History Key Knowledge Overview

		Autumn 1		Spring 1		Summer 1	
	Topics	Knowing Me, Knowing You	Helping Hands	I Need a Hero	Turrets and Tiaras	Down at the Bottom of the Garden	In the Jungle
	Prior						
	Future						
Year 1	Unit	It's All about Me.		Extraordinary Explorers		Transport and Toys	
	Key Knowledge	- Know the concept of a family tree and the chronology of their own families. - Know about the life of the King. - How primary and secondary sources give us answers to questions about the past. - Know the differences between life in the past and the present day. - Know how jobs have changed over time.		- To know who Ibn Battuta was - To understand why Ibn Battuta's achievements were significant - To know who Neil Armstrong was - To understand why Neil Armstrong's achievements were significant - To compare two explorers across different periods of time - To know the impact of these explorers on the World.		- To know what toys were typical of the Victorian era. - To know how toys were used before living memory (early 20th century/pre-1930). - To compare between toys from their grandparents were children to now. - To know how transport has developed since the Victorians. - To know the different ways of travelling and how this has affected toys. - To compare transport from Victorian era to now, such as trains.	
	Vocab	*Tier 2* *Family, Monarch, Queen, Prince/ Princess, figure, Date Order, Living memory, Memories, Object*		*Tier 2* *Explorer, explore, Ship, Rocket, Space, Moon, Country, Continent, Seas, Oceans, Impact*		*Tier 2* *Dolls house, Lego, Train set, New, Old, Move, Touch, Remember, Different, Present, Past*	
		Tier 3 *Sequence, Coronation, Chronology, Generation, Artefact, Modern*		*Tier 3* *Representation, Investigate, Duration, Replica, Equipment*		*Tier 3* *Mechanical, Machine, Play flick, Modern, Victorian*	
	Key Historical Skills					*Historical enquiry and interpretation:* - pupils can construct the past with the information and sources they have. - pupils can sequence toys in the periods of history they relate to - pupils can use sources (toys) as evidence of history. *Chronological Understanding* - Sequences 3 events or related objects in order - Recognise the difference between past and present. - Remembers parts of stories and memories about the past *Organisation and Communication* - Shows knowledge and understanding about the past in different ways (e.g., role play, drawing, writing, talking). - Recognise that events happen on specific dates *Changing in the past* - Tells the difference between past and present in own and other people's lives. - Makes simple historical comparisons (e.g. spot the difference between pictures).	
Year 2	Unit	London's Burning		Local Study - Aylesbury		Nurturing Nurses	
	Key Knowledge	- To know the key dates and a timeline of how the fire started and spread over the days that followed. - To know what London was like before the fire. - How and where the source of the fire began.		To identify historically significant locations in our area. To investigate a historical location in our area. To understand how Aylesbury has changed.		- To know who Mary Seacole and Florence Nightingale were - To know how nursing has changed over time	

