



# History curriculum map 2021

Main events/time and location will be looked at for every topic to ensure understanding of chronology and to make links to geography. Artifacts will also be considered as part of our aim that history be seen as a 'living subject' and to build the understanding that our knowledge of history has been gained by studying evidence in the world around us. The following themes/domains will run through each time period and will enable children to make comparisons and notice changes throughout history.

- Beliefs
- Travel and exploration
- Conflict
- Settlements
- Food & Farming
- Society

	Autumn Term History	Spring Geography	Summer Term History local study - 6 weeks
Nursery	<b>My family and my home</b> - who lives in my house? <b>Basic family tree</b> - Mummy, Daddy, siblings, grandparents, uncles, aunts etc.		Growing - human development and lifecycles Books like The Growing story by Ruth Krauss, Titch, The very Hungry Caterpillar, The Tiny Seed, What's Inside your tummy Mummy, Grandmother's Clock.
Reception	<b>Time</b> - days of the week, months of the year, seasons. C&L - language related to time eg new, old, older, oldest, long ago, modern, when parents/carers were young etc (The Toymaker by Martin Waddell) <b>Families and the generations</b> <b>Celebrations:</b> Nativity, Chinese New Year Reading books with historical content - eg The Whale's Song, What did the Tree see.		<b>Time</b> - days of the week, months of the year, seasons. C&L - language related to time. <b>Celebrations</b> - Diwali, Chinese New Year, Easter. <b>Growing</b> - Lifecycles, looking at habitats around the world Reading books with historical content <b>Local Trip - Boxmoor Trust</b> (founded in 1594) <a href="https://www.boxmoortrust.org.uk/the-trust/history/#:~:text=The%20Boxmoor%20Cricket%20Club%20was,to%20use%20Trust%20amenity%20land">https://www.boxmoortrust.org.uk/the-trust/history/#:~:text=The%20Boxmoor%20Cricket%20Club%20was,to%20use%20Trust%20amenity%20land</a> . <b>Links to Geography</b> - comparing the geographical areas of Boxmoor vs school grounds.

Year 1	<p>Significant individuals Neil Armstrong and Christopher Columbus comparison study</p> <ul style="list-style-type: none"> <li>• Travel &amp; exploration</li> <li>• Conflict</li> <li>• Artifacts</li> </ul>		<p>Houses and homes long ago</p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Food and farming</li> <li>• Artifacts</li> </ul> <p>(Focus on housing conditions at the beginning of the twentieth century; place on time line and link to WWI)</p> <p>Local trip - Chiltern Open Air Museum.</p> <p>Links to Geography - Transport and travel - daily route to school/tally charts/environmental impact of driving.</p> <p>Looking at the local area and the houses people live in.</p>
Year 2	<p>War I - Remembrance Day</p> <p>Local trip to the war memorial at the bottom of Bunker's Lane - local names</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Society</li> <li>• Artifacts</li> </ul> <p>Poppy day link</p> <p><a href="https://www.youtube.com/watch?v=AiGXTeiP5Nc">https://www.youtube.com/watch?v=AiGXTeiP5Nc</a></p> <p>WWI introduction 5 min video</p> <p><a href="#">FIRST WORLD WAR   Educational Video for Kids - YouTube</a></p>		<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>• Society</li> <li>• Settlements</li> <li>• Artifacts</li> </ul> <p>Local trip - London museum/London walking trip</p> <p><a href="https://www.museumoflondon.org.uk/museum-london">https://www.museumoflondon.org.uk/museum-london</a></p> <p>Links to Geography - Study of London. Compare today's London with that of 1666. Mapping and considering how some features have changed (e.g. physical housing etc) and some have remained the same (rivers, parks). Look at different types of habitation - cities, towns, villages etc.</p>

Year 3	<p>Stone Age, Bronze Age, Iron Age.</p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Food &amp; Farming</li> <li>• Conflict</li> <li>• Artifacts</li> </ul> <p>Local trip - Celtic Harmony/Visitors into school/Day being Stone Age!</p>		<p>The impact in Britain of the Roman invasion</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Settlements - Verulam</li> <li>• Conflict</li> <li>• Artifacts - legacies - buildings, roads, aqueducts.</li> </ul> <p>Local trip - Verulam Museum, St Albans.</p> <p>Links to Geography - Roads, aqueducts, travel and canals. Considering how the landscape dictates types of transport- Apsley in a valley good for canal. How people use the canal now and previously. Mapping and considering Roman roads and link to where towns are today.</p>
Year 4	<p>Anglo Saxons - kingdoms and conquest, beliefs and burials. Battle of Hastings 1066</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Settlements</li> <li>• Conflict</li> <li>• Artifacts</li> </ul> <p>Local trip - Berkhamsted Castle/Mountfitchet</p> <p>William the Conqueror received the submission of the English at Berkhamsted Castle after the Battle of Hastings.</p>		<p>Tudors</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Food and Farming</li> <li>• Travel &amp; Exploration</li> <li>• Artifacts</li> </ul> <p>Local trip - Hatfield House/Hampton Court Palace</p> <p>Links to Geography - Transportation and trade links. Look at trade - what people traded and how this shaped the local area. Consideration of the paper trade. Wider geography looking at Tudor explorers and how they travelled the world.</p>
Year 5	<p>Ancient Egypt</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Beliefs</li> </ul>		<p>Victorians - Local history study - John Dickinson/paper making. Explore school site. Also a focus on the slave trade.</p> <ul style="list-style-type: none"> <li>• Settlements</li> </ul>

	<ul style="list-style-type: none"> <li>• Society</li> <li>• Artifacts</li> </ul> <p>Local Trip - British Museum/Visiting company</p>		<ul style="list-style-type: none"> <li>• Society</li> <li>• Travel &amp; exploration</li> <li>• Artifacts</li> </ul> <p>Local Trip - Apsley Mills/Abbots Hill</p> <p>Links to Geography - Mapping of local area. Aerial photos. How did Apsley change during the Victorian era and why? Consider the ingress of people for trade and why Apsley was chosen as the ideal place for this.</p>
Year 6	<p>Early Islamic civilisation</p> <ul style="list-style-type: none"> <li>• Settlements</li> <li>• Beliefs</li> <li>• Travel &amp; Exploration</li> <li>• Artifacts</li> </ul>		<p>WW II</p> <ul style="list-style-type: none"> <li>• Conflict</li> <li>• Settlements</li> <li>• Society</li> <li>• Artifacts</li> </ul> <p>(British Spy - reading book - Noor-un-Nissa Inayat Khan by Sufiya Ahmed.) BBC Air raids link  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-living-through-the-air-raids/zjnyrj6</a>  Local trip - Bletchley Park and the local community bunker (Katie Lewis)  <a href="http://www.dacorumheritage.org.uk/">http://www.dacorumheritage.org.uk/</a>  Karl Richter - German spy who landed in London Colney  <a href="https://www.brethertonlaw.co.uk/news/karel-richter-a-german-spy-in-london-colney/#:~:text=Richter%2C%20as%20agent%203526%20and,intended%20landing%20site%20near%20Cambridge">https://www.brethertonlaw.co.uk/news/karel-richter-a-german-spy-in-london-colney/#:~:text=Richter%2C%20as%20agent%203526%20and,intended%20landing%20site%20near%20Cambridge</a>  Links to Geography - Maps of the world - Europe. What countries were involved, changes of the map of Europe.  Local study - Why were evacuees brought to Hemel Hempstead? Mapping and looking at different elements of the physical geography that allowed the town to expand.</p>

# Autumn Term

Year 1 - significant individual.

