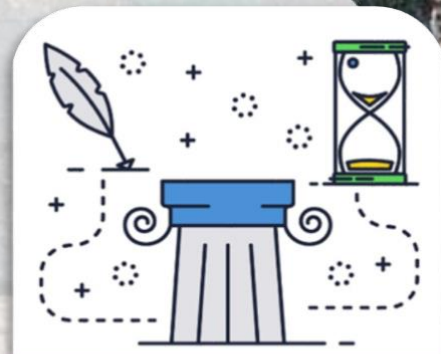


# Ridgeway Primary School Curriculum



History

Team Ridgeway's Vision:

**Igniting curiosity**



**Nurturing growth**

**Ambitious** **Respectful** **Celebrating difference**



Team Ridgeway's Culture:



**Values:**

Our values for the whole school community are...

- **Ambitious** (being our brilliant best)
- **Respectful** (of ourselves, other people and our environment)
- **Celebrating difference** (promoting tolerance in ourselves & others)

We work towards these values using them as our Curriculum Drivers and using our LEARNERS Code.



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# History - Triple i

## Intent:

To deliver a curriculum which supports children to develop their subject knowledge, skills and understanding as set out in the National Curriculum History Programmes of study.

To aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities. We will teach about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today.

We strive to create passionate, enthusiastic history learners who are intrigued by important historical figures and events from the past and are eager to find out more.



## Implementation:

The curriculum will be implemented to:

- ✓ Maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.
- ✓ Develop skills, knowledge and vocabulary progression on a yearly cycle, support by visual knowledge organisers.
- ✓ Use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.
- ✓ Give our children as much understanding as possible about what it was like to be alive at a particular period in history by having practical and experiential lessons where possible.
- ✓ Use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- ✓ Provide subject co-ordinators regular time to monitor the subject across the school, create action plans and to provide subject feedback to SLT as appropriate.

## Impact:

Our curriculum will:

- ✓ Create enthusiastic history learners who are engaged in their lessons and are eager to find out more.
- ✓ Result in children reaching age related expectations in History at the end of their academic year.
- ✓ Enables children to talk about the skills, vocabulary and knowledge they have acquired.
- ✓ Provide opportunities for children to complete research independently through projects and homework. This will further their own enjoyment about the subject or topic.
- ✓ Show that a range of historical periods are being covered, and cross curricular links are made where possible and differentiated work is set as appropriate.
- ✓ Be presented through a history rich school environment with displays, resources, vocabulary etc.

History	Coverage of the National Curriculum
Asking Questions	<ul style="list-style-type: none"> <li>▪ Devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>
Understanding Chronology	<ul style="list-style-type: none"> <li>▪ Chronologically secure knowledge</li> </ul>
Using Sources	<ul style="list-style-type: none"> <li>▪ Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
Understanding connections	<ul style="list-style-type: none"> <li>▪ Connections, contrasts and trends over time</li> </ul>
Understanding the significance of Historical figures	<ul style="list-style-type: none"> <li>▪ Establishing clear narratives</li> </ul>
Understanding the significance of Historical Events	<ul style="list-style-type: none"> <li>▪ Establishing clear narratives</li> </ul>
Understanding Legacy	<ul style="list-style-type: none"> <li>▪ Connections, contrasts, and trends over time</li> </ul>

<b>Historian's Toolkit</b>	<b>Foundation Stage</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Asking Questions</b>	<ul style="list-style-type: none"> <li>Asking questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Asking simple questions about historical events</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions about historical events and periods.</li> </ul>	<ul style="list-style-type: none"> <li>Asking historically valid questions.</li> </ul>
<b>Understanding Chronology</b>	<ul style="list-style-type: none"> <li>Awareness of the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Understanding simple sequences of events and placing them on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the concept of BC and AD</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the interconnection between time periods</li> </ul>
<b>Using Sources</b>	<ul style="list-style-type: none"> <li>Exploring historical artifacts and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Exploring sources to find answers to historical questions.</li> <li>Understanding that historical accounts may vary</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a range of primary and secondary sources.</li> <li>Considering the reliability of sources and viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a range of sources, including the use of data &amp; inclusion of bias</li> </ul>
<b>Understanding connections</b>	<ul style="list-style-type: none"> <li>Exploring personal history (family events, holidays)</li> <li>Recognizing changes in immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise difference between the past and present.</li> <li>Understanding the concept of cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Explain the relationship between multiple causes &amp; effects</li> </ul>
<b>Understanding the significance of Historical figures</b>	<ul style="list-style-type: none"> <li>Exploring personal and family members</li> </ul>	<ul style="list-style-type: none"> <li>Identifying significant figures from history</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the significance of historical people</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the impact of historical figures on society</li> </ul>
<b>Understanding the significance of Historical Events</b>	<ul style="list-style-type: none"> <li>Exploring personal and family events</li> </ul>	<ul style="list-style-type: none"> <li>Identifying significant events from history</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities and differences between time different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding historical periods and eras and their significance</li> </ul>
<b>Understanding Legacy</b>	<ul style="list-style-type: none"> <li>Being aware of family and local traditions, e.g. Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that stories, traditions, or even buildings, are still important and special to us today because they were part of our history.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding how the actions of historical figures have shaped the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on how historical legacies continue to shape modern life.</li> </ul>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Understanding Chronology	What is history?	What is chronology?	What is chronology?	Why is chronology important to historians?
	History is what has happened in the past / before.	<p>Chronology is like a story of what happened first, second, third, and so on.</p> <p>Chronology is the line-up of events in the order they happened.</p>	<p>Chronology is the arrangement of events in the order that they happened.</p> <p>These words help historians discuss chronology:</p> <p>Period: This is a specific time in history that can last any amount of time.</p> <p>BC: 'before Christ'. Meaning before the birth of Christ.</p> <p>AD: 'anno domini'. Meaning after the birth of Christ.</p> <p>Decade: A period of ten years. 10 years</p> <p>Century: A period of one hundred years. 100 years</p> <p>Millennium: A period of one thousand years. 1000 years</p>	As a historian, you need to understand the order of events & periods and how they overlap:
Using Sources	What is old and what is new?	How do historians know about the past?	How do historians know about the past?	How do historians use evidence to form a conclusion about the past?
	Old v new: (sorting / matching) Toys Cars clothes	Historians try to find information about the past. Historians look for sources of evidence that tell them about what has happened before.	<p>Historians use Primary &amp; Secondary sources to tell them about the past.</p> <p>Primary Sources: First-hand evidence from people who were there.</p> <p>Secondary Sources: Second-hand evidence from people who were not there.</p>	<p>Historians use a combination of primary and secondary sources of evidence.</p> <p>However, they must consider the:</p> <p><b>Reliability</b> This means how true the evidence is.</p> <p><b>Bias</b> This means whether the evidence is based on fact or someone's opinion.</p>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Understanding connections	How do stories help us learn about the past?	What are the links between the past and present?	What is meant by cause & effect?	What is meant by the link between multiple causes & effects?
	They tell us what life was like before now.	What happens now is because of what has happened in the past.	Cause & effect is where one or more events has caused another event to happen.	<p>This is when one event has caused another, which in turn has caused another. This is known as a chain of events. For example:</p> <ul style="list-style-type: none"> <li>• Event A has caused Event B.</li> <li>• Event B has caused Event C.</li> <li>• Event C has caused Event D.</li> </ul>
Understanding the significance of Historical figures & Events	Why do we remember people and events?	Why do we remember people and events?	What are significant people in and events history?	What makes people and events historically significant?
	We remember people and events because they have been important to me and my family.	We remember people and events because they have left a legacy.	<p>People and events throughout history have helped <b>shape the world</b> today.</p> <p>Significant people and events in history have made a big difference to the world or a historical period.</p>	<p>Historically significant relates to the importance of a person or event in a period of history.</p> <p><b>Historically Significant People</b> These are people who have done something that was really important to their time in history</p> <p><b>Historically Significant Events</b> These are events that have meant something that was really important to the period of history..</p>

