machinery. The number of large factories making products to trade across the world also grew rapidly. Cities increased in size as people came to work in these factories, leaving the small villages they had lived in behind. The increase in population meant there was a need for more food, goods and housing. As a consequence, urban centres became overcrowded with factories and houses. Very young children had to work too, and it was only towards the end of the Victorian era that the law was changed to stop young children working in terrible conditions.



Main events

- 1837:** Victoria became queen
- 1838:** Slavery abolished in the British Empire
- 1845–9:** Irish potato famine
- 1854:** Britain went to war in Crimea
- 1859:** Charles Darwin published 'On the Origin of Species'

- 1861:** Victoria's husband, Prince Albert, died
- 1867:** Antiseptic first used
- 1880:** Education became compulsory until the age of ten
- 1897:** Women's suffrage movement grew
- 1901:** Victoria died



Vocabulary

- empire:** a number of nations controlled by one country
- poverty:** being extremely poor
- revolution:** important change
- consequence:** result or effect
- law:** a set of rules
- conditions:** how good or bad something is



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

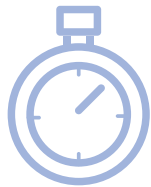
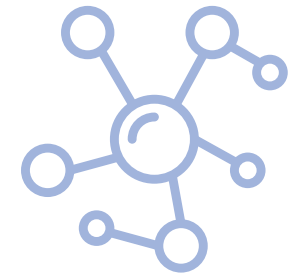


Society

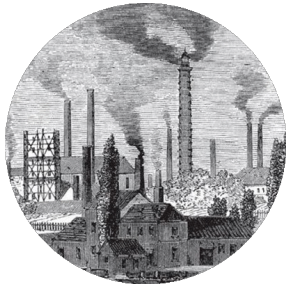


Artefacts

The Victorians – innovation and industry



Quick summary



The Victorian era was a time of significant change in technology and trade. The Industrial Revolution saw new inventions, like the steam engine, completely change the way people lived, and how they worked. Agriculture was no longer the primary source of work, and people flocked to growing urban areas and cities to find jobs. The shift from agriculture to industry was made possible by several significant innovations and the development of a skilled workforce. These skilled workers became part of the middle classes (people who were neither very wealthy nor very poor) who played an essential role in political and social developments of the time.



Society

The lives of the rich and the poor were very different in Victorian times. Wealthy landowners of earlier years became wealthy factory owners and continued to control political life and the economy. Newly educated experts like engineers and lawyers, teachers and doctors became part of the middle classes who went on to change the way that politics worked, wanting more representation in parliament. However, despite improvements in the lives of many people, the poor and very poor continued to live and work in terrible conditions.



Settlements

The enormous changes in industry seen in the Victorian era brought people from the rural parts of the country into urban centres like Manchester, Birmingham, Leeds and Bradford. Without access to education, this new working class had to work very long hours in difficult conditions. Children made up a large part of the workforce in factories, mills, mines and workshops. These new towns and cities also became overcrowded, and pollution created significant problems for people's health and wellbeing.



Main events

1837: Victoria became queen
1838: Photographs taken and exhibited by William Henry Fox-Talbot
1840: First postage stamp issued
1856: Henry Bessemer invented a way to convert iron into steel
1863: Underground trains ran in London for the first time

1876: Telephone invented by Alexander Graham Bell
1878: Electric street lighting used in London for the first time
1879: Electric light bulb invented
1887: Gramophone invented
1888: John Dunlop invented the pneumatic tyre



Vocabulary

innovations: new ways of doing something
workforce: people available to do a job
economy: the wealth a country gets from business and industry
representation: speaking on behalf of someone else
parliament: a group of people who make or change laws



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

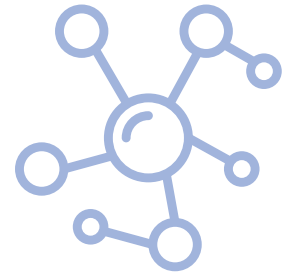


Society



Artefacts

The Victorians – exploration and empire



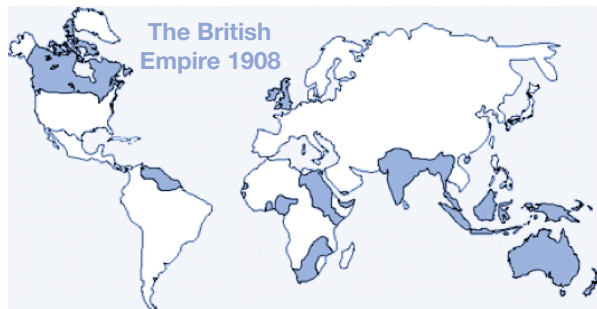
Quick summary



The Victorian era was a period of **exploration** and discovery. Some explorers went in search of lost cities, to map **uncharted** territories and as **missionaries**, hoping to spread their faith and establish churches, schools and hospitals. Traders and settlers continued to look for new places to exchange goods, selling factory-made products and buying raw materials like cotton, sugar and tea. Many Europeans settled in these new places but some countries, like Britain, also sent armies and officials to govern these new territories. During Victoria's reign, Britain went from being a significant global power to the most powerful nation on Earth. Victoria ruled over an enormous **empire** that controlled almost one-quarter of the world's population, with trading centres and colonies across the globe.



