



HISTORY CURRICULUM OVERVIEW

YEAR 1	National Curriculum (NC) Objectives	Objectives to be covered	Key Vocab/Concepts	Resources to support enquiry
Great Explorers	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> Discuss the criteria for determining what makes a person significant. Understand ways of learning about the past (museums, artefacts, books, historical sources) Find out about the experiences of Ibn Battuta. Find out about the life and experiences of Christopher Columbus. Find out about Robert Falcon Scott's expedition to Antarctica. Find out about the life and experiences of Neil Armstrong Discuss who is the most significant explorer by discussing the similarities and differences between each explored 	Significant/important Past Similarities Differences Artefact Slavery Technology Trade	Explorer Ibn Battuta Africa Asia Christopher Columbus Caribbean America Atlantic Ocean Robert Falcon Scott Antarctica Voyage Artefacts on server Artefact box Collins connect book https://www.youtube.com/watch?v=Qt7iKuYMBY&safe=active Christopher Columbus video https://www.youtube.com/watch?v=Qo7mBnsIYQ8&safe=active Ibn Battuta video https://www.youtube.com/watch?v=HosGqMXSeWk&safe=active Robert Falcon Scott video
Nurturing nurses	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> Understand that life expectancy has improved throughout time. Compare similarities and differences between hospitals from the past and present day. Understand ways of learning about the past (museums, artefacts, books, historical sources) Find out about the early life of Florence Nightingale (when she was born, her family, her aspirations) Find out about why people were dying in the hospitals during the war using pictures/ diary entries. Research what Florence did to improve standards in hospitals and how this has impacted on modern day medicine To know key information about Mary Seacole To know key information about Edith Cavell Compare Florence with other significant nurses 	Significant/important Past Present Similarities Differences Artefact	Florence Nightingale Crimean war Allies Hygiene Injured Life expectancy graph. Pictures of Florence Nightingale Pictures of hospitals from past/ present Dairy entries from Florence Nightingale/ soldiers about standards in hospitals https://www.youtube.com/watch?v=jONlz7vaMnU&safe=active Florence Nightingale video https://www.youtube.com/watch?v=XkoaMawiZ-o&safe=active Florence Nightingale video (Magic Grandad)
Toys	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality (Raleigh Bikes) 	<ul style="list-style-type: none"> Understand continuity and change (there have always been toys but toys have changed over time) Learn about changes within living memory by exploring toys from today in the United Kingdom Understand ways of learning about the past (museums, artefacts, books, historical sources) Learn about changes within living memory by learning about toys from the past (parents/ grandparents). Learn about toys from the Victorian era and compare these to modern day toys looking at similarities and differences. Learn about toys from the Vikings/Anglo-Saxons Learn about toys from the Romans Understand how and why toys have changed over time. Be able to order toys in chronological order using enquiry skills (e.g. what a toy is made out of, technology etc) Learn about the history of Raleigh bikes (significant people in their own locality) 	Past Present Similarities Differences Artefact Chronological order Eyewitness Technology Empire Class Settlement Poverty	Modern Victorian Anglo-saxon Stone-age Roman Wooden Plastic Metal Mechanical Electric Battery powered Raleigh bikes Sir Frank Bowden (Founder of Raleigh Bikes) Toys artefacts Victorian toys Children's own toys from home and parents/grandparents Raleigh bikes photos (on server) https://www.youtube.com/watch?v=FDAPaFVr1Hk&safe=active video timeline of toys
YEAR 2	NC Objectives	Objectives to be covered	Key Vocab/Concepts	Resources to support enquiry
The Victorians	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> Recap toys from Victorian times (yr 1) Understand how we find out about the past (dairy entries, artefacts) Know who Queen Victoria was and the time that she ruled is known as the Victorians Know that she was Queen of the United Kingdom and the British Empire Understand what life was like for children during the Victorian times using historical sources (photos, artefacts etc) Understand what school was like for children during the Victorian times using historical sources (photos, artefacts etc) Understand the jobs that children had to do in the Victorian era Create a timeline to show significant things that happened during the Victorian era 	Past Present Similarities Differences Chronological Artefact Child labour Poverty Law Industry Revolution Parliament Democracy Empire Coronation	Victorian Queen Victoria Prince Albert Dunce hat Cane Abacus Slate and chalk Black board Artefact box Artefacts on server Strelley house https://www.youtube.com/watch?v=5BvMWUc0jiA&safe=active video about Victorian children

