

# History

Year 3	Vocab	Year 4	Vocab
<p><b>IV. WORLD HISTORY</b> <b>ANCIENT GREECE</b></p> <p><b>Teachers:</b> 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]</p> <ul style="list-style-type: none"> <li>• Mediterranean Sea, Aegean Sea, Crete</li> <li>• Become familiar with Sparta and its warrior culture</li> <li>• Understand the importance of Athens as a city-state                             <ul style="list-style-type: none"> <li>▪ Athenian democracy</li> </ul> </li> <li>• Become familiar with the Persian Wars                             <ul style="list-style-type: none"> <li>▪ Marathon and Thermopylae</li> </ul> </li> <li>• Recognise the origin of the Olympic Games in Ancient Greece.</li> <li>• Become familiar with Ancient Greek religion                             <ul style="list-style-type: none"> <li>▪ Worship of many gods and goddesses</li> <li>▪ Zeus, Poseidon, Hades, Athena, Hara, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus</li> </ul> </li> <li>• Identify great thinkers from Ancient Greece                             <ul style="list-style-type: none"> <li>▪ Socrates, Plato, Aristotle</li> </ul> </li> <li>• Become familiar with Alexander the Great</li> </ul>	<p>democracy, tyrant, philosopher, Olympic Games, Paralympic Games, Spartan Hoplite</p>	<p><b>BRITISH HISTORY</b></p> <p><b>I. JAMES I AND JAMES VI (1567-1625)</b> 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. <b>MONARCHS OF THE HOUSE OF STUART</b> <b>THE UNION OF THE CROWNS</b></p> <ul style="list-style-type: none"> <li>• King of Scots as James VI from 1567</li> <li>• King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603</li> <li>• Belief in the Divine Right of Kings</li> <li>• Gunpowder Plot, 1605</li> <li>• Parliament unwilling to grant the King money; dissolved by the King</li> </ul> <p><b>II. CHARLES I AND THE ORIGINS OF THE CIVIL WAR (1625-1642)</b> [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.</p> <p>A. <b>ORIGINS OF CIVIL WAR IN THE REIGN OF CHARLES I</b></p> <ul style="list-style-type: none"> <li>• Charles I came to the thrones of England and Scotland in 1625</li> <li>• Believed in the Divine Right of Kings</li> <li>• Charles taxed without parliamentary consent</li> <li>• ‘Eleven Years tyranny’ or ‘Charles’ Personal Rule’; did not call parliament.</li> </ul>	<p>Divine right of kings Plot Gunpowder Plot Union of the crowns Monteagle letter Treason</p> <p>Restoration Commonwealth</p>
<p><b>BRITISH HISTORY</b></p> <p>A. <b>HENRY II</b></p> <ul style="list-style-type: none"> <li>• First of the Plantagenet Kings</li> <li>• Henry II’s legal and judicial reforms                             <ul style="list-style-type: none"> <li>▪ Royal Magistrate Courts; Royal ‘circuit’ judges; extension of Royal influence in local, civil cases</li> <li>▪ Trial by jury; precedent for modern legal systems</li> <li>▪ Henry’s conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King’s authority</li> <li>▪ Murder of the Archbishop at Canterbury Cathedral</li> </ul> </li> </ul>	<p>Plantagenet Trial Archbishop Cathedral</p>	<p><b>III. THE CIVIL WAR (1642-1649)</b></p> <p>North Sea port key to English civil war 1643 – Royalists took control of King’s Lynn Cannonball on show in Marriott’s Warehouse</p> <p>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.</p> <p>A. <b>LEAD-UP TO THE CIVIL WAR</b></p> <ul style="list-style-type: none"> <li>• Charles confronts parliament, 1641</li> <li>• Charles forcibly enters parliament to arrest five members</li> <li>• Parliament refuses; Charles left powerless</li> <li>• Charles flees London; Parliament in control of London</li> </ul> <p><b>B. THE CIVIL WAR</b></p> <ul style="list-style-type: none"> <li>• In general, cities and the Royal Navy supported Parliament; rural communities supported the King</li> <li>• Roundheads (Parliamentarians) and Cavaliers (Royalists)</li> <li>• Edgehill, 1642; Charles withdraws to Oxford</li> <li>• Battle of Marston Moor, 1644, victory for Parliamentarians</li> <li>• New Model Army; first permanent national standing army in Britain</li> <li>• Oliver Cromwell</li> <li>• The Rump Parliament</li> </ul> <p><b>C. THE TRIAL AND EXECUTION OF CHARLES I</b></p>	<p>Civil war Casualties Conflict Parliament Royalist Roundhead Cavalier</p>