Location



Travel and exploration

Not all Victorian exploration was about trade and conquest. Much of the world was still 'undiscovered' and a source of great mystery. One famous explorer, Mary Kingsley, travelled over much of West Africa, writing about her experiences and collecting scientific evidence of new animal species that she had discovered. Her **achievements** were even more influential because, as a woman living in Victorian Britain, she would not have been expected to travel in this way. Christian missionaries also travelled far and wide, seeking out people to adopt the Christian faith.



Main events

1600: East India Company, from Britain, built trading routes in India
1763: Canada given to the British by the French
1788: Britons settled in Australia
1806: Cape of Good Hope, in South Africa, joined the Empire

1840: New Zealand became part of the Empire
1841: Hong Kong became part of the Empire
1858: The start of the British **Raj** in India
1926: British Empire renamed the Commonwealth of Nations



Vocabulary

exploration: the process of exploring
uncharted: not yet mapped, unfamiliar
missionaries: people sent to a foreign country to teach about their religion
achievements: things done successfully after lots of effort
Raj: British rule in India



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict








Society



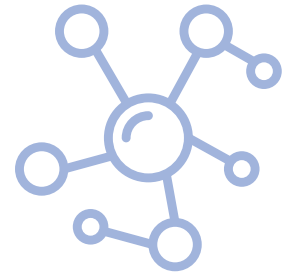
Artefacts

POP tasks: Milestone 3 – The Victorian era

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Main events</p>	<ul style="list-style-type: none"> • When was the Victorian era? • List the dates of significant inventions during the Victorian era. • List significant dates in the history of the British Empire. • Describe what life was like in factories/workshops in Britain in the Victorian era. • Describe what is meant by the word 'innovation'. 	<ul style="list-style-type: none"> • Use a timeline to identify significant events in the Victorian era. • Suggest reasons why the Victorian era was a time of rapid scientific development. • Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end. 	<ul style="list-style-type: none"> • Do you agree? The main reason for the end of the British Empire was the First World War. • Recommend suitable sources of evidence to provide an overview of the Victorian era. Justify your answers.
 <p>Society</p>	<ul style="list-style-type: none"> • Describe the experience of children in Victorian times. • What was the impact of new scientific discoveries on religious beliefs? • Describe the difference between the lives of the rich and the poor in the Victorian era. 	<ul style="list-style-type: none"> • What impact did the Industrial Revolution have on political and social organisation in the 19th century? • Use multiple sources of evidence to explain the concept of the 'middle classes'. 	<ul style="list-style-type: none"> • Investigate reforms in health and education during the Victorian era. • Do you agree? Without the Industrial Revolution there would not have been any middle classes.
 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> • List some significant technological innovations during the Victorian era. • Name some famous writers from the Victorian era. • What types of public buildings would you see in Victorian towns and cities? 	<ul style="list-style-type: none"> • What do you think was the impact of Alexander Graham Bell's invention? • Explain the influence of significant Victorian authors on people's daily lives. 	<ul style="list-style-type: none"> • Summarise a story by Charles Dickens or one of the Brontë sisters. • Do you agree? The growth in literacy and printed materials during the Victorian era contributed to the use of propaganda during the First World War.
 <p>Travel and exploration</p>	<ul style="list-style-type: none"> • In what year did Queen Victoria become Empress of India? • How much of the world was ruled by the British during the Victorian era? 	<ul style="list-style-type: none"> • Explain some of the consequences, positive and negative, of Britain's empire. • How did trade change during the Victorian period? 	<ul style="list-style-type: none"> • Investigate the significant achievements of Mary Kingsley. • Do you agree? Settlements and colonies are the same thing.
 <p>Settlements</p>	<ul style="list-style-type: none"> • Describe how Britain governed new territories in which it had built settlements. 	<ul style="list-style-type: none"> • Compare and contrast rural and urban settlements before and after the Industrial Revolution. 	<ul style="list-style-type: none"> • Do you agree? Factory owners were very concerned about the health and welfare of their workers. Justify your answer.

