



Trinity and St. Michael's

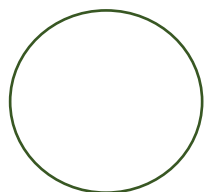
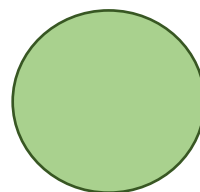
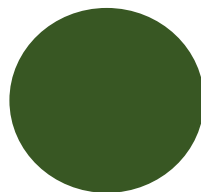
History Policy

I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you.
Psalm 32 Verse 8

Do everything in



1 Corinthians 16:13-14



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**APPENDICES inc. End Points for Year Group
and Key Vocab**



1 - Intent

At Trinity and St. Michael's, we deliver an ambitious, high-quality history education that inspires pupils' curiosity about the past. Pupils are given opportunities to develop the fundamental skills and concepts around historical enquiry. Children learn to ask questions, think critically, weigh evidence, sift arguments and develop judgement and perspective. Through engaging and practical activities, pupils gain knowledge and understanding of Britain's past and that of the wider world. British history is taught chronologically as we investigate how Britain has influenced, and has been influenced by, the wider world. The history curriculum at Trinity and St. Michael's also ensures that pupils develop a deep understanding of the rich history of Croston and the wider local area.

2 - Implementation

The subject of history is often used as a driver for other subjects – from writing in English to creating video games in Computing. However, we ensure that, not only do staff cover the history curriculum in an engaging, efficient way, the children are also taught the skills of what it means to be a historian, focussing on the importance of understanding chronology. At Trinity, as with all of our subjects, we look to **enthuse and engage pupils through well-planned lessons, engaging resources and active sessions**. All of this will be achieved through:

- Covering the National Curriculum in a well planned, biennial cycle of teaching and learning.
- Referring to endpoints and sticky knowledge throughout any lesson that includes history as part of its learning.
- Regularly using history as a driver for other subjects to create a well-rounded and balanced history curriculum.
- A chronological, efficient approach to teaching history allows children learn the story of early Britain all the way to 1066, focusing on important figures and incidents during this period.
- Learning about other, contrasting cultures to British culture, such as the Aztecs, and look at cultures that have influenced the British way of life, such as Ancient Greece.
- Comparing our history to the history of other countries and our way of life to how people used to live in the past.
- Using a range of active, kinaesthetic learning, technological devices as well as writing and drawing to bring historical scenarios and topics to life.
- Looking at our local history and the changes Croston and the surrounding area has encountered in the past.
- Teaching at an age appropriate standard across each group and differentiation used where necessary (including opportunities for working at greater depth).
- Monitoring regularly throughout the year through drop-ins, work scrutiny and conversations with children.
- Ensure history plays a crucial role in promoting the values and ethos of the school promoting a '**doing everything in love**' approach to our work and our learning.



3 - Impact

History at Trinity and St Michael's allows children to better understand the world around them, the lives of people who lived in the past and the chronology of our country developing a sense of identity and cultural understanding.

Through the implementation of History at Trinity and St Michael's, children will:

- better understand the chronology of our country identifying different periods and key events from its past.
- learn about important figures and events from history, not simply looking at those who changed the world but also gaining an understanding of how everyday people lived.
- use subject specific language to discuss the different areas of history covered.
- link history with other subjects in the curriculum, allowing children to see the importance of history throughout the curriculum.
- be able to research and evaluate evidence to help develop their own judgement and perspectives.
- empathise with human experiences and human attitudes from the past.
- respect historical evidence and make critical use of it to support their learning.
- better understand their local area and its past linking this with Geography.
- through better understanding the world and those who have influenced its past, children will believe that *they* can make a difference in the future.

For further information on what pupils will experience and learn in History at Trinity and St Michael's please see appendix 1



4 – Core End Points

4.1 - Key Stage One

By the end of Key Stage One, all children will have achieved these end points in history (for more detailed information and key vocabulary on individual topics, check appendices):

Begin to understand basic timelines and where a topic fits within a historical context.

(e.g. know the Great Fire of London was before the moon landings)

Understand how their lives differ to those they are studying.

