

# Curriculum Skills and Progression Map

## History



Downland Village Schools Federation

## History - Age Related Statutory Coverage

EYFS	Key Stage One Learning	Key Stage Two
<p><b>Understanding the World</b>  <b>People and Communities</b>  <b>30-50 months</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are close to them.</li> <li>• Remembers and talks about significant events in their own experiences.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul> <p><b>40-60 months</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>ELG</b>            Children talk about past and present events in their own lives and the lives of family members.</p>	<ul style="list-style-type: none"> <li>• Changes within living memory – family and local life, changes nationally</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>• Compare some aspects of life in different periods- e.g. explorers, kings and queens</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• Simple introduction to some Key Stage Two features</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>	<ul style="list-style-type: none"> <li>• Combine overview and in depth studies:</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo Saxons and Scots</li> <li>• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations</li> <li>• Ancient Greece</li> <li>• A non-European society that provides contrasts with British history</li> </ul> <p>(See Appendix 1 for LTP for Cycle 1 &amp; 2).</p>

## HISTORY: VOCABULARY MAP

EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Lives</li> <li>• Long ago</li> <li>• Events</li> <li>• Stories</li> <li>• Sequence</li> <li>• Time</li> <li>• Before</li> </ul>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• Present</li> <li>• Before</li> <li>• After</li> <li>• Future</li> <li>• Decade</li> <li>• Modern</li> <li>• Date order</li> <li>• Era/period</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Civilisation</li> <li>• Parliament</li> <li>• Peasantry</li> <li>• Source</li> <li>• Timeline</li> <li>• Significant</li> <li>• Chronological</li> <li>• Archaeology</li> <li>• Legacy</li> <li>• Conquest</li> <li>• Effects</li> <li>• Primary/secondary evidence</li> <li>• Eyewitness</li> <li>• Culture</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 2).</p>

<b>HISTORY: INQUIRY/DEEPER THINKING</b>		
<b>EYFS</b>	<b>KEY STAGE 1</b>	<b>KEY STAGE 2</b>
<ul style="list-style-type: none"> <li>Past and Present Children at the expected level of development will: - 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, 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.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry approaches are used whenever applicable to the lesson or group of lessons being taught. These approaches enable the children to use drama to help them to work in role as an expert about a given topic or theme. This approach will often be used as a hook at the start of the unit to promote engagement and interest in the topic being studied.</li> </ul>

Throughout this section 2 colours will be used to indicate the cycle which the skills will be taught in. Red represents Cycle A and Blue represents Cycle B. If no colour is present, it indicates that these skills will be taught in both cycles.

## Skills Map - History

Early Years	Year 1 & Year 2	
Expected Standard		
<ul style="list-style-type: none"> <li>• Can they talk about past and present events in their own lives and in the lives of their family?</li> <li>• Can they order and sequence familiar events?</li> <li>• Can they use every day language related to time?</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Listen to stories from the past</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can they put at least 3 pictures/artefacts or events in chronological order?</b></li> <li>• Can they use words and phrases such as old, new, a long time ago, before and after with accuracy?</li> <li>• Can they recognise that story may have happened a long time ago?</li> <li>• <b>Do they know that some objects belong to the past?</b></li> <li>• Can they retell a familiar story set in the past in chronological order?</li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify old and new from pictures</li> <li>• <b>Use stories as sources for answering questions about the past</b></li> <li>• Observe and handle artefacts, and use this to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify some ways that people have impacted upon our lives?</li> <li>• Can they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>• <b>Can they recognise why significant individuals did things, why events happened and what happened as a result?</b></li> <li>• <b>Can they identify similarities and differences between ways of life at different times?</b></li> <li>• <b>Can they recount personal history and events or changes that have happened?</b></li> <li>• <b>Can they begin to identify objects from the past and the main differences between old and new objects?</b></li> </ul> <p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Identify old and new from artefacts</li> <li>• Use pictures and artefacts for answering questions about the past</li> <li>• Use a range of simple sources to devise historical questions</li> <li>• Summarise their learning into short sentences</li> <li>• Ask questions about what they have heard or seen</li> </ul>