Neil Armstrong and the space race	Time, Place, Main events	Travel & Exploration	Conflict	Artifacts	Key Vocabulary
<p>Neil Armstrong - who was he? Basic Biography - where he was born, grew up etc. Attributes of an astronaut - team player, calm in a crisis, pragmatic problem solver.</p> <p>What was Armstrong's' legacy? Compare with Christopher Columbus.</p> <p><b>Links to UK</b> - UK Space Agency (UKSA) based in Swindon. Jodrell Bank's involvement. <b>Helen Sharman (1991)</b> <b>Tim Peake (2015)</b></p>	<p>Place on a timeline of the twentieth century and include lead up to moon landing (Space race) Neil Armstrong basic biography Buzz Aldrin and Michael Collins Date of moon landing 20.7.69 Richard Nixon - President USA Nikita Khrushchev - President Soviet Union Space Race - locate rivals on a world map. Point out UK in the middle.</p>	<p>Why did we need to go to the moon? NASA and the US space programme Apollo 11 - command module (Columbia) and the lunar module (Eagle) First ever samples from another planetary body brought back to earth. Timing of the mission - 195 hours, 18 minutes, 35 seconds Landing in the Pacific.</p>	<p>The Space Race started June 1948 with Albert the monkey (USA) going into space. Followed by Russia sending Laika the dog in Nov 1957 in Sputnik rocket. Why was it important? In April 1961, Russian astronaut Yuri Gagarin became the first man in space, but he didn't land on the moon. In May 1961, John F Kennedy announced he would put a man on the moon before 1970. The race began. 2 rivals wanted to prove they had the best scientists and technology. The USA sent a space robot into space first.</p>	<p>Spacecraft/spacesuits Moon landing samples Moon dust NASA Museum</p> <p>Other sources of evidence: Photographs Videos Speech/recordings Newspaper/magazine articles. Books/internet</p> <p>Good books - <a href="#">Best kids' books about the moon landings and space exploration   TheSchoolRun</a></p>	<p>lunar achievement exploration rivals orbit commander breakthrough space race</p>

Year 1 - Significant individual

Christopher Columbus and	Time, Place, Main events	Travel & Exploration	Conflict	Settlements	Key Vocabulary
<p>Christopher Columbus - who was he?</p> <p>Basic Biography - Born 1451 in Italy, died 1506 in Spain.</p> <p>What was Columbus' legacy? Compare with Neil Armstrong.</p>	<p>Place his life on a timeline 1492 - set sail on first voyage to find a route to Asia</p> <p>1502 - Made his final voyage</p> <p>1502 - Return to Spain</p> <p>Consider the length of the journey - how long did it take?</p> <p>Compare with the journey to space.</p> <p>Discoveries - locate on a world map. Look at his routes and point out the UK.</p>	<p>Columbus motivated by the desire to find a trade route to Asia, as well as the desire to spread Christianity.</p> <p>On his first trip, he was actually looking for India and China. He named the first islands that he came to the West Indies. The arrival of his ships brought European cultures, traditions and beliefs to the 'New World'. These routes opened up prosperity for many European traders who brought home gold and exotic plants and animals.</p>	<p>The arrival of Columbus destroyed many civilisations forever. Exchanges between the Europeans and the natives were not always friendly and there was violence as many were forced into accepting Christianity and/or slavery. The Europeans also brought disease which the natives were not equipped to fight.</p>	<p>Many sailors who had travelled on the ships stayed behind and built small villages and forts close to rivers and sea ports. Colonies sprang from these regions and grew and became the towns and cities that we know today, such as Columbo in Brazil, Columbia in California, Illinois and Columbus in Georgia, Indiana and Kansas.</p> <p>Good books.</p> <p><a href="https://teachingwithchildrensbooks.com/books-about-christopher-columbus/">https://teachingwithchildrensbooks.com/books-about-christopher-columbus/</a></p>	<p>explorer</p> <p>civilisation</p> <p>centuries</p> <p>disease</p> <p>legacy</p> <p>colonise</p> <p>trading</p>

## Year 2 - The Great War and remembrance

WWI (The Great War) Remembrance Day	Time, Place, Main events	Society	Conflict	Artifacts	Key Vocabulary
<p><b>Local Trip - visit the war memorial garden at the bottom of Bunkers Lane</b>, with the names of those men of the mills who gave their lives in two world wars on or around 11th November.</p> <p><b>Local Link - William Leefe Robinson</b> - awarded the VC as the first British pilot to shoot down a German airship over Britain during WWI in September 1916. It came down in Cuffley, Herts, where there is still a memorial today. He died of the Spanish flu in Dec 1918 in Stanmore. Buried in Harrow Weald.</p>	<p>Place on a timeline Locate on a map the countries involved. Show the allies Started with murder of Archduke Ferdinand 28th June 1914 and war was declared a month later. 1916 - Battle of Verdun and the Battle of the Somme 1917 - USA joined the war as a British Ally 1918 - Armistice signed 11.11 1919 - Treaty of Versailles</p>	<p>Changes in society throughout Europe. Class system questioned - divide between officers and the common soldier. Changing role of women in society, which added fuel to the suffragette movement. Women at home working in munitions factories and coping at home without the menfolk. <b>Remembrance Day</b> is a day when we remember the sacrifice these people made to defend their country - 11th hour of the 11th day of the 11th month. This was the day the Armistice agreement was drawn up on 11th November 1918 at 11am.</p>	<p>New weapons (eg tanks, aircraft, submarines) and therefore new types of fighting. Trench warfare and terrible conditions for the common soldier. Millions of men killed in vicious fighting. Huge destruction of Europe, which had to be redrawn by the league of Nations</p>	<p>Museums Objects found from the war - old uniforms, medals, weapons, tanks Old building from WWI Memorials (eg William Leefe Robinson memorial at Cuffley)</p> <p>Other sources of evidence: Photographs Newspaper/magazine articles. Video evidence from people interviewed after the war. Books/internet</p> <p>Poppy day link <a href="https://www.youtube.com/watch?v=AiGXTeiP5Nc">https://www.youtube.com/watch?v=AiGXTeiP5Nc</a> WWI Introduction video <a href="https://www.youtube.com/watch?v=_YgDbT6xmQg">https://www.youtube.com/watch?v=_YgDbT6xmQg</a></p>	<p>conditions trench warfare destruction assassination invade treaty allies armistice nation patriotic remembrance League of Nations</p>



