

Y1 History	Within living memory				Beyond living memory				Lives of significant people				Local history	
	Homes from the past History of technology				History of technology				Kings, queens and spies					
	<b>Key knowledge</b> To know homes in the past are similar (similar materials e.g. brick, slate and glass) and differen. (e.g. no electricity, outside toilets) to homes today.  To know there are different types of homes.  To know items in the past can be different to items we use now.  To know that technology is continually changing.  To know changes in technology occur both in living memory and beyond living memory.  To know technology can now do more.  To know many technological devices are smaller now.  To know the internet was invented within living memory.  To know Tim Berners-Lee invented the world wide web. He went to school in East Sheen.  To know telephones can now be used for a variety of uses, such as phone calls, texting, accessing the internet, taking photographs etc.  To know computers were originally just for maths. Grace Hopper invented a language for computers to use.		<b>Key skills</b> To be able to use language to describe the passing of time.  To be able to make simple comparisons between modern homes and homes from the past (materials, appearance, objects).  To be able to have basic chronological awareness (to be able to use a time line).  To be able to make simple comparisons between household items from the past and from modern times.  To be able to understand that there might be a range of sources that can tell us about the past.		<b>Key knowledge</b> To know that technology is continually changing.  To know changes in technology have an impact on daily life.  To know changes in technology occur both in living memory and beyond living memory.  To know technology can now do more.  To know many technological devices are smaller now.  To know the first computer was invented beyond living memory. It is very different to computers now. The first computer was very big.  To know Queen Victoria was the first monarch to use telephone.		<b>Key skills</b> To be able to identify a device (computers and phones).  To be able to identify modern and old devices.  To be able to understand that there might be a range of sources that can tell us about the past.		<b>Key knowledge</b> To know history is made up of facts about what happened and ideas about the past.  To know we can learn about the past in different ways (stories, books, paintings).  To know Queen Elizabeth I and Queen Victoria were queens of England in the past.  To know Queen Elizabeth I was the Queen of England, Wales and Ireland in Tudor times. She was the daughter of Henry VIII and was the last of the Tudor family to rule England.  To know the Spanish Armada happened during Queen Elizabeth’s reign.  To know Queen Victoria was the Queen of Great Britain during the Victorian times. She was queen for a long time.  To know that Queen Victoria married Prince Albert and had nine children. She was the first monarch to travel by train.  To know Queen Victoria made sure poor children stopped working and went to school.		<b>Key skills</b> To be able to develop an understanding of chronology.  To be able to identify similarities and differences between people and ways of life in different time periods.  To be able to use historical sources to understand events.  To be able to understand events beyond living memory.  To be able to understand that there might be a range of sources that can tell us about the past.  To be able to learn about the lives of significant individuals.			
<b>Enquiry/question/outcome/activity</b> Were homes different in the past? How has technology changed?				<b>Enquiry/question/outcome/activity</b> How has technology changed?				<b>Enquiry/question/outcome/activity</b> Comparing Queen Elizabeth I and Queen Victoria (year group debate). Who do you think was the better queen and why?						