<p><b>III. RESTRAINTS ON ROYAL POWER (1215-1265)</b></p> <p><b>Teachers:</b> 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]</p> <p>A. <b>MAGNA CARTA</b></p> <ul style="list-style-type: none"> <li>• Richard I dies (1199)</li> <li>• King John reigns                             <ul style="list-style-type: none"> <li>▪ Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles</li> </ul> </li> <li>• Magna Carta was created by discontented barons, to be in effect in perpetuity                             <ul style="list-style-type: none"> <li>▪ The right not to be imprisoned without lawful judgement of peers</li> <li>▪ Limits on the king’s power to collect money</li> </ul> </li> </ul>	<p>jury Rule of law Trial by ordeal crusade Holy Land knight tyrant Baron parliament Magna Carta</p>		

<ul style="list-style-type: none"> <li>Provides precedent to question royal prerogative</li> <li>King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215 <ul style="list-style-type: none"> <li>King rejected the Charter immediately afterwards</li> </ul> </li> </ul> <p>1204 - King John Charter of Bishop's Lynn – free borough – powerful port 1325 - "King John" Cup</p>	democracy elected	<ul style="list-style-type: none"> <li>Beheaded on the 30th January, 1649</li> <li>Charles II proclaimed King in Scotland</li> <li>Battle of Worcester; Charles escaped to France</li> </ul> <p><b>D. THE COMMONWEALTH, 1649-1660</b></p> <ul style="list-style-type: none"> <li>An Act declaring England to be a Commonwealth was passed</li> <li>Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved</li> <li>Cromwell becomes Lord Protector in December 1653</li> <li>Son Richard becomes Lord Protector in 1658</li> </ul>	Standing army
<p><b>RELIGIOUS CONFLICTS (1547-1558)</b></p> <p><b>Teachers:</b> 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 17th Century.</p> <ul style="list-style-type: none"> <li>Heresy Acts prosecute Protestants</li> <li>Protestants burnt at the stake</li> </ul>	privateering / privateer circumnavigate (the globe) colony, tragedy history (in theatre) comedy	<p><b>IV. THE RESTORATION: POLITICS</b></p> <p>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.</p> <p><b>A. THE RESTORATION</b></p> <ul style="list-style-type: none"> <li>Overthrow of Richard Cromwell</li> <li>Parliament invites Charles II to return from France</li> <li>Charles crowned King in London.</li> </ul>	
<p><b>THE ELIZABETHAN ERA (1558-1603)</b></p> <p><b>Teachers:</b> 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.</p> <p>1588 – Lynn contributed 5 ships to the Spanish Armada Fleet 1592 – William Shakespeare performed in the Guildhall 1590 – Witch burning – Margaret Read – Tuesday Market Place</p>	Protestantism Catholic Break with Rome Reformation Dissolution of the Monasteries Divine Right of Kings Supremacy succession Elizabethan Religious Settlement invasion tactic The Spanish Armada Navy Armada Overthrow	<p><b>IV. THE RESTORATION: POLITICS</b></p> <p>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.</p> <p><b>A. THE RESTORATION</b></p> <ul style="list-style-type: none"> <li>Overthrow of Richard Cromwell</li> <li>Parliament invites Charles II to return from France</li> <li>Charles crowned King in London.</li> </ul> <p><b>VII. THE RESTORATION: PLAGUE AND FIRE</b></p> <p><b>A. THE GREAT PLAGUE</b></p> <ul style="list-style-type: none"> <li>Outbreak of plague in London during very hot summer</li> <li>Nearly 100,000 die before cold weather in October kills it off</li> </ul> <p><b>B. THE GREAT FIRE OF LONDON</b></p> <ul style="list-style-type: none"> <li>Fire breaks out in Pudding Lane on 2 September 1666</li> <li>By the time it is extinguished five days later, more than three quarters of the City has been destroyed</li> <li>Christopher Wren and d Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral</li> </ul>	Bubonic Plague Plague Doctor
<p><b>A. ELIZABETH I (1558): FINAL TUDOR MONARCH</b></p> <ul style="list-style-type: none"> <li>Elizabethan Religious Settlement; uniting under moderate Protestant theology <ul style="list-style-type: none"> <li>The Act of Supremacy (1559)</li> <li>Act of Uniformity (1558); new Book of Common Prayer.</li> <li>End of reformation; confirmation of Anglicanism as church of the state</li> </ul> </li> </ul> <p><b>B. EARLY BRITISH NAVAL DOMINANCE</b></p> <ul style="list-style-type: none"> <li>Henry VIII created Royal Navy</li> <li>Strong Elizabethan Navy and privateers</li> <li>Spanish Armada <ul style="list-style-type: none"> <li>Philip II of Spain wanted to use the Spanish Armada to overthrow Elizabeth I.</li> <li>English fireships attack the Spanish Armada, which was pursued around the British Isles.