### Year 3 - Stone Age/Bronze Age/Iron Age - changes in Britain

Stone Age/Bronze Age/Iron Age	Time, Place, Main events	Settlements	Food & Farming	Conflict	Artifacts
Comparison study between the ages - changes in each area.	<p>Place on a timeline  <b>Stone age</b> - 2.5 million BCE - approx 8,000 BCE.  (Palaeolithic period, Mesolithic period, Neolithic period).  Difficult to locate many things on the map as the stone age humans were nomadic.</p> <p>Sites to point out are Skara Brae settlement, Tanzania Oldowan tools Lascaux cave paintings (estimated from 15,000BCE) and Stonehenge (estimated from 3,000BCE).</p> <p><b>Bronze age</b> - 2,100 BCE (Britain) - 800BCE. Started when humans began to use metal to</p>	<p><b>Stone Age</b>- Started with temporary settlements, as they were nomadic until 10,000BCE. Skara Brae - from 3,000BCE - one room dwellings made of wood and rock were built. Communal rooms for cooking/working. Northern Tanzania - Oldowan tools. Lascaux cave paintings Skilled artists using fire to paint in the dark caves. Drawings created using minerals and charcoal.</p> <p>Stonehenge - Some form of religious beliefs to help humans understand the world. Built in the Neolithic period for religious and burial ceremonies.</p> <p><b>Bronze Age</b> - Metals heated different minerals to make weapons and tools. Writing started and the wheel was invented. Stonehenge still being built. People began to travel huge distances to trade - metal very valuable. Wooden boats were used to carry jewellery, pots, food and animals. People buried in single graves and sometimes cremated and</p>	<p><b>Stone Age</b> - Humans lived in small groups and used stone tools. Lived on plants, fruits and berries and some large mammals. Weapons made of stone, bone, antlers or ivory. Nomadic - always searching for food. Use of axes, spears increased as they began to hunt for food, rather than scavenge on dead animals.</p> <p><b>Bronze age</b> - Tools improved (using metals), so humans ate more meat. 10,000 BCE, the weather warmed so crops were grown, allowing people to build permanent homes and farm the land. Diet became more varied. The Sumer civilisation developed farming methods, such as irrigation and were the first people to use the wheel.</p> <p><b>Iron Age</b> - Celts moved around to trade, but many settled in Britain. Many different tribes, but held same set of beliefs/culture,</p>	<p><b>Stone Age</b> - very little conflict, as the population density was low; different groups would rarely come across each other. Weapons used to kill prey, with some evidence that a bow and arrow was used. (Amesbury Archer)</p> <p><b>Iron Age</b> - as communities began to settle and farm/store food, it is likely that conflict became more common as rivals competed for food and resources. Hill forts became a place of shelter and farms were often attacked and crops/animals stolen. Blacksmiths made tools and weapons that were stronger and made with more skill than</p>	<p>Skara Brae - objects such as dice games, jewellery and ornaments. Also, stone furniture, toilets and drainage systems.</p> <p>Oldowan toolkit - oldest known stone tools found by Louis Leakey in Northern Tanzania - discovered c1930.</p> <p>Cave paintings at ancient sites - Lascaux cave paintings in Southern France.</p> <p>Many bronze and gold artefacts have been found from the bronze age.</p> <p>Amesbury Archer</p>



<b>Key Vocabulary</b> Palaeolithic period Mesolithic period Neolithic period nomadic Ancestors consequence communal historic sources archaeologist identities homo sapiens predators irrigation states/kingdoms legacy efficient consequence fortified dominant fortifications inhabited Hill fort Roundhouse	make tools and weapons. It is thought that bronze was first made in the Sumer civilisation in Mesopotamia (now southern Iraq) from 3,500BCE and then in Greece from 3,000BCE. Crete was a centre for the bronze trade.  <b>Iron Age</b> in Britain - 800BCE - 43CE (Fell to the Roman Empire)	their ashes kept in urns. Beaker people from buried their dead under huge mounds (barrow) with many precious objects. The Sumer civilisation, settled in warm areas without stone or trees, so built their houses from mud bricks. They also built ziggurats (huge temples.) <b>Iron Age</b> - Iron much stronger and began to be traded across the world in favour of bronze. The Celts in Britain believed in life after death and were buried with food, weapons and ornaments to take into the afterlife. Hill forts provided safety and were built with roundhouses (made of mud and thatched roofs) inside where people lived, worked and traded. (Maiden Castle & Old Oswestry). They were heavily defended by wooden walls and ditches.	spoke similar language. Conflict became more frequent, settlements were fortified and farming was developed. Blacksmiths became skilled and were respected, as greater requirements for weaponry and tools for farming. Iron was used in farming tools and equipment until the 1800's CE, when steel was used. Iron ploughs (ards) were also developed and became stronger and farming became easier and could be done on a larger scale, including more difficult land. Extra food brought in through improved farming meant people were less reliant on the weather. Began to preserve food, such as salting and smoking. Landowners became wealthy and powerful.	before. Conflict became an everyday part of life now, as warriors fought with daggers, spears, bows and swords. Body armour was also developed. This all gave the Celts a huge advantage in battles.	discovered in 2002 with many artefacts.  An ancient wheel was also found in Must Farm Quarry, Cambs in 2016, amongst other objects.  Stonehenge a religious/burial place.  Barrow burial sites with many precious artifacts.
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Anglo Saxons Middle Ages	Time, Place, Main events	Beliefs	Conflict	Society	Artifacts
<p>Anglo Saxons were made of 3 tribes (Angles, Saxons from Germany and the Jutes from Denmark) after the Romans left Britain.</p> <p><b>Local link - Berkhamsted Castle</b></p> <p><b>Key Vocabulary</b>  Conquered  Invaded  Tribe  Chaos  Upheaval  Convert  Pagan  Literature</p>	<p>410 CE - Romans left Britain.  597CE St Augustine brought Christianity from Rome  601CE - King Ethelbert of Kent converted to Christianity  793CE - Monastery at Lindisfarne raided by Vikings  878CE - Edington Battle, Alfred the Great defeated the Vikings  927CE - Kingdoms were united under King Athelstan and England was created.  (Locate different kingdoms on a map).  1066 - defeat by William the Conqueror</p>	<p>Romans had left a legacy of Christianity, but as the Anglo-Saxons arrived, the spread of Christianity was halted. The Anglo-Saxons were a pagan race who believed in many gods and had many superstitions. Christianity spread as monks came to Britain, sent by Pope Gregory. <b>563</b> - Monastery in Iona established by St. Columba who converted many Scottish people. <b>597</b>- Saint Augustine converted King Ethelbert of Kent to Christianity. Saint Augustine of Canterbury established churches from some of the pagan temples. <b>634</b> - Monastery at Lindisfarne established by St. Aidan, who spread the message by talking to the ordinary folk. <b>680</b> - An English Monk called Bede 'A History of the English Church and People'.</p>	<p>Conflict was ongoing throughout the rule of the Anglo Saxons from the Northern tribes - Picts, Scots and the Vikings. Chaos and upheaval. Celts sought protection from the Anglo Saxons and they agreed - in return for land. The different tribes with different kings and leaders were always in conflict. 7 Anglo-Saxon Kingdoms established by early seventh century. Anglo-Saxon control was partly relinquished in the 9th century: 3 kingdoms of 4 (Northumbria, Mercia, East Anglia) were in Viking hands until the King of Wessex (Albert the Great) won the battle at Edington and killed the Viking King Eric Bloodaxe.</p>	<p>Anglo-Saxons created small kingdoms, which started from a group of tribes. They had a new language, pagan beliefs and improved building methods, as they were skilled craft and metal workers. Jewellery was very creative and used precious stones from abroad, such as garnets from India. Beowulf is a poem written in the 7<sup>th</sup> century; a story of monsters and dragons and gives us clues about the ethical code of the Anglo-Saxons, such as truth, bravery, honour, loyalty, hospitality and duty. These values were essential to the life of ordinary people and every day society. The Anglo-Saxons told lots of stories around the fires at night. Children had rag dolls, played wooden pipes played games such as spinning top.</p>	<p>Ancient sites, such as <b>Sutton Hoo Burial site</b> - lots of artifacts and clues about how a great King would be buried. Weapons, jewellery and gold was found.</p> <p><b>The Beowulf story</b>, 'A History of the English Church and People' and other religious manuscripts.</p> <p>Artifacts such as coins, from other sites such as <b>Taplow Barrow and West Stow village</b>, which has Anglo-Saxon houses.</p> <p><b>William the Conqueror received the submission of the English at Berkhamsted Castle after the Battle of Hastings.</b></p>

