



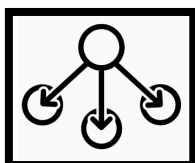
# Harper Bell

Seventh-day Adventist Primary School



# History Curriculum

# History at Harper Bell



## Curriculum Drivers

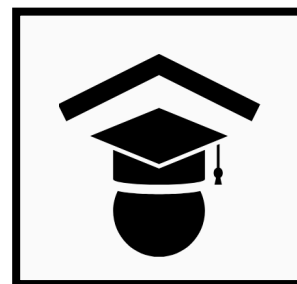
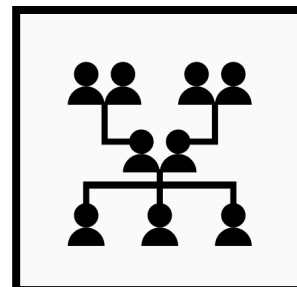
**Cultural Heritage** - historical figures and events, where possible and in line with the National Curriculum, have been selected to reflect the cultural heritage of the Harper Bell pupils. Black History is taught across the year rather than confined to one month. It is complemented by curriculum content that celebrates the rich diversity of British society and what it means to be a 'Brummie'.

**Aspirations** - All history content and topics are planned around the assumption that our pupils hold the ambition to study history at university and will require subject knowledge in their future career.

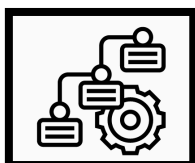
Broadly speaking, we share the view that 'the rich get richer and the poor get poorer', although in terms of our history curriculum we believe that 'knowledge-rich get richer and the knowledge-poor get poorer'. Our knowledge-led curriculum sets out specific bodies of information that must be taught in-depth. With fewer topic areas studied and subjects valued highly in their own right (rather than as part of a broader topic-based approach), we can focus teaching on the aim of deepening pupil understanding and avoid surface-level understanding. So called 'wow lessons' and 'enrichment days' are avoided as they often jeopardise the learning and retention of knowledge. Such lessons and experiences often limit the depth of learning that takes place. For example, while a lesson about the stone age that requires pupils to simply make a replica model of a typical Stone Age house has merits, we believe these are more to do with Design Technology rather than history. Therefore, in this instance, our history curriculum would require pupils to study secondary sources of evidence, before evaluating the key changes and continuity that took place over a period of time in terms of building design. Simply put, once you remove the context of cutting up cardboard and using papier-mâché in so called 'wow lessons', the learning is gone.

**Faith** - As a Seventh-day Adventist school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship.

More specific to history, wherever possible, we have integrated our faith into the curriculum content. For example, while studying the Roman Empire, year three pupils use the Bible as the starting point and learning is focused on answering the question of "How did Christianity effect the Roman Empire?" Another example includes examining the impact that Ruby Bridges' faith had on her ability to overcome the extreme racially motivated hatred that she encountered on a daily basis when attending school.



# History at Harper Bell



## Sequencing Content

The Harper Bell history curriculum ensures that pre-requisite knowledge is considered and linked to new learning.

A range of eras are taught across each key stages, giving the opportunity to refine understanding of chronology. Local and contextual history is heavily considered and given the importance that we believe it deserves.



## Skills for Historical Understanding

Our history curriculum is underpinned by six reoccurring skills that help us investigate and understand the past. These **skills for historical understanding** are:

1. Chronology
2. Perspective
3. Empathy
4. Continuity and change
5. Cause and effect
6. Evidence

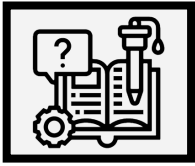


## Historical Themes

Seven substantive historical themes reoccur throughout our curriculum and enable understanding to be deepened with age. These themes are:

1. Technological Advancement
2. Cultural change
3. Invasion
4. Rebellion
5. Migration
6. Social Justice
7. Empire and Imperialism

# History at Harper Bell



## Pupil Knowledge Journals

As a knowledge-rich curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. The knowledge taught across the history curriculum is defined at the outset and made explicit to all teachers. Staff, who know the content thoroughly, deliver a carefully planned curriculum which builds on previous knowledge and helps children understand topics in a wider context.

Our pupil knowledge journals form the cornerstone of our knowledge-rich history curriculum. These bespoke books have been designed and implemented across the history curriculum, as well as in geography, Latin, science, oracy/debating and extended writing.

All knowledge is determined in advance to any teaching taking place, enabling us plan for effective sequencing and progression throughout the school. Pupil knowledge journals include challenging text in line with the high expectations we place on pupils.

The influence of dual coding can be seen throughout these journal, with a combining words and visuals such as pictures, diagrams, graphic organizers, used to help pupils understand and retain more information.

Regular retrieval activities and carefully planned tasks ensure learning is broken down into small chunks in order to avoid cognitive overload, while affording pupils with the opportunity for regular practice of new learning.

Our pupil knowledge journals also safeguard the content of our knowledge-rich curriculum, ensuring that the curriculum remains standardised regardless of who is delivering it. There is growing expectation amongst our profession that teachers will be experts in the subjects they teach. As a primary school teacher, this is a challenge owing to the vast number of topics one is expected to teach across the course of a day, week, term and year. Our pupil knowledge journals outline the high expectations we have and the levels to which teachers must ensure their subject knowledge reaches. Equally, they support teachers to reach these levels by providing them with the core knowledge they're required to teach.

Pupil knowledge journals also reduce teacher workload. Printed at the start of each academic year, the knowledge journals provide teachers with all of the information, activities and assessment tools required to successfully teach any given unit of study. They are not required to design or resource anything as it has been done in advance.