The Great Fire of London	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Understand how we find out about the past (diary entries, artefacts) Understand when and where the Great Fire of London happened (locate on a map) Find out why the fire started and what happened during the GFOL using diary entries/ artefacts Understand why the fire spread Understand how the fire stopped Look at artefacts to enquire how people tried to put the fire out Understand what happened after the Great Fire of London and how London was rebuilt 	Past Present Similarities Differences Chronological Artefact Eyewitness Law King Parliament Tax Technology Belief Lord mayor	London Capital city River Thames Samuel Pepys King Charles II Thomas Farriner Pudding Lane Fire squirt Fire hook	Artefact box Artefacts on server
Transport/Titanic	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Understand that there has always been transport and that transport has changed over time Understand the chronology of different forms of transport. Know where the Titanic was built and why it was so significant Understand and order the events that led up to the titanic sinking Know the different reasons why the titanic sunk and why do many people died Use artefacts to find out about the lives of those who were on the titanic and what happened to them (1st class and 3rd class) Understand what happened after the titanic to make sure a similar tragedy didn't happened again 	Past Present Similarities Differences Chronological Artefact Eyewitness Class Law Technology Poverty	Titanic Captain Edward Smith Jack Philips (wireless officer) RMS Carpathia SS Californian Boiler room North Atlantic Ocean UK/ Ireland/ Queenstown America /New York Maiden voyage	Artefact box Artefacts on server Resources from DW course
YEAR 3	NC Objectives	Objectives to be covered	Key Vocab/Concepts		Resources to support enquiry
The Romans	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> To understand where the Roman Empire began and where it spread To understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made Look at British resistance and the events of 'Boudicca's Rebellion' from different perspectives To describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. Understand the impact that Roman invasion of Britain had on technology, culture and beliefs - Roman Music, roman mosaics, aqueducts, roman roads, roman gods etc 	Past Present Similarities Differences Chronological Artefact BC AD Empire Settlement Rebellion Invasion Culture Beliefs	Roman empire Julius Caesar Scutum (shield) Lorica segmentata (body armour) Tunic Cassis (helmet) Balteus (belt) Aquaduct Mosaics Hadrians wall Turret Fort Roman Gods: Saturn, Jupiter, Juno etc	Romans artefacts Roman army artefacts Boudicca artefacts and speech extract Collins connect book http://www.coreknowledge.org.uk/resources/History%20Resource%20Pack-%20Year%20-%20The%20Romans.pdf lesson plans/ resources https://www.youtube.com/watch?v=eC7ONgTJGKw&safe=active video about Boudicca https://www.youtube.com/watch?v=nN_x9o8MV1o&safe=active life in Roman Britain https://www.youtube.com/watch?v=3X7D8yz6QFg&safe=active roman impact on Britain
Britain's settlement by Anglo-Saxons and Scots (Roman withdrawal from Britain and fall of the Roman empire)	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> Understand why, where and when the Scots and Anglo-Saxons invaded Britain Describe a key historical character from the time and explain what the seven Anglo-Saxon kingdoms were Describe a typical Anglo-Saxon village and explain what jobs the people did. Analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. Explain the religious beliefs and practices of the early Anglo-Saxon people and I know and can describe some of the gods they worshipped Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded. 	Past Present Similarities Differences Chronological Artefact AD Empire Settlement Civilisation Invasion Conversation Church	Vortigern Hengest and Horsa Northumbria, East Anglia Sussex, Wessex, Essex Mercia, Kent Paganism De Temporum Ratione Modraniht Eostremonath Blodmonath Woden Frigg Thunor Tiw Eostre	Artefact box Artefacts on server Collins connect book https://www.youtube.com/watch?v=cKGz-st75w&safe=active life in Anglo-Saxon times

History of Medicine	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Understand how life expectancy has changed over time (use life expectancy chart to plot average life expectancies.) What happens over time? Are there any drops? Why? (plague, Flu pandemic 1918) Understand life during the stone age and ways of treating illness. Understand that during the stone age, families had 3 generations for the first time. Understand that bones studied from the stone age suggest people lived up to 40 years old. Understand why between 1500-1840, life expectancy didn't increase and why. (poor sanitation, limited understanding about illness etc) Know that the plague in 1665 killed approx 70,000 people. (link to great fire of London 1666) Use sources to find out ways people treated the plague and how people thought disease spread and why. Know the medical achievements of Edward Jenner and others eg Louis Pasteur James Simpson and Alexander Fleming. Discuss the significance of each invention/discovery and how this impacted on life in Britain. 	