<b>Key vocabulary (tier 2)</b> after appearance before change compare computer different electricity home home life internet invent living memory material		<b>Key vocabulary (tier 3)</b> artefact bungalow detached device fire bellows grace hopper Ham House iron monarch		<b>Key vocabulary (tier 2)</b> change chronological internet invent living memory memory old modern telephone		<b>Key vocabulary (tier 3)</b> device Grace Hopper internet world wide web monarch smartphone text Tim Berners-Lee		<b>Key vocabulary (tier 2)</b> better compare debate different England fact historian history idea		<b>Key vocabulary (tier 3)</b> empire monarch reign Tudor Victorian				

Y2 History	Within living memory		Beyond living memory		Lives of significant people		Local history		
	Myself and my Surroundings Local history		Battles, burns and bandages (Great Fire of London)		Battles burns and bandages (Florence Nightingale and Edith Cavell)		Myself and my surroundings Local history		
	<b>Key knowledge</b> To know that Barnes pond was drained and then restored in 2021, in living memory.  To know the Olympic Cinema was a recording studio and is now a cinema.	<b>Key skills</b> To be able to find out about the past from a range of sources.  To be able to place events in chronological order.  To be able to identify similarities and differences between periods of time.  To be able to find out about significant historical events, people and places in their locality.  To be able to understand that there might be a range of sources that can tell us about the past.  To be able to begin to understand the difference between reliable and unreliable sources.	<b>Key knowledge</b> To know The Great Fire of London started in 1666 and lasted 4 days.  To know the fire was stopped by demolishing houses to create a firebreak.  To know the reasons that the fire spread quickly (weather, proximity of houses, materials).  To know after the fire, houses were built from safer materials (brick) and the streets were widened.	<b>Key skills</b> To be able to understand similarities and differences between periods (how London and fire-fighting changed).  To be able to ask and answer questions on cause and impact on consequence.  To be able to sequence the chronology of events over the four days of the fire.  To be able to use common vocabulary relating to the passing of time.  To be able to understand the meaning of cause and impact or consequence.  To be able to understand why an event might be important.  To be able to understand that there might be a range of sources that can tell us about the past.	<b>Key knowledge</b> To know Florence Nightingale was a nurse.  To know she was born before living memory.  To know during the Crimean War, she improved conditions in hospital and reduced the death count.  To know she established St Thomas’ Hospital and the Nightingale Training School for Nurses.  To know Edith Cavell was born before living memory.  To know she was a British nurse who saved lives of soldiers from both sides during WW1.  To know she was arrested for helping soldiers and killed.  To know Mary Seacole also improved medicine during the Crimean War. She battled prejudice.	<b>Key skills</b> To be able to understand the similarities and differences between the impact of two individuals.  To be able to use artefacts and stories to develop understanding.  To be able to understand why someone might be significant in history.  To be able to understand consequence of people’s actions or events.  To be able to understand that in the same time period lives were different for different people (rich, poor, men, women).  To be able to understand that there might be a range of sources that can tell us about the past.  To be able to begin to understand the difference between reliable and non-reliable sources.	<b>Key knowledge</b> To know Barnes Common was used for farming but it is now used for leisure.  To know Barnes pond was drained and then restored in 2021, in living memory.  To know the Olympic Cinema was a recording studio and is now a cinema.  To know at least 2 significant individuals from our local area’s past.  To know Dame Ninette de Valois, professional ballet dancer, lived in Barnes.  To know James Henry Greathead, famous engineer, lived in Barnes.  To know Kathleen Godfree, women’s tennis champion, lived in Barnes.  To know Tim Berners-Lee, creator of the internet, grew up in Barnes.  To know Cesar Picton, successful entrepreneur, lived in Kingston.	<b>Key skills</b> To be able to place events in chronological order.  To be able to identify differences between ways of life at different times.  To be able to find out about the past from a range of sources.  To be able to find out about significant historical events, people and places in their own locality.  To be able to understand why a person or place might be significant.  To be able to understand that in the same time period lives were different for different people (rich, poor, men, women).  To be able to understand that there might be a range of sources that can tell us about the past.	
	<b>Enquiry/question/outcome/activity</b> Is Barnes Common still significant? How has the Olympic Cinema changed over time? Who lived in Barnes in the past? Why are they significant?		<b>Enquiry/question/outcome/activity</b> Was the Great Fire of London a blessing or a curse?		<b>Enquiry/question/outcome/activity</b> What impact did Florence Nightingale make in medicine? What impact did Edith Cavell make in medicine? Who was the more significant nurse?		<b>Enquiry/question/outcome/activity</b> Is Barnes Common still significant? How has the Olympic Cinema changed over time? Who lived in Barnes in the past? Why are they significant?		