Begin to use the historical terms found under key vocabulary.

Look and learn about key figures from history.

Ask questions and be inquisitive about the topic being studied.

Read and understand sources to show they know key events from the topic covered.

Look and learn key events from a significant historical event.

Share what they have learnt in an interesting and informative way.

Topics Covered

Year One

Key Event:
Moon Landings

Past comparison:
Toys in the past

Year Two

Key Event:
Great Fire of London

Key Figure – Choice of:
Florence Nightingale
Mother Theresa
Nelson Mandela



4 – Core End Points

4.2 - Key Stage Two

By the end of Key Stage Two, all children will have achieved these end points in history (for more detailed information and key vocabulary on individual topics, check appendices):

Develop a good understanding of the chronology of Britain up to 1066

Establish a clear narrative across the subject being studied.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms

Address and devise historically valid questions about change, cause and significance.

Construct informed responses involving thoughtful selection of sources and information.

Compare different historical periods and areas of the globe with a keen understanding of each topic.

Look at our local history, applying it to the topic being studied (if appropriate).

Gain an understanding of the changing geography of Britain between the Stone Age and 1066

Topics Covered

Year 3/4
Year One

Ancient
Greece

Ancient civ. -
Ancient Egypt

Year 3/4
Year Two

Stone Age to
Bronze Age

The Roman
Empire and its
Impact on Britain

Year 5/6
Year One

Settlement of
Anglo-Saxons and
Viking invasion

Britain beyond 1066 -
The Blitz

Year 5/6
Year Two

Non-European contrasting
with British History –
Aztec/Mayan
Civilization

Local History
Week



5 – Teaching and Learning

- We take pride in ensuring our History lessons are engaging and fun. Children will take part in practical activities, computing activities as well as more traditional writing tasks. Any session that does not have a writing endpoint is to be evidenced via pictures on Twitter/Blippit.
- Teachers use Nearpod to measure end points for pupils. Each history topic finishes with a Nearpod quiz/activity that demonstrates the knowledge that children have learnt.
- History can engage children in rich multi-sensory experiences and therefore opportunities to use artefacts, sounds, images, foods and smells will be encouraged.
- Children will be given a chance to study and research their history topic through the used of websites and online resources.
- It is heavily encouraged that History lessons have cross-curricular links and History will be linked regularly with subjects such as English, Geography, Art and Computing.

6 – History Curriculum

- At Trinity and St.Michael's, we have ensured the whole of the History curriculum is covered through a biennial plan in Key Stage Two. Key Stage One's curriculum follows an annual plan. These plans can be found above (under section 4). Teachers are asked to create/find and purchase relevant resources to their topic.



7 – Foundation Stage

- We teach History to all children at Trinity and St Michael's, including those in reception class.
- In Year R, history is taught through allowing children to develop an understanding of 'past' and 'present'. Focussing on this concept allows children to be taught stories from history (including stories from the Bible) with an understanding of what happened 'a long time ago'.

8 – History Curriculum Links

Teachers plan discreet lessons but also maximise opportunities for a cross-curricular and creative approach to enhance learning through links to other subjects including art and music.

- **English** – History is a superb driver for writing and reading work and teachers are encouraged to use the stories, characters and concepts the children look at in history in their English work.
- **Art and Computing** – Historical topics give excellent opportunities for children to approach their learning in a creative and engaging way. Every effort should be made by teachers to ensure children are given opportunities to use both technology and a number of creative mediums to reflect and feedback on what they have learnt in History.
- **Personal, Social, Relationship, Health, Economic (PSRHE) and citizenship** – Through our History lessons children are able to discuss important ethical and moral decisions made by those in the past and learn from the decisions made. Examples of this include discussing the choices made by those in the peasants' revolt and looking at how lives were effected by key figures such as Florence Nightingale. We also promote the British values and attitudes required for citizenship in a democracy by looking at how societies in the past have been run including ancient Greece, the birth place of democracy.
- **Spiritual, moral, social and cultural development** – Through History lesson in our school children are able to discuss spiritual issues, linking this with the history of the church, moral choices of past leaders and social and cultural changes.
- **Geography** – History is often used as a driver for Geography lessons and teachers are encouraged to use our digimaps subscription to look at historical maps (particularly of the local area).



