



History Knowledge and Vocabulary Map

Year A

Substantive Concepts shown in italics

	Theme	Knowledge	Vocabulary
YR Autumn	Let's Explore	Past and Present: <ul style="list-style-type: none"> 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. 	Past, present, history
YR Spring	Lights, Camera, Action!		
YR Summer	The Great International Bake Off		
Y1/2 Autumn	Changes within living memory - history of transport <i>Exploration, technology, transport, travel.</i>	<ul style="list-style-type: none"> The Model T was a car invented by Henry Ford in 1908 and made in a factory. This was the first time cars had been made in factories. The first trains were steam engines. The first passenger train journey was in 1830. The Wright Brothers created the first aeroplane, which flew in 1903. 	Carriage, electric cars, motor, petrol, railway, steam engine, transport, travel, pioneer, aeroplane.

		<ul style="list-style-type: none"> Improvements in transport made travel across the world easier and quicker. 	
Y1/2 Spring	<p>Significant Individuals - William Caxton, Alexander Graham Bell, Tim Berners-Lee</p> <p><i>Communication, contribution, technology, society.</i></p>	<ul style="list-style-type: none"> William Caxton introduced the printing press to Britain. Caxton changed the way books were made. Alexander Graham-Bell invented the telephone. The telephone improved communication across the world and has developed significantly in recent history. Tim Berners-Lee developed the World Wide Web. 	Books, printing press, scribing, telephone, World Wide Web.
Y1/2 Summer			
Y3/4 Autumn	<p>Anglo-Saxons, Vikings</p> <p><i>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe,</i></p>	<ul style="list-style-type: none"> The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain - including monasteries for their valuable possessions - and also traded in Britain. The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the Vikings were given the east, known as Danelaw. Anglo-Saxon kings made continuous attempts to regain land from the Vikings. 	Danegeld, Danelaw, hoard, runes, exile, kingdom, outlawed, monastery, Pagan, pillaged, raid.

	war (invasion, conflict).	<ul style="list-style-type: none"> • Danegeld was a system where Anglo- Saxon kings would pay the Vikings to make sure they did not attack their kingdoms. • In 1066, at the Battle of Hastings, the last Anglo-Saxon king (King Harold) was defeated by William the Conqueror who became the first Norman King of England. 	
Y3/4 Spring	Britain since 1066 - The Victorians <i>Childhood, economy (money, industry), leisure, ruler (Queen, monarchy), technology, transport, working conditions.</i>	<ul style="list-style-type: none"> • During Victoria's 64-year reign, there were massive changes in industry and technology with Britain becoming the world leader in the production of goods. • Britain was incredibly inventive at that time with a wide range of new products which we take for granted today: railways, bicycles, motor cars, telephones etc. • Britain grew extremely wealthy and expanded her empire across the world. • During this time the population more than doubled and there was a major shift of population from countryside to the industrial towns and cities many of which grew up in the north. • There was a dark side to Victorian society and there was an enormous gap between rich and poor. • Some rich Victorians worked hard to improve the life of the poor, the conditions for children working in factories, and mines and reformed prisons and public health. 	British Empire, class, factory, industrial revolution, mill, poverty, rural, reign, slums, wealth, workhouse
Y3/4 Summer	Stone Age to Iron Age	<ul style="list-style-type: none"> • In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Paleolithic 	Agriculture, archaeologist,

	<i>Building, economy (money), farming, migration, settlement, technology, tribe.</i>	<p>(Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age.</p> <ul style="list-style-type: none"> • The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. • In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. • Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. • During the Iron Age, people began to make tools and weapons from iron. • Hillforts developed during the Iron Age. Communities lived on hills for protection. 	<p>artefact, henge, hunter-gatherer, Mesolithic, migration, monument, Neolithic, Palaeolithic, prehistoric, ritual, settlement, technology, tribe.</p>
Y5/6 Autumn	<p>Non-European Society - Maya</p> <p><i>Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.</i></p>	<ul style="list-style-type: none"> • The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder. • The Maya had a writing system and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms. • The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was 	<p>Cenote, cacao beans, civilisation, codices, drought, glyph, hieroglyph, jaguar, maize, ritual, scribes.</p>