Core Questions	Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding Legacy</p>	<p>What traditions do we have?</p>	<p>What does legacy mean?</p>	<p>What does legacy mean in history?</p>	<p>What does legacy mean in history?</p>
	<p>We have special days where we do things to remember and celebrate.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Easter</li> <li>▪ Christening</li> <li>▪ Remembrance</li> </ul>	<p>Something is remembered because they were special or important.</p>	<p>A legacy is something that has been left behind by people of the past and is still here today.</p> <p>You can often see legacies that have been left behind from history.</p>	<p>A legacy is something that has been left behind by people of the past and is still here today.</p> <p>Some legacies can be seen, or they can be unseen (abstract) such as:</p> <p><b>Languages</b> Some civilisations developed language to help communicate.</p> <p><b>Culture</b> The way of life for people including foods, clothes, religion, laws etc.</p> <p><b>Society</b> What people do in their lives including education, jobs &amp; hobbies</p> <p><b>Social Norms</b> How people behave towards one another.</p>



# History Unit 1: Term 1



## Historical Contexts across School – Unit 1

Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Period / Focus	Personal history	Toys: Victorian to today	Great Fire of London
Title	All About Me!	Toys Old & New!	Fire! Fire!
Enquiry Question	Who am I?	What is history?	How do we know about the Great Fire?

Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Period / Focus	Pre-History: Stone Age – Iron Age	Ancient Greece	Ancient Roman	The Dark Ages until 1066
Title	Stones and Bones!	Groovy Greeks!	Rotten or Radical Romans?	Saxons vs Vikings!
Enquiry Question	How does prehistory influence how we live today?	Is it better to be strong or clever?	What makes a successful society?	Should one always aspire to more?

Unit 1 Wider Teaching	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Asking Questions</b>	Who am I? Who is in my family? How have I grown and changed over time?	What are toys like now? What materials were used? What are toys like from the past? What materials were they made from? What similarities and differences can I see between toys today and toys from the past?	The Fire of London – why did it start? Who started the fire? Why did it spread so quickly?	How do we know about people from the past?  Who were the first people to live in Britain?	Why were Athens and Sparta so different?  Who were the Greek gods and why were they worshiped?  How is that different to worship today?	Who were the Romans and where do they fit in History?  Why did the Romans leave Britain?	How was our modern democracy shaped by events during Anglo-Saxon / Viking times?  How did England become England?
<b>Understanding Chronology</b>	Understand the words past and present	Use vocabulary relating to the passing of time.  Create a timeline of technology over the years.	Place fire events in order on a timeline	Place events linked to ancient time periods on a timeline.	Find when and where the Ancient Greeks lived	Who were the Romans and where do they fit in History?  Locate where the Roman Empire originated and to understand how and where it spread	Who led 'England' between the Romans leaving and William 'Conquering'?

Unit 1 Wider Teaching	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Using Sources</b>	Use a photograph to learn about my past	Find out about toys in the past.  Use sources to help ask questions about toys from the past.  Explain how we can find out about the past.	Identify which parts of London were affected by the fire.	Evaluate the information we can gain about a historical period from primary and secondary sources.  Compare how the Stone Age is represented within different sources.  Understand what stone age artefacts tell us about this period of time.	Identify the twelve Olympian gods and their associated symbols	Investigate why the Romans wanted to invade Britain and how Caesar's invasion progressed	Which sources help Historians investigate Anglo-Saxon times?
<b>Understanding connections</b>	Talk about changes in my growth and abilities from birth to now	Compare Victorian toys with modern toys. Compare similar toys from different times.	Recognise difference between the past and present.	Compare key features of settlements from prehistory with today. (Historical enquiry – Skara Brae)	What started the Battle of Marathon and what effect did it have?	Why did the Romans leave Britain?	Why have peoples always wanted to invade our island?
<b>Understanding the significance of Historical figures</b>	Name different family generations eg parents, grandparents.		Identifying significant figures from history Samual Pepys – how we know about the fire through his diary King Charles – what steps he took to control the fire.	Understand the significance of the achievements of humans during the Stone Age era.	What was Alexander the Great's impact on the Greek Empire?	Investigate why the Romans wanted to invade Britain and how Caesar's invasion progressed.  How and when Claudius led a successful invasion of Britain.	What would have happened if Alfred had not been 'great'? What would have happened to the Anglo-Saxons if Edward had an heir?