	<b>Key vocabulary (tier 2)</b> cinema historian living living memory memory past pond present reliable source unreliable	<b>Key vocabulary (tier 3)</b> Barnes Common Barnes pond drain living memory recording studio	<b>Key vocabulary (tier 2)</b> after before burn cause change consequence destroy difference event fact history idea impact	<b>Key vocabulary (tier 3)</b> opinion past present prevent reason reliable result save significance similarity source timeline unreliable	<b>Key vocabulary (tier 2)</b> arrest clean cleanliness condition death disease historian hospital illness impact improve	<b>Key vocabulary (tier 3)</b> individual medicine nurse racism reduce save significance soldier unwell war	<b>Key vocabulary (tier 2)</b> artefact Crimea Edith Cavell Florence Nightingale Hygiene living memory Mary Seacole pioneer prejudice ww1	<b>Key vocabulary (tier 3)</b> reliable significant similar source successful tennis unreliable	<b>Key vocabulary (tier 3)</b> artefact ballet Barnes Common Cesar piston common Dame Ninette de Valois drain economy engineer entertainment entrepreneur inherit

Y3 History	Within living memory		Beyond living memory		Lives of significant people		Local history	
			Pre-history: the Stone Age and beyond The Romans				Richmond Park: deer, walls and parks	
			<b>Key knowledge</b> To know the Stone Age is the name given to the earliest period of human history when stone tools were first used. The Stone Age ended when people began smelting metal.  To know the Palaeolithic (old Stone Age) era began in 2,500,000 BCE. During this time, people began to use fire for cooking, develop early religions, and create art — as can be seen in cave paintings dating back to this time.  To know the Neolithic (new Stone Age) era began in 4,000 BCE. In the Palaeolithic era, people were pure hunter-gatherers. In the Neolithic they were farmers in settlements with domesticated animals and wheat, tools and pottery.  To know the Bronze Age began in 2,500 BCE The Bronze Age is a time period when bronze replaced stone for making tools and weapons.  To know the Iron Age began in 800 BCE.  To know iron was used to make tools. Iron was tougher than bronze and could be shaped into finer and sharper objects.  To know the Amesbury Archer was an early Bronze Age man whose grave was discovered in Amesbury near Stonehenge.  To know the Romans originated from Rome, a city in the centre of Italy.  To know in 55 BCE, the Roman general, Julius Caesar, invaded Britain but did not succeed.  To know Caesar came back to Britain but again did not conquer Britain.  To know nearly one hundred years later, in CE 43, Emperor Claudius organised the final and successful Roman invasion of Britain.  To know the Romans remained in Britain from CE 43 to CE 410.  To know that an empire is a group of countries ruled by one ruler or one country. Empires are built by countries who want to control land outside their boundaries.  To know the Romans introduced new roads to Britain.  <b>Enquiry/question/outcome/activity</b> Is it true to say that Stone Age people were just simple hunter-gatherers? What was new about the ‘New Stone Age’? Who was the Amesbury Archer? (Bronze Age) Comparison between copper, bronze and iron. The Iron Age: what changed? What stayed the same? Who were the Romans? What was the impact of the Roman Empire on Britain?	<b>Key skills</b> To be able to identify continuity and change across time.  To be able to understand the reasons for changes (the difference between pre-occurring event and a causal event).  To be able to begin to understand some of the ways historians investigate the past.  To be able to identify primary and secondary sources and begin to explain when and why each type of source would be used.  To be able to describe connections and contrasts (in history, people, events or artefacts).  To be able to analyse and identify evidence from a range of sources.  To be able to devise historically valid questions about the similarities/differences between periods.  To be able to develop chronologically secure knowledge of the Romans.  To be able to analyse the impact the Romans had on Britain.  To be able to place Roman Britain in its chronological context.  To be able to understand the chronology of events in the Roman invasion and occupation of Britain.  To be able to develop chronologically secure knowledge of pre-historic Britain.  To be able to describe connections and contrasts (in history, people, events or artefacts).			<b>Key knowledge</b> To know Richmond Park has been public and private during its history.  To know British Kings and Queens enjoyed spending time at Richmond Palace.  To know that King Charles I created hunting ground.  To know the park became private. A wall was built around the park. This upset the local people. Princess Amelia barred anyone from access to the park.  To know in 1758, a local man, John Lewis, fought for everyone to access to the park.  To know in more recent history, Richmond Park has been used as an army training ground, to grow food and as the site of the Olympics.  <b>Enquiry/question/outcome/activity</b> How did brick walls keep a king happy? How has Richmond Park been used over the years?	<b>Key skills</b> To be able to develop chronologically secure knowledge of Richmond Park.  To be able to explore the different uses of Richmond Park over time.  To be able to put knowledge in its chronological context and create connections to previous knowledge (Y1 Kings and Queens, Y2 local history and Great Fire of London).  To be able to sequence events.  To be able to understand that there might be a range of sources that can tell us about the past.  To be able to understand the difference between primary and secondary sources.  To be able to select sources to use, considering their reliability and the difference between fact and opinion.  To be able to understand that events can be interpreted differently by different people and that people might have different experiences based on wealth, gender and other factors.
