



History Knowledge



Unit Name	Year 3	Key Vocab
Knowing Me, Knowing You	Chronology: Know how to create a family tree Know how to create a timeline of important events in our own lives, using dates, in chronological order. Know how to write about their personal history, using an understanding of chronology	Chronological order; family tree; timeline; sequence; history
Rock Bottom	Chronology: Know when this period of History was (timeline) To know about key aspects of the Stone Age, Bronze Age and Iron Age Interpreting History: To know that Stone Age man wasn't just a hunter and gatherer Know how life was life in the Stone Age was different when man started to farm Know what Stonehenge is Know why is it so difficult to work out why Stonehenge was built Know how much life changed during the Iron Age Know how historians can judge this Historical Enquiry: Think Like a Historian: To use evidence from physical sources. Understand that some sources can be more reliable than others. Visit from an Archaeologist to explain how they use artefacts Know what we can learn about life in the Stone Age from a study of Skara Brae	Stone Age; Bronze Age; Iron Age; Neanderthal Homo sapien, Prehistory Hunter-gatherer Neolithic; evidence; StoneHenge
Egypt	Chronology: Know when this period of History was (timeline) Interpreting History: Know about Ancient Egyptian culture and day to day life. Know how we know about this Know about ancient Egyptian beliefs and religion Know about Mummification, the afterlife and the book of the dead Significance Know about the importance of the river Nile to ancient Egyptians Know about the constructions of the Pyramids - achievement or folly - Know about Tutankhamun, Howard Carter and the opening of the tomb Know how Egyptians used hieroglyphs to communicate Know the significance of the Rosetta stone	Pharaoh Canopic jar Sarcophagus Hieroglyphics Mummification Irrigation Shaduf Pyramid Rosetta Stone
May the Force be With You	Interpreting History To know about the achievements of inventors and pioneers throughout history developed use of magnets Pupils will find out about how electromagnets were invented	Pioneer Inventor Achievement Public opinion Stereotypes
It's a Small World	Famous historian>>	

Healthy Humans	<p>Cause and Consequence: Know about the History of selected sports Know how these sports developed into the form we have now Know where they originated and why did they evolve?</p> <p>Similarities and Differences: How do sports today differ from their original form? How are they the same? What has changed and what was the cause of the change? Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance linked to this</p> <p>Interpreting History: Know that there are different interpretations as to why this happened</p>	Cause Consequence Evolve Differ Origins Interpretations
	Year 4	
Magnificent Mountains and Raging Rivers	<p>Edmund Hilary and Junko Tabei Significance: Know about Sir Edmund Hilary and his conquest of Everest Know about the role of his Sherpa team Know about Junko Tabei, the first woman to climb Everest Know the difficulties she overcame</p> <p>Interpreting History: Link to : <i>be aware that different versions of the past may exist and begin to suggest reasons for this</i></p>	Conquest Pioneer Summit Mount Everest Equality
Our Planet	<p>Destruction of Pompeii Know about the town of Pompeii and why it is significant</p> <p>Cause and change: know about the events - cause and change - that led to its destruction and the effects upon civilisation.</p> <p>Interpreting History: Thinking Like a Historian: how do we know what happened? Where is the evidence? <i>Begin to know how identify primary and secondary sources. Use evidence to build up a picture of a past event. Compare accounts of events from differing sources - fact or fiction. Pliny the Younger</i></p>	Primary source Secondary source Accounts Accuracy Civilisation Pompeii
Light it Up	<p>Thomas Edison Significance: Know the history behind the development of the light-bulb. Know ow uses for the light bulb have evolved Know the significance and journey of Thomas Edison</p>	Resilience Inventor Patent industry
The Greece	<p>Ancient Greece Chronology: Know when Ancient Greece was (Timeline compared to other key areas we study; timeline of key events)</p> <p>Historical Enquiry: Know what life was like for an ancient Greek - how do we know? Know about the Greek Gods and the importance of religion Know about Life in Athens and Life in Sparta know about ancient Greek achievements know about Greek influences on the Western world</p> <p>Interpreting History: Thinking Like a Historian: Know about Ancient Greek artefacts from the perspective of archaeologists - HOW do we know things? Link to <i>ask and answer questions about the past</i> Know about the ancient Olympics Know how this has evolved in the Olympics of today - what is the same, what is different?</p>	Democracy Acropolis Parthenon Olympics Citizen Peninsula Olympics Acropolis Influences Empire Emperor Civilisation