Unit 1 Wider Teaching	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding the significance of Historical Events</b>	Celebration of a birthday	Recognise how toys have changed over time.	How the Fire of London lead to a fire brigade.	Explore how society developed from the Stone Age to the Iron Age.	<p>Explore different areas of daily life for Ancient Greek children</p> <p>Why did a small Greek army win the Battle of Marathon</p> <p>Explain the importance of the Olympic Games in Ancient Greek culture</p>	<p>Investigate why the Romans wanted to invade Britain and how Caesar's invasion progressed.</p> <p>Understand how the British resisted the Roman invasion.</p>	Empathise with the impact of the Viking attacks on Lindisfarne?
<b>Understanding Legacy</b>		<p>Why do we still have similar toys today?</p> <p>Why are they special?</p> <p>Why do adults keep toys?</p>	Why do we remember the fire?	Understand the impact of prehistory on Britain today.	Explore the influence of Ancient Greece on various areas of modern life	Understand the impact of the Roman Empire on Britain today.	How was Alfred important in shaping our modern world?

Context 1 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding Chronology</p>	<p>What is history?</p>	<p>How have toys changed over time?</p>	<p>When did the Fire of London happen?</p>	<p>How did Britain evolve from the Stone age to the Iron age?</p>	<p>When were the Ancient Greeks the most powerful?</p>	<p>How long did the Roman empire last?</p>	<p>Who led 'England' between the Romans leaving and William 'Conquering'?</p>
	<p>The past is when I was a baby.</p> <p>The present is now.</p>	<p>From spinning tops to smart phone, toys have changed a lot over time.</p> <p>Victorian Era (1800s): Teddy Bears Spinning Tops Rocking horses</p> <p>20th Century (1900s): Board Games: Football Hide-and-Seek 1980 Arcade Machines:</p> <p>21st Century (2000s and beyond): Computer Games at Home Phones and Tablets</p>	<p>The Great Fire happened when <b>Charles II</b> was king.</p> <p><b>September 2<sup>nd</sup> 1666:</b> The fire started in a bakery near Pudding Lane.</p> <p>For Four Days: The <b>fire spread</b> through London.</p> <p>After the Fire: <b>King Charles II</b> ordered the city to be <b>rebuilt</b> with stronger houses made of stone and brick.</p>	<p><b>Stone Age:</b> They used stone tools and had hunter-gatherer societies.</p> <p><b>Bronze Age:</b> They used bronze tools and started settling and growing their own food.</p> <p><b>Iron Age:</b> Iron replaced bronze. With iron, they could create better tools for farming, like sturdy plows and sharp knives. They also made powerful weapons, such as swords and spears.</p>	<p>The Ancient Greeks were most powerful in the period between the 750 &amp; 146 BC.</p> <p>This is a period of more than six centuries.</p>	<p>The city of Rome was founded in 753BC, during the Iron Age</p> <p>Julius Caesar became the first emperor in 27 BC.</p> <p>Claudius invades Britain in 43 AD. They are fought Boudicca and the Iceni.</p> <p>The Roman army leave Britain in 407 AD, more than 300 years before the Vikings invaded Britain.</p>	<p>The period after the Romans left was known as the Dark Ages.</p> <p>The main invaders were Angles, Saxons and Jutes.</p> <p>'England' was divided into 7 kingdoms.</p> <p>Vikings invaded from 976 and tried to rule.</p> <p>The Anglo-Saxon era ended in 1066 at the Battle of Hastings.</p>

Context 1 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Sources	What is old and what is new?	How do we know about changes in toys over time?	How do historians know about the Great Fire?	How can we learn about the Stone Age?	How do historians know about the Ancient Greeks?	Why are there different interpretations of Boudicca and Julius Caesar?	Why are there different interpretations of the Vikings and Alfred?
	Look at a baby photograph and a current photograph. As a baby I needed a nappy and drank milk. Now I can feed myself, dress myself and can use a pencil.	<p>People have written down stories and recorded (video and photograph) events about toys. We can read old books, watch documentaries, and learn from museums. These historical records tell us how toys were made and played with in the past.</p> <p>We can look at our own toys, our parents' toys, and even our grandparents' toys. We can see how they're different. Our grandparents had wooden blocks, while we have colourful plastic bricks.</p>	A great source of information about the fire was a diary written at the time by Samuel Pepys. He saw the fire happen; it was a firsthand account.	<p>Primary Sources: These are like time capsules from the Stone Age. They include things like old tools, cave paintings, and even bones!</p> <p>Secondary Sources: These are like history detectives' reports. They read the time capsules (primary sources) and tell us what they found. Books, websites, and documentaries are secondary sources.</p>	<p>Primary Sources: These are like time capsules from Ancient Greece. They include things like vases, statues, and wall paintings.</p> <p>Secondary Sources: These are like history detectives' reports. They read the time capsules (primary sources) and tell us what they found. Books, websites, and documentaries are secondary sources.</p>	<p>We have primary sources written about and by Julius Caesar.</p> <p>We only know about Boudicca through biased secondary sources.</p>	<p>Key sources about the Anglo-Saxon period: Anglo-Saxon Chronicles: These primary sources that offer insights into early English history, farming, laws, and wars.</p> <p>Reliability: Sometimes they mix up dates or get things wrong.</p> <p>Bias: They don't always like the Vikings, so they might be negative about them.</p> <p>Depictions of King Alfred: These are secondary sources, often visual representations or descriptions of Alfred.</p> <p>Reliability: These depictions can be helpful, but also have some mistakes due to bias.</p> <p>Bias: People who liked Alfred would show him in a positive way.</p>

