History Key Knowledge and Vocabulary



<u>Golden Threads</u> – Chronology – Explaining when events have happened, **Historical Enquiry** – Researching time periods like a historian**, Vocabulary and Knowledge** – using historical language like a historian and **Knowledge and Interpretation** – looking at clues about the past like a historian.

At the beginning of each year, could each class please have a timeline set up showing each of the units that have been previously taught in school. The units taught within that current year will be added when taught and discussed with the children. Please make sure the time periods are in chronological order and have the appropriate time gaps between events.

This timeline will need to be referred to at the beginning of each History lesson to embed the skill of <u>chronology</u>.

Year Group	Unit	Knowledge	Vocabulary **Bold – previously taught vocabulary**	Links to previous History Learning
1	Family History - toys	• To know what 'old' and 'new' means. • To know how they (children) have changed since birth including walking, talking, feeding and independence. • To be able to put three different toys in chronological order.	Old, Very old, New, A long time ago, 'When mummy and daddy were little', 'When I was little…'	**<u>Understanding the World</u>** -Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. -Spend time with children talking about memories and sharing photos. -Observe and discuss change over time. **ELG - Past and Present** - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now.
1	Changes in transport **(aeroplanes)**	• To know who the Wright brothers were and their first flight in 1903. • To know that aeroplanes are used for commercial (holidays), trade (bananas coming from warmer climates), relief (aid/charities), defence (war), and exploration.	**Old, Very old, New, A long time ago**, Aviation, Wright brothers	**<u>Understanding the World</u>** Learn about different occupations and invite visitors to talk about their work. Observe and discuss change over time. Share high quality texts to support learning and ensure non-fiction texts are

		• To know what 'aviation' means.		available for children to look at and refer to. **ELG - Past and Present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
1	Inspirational people **(Walter Tull local history)**	• To know who Walter Tull was. • To know that he was one of football's first black players in England. (Tottenham and Northampton). • To know he was the British Army's first ever black officer to command white troops.	Dates, Now, Past, Present, Then, War, Officer, World War One.	**<u>Understanding the World</u>** Learn about different occupations and invite visitors to talk about their work. Observe and discuss change. **ELG - Past and Present** - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.
2	The Great Fire of London	• To know what the Great Fire of London was including key dates (1666) and people - monarch (Charles II), Samuel Pepys and Thomas Farriner, the baker.) • To know the similarities and differences of before and after the fire. • To know how life changed in London due to the fire. (roads were built wider, houses were built more out of stone and bricks and not as close, the fire stopped the plague due to the rats being killed).	**Dates, Now, Past, Present, Then,** Monarch	**Inspirational people (Year 1**) - Samuel Pepys writing his Diary and Charles II changing London for the better.

2	International Achievements **Amelia Earhart and Neil Armstrong - explorers**	• To know who Amelia Earhart and Neil Armstrong were and what they explored. • To know the similarities and differences between their explorations.	**Dates, Now, Past, Present, Then**, Explorer, Exploration	**Changes in transport (Year 1)** – Emilia Earhart flew a plane.
2	1953 and the Coronation of Queen Elizabeth II	• To know who Elizabeth II was and what is meant by a Coronation. • To know the significance of the Coronation such as it was the first live televised coronation. • To know how the coronation was celebrated.	**Dates**, Parliament, Queen, Before, After, Coronation, **Monarch**	**Family History (Year 1**) – family members recalling the coronation of Queen Elizabeth.
3	Ancient Greeks	• To know what the word 'Ancient' means. • To know what Ancient Greek life entailed such as their belief in the Greek Gods (Zues, Poseidon, Aphrodite, Athena, Hades, Hera) and know that the Gods governed all aspects of human life and the natural world – they were like a religion for the ancient Greek people. • To know the Greeks first invented Democracy. • To know how the Ancient Greeks have influenced life today. (Government - Democracy and sport - Olympic Games)	Ancient, Century, Democracy, Parliament, Parthenon	
3	Stone Age to Iron Age	• To know what life was like in the Stone Age, Bronze Age and Iron Age. • To make comparisons across the three time periods. Eg, moving with the Seasons and then settling and farming, setting up their settlements, cave drawings and development of their tools due to the discovery of metal (Bronze and Iron) • To know what an archaeologist does and how this has developed our understanding of these time periods	**Ancient**, Century, BCE, CE, Forage, Archaeologist	**The Great fire of London (Year 2)** – links through enquiry skills of how we know these people existed.