# History at Harper Bell




## Retrieval Practice

Developing a deep understanding and remembering information and knowledge is celebrated at Harper Bell. It is a fundamental part of our history curriculum. Influenced by research on spaced practice (also known as distributed practice), our history curriculum uses the following study techniques to aid the long-term retention of learning:

1. **Low-stakes quizzes:** Pupils take part in regular mini-quizzes and retrieval activities to strengthen their memory. These quizzes introduce each new objective, as well as being dotted throughout each lesson.
2. **Graphic organiser:** Each topic culminates in the design of a graphic organiser (also known as a knowledge map, concept map or story map amongst other things) that uses visual symbols to express knowledge and concepts through relationships between them. Teachers also have a large white board on the wall of their classroom specifically reserved for a graphic organiser that they add to and develop as a unit of study progresses.
3. **End-of-unit essay:** Graphic organisers are used as a means for summarising the key knowledge that will be included in the end-of-unit and an essay. Each history unit has an overarching enquiry question that pupils will be able to answer once they have completed their studies. These questions form the basis of the essays that are completed by all key stage two pupils at the end of each unit. Essays are judged solely on their historical content, rather than the quality of spelling, punctuation and grammar as would be the case if they were produced during an English lesson.
4. **Exit ticket:** At the end of an objective, pupils complete an exit ticket that invariably contains three key tasks: the definition of a key word; a retrieval question; an inference question. Exit tickets are central to the plenary part of each lesson and enable teachers to focus pupils' attention on the key pieces of knowledge gained against a learning objective before ending the lesson.
5. **KWL grid:** KWL grids are used to engage pupils in a new topic, activate prior knowledge, share unit objectives, and monitor pupils' learning. Pupils update their KWL grid at the commencement of a unit and then at the end of each lesson.
6. **Pre and post-assessment:** Before beginning their first learning objective and after completing their final objective, pupils complete a pre and post-assessment. This value-added assessment attempts to measure pupil growth over time, from the time that a pupil starts a unit until they complete their studies. These assessments provide teachers and pupils with valuable assessment data, including an indication of what pupils need more instruction on and what they may already know.



7. **Final assessment (one month later):** A month after completing their final objective, pupils complete a multiple-choice assessment consisting of ten questions. Before doing so, pupils are afforded the opportunity to revise using their knowledge journals and/or teacher instruction.
8. **Knowledge organisers:** For pupils to learn new knowledge, retain it over a substantive period of time and develop schema, they need a foundation of factual knowledge (e.g. dates, people, events and places), understanding these within the conceptual framework of the era, people or event studied in history. The use of knowledge organisers is integrated into teachers' practice and pupils' habits as they use them regularly and routinely.



Knowledge Organiser:

WW1 and the British Empire

Year	Event	Vocabulary	Definition				
1914 June 28	Archduke Franz Ferdinand is assassinated.	<b>alliance</b>	a union or association formed for mutual benefit, especially between countries				
1914 July 28	Start of WW1 when Austria-Hungary declares war on Serbia.	<b>amphibious warfare</b>	Use of ships to propel soldiers onto a hostile or potentially dangerous shore at a designated landing beach.				
1914 August 4	Britain declares war on Germany after it invades Belgium.	<b>British Empire</b>	The British Empire comprised the dominions, colonies, protectorates, mandates, and other territories ruled or administered by the United Kingdom and its predecessor states				
1914 August	British and French forces invade and occupy Togoland.	<b>colony</b>	a country or area under the full or partial political control of another country and occupied by settlers from that country.				
1915 April 25	The Gallipoli Campaign begins.	<b>conscription</b>	compulsory enlistment for state service, typically into the armed forces				
1915 December 18	The Allies start the most successful element of the entire Gallipoli Campaign: the final evacuation!	<b>imperialism</b>	a policy of extending a country's power and influence through colonization, use of military force, or other means.				
1916 January 27	Conscription is introduced in Britain.	<b>labourer</b>	a person doing unskilled manual work for wages				
1916 July 1	Start of the Battle of the Somme	<b>mercenary</b>	a professional soldier hired to serve in a foreign army.				
1916 November 18	Battle of the Somme ends with approximately 1.5 million casualties.	<b>porter</b>	a person employed to carry luggage and other loads				
1917 April 6	The United States of America enters World War 1	<b>press-ganged</b>	a body of men employed to enlist men forcibly into service in the army or navy.				
1918 November 11	An armistice (cease fire agreement) is reached between the Allies and Germany.	<b>propaganda</b>	information, especially of a biased or misleading nature, used to promote a political cause or point of view				
1919 June 28	Treaty of Versailles is signed between the Allies and Germany at Versailles, officially ending the Great War	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Military Vocabulary</th> <th style="width: 50%;">Overview</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• <b>Allies</b> - Russia, France and Britain</li> <li>• <b>Central Powers</b> - Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria</li> <li>• <b>askari</b> - a local soldier serving in the armies of the European colonial powers in Africa</li> <li>• <b>sepoy</b> - Indian soldier</li> <li>• <b>ANZAC</b> - Australian and New Zealand Armed Corps</li> <li>• <b>BWIR</b> - British West Indian Regiment</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• The British public's vision of the First World War is dominated by the Western Front, but the war was fought on a wider scale.</li> <li>• The First World War was the first truly global conflict - the battle raged not just in the trenches of the Western Front but in Africa, the Middle East and Asia.</li> <li>• The first shots of World War One are fired in Africa. By 1914 the German Empire has four colonies in East, West and South Africa. British and French forces invade Togoland the site of a key German wireless station, Kamina.</li> </ul> </td> </tr> </tbody> </table>		Military Vocabulary	Overview	<ul style="list-style-type: none"> <li>• <b>Allies</b> - Russia, France and Britain</li> <li>• <b>Central Powers</b> - Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria</li> <li>• <b>askari</b> - a local soldier serving in the armies of the European colonial powers in Africa</li> <li>• <b>sepoy</b> - Indian soldier</li> <li>• <b>ANZAC</b> - Australian and New Zealand Armed Corps</li> <li>• <b>BWIR</b> - British West Indian Regiment</li> </ul>	<ul style="list-style-type: none"> <li>• The British public's vision of the First World War is dominated by the Western Front, but the war was fought on a wider scale.</li> <li>• The First World War was the first truly global conflict - the battle raged not just in the trenches of the Western Front but in Africa, the Middle East and Asia.</li> <li>• The first shots of World War One are fired in Africa. By 1914 the German Empire has four colonies in East, West and South Africa. British and French forces invade Togoland the site of a key German wireless station, Kamina.</li> </ul>
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**Revision** Improve long term retention of key learning

Complete this short quiz to revise the key learning from the previous lesson.