Context 1 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding connections	How do stories help us learn about the past?	What are the links between Victorian toys and toys today?	What links the Great Fire of London and now?	Why did Britain evolve from the Stone age to the Iron age?	What led to the Battle of Marathon and what effect did it have?	What led to the Romans leaving Britain and what effect did it have?	How did Britain move from Roman to Norman rule?
	Family events retold to children by parents and grandparents.	<p><b>Materials:</b> Victorian Toys were often made of wood, metal, and fabric</p> <p>Nowadays many toys are made from plastic.</p> <p><b>Power Source:</b> Victorian toys used physical actions.</p> <p>Modern toys often have batteries, screens, and speakers!</p>	<p>The fire destroyed many houses and buildings.</p> <p>People tried to stop it, but they didn't have a special team.</p> <p>After the fire, they realized they needed firefighters to keep everyone safe.</p> <p>So, the fire made people understand why firefighters are important.</p>	<p>Causes:</p> <ol style="list-style-type: none"> <li>1. They had to move around looking for food.</li> <li>2. Found new material and could make better tools and weapons</li> </ol> <p>Effect: New tools helped them to better build and protect themselves, so they settled in one place and farmed; growing their own food.</p>	<p><b>Causes:</b> The Persians, led by their king Darius, wanted to take over Greece + The Greeks didn't like that, so they decided surprise the Persians and attack! = <b>Effect:</b> Even though the Persians had more soldiers, the Greek hoplites (warriors) were strong. They pushed back the Persians and won the battle! The Greeks realized they could beat the Persians. This victory made them feel strong and proud.</p>	<p>The Roman leaders were weak.</p> <p>This caused...</p> <p>Rome to be attacked by other tribes.</p> <p>Which meant that...</p> <p>The empire split into two.</p> <p>This led to..</p> <p>The Romans having to leave Britain.</p> <p>This caused...</p> <p>Britain to be plunged into a dark age.</p>	<p>The <b>Romans withdrew</b> from Britain leaving a power vacuum. The <b>Anglo-Saxons</b>, migrated to Britain and <b>established kingdoms. Christianity spread</b>, with monasteries becoming centres of learning and culture.</p> <p><b>Norse Vikings</b> raided and settled in England, Influenced language, culture, and governance</p> <p><b>Edward the Confessor</b>, King of England, died with no direct heir.</p> <p><b>Harold Godwinson</b> was crowned king, but his rule was contested.</p> <p><b>William the Conqueror</b>, from Normandy, won the <b>Battle of Hastings in 1066.</b> <b>French</b> words entered the English language, leaving a lasting impact on our language.</p>

Context 1 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding the significance of Historical figures &amp; Events</p>	<p>Why do we remember people and events?</p>	<p>What has led to toys changing?</p>	<p>What events and which people were significant in the Great Fire?</p>	<p>What are significant events in pre-history?</p>	<p>Why was Alexander "Great"?</p>	<p>Why was Julius Caesar significant to history?</p>	<p>Why was Alfred Great?</p>
	<p>I know people in my family. Understand the names of different family generations</p>	<p>Plastic was invented in 1907 and was cheap, so toys could be made easier.</p> <p>In the 1970s scientific created batteries that could be used in toys</p> <p>In 1973 the world's first ever home video games console was invented. It turned your television into a game.</p>	<p><b>Events:</b> The fire began in a bakery on Pudding Lane 2nd Sept. 1666 The flames spread down Pudding Lane, and into nearby streets. The fire swept through London for four days. It destroyed houses, churches, and even St. Paul's Cathedral!</p> <p><b>People:</b> Thomas Farriner the baker didn't put the fire in his oven before going to bed. Samuel Pepys wrote a diary about what happened. An architect, Christopher Wren, designed the new St. Paul's Cathedral, it took 35 years to build.</p>	<p>Early Stone age as wandering hunter gatherers (Palaeolithic)</p> <p>Tools make society more successful (Mesolithic)</p> <p>Farming communities began. Crops grown and animals domesticated (Neolithic)</p> <p>Bronze replaces stone for tools. Weapons, jewellery produced (Bronze Age)</p> <p>Iron main metal for producing tools. Improved farming and population growth. Society becomes more sophisticated – music, art (Iron Age)</p>	<p>Alexander unites Macedonian and Greek City states.</p> <p>Alexander conquers the Persian Empire.</p> <p>Alexander conquers Egypt</p> <p>Alexander extends his empire towards India</p>	<p>Emperor: Caesar became the ruler of Rome, like a king. Empire Builder: Julius Caesar helped build ancient Rome into a mighty empire. Great General: He won many battles for Rome, Conquering Gaul (modern day France), expanding the Roman Empire. Ruled Like a Boss: He made important decisions, like changing the government, helping Rome's economy and rebuilding cities! Made Cleopatra a Queen: Caesar defeated her enemies and put her in charge and together, they ruled Egypt.</p>	<p>King Alfred, who lived during the early medieval period, earned the title "the Great" for several reasons:</p> <p>Courageous Defender: Alfred bravely defended his kingdom, Wessex, against Viking invaders. Just Ruler: Alfred was also fair. He established wise laws to ensure everyone's safety and well-being. Champion of Learning: Alfred valued education. He translated important books into English, encouraging literacy and knowledge.</p> <p>In summary, King Alfred's greatness stemmed from his courage, fairness, and commitment to education.</p>