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		- To know the contributing factors that enabled the fire to spread and couldn't be stopped. - To know why we know so much about the fire through significant individuals (Samuel Pepys) and architecture. - To explore how London was rebuilt.	To learn about Thomas Hickman and Benjamin Disraeli and how they have changed the area. To understand the how trade has developed in the local area. To understand the life and achievements of Ellen White.	- To understand the significance of nurses, past and present - To understand nursing roles in different time periods - To understand the influence of Florence Nightingale and Mary Seacole on hospital practice today. - To compare the two nurses' life and journey to become nurses.
	Vocab	*Tier 2* *Diary firebreak bakery* *St Paul's Cathedral Samuel Pepys Pudding Lane* *London Thomas Farriner Fire Hook* *St Pauls Cathedral King Charles II Buckets* *Tier 3* *Monument 1666 Leather*	*Tier 2* *Era Evidence Research* *Worship Religion comparison* *Tier 3* *Architecture Achievements Locality* *Trade*	*Tier 2* *Nurse Travel Transport* *Past Present Then* *Now Similar Difference* *Account Opinion Year* *Tier 3* *Observations Significant Timeline*
	Key Historical Skills	*Historical enquiry and interpretation:* - To explore and understand the different ways you can learn about the past eye-witness accounts, books photos, artefacts, buildings and visits, internet). - Understands why some people in the past did things. - Uses a source – why, what, who, how, where as well as to ask questions and find answers. *Chronological Understanding* - Puts a set of people, events or objects in order using a given scale and give reason for choices. - Uses past and present when telling others about an event. *Organisation and Communication* - Draws labelled diagrams and writes about them to tell others about people, eve nts and objects from the past. - Recognise that historical events happen on specific dates - Describes objects, people and events. *Changing in the past* - Uses information to describe differences between then and now. - Recounts main events/achievements from a significant period/person in history.		
Year 3	Unit	Changes in Britain from the Stone Age to the Iron Age	Tribal Tales	Rampaging Romans
	Key Knowledge	*- To know the three main periods in the Stone Age.* *- To know the key differences between all three main periods of the Stone Age.* *- To know how archaeology supports our knowledge of the Stone Age (Red Lady of Paviland)* *- To know the significance of the Neolithic Revolution* *- To know the evolution of prehistoric art.* *- To know what the Neolithic religion is and the significance of Stonehenge.*	*- To know the timeline of the Bronze Age* *- To know about Bronze Age settlements and the reasons why they settled there.* *- To learn about the importance of the Amesbury Archer.* *- To know how Iron Age began in Britain.* *- To know the differences between later prehistoric art and earlier styles.* *- To look at the opposing views of the Romans invading Britain.*	*- To know what is meant by the Roman Empire.* *- To know what is unique about the Roman Army* *- To learn about the importance of Queen Boudicca challenged the Romans during their occupation of Britain.* *- To learn about Gods and Goddesses in Roman Religious belief.* *- To learn what life was like in Roman Britain.* *- To know how the Romans have influenced our lives today.*
	Vocab	*Tier 2* *A.D (Anno Domini) B.C (Before Christ)* *B.C.E (Before Common Era) beliefs Stone Age* *C.E (The Common Era) invention primary* *Secondary significance sources*	*Tier 2* *Bronze Age Iron Age Prehistoric* *Chariot Hill Fort Smelt*	*Tier 2* *Cause and effect culture Villa* *Factual migration settlements* *Settlers weapons Forum*

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		Tier 3 *Mesolithic Palaeolithic anachronism* *Neolithic archaeologist archaeology*	*Tier 3* *La Tene Casting Revolution* *Settlement*	*Tier 3* *Legion reputation empire* *Contrast society Aqueduct*
Year 4	Key Historical Skills	*<u>Historical enquiry and interpretation:</u>* *- Historical enquiry – the extent to which pupils can use and interpret a range of evidence/sources (such as art)* *- Suggests sources of evidence from a selection provided to use to help answer questions.* *- Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.* *- Asks questions such as 'how did people ….? What did people do for ….?'* *<u>Chronological Understanding</u>* *- Uses timelines to place events in order.* *- Uses dates related to the passing of time* *- Understands timeline can be divided into CE (current era) and BCE (Before current era)* *<u>Organisation and Communication</u>* - Presents findings about past using speaking, writing, ICT and drawing skills - Discusses different ways of presenting information for different purposes. *<u>Changing in the past</u>* *- Uses evidence to describe past:* *- Uses evidence to find out how any of these may have changed during a time period.*		
	Unit	Anglo Saxons	Violent Vikings	Off with her Head
	Key Knowledge	*- To know who the Anglo Saxons were, where they came from and how they came to and invaded England.* *- To know the significance of King Alfred the Great* *- To know Anglo Saxon village life* *- To know the Anglo Saxon weapons and armour* *- To know the Anglo Saxon art and culture from primary and secondary sources.* *- To understand the Anglo Saxons' Pagan religion*	*- To know who the Vikings were, where they came from and how they came and invaded.* *- To know and understand the significance of King Cnut the Great* *- To understand Viking village life* *- To learn about Viking weapons and battle gear* *- To understand the culture of Viking life* *- To know Viking religion*	*- To know who the Tudors were,* *- To know when the Tudors lived* *- To know how the Tudor monarchs came to the throne of England.* *- To know about Henry VIII and his life..* *- To know about Henry's Great Matter and the split from Rome.* *- To find out what life was life in Tudor England.* *- To know why and how the Tudors began to explore the new world.*

