



## History and Geography: Year 1

**Teachers:** In Year 1, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in world history in Year 1 is to foster curiosity and the beginnings of understanding about the larger world outside the child's locality, and to introduce them to varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion and more.

The study of geography embraces many topics throughout the *Core Knowledge Sequence UK*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between places and cultures and an awareness of the characteristics of specific regions and cultures.

Geography begins with the question *where?* In order to understand physical and human phenomena, we need to know where they are located. Then we can begin to examine what is around them and how they are *related* to surrounding phenomena. We need to understand the *processes* that shape the physical and human worlds, how they *interact* and *why* things are located where they are, as well as how spatial arrangements and places *change* with time. Finally, geographers seek to understand humans in their environment. Geography's foundational concepts include:

- **Location:** where things are
- **Place:** conditions at a given place which give it meaning
- **Links:** connections between locations
- **Region:** a territory sharing some homogenous geographical characteristics.

The aim of the geography section of the *Sequence UK* is to introduce children to the geography of the UK and the world, as well as teach the skills needed to use maps and globes and think spatially. Regional geography and spatial sense can be taught alongside or combined with human and physical geography. The sequence of UK regions should be taught in an order that makes sense relative to the location of the school or home. Therefore, it would be wise to teach the local region first.

### WORLD HISTORY AND GEOGRAPHY

#### I. SPATIAL SENSE (WORKING WITH MAPS, GLOBES AND OTHER GEOGRAPHICAL TOOLS)

**Teachers:** Foster children's geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to the places they are studying. Children should make and use a simple map of a locality (such as classroom, home, school grounds or 'treasure hunt').

##### A. THE CLASSROOM/SCHOOL ENVIRONMENT

- Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.
- Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc.
- Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.

- Understand the spatial layout of the school: buildings, playground, field, entrance, etc.
  - Be able to read a simplified map of the school.
  - Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.

## II. AN OVERVIEW OF THE SEVEN CONTINENTS

**Teachers:** Help children to gain the beginnings of a geographic vocabulary and a basic sense of how we organise and talk about the world by giving names to some of the biggest pieces of land. Introduce children to the seven continents through a variety of methods and media (tracing, colouring, relief maps, etc.), and associate the continents with familiar wildlife, landmarks, etc. For example, there are penguins in Antarctica and the Eiffel Tower is in France on the European continent. Throughout the school year, reinforce names and locations of continents when potential connections arise in other disciplines as suggested below and whenever other opportunities arise.

### A. GLOBE/WORLD MAP

**Teachers:** In later years, children will continue to learn about each of the continents as well as specific countries and peoples.

**Terms:** island, continent, ocean, country, map, globe, north, east, south, west.

- Differentiate between land and sea using a globe.
- Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans.
- Understand direction: north, south, east and west.
- Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:
  - Asia [Cross-curricular connection with Year 1 Language and Literature: 'The Tiger, the Brahmin and the Jackal']
  - Europe [Cross-curricular connection with Year 1 Language and Literature: Grimms' fairy tales]
  - Africa [Cross-curricular connection with Year 1 Science: Jane Goodall]
  - North America [Cross-curricular connection with Year 1 Science: the Wright brothers]
  - South America
  - Antarctica
  - Australia
- Locate the British Isles and explain what makes an island.

## BRITISH HISTORY AND GEOGRAPHY

**Teachers:** The *Sequence UK* covers British history as a chronological narrative, from pre-history until the twentieth century. Certain important events will be covered more than once, as children acquire the skills and maturity to appreciate their significance at a deeper level in later years. The term 'British' is used to describe people and places in the United Kingdom, i.e. England, Scotland, Wales and Northern Ireland, although Northern Ireland is not part of Great Britain. The term 'British Isles' refers to Britain and Ireland, including the Republic of Ireland.

### I. GEOGRAPHY

- Use a map of the UK.
  - Name and locate the continent, country and county in which you live.
  - Name and locate England, Scotland, Wales and Northern Ireland.
- Understand important features of the UK.
  - Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland.
  - Identify the Union flag and the component parts.

## II. FROM PRE-HISTORY TO HISTORY

**Teachers:** This account of the pre-history of the British Isles is necessarily brief and simple. It draws on the disciplines of history and geography to explore important themes in Britain's pre-history, such as the effects of being separated from the continental landmass. This will be developed further in later years.

### A. ISLANDS

- Understand an island as a body of land surrounded by water.
- Use examples to understand that islands can be very big or very small. For example: Ireland is a large island, whereas the Isle of Wight is a smaller island.

### B. ICE AGE, STONE AGE, BRONZE AGE AND IRON AGE

**Teachers:** The descriptions of the Ice Age, Stone Age, Bronze Age and Iron Age exemplify how long periods of human development are often described by reference to single, defining characteristics. The arrival of the Romans in Britain allowed the development of written history, because the Romans brought with them the skill of literacy.

- Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.
- Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write.
- Understand the difference between pre-history and written history.

## III. KINGS AND QUEENS

**Teachers:** The monarchy is one of the most famous institutions in Britain. The Queen is the head of state and still maintains a constitutional role. For hundreds of years, however, the monarch was largely responsible for the entire management of the country's affairs. Kings and queens took decisions about waging war, about promoting or persecuting religious beliefs, about government policies and expenditures. Understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs is integral to understanding modern society and politics. The changing balance of power between the crown, parliament and the people will be explored throughout the *Sequence UK*.

- Understand the significance of kings and queens in British history.
- Understand the following historic events:
  - The barons of England forced King John to sign the Magna Carta on 15 June, 1215. This limited the power of the monarch.
  - King John was succeeded by his son Henry III, who also alienated the barons. They rose in revolt and the most powerful of them, Simon de Montfort, called a parliament that included not only the barons but representatives of towns and counties for the first time.
  - Charles I believed in the Divine Right of Kings (that God had given him the authority to do as he wished) and was unwilling to be constrained by parliament. This led to a civil war and his execution.
  - The Commonwealth (1649-1660) was the period when Britain had no monarch, and was ruled by Parliament and Oliver Cromwell.
  - The Restoration of the monarchy took place in 1660. Charles II then ruled with a parliament.
  - The Glorious Revolution of 1688 took place when James II was forced to flee after his failed attempt to overrule parliament.
  - William III and Mary II became joint monarchs and signed the Declaration of Rights, officially limiting the power of the monarch and establishing in principle the constitutional monarchy that we still have today.
- Understand the role of Kings and Queens today and name the current monarch, Queen Elizabeth II.

## IV. PRIME MINISTERS

**Teachers:** Introduce children to the importance of the Prime Minister in a parliamentary democracy.

- Understand how the office of Prime Minister developed historically.

- Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.
- As the power of the monarchy decreased, the influence of the Parliament and the Prime Minister grew.
- Understand the role of the Prime Minister today.
  - Today the Prime Minister is in charge of government.
  - The Prime Minister has regular meetings with the Queen to tell her about the discussions of the Cabinet.
  - The Prime Minister lives at 10 Downing Street in London.

## V. SYMBOLS AND FIGURES

- Understand important British symbols and figures, including:
  - The Union Jack
  - Buckingham Palace
  - 10 Downing Street
  - The Houses of Parliament



## History and Geography: Year 2

### WORLD GEOGRAPHY

**Teachers:** In Year 2, children continue their study of the world around them and then broaden and complement that focus. The goal of studying selected topics in World History in Year 2 is to foster children's curiosity and the beginnings of their understanding about the larger world outside their locality, and about varied civilisations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

In Year 2, the study of geography expands on the concepts of spatial sense, maps of the school setting, and the globe. Pupils also learn about Northern Europe, including Scandinavia. The geography of the British Isles expands on the regional differences between England, Scotland, Wales and Northern Ireland.

### I. SPATIAL SENSE

**Teachers:** Foster children's geographical awareness through regular work with maps and globes and other geographical tools.

- Locate yourself on maps and globes in relation to the different places you are studying.

### II. THE SCHOOL SETTING

**Teachers:** Pupils should learn about the spatial layout of the school in greater detail: its site (what is there) and situation (what surrounds the school).

- Identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use.
- Examine aerial photographs of the school grounds and surrounding area. Use these photos to:
  - Identify buildings and points of interest.
  - Discuss how to navigate around the school grounds, what buildings and land are near the school, what route pupils take to get to school and what they pass along the way.
  - Use the compass points: north, south, east and west.
- Develop spatial awareness by drawing basic maps of confined areas, for example a classroom, the playground, their bedroom, etc. Use symbols, a key to represent objects on the map and a colour-code for different areas.

### III. GLOBE/WORLD MAP

**Terms:** Peninsula, boundary, equator, hemisphere, climate.

- Identify the major oceans and the seven continents.
- Find the equator, the northern hemisphere, the southern hemisphere and the North/South Poles on a globe.
- Identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland.
- Identify the spatial distribution of the Roman Empire (Cross-curricular connection with Roman History).