9 – Monitoring, Evaluation and Review

The coordination and planning of the History curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps informed about current developments in the History curriculum.

The History subject leader will monitor the effectiveness of its teaching by:

- Reviewing History curriculum to ensure progression and coverage.
- Regularly monitoring a sample of history work (via Nearpod / Blippit and books) & class reflection books (each term).
- Delivering training and support.
- Identifying and ordering resources.
- Gathering physical and digital evidence throughout the year of History being taught in school.

This policy will be **reviewed every three years**.

History Subject Lead: Gwynan Hughes

Headteacher: Claire Procter

Date: January 2024

Appendix – Book Spine and Key Vocabulary

ANCIENT ROME

Book	Author
Romans on the Rampage	Jeremy Strong
Roman Diary	Richard Platt
Ruthless Romans	Terry Deary
So you think you've got it bad? A kid's life in Rome	Chae Strathie
Thrifty Guide to Ancient Rome	Jonathan Stokes

ANCIENT EGYPT

Book	Author
You wouldn't want to be Cleopatra	Jim Pipe
Eyewitness: Ancient Egypt	George L Hart
Egyptology: Search for the Tomb of Osiris	Dugald Steer
Egypt Magnified: With a 3x Magnifying Glass	David Long
Awful Egyptians	Terry Deary

ANGLO-SAXONS AND VIKINGS

Book	Author
Romans on the Rampage	Jeremy Strong
Roman Diary	Richard Platt
Ruthless Romans	Terry Deary
So you think you've got it bad? A kid's life in Rome	Chae Strathie
Thrifty Guide to Ancient Rome	Jonathan Stokes

ANCIENT GREECE

Book	Author
Greek Myths: Meet the Heroes, Gods, and Monsters of Ancient Greece	Jean Menzies
Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greek	Stephen Kershaw
Groovy Greeks	Terry Deary
Mark of the Cyclops: An Ancient Greece mystery	Saviour Pirotta
Who let the Gods out?	Maz Evans

STONE AGE TO IRON AGE

Book	Author
Greek Myths: Meet the Heroes, Gods, and Monsters of Ancient Greece	Jean Menzies
Mythologica: An Encyclopedia of Gods, Monsters and Mortals from Ancient Greek	Stephen Kershaw
Groovy Greeks	Terry Deary
Mark of the Cyclops: An Ancient Greece mystery	Saviour Pirotta
Who let the Gods out?	Maz Evans

AZTECS AND MAYANS

Book	Author
Greek Myths: Meet the Heroes, Gods, and Monsters of Ancient Greece	Jean Menzies
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Who let the Gods out?	Maz Evans

Ancient Egypt

Hieroglyphics

A system of writing that used pictures and symbols instead of letters and numbers.



Papyrus

An Egyptian plant; reeds are slit and placed in layers in order to form a paper.



Scribe

Scribes were the few Egyptians (usually men) who had learnt to read and write. A scribe recorded in writing the every day life and extraordinary happenings in ancient Egypt.



River Nile

The river in northeast Africa enabled Egyptians to grow lots of crops like wheat, barley, fruit and vegetables.



Pyramid

A four-sided structure that was built by the Egyptians.



After life

Ancient Egyptians believed in a never ending after life. They thought it was more important than their life on Earth.



Tombs

Ancient Egypt is known for its beautiful tombs. The most well-known are within the pyramids in the Valley of the Kings.



Pharaoh

The supreme leaders of the land. These could be either Kings or Queens. They built special tombs to be buried in.



Ancient Egypt

Mummification

Ancient Egyptians preserved the bodies of important people. Mummification is the process of preserving the skin and flesh of a body by embalming it and drying it out.



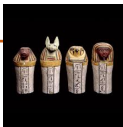
Sarcophagus

A stone container for a body. These were usually beautifully decorated as they often belonged to important people.



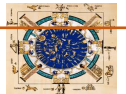
Canopic Jar

Small containers that would hold the internal organs of a mummy.