</li> <li>Many ships from the Spanish Armada wrecked near Ireland due to storms.</li> </ul> </li> <li>Sir Francis Drake <ul style="list-style-type: none"> <li>Circumnavigated the globe</li> <li>Atlantic privateering</li> </ul> </li> <li>Sir Walter Raleigh <ul style="list-style-type: none"> <li>Colony at Roanoke Island</li> </ul> </li> </ul>	Supremacy succession Elizabethan Religious Settlement invasion tactic The Spanish Armada Navy Armada Overthrow Circumnavigate Privateer colony	<p><b>VII. THE RESTORATION: PLAGUE AND FIRE</b></p> <p><b>A. THE GREAT PLAGUE</b></p> <ul style="list-style-type: none"> <li>Outbreak of plague in London during very hot summer</li> <li>Nearly 100,000 die before cold weather in October kills it off</li> </ul> <p><b>B. THE GREAT FIRE OF LONDON</b></p> <ul style="list-style-type: none"> <li>Fire breaks out in Pudding Lane on 2 September 1666</li> <li>By the time it is extinguished five days later, more than three quarters of the City has been destroyed</li> <li>Christopher Wren and d Robert Hooke in charge of rebuilding. Wren designs many new churches and St Paul's Cathedral</li> </ul> <p><b>VIII. THE RESTORATION: RELIGION</b></p> <p>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:</p> <p><b>JAMES II BECOMES KING IN 1685</b></p> <ul style="list-style-type: none"> <li>James suspended parliament and it was never recalled</li> <li>Trial of seven opposing Bishops, including the Archbishop of Canterbury</li> <li>James' Catholic son, James Francis Edward Stuart, born in June 1688</li> <li>Possibility of a Catholic monarchy becomes real</li> </ul>	Catholic Protestant Monarchy
<p><b>C. CULTURE IN THE ELIZABETHAN ERA</b></p> <ul style="list-style-type: none"> <li>Christopher Marlowe, dramatist and poet who influenced William Shakespeare</li> <li>Shakespeare <ul style="list-style-type: none"> <li>Birthplace in Stratford-upon-Avon</li> <li>The Globe Theatre in London</li> <li>Publication of Shakespeare's plays</li> </ul> </li> </ul>		<p><b>IX. THE GLORIOUS REVOLUTION AND THE BILL OF RIGHTS [Builds on Year 1 History and Geography]</b></p> <p>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</p> <p><b>A. GLORIOUS REVOLUTION</b></p> <ul style="list-style-type: none"> <li>William of Orange; Protestant opponent of Catholicism</li> <li>The invitation to invade</li> <li>James fled to France</li> <li>William and Mary crowned joint monarchs</li> </ul> <p><b>B. BILL OF RIGHTS</b></p> <ul style="list-style-type: none"> <li>The Bill passed in December 1689</li> <li>No taxation without parliamentary consent</li> <li>No standing army during peacetime</li> </ul>	Revolution Overthrow Invasion Taxation
<p><b>FEATURED GREAT EXPLORER</b></p> <p><b>A. MARCO POLO</b></p> <ul style="list-style-type: none"> <li>Marco Polo <ul style="list-style-type: none"> <li>Italian merchant, explorer and writer</li> </ul> </li> </ul>		<p><b>IX. THE GLORIOUS REVOLUTION AND THE BILL OF RIGHTS [Builds on Year 1 History and Geography]</b></p> <p>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</p> <p><b>A. GLORIOUS REVOLUTION</b></p> <ul style="list-style-type: none"> <li>William of Orange; Protestant opponent of Catholicism</li> <li>The invitation to invade</li> <li>James fled to France</li> <li>William and Mary crowned joint monarchs</li> </ul> <p><b>B. BILL OF RIGHTS</b></p> <ul style="list-style-type: none"> <li>The Bill passed in December 1689</li> <li>No taxation without parliamentary consent</li> <li>No standing army during peacetime</li> </ul>	

<ul style="list-style-type: none"> <li>Travelled through Asia along the Silk Road between 1271 and 1295</li> </ul>		<ul style="list-style-type: none"> <li>Free and fair elections</li> </ul>	
<p><b>FEATURED LOCAL STUDY</b></p> <p><b>A. HANSEATIC LEAGUE</b></p> <ul style="list-style-type: none"> <li>Confederation of merchant guilds and market towns</li> <li>13<sup>th</sup> to 15<sup>th</sup> Century, dominated trade/monopoly</li> <li>Kings Lynn was the first British member</li> <li>Only surviving Hanseatic warehouse in Britain is in Kings Lynn</li> </ul>	<p>Kings Queens, Jury, Magistrates, Law, Trials, Archbishop  Hanseatic League, Monopoly, Trade, Merchant, Market Town</p>	<p><b>FEATURED GREAT EXPLORER</b></p> <p>A. SIR FRANCIS DRAKE [Builds on History and Geography, Year 3]</p> <p><b>Sir Francis Drake 1540- 1596</b></p> <ul style="list-style-type: none"> <li>English sea captain, privateer, slave trader, pirate, naval officer and explorer of the Elizabethan era.</li> </ul>	