

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1						
Enquiry Question						
Autumn 2						
Enquiry Question						
Spring 1			Stone Age / Iron Age	Anglo-Saxons/Vikings	Ancient Greece	WW2 in Manchester
Enquiry Question			What was early civilization like in Britain?	How did the Vikings change life in Saxon Britain?	What impact has Ancient Greece had on the modern world?	What was the effect of the second world war on Manchester?
Spring 2	Old and New Toys Within Living Memory	Victorians Beyond Living Memory				
Enquiry Question	Were my grandparents toys more fun than mine?	What was Manchester like in Victorian times?				
Summer 1		Famous People Florence Nightingale	Romans	Egyptians		
Enquiry Question			Who were the Romans and what impact did they have on Britain?	How was the life of the Pharaoh different from the rest of the population of Ancient Egypt?		
Summer 2						Mayans
Enquiry Question						Who were the Ancient Mayans? What was Ancient Mayan civilisation like?

HISTORY Y1	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS				Within Living Memory – Old and New Toys		
QUESTION				Were my grandparents toys more fun than mine?		
KEY KNOWLEDGE				<ul style="list-style-type: none"> To understand what history is.. What is meant by the past. To see how technology is different, for example, telephones, televisions, computers and cars. To be able explain what is old from it's appearance. For example and old and new phone. To answer simple questions about and old item, explaining what they think they might be used for. To make opinions based on what they use, for example I like my new toys because they can do..... To make simple comparative ideas between toys and technology. Looking at similarities and differences. For example "this is bigger, this has more moving parts, this is not heavy." 		
TEXT						

CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? Can they use words and phrases like: old, new and a long time ago? Can they tell me about things that happened when they were little? Can they recognise that a story that is read to them may have happened a long time ago? Do they know that some objects belonged to the past? Can they retell a familiar story set in the past? Can they explain how they have changed since they were born? Can they use words and phrases like: very old, when mummy and daddy were little? Can they use the words before and after correctly? Can they say why they think a story was set in the past?
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KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they begin to identify the main differences between old and new objects? Can they identify objects from the past, such as vinyl record? Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? Can they tell us about an important historical event that happened in the past? Can they explain differences between past and present in their life and that of other children from a different time in history?
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HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using a artefact/ photograph provided? Can they give a plausible explanation about what an object was used for in the past?
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HISTORY Y2	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS				Beyond Living Memory Victorians	Famous People Florence Nightingale	
QUESTION				What was Manchester like in Victorian times?	"Why is Florence Nightingale remembered today?"	
KEY KNOWLEDGE				<ul style="list-style-type: none"> To know when the Victorian time period was and the duration. Placing the period into a chronological time period. To know that the United Kingdom during this time was going through a great change. (industrial revolution) To know who Queen Victoria was and what she did for the country. To know what Manchester looked like during Victorian times, buildings and streets. To know what the workhouses where and what life was like inside. Focusing on child work. To understand how new technology changed lives for people. Phones, trains. To study how Manchester was an important city in Britain being one of the major cities that produced cotton. 	<ul style="list-style-type: none"> When was Florence Nightingale born and what time period did she live in. What was Florence Nightingales childhood and early life like. What did Florence do as a nurse? What did Florence do when she arrived at the hospitals during the Crimean war. Why is Florence Nightingale known as the lady of the lamp? How Florence made changes to nursing and hospital care. Comparisons and differences between nursing during Florence Nightingales time and modern day. 	
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? Can they use the words past and present correctly? Can they use a range of appropriate words and phrases to describe the past? Can they sequence a set of events in chronological order and give reasons for their order? Can they sequence a set of objects in chronological order and give reasons for their order? Can they sequence events about the life of a famous person? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later? Can they recount some interesting facts from a historical event. Can they explain why Britain has a special history by naming some famous events and some famous people? Can they explain what is meant by a parliament? Can they explain why someone in the past acted in the way they did? Can they explain what is meant by a democracy. 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they answer questions by using a specific source, such as an information book? Can they research the life of a famous Briton from the past using different resources to help them? Can they research about a famous event that happens in Britain and why it has been happening for some time? Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? 					