Past / Present Similarities Differences Chronological Artefact BC AD Significant Empire Settlement Civilisation Discovery Poverty Beliefs Parliament Industry Sanitation Epidemic Child labour War fare Class systems Working class	Samuel Pepys Hygiene Life expectancy Public health Miasma, Germs Quack Antibiotics, Anaesthetic Vaccine Louise Pasteur Edward Jenner James Simpson Alexander Fleming Plague, Outbreak Discovery	Resources in history cupboard https://www.youtube.com/watch?v=sJRJeOxX6no Edward Jenner video https://www.youtube.com/watch?v=Q4cNBNGqqjs Joseph Lister https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time-lister-and-simpson/zdkpy9q Lister and Simpson https://www.bbc.co.uk/teach/class-clips-video/19th-century-medicine/zfjymfr History of medicine
YEAR 4	NC Objectives	Objectives to be covered	Key Vocab/Concepts		Resources to support enquiry
Ancient Egypt	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> Locate Egypt on the map and its continent. Learn about the daily lives of many ancient Egyptian people by analysing artefacts. Understand and explain the ancient Egyptian ritual of mummification. Learn about the discovery of the tomb of Tutankhamun and understand how evidence can give us different answers about the past. Explore ancient Egyptian writing systems. Compare and contrast the powers of different Egyptian gods. 	Past / Present Similarities Differences Chronological Artefact Empire Settlement Civilisation BC Ancient	River Nile Mummification Burial chamber Tomb Tutankhamun Hieroglyphs Rosetta stone Sphinx Pyramid Egyptian gods: Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet	Artefacts box Artefacts (on server) Collins connect book including primary sources https://www.youtube.com/watch?v=lZOPWSXMvZI&safe=active introduction video https://www.youtube.com/watch?v=MZESkuKTCvY&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=58&safe=active life in ancient Egypt https://www.youtube.com/watch?v=pXMZaTTgpY4&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=60&safe=active tombs in ancient Egypt https://www.youtube.com/watch?v=QovPpJLUSr8&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=61&safe=active afterlife video https://www.youtube.com/watch?v=D1ToNThTODY&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=62&safe=active mummification video
Vikings and Anglo Saxons	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> Recap the romans and fall of the roman empire (Yr 3) Explain when and where the Vikings came from and why they raided Britain Compare the significance of Anglo-Saxon kings and their struggle for power Learn about Viking raids, the actions of King Ethelred and the introduction of Danegeld Identify and explain key aspects of Viking life Find out how the legal system worked in Anglo-Saxon/ Viking Britain. To know how/when the Viking age ended in Britain 	Past / Present Similarities Differences Chronological Artefact AD Empire Settlement Civilisation Parliament Battle Warfare Invasion King Monarchy Belief Law Justice system	Anglo-saxon Viking King Alfred the Great King Athelstan King Ethelred II Danegeld Wergild	Artefacts on server Artefact box Collins connect book https://www.youtube.com/watch?v=X0QnGvI3rJo&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=50&t=0s&safe=active life during Viking period https://www.youtube.com/watch?v=i1P4Y016qOw&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=55&t=0s&safe=active Viking home life video https://www.youtube.com/watch?v=WAjFKzyunrc&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=55&safe=active video about Viking invasions https://www.youtube.com/watch?v=GZOWhL0ARSw&list=PLcvEcrsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=56&safe=active video about Viking ships

Crime and Punishment	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Crime and punishment from the Anglo-Saxons to present day 	<ul style="list-style-type: none"> Recap life during the Vikings/Anglo Saxons Learn about the legacy of Roman crime and punishment on the current legal system in Britain Compare both the modern British and Roman justice system with that of the Anglo-Saxons Find out about different punishment methods that were popular during the Tudor period. Research Dick Turpin through studying various historical sources from the 18th and 19th century. Learn about the development of crime and punishment during the Victorian period and what happened in Victorian prisons Evaluate knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain. Compare modern methods of crime prevention and detection with what existed in the past 	Past / Present Similarities Differences Chronological Artefact AD BC Parliament	Roman Twelve Tables Legionarie Justice system Lawyer Tudor Vagrancy (homelessness) Treason Highway man Victorian Peelers (policemen) Truncheon Treadwheel Shot drill Picking oakum The crank	National Justice museum http://www.primaryhomeworkhelp.co.uk/tudors/other.htm Tudor crime and punishment artefacts https://www.nationalarchives.gov.uk/education/resources/victorian-prison/ Victorian Prison records Victorian Prison photos https://www.youtube.com/watch?v=KZSD1kY0HCs&safe=active video about Victorian villains and photography