	Know Ancient Greek Myths (Through end of day reading and English)	
The Romans	<p>Ancient Rome</p> <p>Chronology:</p> <p>Know when Ancient Rome was (Timeline compared to other key areas we study; timeline of key events)</p> <p>compared to other key areas we study; timeline of key events</p> <p>Historical Enquiry:</p> <p>Know what an empire is</p> <p>The origins of the Roman Empire -who were the Romans?</p> <p>Know about Roman Invasion of Britain - link to:</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>Know about Local history and the importance of Richborough the Roman Fort</p> <p>Know about the Roman Empire by AD 42 and the power of its army</p> <p>Significance:</p> <p>Know about the successful invasion by Claudius and conquest of England,</p> <p>Know how the Romans consolidated their rule in Kent and through Hadrian's Wall</p> <p>Know about British resistance and Boudicca's rebellion</p> <p>Know about Aqueducts - achievement or folly?</p> <p>Know about how the Romans kept such control over a massive empire</p> <p>Know about Pax Romana</p> <p>Cause and Consequence:</p> <p>know how the empire ended - dissolution</p> <p>know how the Romans influenced Britain</p> <p>Similarities and Differences:</p> <p>Know how Roman civilisation compares to other civilisations studied so far</p>	<p>Invasion</p> <p>Dissolution</p> <p>Origins</p> <p>Pax Romana</p> <p>Empire</p> <p>Military</p> <p>Aqueduct</p> <p>Coliseum</p> <p>Centurion</p> <p>Emperor</p> <p>Civilisation</p>
Beautiful Broadstairs	<p>A Proud History</p> <p>Significance:</p> <p>Know about significant people who lived in Broadstairs and had an impact on the world</p> <p>Know about Thomas Crampton -who was he - why was he famous - Crampton Tower? Louisa Bay; Trains, Crampton tower</p> <p>Know that Charles Dickens resided in Broadstairs at Dickens House (English textual link)</p> <p>Know about Smugglers in Broadstairs - Callis Court gang and the coast -Joss Snelling (Joss Bay)</p> <p>Know about the Turner Centre - Artist</p> <p>Know about more recent History and migrants landing on Broadstairs Beaches</p>	<p>Locality</p> <p>Community</p> <p>Wantsum Channel</p> <p>Isle of Thanet</p> <p>Landmarks</p> <p>Significant</p>
	Year 5	
Changes		
China	<p>Shang Dynasty</p> <p>Know when and where was the Shang dynasty</p> <p>Know what a dynasty is</p> <p>Know what life was like for people - including peasants - during these times - jobs; hierarchies and daily life</p> <p>Know how the Shang military was successful</p> <p>Know what gods were worshiped and why</p> <p>Know what oracle bones are and what were they used for</p> <p>Significance:</p> <p>Know why is Fu Hao's temple is so important to archaeologists - know how archaeologists work</p> <p>Think Like a Historian:</p> <p>Know what we can learn from artefacts</p>	<p>Symbolism</p> <p>Tradition</p> <p>Cultural Diversity</p> <p>Civilisation</p>

Invaders and Settlers	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Chronology: Know when this time period took place within History Know when key events within this time period took place. Historical Enquiry: Know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Know about the Scots invasions from Ireland to north Britain (now Scotland). Know about the Anglo-Saxon invasions, Know about Anglo-saxon settlements and kingdoms: Know how many of our local area names descend from this time and what they mean Know what day-today village life was like here Know what life was like for peasantry Cause and Consequence: know about the Christian conversion of Anglo-Saxons. Historical Interpretation: Know about the events at Lindisfarne The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>Significance: Know about Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, Know about Danegeld. Know about the Anglo-Saxon laws and justice. Know about Edward the Confessor and his death in 1066; the Battle of Hastings. Link to: <i>Use evidence to build up a picture of a past event (Bayeux tapestry)</i></p> <p>interpretation Know how Britain has been influenced by the Vikings and Saxons. Visit to Canterbury Cathedral</p> <p>Know about Parliament: <i>(The beginnings of the British Parliament have been traced back to the witenagemot. This was a council of advisers to Britain's Anglo kings, eventually taking over from the monarch in the 1600's.)</i> Pupils should know what parliament is and how it operates</p>	Anglo-Saxons Peasantry Scots Conversion Resistance Danegeld Justice Viking Christian Conversion Settlements Civilisation
The Maya	<p>The Ancient Maya</p> <p>Chronology Know when this time period took place within History Know when key events within this time period took place.</p> <p>Historical Enquiry To know about Mayan civilisation including roles within society, how they lived, food and drink; leisure; Maya settlements: city states To know what life was like for people at that time, including peasants know about Mayan hierarchies</p> <p>Significance: know about Mayan religion. Know what they believed, what Gods they worshipped and why -link to <i>begin to offer explanations about why people in the past act did</i></p> <p>Know about the Mayan cities at Chichen Itza and Tikal</p> <p>Cause and Consequence: Know why the Mayan Empire grew Know possible reasons for the decline of the Mayans by 900AD</p> <p>Similarities and Differences: Compare the Mayan civilisation to other time periods running concurrently</p>	Concurrently Decline Hierarchies Sacrifice Maize Civilisation City states
Earth and Space	<p>Humans and Space</p> <p>Chronology: Know the chronology of space exploration, discovery and key events</p> <p>Historical Enquiry:</p>	Geocentric Heliocentric Exploration Reliable source Biased source