HISTORY Y3	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			Stone Age/Iron Age		Romans	
QUESTION			What was early civilization like in Britain?		Who were the Romans and what impact did they have on Britain?	
KEY KNOWLEDGE			<ul style="list-style-type: none"> To understand what is meant by prehistory and how this describe the stone age to the iron age. To understand what civilisation was like during the stone age, that people lived a hunter gatherer lifestyle. To look at how people recorded information during this time, through cave paintings and drawings. To look at the different tools and equipment stone age people used. To understand Skara Brae. Looking into how stone age people began to move away from a hunter gatherer lifestyle and began creating small farming communities. To understand the discussion about Stonehenge and what people believe it was created for. To understand how developments continued to the bronze and iron ages. 		<ul style="list-style-type: none"> To know that the Roman empire began in Italy before the time of Christ and spread across the world. To know the three different invasions of Britain. To know that the Celts were the people who lived in Britain during this time. To understand who Boudicca was and why she rebelled. Understand the life of a Roman soldier in Britain being able to describe the equipment and what they did. To know that Romans brought a range of technological developments to Britain such as roads. To understand how Hadrian defended the Roman empire against the Picts and who these people were. 	
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they set out on a timeline, within a given period, what special events took place? Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events happened as they did in history? Can they suggest why certain people acted as they did in history? Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? Can they appreciate that war/s would inevitably have brought much distress and bloodshed? Do they have an appreciation that wars start for specific reasons and can last for a very long time? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past ? Can they use their 'information finding' skills in writing to help them write about historical information? Can they, through research, identify similarities and differences between given periods in history? Can they begin to use more than one source of information to bring together a conclusion about an historical event 					

HISTORY Y4	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			Anglo-Saxons/Vikings		Egyptians	
QUESTION			How did the Vikings change life in Saxon Britain?		How was the life of the Pharaoh different from the rest of the population of Ancient Egypt?	
KEY KNOWLEDGE			<ul style="list-style-type: none"> To know that the Saxons were the people who came to Britain after the Romans left. To understand that the Saxons were a collection of tribes with their own kingdoms. To know who the Vikings were and why 793 is an important time in British history for one of the first major raids from the Vikings at Lindisfarne. To know why that the Vikings wanted land raid, taking gold and valuables. To understand what is meant by the Danelaw and Dangled. To know who Alfred the Great was and why he is known as the great. To understand what is meant by unification in the context of British history. 		<ul style="list-style-type: none"> To overview all ancient civilisations Ancient Sumer; The Indus Valley; and the Shang Dynasty of Ancient China. Looking at when and where they were. To understand who the Egyptians were and where their civilisation took place in context with other known periods of history. To research who the Pharaohs were looking at how their daily lives were different from the rest of the Egyptian civilisation. To research what life was like for the Egyptian people. To understand why the Egyptians built pyramids and what they were used for. To know what mummification was and why the Egyptians carried out this procedure. To understand that Egyptians had a different belief system from ourselves, believing in a variety of different Gods. To understand why the River Nile was so important to the Egyptian people. To research two well known individuals of Egyptian history, Tutankhamen and Cleopatra. 	
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Children can place periods of history on a timeline showing periods of time in centuries and decades. Children can use their mathematical skills to round up time differences into centuries and decades. Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they explain how events from the past has helped shape our lives? Do they appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support a historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 					

HISTORY Y5	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			Ancient Greece			
QUESTION			What impact has Ancient Greece had on the modern world?			
KEY KNOWLEDGE			<ul style="list-style-type: none"> To know who the Ancient Greeks were and where the period falls on a timeline. To understand how the country was ruled, different states such as Athens and Sparta. To look into the structure of the Greek army and navies. Understanding the vocabulary for each. To explore the different belief system the Greeks had, worshiping a range of God's who's names are still used today. To explore what daily life was like for the Greek people. To understand the Greek alphabet. To understand what the Olympic games were and when they started. To understand that the modern world still uses constructs created by the Greeks, such as marathons, universities, theatres and the Olympic games astronomy. 			
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> Can they use dates and historical language in their work? Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can they use their mathematical skills to work exact time scales and differences as need be? Can they create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> Can they describe historical events from the different period/s they are studying/have studied. Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Can appreciate that significant events in history have helped shape the country we have today. 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> Children can test a hypothesis in order to answer a question. Can they research the life of one person who has had an influence on the time period they are studying. 					