Solar calendar

Ancient Egyptians invented a calendar based on the sun.



Amulet

A small object worn or carried by someone in the name of a god as that person believed that they would receive protection.



Scarab

A type of beetle found in Egypt that was sacred to the Egyptians. They believed that the life of these beetles represented the cycle of rebirth.



Ancient Egypt

Subject Specific Vocabulary	
Hieroglyphics	Sarcophagus
Papyrus	Amulet
Scribe	Scarab
River Nile	Solar Calendar
Pyramid	Tombs
After life	Pharaoh
Canopic Jar	
Mummification	

Ancient Greece

Aristotle

Aristotle undertook experiments to find out about the world we live in. Modern scientists do the same kind of thing.



Trojan War

The Trojan War began when Helen of Troy was taken by Trojans. The Greeks then pretended to surrender and left a Trojan Horse as a gift filled with soldiers which were wheeled into the city..



Greek Myths

Children will learn a range of Greek myths including: Hercules, Theseus, Medusa and Icarus.



Democracy

Athens was the first place to have a democracy. It is a form of government where citizens have a say in how they are ruled including choosing their leaders and deciding on laws.

Hippocrates

Hippocrates was one of the first doctors to believe that disease wasn't a punishment from the gods.



Olympics

The ancient games inspired the first modern Olympic Games in Athens in 1896.



Columns

The Ancient Greeks invented three types of columns to support their buildings.



Chariot racing

Spectators gathered to watch as horse teams pulled drivers in two-wheeled carts.



Ancient Greece

Mount Olympus

The Greeks thought the gods lived high above Mount Olympus, in a palace in the clouds. From here, they kept an eye on life below.



Philosophy

Socrates and Plato were philosophers. They asked, "What is a good life?" and "How do we think?" Philosophers in our time also try to answer these questions.

Watermill

The Greeks invented the waterwheel used to power the mill.



City-states

Greece was divided up into small city-states, like Athens, Sparta, Corinth and Olympia. Each city-state ruled itself. They had their own governments, laws and army.

Parthenon

A temple built in Athens and dedicated to the Greek goddess Athena Parthenos.



Mythology

A set of stories about the gods, goddesses & heroes. The most popular figures include Zeus and Aphrodite.



Ancient Greece

Subject Specific Vocabulary	
Aristotle	Mount Olympus
Pythagorus	Pythian Games
Hippocrates	Parthenon
Columns	Hellenes
Zeus	City-States
Democracy	
Olympics	
Chariot racing	
Mythology	

Stone Age to Iron Age

Stone Age

Paleolithic

The early Stone Age where people were hunter gatherers and found food by roaming from place to place according to the seasons.

Mesolithic

The middle Stone Age began at the end of the last Ice Age when sea levels rose and Britain became an island.

Neolithic

The late stone age - the way people lived changed significantly because they began to settle into farming communities instead of moving place to place.

Canoes

The invention of canoes meant that people were able to hunt for fish as well as animals.



Petroglyphs (cave art)

Early murals that show scenes of animals. Some may have been used as early maps, showing trails, rivers and landmarks.



Mammoth/Sabretooth

Many early species look similar to animals we know today and were hunted by early civilizations.



Axe

This tool was strong and sharp so it was used to hunt animals. It was also used to cut trees and other plants for food and agriculture.



Fur pelt

Fur-bearing animals provided food as well as warm, windproof and waterproof clothing.



Skara Brae

An archaeological site in Orkney that shows the remains of a Neolithic village.



Stone Age to Iron Age

Stone Age

Stonehenge

Work began in the late Neolithic Age. People probably gathered there for religious ceremonies.



Clay pots

During the Stone Age people first started using clay pots to cook food and store things.



Bone Flutes

Likely the worlds oldest recognisable musical instrument.



Hunters and Gatherers

During the Stone Age, people were hunter gatherers and hunted many different species.



Bronze Age

Burial ceremonies

Elaborate burial ceremonies took place and important objects were buried alongside bodies in round barrows.