Question	A	B	C	Assess
1. What was the HMT Wendrush originally called?	Monte Rosa	Monty Rose	Rosa Monte	
2. Which war was the ship used in?	World War 1	Crimean War	World War 2	
3. What was the ship originally used for?	British cruise ship	Nazi troopship	German passenger ship	
4. After the British acquired it, what did they name it after?	a mountain	a bird	a river	
5. Which concentration camp did the Nazis use it to deport Jewish prisoners to?	Belzec	Auschwitz	Sobibor	



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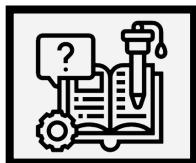
Thousands of eager British volunteers soon flocked to the Colours on the outbreak of war, but these men were completely untrained. They spent their first months in the Army learning the basics of soldiering. It simply was not enough and conscription was introduced in 1916 and expanded the army to 4 million troops.



In what year was conscription introduced to bolster the number of troops in the army?

A	1914		
B	1915		
C	1916		

# History at Harper Bell



## **A Curriculum Underpinned by Rich Vocabulary and High Quality Texts**

Birmingham is a proud working class city. Our school community comes from across the Second City. With no local catchment area owing to our city centre location, families travel from across the city to be educated at Harper Bell. A significant proportion of our pupils live in the three most deprived constituencies of Birmingham - Hodge Hill, Ladywood and Erdington - all of which are in the top 10% most deprived neighbourhoods nationally. Furthermore, when these constituencies are subdivided into wards, many of our families reside in Sparkbrook and Balsall Heath East (no.1 most deprived ward out of 62 Birmingham wards), Bordesley Green (no.2), Lozells, (no.3), Newtown (no.6), Heartlands (no.7), Graveley Hill (no.8), Balsall Heath West (no9), Birchfield (no.10), Aston (no.14) and Handsworth (no.16).

Annually, approximately 50% of our pupils are in receipt of free school meals.

High levels of deprivation bring a plethora of problems with it, including a poverty of language. Research tells us that early vocabulary and concept development are especially critical for children from low and moderate income homes, with vocabulary at age 5 a strong predictor of the qualifications achieved at school leaving age and beyond. In groups of socially disadvantaged children, poor readers at ten are four times less likely to be entered for GCSEs than good readers. Research suggests that children from disadvantaged households hear 30 million fewer words than their more affluent peers by the age of four.

Early speech, language and communication deficits are powerful forces in holding children back, affecting their achievement and wellbeing into adulthood.






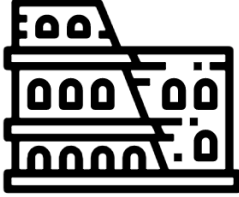






This is why we place a high emphasis on the discrete teaching of subject-specific vocabulary, with language mapped out and planned across the course of each history unit. Teachers know in advance of each lesson what words they must explicitly teach and define.

We know from research that the size of a child's vocabulary is the best predictor of success on future tests. As well as explicitly teaching contextual vocabulary, as detailed above, we also expand our pupils' vocabulary range by reading whole-class texts linked to our humanities curriculum. This ensures, where possible, that historical topics are given a context as well as providing pupils with examples of key vocabulary being used in practice.

Texts are systematically mapped out across the school. Every half-term, each class is assigned three texts. The first is used as the basis for English lessons, the second is used during reading for pleasure each afternoon and the third text is assigned as a home reading book.

During reading lessons, opportunities to reinforce historical knowledge are planned for. Pupils are exposed to topical non-fiction texts, that once again reinforce key vocabulary and aids long term retention of knowledge and understanding of topical language.

# History Overview

	Topic One	Topic Two
<b>Year One</b>	<p>Changes Within Living Memory: All About Me</p> 	<p>The Lives of Significant People: Mary Seacole</p> 
<b>Year Two</b>	<p>Changes Beyond Living Memory: Birmingham</p> 	<p>The Lives of Significant People: Ruby Bridges</p> 
<b>Year Three</b>	<p>Stone Age to Iron Age</p> 	<p>Romans and the Bible</p> 
<b>Year Four</b>	<p>Anglo Saxons</p> 	<p>Vikings</p> 
<b>Year Five</b>	<p>Ancient African Civilisations</p> 	<p>Windrush Generation</p> 
<b>Year Six</b>	<p>Ancient African Civilisations</p> 	<p>WW1 and WW2: The Commonwealth Contribution</p> 



# History Overview: Reading Scheme


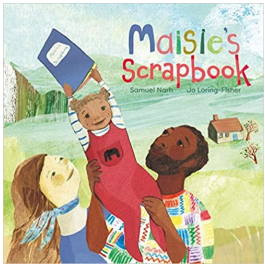
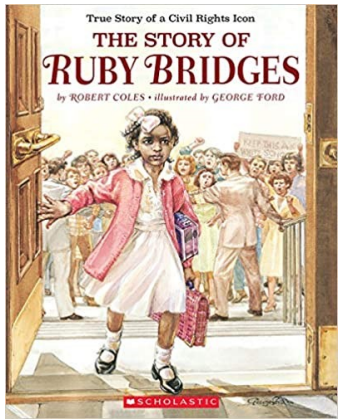
Our history curriculum is enhanced by our English curriculum and the texts that we study.

Research published by the Centre for Literacy in Primary Education showed that only 5% of children's books aimed at 4-11 year olds published in 2019 featured BAME characters, and just 1% had a BAME lead character\*.

Shockingly, the figure of 5% actually reflects a 4% rise since the first CLPE Reflecting Realities report was published in 2017. Furthermore, over 33% of pupils who attend an English primary school are black, Asian or minority ethnic.

The alarmingly low figure of 5% is even more concerning when compared to the number of books published in 2019 that featured an animal as the protagonist - 38%.