### IV. NORTHERN EUROPE

**Teachers:** Introduce pupils to a part of Europe that is different from the UK and illustrate the ways in which Northern Europe is similar and different from the UK. The geography of Northern Europe should be taught alongside the history of the Vikings.

- Climate (average weather conditions over an extended period of time)

- Climate of Northern Europe: mild in the south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter.
- Vegetation: coniferous forest adapts to the cold and snowy climate.
- Landscape: mixture of lowlands, mountains and lakes.
- Countries: Norway, Sweden, Denmark, Finland and Iceland.
- Languages spoken: Norwegian, Swedish, Danish, Finnish, and Icelandic.
- Settlement: the capital cities are Oslo, Stockholm, Copenhagen, Helsinki and Reykjavik.
  - Discuss what it is like to live in a cold and snowy climate. How do people keep warm? How do they travel around? How do they clear snow?

## GEOGRAPHY OF THE BRITISH ISLES

### I. REGIONS OF THE UK

- Name the continent, country and county in which you live.
- Identify regional differences between England, Scotland, Wales and Northern Ireland. For example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other distinguishing characteristics.
- England: identify cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer
- Scotland: identify cultural symbols, famous people and cultural differences. For example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing [cross-curricular connection with Music Year 2]
- Wales: identify cultural symbols, famous people and cultural differences. For example: Welsh language, rugby, Dylan Thomas, St. David's Day, Eisteddfod festival of literature and music, Welsh folk songs
- Ireland: identify cultural symbols, famous people and cultural differences. For example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football

### II. CLIMATES

- Understand the difference between weather and climate
  - Weather is day to day atmospheric conditions
  - Climate is the average weather conditions measured over years
- How does the weather vary from day to day and why?
  - Keep a daily record of temperature, wind direction, wind speed and precipitation
  - Discuss how the weather changes and why, for example with wind direction
- Show how the climate varies across the UK
  - Changes in temperature, precipitation, wind, seasons
  - Discuss latitude as a reason for this variation

## WORLD HISTORY

**Teachers:** Encourage children to examine the nature of a 'civilisation', what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations.

### I. ANCIENT EGYPT

**Terms:** archaeology, archaeologist, fertile

## A. GEOGRAPHY

- Identify the African continent on a map or globe.
- Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert [Cross-curricular connection with Science Year 2]
- Understand the importance of the Nile River, floods and farming
- Identify key pharaohs
  - Rameses II
  - Tutankhamun [Cross-curricular connection with Visual Arts Year 2]
  - Hatshepsut, woman pharaoh
  - Akhenaten and Queen Nefertiti [Cross-curricular connection with Visual Arts Year 2]
- Identify key features in the Ancient Egyptian culture and religion
  - Pyramids
  - Mummies
  - Great Sphinx
  - Animal gods
  - Hieroglyphic writing

## II. MESOPOTAMIA: THE 'CRADLE OF CIVILISATION'

- Understand the importance of the Tigris and Euphrates Rivers in Mesopotamia
- Identify key features in the Ancient Mesopotamian culture and religion
  - Cuneiform writing: understand why writing is important to the development of civilization
  - Ziggurat temples
  - Babylon city
  - The Gate of Ishtar
- Become familiar with the Code of Hammurabi (early code of laws)
  - Understand why rules and laws are important to the development of civilisation

## HISTORY OF WORLD RELIGIONS

**Teachers:** Since religion is a shaping force in the story of civilisation, the *Core Knowledge Sequence UK* introduces children in the early years to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, 'Which one is true?' an appropriate response is: 'People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or carers.'

### I. JUDAISM

- Belief in one God
- Followers are called the Jewish people or Jews
- Become familiar with the Story of the Exodus
  - Moses leads the Hebrews out of Egypt
- Understand important places, holidays, symbols and features:
  - Israel, Hanukkah (sometimes spelled Chanukah), Torah, synagogue, symbol of the Star of David

### II. CHRISTIANITY

- Belief in one God
- Followers are called Christians
- Christianity grew out of Judaism
- Understand important places, holidays, symbols and features:

- Jesus, meaning of 'messiah', Christmas, Easter, symbol of the cross

### III. ISLAM

- Belief in one God
- Followers are called Muslims
- Originated in Arabia, spread worldwide
- Understand important places, holidays, symbols and features:
  - Allah, Muhammad, Makkah, Qur'an, mosque, symbol of the crescent and star (found on the flags of many mainly Islamic nations)

## BRITISH HISTORY

### I. ROMANS IN BRITAIN

**Teachers:** Emphasise the vast extent of Roman influence from the Middle East and North Africa to Northern Europe. It is important that pupils understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental Europe, as well as vast technological developments.

#### A. THE ROMANS INVADE 43AD

- Invasion under Emperor Claudius
  - Boudicca, Rebellion of the Iceni, in 60AD.
  - Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving.
- Romans fail to conquer Scotland (Caledonia)
  - Hadrian's Wall
  - Ireland (Hibernia) not invaded
- Large Roman Settlements
  - Londinium
  - Eboracum
- Technological advances
  - Road networks
  - Sewage and water supply systems
  - Literacy and written records
- Roman archaeology
  - Roman villa at Fishbourne near Chichester
  - Roman baths at Bath

#### B. ROMANS LEAVE, 410

- Economic decline
  - Roman integration and intermarriage; Romans left cultural influence
  - Romano-British culture; Romanisation of the language, e.g. centenary, mega, video

### II. POST-ROMAN BRITAIN

**Teachers:** After the departure of the Romans, the British Isles were subject to successive waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Encourage children to think about the significance of waves of immigrations in forming cultures in the British Isles. Use maps to ensure children can understand where early Kingdoms existed in Britain.

#### A. ANGLES AND THE SAXONS, INVASIONS FROM 490

- Native Anglo-Saxon culture



- Legend of King Arthur

## B. MULTIPLE KINGDOMS ACROSS BRITAIN

- England and Wales included:
  - Northumbria, Mercia, Wessex, Kent, East Anglia, Sussex, Essex
- Scotland included:
  - Pictland and Dál Riata
- Struggles for power
  - The rise of Wessex, Alfred the Great

## III. CHRISTIANITY IN BRITAIN

**Teachers:** Ensure the historical, rather than theological, importance of Christianity in Britain is emphasised. Early Christianity helped form identity and social organisation. Pupils should be introduced to the idea that Christian institutions and beliefs were of great importance to people's lives and shaped their world.

### A. CHRISTIANITY

- Christianity was the official religion of the Roman Empire before the Romans left Britain
- Roman Emperor Constantine and his conversion to Christianity in 312

### B. SPREAD OF CHRISTIANITY

- Missionaries travelled throughout the Roman Empire to convert Anglo-Saxon pagans to Christianity
  - St Augustine (of Canterbury), first Archbishop of Canterbury; King Aethelbert of Kent
  - St. Patrick, Christian missionary to Ireland; Ireland's patron saint
  - St. Columba, Celtic Christianity to Scotland; monastery of Iona
  - St. Aidan, Christianity in Northumbria; monastery at Lindisfarne

### C. MONASTICISM IN MEDIEVAL EUROPE

- Monasticism was the centre of cultural and scholastic life
  - Monks studied grammar, logic, mathematics, canon law and medicine; some monasteries become universities.
  - The Venerable Bede wrote a historical account of England *The Ecclesiastical History of the English People*
- Illuminated manuscripts
  - The Book of Kells and the Lindisfarne Gospels [Cross-curricular link with Visual Arts Year 2]

## IV. THE VIKINGS

**Teachers:** Encourage pupils to compare the arrival of the Anglo-Saxons with the influence of the Vikings. Children should understand the different ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture.

### A. THE VIKINGS, SCANDINAVIAN EXPLORERS AND INVADERS

- Viking culture, known for invasion and violence
  - Culture of exploration and seafaring; extensive trading routes; migration and settlement
  - Danegeld payments to the Vikings to convince them not to attack
- Viking invasions of Britain
  - Viking settlements of Jorvik (York) and Dublinia (Dublin)
- The Danelaw: dominated Northumbria, East Anglia and parts of Mercia
  - Kingdom of Wessex under Alfred the Great was the only native English Kingdom
  - Alfred victorious over the Vikings

## V. NORMAN BRITAIN

**Teachers:** The Norman Conquest marks the final successful hostile invasion of Britain. Explain how it ensured the continued existence of the fragile and newly unified England by the enforcement of a strong and informed system of government and taxation.

