

Y1: Toys

Subject Specific Vocabulary

Victorian

The time of Queen Victoria's reign. 1837-1901.

20th century

This is the period of time from 1900-1999.

21st century

We are in the 21st century. It started in 2000 and will end in 2099.

wooden toys

Lots of toys were made of wood. Boats, train sets and cup and ball were all made of wood. Some toys are still made of wood.

paper toys

Some toys, like paper windmills, were made out of paper.

metal toys

Toy soldiers and some spinning tops were made out of metal.

plastic toys

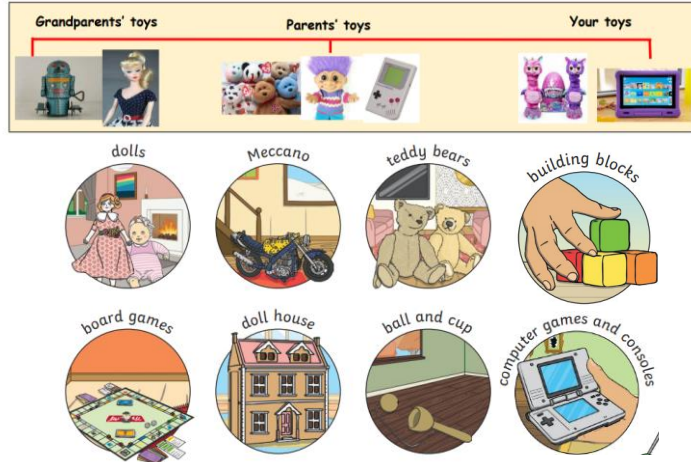
Most modern toys are made of plastic. Toy soldiers, dolls and ride-on cars are usually made of plastic.

modern

Things made now or recently.

the past

Objects and things that happened before now.



Granular Knowledge about history within living memory (toys)

☐ Toys have existed for thousands of years and were made out of materials there were available at the time.

☐ In the Victorian era, toys were mainly made out of wood.

☐ There used to be boys toys and girls toys but that has changed now and children can play with any toy they like.

☐ More modern toys are made out of plastic because it's easier to make things with. Many modern toys use electricity.

☐ Toys, particularly dolls, have changed over time to represent the rich diverse culture of the world we live in including different skin colours, hair textures and disabilities.

Links to prior learning

- In EYFS, children have spoken about their families e.g. parents, grandparents etc.

Links to future learning

- Children learn about changes between the past and today during their unit on significant people, events and places in locality. (Y1)

Y1: Significant people, events and places in locality

Subject Specific Vocabulary

Suffragette Movement

The suffrage movement campaigned for equal rights and opportunities for women in the late 19th and early 20th century.

Suffragette

A woman involved in the suffrage movement.

Emmeline Pankhurst

Emmeline was born in Manchester in 1858. She fought hard for equal voting rights for women.

Emily Davison

Emily was a suffragette like Emmeline. She fought for women's rights in London.

protest

A protest is when a lot of people come together to show others that they strongly like or are against an idea or event.

right to Vote

The ability to vote in elections to help decide who will be the next Prime Minister of England.

equality

The right of every individual to equal treatment and opportunities, regardless of factors like gender, race and religion.

banner

A flag with a design or writing on it that represents an organization or a movement.

activist

A person who fights for a cause.



Granular Knowledge about significant people, events and places in locality

❑ Emmeline Pankhurst was an activist from Moss Side, Manchester. She organised the Suffragette Movement in Manchester.

❑ The Suffragettes fought for women's rights, equality and for women to have the right to vote.

❑ Alexandra Park is a park in Manchester where many Suffragette parades took place.

❑ The 'Great Demonstration' took place in Alexandra Park.

❑ The Manchester Suffragette banner is now displayed in the People's History Museum in Manchester.

Links to prior learning

- Children have previously looked at changes from the past to the present day in their toys unit. They have begun to understand that things change and some reasons for these changes.

Links to future learning

- Children learn about various other significant people during different history units e.g. Christopher Columbus (yr2), Julius Caesar (y4), Alfred the Great (y5), Winston Churchill (y6) etc.