Our reading scheme addresses this issue at the same time as enhancing our history curriculum. Through the texts studied in English, pupils are exposed to additional historical content as detailed below:

Year	Book	Topic
Year One		<p><b>Coming to England by Baroness Floella Benjamin</b></p> <p>A story about the triumph of hope, love, and determination, Coming to England is the inspiring true story of Baroness Floella Benjamin: from Trinidad, to London as part of the Windrush generation, to the House of Lords.</p>
Year One		<p><b>Maisie's Scrapbook by Samuel Narh</b></p> <p>A story about identity and family history. As the seasons turn, Maisie rides her bull in and out of Dada's tall tales. Her Mama wears linen and plays the viola. Her Dada wears kente cloth and plays the marimba. They come from different places, but they hug her in the same way. And most of all, they love her just the same.</p>
Year Two		<p><b>The Story of Ruby Bridges by Robert Cole</b></p> <p>The year is 1960, and six-year-old Ruby Bridges and her family have recently moved from Mississippi to New Orleans in search of a better life. When a judge orders Ruby to attend first grade at William Frantz Elementary, an all-white school, Ruby must face angry mobs of parents who refuse to send their children to school with her. Told with Robert Coles' powerful narrative and dramatically illustrated by George Ford, Ruby's story of courage, faith, and hope continues to resonate more than 60 years later.</p>

\*(<https://clpe.org.uk/aboutus/news/announcing-reflecting-realities-2019-clpe%E2%80%99s-second-survey-ethnic-representation-uk>)

Year	Book	Topic
Year Two		<p><b>Rosa Parks by Lisbeth Kaiser</b></p> <p>New in the Little People, Big Dreams series, discover the incredible life of Rosa Parks, 'The Mother of the Freedom Movement', in this inspiring story. In this true story of an inspiring civil rights activist, Rosa Parks grew up during segregation in Alabama, but she was taught to respect herself and stand up for her rights.</p>
Year Three		<p><b>Young, Gifted and Black By Jamia Wilson</b></p> <p>Meet 52 icons of colour from the past and present in this celebration of inspirational achievement – a collection of stories about changemakers to encourage, inspire and empower the next generation of changemakers. Jamia Wilson has carefully curated this range of black icons and the book is stylishly brought together by Andrea Pip-pins' colourful and celebratory illustrations.</p>
Year Three		<p><b>The Boy with the Bronze Axe by Kathleen Fidler</b></p> <p>Kathleen Fidler's classic story is set in the ancient Stone Age village of Skara Brae on Orkney. This is a fascinating and vividly portrayed story of life nearly 3,000 years ago.</p>
Year Three		<p><b>Romans on the Rampage by Jeremy Strong</b></p> <p>Perilus is a Roman boy who is crazy about chariot racing. He loves to practise in his own homemade chariot (pulled by the family goat) and dreams of riding in the Circus Maximus himself one day. But when Perilus's hero, the brilliant charioteer Scorcha, goes missing on the day of the big race, Perilus finds his wish coming true sooner than he'd imagined!</p>
Year Three		<p><b>Empire's End: A Roman Story by Leila Rasheed</b></p> <p>When, Camilla, a young North African girl travels with her mother and father from Leptis Magna to Rome in 207 AD, she believes that she is going to the centre of the world. But just a few months later, the little family is dispatched to the very edge of it: Britannica. Tragedy strikes and, left alone with the Empress while her father travels north, Camilla has to navigate the tricky world of secrets and danger in this cold place she must now call home.</p>

Year	Book	Topic
Year Four		<p><b>The Fastest Boy in the World by Elizabeth Laird</b></p> <p>Eleven-year-old Solomon loves to run! The great athletes of the Ethiopian national team are his heroes and he dreams that one day he will be a gold-medal-winning athlete like them, in spite of his ragged shorts and bare feet. When his grandfather announces that he's going to take Solomon to Addis Ababa, Solomon cannot believe his ears. A trip to the capital? It's unfathomable. Solomon's joy is increased when he realizes that the Ethiopian running team will be doing a victory parade through the city that day. Maybe he'll get a glimpse of Haile Gebrselassie or Derartu Tulu?!</p>
Year Four		<p><b>Viking Boy by Tony Bradman</b></p> <p>Gunnar is the son of an Anglo-Saxon chieftain, living peacefully on his family steading with his mother, father and their people – until they are raided by Skuli and his Wolf Men, who raze his home to the ground and take his father's life. Gunnar swears an oath to avenge his father's death and save his mother from Skuli – but first he must run to save himself. Murderous raiders, hand to hand battles to the death, mythical flying wolves and a relentless sea journey to the Land of Fire and Ice... Unknown to Gunnar, his life has been foretold, and he finds he has a destiny greater than his own story.</p>
Year Four		<p><b>To Liberty! The Adventures of Thomas-Alexandre Dumas by Catherine Johnson</b></p> <p>An exciting adventure set in revolutionary France which tells the true story of a swashbuckling hero Thomas-Alexandre Dumas, whose mother was an enslaved African woman and whose father was a French noble. Alex is happy living with his brothers and sister on his father's farm on Haiti but his father wants to go back to France and can't afford to take his mixed-race children with him. Soon, Alex must fight for his freedom... and that of France. From a slave on the streets of Port au Prince to a general in the French army, the dramatic true story of Thomas-Alexandre Dumas' life.</p>
Year Four		<p><b>Son of the Circus: A Victorian Story By E. L. Norry</b></p> <p>Voices: Son of the Circus - A Victorian Story explores the life of a young mixed-race boy, Ted, living with his mother and poorly older brother in Victorian Bradfield. When a stranger, a man the boys don't remember ever seeing before, appears in their kitchen, Ted is hit with a shocking revelation. This man is his father - the first black circus owner in Victorian Britain, Pablo Fanque.</p>



Year	Book	Topic
Year Four		<p><b>Beowulf By Michael Morpurgo</b></p> <p>In fifth-century Denmark, a murderous monster stalks the night, and only the great prince of the Geats has the strength and courage to defeat him. Beowulf's terrifying quest to destroy Grendel, the foul fiend, a hideous sea-hag and a monstrous fire-dragon is the oldest surviving epic in British literature. Artfully retold and magnificently illustrated, this companion volume to Sir Gawain and the Green Knight is made instantly accessible to children by a formidable children's book partnership.</p>
Year Four		<p><b>Malala: My Story of Standing Up for Girls' by Malala Yousafzai</b></p> <p>Raised in a changing Pakistan by an enlightened father from a poor background and a beautiful, illiterate mother, Malala was taught to stand up for her beliefs. When terrorists took control of her region and declared that girls were forbidden from going to school, Malala refused to sacrifice her education. And on 9 October 2012, she nearly paid the ultimate price for her courage when she was shot on her way home from school.</p>
Year Four		<p><b>I Was There... Shakespeare's by Valerie Wilding</b></p> <p>I Was There... Shakespeare's Globe tells the thrilling story of a young boy actor in Shakespeare's own theatre company. Brilliantly reimagined by My Story author, Valerie Wilding, readers will love this vivid first-hand account of a child's experience of Tudor times.</p>
Year Four		<p><b>Anglo-Saxon Boy By Tony Bradman</b></p> <p>The story of one Anglo-Saxon boy's journey to the Battle of Hastings in 1066: Key Stage 2 History brought to life as battle-packed adventure.</p> <p>1065: Magnus is the son of Harold Godwinson, lord of the Southern Saxons and ruthlessly ambitious claimant to the throne of England. Overnight, Magnus finds himself cast centre-stage in the blood-soaked family feud that led to one of history's most famous battles.</p>