### A. NORMAN INVASION, 1066

- Succession dispute, Harold Godwinson (Earl of Wessex), Harald III of Norway and William of Normandy
  - Battle of Stamford Bridge
- Battle of Hastings, October 1066
  - William of Normandy defeats Harold Godwinson
  - Submission of the Anglo-Saxon ruling elites; crowned King of England
  - The Bayeux Tapestry

### B. DOMESDAY BOOK, 1086

- Lists all settlements and lands in England and Wales
- Important for governance and taxation

## FEATURED GREAT EXPLORER

### A. ROALD AMUNDSEN [builds on Year 2 History and Geography: Northern Europe]



# History and Geography: Year 3

## GEOGRAPHY

### I. THE LOCAL AREA/COMMUNITY

**Teachers:** Pupils should learn to distinguish between the built and the natural environment. They should learn to distinguish between different types of services available in the community and the functions of different buildings and land. They should learn to identify different features of the landscape (which may lie outside of larger urban areas).

**Terms:** region, community

- Observe aerial/satellite photographs of the local area.
  - Use these to identify settlements, physical features and points of interest.
  - Discuss why things are located where they are, for example local buildings and services (bank, post office, shops, garage)
  - Discuss land-use types: parks, housing, industry, roads, farms.
- Draw a map of the school grounds using basic symbols and a key.
  - Use the map and the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest [Cross-curricular connection with Mathematics Year 4].
- Use a simple coordinate grid to describe the location of objects and places on a map, using the eight points of the compass.
- Introduce scale: for example, fifty paces = 5 cm on a map.
- Identify different types of residence
  - Apartments, terraced housing, detached houses
- Understand features of the natural environment
  - Rivers, hills, coastline, vegetation, animals
- Discuss ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage).

### II. WESTERN EUROPE

**Terms:** temperate climate, alpine climate, agriculture, industry, Romance language, Germanic language

#### FRANCE, GERMANY, THE NETHERLANDS (HOLLAND), BELGIUM, AUSTRIA, SWITZERLAND

- Climate and ecosystem
  - Humid temperate/broadleaf forest and alpine climate/ecosystem
- Landscape
  - Alps, central highlands, lowlands, Rivers (Rhine, Rhone, Seine, Danube), Dutch floodplains
- People and culture
  - Germanic and Romance
  - Protestant/Catholic Churches
  - Classical music
    - Mozart [Cross-curricular links with Music, Years 2, 3, 4 and 5]
    - Vivaldi [Cross-curricular link with Music, Year 3]
    - Beethoven [Cross-curricular links with Music, Years 3 and 6]
  - Famous artists
    - Vincent van Gogh [Cross-curricular links with Visual Arts, Years 1 and 2]
    - Claude Monet [Cross-curricular links with Visual Arts, Year 2]

- The European Union
  - Origins, members, trade, migration
  - European Parliament in Brussels
- Settlements
  - Paris, Lyon, Berlin, Munich, Vienna, Zurich, Amsterdam, Brussels
- Economic activity
  - Agriculture (cheese, wine, fruit and vegetables)
  - Industry (cars)
  - Services (tourism, restaurants, hotels)

### III. SETTLEMENTS AND POPULATIONS

**Terms:** urban, rural, conurbation, hamlet

- Identify different types of settlement: hamlets, villages, towns, cities and conurbations.
- Distinguish between rural, urban and suburban areas.
- Know that green belts are used to control urban growth.
- Use a local map to identify the site and situation of local settlements.
  - Where are settlements found? In valleys, along coasts and at river crossings.
  - Why did people choose these locations? Access to water, farmland, wood or for defence.
- Examine population density
  - Distinguish between areas where people are dispersed (rural) and crowded (towns and cities).

### IV. RIVERS AND BASINS

**Terms:** river source, tributary, river mouth, floodplain, irrigation, watershed, drainage basin, estuary

#### A. UNDERSTAND THE WATER CYCLE

- Evaporation from the sea/lakes, condensation, precipitation, run-off and groundwater
- Discuss the different paths that water takes.
- Discuss how urban areas modify the drainage of water.

#### B. RIVER BASINS

- Understand that a river basin is an area of land drained by a river and its tributaries.
- Identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline
- Follow the course of a river from source to mouth while using a map.
  - Discuss differences between mountain streams and lowland meandering rivers.

#### C. IDENTIFY MAJOR RIVERS AND THEIR BASINS

- UK major rivers: Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe
- Europe: Volga, Danube, Rhine
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus, Tigris, Euphrates
- Africa: Nile, Niger, Congo
- South America: Amazon, Parana, Orinoco
- North America: Mississippi, Missouri, Colorado, Rio Grande, Yukon, Mackenzie, Churchill
- Australia: Murray-Darling

### V. GEOGRAPHY OF ASIA AND EARLY ASIAN CIVILISATIONS

**Teachers:** Pupils are introduced to Asia through the countries of India, China and Japan. They should learn where these countries are located and study their physical setting and culture.

- Learn that Asia is the largest continent, with the most populous countries in the world

- Himalayan mountain range includes some of the tallest mountains in the world. The tallest mountain is Mt. Everest.
- Locate the following countries:
  - China
  - India
  - Japan

## WORLD HISTORY

### I. INDIA

**Teachers:** Use the famous rivers in India to emphasise the importance of rivers for settlement and civilisation. Since religion is a shaping force in the story of civilisation, the *Core Knowledge Sequence UK* also introduces children to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past.

#### A. INDUS RIVER AND GANGES RIVER

- Settlements occur especially along these rivers.

#### B. HINDUISM

- Belief in many gods.
- Followers are called Hindus.
- Become familiar with Hindu gods
  - Brahma, Vishnu, Shiva
- Become familiar with sacred Hindu books
  - Rig Veda
  - Ramayana, telling the story of Rama and Sita

#### C. BUDDHISM

- Become familiar with how Prince Siddhartha becomes Buddha, 'the Enlightened One'.
- Understand how Buddhism evolved from Hinduism in India and then spread through many countries in Asia.
- Become familiar with King Asoka (also spelled Ashoka).

### II. CHINA

**Teachers:** Introduce children to Chinese geography and culture. Chinese civilisation has produced many important inventions and discoveries.

**Terms:** merchant

#### A. GEOGRAPHY

- Recognise the importance of the Yellow (Huang He) and Yangtze (Chang Jiang) Rivers.
- Revisit the topic of the Great Wall of China and understand its historic significance [Cross-curricular connection with World History and Geography: Year 1]

#### B. TEACHINGS OF CONFUCIUS

- Become familiar with the teachings of Confucius, for example: honour your ancestors.

#### C. CHINESE INVENTIONS

- Invention of paper

- Importance of silk

#### D. CHINESE HOLIDAYS

- Chinese New Year

### III. JAPAN

**Teachers:** Familiarise children with Japanese geography and modern culture, as well as the operation of Japanese society under feudalism, while emphasising the importance of the regional family dynasties.

**Terms:** earthquake, monsoon, typhoon, tsunami, daimyo, shogun, samurai, bushido, chopsticks, origami, kimono

#### A. GEOGRAPHY

- Locate Japan relative to continental Asia.
  - Understand why Japan is sometimes called the 'land of the rising sun'.
- Understand that Japan is made up of four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu
- Identify important features
- Pacific Ocean, Sea of Japan, Mt. Fuji, Tokyo, The Pacific Rim
- Typhoons, earthquakes

#### B. CULTURE

- Recognise the Japanese flag
- Understand the significance of big, modern cities that are centers of industry and business.
- Become familiar with traditional Japanese culture
  - Traditional craft: origami
  - Traditional costume: kimono

#### C. FEUDAL JAPANESE HISTORY AND CULTURE

- Emperor as nominal leader, but real power in the hands of shoguns
- Samurai, code of Bushido
- Rigid class system in feudal Japanese society
- Japan closed to outsiders
- Religion
  - Buddhism: the four Noble Truths and the Eightfold Path, Nirvana
  - Shintoism: reverence for ancestors, reverence for nature, kami

### IV. ANCIENT GREECE

**Teachers:** This ancient civilisation forms an important foundation of Western culture. Encourage children to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today. Explain how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy. [Cross-curricular connections with Language and Literature: Year 3]

**Terms:** democracy, tyrant, philosopher, Olympic Games, Paralympic Games, Spartan

- Recognise important features in Ancient Greek geography
  - Mediterranean Sea, Aegean Sea, Crete
- Become familiar with Sparta and its warrior culture
- Understand the importance of Athens as a city-state
  - Athenian democracy
- Become familiar with the Persian Wars
  - Marathon and Thermopylae

- Recognise the origin of the Olympic Games in Ancient Greece.
- Become familiar with Ancient Greek religion
  - Worship of many gods and goddesses
  - Zeus, Poseidon, Hades, Athena, Hestia, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus
- Identify great thinkers from Ancient Greece
  - Socrates, Plato, Aristotle
- Become familiar with Alexander the Great
  - Growth of Hellenistic influence
  - Gordian Knot

## BRITISH HISTORY

### I. THE RULE OF LAW AND MURDER IN THE CATHEDRAL

**Teachers:** Connect the reign of Henry II with earlier events covered in earlier stages of British History, particularly the period of Norman Britain [Cross-curricular connection with British History: Year 2]. Encourage children to see the importance of the legal developments in this period, and how it helped to form the modern legal system. Make connections between conflicts between the church and the government in this period, and later developments in this relationship.