			<b>Key vocabulary (tier 2)</b> army art Britain city community complex conquer consistent culture difference emperor empire failure invasion metal object pottery prehistory primary religion replace secondary settle similarity source success	<b>Key vocabulary (tier 3)</b> agriculture Amesbury archer aqueduct artefact BCE (before the common era) bronze camber CE (common era) census chronological domestic domesticated Emperor Claudius hunter-gatherer Italy Julius Caesar Mesolithic migrate migration Neolithic ore Palaeolithic Roman Rome settlement smelting			<b>Key vocabulary (tier 2)</b> access common connection context contrast court gender historian local opinion plague poor private public recount rich royal sequence shared source timeline wealth	<b>Key vocabulary (tier 3)</b> bar (exclude) chronology hunting ground John Lewis King Charles monarch primary source Princess Amelia reign secondary source

			farm impact invade	tool tribe weapon	general hillfort	Stonehenge wheat				
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Y4 History	Within living memory			Beyond living memory			Lives of significant people		Local history	
	Conflict: Britain at war			Civilisation: ancient Greece						
	<b>Key knowledge</b> To know World War 2 was a conflict that involved almost every country in the world.		<b>Key skills</b> To be able to understand that events can have short-term and long-term causes.	<b>Key knowledge</b> To know the first Olympic Games was created by the ancient Greeks and held in 776 BCE.		<b>Key skills</b> To be able to interpret primary and secondary sources.				
	To know it was a battle between 2 groups of countries: the ‘Allies’ and the ‘Axis’.		To be able to understand that some periods of history have greater or faster-paced changes and some periods have more continuity.	To know the Greeks worshipped many gods and goddesses.		To be able to evaluate Greek achievements and their influence on the western world.				
	To know it was the second world-wide war after World War 1 which had ended approximately 20 years earlier (in the early 20 <sup>th</sup> century).		To be able to build a picture of a time period using a range of sources.	To know that Zeus was seen as the king of the gods.		To be able to interpret a range of primary and secondary sources using the language of reliable, unreliable, subjective, objective, trustworthy and untrustworthy.				
	To know World War 2 started because Germany invaded Poland. The UK had an agreement to protect Poland and on September 1st, 1939, war was declared.		To be able to understand why people might have different experiences of the same event, based on wealth, gender, nationality, age, place.	To know that Athena was the goddess of wisdom and warfare.		To be able to place ancient Greece within its chronological context and understand concurrence.				
	To know it lasted in Europe until May 1945. It lasted in the Pacific (Japan and Asia) until August 1945.		To be able to begin to understand the impact of an event on an individual, regional, national and global level.	To know that Poseidon was the god of the sea.		To be able to continue to develop their understanding of how historians investigate the past.				
	To know that approximately 75 million people around the world died during the conflict.		To be able to interpret primary and secondary sources (objects, documents, maps, posters, photographs, film clips, audio recordings, buildings in the local area, interviewing of ‘real evacuees’) – using the language of reliable, unreliable, trustworthy, subjective and objective.	To know historians learnt about ancient Greece from Greek pottery as it often depicted scenes of Greek life.		To be able to build a picture of a time period using a wide range of sources.				