Context 1 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Legacy	What traditions do we have?	Why do adults keep some toys when they grow up?	Why is the Great Fire of London still important today?	What legacies remain from prehistory?	What influence has Ancient Greece had on our modern lives?	What is the legacy of the Roman empire in Britain?	What legacies remain from Saxon and Viking times?
	Events which link to a birthday party? Eg special day, cards, presents, party, food.	Some toys have been kept by adults, when they have grown up, because they were special.	<p>After the fire, people made new rules to build safer houses.</p> <p>They used stronger materials like bricks and stones.</p> <p>And guess what? The new St. Paul's Cathedral was built, and it's still there today!</p>	<p>Prehistory is when humans learned to do amazing things. They used stone tools, like chisels and hammers. They lived in caves or simple houses made of sticks and leaves. They discovered fire, which helped them cook food and stay warm. They also figured out how to grow plants and raise animals. They even made beautiful cave paintings on the walls!</p>	<p>Ancient Greek: Vote on laws and decisions. We still use this, democracy. They started the Olympic Games, which inspired our modern Olympics. Greek thinkers laid the groundwork for modern geometry and scientific ideas. Hippocrates contributed to medical knowledge that still guides doctors today. Our alphabet comes from the Greek one.</p> <p>All these things have been left behind by the Ancient Greeks and shaped how we live, learn, and communicate today!</p>	<p>Ancient Greek: Vote on laws and decisions. We still use this, democracy. They started the Olympic Games, which inspired our modern Olympics. Greek thinkers laid the groundwork for modern geometry and scientific ideas. Hippocrates contributed to medical knowledge that still guides doctors today. Our alphabet comes from the Greek one.</p> <p>All these things have been left behind by the Ancient Greeks and shaped how we live, learn, and communicate today!</p>	<p>Legacies of Ancient Rome: Government: The Romans introduced the idea of having elected leaders who make decisions for everyone. Law: Roman law influenced how we make rules today. Language: Many words we use come from Latin, the language the Romans spoke. Architecture: The Romans built amazing structures like aqueducts, roads, and arches. Engineering and Construction: The Romans used concrete with seawater to build sturdy buildings. They also invented underfloor heating and baths.</p>



# History Unit 2: Term 3



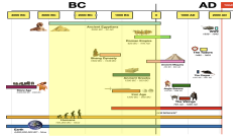
## Historical Contexts across School – Unit 2

Context	Foundation Stage	Key Stage 1	
	Reception	Year 1	Year 2
Period / Focus	Changes over time	Local Study	Significant People Crimean War
Title	Long Lost Dinosaurs	Ridgeway Now and Then!	Healthy Heroes!
Enquiry Question	What were the dinosaurs like? Why are there no dinosaurs now?	Can you spot the difference between Ridgeway now and then?	Who were Florence Nightingale and Mary Seacole and why do we remember them?

Context	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
Period / Focus	Ancient Egyptian	World War Two	Local Study	Ancient Civilisations
Title	Toot and come in! (Tut – an – kham - un)	Woeful World War 2!	The Steel City!	Ancient Civilisations!
Enquiry Question	Why do we remember the Ancient Egyptians?	Should we help refugees?	Why and how did Sheffield grow and change?	Why do we remember some ancient civilisations?

Unit 2 Wider Teaching	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Asking Questions</b>	When did the dinosaurs live? Why are there no dinosaurs now?	How has Ridgeway changed?  What is it like living in Ridgeway now?	Who were Florence Nightingale & Mary Seacole?  Why are they famous?	What is an Ancient Civilisation?  Why did the Egyptian's build pyramids?	Why did World War 2 begin?  What did people do for entertainment during WW2?	Why is Sheffield called 'the steel city'? How has Sheffield changed?	What is an Ancient Civilisation?  What can the discovery of Tut's tomb tell us?
<b>Understanding Chronology</b>	Understand the term long, long ago	To sequence changes to Ridgeway on a timeline.  To use vocabulary linked to chronology.	To sequence GFOL Gunpowder Plot WW11 and Victoria, Florence Nightingale, Mary Seacole	Know when the Ancient Egyptians lived in relation to other periods studied.	Know the main countries involved in WW2 and order the key events on a timeline.	Where in History does Sheffield fit in?  Describe the events that lead to Sheffield becoming a city.	Where does Egypt fit in chronologically with other Ancient Civilisations
<b>Using Sources</b>	Use secondary sources <ul style="list-style-type: none"> <li>of books to see pictures of dinosaurs.</li> <li>Watch Andy's Dinosaur Adventures to see the different habitats</li> </ul>	To find out about Ridgeway in the past.  Use sources to help ask questions about Ridgeway in the past.	Use primary and secondary sources to find out about the life and legacy of Florence Nightingale & Mary Seacole	Identify and analyse secondary sources including Hieroglyphs, diary of Howard Carter etc.  Understand how Egyptian artefacts help historians build their knowledge of the past and this time period.	Use primary & secondary sources to describe how people on the home front contributed to the war effort during WW2.	Use Primary and secondary sources to discover how Sheffield became a city.	Read and interpret secondary sources: Lord Caernarvon's diary; hieroglyphs; contemporary objects.