#### A. HENRY II

- First of the Plantagenet Kings
- Henry II's legal and judicial reforms
  - Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases
  - Trial by jury; precedent for modern legal systems
  - Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority
  - Murder of the Archbishop at Canterbury Cathedral

### II. THE CRUSADES

**Teachers:** Use the period of the Crusades to demonstrate the importance of religion to people in Britain, Europe and the Middle East in this period, and how these violent conflicts were motivated by religious and by political considerations.

#### A. THE CRUSADES, RELIGIOUS CONFLICTS IN THE HOLY LAND

- Many Crusades from the 11<sup>th</sup> to 13<sup>th</sup> centuries
- The purpose of the Crusades was to gain control of the Holy Land – those sites in the Middle East associated with the narrative of the New Testament – from Muslims
- Third Crusade (1187-1192)
  - Richard I of England, known as Richard the Lionheart, left his brother John in charge of England while he went to the Holy Land. John is an unpopular ruler.

### III. RESTRAINTS ON ROYAL POWER (1215-1265)

**Teachers:** The Magna Carta and de Montfort's parliament can be taught together as the first restrictions on the power of the monarch. Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events can be seen in later events in British history. [Builds on History and Geography: Year 1]

**Terms:** democracy, elected

#### A. MAGNA CARTA

- Richard I dies (1199)
- King John reigns
  - Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles
- Magna Carta was created by discontented barons, to be in effect in perpetuity
  - The right not to be imprisoned without lawful judgement of peers
  - Limits on the king's power to collect money
  - Initially ineffective and limited but has had long-term significance
  - Provides precedent to question royal prerogative
- King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215
  - King rejected the Charter immediately afterwards

#### **B. DE MONTFORT'S PARLIAMENT: THE FIRST ELECTED PARLIAMENT IN EUROPE**

- Simon de Montfort
  - Simon de Montfort led the barons in rebellion (1263)
  - King captured at the Battle of Lewes (1264); de Montfort constructs new system of government
- Each borough sent two elected representatives to parliament
  - First time to have elected representatives in parliament
  - Many barons felt de Montfort had gone too far and abandoned them
  - Battle of Evesham (1265): de Montfort ambushed and killed and his system of government was disbanded
- Long term significance
  - Precedent for inclusion of non-royals in politics
  - De Montfort's parliament was an antecedent of modern representative parliamentary democracy

### **IV. WARS OF THE ROSES AND HENRY VII**

**Teachers:** The Wars of the Roses was a series of dynastic struggles that resulted in the stable Tudor dynasty, and Henry VII's governmental reforms. Use the story of the Princes in the Tower to help children see how historians try to understand what happened in the past, and how there are many things that are uncertain or unknown.

#### **A. WARS OF THE ROSES**

- Houses of Lancaster and York
  - Discontinuous conflict over succession (1455 and 1485)
- Battle of St Albans (1455)
  - Yorkist victory
- Yorkist Edward IV dies (1483)
  - Richard III seizes throne
- The Princes in the Tower
  - The Princes (Edward V and his brother Richard) have unknown fates; Richard III was one of the main suspects
  - Richard III was crowned king
- Battle of Bosworth Field (1485)
  - Henry Tudor (Lancastrian descendent) defeats Richard III
  - Married Elizabeth of York; united the two houses

### **V. THE REFORMATION**

**Teachers:** Explain the Reformation as both a religious and a political development. Encourage children to think about the impacts of the reformation, and how it caused religious conflicts across Europe during subsequent centuries.



**A. REFORMATION**

- Martin Luther was professor of theology at Wittenberg
  - Martin Luther nailed his 95 theses to church door (1517)
- Protestantism
  - Personal relationship with God; bible reading; opposed papacy
- Legacy of the reformation
  - Increased literacy

**B. THE ENGLISH REFORMATION**

- William Tyndale's Bible (1525)
- Henry VIII (1509)
  - Fear of not producing a male heir
- Catherine of Aragon
  - Birth of Mary
  - Attempts at annulment
- Anne Boleyn
  - Birth of Elizabeth
  - Beheading
- Separation of the Church of England from the Roman Catholic Church
- Legislation against the clergy
  - Henry VIII becomes head of the Church in England

**C. DISSOLUTION OF THE MONASTERIES****VI. RELIGIOUS CONFLICTS (1547-1558)**

**Teachers:** Encourage children to see how the intolerance and persecution of both Catholics and Protestants under successive monarchs entrenched religious views and identities, increased hostilities and politicised religious beliefs. These issues would be crucial in the 17<sup>th</sup> Century.

**A. RELIGIOUS INSTABILITY AFTER DEATH OF HENRY VIII**

- Edward VI (1547)
  - Christian symbols and art removed from churches
  - Thomas Cranmer's Book of Common Prayer (1549)

**B. MARY I (1553): REVERSES THE MEASURES TO SPLIT FROM ROME**

- Catholic Restoration
  - Repealed Edward's religious laws; returned papal jurisdiction
- Married Philip II of Spain
  - Failed to produce an heir; crown passed to sister Elizabeth
- Marian Persecutions; 'Bloody Mary'
  - Heresy Acts prosecute Protestants
  - Protestants burnt at the stake

**VII. THE ELIZABETHAN ERA (1558-1603)**

**Teachers:** The Elizabethan Era was one of apparent relative stability due to the Elizabethan Religious Settlement, ending the previous conflicts but confirming the state's religion as opposed to Catholicism. Focus on the social and cultural significance of this period, especially how developments in exploration led to a growth in trade and eventually colonisation, as well as the cultural significance of William Shakespeare.

**Terms:** privateering / privateer, circumnavigate (the globe), colony, tragedy, history (in theatre), comedy

**A. ELIZABETH I (1558): FINAL TUDOR MONARCH**

- Elizabethan Religious Settlement; uniting under moderate Protestant theology
  - The Act of Supremacy (1559)

- Act of Uniformity (1558); new Book of Common Prayer.
- End of reformation; confirmation of Anglicanism as church of the state
- Scottish Presbyterianism- a stricter form of protestantism
  - Scottish parliament reject Catholicism (1560); John Knox

#### **B. EARLY BRITISH NAVAL DOMINANCE**

- Henry VIII created Royal Navy
- Strong Elizabethan Navy and privateers
- Spanish Armada
  - Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I.
  - English fireships attack the Spanish Armada, which was pursued around the British Isles.
  - Many ships from the Spanish Armada wrecked near Ireland due to storms.
- Sir Francis Drake
  - Circumnavigated the globe
  - Atlantic privateering
- Sir Walter Raleigh
  - Colony at Roanoke Island

#### **C. CULTURE IN THE ELIZABETHAN ERA**

- Christopher Marlowe, dramatist and poet who influenced William Shakespeare
- Shakespeare
  - Birthplace in Stratford-upon-Avon
  - The Globe Theatre in London
  - Publication of Shakespeare's plays

### **FEATURED GREAT EXPLORER**

#### **A. MARCO POLO**



## History and Geography: Year 4

**Teachers:** The study of geography embraces many topics throughout the *Core Knowledge Sequence UK*, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

### WORLD HISTORY AND GEOGRAPHY

#### I. SPATIAL SENSE

- Draw maps of the local area using symbols and a key. For example, have pupils draw a map of their route to school.
- Use the points of the compass: north, south, east, west.
- Review scale and discuss how they will show this on their maps.
- Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years.
- Use an atlas and online resources to find geographical information.
- On a globe, identify the tropics of Cancer and Capricorn and understand their significance.

#### II. MEDITERRANEAN EUROPE

##### A. GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)

- The climate of Europe: A Mediterranean climate.
- Food grown in southern Europe
  - Grapes, olives, oranges, lemons, dates, other fruits and vegetables
- Landscape
  - Alpine mountain system (Sierra Nevada, Pyrenees, Alps, Apennines, Balkans)
  - Coastline, islands and beaches
- Turkey
  - Gateway to the Middle East, Istanbul, the Bosphorus.
- Settlements
  - Lisbon, Madrid, Rome, Milan, Venice, Athens.