<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Understand that people use story to remember what has happened in the past.</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Can they use simple words to describe the past.</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Develop a simple awareness of the past</li> <li>Tell stories from the past</li> <li>Recognise a past and a present in their own and other people's lives</li> <li>Identify some things from their own past</li> <li>Identify some differences between past and present</li> <li>Know some of the main events and people studied in a topic</li> <li>Show some understanding of aspects of the past beyond living memory</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use simple words and phrases to describe the past - after, before, between</li> <li>Understand about time passing through birthdays</li> <li>Arrange objects in order of their age</li> <li>Begin to use very simple timelines to order some recent events</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>Retell stories they have heard about the past</li> <li>Pick out the main elements of stories they have heard about the past</li> <li>Discuss what they have enjoyed most about stories from the past</li> <li>Explain what they think is important about the past and explain reasons why</li> <li>Identify any important changes which happened at the time being studied</li> </ul> <p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use more complex phrases to describe time – a long time ago, centuries ago...</li> <li>Sort recent historical studies into a broad time order</li> <li>Recognise some differences &amp; similarities between the time being studied and now</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>Can they ask questions about past events or the lives of people in their family?</li> </ul>	<ul style="list-style-type: none"> <li>Can they ask relevant questions using a range of artefacts/ photographs provided?</li> <li>Can they find out more about a person or event from the past through their own research?</li> </ul>	<ul style="list-style-type: none"> <li>Can they research the past using multiple sources and summarise the key points?</li> <li>Can they use every day historical terms; past, present and future. Communicate their knowledge through discussions and writing?</li> </ul>

**Skills Map - History**

**Year 3 & Year 4**

**Year 5 & Year 6**

**Expected Standard**

<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using an artefact /photograph provided?</li> <li>• <b>Can they find out more about a person or event from the past from a given source?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can they research what it was like for a person in a given period from the past using primary and secondary sources?</b></li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> <li>• Can they give more than one reason to support an historical argument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion?</li> <li>• Can they explain how historical artefacts have helped us understand more about people's lives in the present and past?</li> <li>• <b>Can they research about the lives of significant individuals?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can they suggest why there may be different interpretations of events?</li> <li>• <b>Can they identify and explain their understanding of propaganda?</b></li> <li>• Can they suggest why certain events, people and changes might be seen as more significant than others?</li> <li>• Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions?</li> </ul>
<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Use a range of documents and printed sources</li> <li>• Use the internet for research</li> <li>• <b>Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</b></li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• <b>Use more complex sources of primary and secondary information</b></li> <li>• <b>Choose and discriminate between a range of information, and use this to ask questions</b></li> <li>• <b>Distinguish between reliable and unreliable sources</b> Identify the most</li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Rank sources of information in order</li> <li>• Identify differences between different versions of the past</li> <li>• Give a balanced view of interpretations of the past, using different points of view</li> </ul>	<p><b>HISTORICAL STUDY</b></p> <ul style="list-style-type: none"> <li>• Devise historically valid questions about change, cause, similarity and difference</li> <li>• Interpret the past using a range of concepts and ideas</li> <li>• <b>Understand the role of opinion and propaganda</b></li> <li>• <b>Consider ways of checking the accuracy of</b></li> </ul>