Bronze

People discovered how to extract metal from rocks. Bronze replaced stone as the best material for tools.

Boats

During the Bronze Age, many people crossed the sea from mainland Europe to Britain. They travelled in long wooden boats rowed by oarsmen.



Kingdoms

Kingdoms -Prominent Bronze Age kingdoms included Sumer and Babylonia in Mesopotamia and Athens in Ancient Greece.

Jewellery

Torc - A band of thick, twisted metal that could be worn as a bracelet, necklace, decorative belt.



Gorget - Decorative metal collar, worn like a necklace.

Stone Age to Iron Age

Iron Age

Iron

Iron - replaced Bronze as the main material for making tools and weapons.

Celts

The name 'celts' is used to describe everyone who lived in Britain and north west Europe during the Iron Age.

Hillforts

Iron Age hill forts were built on the tops of hills. They were full of wooden houses with thatched roofs made of straw.



Tribes

People lived in tribes.

Granaries

Grain was stored in granaries or in underground vaults. Meat or fish could be preserved by salting or smoking.

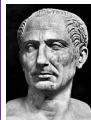
Stone Age to Iron Age

Subject Specific Vocabulary	
Paleolithic	Stone henge
Mesolithic	Clay pots
Neolithic	Bone flutes
Canoes	Burial Ceremonies
Petroglyphs (cave art)	Boats
Hammerstone	Kingdoms
Axe	Cuneiform
Fur Pelt	Bronze
Skara Brae	Jewelry
Iron	Tribes
Hillforts	Rotary Quern
Celts	Granaries

Roman Empire and Impact on Britain

Julius Caesar

Julius Caesar greatly extended the Roman empire before seizing power and making himself dictator of Rome. Caesar invaded Britain in 55-54 BC.



Latin

The Romans wrote down their history, their literature and their laws. Their language was called **Latin**.

Villas

The Romans built grand country houses called '**villas**'. Some villas were farmhouses and some were like palaces.



Aqueducts

Romans used **aqueducts** to supply towns with water from springs, rivers or lakes.



Drains

Towns and forts had underground drains to take away dirty water and sewage.

Legionaries

The legionaries were the elite Roman soldiers. A legionary had to be over 17 years old and a Roman citizen.

Auxiliary

An auxiliary was a soldier who was **not** a Roman citizen.

Legions

At its largest, there might have been around half a million soldiers in the Roman army! To keep such a large number of men in order, it was divided up into groups called '**legions**'.

Gladiator

A slave trained to fight other gladiators or animals in amphitheatres.



Amphitheatre

A place where Romans went to watch animals and people fighting



Centurion

A legion was further divided into groups of 80 men called '**centuries**'. The man in charge of a century was known as a '**centurion**'. He carried a short rod, to show his importance.

Roman Empire and Impact on Britain

Slaves

Someone sold to another person to work for them for free. They don't have any rights or freedom.

Coins

Our coins are based on a Roman design and some of the lettering is in Latin.



Emperor Claudius

In 43 A.D. Emperor Claudius launched a third and final invasion of Britain.



Queen Boudica

Boudica (was a Celtic queen who led a revolt against Roman rule in ancient Britain in A.D. 60 or 61.



Iceni Tribe

A Celtic tribe called the Iceni tribe. They were ruled by a king, called Prasutagus, who was married to Queen Boudica.

Chariot

Cart with two wheels pulled by horses. Romans raced chariots, and Celtic warriors rode into battle on them.



Towns

The Romans built new towns. These were often protected by walls. Inside the towns were houses, shops, meeting spaces, workshops, temples and bathhouses.



Roman Empire and Impact on Britain

Subject Specific Vocabulary	
Julius Caesar	Legions
Latin	Gladiator
Villas	Amphitheatre
Aqueducts	Slaves
Drains	Coins
Legionaries	Emperor Claudius
Auxiliary	Iceni Tribe
Queen Boudica	Towns
Chariot	Centurion
Roman Governor	

Aztecs

Warriors

The Aztecs were a group of tribe warriors. Every male Aztec trained as a warrior. The best warriors wore animal skins, feathers and headdresses to show their rank. It was going to battle so frequently that allowed Aztecs to widen their empire.