		<p>large and flat. Above was the Upperworld and below was the Underworld.</p> <ul style="list-style-type: none"> • The Maya built cities (e.g. Chichen Itza), pyramids and ornate sculptures in the rainforest. • The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank cacao and cacao beans were used as a form of currency. • The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century. 	
Y5/6 Spring	<p>Britain since 1066 - Second World War</p> <p><i>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</i></p>	<ul style="list-style-type: none"> • The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. • At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. • Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. • Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy. • Many men fought in the Second World War and women often took on jobs to help the war effort. 	<p>Allies, atomic bomb, the Blitz, Axis Powers, censorship, evacuation, Nazi party, persecution, propaganda, rationing.</p>

		<p>Some women joined the armed forces too.</p> <ul style="list-style-type: none"> • Evidence from this period should be treated with caution due to the use of censorship and propaganda. 	
Y5/6 Summer	<p>Black History</p> <p><i>Discrimination, enslavement, migration, power, working conditions.</i></p>	<ul style="list-style-type: none"> • There have been black people living in Britain through much of history, all the way back to Roman times. • Black people suffered horribly as slaves working on plantations in the Americas, but they also worked as slaves in rich people's homes in British cities. • Black people served in the trenches in World War One and as pilots in the Second World War. • The best-known and most significant period of black immigration came with the arrival of SS Windrush in 1948 to work in the NHS and on the buses. Many black people living in Britain today can trace their ancestors back to this time. • Life has not always been easy for black people living in Britain over the last 75 years so there have had to be laws to prevent discrimination. • The recent Black Lives Matter campaign is an attempt to show how far we still have to go to make sure black people are treated equally. 	<p>Abolition, Atlantic slave trade, Commonwealth, Discrimination, Empire, Middle passage, Migrant, Prejudice, Racism, Segregation, Windrush</p>

Year B

(Knowledge and Skills Progression shown in Italics)

	Theme	Knowledge	Vocabulary
YR Autumn	Long, Long Ago	Past and Present: <ul style="list-style-type: none"> 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. 	Past, present, history
YR Spring	Our Blue Planet		
YR Summer	Global Citizens		
Y1/2 Autumn	Significant events beyond living memory - Guy Fawkes and the Great Fire of London <i>City, the church, commemoration, government (parliament), religion, ruler (king).</i>	<ul style="list-style-type: none"> The Great Fire of London happened in 1666. The fire started in a bakery on Pudding Lane. Buildings were close together and often made of wood, meaning that the fire spread quickly. For many years after the fire, buildings were rebuilt further apart and made with stone. Sir Christopher Wren created a new design for St Paul's Cathedral, which was then rebuilt. The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament on 5th November 1605. The plot failed. 	Catholic, gunpowder, Guy Fawkes, King James I, London, plot, Protestant.

		<ul style="list-style-type: none"> On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot. 	
Y1/2 Spring	<p>Local History - Seaside then and now</p> <p><i>Changes over time, economy, culture, entertainment, leisure, locality.</i></p>	<ul style="list-style-type: none"> Morecambe seafront looked very different in the past. Punch and Judy was a popular puppet show that children would watch at the seaside. In the Victorian Times, lots of people would go on holiday to a British seaside town. Bathing machines were carriages where people could change into bathing costumes. A horse would pull the bathing machine towards the sea so people had easy access. 	Seaside, sea bathing carriages, Victorians, promenade, seafront
Y1/2 Summer	<p>Significant Individuals - Global Citizens</p> <p><i>Commemoration, discrimination (including racism and sexism), exploration, technology, travel.</i></p>	<ul style="list-style-type: none"> Ibn Battuta was an explorer who travelled to learn about different places. He explored for nearly 30 years. Matthew Henson was one of the first explorers to reach the North Pole. Felicity Aston is the first woman to ski across Antarctica on her own. In 1969, the NASA team helped Neil Armstrong and Buzz Aldrin become the first people to land on the moon. Significant people are people who society believes have achieved something important. They are often remembered with monuments and plaques. 	Achievement, astronaut, equipment, expedition, explorer, lunar, navigator, New World, route, polar, significant, voyage.