Year	Book	Topic
Year Four		<p><b>Freedom for Bron By N. S. Blackman</b></p> <p>A tale of friendship and the desire to belong, this adventure resonates with all children and immerses readers in the Anglo-Saxon era, with plenty of detail about the myths and culture of that time.</p>
Year Four		<p><b>The Boy and the Globe by Tony Bradman</b></p> <p>Young Toby lives on his wits. An orphan and a street-child, he navigates Jacobean London like an old hand. Meanwhile the city has lost its charm for Will Shakespeare, the playwright from Stratford. Beset by troubles personal and professional and suffering from writer's block, he has grown to hate the drama business. But when Toby stumbles into the Globe, the boy's energy and enthusiasm remind Will of the magic that first inspired his love of the theatre, and the two set to work on a new entertainment for The Tempest.</p>
Year Four		<p><b>Who Was Nelson Mandela? by Meg Belviso</b></p> <p>He spent twenty-seven years in prison and emerged as the inspiring leader of the new South Africa. He became the country's first black president and went on to live his dream of change. This is an important and exciting addition to the Who was...? Series</p>
Year Five		<p><b>Children of the Benin Kingdom by Dinah Orji</b></p> <p>Ada has lived close to the great rainforest for her whole life, helping her beloved Papa Eze to heal fellow villagers when they fall sick. But when Papa Eze himself becomes unwell he knows it's time to reveal to Ada her true heritage - a closely kept secret that has so far protected his daughter from her enemies.</p> <p>Ada must now travel deep into the forest to discover the ancient Edo kingdom of Benin and use everything within her power to heal the terrible divisions that are tearing the kingdom apart. Pursued by those who want her dead, Ada sets off on an incredible journey which tests her strengths to their limit with just her close friends, the guidance of her ancestors and her own self-belief to help her.</p>



Year	Book	Topic
Year Five		<p><b>Windrush Child by Benjamin Zephaniah</b></p> <p>Leonard is shocked when he arrives with his mother in the port of Southampton. His father is a stranger to him, it's cold and even the Jamaican food doesn't taste the same as it did back home in Maroon Town. But his parents have brought him here to try to make a better life, so Leonard does his best not to complain, to make new friends, to do well at school – even when people hurt him with their words and with their fists.</p>
Year Five		<p><b>Diver's Daughter: A Tudor Story by Patrice Lawrence</b></p> <p>A gripping heart-in-your-mouth adventure told by Eve, a Tudor girl who sets out on a dangerous journey to change her life for the better. Voices: Diver's Daughter - A Tudor Story brings Eve and her mother, who was stolen from her family in Mozambique as a child, from the Southwark slums of Elizabethan London to England's southern coast. When they hear from a Mary Rose survivor that one of the African free-divers who was sent to salvage its treasures is alive and well and living in Southampton, mother and daughter agree to try to find him and attempt to dive the wreck of another ship, rumoured to be rich with treasures.</p>
Year Five		<p><b>Journey to Jo'burg by Beverley Naidoo</b></p> <p>This is the story of love, commitment and the flowering of the human spirit against the background of South Africa's apartheid. Frightened that their baby sister Dineo will die, thirteen-year-old Naledi and her younger brother Tiro run away from their grandmother to Johannesburg to find their mother, who works there as a maid. Their journey illustrates at every turn the grim realities of apartheid - the pass laws, bantustans, racism, the breakdown of family life. The opulence of the white "Madam's" house contrasts starkly with the reality that Naledi and Tiro face - that their baby sister is suffering from starvation, not an incurable disease.</p>
Year Five		<p><b>Oh, Freedom! by Francesco D'Adamo</b></p> <p>Ten-year-old Tommy roams the cotton fields of Alabama owned by the notorious Captain Archer. Intimidating guards with fierce dogs protect the land to prevent any slaves from leaving. That is until a supernatural spirit visits Tommy offering a way out. With his banjo slung over his shoulder, Peg Leg Joe guides Tommy, his family and other slaves out of Southern USA, and into Canada through the legendary Underground Railroads.</p>

Year	Book	Topic
Year Five		<p><b>A Long Walk to Water: Based on a True Story by Linda Sue Park</b></p> <p>A Long Walk to Water begins as two stories, told in alternating sections, about two eleven-year-olds in Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the lost boys of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay. Enduring every hardship from loneliness to attack by armed rebels to contact with killer lions and crocodiles, Salva is a survivor, and his story goes on to intersect with Nya's in an astonishing and moving way.</p>
Year Five		<p>Treason by Berlie Doherty</p> <p>Will Montague is a page to Prince Edward, son of King Henry VIII. As the King's favourite, Will gains many enemies in Court. His enemies convince the King that Will's father has committed treason and he is thrown into Newgate Prison. Will flees Hampton Court and goes into hiding in the back streets of London. Lost and in mortal danger, he is rescued by a poor boy, Nick Drew. Together they must brave imprisonment and death as they embark on a great adventure to set Will's father free.</p>
Year Six		<p><b>Journey to Jo'burg by Beverley Naidoo</b></p> <p>How one woman masterminded slave resistance against the British in eighteenth-century Jamaica - the incredible true story of Queen Nanny and the Maroons. Part of the True Adventure series!</p> <p>Featuring exciting historical materials that bring this true story to life: maps, timelines and extra information about Queen Nanny and the Maroons, and their fight against British colonialism</p>
Year Six		<p><b>Now or Never: A Dunkirk Story by Bali Rai</b></p> <p>Now or Never brings a young soldier, Private Fazal Khan, from his home in India to the battlefields of the Second World War.</p> <p>Fazal's world is now focused on Company 32 and the animals he cares for in the midst of one of the most frightening times in history. And as he and his friends make their way to the beaches of Dunkirk, Fazal must deal with even more than the terrors of a dangerous trek to reach the evacuation zone.</p>