Empire

Between the 1300s and 1521, the Aztecs were in control of an Empire that stretched from the Pacific coast to the Gulf of Mexico.

Nomads

The Aztecs lived as nomads, which meant they travelled around different parts of central America until they settled in the valley of Mexico around 1300.

Huitzilopochtli

The most important god was the sun god, Huitzilopochtli. Religion was very important to the Aztecs and they believed in many gods.

Tenochtitlan

The Aztecs built their own capital city, called Tenochtitlán, on a marshy island near the edge of Lake Texcoco.

Human sacrifice

The Aztecs performed human sacrifice in order to keep the gods happy! At the dedication of the great pyramid temple in Tenochtitlán 20,000 prisoners were sacrificed to the gods.

Hernan Cortes

Spanish conqueror Hernan Cortes formed an alliance with the Tlaxcala (enemies of the Aztecs) and defeated the Aztecs, taking over the city of Tenochtitlan in 1521.

Aztec art

Much of the Aztecs' art was about pleasing and honouring the gods so Aztec temples were covered with carving and stone sculptures.

Education

Education was of great importance to the Aztecs and it was compulsory for children to attend school.

Conquistador

Conquistadors were the names

Mayans

Civilisation

The Maya civilisation extended from what is now South East Mexico through Central America. This area included highland and lowland settlements and a variety of climate zones, including the rainforest.

Stone tools

Although the Maya had metal working skills, metal ores were scarce. The Maya used stone tools to carve the limestone that they used for buildings.

King

At the top of Maya society were the King and Royal family who were believed to be closely linked to the gods.

Itzamna

The main god of the Maya, Itzamna was the god of fire who created the Earth.

Pyramid

The Maya built step pyramids with flat tops. At the top they built a temple to their gods.

Astronomers

Keen astronomers who were able to predict solar eclipses. Mayan civilization understood the movements of the stars and planets above us even though they had almost no tools to study the night skies.

Calendar

Their complex calendar system was one of the most accurate of the ancient world.

Tzolk'in : Religious calendar used to track religious days and ceremonies. It had 260 days.

Haab' : Solar calendar that was used to measure time and had 365 days.

Mathematicians

The Maya were sophisticated mathematicians who made use of the number zero.

Hieroglyphic

The Maya hieroglyphic script was the only fully-fledged writing system in the Americas. There are over a thousand Maya glyphs known from carved stones, painted murals and ceramics.

Chichen Itza

The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.

Aztecs and Mayans

Subject Specific Vocabulary

Warriors

Civilisation

Empire

Stone tools

Nomads

City states

Huitzilopochtli

King

Tenochtitlan

Pyramid

Human Sacrifice

Astronomers

Hernan Cortes

Calendar

Aztec art

Mathematicians

Education

Hieroglyphics

Conquistador

Chichen Itza

Peasants Revolt

King Richard II

In 1377 Richard II - a boy of 10 - became king and his uncle, the unpopular John of Gaunt, ran the country.

Serfdom

The social position of most peasants who were controlled by their lord.

Revolt

An uprising against a powerful person or group.

Poll tax

A tax paid by all adults. The amount was the same for everyone, regardless of their income or occupation.

Poll tax commissioners

When people avoided paying this, Parliament appointed commissioners to make them pay.

Villeins

Someone who worked without pay for their lord in return for land.

Lollards

A follower of John Wycliff. Wycliff believed that churchmen should lead simple lives and that the Bible should be translated into English.

Commissioner Thomas Bampton

On 30 May 1381, Commissioner Thomas Bampton entered the village of Fobbing in Essex. His brutal methods made the villagers angry.

Thomas Baker

The collector, Thomas Bampton, was dismissed by the villagers, led by Thomas Baker. The argument that followed became a riot. The Revolt had begun.

Jack Straw

The leader of the men of Essex was called Jack Straw.

John Ball

A Lollard priest preached that all men should be free and equal; for less harsh laws; and a fairer distribution of wealth.

Wat Tyler

Appointed leader of the rebels in Kent. Tyler tells King Richard II what the Peasants demands are.