HISTORY Y6	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER
FOCUS			WW2 in Manchester			Mayans
QUESTION			What was the effect of the second world war on Manchester?			Who were the Ancient Mayans? What was Ancient Mayan civilisation like?
KEY KNOWLEDGE			<ul style="list-style-type: none"> • What was the second world war and where does it fall on a timeline. • How did propaganda effect Manchester. 			<ul style="list-style-type: none"> •To know who the Mayan's were and where their civilization would fall on a timeline. •To understand what daily life was like for the Mayan people. •To explore the different ways that Mayan wrote information down, writing and their own number system. •To explore how Mayan society was structured and organised, looking at how Mayan cites states were arranged. •To explore the different buildings that the Mayan's built. • To explore the religion of the Mayan people, looking at how and who they worshipped. •To understand the discussion around the end of the Mayan civilization.
TEXT						
CHRONOLOGY AND UNDERSTANDING	<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? • Can they place features of historical events and people from past societies and periods in a chronological framework? • Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? 					
KNOWLEDGE AND INTERPRETATION	<ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? • Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently? • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 					
HISTORICAL ENQUIRY	<ul style="list-style-type: none"> • Children can understand the bias of a source. • Children can understand and explain what propaganda is and why it is used. • When answering a historical questions can use a wide range of sources to support their argument/answer. • Can they suggest why there may be different interpretations of events? • Can they suggest why certain events, people and changes might be seen as more significant than others? 					

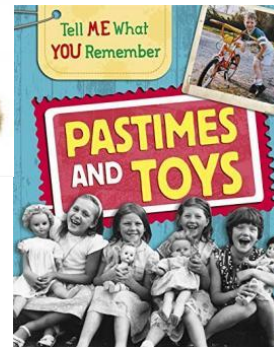
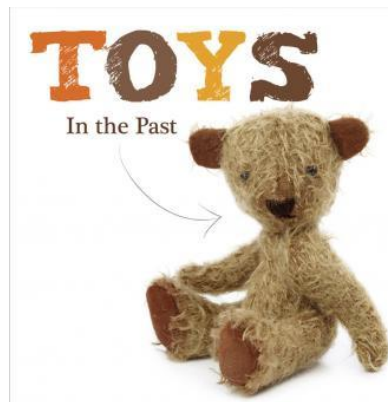
Year 1 :Old and New Toys

Subject Specific Vocabulary	
Batteries	Batteries are used to power many things.
Console	A device used to play video games on.
Controller	Use to move a toy or a character in a video game.
Electronic	Needs electricity to be used
Entertainment	Something that is fun.
Factory	A building where toys and other items are made by machines.
Lever	A handle used to make a toy move.
Model	A small toy of something like a model car or plane.
New/Modern	Made recently
Old/Classic	Made a long time ago
Toy	An object that can be used in play,



Sticky Knowledge
Before electric toys were invented, many toys had levers, hinges and wheels, so that the user could move them.
The word 'toy' comes from the Old English word meaning 'tool.'
You can often tell when a toy is from by the material that it is made from.

Exciting Books



Toys changed a lot after TV was invented: many were based on TV shows that children watch this still happens today!
Rubik's Cubes are a popular puzzle toy – more than 350 million have been sold!
Toys can be very big or very small – from tiny finger puppets to huge dollhouses!
Even a piece of string can be used as a toy! When both ends are tied together, people have used it over the years to play Cat's Cradle.
Sometimes toys go through a 'craze' period when they are popular – like the hula hoop in the 1950s or rollerblades in the 1990s.
The first ever video arcade game was called 'Pong' and was made by Atari in 1972.