The Second World War



Quick summary



The Second World War was the most deadly conflict the world has ever seen. It brought into opposition the countries of the Allies (France, Great Britain, the United States and the Soviet Union) and the Axis powers (Germany, Italy and Japan). By the end of the conflict, approximately 50 million people had been killed, and the political and social organisation of the world was changed forever. The end of the war saw Communism growing in the east and a significant shift in power towards the United States in the west. The Second World War is one of the most significant events in history, and its influences are still felt in daily life today.



Location

The Second World War was a truly global conflict. The Allies and Axis powers drew more than 30 countries into the conflict. From its beginnings in Western Europe, battles raged across Europe, around the Mediterranean, in Africa and the Middle East and around the Pacific.



Conflict

In the decades after the First World War, Europe was still under the threat of another great conflict. Hitler, the leader of the Nazi party in Germany, had come to power promising to rebuild the German army and was soon invading parts of Europe. Britain and France agreed to help Poland if it was invaded, but that didn't stop Hitler. His army moved into Poland, and the Second World War had begun. The conflict involved some of the most famous battles in history, including the Battle of Britain between the British and German airforces. Pearl Harbor was attacked by the Japanese and brought the United States into the war in 1941. The Second World War also witnessed the use of a powerful new weapon, the atomic bomb, which the USA used on two cities in Japan.



Main events

1939: Germany invaded Poland
1939: Britain and France declared war on Germany
1940: British forces evacuated from Dunkirk
1941: Hitler invaded Russia
1941: The USA entered the war
1942: Mass killings began at Auschwitz

1943: German army defeated at Stalingrad, Russia
1944: D-Day: allied invasion of France
1945: Hitler committed suicide, Germany surrendered
1945: Japan surrendered after the USA dropped two atomic bombs



Vocabulary

Communism: a political belief system
significant: important
influences: effects on what people say or do
decades: periods of ten years
evacuated: removed from a dangerous place



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

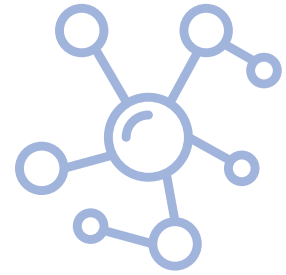


Society



Artefacts

The Second World War – weapons



Quick summary



Following the German army's successful invasion of Poland, they conquered France and the Low Countries (Holland, Belgium and Luxembourg) in less than two months. Hitler then planned for an invasion of Great Britain which would have given him control over the whole of Western Europe. Decisive events such as the Battle of Britain and the safe evacuation of more than 300,000 troops from Dunkirk in May and June 1940, meant that Hitler had to rethink his plans and fight on several different fronts. The atomic bomb and propaganda played very different but influential roles in the Second World War, with both continuing to play a significant role in the Cold War that followed.



Conflict

Propaganda is a type of communication used to influence the opinions of people to support a cause or belief. Historians agree there have been many examples of propaganda throughout human history (including during the Reformation and the First World War). However, propaganda is most closely associated with the Second World War and its use by Adolf Hitler and Joseph Goebbels as a weapon of war. Examples of propaganda include artwork, posters, speeches, films and the printed word.



Conflict

At one point, all that stood between Hitler and total control of Western Europe was Great Britain. At first, the Germans planned an amphibious attack but decided to use their Luftwaffe (air force) to bomb Britain into surrender. What followed was one of the most critical stages of the whole war. The Battle of Britain, which took place between July and September 1940, was between the Royal Air Force (RAF) and the Luftwaffe. It became one of the biggest air battles of all time, with pilots from both airforces fighting in aeroplanes like the Spitfire and Messerschmitt 109. The RAF won this battle at great cost, and Britain continued to be heavily bombed, particularly during the Blitz.



Conflict

The Second World War saw the first use of a powerful and devastating weapon, the atomic bomb. Its use (by the USA in Japan) helped bring about the end of the war and showed the world just how powerful atomic weapons are. Other countries quickly set about building their own. Within a decade of the end of the war, Russia, the UK, France and China had all successfully tested their atomic bombs, and the United States had started building a weapon 1000 times more powerful – the hydrogen bomb.