Unit 2 Wider Teaching	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Understanding connections</b>	Understand that things change over time	Compare Ridgeway now and Ridgeway then.  Is anything the same?	Understand how Florence Nightingale & Mary Seacole influenced health care and nursing	Understand the importance of the River Nile and why people chose to settle near to it.	Describe events of the Battle of Britain and explain why it was a turning point in the war.	Examine the effects of population change, industry and globalisation on Sheffield.	What do all Ancient Civilisations have in common? Geographically, culturally; technologically; and with our current era.
<b>Understanding the significance of Historical figures</b>		How has Ridgeway changed overtime?  Look at significant local people.	People from Sheffield who have had a significant impact: Jessica Ennis-Hill Helen Sharman Michael Palin Joe Cocker	Understand the significance of pharaohs including Tutankhamun	Why is Winston Churchill considered an inspirational leader?	How did Harry Brearley and Benjamin Huntsman help Sheffield become the 'steel city'?	Understand the significance of Lord Caernarvon (and Lord Elgin) as colonials, in today's post-colonial society.
<b>Understanding the significance of Historical Events</b>		Recognise how Ridgeway has changed overtime.	Understand how Florence Nightingale & Mary Seacole influenced health care and nursing	What were the achievements of this early civilisation?  How did the Ancient Egyptian period end?	Investigate the roles and responsibilities of the armed forces during World War II.	Describe the effect of the industrial revolution on Sheffield.	How did the rise of Islam, and the rise of the Roman Empire, impact Ancient Egypt?
<b>Understanding Legacy</b>	Some animals have dinosaur traits eg crocodiles.	What areas of Ridgeway are still the same?  What changes have people seen?	What were hospitals like after Florence Nightingale? How were nurses trained because of Florence Nightingale	What was the significance of mummification in Ancient Egypt?  How did the Rosetta Stone shape our understanding of the Ancient Egyptian civilisation?	Use primary and secondary sources to describe how and why WW2 events are commemorated.	What is the legacy of the 'steel city'?  Compare maps of Sheffield in 1850 and now.	What is most significant for us today about finding Tut's tomb? (&Rosetta stone)

Context 2 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding Chronology</p>		<p>How has Ridgeway change over time?</p>	<p>In what order did some of the events I have learned about happen?</p>	<p>How did Ancient Egypt change over time?</p>	<p>What were some of the key dates of World War II?</p>	<p>How has Sheffield changed over time?</p>	<p>Where does Egypt fit in chronologically with other Ancient Civilisations?</p>
		<p>Ridgeway is about 700 years old.</p> <p>Started making tool in the 1400s</p> <p>Tool making became important by the 1700s</p> <p>Church built &amp; School built 1800s</p> <p>Tool making stopped in the 1900s</p>	<p>1605 The Gun Powder Plot – Guy Fawkes</p> <p>1666 The Great Fire of London</p> <p>1838 Victoria becomes Queen</p> <p>1854 Florence Nightingale starts helping make hospitals better.</p> <p>1855 Mary Seacole set up the “British Hotel”.</p> <p>1939 World War Two begins</p>	<p><b>Early Egypt</b> (Before 3100 BCE): People lived along the Nile River and started farming.</p> <p><b>Old Kingdom</b> (2686-2181 BCE): When the famous pyramids were built.</p> <p><b>Middle Kingdom</b> (2055-1650 BCE): Egypt became stronger and richer.</p> <p><b>New Kingdom</b> (1550-1070 BCE): Famous pharaohs like Tutankhamun and Ramses II ruled.</p> <p><b>Greek and Roman Egypt</b> (332 BCE - 395 CE): Alexander the Great and later the Romans took over Egypt.</p>	<p>September 1st, 1939 Germany invades Poland, starting World War Two.</p> <p>December 7th, 1941 Japan attacks Pearl Harbor, making the USA to join the war.</p> <p>June 6th, 1944 (D-Day: Normandy) Allied forces landed in France, to fight against the Germans.</p> <p>May 8th, 1945 Victory in Europe (VE) Day, when Germany surrendered.</p> <p>September 2nd, 1945 Japan officially surrendered, ending World War 2.</p>	<p>Early Settlers: The first people to live in “Sheffield” were farmers and traders from an Iron Age Celtic tribe called the Brigantes.</p> <p>Roman Times: The Romans built a fort near “Sheffield”. This helped protect the area and made it easier for people to trade goods.</p> <p>Saxon and Viking Times: After the Romans, Saxons and Vikings lived in Sheaf Feld (Sheffield). They built small villages and farms. Some of the place names in Sheffield come from these times: Anglo-Saxon settlements = <i>ley</i> &amp; <i>ton</i> and Viking settlements = <i>thorpe</i></p> <p>Middle Ages: The Normans settled in Scafeld (Sheffield) and about 1300AD a castle was built at a Medieval Settlement called Sheffield. This helped the town grow because people felt safer living near the castle</p> <p>Industrial Revolution: Around 1800 Sheffield became very important for making things out of metal, like knives and tools. Many factories were built, and lots of people moved to Sheffield to work in them.</p>	 <p>See knowledge organiser for clearer image.</p>

Context 2 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using Sources		How do we know about changes in Ridgeway over time?	How do we know what Florence and Mary did?	How can we learn about Ancient Egypt?	How can we learn about World War II?	Do historical sources think the industrial revolution was good for Sheffield?	Can we trust Lord Carnarvon's diary?
		<p>People have recorded (videos and photographs) Ridgeway. We can read old books, watch videos, and learn from information online. These historical records tell us about Ridgeway in the past.</p> <p>We ask our <b>parents</b>, and even our <b>grandparents</b>. We can see how their memories are different to how it is now.</p>	<p>We can look at sources of evidence.</p> <p>Florence wrote <b>letters</b> and <b>books</b> about her work. People who worked with her wrote about her good deeds.</p> <p>There are photos and paintings of her and the hospitals.</p>	<p>Primary Sources: These are like time capsules from Ancient Egypt. They include things like the Pyramids and temples, artifacts, and even mummies!</p> <p>Secondary Sources: These are like history detectives' reports. They read the primary sources and tell us what they found. Books, websites, and documentaries are secondary sources.</p>	<p>Primary Sources: These are like time capsules from World War II. They include things like dairies, photos, and artefacts.</p> <p>Secondary Sources: These are like history detectives' reports. They read the primary sources and tell us what they found. Books, websites, and documentaries are secondary sources.</p>	<p><b>Different Opinions</b> - <b>Some people</b> think the boom was mostly good because it helped Sheffield grow and become famous. - <b>Other people</b> think it was hard for the workers and made the city dirty.</p> <p><b>Good Things</b> <b>Jobs and Growth:</b> Many people think the boom was great because it created lots of jobs. People had work making steel, which helped them earn money and take care of their families. <b>Famous for Steel:</b> Sheffield became famous all over the world for making the best steel. This made the city proud and well-known.</p> <p><b>Not-So-Good Things</b> <b>Dangerous Work:</b> Some people think the boom was tough because the work in the steel factories was very hard and dangerous. Workers had to work long hours in hot and noisy places and didn't get paid much. <b>Pollution:</b> The factories made a lot of smoke and pollution, which made the air dirty and unhealthy to breathe.</p>	<p>Lord Carnarvon played an important role in one of the greatest archaeological discoveries of all time, finding the tomb of Tutankhamun.</p> <p><b>Why It's Good:</b> <b>First-Hand Account:</b> Lord Carnarvon wrote down what he saw and felt during the discovery of King Tut's tomb, so we get his personal view of what happened. <b>Lots of Details:</b> His diary has lots of descriptions about digging up the tomb and finding all the cool treasures inside.</p> <p><b>Why We Need to Be Careful:</b> <b>First-Hand Account:</b> Lord Carnarvon wrote down what he saw and felt during the discovery of King Tut's tomb, so we get his personal view of what happened. <b>Lots of Details:</b> His diary has lots of descriptions about digging up the tomb and finding all the cool treasures inside.</p> <p>Lord Carnarvon's diary is important, but we should also look at other sources to get the full story about finding King Tut's tomb.</p>