<ul style="list-style-type: none"> <li>• Interpret the past through role play – e.g. hot seating</li> <li>• <a href="#">Can I recognise how my local area has changed over time?</a></li> </ul>	<p><a href="#">useful sources for a particular task</a></p> <ul style="list-style-type: none"> <li>• Give reasons for change through analysing evidence</li> <li>• Support own point of view using evidence</li> <li>• <a href="#">Understand that some evidence is limited</a></li> </ul>	<ul style="list-style-type: none"> <li>• Make conclusions with evidence as to the most likely version of events</li> <li>• Offer some reasons for different versions of events.</li> <li>• They should note connections, contrasts and trends over time.</li> </ul>	<p><a href="#">interpretations – fact or fiction and opinion</a></p> <ul style="list-style-type: none"> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library or internet for research.</li> </ul>
<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Guess what objects from the past were used for, using evidence to support answers</a></li> <li>• <a href="#">Understand that some events of the past affect people’s lives today</a></li> <li>• Summarise the main events from a period in history, using their characteristics</li> <li>• Give reasons for main events and changes</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Understand differences in social, religious, political and cultural history</li> <li>• <a href="#">Know some similarities and differences within a period of time- e.g. the lives of rich and poor</a></li> <li>• Describe how some things from the past affect life today</li> <li>• Begin to understand why some people acted as they did and give reasons</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Organise a series of relevant historical information, and check this for accuracy</li> <li>• <a href="#">Describe the main changes in a period of history, from several perceptions – e.g. political, cultural</a></li> <li>• <a href="#">Understand links between history and geography</a></li> <li>• Explain their own point of view, justifying this with a broad range of evidence</li> <li>• Adapt their ideas and viewpoints as new information arises</li> </ul>	<p><b>HISTORICAL KNOWLEDGE AND AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Suggest omissions from historical accounts</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Use historically valid questions about change, similarity, difference and significance.</li> <li>• Understand and use the concept of legacy, including Royal families and dynasties</li> <li>• Speculate and hypothesise about the past, formulating their own theories about reasons for change</li> </ul>

<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Sort events or objects into groups</li> <li>Use some dates on a timeline</li> <li>Use a timeline with dates, including both BC and AD</li> <li>Use evidence to describe changes within a time period.</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Use a full range of dates and historical terms</li> <li>Use a timeline to place events, periods and cultural movements</li> <li>Show changes on a timeline</li> <li>Describe and make links between events and changes</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Identify changes across periods of time, using chronological links</li> <li>Begin to identify factors in change</li> <li>Understand the concept of decades and centuries and use this to divide the past into periods of time</li> </ul>	<p><b>CHRONOLOGY AND CHANGE</b></p> <ul style="list-style-type: none"> <li>Note connections, contrasts and trends over time</li> <li>Speculate how present events and actions might be seen and judged in the future</li> <li>Speculate – what if? What if England lost the war? etc</li> </ul>
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> </ul>	<ul style="list-style-type: none"> <li>Can they research two versions of an event and say how they differ?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?</li> </ul>	<ul style="list-style-type: none"> <li>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> </ul>

<b>Historical Sources of Evidence</b>	
<ul style="list-style-type: none"> <li>Photographs</li> <li>Audio recordings</li> <li>Video recordings</li> <li>Films</li> <li>Journals, letters and diaries</li> <li>Speeches</li> <li>Visitors and interviews</li> </ul>	

- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

Appendix 1:

**Long Term Plan**

Federation history cycle

Cycle A Rake

	Autumn		Spring		Summer	
<b>Robins</b>	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey					
<b>Sparrows</b>	<p>Good to be me</p> <p>Local history</p> <p>Who is in your family tree?</p>	<p>Whats in the toy box?</p> <p>History of toys</p> <p>What is the oldest toy? Where was it found? What does it do?</p>	<p>Walk on the wildside</p> <p>Timeline/ chronology</p> <p>What did (explorer name) discover? How has that changed our lives?</p>	<p>On the farm</p> <p>History of farming</p> <p>Using artefacts – what was ... used for?</p>	<p>Zoom to the moon</p> <p>Famous astronauts</p>	<p>Africa</p> <p>-</p>
<b>Jays</b>	<p>Chocolate</p> <p>Maya civilization</p> <p>What were the Aztecs and Mayans so famous for?</p>		<p>Lights camera action</p> <p>The Roman Empire</p> <p>Why did the Romans want to invade Britain?</p>		<p>Invaders and settlers</p> <p>Vikings- 1066</p> <p>What happened after the Roman Britain came to an end?</p>	
<b>Kestrels</b>	<p>Space</p> <p>Significant astronauts</p> <p>Which astronaut lives in your local area?</p>		<p>Greeks</p> <p>Ancient Greece</p> <p>Who were the ancient Greeks? How did they influence our life today?</p>		<p>Around the world in 80 days</p> <p>Indus Valley</p> <p>Why should we study the Indus Valley in school today?</p>	