Y2: The Great Fire of London

Subject Specific Vocabulary

bakery	A place where bread or cakes are made and sold
London	The capital city of England and the United Kingdom
River Thames	A river that flows through London. Many people got a boat on the River Thames to escape the fire
diary	A personal record of someone's life events.
eye-witness	A person who has seen something and can give a description of it.
embers	Small pieces of glowing coal or wood in a dying fire
St Paul's Cathedral	A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren.
Samuel Pepys	Wrote a diary that enables us to know what happened during the Great Fire of London.
flammable	When something burns easily.



Links to prior learning

- In year 1, the children have looked at significant events and people that have had a historical impact.

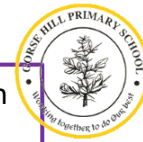
Granular Knowledge about The Great Fire of London

- ❑ The fire of London started in a bakery in Pudding Lane on 2nd September 1666.
- ❑ It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
- ❑ They used leather buckets and squirts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
- ❑ The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out. 6 people died as a result of the fire.
- ❑ 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.

Links to future learning

- Children will look at various other significant events such as the Blitz in Y6, the Danelaw in Y5, the first Olympic games Y3 etc.

Y2: Explorers



Christopher Columbus
1492 - 1504

Gertrude Bell
1868 - 1926

Ernest Shackleton
1874- 1922

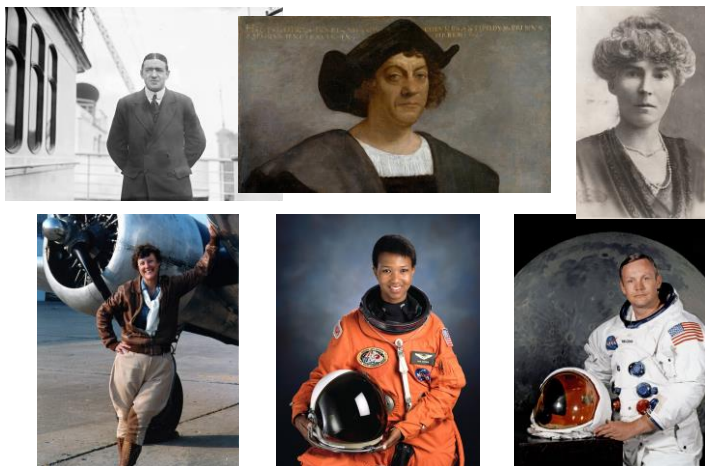
Amelia Earhart
1897- 1937

Neil Armstrong
1930-2012

Mae Jemison
1956-

Subject Specific Vocabulary

explorer	Someone who goes on a journey to find out about somewhere or something new.
expedition	A journey taken for a reason, such as exploring somewhere.
achievement	Something challenging that a person does very well.
equipment	Objects that are needed for an activity.
significant	Important and worth knowing about.
map	A picture of a particular area of the Earth or sky drawn or printed.
navigation	The act of setting a course for or controlling a ship or aircraft.
voyage	A long journey, usually involving travel by sea.
Astronaut	A person who has done special training to be able to travel in to space.



Granular Knowledge about explorers

- ❑ Christopher Columbus and Ernest Shackleton were sailors. Columbus became famous for 'discovering' lands called 'The Americas'. Shackleton's most famous journey was on a ship called the 'Endurance.'
- ❑ There were millions of people living in 'The Americas' before Columbus 'discovered' it.
- ❑ Earhart became the first woman to fly across the Atlantic Ocean, and she also became the first woman to fly solo across the North American continent and back.
- ❑ Neil Armstrong was an astronaut and the first man to step on to the moon. Mae Jemison was also an astronaut and the first African-American woman to travel in to space.
- ❑ Gertrude Bell was best known for her travels to the Middle East.

Links to prior learning

- Children have previously looked at changes from the past to the present day in their toys unit. They have begun to understand that things change and some reasons for these changes.
- They have previously heard stories of people who have impacted the world and made significant achievements (Y1)

Links to future learning

- Children learn about various other significant people during different history units e.g. Julius Caesar (y4), Alfred the Great (y5), Winston Churchill (y6) etc.
- Children will become more familiar with timelines in future years, advancing to timelines that show overlapping time periods (KS2)

Y3: Stone Age – Iron Age



Subject Specific Vocabulary	
archaeologists	People who work out our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Neolithic	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.
B.C.	Before Christ. A date like 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the stone, bronze and iron age.
tribal	Groups of people who live together.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where stone age people would have lived.
civilisation	A group that lived during a period of time long ago.
settlement	A place where there were several stone age shelters, like a small village.
prey	An animal that is hunted for its food.



