

History - How have children's lives changed?

Year 4



| | |
|---------------------------------|---|
| apprentice* | A young person who learns a trade or occupation in return for accommodation, clothing and food. |
| change | Things that are different. |
| childhood* | The time between infancy and adolescence. |
| continuity* | Things that remain the same. |
| deduction* | Conclusions reached after looking at sources. |
| historically significant | A person, event, place or idea that is considered important. |
| law | A rule that everyone in a place must follow, decided by the people in charge. |
| modern | Relating to the present or recent past. |
| poverty* | Having little money to pay for accommodation, food, heating or clothing. |
| primary source | An object or record created at the time of an event or period. |
| secondary source | An object or record created after an event or period. |
| servant* | A member of staff who kept the house clean and looked after the family. |
| working conditions* | The environment in which people work, including safety, hours and pay. |

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



Tudor frost fair



Victorian fair



Modern fair



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

**Lord Shaftesbury
1801-1885**

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



Apprentices

Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



History - What changed in Britain after the Anglo-Saxon invasion?

| | |
|---------------------|---|
| claimant | A person who believes they are entitled to be the king or queen. |
| inference | A conclusion reached by using evidence. |
| invasion* | A military attack in which an army uses force to take over another country. |
| kingdom | A part of England which was ruled by a king or queen. |
| missionary | A person sent to an area to promote Christianity. |
| oath | A solemn promise. |
| settlement* | A place where a community of people live. |
| settlers | People who move to a new country and stay there permanently. |
| Viking raids | Attacks on Britain in which the Vikings landed to steal items. |
| Vikings | Seafaring people from Scandinavia who raided and invaded Britain. |

Anglo-Saxon settlements

The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth and family. They left their villages only to trade with others for essential items.



Anglo-Saxon kingdoms

By AD 600, England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. Each one was ruled by a king who made laws. Over time, Wessex became the most important kingdom and in AD 925, Aethlstan became the first king of England.



Christian missionaries

Columba, Aidan and Augustine were important Anglo-Saxon missionaries who arrived in Britain in the 6th and 7th centuries. Columba founded a monastery on the island of Iona and spread Christianity in Scotland. Aidan, from Iona, became a missionary in Northumbria, founding the monastery at Lindisfarne. Augustine was sent by the Pope to convert the Anglo-Saxons in Kent, establishing a church in Canterbury. Their work helped spread Christianity across Britain.



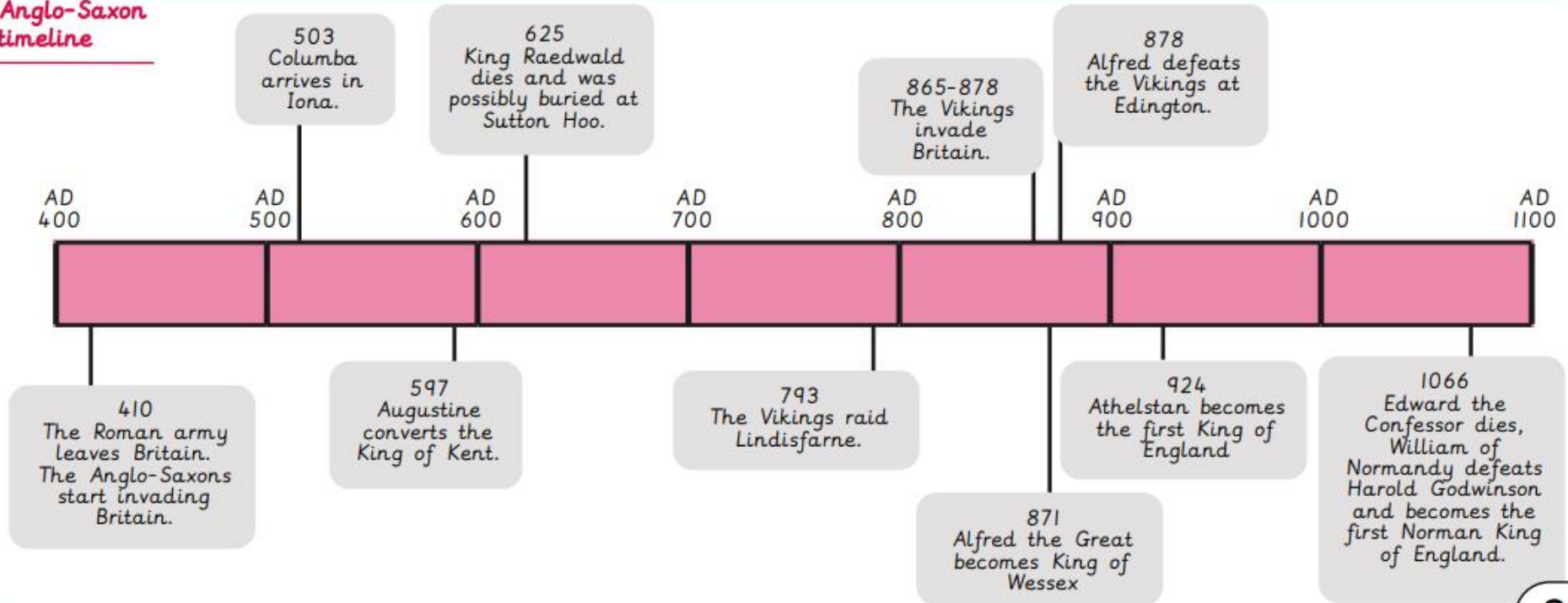
History - What changed in Britain after the Anglo-Saxon invasion?

The Viking raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.