	To know Winston Churchill is an important figure because he was Prime Minister of the UK and led the allied forces. Adolf Hitler, who was known as a Nazi, was German and he led the axis powers.		To be able to identify bias in photographs.	To know Ancient Greece was made up of city states (e.g. Athens, Sparta, Corinth).		To be able to understand why people might have different experiences of a time period, based on wealth, gender, place, age, status and freedom.				
	To know cities were bombed during the Blitz. Many children were evacuated from cities to the countryside.		To be able to understand key moments from the chronology of the twentieth century.	To know democracy began in Athens.		To be able to expand understanding of substantive and disciplinary concepts.				
To know the main allied powers were Great Britain, the United States, the Soviet Union and France.		To be able to begin to be aware of propaganda.	To know mathematics, sculpture, philosophy, science, medicine and many myths came from ancient Greece.		To be able to identify connections and contrasts (e.g. Romans and Greeks, empire, war, invasion).					
To know the Axis powers were Germany, Italy and Japan.		To be able to expand our understanding of substantive and disciplinary concepts by identifying connections and contrasts (e.g. war, conflict and invasion; continuity and the pace of change in pre-history and 20 <sup>th</sup> century).								
To know the difference between aggressive, assertive and passive behaviour.										
To know Adolf Hitler was the leader of the Nazi party in Germany. He also led the Axis Power.										
To know Neville Chamberlain was the UK Prime Minister when World War 2 started.										
To know the Blitz was an intense period of aerial bombing raids on British cities.										
To know Winston Churchill was the UK Prime Minister between 1940 and 1945. He is seen as an important figure in the war.										
To know the contributions of Noor Inayat Khan.										
<b>Enquiry/question/outcome/activity</b> What caused WW2 and who was involved? How were children’s lives affected by WW2? What was evacuation like for children?			<b>Enquiry/question/outcome/activity</b> Where does ancient Greece fit within a timeline of periods we have learnt? What are the legacies of ancient Greece? What sources can we use to find out more about ancient Greece?							
<b>Key vocabulary (tier 2)</b> argument army Asia battle Britain cause century chronology citizen civilian conflict conquer consequence continent		<b>Key vocabulary (tier 3)</b> 20 <sup>th</sup> Century Adolf Hitler air raid shelter allies axis Battle of Britain bias blitz bomb	evacuate evacuation Nazi political party prime minister propaganda rationing Winston Churchill	<b>Key vocabulary (tier 2)</b> achievement chronology civilisation concurrent conflict consequence culture democracy empire freedom god goddess impact influence	philosophy political poor pottery poverty primary privilege reliable rich ruler science sculpture secondary slave	<b>Key vocabulary (tier 3)</b> AD (anno domini) Athens BC (before Christ) BCE (before common era) city state Corinth	enslave Olympic games Sparta status western world Zeus			

	control country empire Europe global international	subjective trustworthy United Kingdom unreliable untrustworthy war		king legacy mathematics medicine military myth objective period	source subjective timeline trustworthy unreliable war wealth					
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Y5 History	Within living memory		Beyond living memory		Lives of significant people		Local history	
			Journeys: Anglo-Saxons / Viking day (workshop)				Barnes: from past to present	