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				- To know the renaissance and its impact on Britain today.
	Vocab	Tier 2 Anglo Saxon King Alfred the Great Invasion Reliable Unreliable Warrior Armour Blacksmith Hunter Farmer kingdoms	Tier 2 Vikings Raids Battle of Hastings William the Conqueror Old Norse Mythology King Harold II King Cnut the Great Tunic Longboat	Tier 2 Cultural diversity ethnic Ethnicity eyewitness heir Nation turning point Nobles
		Tier 3 Pagan Paganism Agriculture Conquest Fletcher	Tier 3 Norse mythology Bayeux tapestry Legend Myth	Tier 3 extent of continuity extent of change legislation monarchy Alliance Vagabonds Courtier Yeomen Armada
	Key Historical Skills	Historical enquiry and interpretation: - Historical enquiry – the extent to which pupils can use and interpret a range of evidence/sources (such as art) Chronological Understanding - Organisation and Communication - Changing in the past -		
Year 5	Unit	Ancient Egyptians	Groovy Greeks	War at Home
	Key Knowledge	- To know who the Ancient Egyptians were - To know the life of Howard Carter as an archaeologist - To know the purpose of a Egyptian burial tombs - To understand the process and importance of mummification - To learn about the Egyptian Gods and Goddesses - To compare the Egyptian civilisation to the Bronze Age	- To know who the ancient Greeks were. - To know what the culture was like in Ancient Greece. - To know the comparison between the lives of Athenians and Spartans. - To know how the Olympic Games began - To know democracy and philosophy and its role today. - To know about the Gods and Goddesses and places of worship in Ancient Greece	- To know how WW2 impacted Aylesbury and Milton Keynes. - To know how the role of women changed during WW2 - To know how daily life was affected during WWII - To know about Bletchley Park and the role in played in the war. - To understand the experience of a child evacuee during WW2 - To know about the construction of bomb shelters.
	Vocab	Tier 2 Ancient Egypt Egyptians Mummy Tomb God Goddess River Nile Pyramids Howard Carter Tutankhamen Pharaoh Hieroglyphs Ritual	Tier 2 Bias Sparta Spartan Athens Athena Zeus Artemis Apollo Lyre Temple Greek Greece Olympic Games Socrates Aristotle Plato Pottery	Tier 2 Bombs Bletchley Park Rations Identity card Anderson shelter Alan Turing codebreaker decode
		Tier 3 Mummification Embalming Civilisation	Tier 3 Democracy Philosophy Government Amphitheatre Athenians Mural	Tier 3 Evacuee Espionage Blitz Cipher Enigma encrypted
	Key Historical Skills			
Year 6	Unit	Woeful WWII	Mysterious Maya	History of Medicine
	Key Knowledge	- To know the causes, countries involved and chronology of WW2 - To understand the impact of propaganda at the time - To know how agriculture and industry changed because of WW2 - To know what the holocaust was	- To know who the Maya where, when and where they lived - To know the religious beliefs and rituals during the Mayan civilisation - To know the types of food the Mayan civilisation introduced and enjoyed.	- To know how Ancient Egyptian and Prehistorical times used Medicines. - To know the attitude of Romans towards Medicine - To know the medicinal practices of Middle Ages and Black Plague. - To know the medical practices of Tudors. - To know how 20th and 21st Century practice medicine.

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		- To learn about key events that contributed to the Allies' victory in WW2 *- To understand the significance of VE Day.*	*- To know of the society in Mayan times, including where they lived* *- To know of the Mayan number system* *- To know of the decline and legacy of the Maya and what our perceptions of them is today.*	
	Vocab	*Tier 2* *Military battles invade* *tank trench empire* *morale*	*Tier 2* *Mexico Mexico City North* *America South America Rio Grande* *Tropic of Cancer* *Pyramids Hunter Gatherers*	*Tier 2* *Medicine Plague Religious* *Treatment Drugs Vaccinations*
		Tier 3 *Alliance Commonwealth industry* *agriculture Holocaust Propaganda*	*Tier 3* *Biome Citlaltepetl Polytheists* *Plausible Bias Cenote* *Ixcacao Solar Calendars*	*Tier 3* *Hypothesis Illiterate Establishments* *Cholera tuberculosis typhoid* *Anaesthetics antiseptics*
	Key Historical Skills	*Historical enquiry and interpretation:* - *Chronological Understanding* - *Organisation and Communication* - *Changing in the past-*		