YEAR 5	NC Objectives	Objectives to be covered	Key Vocab/Concepts		Resources to support enquiry
Mayan civilisation	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. Know that the Maya used calendars and number systems and compare these to modern day calendars and number systems Identify and use sources of evidence to learn about Maya cities and some of the people who explored and documented them. Explain what the Mayan writing system consists of, how words are constructed and what codices are. Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant To give our own reasons why changes may have occurred for the Maya civilisations, backed up by evidence. 	Past / Present Similarities Differences Chronological Artefact Empire Settlement Civilisation BC Ancient	Central America Mesoamerica Blood letting Itzamna Ix Chel Maize God Chac Kimi Codices Hieroglyphs Syllabograms	Artefacts on server Artefact box Collins Mayans Primary History book https://www.youtube.com/watch?v=NTCSTUfRTMA&safe=active Video to introduce topic https://www.youtube.com/watch?v=Zay4WRJKcOk&safe=active Mayan food
Ancient Greece	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> To understand when and when the Ancient Greece civilisation occurred and compare to that of the UK (Bronze age to iron age Britain) Understand the significance of ancient Greece and understand what life was like for the wealthy and for slaves To use sources to find out about Greek warfare To study ancient Greece's cities and its democracy To learn about ancient Greek gods To know how the Olympics began and its lasting impact on today Understand Ancient Greece's impact on the world. 	Past / Present Similarities Differences Chronological Artefact BC Empire Settlement Civilisation Ancient Culture Settlements Technology Beliefs Agriculture Slavery Social hierarchy	Ancient Greece Democracy The Ekklesia The Boule The Dikasteria Ancient Greek Olympics Zeus Athens Sparta Persians Battle of Marathon Poseidon, Hades, Athena etc Trojan war	Collins Ancient Greece primary history book Artefacts box Artefacts on server http://www.eyewitnesstohistory.com/marathon.htm battle of marathon eye witness account Photos of artefacts on server
Stone age to the iron age	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> To understand how historians use reliable sources of information to find out about the past. To order significant events and dates on a timeline with a scale and intervals. To learn about Skara Brae and how this archaeological site tell us about what humans needed for survival To understand that copper mining was crucial to the people during the bronze age and understand how copper developed civilizations. To understand how evidence about Stonehenge can give us different answers about stone age and bronze age civilisation Understand how and why hillforts were developed in the iron age Understand how evidence about Druids can give us different answers about the past during the Iron age. 	Past / Present Similarities Differences Chronological Artefact BC Empire Settlement Civilisation	Stone age Prehistoric Skara Brae Orkney Islands Bronze age Copper Bronze Stonehenge Altar Stone slaughter Stone	Stone age to iron age primary history Collins books Artefacts box https://www.youtube.com/watch?v=-DkXHi-udxg&safe=active introduction to stone age https://www.youtube.com/watch?v=cH_uowNBIno&safe=active introduction to bronze age https://www.youtube.com/watch?v=j6rCMToss_k&safe=active introduction to iron age

			Ancient Ancestor Culture Technology Alliance Beliefs Trade Agriculture Invasion	Iron age Celts Round houses Hill forts Druids	https://www.youtube.com/watch?v=SJ5s75osk_0&list=PLcvEcrcsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=6&t=0s&safe=active stone age tools https://artsandculture.google.com/exhibit/celtic-life-in-iron-age-britain/CAKSz1O9u3piJg examples of Celtic and iron age artefacts (Lots of videos on BBC teach on youtube)
YEAR 6	NC Objectives	Objectives to be covered	Key Vocab/Concepts	Resources to support enquiry	