Granular Knowledge about the Stone-age period	
☐	The stone-age period is said to have started around 3 million year ago when humans started to live in Europe.
☐	The stone-age was followed by the bronze-age period. This is when humans started to use metal.
☐	The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming.
☐	During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
☐	During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Links to prior learning
- First KS2 topic allows children to understand the progression of chronology easier as they start at the beginning. - Children will have previously learnt about using artefacts and sources.
Links to future learning
- Children to understand how human life started, human's first achievements and the growth of civilisation as a whole which can be referred back to and compared throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians(Y3), Greeks(Y4), Romans(Y4) and the Early Islamic Civilisation (Y5)

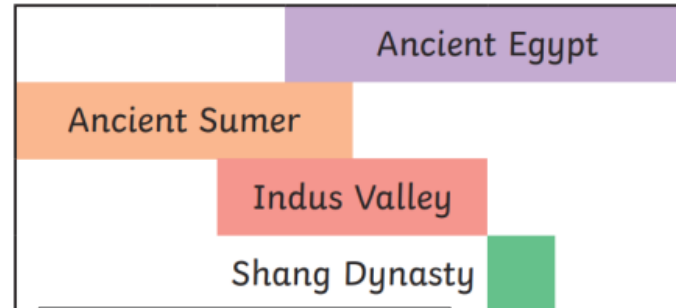
Y3: Ancient Civilisations

Subject Specific Vocabulary

civilisation	An organised society with its own culture, existing in a particular area over a period of time.
Ancient Sumer	The earliest known civilisation in the historical region of Southern Mesopotamia.
Mesopotamia	The land between the Tigris and Euphrates rivers, now mostly in modern-day Iraq.
Indus Valley	A Bronze Age civilisation in the North Western regions of South Asia.
Shang Dynasty	The earliest ruling dynasty of China.
river	A large natural stream of water. Early civilisations settled near rivers.
hieroglyphs	Early writing using pictures, found in Ancient Egypt.
artefacts	An object from the past that shows evidence of what life was like.
hierarchy	A system of organising people in to different ranks.
archaeology	The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains.
archaeologist	A person who studies history or prehistory through the methods of archaeology.

5000 **BC**

AD 0



Links to prior learning

- Children have an understanding of the civilisation that lived during the Stone Age – Iron Age (Y3)
- Children have looked at the achievements of significant individuals e.g. Emmeline Pankhurst (Y1), Christopher Columbus (Y2) and how these achievements can impact others.

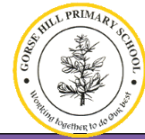
Granular Knowledge about Ancient Civilisations

- ☐ Ancient Sumer were renowned for their innovation, including the development of the 60 second clock system we use today.
- ☐ We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.
- ☐ Shang Dynasty was the first well-documented dynasty in China.
- ☐ Indus Valley were the first to introduce sanitation systems to their cities with a network of drains.
- ☐ The early civilisations overlapped each other in terms of chronology but the Ancient Egyptians outlasted them all.
- ☐ Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.

Links to future learning

- Children will learn and compare various other civilisations in future years e.g. Greeks and Romans in Y4 and Anglo-Saxons, Vikings and Early Islamic Civilisation in Y5.
- Children will use the skills of looking at and analysing artefacts throughout their future history learning.

Y4: Ancient Greece



Subject Specific Vocabulary

philosophy	Philosophy is a way of thinking about the world, the universe, and society.
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilization.
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.
democracy	Democracy means allowing citizens to make their own decisions for their own personal lives
Olympics	The ancient Olympic Games were originally a festival, or celebration of and for Zeus
plague	The Plague of Athens was an epidemic that devastated the city-state of Athens.
truce	Is when two fighting sides declare peace or a break in the war.
Zeus	The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.
Apollo	Apollo is the god of music, truth and prophecy.
temple	A building devoted to the worship of a god or gods.