		<p><b>Key knowledge</b></p> <p>To know the Anglo-Saxons were in Britain between 410 AD (when the Romans left Britain unguarded) and 1066 AD (when the Normans defeated the Anglo-Saxons at the Battle of Hastings).</p> <p>To know the Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands. These people were from three tribes: the Angles, the Saxons, and the Jutes.</p> <p>To know most Anglo-Saxons were pagans, believing in lots of different gods, until the Pope sent Augustine as a missionary. Slowly, the country became Christian.</p> <p>To know a burial site at Sutton Hoo provides information about life in Anglo-Saxon times.</p> <p>To know that Britain has a long history of immigration and that this has influenced Britain in many ways.</p> <p>To know some sources suggest the Saxon warriors were invited to come to England to help keep out invaders from Scotland and Ireland.</p> <p>To know another reason for coming may have been because their land often flooded and it was difficult to grow crops so they were looking for new places to settle down and farm.</p> <p>To know the British forests had all that the Anglo-Saxons needed to build their houses. They were small wooden huts with straw roofs, and one room in which the whole family lived.</p> <p>To know Anglo-Saxons enjoyed huge feasts. They ate bread, meats such as pork and lamb, vegetables such as carrots and parsnips, and drank milk and beer.</p> <p>To know the Vikings came from Scandinavia.</p> <p>To know they were in Britain between 707 AD and 1050 AD. They came for better land, more land and for treasures.</p> <p>To know initially, they settled in northern Scotland and eastern England, also establishing the city of Dublin in Ireland.</p> <p>To know the Vikings had advanced sailing and navigational skills.</p> <p>To know they were pagans, worshipping many gods. The main Viking gods were Thor, Frey and Odin.</p> <p>To know the Vikings spoke Norse and had their own alphabet system made up of symbols called Runes.</p> <p><b>Enquiry/question/outcome/activity</b></p> <p>Who were the Anglo-Saxons and where did they come from?</p> <p>When were they in Britain?</p> <p>Why did they come to Britain?</p> <p>How did they live?</p> <p>How do we know about the Anglo-Saxons?</p> <p>What do artefacts tell us about the Anglo-Saxons?</p> <p>What can we learn from Sutton Hoo?</p> <p>Who were the Vikings and where did they come from?</p> <p>When were the Vikings in Britain?</p> <p>Why did they travel and where did they settle?</p> <p>How did people live in Viking Britain?</p>	<p><b>Key skills</b></p> <p>To be able to place the Anglo-Saxons and Vikings on a chronological timeline of Britain and understand the chronological context.</p> <p>To be able to devise historically valid questions about history.</p> <p>To be able to construct an informed response to questions, selecting relevant historical information.</p> <p>To be able to use a range of primary and secondary sources to research daily life in Anglo-Saxon times, considering reliability and perspective.</p> <p>To be able to use historical vocabulary accurately verbally and in writing.</p> <p>To be able to understand the movement of people over time (link Y3 pre-history, Y3 Romans, Y4 ancient Greeks, Y4 WWII).</p> <p>To be able to understand how historians investigate the past, including the role of archaeology and artefacts.</p> <p>To be able to expand our understanding of substantive and disciplinary concepts, identify connections and contrasts (e.g. invasion, migration, continuity and change, short and long-term impact).</p> <p>To be able to identify similarities and differences between the lives of people in the same time period and across time periods and give some reasons for this.</p> <p>To be able to understand the experiences and beliefs of those in the past.</p> <p>To be able to build a picture of a time period using a range of sources.</p> <p>To be able to accurately sequence events.</p> <p>To be able to understand the similarities and differences between Viking settlements and modern British cities.</p> <p>To be able to place the Vikings on a chronological timeline of Britain.</p>		<p><b>Key knowledge</b></p> <p>To know many new inventions were powered by coal rather than water, e.g. James Watt’s steam engine. Coal removed reliance on a water source allowing factories to be built anywhere, often in cities.</p> <p>To know agricultural machinery meant fewer farm workers were required. A number of people moved from rural environments and cities expanded.</p> <p>To know previously rural environments, such as Barnes, became urban.</p> <p>To know much of this early expansion happened in the Victorian era (1837—1901).</p> <p>To know as part of the Industrial Revolution, railway lines were built across the country, including through Barnes. Long journeys became accessible to the majority of the population.