## Cycle A Rogate

	Autumn	Spring	Summer
Puffins	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey		
	A stary night	Amazing animals	Once upon a story
Kingfishers	Bear to bar	Lights camera action History of film	Anglo Saxons and Vikings Saxons to vikings Why did the Saxons invade? Push or pull?
Red Kites	Extreme earth	WW2 WW2 Were all evacuees happy?	Ancient Egypt Ancient Egypt How can we discover what Ancient Egypt is like over 5000 years ago?

## Cycle A Compton

	Autumn	Spring	Summer
Hedgehogs	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey		
Owls	Good to be me Who is in your family tree?	Toys and Games History of Toys What is the oldest toy? Where was it found? What does it do?	Walk on the Wildside What did (explorer name) discover? How has that changed our lives?
		On the Farm History of farming Using artefacts – what was ... used for?	Zoom to the Moon Timelines/Significant astronauts
Foxes	Charlie and the Choc Factory	Stone Age – Iron Age Stone age – Iron Age Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?	Journey to Africa The Rainforest

Buzzards	Above and Beyond Ancient Maya Maya civilization What were the Aztecs and Mayans so famous for?	Gods, Gorgons and Games Ancient Greece How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?	Through the Wardrobe World War 2 Were all evacuees happy?
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## Cycle B Rake

	Autumn	Spring		Summer		
Robins	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey					
Sparrows	Enchanting islands History of holidays	To the rescue Great Fire of London How can we work out how the great fire started?	Frozen Kingdom Scott of the Antarctic	Marvellous materials -	Castles and dragons	India Comparing photos Using artefacts.. what can you see? What is different?
Jays	Ready steady grow Stone age to iron age Is it true to say that Stone Age human was just a simple hunter gatherer only interested in food and shelter?	Rainforests		Victorians Local study Victorians Links to jubilee?		
Kestrels	Through the wardrobe WW2 Were all evacuees happy?	Water worlds		Journeys		

## Cycle B Rogate

	Autumn	Spring	Summer
Puffins	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey		
	Into the woods	Going wild explorers	I do like to be beside the seaside Changes in living memory  Using artefacts? What can you see?
Kingfishers	We will rock you Stone age to iron age Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?	Into the rainforest	Off with their head Tudors Henry VIII a question of interpretations. Could you spot Henry VIII in a police line-up?
Red Kites	Ramping Romans Romans Why did the Romans invade Britain?	Keen to be green	Travel agent Local history studies

## Cycle B Compton

	Autumn	Spring	Summer
Hedgehogs	In the EYFS the children learn about the past and present events in their own lives and in the lives of their family members in blocks, led by their interests and fascinations. Teaching follows these and encourages children's growing sense of wonder and discovery by deepening their understanding of the world around them. The learning happens 'in the moment' of each child's interest and engagement personal to them. The goals and possible learning outcomes are included in Understanding the World - 'People and Communities' and 'The World' parts of the EYFS framework and is recorded in the child's Learning Journey		
Owls	Enchanting Islands	To the Rescue Great Fire of London (Samuel Pepys) How can we work out how the great fire started?	Frozen Kingdom Scott of the Antarctic
Foxes	Invaders and Settlers Romans, Saxons, Vikings	Marvellous Materials	CASTles and Dragon Castles in the UK Local area using artefacts
		People and Places	A Journey through India
			Lights, Camera, Action History of Cinema/TV