Ancient Egypt	Time, Place, Main events	Beliefs	Conflict	Society	Artifacts
<p>Main City - Cairo Ruled by Pharaohs</p> <p><b>Key Vocabulary</b> Hieroglyphics Papyrus Mummification Archaeologist Sarcophagus Obelisk Pharaoh embalm Mastaba Hittites</p>	<p>Locate on map and timeline 3,150 - unification of Lower and Upper Egypt by King Narmer (Menes). 3,100BCE - start of the ancient Egyptian civilisation. 2600 - first obelisks built 2200 - pyramid at Giza built 1290BCE - Exodus of slaves 323BCE - death of Alexander the Great 31BCE - Battle of Actium 30BCE - Death of Cleopatra VII (&amp; Mark Anthony) and Egypt became a province of the Roman Empire under Octavian.</p>	<p>Believed in immortality and had a complex system of burial rituals. Pyramids were tombs for dead Kings. Most famous is Giza, built for Pharaoh Khufu. Obelisks were also built to worship the Gods (particularly Ra, the sun God) and had writing all around them. All Egyptians were buried with precious items for them to take onto the afterlife. All bodies were wrapped in cotton to preserve the body. Without this preservation, it was believed you would be unable to stay in the heavenly afterlife. Wealthy people were embalmed to prevent the body from decaying and wore funeral masks. They were buried in a mastaba (tomb). Poorer people were buried in the sand. Souls of the dead were ferried across a river to the afterlife called the 'land of the two fields'. To get across the river, you had to have a 'light heart' (a life of good deeds) and your name must be written down in the 'Book of the Dead' or your soul would get lost and disappear forever.</p>	<p>Started as 2 small kingdoms - Upper and Lower Egypt. Anyone outside Egypt considered as the enemy. The battle of Kadesh took place in 1275BCE under Rameses II over the city of Kadesh, which led to the first known peace treaty. Pharaohs often led the army into battle. Egypt conquered much of the surrounding land, expanding the Egyptian Empire. Most important weapon was the bow &amp; arrow. The Egyptians used the composite bow that they learned about from the Hyksos. Egyptian empire fell to the Romans in 30BCE when Cleopatra died.</p>	<div data-bbox="1487 181 1630 296" data-label="Image"> </div> <p>Very structured society with everyone fitting in around their skills. Pharaoh at the top, slaves at the bottom. Developed a system for writing and maths and scribes were held in high esteem. They used paper (papyrus) and wrote texts on religion, astronomy and medicine. Built magnificent buildings, showing incredible engineering skills. They also decorated them with carvings and paintings. Some paintings depict children playing with balls, showing that they had leisure time. Dozens of obelisks were also built at the entrances of temples to commemorate achievements of Kings, Queens, powerful and wealthy people. Slaves worked for temple estates, but some could own property and make transactions.</p>	<p><b>Rosetta Stone</b>, discovered in 1799, shows 3 different types of writing.</p> <p><b>Tutankhamun's tomb</b> (Howard Carter - archaeologist, discovered it in 1922)</p> <p><b>Narmer Palette</b>, discovered in 1897, shows King Narmer (or Menes) wearing the red crown of Lower Egypt and the white crown of upper Egypt.</p>

Early Islamic civilisation	Time, Place, Main events	Beliefs	Travel & Exploration	Society	Artifacts
<p>Main city - Damascus and then Baghdad Ruled by Caliphs</p> <p><b>Key Vocabulary</b> Arabesque Prosperous Pilgrimage Fasting Alms Halal Abbasid Caliph (Known as Shiites) Umayyad Caliph (Known as Sunnis) Tolerance Caliphate The Silk Roads</p>	<p>Point out on a time line and map. 610 - Islam founded 632 - Death of Prophet Mohammed - Islamic civilisation spread from the Middle East as far as China and Spain. 691 - Mosque Dome of the Rock was completed on top on Temple Mount. 750 Start of the Abbasid Caliphate 762 - City of Baghdad founded 800 - House of Wisdom built 1258 - Baghdad destroyed by Mongol ruler Hulagu Khan (Grandson of Genghis Khan)</p>	<p>Belief in one God - Allah, who is all-powerful/all-knowing. The worldly life is seen as a test for the afterlife. Muhammad was his Allah's only prophet. 5 Pillars of Islam - profession of faith, prayer, fasting, alms and pilgrimage. Prayer 5 times a day. No images of living creatures are depicted in Islamic art. Meat must be reared and slaughtered in certain ways. Baghdad was famous for religious tolerance in the ancient civilisation, with many different religions being practised here.</p>	<p>Early Islamic societies developed very prosperous trade routes. In the earlier years, Damascus was the capital, under the Umayyad Caliphate. After the rise of the Abbasid Caliphate, Baghdad became the capital and became the largest city in the world and at the centre of the world's trading routes including the 'Silk Roads'. Goods from China to Ireland were sold in Baghdad markets. Golden Age of Islam saw their culture and beliefs spread across through conflict, conquest and missionary activity.</p>	<p>Ruled by the Umayyad and then the Abbasid Caliphate (hereditary position). Abbasids promoted a more equal society, especially for women. Abbasids based in Baghdad, and established the 'House of Wisdom', which became a centre for knowledge and research. Heavily influenced by Persian and Egyptian cultures. Islamic scholars tried to collect and translate all the world's knowledge into Arabic. Created stories like The Arabian Nights with Aladdin, Sinbad and Ali-Baba. Well known for geometric designs and arabesques to decorate mosques and public buildings.</p>	<p>Existing buildings in the Middle East eg <b>Mosque Dome of the Rock</b> and the <b>Al-Aqsa Mosque</b> in Jerusalem. The <b>Kaaba</b> is the main Muslim shrine and this is where pilgrims travel to. <b>Ancient Koran</b> and other calligraphic texts in a variety of museums.</p>