Context 2 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding connections</p>		<p>What are the links between Ridgeway then and now?</p>	<p>What changed in hospitals because of Florence Nightingale?</p>	<p>Why was the Nile so important to the Ancient Egyptians?</p>	<p>What were some of the effects felt in Britain because of the war?</p>	<p>What were some of the effects felt in Sheffield because of steel?</p>	<p>What do Ancient Civilizations have in common?</p>
		<p><b>Changes:</b> Ridgeway had factories that made sickles and scythes (tools for cutting grass and crops). <b>Buildings that are still there:</b></p> <ul style="list-style-type: none"> <li>▪ Primary School opened in 1874</li> <li>▪ Church opened in 1840</li> <li>▪ Phoenix pub opened 400 years ago.</li> </ul> <p>Some of the old factories have been turned into homes now.</p>	<p>Hospitals were dirty.</p> <p>Nurses didn't know how to take care of people.</p> <p>Hospitals were not nice places.</p> <p>Florence cleaned them up so people could get better faster.</p> <p>Florence started a school to teach them how to be good nurses.</p> <p>Florence suggested having more windows for fresh air and making them nicer places.</p>	<p><b>Living near the Nile +</b></p> <ol style="list-style-type: none"> <li>1. Need for water to drink and grow food = <b>Effect:</b> The Nile gave them water to drink and to help their plants grow.</li> <li>2. The Nile was surrounded by deserts = <b>Effect:</b> Made it hard for enemies to attack, keeping the ancient Egyptians safer.</li> <li>3. The need to travel to trade things with other people = <b>Effect:</b> They used boats to travel up and down the Nile</li> </ol> <p>Need for good soil to grow food + The Nile flooding each year = <b>Effect:</b> The floods left behind good soil for growing things like wheat</p>	<p>The Blitz→Cause: Enemy planes from Germany dropped bombs on cities in Britain (including Sheffield).</p> <p>Effect: Buildings were destroyed, and people had to hide in shelters to stay safe.</p> <p>Children had to be evacuated to the countryside to avoid the bombings.</p> <p>Rationing→Cause: There wasn't enough food and supplies for everyone because ships bringing food to Britain were attacked.</p> <p>Effect: The government made sure everyone got a fair share by giving out ration books with coupons for limited amounts of food and clothes.</p>	<p><b>Population Change Cause:</b> Over time, more people have moved to Sheffield to live and work. <b>Effect:</b> The city has grown bigger, with more houses, schools, and parks.</p> <p><b>Industry Cause:</b> Sheffield became famous for making steel, which is a strong metal used in many things. <b>Effect:</b> Lots of factories were built, and many people got jobs making steel. The city became known as the "Steel City" because of its great steel products. Later, some factories closed, but Sheffield found new ways to grow, like technology and sports.</p> <p><b>Globalization Cause:</b> Globalization means people, companies, and ideas from all over the world are connected. <b>Effect:</b> Sheffield has students and workers from many different countries, making it a very diverse and interesting place. The city benefits from new ideas and cultures, which helps it grow and stay exciting.</p>	<p>Geography: Near Water: They all lived near rivers or lakes because water was important for drinking, farming, and traveling. Good Soil: They chose places with fertile soil to grow lots of crops.</p> <p>Culture: Religions: They believed in many gods and had lots of ceremonies and temples. Writing: They had their own ways to write things down, like hieroglyphs or cuneiform. Art and Buildings: They made amazing art and big buildings like pyramids and temples.</p> <p>Technology: Farming Tools: They invented tools to help grow food. Working with Metals: They learned to make things out of bronze and iron, like tools and weapons. Math and Engineering: They built roads, bridges, and big structures using math and engineering.</p> <p>What We Share: <b>Influence:</b> Many things we do today, like writing and building, come from what they started. <b>Learning:</b> We keep finding new things about them, which helps us understand our own history. <b>Heritage:</b> Museums and historic places help us remember and celebrate their amazing cultures.</p>