##### B.

#### III. EASTERN EUROPE

##### A. ALBANIA, ARMENIA, AZERBAIJAN, BELARUS, BOSNIA HERZEGOVINA, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, MOLDOVA, MONTENEGRO, POLAND, ROMANIA, SERBIA, SLOVAKIA, SLOVENIA, UKRAINE

- Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Peterburg
- The Baltic Countries: Latvia, Lithuania, Estonia and Poland
- The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo
- Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains
- Religion and alphabet: Cyrillic alphabet

## UK GEOGRAPHY

**Teachers:** Pupils should study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail. The lists of regional geography are by no means extensive or final. They are included as examples of geographical knowledge that pupils might study. The regions covered in Years 4-6 can be taught in any order. In Year Four, teachers may like to begin with the region in which the school is located and then study a different region. The remaining regions should be taught in Years 5 and 6.

### I. LONDON AND THE SOUTH EAST

- Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, Hertfordshire, Oxfordshire, Isle of Wight
  - Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth, Titanic, hi-tech industry, M4 corridor.

### II. SOUTH WEST

- Dorset, Wiltshire, Cornwall, Devon, Somerset
  - For example: South Downs, Exmoor, Bodmin Moor, Dartmouth National Park, Lands End, dairy/sheep/arable farming, thatched cottages, Stonehenge, Bristol, Exeter, Plymouth, Bath, Bournemouth, Great Western Railway, rural, coastline, wave erosion, tides, limestone/granite/chalk, caves (e.g. Cheddar Gorge), holiday resorts, Durdle Door
  - Monuments: Stonehenge, Tintagel Castle, Glastonbury Tor

### III. NORTHERN IRELAND

- Part of the UK, separate from the Republic of Ireland
- Lough Neagh, Lough Erne, Sperrin Hills, Mourne Mountains, limestone (Marble Arch caves), Basalt (Ring of Gullion), peat bogs, Giant's Causeway, Glens, Belfast, Londonderry, Gaelic, ship building, farmland, dairy

## WORLD HISTORY

### I. ANCIENT ROME

- Background
  - Our calendar; a gift from Rome
  - Define B.C. / A.D. and B.C.E. / C.E.
  - The legend of Romulus and Remus
  - Latin as the language of Rome
  - Worship of gods and goddesses
    - Largely based on Greek religion
  - The Republic
    - Senate, Patricians, Plebeians
  - Punic Wars
    - Carthage, Hannibal
- The Empire
  - Julius Caesar
    - Defeats Pompey in civil war; becomes dictator
    - 'Veni, vidi, vici' ('I came, I saw, I conquered')
    - Cleopatra of Egypt
    - Caesar assassinated in the Senate, Brutus

- Augustus Caesar
- Life in the Roman Empire
  - The Forum: temples, marketplaces, etc.
  - The Colosseum: circuses, gladiator combat, chariot races
  - Roads, bridges, and aqueducts
- Eruption of Mt. Vesuvius
  - Destruction of Pompeii
- Persecution of Christians
- The 'decline and fall' of Rome
  - Weak and corrupt emperors
    - Legend of Nero fiddling as Rome burns
  - Civil wars
  - City of Rome sacked
- The Eastern Roman Empire: Byzantine Civilisation
  - The rise of the Eastern Roman Empire, known as the Byzantine Empire
  - Constantine
    - Emperor who made Christianity the official religion of Rome
    - Constantinople (now called Istanbul) merges diverse influences and cultures.
  - Justinian, Justinian's Code

## BRITISH HISTORY

### I. JAMES I AND JAMES VI (1567-1625)

**Teachers:** Important aspects to emphasise include the origins of the Civil War, the importance of the union of crowns between England and Scotland, and the growth of trade and global exploration to connect to the growth of the British Empire in later years

#### MONARCHS OF THE HOUSE OF STUART

##### THE UNION OF THE CROWNS

- King of Scots as James VI from 1567
- King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603
  - Belief in the Divine Right of Kings
  - Gunpowder Plot, 1605
  - Parliament unwilling to grant the King money; dissolved by the King

### II. CHARLES I AND THE ORIGINS OF THE CIVIL WAR (1625-1642)

[Builds on Year 1 British History and Geography]

**Teachers:** Demonstrate how the causes of the Civil War connect religion and politics together. The cost of financing war was again a significant cause of political conflict and popular unrest.

#### A. ORIGINS OF CIVIL WAR IN THE REIGN OF CHARLES I

- Charles I came to the thrones of England and Scotland in 1625
  - Believed in the Divine Right of Kings
  - Charles taxed without parliamentary consent
- 'Eleven Years tyranny' or 'Charles' Personal Rule'; did not call parliament
- William Laud, Archbishop of Canterbury
  - Advocated High Anglicanism and opposed Puritanism

### III. THE CIVIL WAR (1642-1649)

**Teachers:** Emphasise the social as well as the political and military aspects of the Civil War, how families were divided and many suffered, with large casualties on both sides during what was a series of bloody conflicts across England, Scotland and Ireland.

#### A. LEAD-UP TO THE CIVIL WAR

- Charles confronts parliament, 1641
  - Charles forcibly enters parliament to arrest five members
  - Parliament refuses; Speaker William Lenthall; Charles left powerless
  - Charles flees London; Parliament in control of London

#### B. THE CIVIL WAR

- In general, cities and the Royal Navy supported Parliament; rural communities supported the King
  - Roundheads (Parliamentarians) and Cavaliers (Royalists)
  - Edgehill, 1642; Charles withdraws to Oxford
  - Battle of Marston Moor, 1644, victory for Parliamentarians
- New Model Army; first permanent national standing army in Britain
  - Oliver Cromwell
  - The Rump Parliament

#### C. THE TRIAL AND EXECUTION OF CHARLES I

- Beheaded on the 30<sup>th</sup> January, 1649
- Charles II proclaimed King in Scotland
- Battle of Worcester; Charles escaped to France

#### D. THE COMMONWEALTH, 1649-1660

- An Act declaring England to be a Commonwealth was passed
- Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved
  - Cromwell becomes Lord Protector in December 1653
  - Son Richard becomes Lord Protector in 1658

### IV. THE RESTORATION: POLITICS

**Teachers:** Explain how popular attachment to the idea of monarchy is reaffirmed with the Restoration, but the opposing political ideas are not properly reconciled until the Glorious Revolution.

#### A. THE RESTORATION

- Overthrow of Richard Cromwell
- Parliament invites Charles II to return from France
- Charles crowned King in London

### VI. THE RESTORATION: SCIENCE

**Teachers:** Emphasise the importance of the peace that followed the restoration in the flourishing of scientific activity.

#### A. SCIENTIFIC REVOLUTION

- Francis Bacon (1561-1626); Scientific Method
  - Scientific discoveries through empirical observation and inductive reasoning; not relying on accepted assumptions and ancient authority
- Royal Society founded, 1660
  - Scientific forum for new discoveries
  - Isaac Newton and Gravity

### VII. THE RESTORATION: PLAGUE AND FIRE

**A. THE GREAT PLAGUE**

- Outbreak of plague in London during very hot summer
- Nearly 100,000 die before cold weather in October kills it off

**B. THE GREAT FIRE OF LONDON**

- Fire breaks out in Pudding Lane on 2 September 1666
- By the time it is extinguished five days later, more than three quarters of the City has been destroyed
- Christopher Wren and Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral

**VIII. THE RESTORATION: RELIGION**

**Teachers:** Demonstrate how connections between religion and politics continue to dominate in Britain, especially establishment hostility towards Catholics and dissenters. Continued divisions between Catholics and Protestants led to the following:

**JAMES II BECOMES KING IN 1685**

- Monmouth rebellion defeated
- James' actions create concern
  - James suspended parliament and it was never recalled
  - Wanted to repeal the Test Act for Catholics
- Declaration of Indulgence, 1687
  - Trial of seven opposing Bishops, including the Archbishop of Canterbury
- James' Catholic son, James Francis Edward Stuart, born in June 1688
  - Possibility of a Catholic monarchy becomes real

**IX. THE GLORIOUS REVOLUTION AND THE BILL OF RIGHTS**

[Builds on Year 1 History and Geography]

**Teachers:** Explain the importance of the real restrictions that were placed on the power of the monarch. Introduce the idea, supported by some at the time, that political power is based on the consent of the people

**A. GLORIOUS REVOLUTION**

- William of Orange; Protestant opponent of Catholicism
- The invitation to invade
  - William landed at Torbay and marched to London; welcomed by crowds
  - James fled to France
- William and Mary crowned joint monarchs

**B. BILL OF RIGHTS**

- The Bill passed in December 1689
  - No taxation without parliamentary consent
  - No standing army during peacetime
  - Free and fair elections
- Wider significance
  - Officially curtailed royal power; gave parliament financial power
  - Still a long way from Constitutional monarchy or democracy
- Shaped political landscape and language over the next two centuries

**FEATURED GREAT EXPLORER****A. SIR FRANCIS DRAKE** [Builds on History and Geography, Year 3]



## History and Geography: Year 5

### WORLD HISTORY AND GEOGRAPHY

**Teachers:** The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

#### I. SPATIAL SENSE

**Teachers:** Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years

- Relief maps: identify elevated areas, depressions and river basins.
- Compare aerial photographs and maps. Identify the ways in which maps represent and simplify the real world.
- Read maps and globes using latitude, longitude, coordinates and degrees.
- Scale: measure distances using map scales.
- Identify the Prime Meridian, the 180<sup>o</sup> line (International Date Line), the Eastern and Western Hemispheres.