Links to prior learning

- Previously looked at an overview of various ancient civilisations including Egyptian, Shang and Sumer in year 3.

Granular Knowledge about Ancient Greece

- ☐ Democracy began in Ancient Greece.
- ☐ The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre.
- ☐ Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing.
- ☐ Ancient Greek myths are still read today. Monsters include Medusa and the minotaur. Heroes include Odysseus and Perseus.
- ☐ Greek architecture has influenced buildings all over the world.

Link to future learning

- Ability to make comparisons between Ancient Greece and the Romans (both studied in year 4)
- The impact of the Greeks on the western world will be seen during the Roman (yr4), Anglo-Saxons and Vikings (yr5) units as a lot of the ancient Greek ideas were passed on by the Romans and the spread of their empire.

Y4: The Romans

Subject Specific Vocabulary

centurion

A commander of a group of 100 Roman soldiers.

emperor

The Roman emperor was the ruler of the Roman Empire during the imperial period.

aqueduct

A large system for carrying water from one place to another is called an aqueduct.

gladiator

A gladiator was an armed combatant who entertained audiences in the Roman Republic.

Londinium

This was the Roman name for London.

conquer

To overcome and take control of people or land using military force.

invade

Enter a place or land with the intention of occupying it.

Romanisation

When the countries that the Romans conquered became very much like Rome.

Roman baths

A number of complex of rooms designed for bathing, relaxing, and socializing, as used in ancient Rome.



Granular Knowledge about The Romans

☐ Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.

☐ Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire.

☐ The Romans invaded Britain in 43AD.

☐ When the Romans came to Britain they helped us by creating roads; a written language (which was Latin) and introduced coins.

☐ Julius Caesar was probably the best known Roman leader. He extended the empire through invading other lands.

Links to prior learning

- Chronologically, the Roman invasion and occupation of Britain followed on from the Iron Age (studied in year 3)
- Housing in Iron Age Britain (roundhouses)
- Comparing influences from Ancient Greece (studied in year 4)
- Knowledge of key figures e.g. Boudicca builds on the study of significant people (year 2)

Links to future learning

- Chronologically feeds in to the Anglo-Saxons and Vikings arriving in Britain.
- Knowledge of Roman Britain, will allow the children to contextualise Britain during the Anglo-Saxons and see how, in some ways, Britain regressed.
- Links to Roman's way of dealing with crime and punishment (studied in year 6) including laws and their court system.

Y5: Anglo-Saxons and Vikings



Subject Specific Vocabulary

archaeologist

People who work out our history by looking at artefacts that have been found.

thane

An important Anglo-Saxon person.

wergild

A fine imposed for stealing or killing.

legacy

Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.

raids

A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.

longship

The narrow boat used by Vikings to raid along coasts.

Scandinavia

The name given to the collection of countries: Denmark, Norway and Sweden.

Danelaw

The name given to lands in Britain occupied by the Vikings.

misconception

This means misunderstanding. In Viking terms there were many misunderstandings about the Vikings.



Granular Knowledge about the Anglo-Saxons and Vikings

☐ The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes.

☐ For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land.

☐ The Anglo-Saxons were fierce people who fought many battles, including fighting each other.

☐ Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen.

☐ The lands that the Vikings occupied were known as Danelaw.

☐ The most important Viking British city was York or Jorvik as it was known by the Vikings.

☐ The Anglo-Saxon and Viking period ended when the Normans conquered Britain in 1066.

Links to previous learning

- Chronologically follows on from the Roman topic studied in Y4 and allows children to see the development of British history in chronological order.
- Most lessons will centre around comparing Anglo-Saxons with Vikings, references to the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed.

Links to future learning

- Children will compare the period of Anglo-Saxons and Vikings to their next unit of the Early Islamic Civilisation, making comparisons between achievements, laws, housing etc.
- Children will revisit the Anglo-Saxon time period during their Crime and Punishment unit in Y6.