Year	Book	Topic
Year Six		<p><b>Welcome to Nowhere by Elizabeth Laird</b></p> <p>Welcome to Nowhere is a powerful and beautifully written story about the life of one family caught up in civil war by the award-winning author Elizabeth Laird. Twelve-year-old Omar and his brothers and sisters were born and raised in the beautiful and bustling city of Bosra, Syria. Omar doesn't care about politics - all he wants is to grow up to become a successful businessman who will take the world by storm. But when his clever older brother, Musa, gets mixed up with some young political activists, everything changes . . .</p>
Year Six		<p><b>Freedom by Catherine Johnson</b></p> <p>An action-packed and pacy story about a boy's experience of slavery in Britain. Nathaniel doesn't want to move to England with his master's family, leaving behind his mother and sister on the Jamaican plantation. But then he remembers what his mother told him: once a slave sets foot on English soil, they're free. Perhaps he can earn his fortune and buy his family's freedom, too.</p>
Year Six		<p><b>Once by Morris Gleitzman</b></p> <p>Once is the first in a series of children's novels about Felix, a Jewish orphan caught in the middle of the Holocaust, from Australian author Morris Gleitzman - author of Bumface and Boy Overboard. The next books in the series Then, Now and After are also available from Puffin. Once by Morris Gleitzman is the story of a young Jewish boy who is determined to escape the orphanage he lives in to save his Jewish parents from the Nazis in the occupied Poland of the Second World War.</p>
Year Six		<p><b>Poetry of World War One and World War Two</b></p> <p>A collection of poems inspired by World War One, featuring poems by First World War poets including Siegfried Sassoon, Rupert Brooke and Wilfred Owen. The First World War inspired profound poetry – words in which the atmosphere and landscape of battle were evoked perhaps more vividly than ever before.</p>



Year	Book	Topic
Year Six		<p><b>Oranges in No Man's Land</b> by Elizabeth Laird</p> <p>Since her father left Lebanon to find work and her mother tragically died in a shell attack, ten-year-old Ayesha has been living in the bomb-ravaged city of Beirut with her granny and her two younger brothers. The city has been torn in half by civil war and a desolate, dangerous no man's land divides the two sides. Only militiamen and tanks dare enter this deadly zone, but when Granny falls desperately ill, Ayesha sets off on a terrifying journey to reach a doctor living in enemy territory.</p>
Year Six		<p><b>Underground to Canada</b> by Smucker Barbara</p> <p>Taken away from her mother by a ruthless slave trader, all Julilly has left is the dream of freedom. Every day that she spends huddled in the slaver trader's wagon travelling south or working on the brutal new plantation, she thinks about the land where it is possible to be free, a land she and her friend Liza may reach someday. So when workers from the Underground Railroad offer to help the two girls escape, they are ready. But the slave catchers and their dogs will soon be after them ....</p>
Year Six		<p><b>Private Peaceful</b> by Michael Morpurgo</p> <p>Told in the voice of Private Tommo Peaceful, the story follows twenty-four hours at the front, and captures his memories of his family and his village life by no means as tranquil as it appeared.</p> <p>Full of vivid detail and engrossing atmosphere, leading to a dramatic and moving conclusion, Private Peaceful is both a compelling love story and a deeply moving account of the First World War.</p>
Year Six		<p><b>A Little Piece of Ground:</b> by Elizabeth Laird</p> <p>In Elizabeth Laird's A Little Piece of Ground, twelve-year-old Karim Aboudi and his family are trapped in their Ramallah home by a strict curfew. Israeli tanks control the city in response to a Palestinian suicide bombing. Karim longs to play football with his mates – being stuck inside with his teenage brother and fearful parents is driving him crazy.</p>







Year	Book	Topic
Year Six		<p><b>Cue for Treason by Geoffrey Trease</b></p> <p>Set in Tudor England. Fleeing from the evil Sir Philip Morton, Peter Brownrigg finds himself on the wrong side of the law. On the run to London he meets Kit and the two decide to stick together. But a chance discovery endangers their lives and soon Peter is deep in murderous plots, secrets and even treason.</p>



# Enquiry Questions

	Topic One	Topic Two
<b>Year One</b>	<p><b>Changes Within Living Memory: All About Me</b></p> <p>What can you tell me about your life and how it is different to your parents' and grandparents' lives?</p>	<p><b>The Lives of Significant People</b></p> <p>Why is Mary Seacole considered a hero?</p>
<b>Year Two</b>	<p><b>Changes Beyond Living Memory: Birmingham</b></p> <p>How has Birmingham changed since the 6<sup>th</sup> century?</p>	<p><b>The Lives of Significant People Ruby Bridges</b></p> <p>How and why were black people treated differently to white people in America before the 1960s?</p>
<b>Year Three</b>	<p><b>From the Stone Age to the Iron Age</b></p> <p>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>	<p><b>The Roman Empire and Christianity</b></p> <p>“Christianity changed the Roman Empire forever!”</p> <p>Do you agree? Why?</p>
<b>Year Four</b>	<p><b>Anglo Saxons</b></p> <p>“Not much changed in Britain once the Romans left.”</p> <p>Do you agree? Why?</p>	<p><b>Vikings</b></p> <p>“All pirates have a wooden leg, wear an eye patch and have a parrot.”</p> <p>Do you agree? Why?</p>
<b>Year Five</b>	<p><b>Ancient African Civilisations</b></p> <p>What was the more important in the success of these great West African empires, religion or geography?</p>	<p><b>Windrush Generation</b></p> <p>Was Enoch Powell correct when he said Britain, "must be mad, literally mad, as a nation" to be allowing such "inflow"?</p>
<b>Year Six</b>	<p><b>Ancient African Civilisations</b></p> <p>“Africa has no history; there is only the history of Europeans in Africa.”</p> <p>Do you agree? Why?</p>	<p><b>WW1 and the British Empire</b></p> <p>“All soldiers of the British Empire were treated equally and fairly during the First World War.”</p> <p>Do you agree? Why?</p>