Context 2 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Understanding the significance of Historical figures &amp; Events</p>		<p>Who are significant people from Ridgeway?</p>	<p>Do people from Sheffield become a significant people in history?</p>	<p>Who are significant people in Ancient Egypt?</p>	<p>Who was more historically significant during World War Two?</p>	<p>How did Harry Brearley and Benjamin Huntsman help Sheffield become the 'steel city'?</p>	<p>How did the rise of the Roman Empire impact Ancient Egypt?</p>
		<p><b>John Haslam:</b> He made special tools in Ridgeway. His donkey would carry the tools and walk by itself to deliver them to other places.</p> <p><b>Mark Pearson:</b> He was a footballer who played for Manchester United and Sheffield Wednesday.</p> <p><b>Clinton Woods:</b> Boxing Light Heavyweight World Champion</p>	<p><b>Jessica Ennis-Hill:</b> She is a famous athlete who won a gold medal in the Olympics. She can run, jump, and throw really well!</p> <p><b>Helen Sharman:</b> She was the first British person to go to space!</p> <p><b>Pete McKee:</b> He is an artist. His art is all about making people smile and celebrates the things that make life special!</p> <p><b>Joe Cocker:</b> He was a singer with a very special voice. His songs made a lot of people happy.</p>	<p>Tutankhamun: Became king when he was 9 years old! Ruled Egypt over 3,000 years ago. King Tut is famous because his tomb was found filled with amazing treasures, like golden masks and jewellery.</p> <p>Cleopatra: Queen of Egypt about 2,000 years ago. Known for beauty and cleverness (speak many languages). Tried to keep Egypt strong and independent, when powerful countries like Rome wanted to take over.</p>	<p>Winston Churchill: Refused to surrender to Nazi Germany</p> <p>Enlisted help from the USA</p> <p>Inspired the UK to win the war</p> <p>Adolf Hitler: Started World War 2</p> <p>Invaded many countries</p> <p>Responsible for the Holocaust</p>	<p>Benjamin Huntsman He invented "the crucible process" to make very strong and pure steel in the 1740s. Benjamin's steel was so good that it was used to make tools, clocks, and cutlery that were much better than before. His invention helped Sheffield become famous for making high-quality steel</p> <p>Harry Brearley He invented something called stainless steel in 1913. Stainless steel is a special kind of metal that doesn't rust, which means it stays shiny and strong. Thanks to Harry, we have things like shiny kitchen sinks, cutlery, and even some parts of cars and buildings that don't rust and last a long time</p>	<p>Mark Antony, a powerful Roman leader, and Cleopatra, queen of Egypt, met and fell in love. They became partners.</p> <p>They helped each other: Cleopatra got support for her kingdom, and Antony got Egypt's resources.</p> <p>Mark Antony and Cleopatra teamed up against Octavian, another powerful Roman leader.</p> <p>They fought a big battle called the Battle of Actium against Octavian but lost.</p> <p>Octavian won and became the ruler of Rome.</p> <p>Egypt became part of the Roman Empire.</p>

Context 2 Questions	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding Legacy		What is the legacy of Ridgeway?	What is Mary Seacole's legacy?	What legacies remain from Ancient Egypt?	What influence has World War II had on our lives?	What is the legacy of the Sheffield the "Steel City"?	What is most significant find for us today?
		<ul style="list-style-type: none"> <li>▪ Ridgeway is known for making sickles and scythes.</li> <li>▪ The sickles and scythes were sold around the world.</li> <li>▪ The tools were known for their high quality.</li> </ul>	<p>Keeping Things Clean: Mary made sure everything was clean so people wouldn't get sick. Hospitals still do this</p> <p>Being Brave: Even though some people didn't treat her nicely because of her skin colour, she didn't give up. She showed everyone how important it is to be kind and help others.</p> <p>Inspiring Others: Mary's story teaches us to be brave and caring.</p>	<p>Pyramids: These giant stone buildings show us how smart and strong the ancient Egyptians were.</p> <p>Inventions: They invented many things we still use, like calendars, clocks, and even toothpaste!</p> <p>Hieroglyphs: This special writing with pictures helps us learn about their history and stories.</p> <p>Mummies: The way they preserved bodies teaches us about their beliefs in the afterlife and their skills in medicine.</p>	<p>Further Equal Rights: More women became empowered &amp; skilled &amp; decided to seek careers for themselves.</p> <p>Computers: Alan Turing's work was carried on &amp; eventually led to the computers we have today.</p> <p>Awareness of Discrimination: The world became more aware of discrimination against others' cultures following the holocaust.</p> <p>Remembrance &amp; Reflection: Many people still remember the armed forces on Remembrance Sunday &amp; give thanks for their sacrifice.</p>	<p><b>Famous for Steel:</b> Sheffield became famous for making steel, a strong metal used to make things like knives, tools, and buildings. People all over the world wanted steel from Sheffield because it was the best!</p> <p><b>Inventions:</b> Sheffield was home to many important inventions in steel-making;</p> <ul style="list-style-type: none"> <li>- A way to make better steel in the 1740s.</li> <li>- Stainless steel in 1912, which doesn't rust.</li> </ul> <p><b>Helping in Wars:</b> During the World Wars, Sheffield's steel factories made lots of important things for the military, like weapons and armour. This helped the soldiers a lot.</p> <p><b>Hard Times and Recovery:</b> In the 1970s and 1980s, many steel factories in Sheffield closed down, and lots of people lost their jobs.</p>	<p>Tutankhamun's Tomb: Discovered in 1922 by Howard Carter. Largely intact and not looted, with over 5,000 artifacts found, including the famous gold death mask Showed us about burial practices, religion, and daily life of ancient Egyptians. Sparked "Tut-mania" and influenced art, fashion, and popular culture.</p> <p>Rosetta Stone: Discovered in 1799 by French soldiers in Egypt. Features the same decree in three languages: Ancient Egyptian hieroglyphs, Demotic script, and Ancient Greek. Allowed us to decipher Egyptian hieroglyphs and understand more about ancient Egypt. One of the most visited objects in the British Museum.</p>

The cover page features a central photograph of a school building with a chimney, partially obscured by a large, light-colored rock in the foreground. The text 'Ridgeway Primary School' is written in a white, sans-serif font, and 'Curriculum' is written in a larger, bold, white, sans-serif font below it. The background of the entire page is a light gray gradient with horizontal lines.

# Ridgeway Primary School Curriculum

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