Early Islamic civilisation (Baghdad)	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 	<ul style="list-style-type: none"> Links- knowledge of Islam (covered in R.E) Locate Baghdad and identify its continent on a map and know that it was built as a round city and why Find out about the House of Wisdom Know some of the early Islamic scholars (and explain some of their discoveries) Evaluate and explain the significance and impact of these discoveries Learn about the role of the caliphate (an Islamic state under the leadership of an Islamic steward with the title of caliph), in early Islamic civilisation Identify reasons why Baghdad became a major power by understanding the silk road trade route Compare Golden age of Islam to Europe at the same time (Anglo-Saxons) 	Past Present Similarities Differences Chronological Artefact AD Civilisation Ancient Technology Discovery	Silk trade route Baghdad Round city Caliphate Mecca Abu Bakr Umar Uthman Ali Umayyads Abbasids House of Wisdom Al-Zahrawi Muhammad ibn Zakariya Razi	https://www.youtube.com/watch?v=WVM1xFdp83Q&safe=active – good introduction https://www.youtube.com/watch?v=ImqFg9zRyrQ&safe=active – video about construction of Baghdad https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-invention-and-innovation-in-baghdad-900ad/zmnfjhu video about inventions in Baghdad 900AD http://www.coreknowledge.org.uk/resources/History%20Resource%20Pack-%20KS2-%20Baghdad.pdf – resources and lesson ideas Islamic scholars artefacts, Bagdad artefacts, house of wisdom artefacts (on server)
The Shang dynasty (Bronze age in China)	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> Links- stone and the iron age (Yr 5) Explain when and where the Shang dynasty was in existence and describe features of its location. (Bronze age, China) To be able to describe what life was like for different people in the Shang Dynasty. To be able to explain some of the religious beliefs and practices of the people from the Shang dynast To be able to explain about the discovery, purpose and significance of oracle bones To be able to examine a range of artefacts to find out about life in the Shang dynasty To be able to explain who Fu Hao was and why the discovery of her tomb was significant. To summarise an overview of the earliest civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty) 	Past / Present Similarities Differences Chronological Artefact BC Ancient Dynasty Social hierarchy/ structures Revolt Slavery tax	Oracle bones Divination King Wu Ding Fu Hao King Di Xin Nobles Peasants/slaves Sacrifice Jue Zun Ding	Photos of Artefacts on server Photos and diagrams of artefacts found in Fu Hao’s tomb https://www.youtube.com/watch?v=k3jXyXhIR9s&safe=active – good introduction https://www.bbc.co.uk/bitesize/topics/z39j2hv/articles/zqtn6yc - lots of useful videos https://www.youtube.com/watch?v=JxjP0Cymjlc&safe=active – bbc video about Shang dynasty https://www.youtube.com/watch?v=Illq8n_8_wo&list=PLcvEcrcsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=83&safe=active video about early Chinese bronze https://www.youtube.com/watch?v=oYRUJl_w3kdU&list=PLcvEcrcsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=82&t=0s video explaining Chinese writing
WWI	<ul style="list-style-type: none"> a local history study 	<ul style="list-style-type: none"> Understand how and why WWI started and locate all key countries involved on a map Understand what was happening in Nottingham during the beginning of WWI (who was King? What was life like in Edwardian Nottingham? suffragette movement-look at lives of suffragette Eileen Mary Casey who was arrested in 1914 for carrying explosives and arrested on suspicion of attempting to assassinate George V in the Nottingham square) Understand why men joined the army in 1914 through the use of propaganda Use artefacts/ diary entries to find out what life was like during WWI in Nottingham Understand what life was like in the trenches using a range of sources Understand the role that Nottingham played within the war efforts Know that Boots was the main government’s manufacturer for foot cream to alleviate symptoms of trench foot and other war related medicines (fly repellent etc.) Know that in 1915 Raleigh Bikes on Cycle Road was transformed into an arms manufacturer with 5,000 mostly female workers producing 106 acting fuses (an invention for reliably detonating a high-explosive shell instantaneously when the nose made physical contact with the slightest object like a strand of barbed wire or the ground surface to improve war efforts) Compare 106 acting fuse with other war time inventions and discuss which is the most significant invention during WWI (e.g. blood transfusions, air control traffic/wireless communication with pilots, British Mark I tank, tracer bullets) Explore the impact of the war on social structures across Nottingham and the UK e.g. woman’s rights 	Past / Present Similarities Differences Chronological Artefact AD Social structures Edwardian Alliance Warfare Propaganda Suffragette movement Rights/ laws	Suffragettes Trenches Trench foot Propaganda George V Assassination	Artefacts box Photos of Nottingham during WWI on server Photos of boot/ Raleigh bikes artefacts on sever https://www.bbc.co.uk/programmes/p01p34rr - useful sound clips about Nottingham and WWI https://nottinghamww1.uk/nottingham-ww1-background-context.html - useful info and pics from Nottingham during WWI https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/ WWI letters https://www.youtube.com/watch?v=IPBSaRppmJs&list=PLcvEcrcsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=95&t=0s WWI trenches video https://www.youtube.com/watch?v=Ck0rMb6a-4&list=PLcvEcrcsF_9zKsCp4fUadIq6ea9Fd5ADrO&index=92&t=0s women’s role in the war