	<p>Know about how ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model considering the work of scientists such as Ptolemy, Alhazen and Copernicus (significance)</p> <p>Know about the first moon landing.</p> <p>Space exploration and moon landing – achievement or folly?</p> <p>Link to Historical Interpretation:</p> <p><i>To understand that the past is represented and interpreted in differing ways and give reasons for this .</i></p> <p><i>Compare accounts of events from different sources</i></p>	<p>Primary source</p> <p>Secondary source</p> <p>Exploitation</p>
Walk on the Wild Side	<p>Hunting and Animal Cruelty – Past to Present:</p> <p>Cause and Consequence:</p> <p>know how and why animals have been hunted throughout history focus across the world and then refine into the UK, including Fox hunting</p> <p><i>Link to: begin to offer explanations about why people in the past acted as they did</i></p> <p>Causation and change :</p> <p>Know and compare the laws and views (e.g. social, belief, local, individual) from the past surrounding cock fighting, bear baiting, fox hunting, to now</p> <p>Know what is being done by government and organisations to protect animals</p>	<p>Animal Cruelty</p> <p>Legislation</p> <p>Government</p> <p>Parliament</p> <p>Campaign</p> <p>Social belief</p> <p>Cultural belief</p> <p>Religious belief</p> <p>Individual belief</p>
	Year 6	
Fun at the Fair	<p>Local History Study</p> <p>Historical Enquiry:</p> <p>Know about the History of Our local Fairground – Dreamland.</p> <p>Know when Dreamland was built</p> <p>Know how it has evolved across time</p> <p>Know about the inventors of Dreamland</p>	<p>Continuity</p> <p>Locality</p>
Changing World	<p>Charles Darwin</p> <p>Significance:</p> <p>To know about the life, work and discoveries of Charles Darwin</p> <p>To know about the difficulties he faced convincing others and the conflict with religion</p> <p>To know the implication his life and work had upon current society</p>	<p>Analyse Trends</p> <p>Key evidence</p> <p>Contradicting arguments</p> <p>Controversy</p> <p>Conflicting beliefs</p> <p>Blasphemy</p> <p>Implication</p> <p>Naturalist</p> <p>Ancestors</p> <p>Evolution</p>
We'll Meet Again	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>&Local History Study: WWII; Thanet in WWII</p> <p>Chronology:</p> <p>To know when WWII was.</p> <p>To know what were the key events building up to this and during the war</p> <p>Cause and Consequence:</p> <p>To know why Britain went to war</p> <p>Historical Enquiry:</p> <p>To know about key events during WWII, including the Battle of Britain</p> <p><i>Use a range of sources to find out about an aspect of the past; bring these sources together in a fluid account</i></p> <p>To know why the war ended</p>	<p>Allies</p> <p>Allotment</p> <p>Blitz</p> <p>Axis</p> <p>Censorship</p> <p>Propaganda</p> <p>Civil defence</p> <p>Evacuee</p> <p>Liberate</p> <p>Naval</p> <p>Rationing</p>

	<p>To know what life was like on the Home front during WWII</p> <p>Historical Enquiry: Know why children were evacuated Know what evacuated life was like for children</p> <p>Interpreting History: Authentic sources Letters home: Propaganda; Know what these can tell a Historian about the time period</p> <p>Cause and Consequence Know what was life like on the home front - including rationing; air raids; the Blitz</p> <p>Local History Study: Know about Thanet during the War Which areas were bombed? Know about Thanet's role and the role of Manston Know about sources linked to this time period and what they can tell us - e.g. ramsgate tunnels Know about Operation Dynamo and the role that Thanet played in this (Michael Morpurgo' Escape from Shangri-La' as one of the readers for end of day) to link to this</p>	Appeasement Civilisation Civilians
Born this Way	Could add a famous Historian.....	
Moving on Up	<p>Secondary ready -Transition Unit two key skills we seek to develop are those of explanation and source skills.</p> <p>Explanation: we seek to encourage students to explain the past clearly, especially in relation to cause and consequence. We encourage students to do this by getting them to practise making clear points, giving evidence and explaining what that evidence shows in relation to the question they are considering.</p> <p>Source skills: we encourage pupils to not just accept what a source says, but to cross reference it with other evidence and to consider who has written it, where and when, in order to get them to consider why it might have been composed and therefore how much we can trust what it says</p>	Sources Evidence Consider Reference Cause and consequence