Anglo-Saxon timeline



History - How did the achievements of the Maya civilisation impact their society and beyond?

| | |
|----------------------|---|
| achievement* | A significant accomplishment or contribution that had a lasting impact. |
| ancient* | From a very long time ago. |
| archaeologist | Someone who studies the buildings, graves, tools and other objects of people who lived in the past. |
| civilisation* | A large group of people with a common language, way of life and governance. |
| creation* | Something being made. |
| currency* | The type of money that a country uses for buying and selling goods and services. |
| decline* | A situation where something becomes less important or successful. |
| Mesoamerica | The historical region that is now Mexico and Central America. |
| ritual* | A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes. |
| theory | An idea that is intended to explain facts or events, often based on some evidence. |

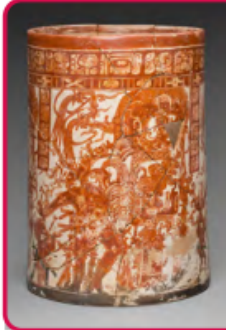
Maya settlements in a rainforest

The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters and developing crops that could grow successfully in the conditions, such as cacao and maize.



Ancient Maya vocabulary bank

History - How did the achievements of the Maya civilisation impact their society and beyond?



Maya inventions

The Ancient Maya developed many things and each invention was linked to their beliefs about the world. Some examples include the ball game, which was a form of telling stories about heroes and gods; calendars to know when to plant their crops and celebrate festivals that honoured the stars and the seasons; temples where people went to give gifts to their gods and writing used to write down important things, including stories about gods and goddesses.

Credit: Heritage Image Partnership Ltd / Alamy Stock Photo



Maya city states

Ancient Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings (such as temples, observatory towers, ball courts and palaces) were found. Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings).

Ancient Maya periods

Pre-Classic period

From 2000 BC to AD 250, the Ancient Maya went from hunter-gatherers (hunting animals and gathering food from nature) to living in cities.

Classic period

From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.

Post-Classic period

From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.

Contact and Spanish conquest period

From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.

History- The Anglo-Saxons

WHAT? – Key Knowledge

The Romans left Britain in 410AD to defend other areas in the Empire that were under attack. This left England undefended and the Saxons, Angles and Jutes came to Britain and settled. Britain was 7 different kingdoms. Over time the Anglo Saxons were converted from Pagans to Christians.

There many places in Britain that still have Anglo Saxon names including Reading – it means ‘the people of Reade’

Key Events

350AD Saxons raid English shores and are beaten back by the Romans.

410AD Romans leave England

449-550AD The Jutes, Angles and Saxons arrive in England.

450AD Saxons settle in Kent.

6th Century – Scots invade Pictland and take over.

556AD Britain is split into 7 different kingdoms.

563AD Columba brings Christianity to Iona, Scotland.

597AD Saint Augustine brings Christianity to Anglo Saxons in Kent. He becomes the Bishop of Canterbury.

617AD Northumbria is the most powerful kingdom.

635AD Aidan brings Christianity to Lindisfarne, Northumberland.

779AD Mercia becomes the most powerful kingdom. King Offa builds a dyke on the border of Wales.

793AD Britain is raided by Vikings for the first time at the island of Lindisfarne in Northumbria.

WHAT? – Key vocabulary

| | |
|--------------------|---|
| AD | Anno Domini – measuring history after the birth of Jesus. Now often called Common Era (CE) in modern textbooks. |
| Angles | People from what is now South Denmark. |
| Christian | People who believe and follow the teachings of Jesus Christ. |
| Conversion | Changing one's religion or beliefs. Persuading someone to change their beliefs. |
| Empire | A group of countries ruled over by a single leader. |
| Jutes | People from Jutland. |
| Monk | A member of a male religious community. |
| Offa's Dyke | A long earthwork running along the border of England and Wales. |
| Pagan | Anglo Saxons believed in many gods and not in Jesus Christ |
| Picts | People who lived in now what is called Scotland during the Roman times. |
| Saxons | People from the area we now call Germany. |
| Scots | People who came from Ireland and invaded Pictland and renamed it Scotland. |

Alfred the Great...

- became king in 870CE
- defeated the Danes and ruled half of England in Wessex
- created laws to promote order and justice
- had an army and navy to protect the country from invasion.



Anglo-Saxon England

Anglo-Saxon England was divided into seven kingdoms.

Each kingdom was ruled by a different king. Earls ruled areas on behalf of the king.



Key Historical Figures

| | |
|--------------------|---|
| King Offa | Anglo Saxon king of Mercia from 757 - 796AD |
| King Oswald | King of Northumbria from 634 – 642AD |
| Bede | 672-735AD a Monk who wrote about British History in the Anglo Saxon times. |
| Columba | A Christian monk who came to convert Scotland to Christianity. |
| Aidan | A Christian monk who came to Northumberland to convert the kingdom to Christianity. |

Evidence of the Anglo Saxons

The monk known as the Venerable Bede wrote about how the Anglo Saxons were converted to Christianity.

King Alfred the Great had the Anglo Saxon Chronicles written in the 9th Century – from this we know some of the history of the Anglo Saxons.

Anglo Saxons were skilled crafters. We have amazing examples of Anglo Saxon works from a Saxon burial in Sutton Hoo, Suffolk.

They can be viewed on the British Museum's website.

<https://www.britishmuseum.org/collection/gallerie/s/sutton-hoo-and-europe>

Other examples of Anglo Saxon artwork can be seen in the Lindisfarne Gospels.

They can be viewed on the British Library's website.

https://www.bl.uk/collection-items/lindisfarne-gospels?gclid=EAlalQobChMlvbrD-Jng5wIVzLTtCh13pwrLEAAYASAAEgJ2nfD_BwE

Most Anglo Saxon building were wooden and so little remains of any buildings.