</p> <p>To know the architectural features of Victorian or Edwardian buildings include: terraced houses, sash and bay windows, Flemish brick bonding, painted street signs, slate roofs, arched doorways.</p> <p>To know Isambard Kingdom Brunel (1806—1859) was a civil engineer whose inventions and designs were important to the Industrial Revolution.</p> <p>To know maps have developed over time.</p> <p>To know the Industrial Revolution (1760—1870) was a period of fast-paced and significant change to how and where people worked.</p> <p>To know new inventions and changes in technology meant that more people worked in factories and urban areas.</p> <p>To know during this period the lightbulb and vaccines were invented.</p> <p><b>Enquiry/question/outcome/activity</b></p> <p>When was the area around the school built?</p> <p>How has it changed since 1745?</p> <p>What caused the change?</p>	<p><b>Key skills</b></p> <p>To be able to infer changes over time from historical maps.</p> <p>To be able to understand how and why historical changes to a local area happen and note connections and trends over time (link Y1 local area).</p> <p>To be able to use historical vocabulary accurately in spoken and written work.</p> <p>To be able to devise historically valid questions (about change to the local area, the causes of these changes and the significance of various factors).</p> <p>To be able to understand how to use a range of sources including maps, books, architecture and photographs.</p> <p>To be able to sequence events and understand the chronological context of events (including cause and concurrence).</p> <p>To be able to understand that some periods of history have greater or faster paced changes and some have more continuity.</p> <p>To be able to understand the beliefs, attitudes and experiences of people and how and why these might differ depending on a number of factors.</p> <p>To be able to understand the impact of change on an individual, regional, national and global level.</p> <p>To be able to identify connections and contrasts (e.g. migration, culture, wealth, society) and build on prior knowledge.</p> <p>To be able to develop a fuller understanding of how historians investigate the past.</p>		

			<b>Key vocabulary (tier 2)</b> Britain bury connection conquer contrast culture farming god immigrate invade invader Ireland migrate primary raid	reliable religion sail Scotland Scots secondary settlement similarity skill source subjective symbol trade tribe unreliable	<b>Key vocabulary (tier 3)</b> Aesir Angles Anglo-Saxon archaeology artefact Augustine burial site Christian Dublin Frey Hastings Jorvik Jutes longhouse longship	missionary navigate Norman Norse Odin pagan paganism Picts pope rune Saxons Scandinavian Sutton Hoo Thor Viking			<b>Key vocabulary (tier 2)</b> access cause city consequence country countryside culture design difference economy expand factory farming impact industry invention	journey lightbulb local machine pace period politics population railway revolution rural similarity society source technology urban	<b>Key vocabulary (tier 3)</b> agriculture arched architectural architecture area bay coal Edwardian engine era Flemish industrial	Industrial Revolution industry James Watt large scale slate Spinning Jenny steam terrace vaccine Victorian
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Y6 History	Within living memory		Beyond living memory				Lives of significant people		Local history	
			<p>Pompeii: Mount Vesuvius (linked to Dangerous Earth)</p> <p>The Maya civilisation</p> <p>Civilisations of the past: ancient Egyptians</p>							
			<p>Key knowledge</p> <p>To know Pompeii was a Roman city.</p> <p>To know in 79 AD Pompeii and the neighbouring town of Herculaneum were buried under volcanic ash and rock following the eruption of Mount Vesuvius.</p> <p>To know most of the people who lived there were killed by the resulting pyroclastic flow.</p> <p>To know the ash that buried the city and its people preserved everything at the time of the disaster.</p> <p>To know a lawyer and author, Pliny the Younger, witnessed the eruption and documented the event.</p> <p>To know Pompeii was rediscovered by accident in 1748.</p> <p>To know the Maya civilisation began in Central America in 2000 BCE.</p> <p>To know there are four main periods: Pre-classic 2000 AD–250 AD; classic 250 AD–900; post-classic 900–1547; and Contact/Spanish conquest 1547–1692.