# Summer Term

## Year 1 - Houses and Homes from Long Ago

Houses and Homes from Long Ago	Time, Place, Main events	Settlements	Food & Farming	Artefacts	Key Vocabulary
<p><b>Local Trip - Chiltern Open Air Museum</b></p> <p>Visit:</p> <ul style="list-style-type: none"> <li>Iron Age Roundhouse (50BCE)</li> <li><b>Garston</b> Forge (Local 1860)</li> <li>Chilterns Farm (1800)</li> <li>Cart shed (1800)</li> <li>Rossway Granary (Local - <b>Berkhamsted</b> 1802)</li> </ul> <p>Links to Geography - journey to school. What is your route?</p>	<p>Houses across the ages - Place on a timeline with dates and attach the name of a period in time (eg Tudor, Edwardian etc). Show examples of historic sites on the map.</p>	<p><b>Different areas - cities, towns, villages, countryside etc</b></p> <p><b>Features of homes, Types of different</b></p> <p><b>Stone age</b> - nomadic. Lived in woods/caves. <b>Iron Age</b> - built hill forts to protect tribes. <b>Anglo-Saxons</b>- huts made of wood with roofs thatched with straw, built facing the sun to get as much heat and light as possible. Each family house had one room, with a hearth with a fire for: cooking, heating and light. <b>Normans</b> - start to use stone for building. <b>Tudors</b> - Ordinary homes were half timbered and the spaces in-between filled with 'wattle and daub'. Black and white. Larger country houses were brick built eg Hampton Court. <b>Georgian and Victorian</b> - introduction of terraced houses. Uniformity and structure with more rooms added, including bedrooms in ordinary houses, kitchens and lounges. Cooking and heating was a central hearth in the kitchen. Bathrooms outside. <b>Twentieth</b></p>	<p><b>Stone Age</b> - no farming. People ate plants, berries and dead animals (No weapons)</p> <p><b>Iron Age</b> - Farming began with development of tools. Iron used to make ploughs (ards) and irrigation systems were developed. Iron also used to make weapons to kill animals for meat.</p> <p><b>Anglo-Saxons</b> - Grew wheat, barley and oats for making bread and porridge, grew fruit and vegetables like carrots, parsnips and apples, and kept pigs, sheep and cattle for meat, wool and milk. Very resourceful people - nothing went to waste. <b>Tudors</b>- farmed using a plough. Harvest time very important and involved whole community. Kept animals for meat, which they ate a lot of.</p> <p><b>Georgian and Victorian</b> - small holdings with animals. Using horses for ploughing fields. Food eaten was dictated by the season. Crops beginning to be rotated. Food production increased and farming became a business, rather than a means of</p>	<p>Buildings that are still in existence;</p> <p><b>Taplow Barrow</b></p> <p><b>West Stow</b> village, which has Anglo-Saxon houses.</p> <p><b>Hampton Court, Hatfield House.</b></p> <p><b>Skara Brea</b></p> <p><b>Stonehenge.</b></p> <p>Many tudor houses still exist and some are still inhabited.</p> <p>Photos</p> <p>Paintings</p> <p>Artwork</p> <p>Museums</p> <p>Old tools/objects found in the ground from many years ago</p>	<p>Artifact</p> <p>wattle and daub</p> <p>thatched</p> <p>tribe</p> <p>timber</p> <p>nomadic</p> <p>plough</p> <p>resourceful</p> <p>productivity</p> <p>caravan,</p> <p>bungalow,</p> <p>terraced house</p> <p>flat</p> <p>sash windows,</p> <p>chimneys</p> <p>washstand,</p> <p>range</p> <p>trivet</p>

<p><b>Local investigation</b> - why did Hemel Hempstead develop as a settlement? The first recorded mention of the town is the grant of land at Hamaele by Offa, King of Essex, to the Saxon Bishop of London in AD 705. Development of the area after WWII as a 'new town'.</p>		<p><b>century</b> - most of the UK's homes were built after WWI. Houses became more comfortable and a lot of money was invested to provide a house for every family. After WWII, there was a lot of rebuilding. Terraced housing, semi-detached, detached etc. 1940's - prefab houses were built. From the 1950's, flats were built to save space.</p>	<p>survival. <b>Twentieth century</b> - Changes in food and farming with introduction of farm machinery, initially steam driven. Reduced need for labour and increased productivity. New foods imported from abroad.</p>		
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Great Fire of London	Time, Place, Main events	Settlements	Society	Artefacts	Key Vocabulary
<p>Local trip - The <b>Museum of London</b></p> <p>Links to Geography - Study of London. Compare today's London with that of 1666.</p> <p>NB - Link to current day COVID; <b>the plague</b>. It was spread by fleas on the rats around London: terrible living conditions. The Great Fire is thought to be one of the factors that stopped the plague because it killed all the rats</p>	<p>Fire started 2nd Sept 1666 in Pudding Lane. People escaped via the River Thames. Show on map of UK and map of London.</p>	<p>Fire destroyed over 13,000 houses and buildings including 87 churches (St Paul's Cathedral). Many people escaped via boats on the Thames. 100,000 people became homeless. Fire could be seen from as far away as Oxford. Houses were badly built from wood with tar (flammable). Rebuilding of St Paul's Cathedral, designed by Sir Christopher Wren (architect). It was rebuilt on Ludgate Hill, the highest point of the City of London. The homeless either rented new properties at sky high prices, or built temporary houses in fields nearby. These became shanty towns. Many people stayed in these temporary houses for 8 plus years. The new London had wider streets and brick buildings.</p>	<p>London was a very busy place. Lots of people lived in very small, poorly built houses with narrow, maze-like streets. Afterwards, King Charles II ordered that London should be rebuilt using brick and stone. Role of the church in society - St Paul's Cathedral rebuilt as a splendid tall building, looking over London; this was because huge value was placed on religious buildings. Lack of an effective fire service played a huge part in the fire getting out of control. After the fire, new rules were brought in and every parish had to have two fire squirts, leather buckets and other fire equipment. London fire brigade not formed until 1833. After the fire, many rich people moved further out to areas they would have previously never considered. Some people moved away entirely. The rebuilding of London meant higher duty on the cost of coal.</p>	<p>Paintings and pictures drawn of the scenes at the time <b>Diary of Samuel Pepys</b> Buildings and streets in London that are still in existence Museums Artifacts, building remains and objects found in the ground from many years ago.</p>	<p>decade congested flammable architect eyewitness extract rebuilding architect</p>