William Walworth

The Lord Mayor of London who attacked and killed Wat Tyler.

Black Death

Plague

An infectious disease caused by a bacteria transmitted from rodents to humans by the bite of infected fleas. The Black Death was an infamous plague causing an estimated 20 million deaths in Europe

Epidemic

A major outbreak of a disease that spreads rapidly to a lot of people.

Mortality rate

An estimated 30% to 60% of the population of Europe died from the plague.

Medicine

Medieval European medicine was very different from our modern concept of medicine. There was no knowledge of germs, and only relatively basic tools to diagnose and treat illness.

Melcombe Regis in Dorset

The plague arrived at Melcombe Regis in Dorset in June 1348 and it spread throughout the south of England

Buboes

An inflamed swelling of a lymph node, especially in the area of the armpit or groin. In the 1361 - 1364 outbreak, doctors learned how to help the patient recover by bursting the buboes.

Pneumonic plague - this attacked the lungs. Victims died quickly, in one or two days. The mortality rate in this case was 90%.

Septicaemic plague - this infected the blood. Again victims died quickly and the mortality rate was 100%.

Greek humours

For those that believed in the Greek humours there were a range of cures available.

'Blood-letting' - deliberately bleeding a vein - was a way of reducing 'hot' blood.

Black Death and Peasants Revolt

Subject Specific Vocabulary	
King Richard II	Wat Tyler
Serfdom	Plague
Poll tax	Epidemic
John of Gaunt	Mortality rate
Poll tax commissioners	Medicine
Villeins	Melcombe Regis
Lollards	Buboes
Commissioner Thomas Bampton	Pneumonic plague
Thomas Baker	Septicaemic plague
Jack Straw	Greek humours
John Ball	
William Walworth	

Anglo-Saxons & Scots and Vikings

Tribes

Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain.

Cyning

Each group of Anglo-Saxon settlers had a leader or war-chief. A strong and successful leader became 'cyning', the Anglo-Saxon word for 'king'.

Bretwalda

Each king ruled a kingdom and led a small army. From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain.

Picts and Scots

In the AD400s, towards the end of Roman rule, Britain was being attacked by the Picts and Scots from the north.

Craft workers

The Anglo-Saxons made intricate jewellery, musical instruments and homemade toys and games.

Lyre

Anglo-Saxon stories would be accompanied by music played on an instrument called a lyre.



Sutton Hoo helmet

This helmet found at Sutton Hoo is one of the most famous Anglo-Saxon finds. There are boars' heads on the end of each eyebrow and a dragon head above the nose. Together they make the shape of a bird with outspread wings.



Beowulf

Anglo-Saxons loved tales about brave warriors and their adventures. A favourite story told how Beowulf, a heroic prince, battled the fierce man-eating monster Grendel.

Kingdoms

By around AD600, there were five important Anglo-Saxon kingdoms. They were Northumbria, Mercia, Wessex, Kent and East Anglia.

Anglo-Saxons & Scots and Vikings

Weregild

The Saxons had a system called 'weregild', which meant that if you injured someone, you had to pay for the damage.

Crimes

The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church.

Alfred the Great

Alfred became king in AD871 when his elder brother died. There were many famous Anglo-Saxon kings, but the most famous of all was Alfred, one of the only kings in British history to be called 'Great'.

Danelaw

After years of fighting, the Vikings and Alfred made a peace agreement. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.



Burhs

To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'.

Viking

The name 'Viking' comes from a language called 'Old Norse' and means 'a pirate raid'. People who went off raiding in ships were said to be 'going Viking'.

Edward the Confessor

Edward the Confessor was an Anglo-Saxon King of England. He was the last king from the House of Wessex. He ruled from 1042 to 1066.

Anglo-Saxons & Scots and Vikings

Subject Specific Vocabulary	
Tribes	Danelaw
Cyning	Burhs
Bretwalda	Vikings
Picts and Scots	Edward the Confessor
Craft workers	Kingdoms
Lyre	Weregild
Sutton Hoo helmet	Crimes
Beowulf	Alfred the Great