3	Local History **(The Shoe industry in Northampton)**	• To know what 'industry' means and relate it to the shoe industry in Northampton. • To know how a successful industry benefits the area. (wealth, tourism, putting you on the map). • To know why the industry was successful. (Location of the town, able to produce good quality leather as they had the water from the river, oak bark and lots of cattle)	**Before, After, Present Day**, Industry, **Century**, Decade	**Inspirational people (Year 1)** – Sir Walter Tull played for Northampton Town
4	The Romans	• To discuss key dates on a timeline referring to the Roman invasion of Britain. (see MTP) • To know the key people within the Roman Era such as Julius Caesar and Boudica. • To know what an invasion is and how the Romans used it to conquer Britain. • To know how the Roman invasion of Britain impacted British life.	**Century, Decade**, Invasion, Empire	**Ancient Greeks (Year 3)** links with the Gods and temples.
4	Anglo-Saxon Settlement	• To use a timeline to place when the different Kingdoms were formed during Anglo Saxon times. • To know what a settlement is and the key roles within it. (daily life, trade, agriculture, leadership/defence). • To know where the Anglo-Saxons originated from. • To know how the Anglo-Saxons invaded Britain.	Settlement, Kingdom, Shire, Court, Writs, Charter	**The Romans (Year 4)** – links with invasion
4	The Norman Conquest	• To know who William the Conqueror is. • To know what is meant by a battle and the importance of the Battle of Hastings (1066). • To know the year the Battle of Hastings took place (1066). • To know who the Normans were and their place within history.	Conquest, Battle, **Century**, **CE**, Domesday Book	**The Romans and Anglo Saxons (Year 4)** – links with invasion

5	The Vikings	• To know who the Vikings were and their place within history. • To know what life was like as a Viking in Britain. • To know what is meant by the term 'Civilisation'.	**Present day, Dates**, **Invasion**, **CE, BCE**, Civilisation, **Century**	**The Norman Conquest, The Romans and Angelo Saxons (Year 4)** – links with invasion
5	Ancient Egypt	• To know who Tutankhamen and Cleopatra were.(Pharaohs) • To know about the life of an Ancient Egyptian who worked to build the pyramids and tombs. • To know the importance of Pharaohs and the mummification process within Ancient Egyptian civilisation.	**Ancient, Civilisation, Archaeologist**, Pharaohs, Mummification	**Stone Age to Iron Age (Year 3)** – learning about the role of an archaeologist. **Ancient Greeks (Year 3)** – civilisations what they brought.
5	Victorians **(Educational and child reforms)**	• To know when the Victorian Era was and the monarch. (1837 – 1901). • To know what is meant by school reforms (1870 Elementary Education Act provision on a national scale, 1880 - Education Act school attendance compulsory between the ages of 5-10). • The impact these reforms had on children's lives during the Victorian period. (offering literacy, disciple but strict rote learning and physical punishment. Children off the streets but deprived families of wages). • To know what education was like for a Victorian child. (punishment, length of day, what lessons they were taught and what this might have looked like).	Chronology, Reforms, Era, **Parliament**, Interpret, Sources, Reliability	**Inspirational people (Year 1)** – Sir Walter Tull was born in the Victorian Era (1888)
6	The Battle of Britain	• To know what the Battle of Britain was, why it occurred and where. • To know who Sir Winston Churchill was and the role he had in the Battle of Britain. (see MTP) • To know the importance of the Battle of Britain.	**Decade, Century**, RAF, **Parliament**, World War II, Spitfire, defence	**Changes in transport – (Year 1)** – links to aeroplanes and the spitfire and how it was used for War.

6	The Tudors	• To know who Henry VIII was and the dates he ruled England. (1509-1547). • To know who Henry VIII's wives were and what their fates were. • To know how Henry VIII changed the Church of England and why. (made himself Supreme Head for divorce).	VIII, **Dates**, **Century, Monarch, Parliament**, Catholic Church, reformation	**The Great Fire of London (Year 2)** – learning about the monarch King Charles II**, The Victorians (Year 5) –** learning the monarch at the time Queen Victoria and **The Norman (Year 4)** William the Conqueror
6	The Maya civilisation	• To be able to recall the dates when the Maya Civilisation was around. • To compare Maya life to present day Britain and know what the Maya's invented that impacts life today. • To be able to talk about the Maya's and what their lives were like.	**Civilisation, CE, Present day**, Interpretations, **Century**	**Ancient Greeks (Year 3)** and **Egyptian Civilisation (Year 5) –** other ancient civilisations and what they brought.