# Skills for Historical Understanding

Skill		Definition	Times Examined
	<b>Cause and Effect</b>	Used to identify chains of events and developments, both in short and long term history. The 'why' and 'what' of history. Identify, examine and analyse the reasons why events occurred and the resulting consequences and outcomes	<b>10</b>
	<b>Continuity and Change</b>	Some things stay the same over time, while other change. Aspects that have remained the same are known as continuities. Aspects of the past that do not stay the same are called changes.	<b>7</b>
	<b>Chronology</b>	The word 'chronology' is made from two Greek words – 'chrono' meaning time and 'logos' meaning discourse or reasoning (working out). The word 'chronology' therefore means the working out of time and the science of arranging events in their order of occurrence.	<b>12</b>
	<b>Evidence</b>	Information gathered from historical sources - essential part of historical enquiry. Primary sources – objects created or written at the time being investigated. Secondary sources – accounts about the past that were written and created after the time being investigated and which often refer to primary sources.	<b>6</b>
	<b>Empathy</b>	Understand the impact of events on particular people or groups. An appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. In short, the ability to 'walk in someone else's shoes'	<b>7</b>
	<b>Perspective</b>	The position from which some people see and understand the events going on in the world around them. Historians must try to view historical events from different perspectives in order to understand the values and beliefs that shaped and affected people who lived in the past.	<b>6</b>

# Skills for Historical Understanding

## Year 1: Changes Within Living Memory: All About Me

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 1: Lives of Significant People - Mary Seacole

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 2: Changes Beyond Living Memory - Birmingham

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 2: Lives of Significant People - Ruby Bridges

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 3: Stone Age to Iron Age

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 3: Romans and the Bible

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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# Skills for Historical Understanding

## Year 4: Anglo Saxons

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 4: Vikings

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 5: Ancient African Civilisations

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 5: Windrush Generation

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 6: Ancient African Civilisations







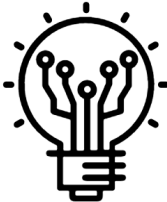
Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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## Year 6: WW1 and the British Empire

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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# Historical Themes

Theme		Definition	Times Examined
	<b>Cultural change</b>	Changes to the way that a society or culture is run, how it functions or is governed	<b>12</b>
	<b>Empire and Imperialism</b>	A group of nations or people under one ruler or government	<b>6</b>
	<b>Invasion</b>	To enter a country or group's land as an enemy, by force, in order to conquer or plunder	<b>7</b>
	<b>Migration</b>	Migration is the movement of people from one place to another, within a country or between countries. Migration can be permanent, temporary or seasonal. It happens for a range of reasons including economic, social, political or environmental.	<b>5</b>
	<b>Rebellion</b>	An armed fight or uprising against the rulers of the area that one lives within	<b>6</b>
	<b>Social Justice</b>	Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges.	<b>4</b>
	<b>Technological Advancement</b>	Changes in technology over time within a specific society or civilisation	<b>8</b>



# Coverage of Historical Themes

## Year 1: Changes Within Living Memory: All About Me

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 1: Lives of Significant People

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 2: Changes Beyond Living Memory - Birmingham

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 2: Lives of Significant People - Ruby Bridges

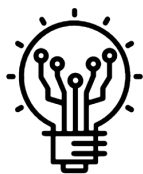
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 3: Stone Age to Iron Age

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 3: The Romans and the Bible

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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# Coverage of Historical Themes

## Year 4: Anglo Saxons

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 4: Vikings

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 5: Ancient African Civilisations

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 5: Windrush Generation

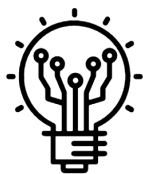
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 6: Ancient African Civilisations

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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## Year 6: WW1 and WW2 - Commonwealth Contribution

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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# End of Unit Essay Example



**Windrush Generation:** Was Enoch Powell correct when he said Britain, "must be mad, literally mad, as a nation" to be allowing such "inflow"?

Over the last six lessons, pupils have learnt all about the Windrush Generation. Between 1948 and 1970, nearly half a million people moved from the Caribbean to Britain, which in 1948 faced severe labour shortages in the wake of the Second World War. The immigrants were later referred to as "the Windrush generation".

Essay overview:

- Pupils finish the unit by writing their own essay, allowing them to apply the knowledge that they have gained.
- We advise taking one lesson to plan the essay, and two lessons to write it.
- You can decide whether or not pupils have their booklet available as they write. If pupils can write from memory it will be quicker, and more individual.
- However we need to provide students with the scaffolds they need to all experience success. Therefore, a planning sheet may be useful in helping pupils to chunk their ideas together into paragraphs.
- Graphic organisers may also be used as a prompt for writing.
- As a general guide, expectations around essay writing are:
  - Year three - 1-2 pages; informative text
  - Year four - 2-3 pages; informative text
  - Year five - 2-3 pages; persuasive text
  - Year six - 3-4 pages; persuasive text



**Windrush Generation:** Was Enoch Powell correct when he said Britain, "must be mad, literally mad, as a nation" to be allowing such "inflow"?

<b>Introduction: Set the scene</b>	<b>Key Words:</b>
When did the Windrush Generation come to Britain? Why did they come to Britain? How many people migrate to Britain?	

<b>Paragraph One: "The Call"</b>	<b>Key Words:</b>
What was Britain like in the aftermath of World War Two? Why did people migrate from the Caribbean to Britain?	

<b>Paragraph Three: Enoch Powell</b>	<b>Key Words:</b>
Who was Enoch Powell? What were the main points of his "Rivers of Blood" speech?	