The impact in Britain of the Roman invasion	Time, Place, Main events	Settlements	Belief	Conflict	Arti"facts
<p>Local trip - Veralum museum</p> <p>Links to Geography - Roads, aqueducts, travel and canals</p> <p>Key Vocabulary</p> <p>Emperor</p> <p>sanitation</p> <p>territory</p> <p>Resistance</p> <p>Primary source</p> <p>Secondary source</p> <p>mosaic</p> <p><a href="https://www.roman-britain.org/g/6-history/his_timeline_roman_britain.php">https://www.roman-britain.org/g/6-history/his_timeline_roman_britain.php</a></p>	<p>Before Romans came, Britain was a collection of warring tribes with no central governance. Society unstable.</p> <p>54BCE - Attempted invasion of by Julius Caesar.</p> <p>Southern Celtic tribes conquered but no attempt to expand.</p> <p>43CE - Romans invaded again under Emperor Claudius as far as Scotland.</p> <p>122BC Hadrian's Wall built.</p> <p>391 - Christianity became the official Roman religion.</p> <p>410CE - Romans left Britain.</p>	<p>Romans brought peace and civilisation, allowing people to settle more easily. Significant changes to settlements - building 10,000 miles of roads and buildings of stone. They built bath fortresses with lots of defences to keep people safe. Developed concrete and made stone/concrete buildings (built by slaves) with central heating and sanitation.</p> <p>Emperor Hadrian built a wall with 15 forts to separate Roman Britain from Scotland.</p> <p>Famous for their engineering skills. Romans bathed together as a pastime (Roman Baths). Watched chariot racing and plays. Wealthy people had mosaics on the floor and underfloor heating.</p> <p>Towns such as London, Canterbury, Colchester and <b>St. Albans</b> established. They built long, straight roads connecting the towns together.</p>	<p>Romans held Pagan beliefs initially; Christianity was outlawed, but became increasingly popular after conversion of the Emperor Constantine in AD 312. Began when Roman artisan/traders in Britain and spread the story of Jesus. In Roman belief, immortal gods ruled the heaven, earth and the underworld. Success in life was equated with having a good relationship with the gods and adherence to this 'official' religion demonstrated loyalty to the emperor; a prerequisite for social advance.</p> <p>Jupiter - King of Gods, Neptune - God of the Sea, Apollo God of the sun, Mars - God of war and Cupid - God of Love. In death, funerals were private, quiet affairs, although wealthy people had huge funerals and would even employ mourners. People were buried or cremated. Nobility would bury family in a great monument to be seen by all. It was the custom at funerals to cut off the head of the deceased and place it between the legs. so that the spirit would be freed from the body for the afterlife.</p>	<p>Roman Britain had the largest army of any of the provinces of the empire. The Roman army was a fearsome fighting force - highly organised, obedient and very skilled. Organised into Legions (mainly infantry). They invented new ways of fighting and always sought to improve their military powers. This won them more and more territory and they were the rulers of Europe, North Africa and the Middle East. Roman Britain also had one of the greatest fleets of the empire, formed to patrol the Channel. It was based at Dover, where a Roman lighthouse still stands.</p>	<p>Building that are still in existence</p> <p>Museums</p> <p>Artifacts and objects found in the ground from many years ago - pottery, jewellery, coins, mosaics.</p> <p>Pompeii</p> <p>Hadrian's Wall</p> <p>Veralum</p> <p>Roman Baths in Bath</p>

The Tudors	Time, Place, Main events	Beliefs	Food & Farming	Travel & Exploration	Artifacts
<p>Local trip - Hatfield House</p> <p>Links to Geography - transportation and trade links</p> <p>Key Vocabulary Livestock Arable Dynasty Legacy Catholic Protestant Reformation Pope/Papacy Heir Parliament prosperity</p>	<p>1485-1603 Tudor dynasty ruled England and Wales after Henry VII won the Battle of Bosworth (War of the Roses between the houses of York and Lancaster)</p> <p>1534 - England split with the Papacy and married Ann 1588 - England beat the Spanish Armada</p> <p><b>Henry VII (Catholic)</b> 1485-1509 <b>Henry VIII</b> 1509-1547 <b>Edward VI</b> 1547-1553 <b>Mary I</b> 1553-1558 <b>Lady Jane Grey</b> 10 days in 1558 <b>Elizabeth I</b> 1558-1603</p>	<p>Henry VIII broke with the Catholic church in Rome and proclaim himself as the head of a Protestant church of England in 1534. This resulted in the English Reformation, where the Catholic churches were plundered and dissolved (the Dissolution of the monasteries) Henry VIII became a Protestant, but his children were both Protestant and Catholic, which meant that England had lots of internal turmoil and rebellions about religion. Shrines and images of Saints were destroyed and the Bible was translated into English from Latin (a language not understood by the ordinary man), meaning that everyone in church could participate. 1549 - the 'Book of Common Prayer' was written in English. When Elizabeth came to the throne, she was very tolerant: as long as her subjects remained loyal and publicly orthodox, their private beliefs would not be challenged.</p>	<p>There was a growth in agriculture and farming during this period, meaning that food was more plentiful than ever before. 90% of the population of Tudor England lived in rural farming communities, earning income from livestock/arable farming. They commonly kept sheep as a source of wool, milk and meat. Sheep provided milk used by farming households; more sheep's than cow's milk. Cattle were kept working animals, unlike today, few herds existed. Most popular animal was the pig with almost every country person keeping at least one. Farm life in Tudor times required long hours and hard work. Tudor farmers often began work at dawn. All the animals on the farm had more than one use, for example cattle not only provided work but also milk, meat and leather, often their horns could be used to form spoons or drinking vessels. Pigs were considered to be an incredibly useful animal to keep; it was not uncommon for a Tudor peasant to receive a young pig in the spring time as part of his wages.</p>	<p>A time of global exploration. Famous explorers brought home new products from the 'New World'. Elizabeth's reign has been called 'The Golden Age'. New overseas travel routes brought about peace and prosperity. Sir Walter Raleigh sailed across the Atlantic and opened up opportunities for people to travel to and colonise the New World. He also brought home tobacco and potatoes. Beginning of trade links across the world.</p>	<p>Plays of <b>William Shakespeare</b> <b>Mary Rose</b> ship <b>Globe Theatre</b> built in 1599 <b>Mary Arden's</b> Farmhouse, Stratford Upon Avon</p> <p><b>Hampton Court</b> <b>Hatfield House</b></p>

Year 5 - The Victorians.

The Victorians	Time, Place, Main events	Travel & Exploration	Settlements	Society	Artifacts
<p><b>1837-1901 - Queen Victoria</b> was on the throne</p> <p><b>Local trip - Paper Mills/Abbots Hill</b></p> <p><b>Links to Geography - Mapping of local area. Aerial photos.</b></p> <p><b>Key Vocabulary</b> Invention Workforce Skilled Parliament urban</p>	<p>Locate the British Empire on the map.</p> <p><b>1803 - Frogmore Mill</b> became the world's first mechanised paper mill.</p> <p>1838 - Slavery abolished</p> <p>1840 - first postage stamp issued</p> <p>1845-9 - Irish Potato famine</p> <p>1854 - British went to war in Crimea</p> <p>1856 - Henry Bessemer discovered a way to make steel</p> <p>1859 - Charles Darwin published 'On the Origin of Species'.</p> <p>1863 - London Underground trains ran for the 1st time.</p> <p>1876 - Graham Alexander Bell invented the telephone</p> <p>1879 - Electric light bulb invented</p> <p>1880 - Education becomes compulsory for children up to the age of 10.</p> <p>1888 - John Dunlop invented pneumatic tyre</p> <p>1897 - women's suffragette movement grew</p> <p>1901 - Victoria died</p>	<p>Explorers travelled to map unchartered territories and also to spread Christianity. They went abroad and established churches, schools and hospitals. Mary Kingsley travelled across Africa collecting evidence of new animal species. (<b>John Dickinson's son-in-law John Evans</b> was instrumental in the discovery of the Minoan palace at Knossos in Crete.)</p> <p>As industry flourished, so traders/settlers looked for places to trade goods from factory-made products, to buying raw materials like cotton, sugar &amp; tea. Trade routes were established throughout the British Empire. Britain sent armies/officials to govern over these countries. The British Empire grew &amp; Britain came to rule 25% of the world's population.</p>	<p>The Industrial revolution began in the late 1700s. Huge factories developed using steam powered machinery to make products that were shipped all over the world. Rapid growth of urban centres such as Manchester, Birmingham and Leeds as industry flourished. People moved from the villages into towns looking for work. New towns and cities became overcrowded and pollution caused lots of problems. With the development of science and medicine, museums, art galleries and libraries were built in every city.</p>	<p>Shift from agriculture to industry as farming became mechanised and new innovations meant industry flourished. The labour force became skilled, allowing for the development of the middle classes, who played an essential role in political and social changes. Newly educated experts (lawyers, teacher, doctors) wanted more political power in parliament. Inventions like the steam engine changed the way people worked, lived and travelled. The very poor lived and worked in terrible conditions. Workers worked very long hours. Children became part of the workforce in factories, mills and mines. In 1880, education became compulsory for children up to the age of 10. With new learning brought significant progress, particularly in the field of science, medicine and health care. Pollution was very bad and created problems for people's health and well-being. Many people became extremely wealthy, whilst others lived in terrible poverty.</p>	<p>Writing from Charles Dickens and the Bronte sisters.</p> <p>Many artifacts from the Victorian times still exist</p>