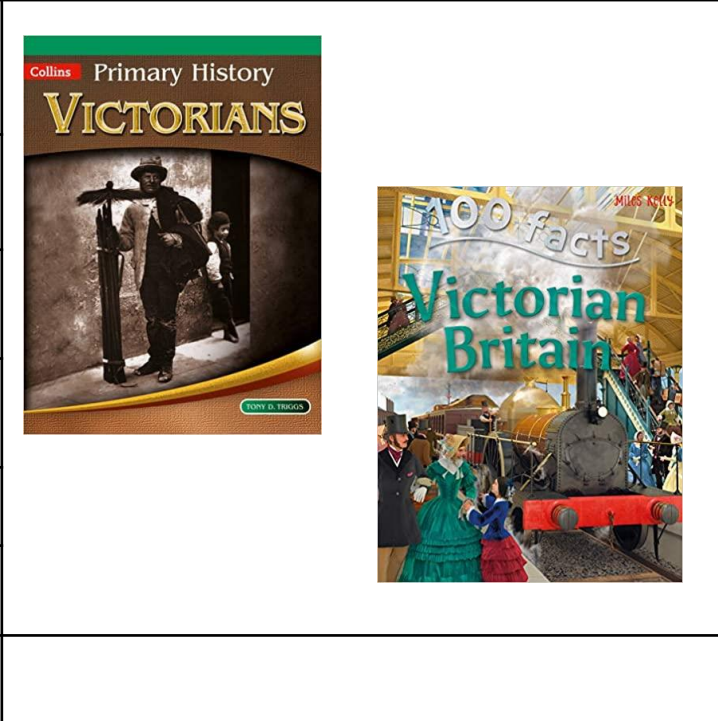
Year 2 : Victorians

Subject Specific Vocabulary

gramophone	A gramophone is an old type of record player. A gramophone plays records.
quilt	A quilt is the name given to a warm and heavy covering put on a bed. Today we use a duvet.
penny farthing	This was one of the earliest bicycles. It had one large and one small wheel.
farthing	A farthing was a coin. It was worth a quarter of an old penny. Four farthings made an old penny.
washing dolly	A washing dolly was historically a tool used for tossing laundry by pumping the dolly up and down on the laundry in the dolly tub.
charabanc	A type of horse-drawn vehicle or early motor coach, usually open-topped.
workhouse	This was the home to many orphaned or sick children. It was also home to poor people without a job.
gruel	Gruel is a food consisting of some type of cereal—oat, wheat or rye flour, or rice—boiled in water or milk.
cotton	Manchester had many mills that created cotton.
trains	Used to transport goods and people around the country.
Industry	Using materials to create items to sell.



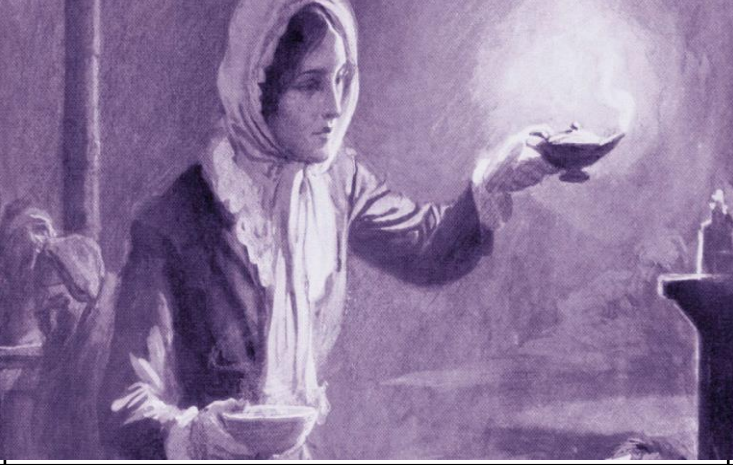
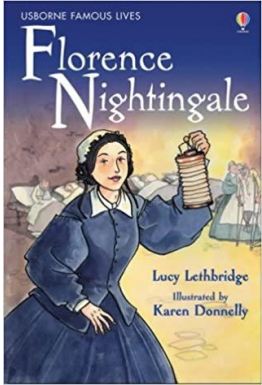
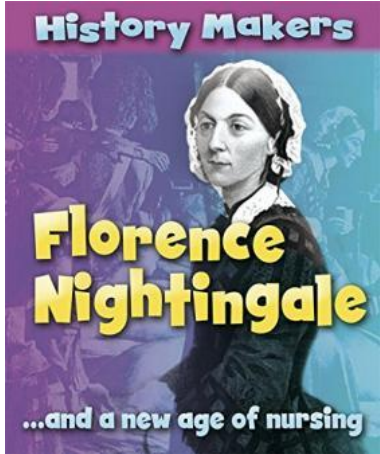
Exciting Books




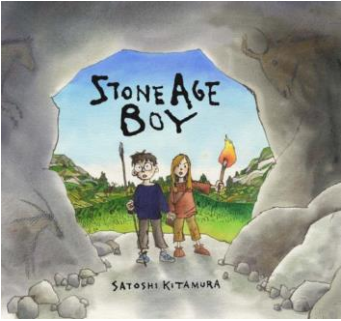
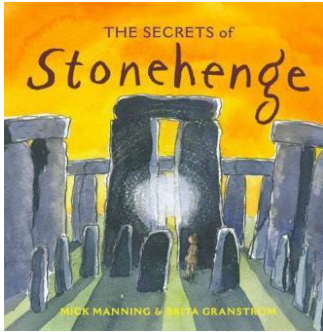
Sticky Knowledge

The Victorian era is what we call the time that Queen Victoria reigned: 1837-1901.
The Industrial Revolution – science and inventions made it easy to create goods faster.
Steam trains were created, meaning people and goods could be transported across the country faster.
A way to make steel from iron was also discovered, which made it easier to make machines for factories.
People started using electricity for the first time in the Victorian Era. The first electrically-lit streetlights, public and village were in the UK.
Adults and children would work in workhouses. Working long days with very little food. Children were also expected to work.
Charles Dicken's story Oliver Twist (1838), tells the story of a young boy working in a factory during the Victorian time.
Manchester was famous for it's cotton. Cotton is used to make clothes and textiles.
1891 A law was passed that made it so every child age 5-13 should have access to a free education