Buzzards	<p>Around the World in 80 Days Ancient Indus</p> <p>Why should we study the Indus Valley in school today?</p>	<p>Body, Mind and Spirit Local history study</p>	<p>Sons, Schisms and Six Wives Tudors/ Reformation</p> <p>Henry VIII a question of interpretations. Could you spot Henry VIII in a police line-up?</p>

### Cycle C (Rogate only)

Red Kites	<p>All about Rogate Local history</p>	<p>Crime and punishment Crime and punishment (thematic)</p> <p>How do we know what punishment was like 800 year ago?</p>	<p>Ancient Greeks Ancient Greece</p> <p>Who were the ancient Greeks? How did they influence our life today?</p>
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#### Appendix 2:

Vocabulary linked with History units can be found below:

#### **EYFS:**

Today, Yesterday, Tomorrow, Past, Day, When I was little, Old, New, Remember, Order, Time

#### **KS1:**

#### **Family**

Today, Yesterday, Tomorrow, Present, Past, Future, Day, Week, When I was little, Remember, Ago, Order

#### **Great Fire of London:**

Burning, River Thames, Tower of London, Samuel Pepys, Pudding Lane, King Charles II, Bakers, Diary, Cart & Smoke

#### **Zoom to the moon:**

Orbit, Saturn V, Eagle Lunar Module, Orbit, Surface, Neil Armstrong, Edwin 'Buzz' Aldrin, Michael Collins, Moon & Astronauts

### **Farming:**

Farm, Farmers, Feed, Harvest, old, new, machinery, technology, local

### **Local history:**

Local, community, area, county, country, heritage, significant, living memory, beyond living memory

### **Scott of the Antarctic:**

Amundsen. Antarctic, expedition, frostbite, polar, scurvy, sledge, huskies, Nansen

### **KS2:**

#### **Mayans:**

- **Cacao** - Seeds that the Maya used to make chocolate.
- **Chichen Itza** - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.
- **Glyph** - A symbol used in writing.
- **Haab'** - The Maya solar calendar that was used to measure time and had 365 days.
- **Pyramid** - A large monument with four sides that tapers at the top. The Maya build step pyramids with flat tops. At the top they built a temple to their gods
- **Yucatan Peninsula** - An area in southeastern Mexico where some of the Maya civilization developed

#### **The Victorians:**

- **Cane** – A long stick usually made of birch that would be used to punish children
- **Dunce** – A word used to mean someone incapable of learning
- **Industrial Revolution** – A period when manufacturing grew more common and people moved to cities to work • **Workhouse** – A place where the poorest people can work in return for food and lodgings



- **Gruel** - a thin liquid food of oatmeal or other meal boiled in milk or water.
- **Chimney Sweep** - a person whose job is cleaning out the soot from chimneys, often a child
- **Queen Victoria** – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. On 1 May 1876
- **Prince Albert** – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.

### WW2:

- **Allied Powers** - An alliance between a number of countries including Britain, France, Russia, Italy, and Japan. The Allied Powers fought against the Central Powers in World War I. The U.S. fought on the same side of the Allies but called itself an "associated" power.
- **Armistice** - An agreement by both sides to stop fighting while a peace treaty is negotiated.
- **Artillery** - Large, heavy guns used on land warfare.
- **Central Powers** - The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. They fought against the Allied Powers in World War I.
- **Conscript** - A person who is enlisted into the army whether they want to join or not.
- **Front line** - The front line was the point at which the armies of each side met. This is where most of the fighting took place.
- **No Man's Land** - The area between the front lines of two enemy armies was called No Man's Land.
- **Propaganda** - Information used and distributed to present one side of an issue.
- **Trench warfare** - A type of land warfare where each side digs long lines of trenches for protection. Much of the western front during World War I was fought for years using trench warfare.