Y3/4 Autumn	<p>Ancient Egypt</p> <p><i>City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</i></p>	<ul style="list-style-type: none"> • Egypt was ruled by Pharaohs who were seen as gods, rather than people. • When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. • The Egyptians worshipped hundreds of gods, many represented by animals. • Life revolved around the Nile, which supported farming, craft and was used for trade. • The ancient Egyptians built the pyramids. • The ancient Egyptians wrote in hieroglyphics on papyrus. 	<p>Ancient, artefact, civilisation, Egypt, embalming, excavate, hieroglyphics, irrigation, mummification, the Nile, Papyrus, pharaoh, Rosetta Stone, tomb.</p>
Y3/4 Spring	<p>Local History - Lancaster through the ages</p> <p><i>Building, city, civilisation, conquest, culture, economy, invasion, technology, trade, transport.</i></p>	<ul style="list-style-type: none"> • The Romans invaded Lancaster in 43AD, building a fort. It used to be called 'Lancastre', meaning 'Roman fort on the River Lune'. • Lancaster Castle was constructed by the Normans in the 11th Century for defence against the Scots. • The castle has been fortified and expanded over time (a keep, witches tower and gateway). • The depth of the River Lune meant that ships 	<p>Invasion, fort, castles, defence, fortification, economy, trade, craftsmen, canal, transport</p>

		<p>could navigate upriver, which encouraged trade in the 17th Century.</p> <ul style="list-style-type: none"> • In the 18th Century, Lancaster became famous for furniture making, particularly by the Gillows family. • The Lancaster to Preston canal opened in 1792. 	
Y3/4 Summer	<p>Romans</p> <p><i>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</i></p>	<ul style="list-style-type: none"> • The Romans built a large empire in Europe. Caesar failed to invade Britain, Claudius was successful. • They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. • In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a hypocaust. • The Celtic Queen Boudicca led a revolt against the Romans. • In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. • The Romans were very powerful, but suddenly 	<p>Citizen, Celts, conquest, emperor, empire, hypocaust, invade, legion, rebellion, slave, Roman Empire, tax, tribe.</p>

		<p>left Britain after hundreds of years of ruling.</p> <ul style="list-style-type: none"> • The Romans' legacy can be seen in many places around Britain today. 	
Y5/6 Autumn	<p>Ancient Greece</p> <p><i>Building, city (city state), civilization, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</i></p>	<ul style="list-style-type: none"> • Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. • Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. • Many objects produced in Ancient Greece were made by enslaved people. • Ancient Athens is where democracy began. • The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time. • The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them. • There are lots of myths that originate from this time, including the Trojan War. 	<p>Acropolis, ancient, city state, civilization, democracy, empire, Helot, legacies, myth.</p>

<h1>Y5/6 Spring</h1>	<p>Local History - Maritime and Slavery</p> <p><i>Culture, economy, enslavement, entertainment, locality, maritime, technology, trade, transport.</i></p>	<ul style="list-style-type: none"> • Lancaster had been a port since Roman times, but the changing nature of the channel to Lancaster meant it was often treacherous. In 1750 an Act passed to develop the navigation of the River Loyne (also called Lune). • Between 1700-1800 at least 122 ships sailed from Lancaster to Africa. Merchants with Lancaster connections were involved in the capture and sale of around 30,000 slaves making Lancaster the 4th largest port in Britain involved in the Transatlantic Slave Trade. • Slave triangle goods were imported from the West Indies. Goods produced in or around Lancaster traded in Africa for slaves. • Local men acted as agents and Lancaster became rich as a result. It was one of few towns who petitioned the Government in favour of Slavery. • Slavery abolished in 1807. Many monuments to captured Africans in Lancaster, including Sambos grave at Sunderland point. • Arrival of the railways and Lancaster station in 1846 led to decline of Lancaster as a port. • Morecambe originally three small fishing villages, Poulton le Sands, Bare and Torrisholme. Morecambe grew up after 	<p>Port, merchants, Transatlantic Slave Trade, slavery, abolished, wealth, harbour, boarding houses, decline, regeneration</p>
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Y5/6 Summer			