**Year 5 - Local depth study. John Dickinson's Paper Mill.**



Local Depth Study	Time, Place, Main events	Settlements	Society	Artifacts
<p data-bbox="96 229 275 341">Local trip - Apsley Paper Mills</p> <p data-bbox="96 478 264 708">Links to Geography - Roads, aqueducts, travel and canals</p>	<p data-bbox="333 188 754 1489">1755-1778 - Four mills were converted from corn mills to manufacture paper. Amongst the first to be mechanised. 1774 - Sealy and Henry Fourdrinier established the papermill with the help of inventor Bryan Donkin. 1803 - Donkin made the 1<sup>st</sup> ever papermaking machine. 1803 - Frogmore Mill became the world's first mechanised paper mill, followed by Two Waters Mill (1805) 1807 - Apsley Mill and later Nash Mill (1811) was established by John Dickinson Stationery Company operated two of these mills. 2 more were built at Home Farm (1825) and Croxley (1830). With paper in quantity being made in the area, naturally printing followed closely behind. John Peacock started printing in Watford in 1832 and the town rapidly expanded as a source of printed materials. But the town's reputation as a major international printing centre really began in the</p>	<p data-bbox="788 188 1160 1145">The valley of the river Gade from Hemel Hempstead down to Rickmansworth in Hertfordshire became one of the major paper manufacturing areas of England from 1770 onwards. The whole process of industrialisation was greatly aided by the opening of the Grand Junction Canal in the valley in 1798. The canals and river systems were vital to the industry to transport paper and raw materials needed. The mills were established along the canals from Apsley Mills to Croxley Mill near Watford.</p> <p data-bbox="788 1182 1160 1473">Transportation of goods and coal occupied John Dickinson in the early days and litigation with the Grand Junction Canal Company resulted in the re-routing of the canal</p>	<p data-bbox="1182 188 1933 1489"><b>Henry and Sealy Fourdrinier</b> were brothers who were wealthy wholesale stationers in London. They commissioned <b>Bryan Donkin</b> to design the paper making machine. The world's very first continuous paper-making machine was installed at Frogmore Mill in 1803. In 1810, the Fourdrinier family became bankrupt. <b>John Dickinson</b>, born in 1782, had a successful career in stationery but was frustrated by inconsistency of paper quality and availability. Dickinson arranged financing to buy Apsley Mill (1807) and then Nash Mill (1811) where he installed and developed machines of his own design as well as those using the Fourdrinier patent. By 1815, Dickinson's mills were producing some of the best and most consistent paper in the country. He built Abbot's Hill House in 1836 and lived there as his family home. Nash Mills School was built in 1847 to educate the children of the workers. In 1858 John Dickinson retired handing over the running of the business to his nephew, John Evans. John Dickinson died in January 1869 having refused to call in his doctor on the grounds that he was too ill to see anyone! Paper and printed material now became affordable, leading to an explosion of literacy, education and advancement around the world. <b>John Evans</b> married Dickinson's daughter Harriett with whom he had five children, Harriett dying of an infection a few days after the last birth. John was a man of immense talent and of charming disposition he loved a ball and would dance the night away. He was Secretary, Treasurer or President of many historical</p>	<p data-bbox="1955 188 2157 1082">Fourdrinier machine, still at Apsley Mill.</p> <p data-bbox="1955 355 2157 675">Local area, with buildings still in existence, although converted to residential dwellings.</p> <p data-bbox="1955 722 2157 922">Abbots Hill House built in 1836 - now an independent girls school.</p> <p data-bbox="1955 970 2157 1082">Nash Mills School - built in 1847.</p>

	<p>early twentieth century when a number of local firms started experimenting with colour printing. The Sun Engraving Co Ltd was established in 1918 and its rival, Odhams Ltd, established itself in Watford in 1936. The Sun and Odhams were two of the largest printing houses in Britain, producing millions of colour magazines each week using a pioneering technique of four-colour rotary gravure printing, for which Watford became world famous.</p>	<p>closer to his Apsley and Nash Mills. He successfully tendered for the building work of locks and wharves required for the diversion in 1818.</p> <p>Later, the London - Birmingham Railway opened in 1837, which also helped with the transportation of goods.</p>	<p>societies. Sir John Evans had made a vast collection of coins, and ancient objects of stone and metal most of which he gave to his son Arthur or bequeathed to the Ashmolean Museum.</p> <p><b>Lewis Evans</b>, John's son, successfully took over the company. He was a flamboyant character having swum the Niagara river some 100 yards below the falls. He was often to be seen locally riding his silver-plated penny-farthing bicycle. Later when he acquired a motor car it became stuck on the hump-back canal bridge close to Nash Mills.</p> <p><b>Arthur Evans</b> John's eldest son, became a British archaeologist and pioneer in the study of Aegean civilization in the Bronze Age. He is most famous for unearthing the palace of Knossos on the Greek island of Crete.</p> <p>The company stayed in the hands of the family until</p> <p>By the 1930s, one-in-thirteen of Watford's population was involved in the industry, thus placing the town at the heart of the greatest concentration of printing in the world. The print industry was particularly strong, with Odhams being a market leader in its day.</p>	
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#### EXTRA INFORMATION FOR THE DEPTH STUDY

John Dickinson's arrival at Apsley and Nash Mill in 1811 brought a flurry of activity with the new buildings required for his recently invented process for making paper continuously by machine instead of by hand with individual sheets. Suddenly there was abundant employment for men in the mills, their women-folk too had employment sorting the rags used as raw material as well as in packing the finished sheets. Their children too had work in the mill, minding machines and sorting rags. In 1823, 68 men worked at the mills. We have



no record of names of women. By 1881, there were 215 men and boys and 256 women and girls at Apsley and 173 men and boys and 27 women and girls at Nash Mills.

On Sundays there was a special class for the children in one of the salles as the workshops were called; in due course the education became more formalised after John Dickinson established Nash Mills School in 1847. This was not possible until he had become very prosperous after having built two new mills at Home Park, Kings Langley and Croxley. The school was built at a cost of £597. It comprised a house for the teacher and one large room for the pupils. Unfortunately, little is known about those early years of the school because it is thought that any records may have been destroyed when John Dickinson's offices were bombed during World War II. The earliest Minute book of the Committee of Management of the School has its earliest entry dated 1871. The members were Charles Longman (of the publishing family), John Evans (son-in-law of John Dickinson and a famous archaeologist) and Revd David Ingles, first vicar of St Mary's, Apsley End. Miss Armstrong was then the teacher and there were 80 pupils. Her pay for the first quarter of 1871 (13 weeks) was £7.79. She lived in the school house rent free.