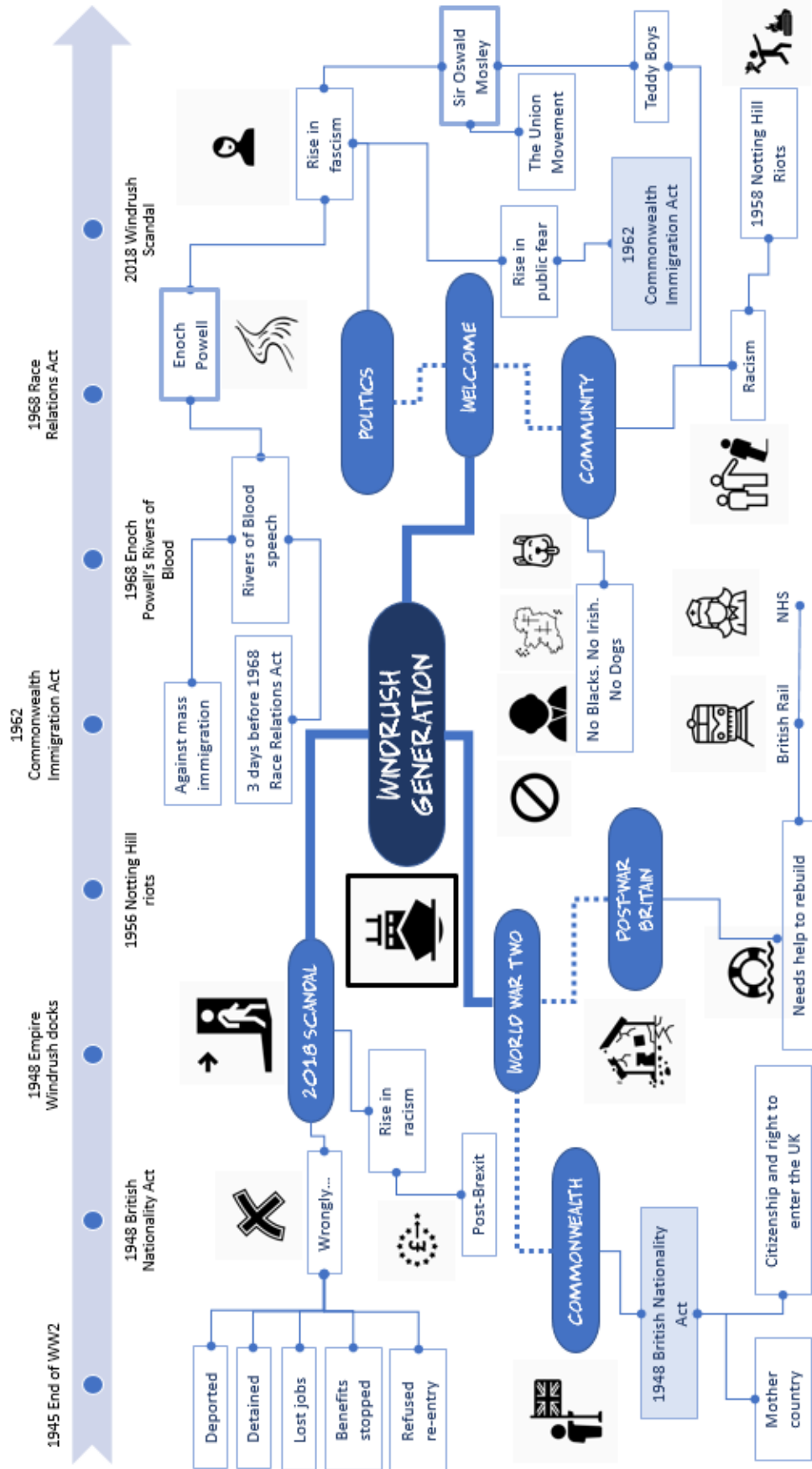


# Vocabulary for Improving Essay Writing

Adding	Sequencing	Illustrating	Cause and Effect
and also as well as moreover too furthermore additionally	First, Second, Finally, Next, Meanwhile, After Then Subsequently,	for example such as for instance in the case of as revealed by illustrated by demonstrated by shown by An example of this is	Because as a result of so therefore consequently resulting in leading to hence which resulted in
Comparing	Qualifying	Contrasting	Emphasising
Similarly Likewise As with Equally Like Equally In the same way	but however although unless except apart from as long as if	whereas instead of alternatively otherwise unlike on the other hand conversely contrariwise	above all in particular especially significantly indeed, notably prominently importantly

# Graphic Organisers

Poorly organised knowledge cannot readily be remembered or used. But students don't know how to organise their knowledge effectively. Teach the utility of good organisation. Teach how to use good knowledge organisation. Teach how to generate good knowledge organisation.  
 FREDERICK REIF (2015) Applying Cognitive Science to Education



# Historical Terms and Language

Just like scientists, historians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings.

Term	Definition
<b>AD</b>	The term <i>anno Domini</i> is Medieval Latin and means "in the year of the Lord", but is often presented using "our Lord" instead of "the Lord", taken from the full original phrase " <i>anno Domini nostri Jesu Christi</i> ", which translates to "in the year of our Lord Jesus Christ". There is an often held misconception that AD means "after death" but if that was true, there would be no accounting for the years between BC and AD when Christ lived.
<b>age</b>	A period of history with specific characteristics that make it stand out from other periods (e.g. Stone Age, Roman Britain or the Industrial Revolution).
<b>BC</b>	An abbreviation of Before Christ, a term used for the period of history before the birth of Christ (i.e. any time before 1 AD/CE). This term is sometimes replaced by BCE (see below).
<b>BCE</b>	An abbreviation of Before the Common Era, a term used for the period of history before the birth of Christ (i.e. any time before 1 AD/CE). This term is sometimes used instead of BC because it is culturally neutral.
<b>CE</b>	An abbreviation of Common Era, a term used for any time after the birth of Christ (i.e. any time after 1 AD/CE). This term has largely replaced AD, because it is culturally neutral.
<b>century</b>	A period of 100 years.
<b>civilisation</b>	The process by which a society or place reaches an advanced stage of social and cultural development and organisation.
<b>chronology</b>	A record of events in the order that they took place.
<b>circa</b>	A Latin word meaning 'around' or 'approximately'. Abbreviated as <i>c.</i>
<b>decade</b>	A period of 10 years.
<b>era</b>	A period of time marked by distinctive characteristics, events or circumstances (e.g. Roman era, the Victorian era).
<b>millennium</b>	A period of 1,000 years.
<b>prehistory</b>	The period of history before written records.
<b>time period</b>	A block of time in history.
<b>timeline</b>	A sequence of related historical events shown in chronological order. A timeline is generally scaled with years marked at regular intervals.
<b>year</b>	A period of 365 days.



*A people without the knowledge of their past history, origin or culture is like a tree without roots.*

**Marcus Garvey**