Y5: Early Islamic Civilisation



Subject Specific Vocabulary

Baghdad	Baghdad is today the capital of Iraq and was the capital of the Muslim world.
House of Wisdom	Was a library or university where scholars from all over the world were invited to study
mosque	A place where Muslims worship.
Ramadan	The most sacred month in the Islamic culture. Muslims do not eat or drink between dawn and dusk.
scholar	A highly educated person.
Prophet Muhammad	Muslims believe that Islam is a faith that has always existed and that it was gradually revealed to them by Muhammad.
merchant	A person or company involved in wholesale trade.
manuscript	A book, document or piece of music written by hand rather than typed or printed.
ailments	An illness, typically a minor one.
madrassa	A school built in, or alongside, a mosque.
crusades	The Crusades were a series of religious wars between Christians and Muslims



Granular Knowledge about the Islamic civilisation AD900

- ☐ The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic.
- ☐ In 762, the newly-founded city of Baghdad became the capital of the Muslim world.
- ☐ Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam.
- ☐ Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.
- ☐ By the 8th century Islamic scholars were using paper rather than parchment or papyrus for their writing.

Links to prior learning

- Previously learnt about the Vikings who lived concurrently with the Early Islamic Civilisation for a period of time.
- Making comparisons with the previously taught Vikings allows the children to revisit knowledge already acquired and use it to contextualise their understanding of this unit.

Links to future learning

- In future learning, children will look at significant other's achievements such as Alan Turing and the Enigma code.

Y6: World War II

Axis	Countries which fought on the German side (including: Italy, Germany, Japan (1939-1941))
Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))
Nazi	Member of the German political group which came to power in 1933
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Blitz	A series of bombing raids on the UK
propaganda	Controlling news media (such as radio) to depict the war effort
Holocaust	Murder of Jews and other groups of people by the Nazis
Luftwaffe	The German Airforce.
RAF	The Royal Airforce- British.
refugees	A person who has been forced to leave their country in order to escape war.
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.



Granular Knowledge about World War II

World War 2 was a battle between two groups of countries – the “Allies” and the “Axis”. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.

Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.

During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.

Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the “best” and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.

The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.

The US didn't join the war until 1941, when Japan attacked the United States - at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.

Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.

The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.

Links to prior learning

- Children have previous looked at the achievements of various different civilisations and will apply this to the achievements of WWII and their impact in the modern world.
- Children have learnt about misconceptions of Vikings during Y5, which will feed in to their learning on propaganda and bias.

Links to future learning

- Children will look at primary and secondary sources during this unit which will enable them to consolidate this skill further in the Crime and Punishment unit in Y6.

Y6: Crime and Punishment



Romans

Anglo-Saxons

Tudors

Stuarts

Victorians

New Millennium

Subject Specific Vocabulary

crime	An act done by a person which is against the laws of a country or region.
punishment	The penalty for a crime.
judge	Person in a court of law who decides how the laws should be applied and how the criminal should be punished.
custody	The state of being arrested or held by the police
treason	A crime against the King, Queen or the government.
trial	A meeting where all the evidence about whether someone is guilty of a crime is read out and a decision is Made.
deterrent	To discourage someone from doing something.
court	A place where a judge or a group of people decide if a person or business has broken the law or not
jury	A group of people who participate in deciding cases brought to trial.
rehabilitation	To restore someone to a normal crime-free life
compensation	Money paid to the victims of a crime or to their families.



Granular Knowledge about Crime and Punishment

- ❑ The Romans introduced their laws that were called the Twelve Tables in around 450BC. Both the Romans and the Anglo-Saxons used very harsh punishments to try and stop people from committing crimes.
- ❑ The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or had to pay a fine (wergild).
- ❑ The Tudor Kings and Queens worried about treason and therefore their punishments were extremely severe.
- ❑ Today crime ranges from physical (theft, assault, drink and drugs etc) to digital crime (fraud). Prisons now work hard to help rehabilitate people so that they do not re-offend and technological advances have meant catching criminals can be used by identifying finger prints and DNA.
- ❑ A police force was introduced in 1829.

Links to prior knowledge

- Children have previously learnt about the Romans, including Roman life in Britain and the impact of the Romans on the world. (Y4)
- Children have learnt about the Anglo-Saxons, and compared this period of time with the Early Islamic Civilisation. (Y5).

Links to future learning

- Children's knowledge of the chronology of Britain and changes in crime and punishment will support them in their future history learning in Y7.