The many families who worked for the company benefited from a social lifestyle that was unique for the time, with sports and recreation facilities. The first annual staff outing occurred in 1890 due largely to the support of Charles Barton-Smith the Croxley Mill Manager. It was recorded in the local paper that the outing for 1894 was a seaside trip to Hastings. The events took place on Saturday 14th July and upwards of 1000 staff from all the local mills were conveyed by train. The majority of the day trippers boarding two trains, one from Boxmoor, most probably the workers from the Nash, Home Park and Apsley mills. Croxley Green Mill workers embarked on the journey at Rickmansworth from the station then in Church Street. They arrived at their destination at 10.30 am after an early start and had a most enjoyable day, returning home well after midnight. The firm contributed the sum of £100 towards their costs.

As John Dickinson prospered, the former home at Nash Mills House was too restrictive, so he built himself a new house on the site of a farm which he called Abbott's Hill. Little remains to be seen from those early years apart from the School, The Three Tuns with the cottages opposite and the group of houses clustering around the bottom of Bunkers Lane. Abbot's Hill School is the house built by John Dickinson in about 1837 and sits above the village and within the newly built houses, sits Nash Mills House together with a small cottage near the beautifully recreated war memorial garden with the names of those men of the mills who gave their lives in two world wars.

Arthur Evans (grandson of John Dickinson) was instrumental in the discovery of the Minoan Palace in Crete. Prime example of the desire to explore the world and the philanthropic approach of many of the middle classes during this time. Inspired by his father John Evans.

**Year 6 - WWII**

WWII	Time, Place, Main events	Conflict	Settlements	Society	Artefacts
<p><b>Local trip - Bletchley Park and local community bunker (KL)</b>  <a href="http://www.dacorumheritage.org.uk/">http://www.dacorumheritage.org.uk/</a></p> <p>Book for children to read Noor-un-Nissa Inayat Khan by Sufiya Ahmed</p> <p><b>Links to Geography - Maps of the world - Europe. What countries were involved, changes of the map of Europe.</b></p> <p><b>Key Vocabulary</b>  Allies  Axis</p>	<p>Locate on the map the allies and the Axis Powers. 30 countries involved and over 50 million people died, including 6 million Jews in German concentration camps.</p> <p>Allies - France, Britain, USA, Soviet Union)  Axis Powers - Germany, Italy, Japan.</p> <p>After WWI, Hitler and his Nazi party had taken power in Germany in 1933 and promised to rebuild Germany. There was lots of resentment that Germany had not been treated fairly after WWI.</p> <p>1939 - Hitler invaded France and war was declared. Evacuation of children began on Sept 1<sup>st</sup> 1939.</p> <p>1940 - British forces evacuation of Dunkirk, the Battle of Britain and start of the blitzkrieg over London and other large cities.</p> <p>1941 - Hitler invaded</p>	<p>WWII is seen as the deadliest conflict the world has ever seen, with a huge impact on the world's power and politics. Germany invaded Czechoslovakia and the Austria. Britain only stepped in to declare war in Sept 1939 after the Germans invaded Poland. Shortly after this, Germany conquered France, Belgium and Luxembourg. The <b>Battle of Britain</b> was the beginning of Germany's attack to try and conquer Britain. They started by sending their Luftwaffe over the English Channel. The Royal Air Force (RAF) defended Britain from the skies. Many lives were lost. Afterwards, the Luftwaffe would fly over large cities like London, Liverpool, Birmingham and Coventry and bomb them. The Americans developed the atom bomb, which they used at the end of</p>	<p>The <b>bombing of cities</b> and other populated areas had a huge impact on them. Huge damage was done and many cities had to be rebuilt - Coventry and Liverpool in particular. Churchill had anticipated air attacks on Britain's populated areas and had already begun '<b>Operation Pied Piper</b>' to evacuate children away from the main cities to the countryside, where they would be safer. This was only voluntary and many children came home after a while, but many were sent away again when the air attacks started in Sept 1940. Families were split up for months and years on end. <b>Some children were sent to Nash Mills</b> and also attended our school during this time, as we were considered to be countryside. Some children thrived, some children missed their families, but others were used for hard agricultural labour. People left behind in the cities were given <b>air raid shelters</b> to</p>	<p><b>Propaganda</b> influenced many people throughout the war. Hitler used it as a tool of war, as he needed to keep the public on his side. Society changed as people volunteered to defend the <b>Home Front</b>. People volunteered for a variety of part time essential positions (Air Raid Wardens/Home Guard). The government encouraged people to think about their safety and educated people on what to do in an air raid, gas attack, as well as how to make rations stretch further keep yourself healthy. Women took on important roles in the war. Many went to join the forces themselves (<b>Noor Inayat Kahn</b>, a wartime British secret agent), work in munitions factories, or became part of the 'land army' to grow food and make sure Britain was kept fed. In rural areas, they were looking after other people's children from the cities. All women had to juggle with family life, coping with food shortages, worrying</p>	<p>Examples of <b>propaganda</b> - eg posters, speeches, films and books.</p> <p>There are many artifacts remaining from WWII - aircraft, weapons, furniture, toys, household objects etc.</p> <p><b>Our own school bunker - study of evacuees during this time in Nash Mills. Look at local war memorials. Local community bunker in</b></p>

<p>Communism Evacuation Atomic bomb Hydrogen bomb Propaganda Amphibious Blitz Krieg U Boats Luftwaffe Holocaust Cold war</p>	<p>Russia. Stalingrad defeated 1943 1941 - USA entered the war after Japanese attack on Pearl Harbour 1942 - Mass killings at Auschwitz. 1944 - D Day allied invasion of France 1945 - Hitler committed suicide and war ended 1945 - USA dropped 2 atomic bombs from a plane called Enola Gay on Japan because they refused to surrender. Sept 1945 - WWII ended October 1945 - United Nations was formed 1947 - Cold war began between USA and Soviet Union. They never fought but this war of words brought tension across the world. 1948 - Universal Declaration of Human Rights was declared as a result of the Jewish Holocaust.</p>	<p>the war - it showed the world how devastating another war would be if we were all armed with these dangerous weapons. <b>IMPACT</b> The <b>United Nations</b> was formed to bring the nations of the world together with a shared commitment to avoid another global war at all costs. It started with 51 countries, but now has 193 nations.</p>	<p>hide when the attacks started. In London, they hid in tube stations. Blackouts and at night were standard practise and people generally did not go out after dark. <b>IMPACT</b> Major towns and cities had to be re-built. The construction industry expanded and flourished, as plans were made to make sure all the returning war heroes had a home to live in. <b>New Towns Act</b> was passed in 1946, allowing towns to purchase land and build. New towns were built in the post war period, including <b>Hemel Hempstead</b> (started 1949) and Milton Keynes (1967).</p>	<p>about the conflict and supporting the war effort. Older men had to join the National Home front <b>IMPACT</b> Daily life changed - <b>rationing</b> began in 1940 and didn't end until 1954. Britain introduced the free NHS to look after people 'from the cradle to the grave'. The <b>Universal Declaration of Human Rights</b> laid out 30 rights and freedoms of every human being, wherever they are and is still the basis of international law today. The <b>role of women</b> had changed. They were praised for their wartime work, but now encouraged to make way for the return of the men and most went back to domesticity. However, in the 60s and 70s, many feminist movements were created and the gender imbalance was challenged.</p>	<p><b>Bunkers Lane. (Katie Lewis has a contact?)</b></p>
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