### Saxons in Rake:

- **Anglo Saxon** - People who settled in Britain after the Romans. They came from what is now Germany, Belgium and the Netherlands
- **Earls** - The highest in Anglo Saxon society. Comes from the Danish word, 'jarl' – a chieftain who rules on behalf of the king.
- **Oath** - A solemn promise to do something, sworn on a holy relic.
- **Succession** - The process that decided who should be the next king or queen and 'succeed' to the throne.
- **Long ship** – A long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings and other ancient northern European peoples.
- **Conquest** - The act of defeating and taking control of

- **Invader** - Someone who enters by force in order to conquer
- **Plunder** - Steal goods; take as spoils
- **Raid** - A sudden short attack
- **Shield Wall** – A military tactic used by both Anglo-Saxon and Viking armies. Troops created a shield several men deep to create a defensive formation.

### Stone Age to Iron Age:

- **Cave** – First found homes
- **Artefact** – Found manmade things
- **Stonehenge** – A famous site; a prehistoric monument
- **Pottery** – items made of sand or clay
- **Roundhouse** – A round home lived in by people in the Bronze and Iron age
- **Skara Brae** – An ancient settlement
- **Settlement** – A place where people live
- **Hunter-Gatherer** - A member of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food

### Romans

- **Centurion** – a commander of a group of 100 roman soldiers
- **Emperor** – the roman empire was the ruler of the Roman emperor during the imperial period
- **Empire** – an extensive group of countries
- **Gladiator** – an armed combatant who entertained audiences by fighting
- **Conquer** – to overcome and take control
- **Invade** – enter a place or land with the intention of occupying it
- **Claudius** – Roman emperor from AD 41 to 54.

### Victorians:

modern, Queen Victoria, Victorians, butler, maid, Penny Farthing, chamber pot, mangle, posser, flat iron, washing dolly, carpet beater, bed pan, workhouse, chimney sweep, street children, gruel, working children, Dr. Barnardo, The British Empire, electricity, inventions, industrialisation

### **Vikings:**

Norse, Vikings, vicious, longhouse, berserkers, long ship, Odin, Scandinavia, Danelaw

### **Ancient Egypt:**

Pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, Papyrus, scarab

### **Ancient Greeks:**

Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred truce, temple

### **Tudors:**

kirtle, farthingale, gown, ruff, chemise, corset, doublet, breeches, stockings, scythe, Beefeater, lute, recorder, bed warmer, carriage, palace, Greenwich Palace, Palace of Whitehall, Tower of London, Windsor Castle, Hampton Court, monarch, Tudor, Henry VII, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katheryn Howard, Catherine Parr, Edward VI, Mary I, Elizabeth I, Sir Frances Drake, Sir Walter Raleigh, William Shakespeare, The Globe Theatre, Court, Courtiers, Roman Catholic, Protestant, reformation, plague, traitor, treason, gallows

### **Crime and punishment:**

- **Arson**, Deliberately setting fire to a house or other property
  - **Burglary**, Breaking into a house in order to steal things
  - **Capital punishment**, Executions such as Hanging, burning at the stake
  - **Corporal punishment**, Physical punishment such as whipping
  - **Constable**, Someone with responsibility for law and order
  - **Execute**, Put someone to death
  - **Famine**, When people die due to food shortage
  - **Ritual**, Act that is always performed in same way as part of a religious ceremony
  - **Felony**, A serious crime
  - **Larceny**, theft
  - **Medieval, from middle Ages about 1000 to 1500 AD**
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- **Outlaw**, someone on the run to escape justice
  - **Pillory**, wooden frame in which standing criminals were placed with arms and head locked and often pelted with rotten food
  - **Poaching**, entering land illegally to steal animals
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**Local history:**

Local, community, area, county, country, heritage, significant, living memory, beyond living memory, changes, adaptation, cause, response