#### II. MOUNTAINS OF THE WORLD

**Teachers:** Children should learn the names of some of the world's mountain ranges. They should also become familiar with the terms *peak* meaning the highest point of a mountain and *range* meaning a connected group of mountains.

- The Alps
- The Himalayas
- The Andes and The Appalachian Mountains
- The Atlas Mountains

#### III. THE SPREAD OF ISLAM AND THE HOLY WARS

**Teachers:** Since religion is a shaping force in the story of civilisation, the Core Knowledge Sequence introduces children in the early years to major world religions, beginning with a focus on geography and major symbols and figures. In Year 5 the focus is on history, geography, and the development of a civilisation. The purpose is not to explore matters of theology but to understand the place of religion and religious ideas in history. The goal is to familiarise, not proselytise; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. A review of major religions introduced in earlier years in the *Core Knowledge Sequence UK* is recommended: Judaism/Christianity/Islam (Year 2) and Hinduism/Buddhism (Year 3).

##### A. ISLAM

- Muhammad: the prophet
- Allah, Qur'an
- Sacred city of Makkah, mosques
- 'Five pillars' of Islam
  - Declaration of faith
  - Prayer (five times daily), facing toward Makkah
  - Fasting during Ramadan



- Help the needy
- Pilgrimage to Makkah
- Arab peoples unite to spread Islam in Northern Africa, through the eastern Roman Empire, and as far west as Spain.

## B. DEVELOPMENT OF ISLAMIC CIVILISATION

- Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals
- Thriving cities as centres of Islamic art and learning, such as Cordoba (Spain)

## C. WARS BETWEEN MUSLIMS AND CHRISTIANS

- The Holy Land, Jerusalem
- The Crusades
- Saladin and Richard the Lionheart
- Growing trade and cultural exchange between east and west

# V. AUSTRALIA, NEW ZEALAND AND THE SOUTH PACIFIC

## A. GEOGRAPHY

- South Pacific Ocean
- Major rivers: the Murray and the Darling (Australia)
- Contrasting climate in different regions:
  - Australia: climate differs regionally—dry outback, greener coastal areas
  - New Zealand: hot in the North Island (farther from the South Pole and closer to the Equator), snow in Arthur's Pass on the South Island
  - South Pacific islands are very hot
- Settlements located along the coasts, especially on the East Coast of Australia and coasts of New Zealand

## B. AUSTRALIA

- Large cities: Canberra, Sydney, Adelaide, Melbourne, Brisbane, Cairns, Darwin, Perth, Alice Springs
- Important features: Ayers Rock, outback, Great Barrier Reef (world's largest coral reef), tropical rainforest, beaches
- Aboriginal people: traditional music and dance, strong oral history, importance of ancestors, historic art including aboriginal rock engravings [cross-curricular connection with Year 4 Visual Arts]
- Unique animals: koala, kangaroo, platypus, emu, kookaburra bird
- History
  - British explorer James Cook was the first European to make contact with Australia (on eastern coastline)
  - Australia used as a penal colony for British prisoners
  - Gold rush in the 1850s and subsequent importance of mining
  - Australia became an independent country that was a dominion of the British Empire (1907)
  - New architecture: Sydney harbour bridge and the Sydney Opera House are well-known modern architectural pieces

## C. NEW ZEALAND

- Large cities: Auckland, Christchurch
- Important features:
  - Geysers in Rotorua on the North Island [cross-curricular connection with Year 2 History and Geography: geysers in Yellowstone National Park in the US and in Iceland]
  - Geographic isolation and unique species of plants and animals (e.g. kiwi fruit and kiwi bird); some plants and animals were threatened by the arrival of new plants and animals brought through colonisation (e.g. rabbits and ferrets that threatened the kiwi bird and other animals)

- Māori people and culture: elaborate mythology, traditional dancing (see rugby and the haka below),
- History
  - British explorer James Cook was the first to circumnavigate New Zealand
  - New Zealand as a member of the British Commonwealth
  - First country in the world to grant all women the right to vote (1893)
- Sports
  - Mountaineering: Sir Edmund Hillary (from New Zealand) and Tenzing Norgay (from Nepal) were the first to climb Mt. Everest (world's tallest mountain) in 1953 [cross-curricular connection with Year 3 History and Geography]
  - Rugby: All Blacks rugby team, Māori participation in rugby and the national team's performance of the haka (traditional Māori challenge) before matches

#### D. SOUTH PACIFIC ISLANDS

- James Cook as an explorer and a cartographer who was the first to map South Pacific Islands from New Zealand to Hawaii
- Melanesia: islands include New Guinea, New Caledonia, Fiji, Solomon Islands
- Micronesia: islands include Guam, Marshall Islands
- Polynesia: islands include New Zealand, the Hawaiian Islands, Samoa, Tonga, Tuvalu, the Cook Islands, French Polynesia, Easter Island

## UK GEOGRAPHY

### I. EAST ENGLAND

#### A. HERTFORDSHIRE, BEDFORDSHIRE, CAMBRIDGESHIRE, NORFOLK, SUFFOLK, ESSEX

- Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo

### II. THE MIDLANDS

#### A. EAST MIDLANDS: NOTTINGHAMSHIRE, DERBYSHIRE, LEICESTERSHIRE, RUTLAND, NORTHAMPTONSHIRE AND MOST OF LINCOLNSHIRE

#### B. WEST MIDLANDS: STAFFORDSHIRE, GLOUCESTERSHIRE, WORCESTERSHIRE, WEST MIDLANDS, WARWICKSHIRE, HEREFORDSHIRE

- Birmingham, Spaghetti Junction, Grand Union Canal, mining industry (much declined), Peak District, Sherwood Forest, The Trent, Rolls-Royce (engines), car plants, food processing, Leicester, Nottingham, Derby, Bourneville; home of Cadbury's chocolate, Malvern Hills, farming

### III. YORKSHIRE AND HUMBERSIDE

#### A. YORKSHIRE, HUMBERSIDE, PART OF LINCOLNSHIRE

- Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron and steel works, City of York

## BRITISH HISTORY

### I. 18<sup>TH</sup> CENTURY BRITAIN

**Teachers:** The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Encourage students to think about the nature and formation of national identity, and identities in general.

Explain how this period sees the development of political institutions that are still familiar today, and use the Jacobite rebellions as a reminder of the continued importance of religion in political and social life.

#### A. JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED

- In Scotland, opinion over union was divided
  - The Act secured the line of succession through protestants
- The Act of Union, 1707
  - The Scottish parliament voted itself out of existence
  - Robert Burns' famous line: 'bought and sold for English gold'
  - Scotland managed to retain her legal and university structures; the Church of Scotland remained Presbyterian
- The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides
  - Great Britain into an international power; global empire
  - Scotland developed financially; the loss of power and status helped cause the Scottish Enlightenment

#### B. DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS

- Anne becomes Queen (1702) after the death of William III
  - Spanish War of Succession; the Duke of Marlborough and the Battle of Blenheim
- Accession of George I in 1714; House of Hanover
- Detached approach to government, visited Hanover frequently
  - Decline of monarchical power and influence
- Robert Walpole came to the fore in Parliament [Builds on Year 1 History and Geography]
  - Appointed First lord of the Treasury by George I in 1721
  - Referred to as the 'Prime Minister'

#### C. JACOBITE REBELLIONS; RETURN OF THE HOUSE OF STUART

- 1715, first Jacobite Rising (The Latin word for James is Jacobus)
- 1745, second, larger Jacobite Rising; Jacobite forces to Derby
  - Charles Edward Stuart, known as the 'Young Pretender' or 'Bonnie Prince Charlie'
  - Support in areas of Scotland and north of England
  - Battle of Culloden
  - 'Bonnie Prince Charlie' escaped to Skye with Flora MacDonald

## II. HOW DID BRITAIN GAIN AN EMPIRE?

- Global trade
  - Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live
  - British merchants exchanged British-made goods for new exotic luxuries
  - British ports including Liverpool, Glasgow and Bristol became rich
- The Seven Years War
  - 1756 French invaded the British colony of Minorca, off the coast of Spain
  - Britain went to war with France, battles were fought in trading colonies around the world
  - Canada; The Battle of Quebec, General Wolfe
- India
  - East India Company
  - Mughal Empire crumbling
  - Battle of Plassey
- Rule Britannia
  - 1759 'The Year of Miracles' and the birth of the British Empire

- The Royal Navy
  - Impressment; forcing men to serve in the Royal Navy
  - Life of a sailor; diet, scurvy, punishments

### III. AMERICAN REVOLUTION

**Teachers:** Connect the American Revolution to the ideas of 'liberty' and royal power that students looked at when studying Britain during the 17<sup>th</sup> Century, as well as the political thought from the Enlightenment in the previous section. The American Revolution can be used to discuss ideas such as representation and democracy. Explain the wider impact of the Revolution in Britain and across Europe, particularly in France. Also raise and discuss issues about the nature and formation of national identity.