</p> <p>To know agriculture: the Maya main crops were maize and cacao. They practised three types of agriculture: slash and burn, raised field, and terrace farming.</p> <p>To know by studying the stars, they created detailed calendars to tell them when to plant and harvest crops.</p> <p>To know culture: the Maya built sophisticated city centres and understood astronomy, mathematics and had the most developed writing system in the Americas.</p> <p>To know religion: the Maya were polytheistic.</p> <p>To know ancient Egypt was a civilisation in Northeast Africa, situated in the Egyptian Nile valley.</p> <p>To know the River Nile was vital to the existence of the civilisation.</p> <p>To know the ancient Egyptians relied upon flooding of the Nile to enrich soil, allowing crops to grow.</p> <p>To know there were three seasons: Akhet, Peret and Shemu.</p> <p>To know ancient Egyptians had a deep belief and believed in many gods.</p> <p>To know many were mummified and buried in tombs with things they would need in the afterlife.</p> <p>To know to understand how the pyramids were engineered and constructed.</p>							
			<p>Key skills</p> <p>To be able to develop a chronologically secure knowledge of the events before, during and after the eruption.</p> <p>To be able to use historical vocabulary and understand substantive and disciplinary concepts, identifying connections and contrasts, e.g. empire, belief, economy in Maya topic.</p> <p>To be able to understand that our knowledge of the past comes from a range of sources (e.g. Pliny’s letters to Tacitus (written and audio), BBC documentary, photographic evidence, written and audio sources).</p> <p>To be able to construct informed responses selecting relevant historical information from a range of primary and secondary sources.</p> <p>To be able to identify similarities and differences within and between time periods (in belief systems, culture, economy and society).</p> <p>To be able to understand the significance of periods studied using their prior knowledge of other civilisations and periods in history.</p> <p>To be able to understand how historians investigate the past, including the role of archaeology and science.</p> <p>To be able to discuss cause, consequence, change and continuity with depth of understanding.</p> <p>To be able to understand the impact of change on an individual, regional, national and global level – within time periods and across time.</p>							
		<p>Enquiry/question/outcome/activity</p> <p>What can we learn about the past from what has survived?</p> <p>What was the destruction and devastation caused from the eruption of Mount Vesuvius to the nearby towns?</p> <p>What is the link between Pompeii and Herculaneum?</p> <p>Why are Pompeii and Herculaneum so important to historians?</p> <p>Who were the ancient Mayans and where did they come from?</p> <p>How did they live?</p> <p>What can we learn about the ancient Mayans from what has survived?</p> <p>Where does ancient Egypt fit within a chronological timeline?</p>								
		<p>Key vocabulary (tier 2)</p> <p>analyse</p> <p>cause</p> <p>civilisation</p> <p>connection</p> <p>conquer</p> <p>consequence</p> <p>construct</p> <p>contrast</p> <p>crop</p> <p>culture</p> <p>difference</p> <p>disaster</p> <p>landscape</p> <p>migrate</p> <p>migration</p> <p>objective</p> <p>poverty</p> <p>primary</p> <p>reliable</p> <p>religion</p> <p>secondary</p> <p>settlement</p> <p>significance</p> <p>similarity</p>		<p>Key vocabulary (tier 3)</p> <p>ACE (after common era)</p> <p>AD (anno domini)</p> <p>afterlife</p> <p>Akhet</p> <p>archaeology</p> <p>astronomy</p> <p>BC (before Christ)</p> <p>BCE (before common era)</p> <p>cacao</p> <p>cenotes</p> <p>engineer</p> <p>Herculaneum</p> <p>Nile</p> <p>Peret</p> <p>pharaoh</p> <p>Pliny the younger</p> <p>polytheism</p> <p>Pompeii</p> <p>Popol Vuh</p> <p>preserve</p> <p>pugilistic attitude</p> <p>pumice</p> <p>pyroclastic flow</p> <p>sarcophagus</p>						

			economy empire erupt harvest immigrate immigration interpret	skill society subjective symbol trade unreliable wealth witness	hieroglyphics irrigate Itzamna Ix Chel Maya Mesoamerica Mount Vesuvius mummify Nebamun	Shemu sphinx supernatural Tacitus terrace farming Tikal tomb volcanic ash Xibalba				
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