Vocabulary

evacuation: removal to a place of safety

propaganda: communication used to influence the opinions of others

amphibious: (of a military operation) with forces landing from the sea

Blitz: when a city (like London) was bombed heavily

atomic: power that is produced by splitting atoms



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict

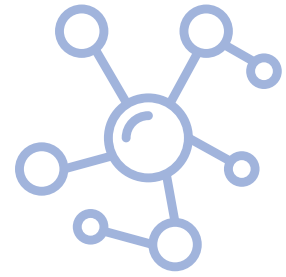


Society



Artefacts

The Second World War – impact



Quick summary

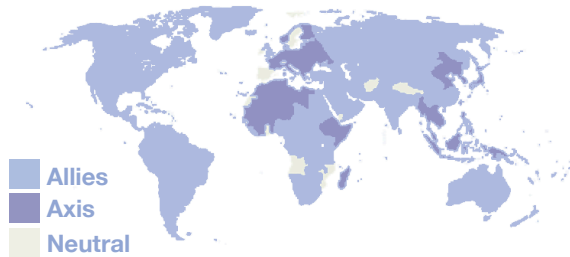


The Second World War was the most destructive conflict the world has ever experienced. In six years of fighting, over 50 million people died, including six million Jews in the Holocaust. The war caused the death of vast numbers of civilians as well as those fighting in the military and had a significant impact on the lives of people across the globe for decades. There were some positive legacies of the horror, however, including the creation of the United Nations and the Universal Declaration of Human Rights. The United Nations brought most of the countries of the world together, with a shared commitment to avoid another global war at all costs. However, almost immediately after the end of the war, a different type of conflict, called the Cold War, began between two major superpowers.

Countries involved in World War II



Location



Conflict

The United Nations (UN) is an international organisation that tries to resolve conflicts and create positive relationships between nations. Created by 51 countries, at the end of the war in 1945, the UN is now made up of 193 nations. Despite the UN's goal of global peace and security, two of its founding members, the US and the Soviet Union, quickly found themselves in another conflict with each other. This Cold War didn't involve actual fighting but was a period of dispute and tension that meant the possibility of a nuclear war became very real.



Society

In Britain, daily life changed completely as a result of the war. Rationing began in 1940 and didn't end until 1954. Major towns and cities had to be rebuilt after the German bombing raids. The post-war years saw the introduction of a free National Health Service (the NHS).



Main events

September 1945: Second World War ended
October 1945: United Nations formed
1947: Cold War began
1948: Universal Declaration of Human Rights agreed



Vocabulary

Holocaust: the deliberate mass murder of Jews and political prisoners by the Nazis
legacies: things left behind from the past
declaration: official announcement
dispute: argument or disagreement
rationing: limiting the amount of food, water or fuel



Settlements



Beliefs



Culture and pastimes



Location



Main events



Food and farming



Travel and exploration



Conflict



Society



Artefacts

POP tasks: Milestone 3 – The Second World War

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
 <p>Main events</p>	<ul style="list-style-type: none"> • How many people died during the Second World War? • Label a timeline with significant events in the Second World War. • List some important events that took place after the war. 	<ul style="list-style-type: none"> • Explain some political and social consequences of the Second World War. • Suggest suitable sources of evidence to find out more about the Second World War. • Use a timeline to provide an overview of 20th-century conflicts. • Explain why the Second World War is such a significant event in British and global history. 	<ul style="list-style-type: none"> • Investigate Communism. • Do you agree? The Universal Declaration of Human Rights is as important today as it was during the years after the war. • Investigate Winston Churchill.
 <p>Conflict</p>	<ul style="list-style-type: none"> • Describe how the war began. • List the Axis powers. • Describe what is meant by the word 'amphibious'. • What was the Blitz? • What were the consequences of the use of atomic weapons at the end of the Second World War? 	<ul style="list-style-type: none"> • Organise information about Adolf Hitler. • Suggest some reasons why the German air force was used to invade Britain. • Write a list of ten major Second World War battles. Which ones do you think were the most important and why? • Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War. 	<ul style="list-style-type: none"> • True or false? The Battle of Britain was more important than the evacuation of Dunkirk. Justify your answer with evidence. • Do you agree? The events of the First World War made another global conflict inevitable. • Hitler believed propaganda was a major reason why the German army lost the First World War. Do you agree?
 <p>Location</p>	<ul style="list-style-type: none"> • Describe where the major battles of the Second World War took place. Use a map to help you. • Use a map to identify the low countries. • List some of the founding nations of the United Nations. 	<ul style="list-style-type: none"> • Suggest how Britain's location contributed to the outcome of the conflict. • Give an overview of the founding of the United Nations. Use a map to help you. 	<ul style="list-style-type: none"> • Using multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk.
 <p>Society</p>	<ul style="list-style-type: none"> • Describe what rationing is. • What was the impact of the war on everyday life in Britain? • What does 'NHS' stand for? When was it created? 	<ul style="list-style-type: none"> • Explain how new technology was used during the Second World War. • Compare and contrast the United Nations with the League of Nations. 	<ul style="list-style-type: none"> • Investigate some of the changes that took place in Britain in the decade after the end of the Second World War.