#### A. PROVOCATIONS

- British taxes, 'No taxation without representation'
  - Boston Massacre
  - Boston Tea Party

#### B. THE DECLARATION OF INDEPENDENCE

- Declaration of Independence; adopted July 4, 1776
  - The proposition that 'All men are created equal'
  - The responsibility of government to protect the 'unalienable rights' of the people
  - Natural rights: 'Life, liberty, and the pursuit of happiness'
  - The 'right of the people... to institute new government'

#### C. THE REVOLUTION

- Paul Revere's ride
- George Washington chosen as commander of the rebel army
- The French enter the war in support of the Americans
- British surrender at York Town
- Creation of the USA with George Washington as President

### IV. FRENCH REVOLUTION

**Teachers:** The French Revolution can be seen as a watershed moment in the history of the western world, undermining traditional aristocratic and monarchical hierarchies, and children should understand why it has been seen as so significant. Also discuss its impact in Britain, and across Europe, in spreading radical ideologies about democracy and republicanism, and inspiring egalitarian ideas and organisations.

- Louis XVI and Marie Antoinette at Versailles
- Division between rich and poor
  - Marie Antoinette "Let them eat cake!"
  - Only the poor working people paid taxes
  - Debts from funding the American War of Independence led to a rise in taxes
- 14<sup>th</sup> July 1789 people of Paris stormed a prison called the Bastille and released its prisoners
- Revolution began followed by a reign of terror
- King and Queen beheaded and France becomes a republic (a nation ruled without a monarch)

### V. NAPOLEON

**Teachers:** The rise of Napoleon should be treated in connection with events studied in the French Revolution section. Discuss the nature of Napoleon's power in contrast with the ideas of the Revolution, and encourage students to look at his impact across Europe, especially in connection with the growth of European nationalisms.

## A. NAPOLEON BONAPARTE AND THE FIRST FRENCH EMPIRE

- Napoleon as military genius
- In 1804 he made himself 'Emperor' of France
- Planned invasion of England
  - Horatio Nelson, admiral in the Royal Navy led the attack on Napoleon's navy
  - Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar)
  - Death of Nelson
- Napoleon invades Spain
- Battle of Waterloo
- Napoleon sent into exile on the island of St Helena in the middle of the Atlantic Ocean where he dies seven years later

## VI. ABOLITION OF THE SLAVE TRADE

**Teachers:** Explain the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas. Encourage students to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.

### A. ABOLITION OF SLAVERY IN THE BRITISH EMPIRE

- Slaves transported from Africa to plantations in the Americas
  - Conditions on slave ships
  - Ill treatment of slaves on plantations
- Beginning of movement for the abolition of slavery
  - Thomas Clarkson
  - William Wilberforce
  - Olandah Equiano
- 1807 Bill for the Abolition of the Slave Trade
- 1833 Slavery abolished throughout the British Empire

## VII. GEORGIAN BRITAIN

**Teachers:** The Georgian Era was a period of British history during which successive kings named 'George' ruled. 1714 to 1837 saw the reign of King George I, King George II, King George III and King George IV. Following the Georgian Era was the Victorian Era which saw George IV's niece take the throne and reign for over sixty years.

- The class system
  - Aristocracy
  - Middling Sort
  - Poor
- The position of women
- Crime

## FEATURED GREAT EXPLORER

### A. JAMES COOK [Builds on UK History—The Age of Reason, History and Geography, Year 5]



## History and Geography: Year 6

**Teachers:** The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge includes a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures. Many geographic topics are listed below in connection with historical topics.

### WORLD HISTORY AND GEOGRAPHY

**Teachers:** Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years.

#### I. SPATIAL SENSE

##### A. READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES

- Time zones:
  - Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line)
- Arctic Circle (imaginary lines and boundaries) and Antarctic Circle
- From a round globe to a flat map
  - Mercator projection, Gall-Peters projection, conic and plane projections

**Terms:** glaciers, industry, agriculture, services, tourism, recreation, tundra, steppe

### UK GEOGRAPHY

#### I. NORTH EAST

##### A. NORTHUMBERLAND, TYNE AND WEAR, DURHAM

- Northumberland National Park, Cheviot Hills, Hadrian's Wall, former ship building (Sunderland, Newcastle-upon-Tyne), Durham

#### II. NORTH WEST

##### A. CUMBRIA, LANCASHIRE, GREATER MANCHESTER, MERSEYSIDE

- Lancashire Moors, Lake District, Scafell Pike (largest peak in England), William Wordsworth, Beatrix Potter, Sellafield nuclear power station, textile industry, Liverpool, Manchester

#### III. SCOTLAND

- Border regions, lowlands, uplands (granite, quartzite, schist, sandstone), volcanic islands, peninsulas, lochs (Loch Lomond, Loch Ness), glens, straths, Great Glen faultline, estuaries (Firth of Clyde, Firth of Forth), The Trossachs, Gaelic, Cairngorms National Park, bogs, fishing harbours, Scottish parliament, Robert Burns, clans, coal, iron ore, Glasgow, Edinburgh, Edinburgh festival, castles (Edinburgh, Balmoral), Stirling, Motherwell, Orkney Islands, Shetland Islands

#### IV. WALES

- Snowdonia, Cambrian Mountains, Black Mountains, Brecon Beacons, Cardigan Bay, Isle of Anglesey, Welsh valleys, coal, iron and steel works, railways, canals, slate mines, Welsh language, Wye valley, Rhondda valley, Merthyr Tydfil, Cardiff, docks, Welsh Assembly, Swansea, Dylan

Thomas, Gower Peninsula, seaside resorts, Pembrokeshire Coast national park, St. David's (Britain's smallest city), wind farms

## WORLD GEOGRAPHY

### I. NORTH AMERICA

**Teachers:** Introduce pupils to the North American continent.

#### A. USA, CANADA, MEXICO

- Climates
  - Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida).
- Landscape
  - Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario)
  - Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence
- People and culture
  - Indigenous Native American communities
  - European settlers
  - Latino settlers
  - Asian settlers
  - The USA as a nation of immigrants, melting pot of cultures
- The United States
  - 48 continuous states, plus Alaska and Hawaii
- Canada
  - French and British heritage
  - French-speaking Quebec
  - Divided into provinces
- Settlements
  - New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City
- Economic activity
  - The USA as the largest economy in the world
  - American consumption (houses, cars, energy)
  - Migrant labour from Latin American countries

### II. SOUTH AMERICA AND CENTRAL AMERICA

- South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela
- Central American countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama
- Important geographical features: Panama Canal, Amazon River, Amazon rainforest, Andes mountains, Patagonia, Galapagos Islands
- Indigenous peoples: Maya (Mexico, Guatemala), Quechua (Peru, Ecuador, Bolivia)
- Music and dancing: salsa, bachata, merengue, tango
- Biodiversity of animals: Galapagos Islands of Ecuador; Amazon Rainforest
- History
  - Ancient Inca civilization: Machu Picchu, Pisac ruins, Nazca Lines
  - Colonisation from 1493, primarily by Spain and Portugal
  - Legend of El Dorado
  - Independence of many countries in the 19th century, but lasting impact of colonisation

## WORLD HISTORY

### III. THE AMERICAN CIVIL WAR: CAUSES, CONFLICTS, CONSEQUENCES

**Teachers:** The American Civil War was a formative event in American history that contributed in many ways to the structure of American national identity (and regional identities). In addition to the issue of slavery, emphasise other political factors in the incitement of conflict, and ways in which the catastrophic loss of life gave the conflict an unassailable place in American national memory.

#### A. TOWARDS THE AMERICAN CIVIL WAR

- Industrial North versus agricultural South
- Slavery
  - Slave life and rebellions
  - Abolitionists: William Lloyd Garrison and, Frederick Douglass
  - Importance of Harriet Beecher Stowe's *Uncle Tom's Cabin*
- Lincoln elected president
  - Southern states secede

#### B. THE AMERICAN CIVIL WAR

- Yankees, representing the Union, blue
  - Ulysses S. Grant
- Rebels, representing the Confederacy, grey
  - Jefferson Davis chosen as first president
  - Robert E. Lee, General 'Stonewall' Jackson
- Soldiers and the misery of war
- The Emancipation Proclamation (Gettysburg Address)
- Richmond (Confederate capital) falls to Union forces
  - Surrender at Appomattox
- Assassination of President Lincoln by John Wilkes Booth

#### C. RECONSTRUCTION (1865 - 1877)

- The South in ruins
- Freedmen's Bureau
  - '40 acres and a mule'
- 13th, 14th, and 15th Amendments to the Constitution

## BRITISH HISTORY

### I. THE INDUSTRIAL REVOLUTION AND THE ECONOMY

**Teachers:** Emphasise how the Industrial Revolution was one of the most significant social and demographic changes in history. Discuss how the mechanisation and electrification of industry and transport created, for the first time, wealth for the many who were not landowners, and changed the social structures of Britain. The demographic and social changes it necessitated caused a reassessment of ideas about the role of the state and political representation.

#### A. THE INDUSTRIAL REVOLUTION

- Early technological developments
  - James Watt's steam engine, 1778
- Transport developments
  - George Stephenson's Rocket; Stockton-Darlington Railway
  - Canals; aqueducts



- Mechanisation of Industry
  - Invention of the power loom (1784), cotton mills in Lancashire; steam power
  - Gas lighting on streets
- Coal mining
  - Particularly, the northeast of England, south of Scotland, Wales and the Midlands,
- Social changes
  - Poor conditions, working hours and pay in factories, collieries and mills
  - Young children in factories, collieries and mills
  - Unionisation of workforce
- Rapid urbanisation
  - Mechanisation of agriculture, surplus population moved to cities
  - Liverpool as transport hub, shipbuilding in Glasgow, and manufacturing in Manchester and Birmingham
  - Political representation not adapted
  - Housing conditions very poor
  - Cholera epidemics were common

## II. VICTORIAN ERA

**Teachers:** Queen Victoria reigned throughout a period of rapid economic growth and dramatic social and political changes. Discuss the widespread confidence of the Victorian period, reinforced by prominence in manufacturing and trade, as well as the British Empire, and the results of this British exceptionalism. Make connections with both the previous and subsequent sections.

### A. QUEEN VICTORIA

- Young Queen, Coronation at 18 in 1837
  - First monarch to live at Buckingham Palace
  - Marries first cousin Prince Albert of Saxe-Coburg Gotha
- Reign of 63 years
  - Longest reigning British monarch

### B. OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH

- The Great Exhibition, 1851
  - Showcased global exhibits
  - Emphasised British manufacturing capabilities

### C. VICTORIAN PARTY POLITICS

- Sir Robert Peel and the Peelites reject High Tories
  - Peelites join Whigs and Radicals to form Liberal Party
- William Gladstone and Benjamin Disraeli
  - Gladstone and the development of 'Liberalism'
  - Disraeli and close relationship with Queen Victoria

## III. SOCIAL AND POLITICAL REFORM

**Teachers:** Discuss the effects of the socio-economic changes caused by the Industrial Revolution, the growing disquiet about living conditions and the gap between the rich and poor. From the 1832 Reform Act onwards, government gradually became less dominated by the aristocratic landowning classes. The Labour party also developed at this time. Discuss ideas about popular involvement in government, and the changing roles and responsibilities of government in society.

### A. SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION

- Wide and evident gap between rich and poor
  - Urbanisation
- Paternalist Industrialists

- Robert Owen; New Lanark; Utopian Socialism
- Cadbury's Bourneville; Lever's Port Sunlight

#### **B. POLITICAL REFORM**

- Battle of Peterloo ('Peterloo Massacre')
- The 1832 Great Reform Act
  - Limited middle class enfranchisement
  - Precedent; first break in unreformed system

#### **C. SOCIAL REFORM**

- Social reforms after the 1832 Great Reform Act
  - 1833 Factory Act; minimum age to work; limited hours for children; 1847 Factory Act (the 'Ten Hours Act')
  - 1834 Poor Law reform; workhouses and 'less eligibility'
- Health problems
  - Cholera epidemics
  - Public Health Act 1848; general and local boards of health
  - Improving sanitary conditions; London sewerage system

#### **D. POPULAR REFORM**

- Chartism
  - The Charter; six points; democratic ambitions
  - 1848 meeting, Kennington Common
- Post 1850s: liberal and humanitarian motivations gain prominence
  - National Elementary Education Act, 1870; state education provision until age 12
- Representation of the People Acts, 1867; 1884
  - Growing enfranchisement

### **IV. THE BRITISH EMPIRE**

**Teachers:** Explain how British influence and control expanded across the globe. Initially based on the expansion of trade, the British Empire developed into a colonial empire that held territory across Africa, the Indian subcontinent and Australia. Discuss the motivations for forming and maintaining a global empire, as well as the consequences for the native populations. Discuss the development of nationalism and national self-determination.

#### **A. GROWTH OF BRITISH EMPIRE**

- Early exploration and trade
  - Plantation of Ireland
  - East India Company
- Americas
  - Caribbean colonies; Barbados; Jamaica; Bahamas
  - Jamestown 1607; colony of Virginia (see Year 2)
  - Foundation of the 'Thirteen Colonies'
- James Cook discovers Australia in 1770
  - Establishment of penal settlement; convict transportation
  - Australian colonies valuable for wool and gold

#### **B. EAST INDIA COMPANY**

- Trading outposts on Indian subcontinent
  - Growth in power and decline of Mughal rulers
  - British influence across Asia through the East India Company (EIC) and Royal Navy
- Indian Rebellion of 1857
  - Indian soldiers mutiny: long-term grievances and issue of tallow-greased cartridges

- Siege of Delhi; Skirmishes at Cawnpore and Lucknow
- British retaliation
  - Massacre of Delhi
- British Raj
  - End of the British East India Company
  - British Crown takes control; Government of India Act 1858
  - Queen Victoria crowned Empress of India

### C. SCRAMBLE FOR AFRICA

- British colonial rule
  - Ghana
  - Sudan
  - South Africa

## V. IRISH FAMINE

**Teachers:** Use the Famine to discuss Ireland's close but ambiguous and troubled relationship with Britain. Ireland's Great Famine and subsequent mass emigration not only shaped Ireland, her national identity and diaspora, but also impacted heavily on the development of British politics in the period. Emphasise nationalism, religious identities, emigration and the role of the state as some of the major themes of this unit.

### A. THE IRISH FAMINE AND INDEPENDENCE MOVEMENTS

- Background: Irish political and social situation
  - Protestant Ascendancy
  - Wolfe Tone and the United Irish rebellion of 1798
- Act of Union in 1800
  - Ireland joins Britain as part of the United Kingdom
- Outbreak of Famine
  - Potato blight
  - Actions of the landlords
  - Death toll
- Government responses
  - Sir Robert Peel and American maize; corn laws
  - Lord John Russell and Charles Trevelyan; soup kitchens
  - Charitable responses
- Emigration
  - United States and Great Britain
  - Development of Irish Diaspora
- Legacy
  - Importance of memory of Famine in Ireland and diaspora
  - Creation of an Irish identity
  - Migration and depopulation

## VI. THE BOER WARS

**Teachers:** The conflict was a large and bloody one, and involved the largest British military force abroad so far. It was notable as one of the final expansionist military campaigns of the British Empire, and for the negative reactions of the British public to British operations.

### A. ATTEMPTS TO ANNEX THE SOUTH AFRICAN REPUBLIC (TRANSVAAL) AND THE ORANGE FREE STATE

- First Boer war in 1880
  - Boers successfully resisted annexation
- Discovery of gold
  - Influx of foreign immigrants; more British interest in annexation

**B. SECOND BOER WAR DECLARED IN OCTOBER 1899**

- Initial Boer offensive
  - Boers besiege British settlements
- British offensive
  - The republics were formally annexed in 1900
- Boer guerrilla attacks on British supply lines
  - British scorched earth policy and concentration camps
- Public opinion in Britain turned against the war
  - Horrified at treatment of Boer civilians
- Conflict came to an end in May, 1902
  - South African Republic and Orange Free state became part of the British Empire

**VII. DEATH OF VICTORIA: THE END OF AN ERA**

**Teachers:** The death of Victoria signalled the end of the Victorian period. She had presided over a period of British history that had seen huge economic growth, a process of social and political democratisation and an extension of political influence worldwide.

**A. QUEEN VICTORIA**

- Reigns for 63 years and 7 months
- Death of Prince Albert
  - Retires from public life
- Golden and Diamond Jubilees
- Death in 1901; end of Victorian Era

**FEATURED GREAT EXPLORER****A. DAVID LIVINGSTONE**