Year 2 : Florence Nightingale

Subject Specific Vocabulary			Sticky Knowledge	
Conditions	The state that something is in, good or bad.		<p>Florence Nightingale was a famous British nurse who lived between 1820 and 1910.</p> <p>She was born in Florence in Tuscany, Italy. She was named after the city of her birth.</p> <p>In 1937, Florence Nightingale believed that she was given a message from God in a dream, telling her to that she had a purpose to help other people.</p>	
Crimea	A place in Ukraine, where Florence as sent during the war.		<h3>Exciting Books</h3> <div style="display: flex; justify-content: space-around;">   </div>	
Disease	A sickness that causes harm to a person.			
Health	The condition of someone's body.			
Hospital	A place where sick or hurt people go to find care or help.			
Medicine	Used to treat a disease, injury, pain	<p>Florence Nightingale published books, notes and reports about hospital planning and organization.</p> <p>She helped to make hospitals cleaner, safer places, and wrote books about how to be a good nurse.</p> <p>Florence found ways to stop many infections and diseases from spreading.</p> <p>During the Crimean War (1853-1856) Nightingale helped to treat wounded soldiers and was in charge of 38 other nurses.</p> <p>She became known as the 'Lady with the Lamp' as she would work all night to make sure that the soldiers were treated well, with water and warm blankets.</p> <p>In 1883, Nightingale met Queen Victoria, who awarded her the Royal Red Cross Medal for her work.</p>		
Nurse	A person who is trained to care for sick and injured people.			
Publish	To prepare and bring out for sale for people to read.			
Victorian	Britain 1837 - 1901			
Wounded	A cut or other injury to a part of the body.			

Year 3 : Stone Age

Subject Specific Vocabulary			Sticky Knowledge	
archaeologists	People who discover our history by looking at artefacts that have been found.		<h2 style="text-align: center;">Exciting Books</h2> <div style="display: flex; justify-content: space-around;">   </div>	<p>The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).</p> <p>Palaeolithic and Mesolithic people were nomadic hunter gatherers. They moved frequently following the animals that they hunted and gathering fruits and berries when they could.</p> <p>40,000 years ago is when the first cave paintings and carved figurines were created</p>
artefact	An object made by human beings, usually with historical or cultural interest.	<p>The Palaeolithic period lasted for such a long time that it accounts for 99% of all human history.</p>		
Neolithic	The later part of the Stone Age and following the Palaeolithic and Mesolithic Age.	<p>The gradual development of agriculture and the domestication of animals during the Neolithic period meant that people could live in settled communities.</p>		
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.	<p>The houses in Skara Brae, a Neolithic Orkney village, had beds, cupboards, dressers, shelves and chairs.</p>		
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.	<p>Stonehenge was built during the stone age. It can be found in Southern England.</p>		
tribal	Groups of people who live together.	<p>The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</p>		
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.	<p>The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</p>		
shelter	A house where Stone Age people would have lived.			
civilization	When people live in a large society with a shared culture and rules.			
settlement	A place where there were several Stone Age shelters, like a small village.			
Prey	An animal that is hunted by another for food.			

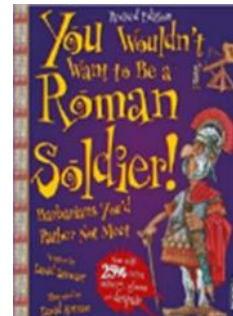
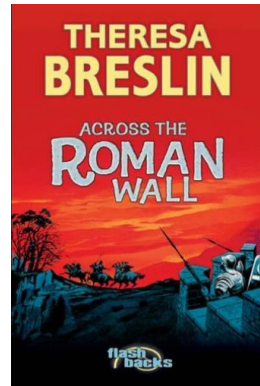
Year 3 : Romans

Subject Specific Vocabulary

centurion	A commander of a group of 100 Roman soldiers.
emperor	The Roman leader of the Roman Empire during the imperial period.
aqueduct	A large system, like a bridge, for carrying water from one place to another is called an aqueduct.
Londinium	This was the Roman name for London.
conquer	To overcome and take control of people or land using military force.
invade	Enter a place or land with the intention of occupying it.
senate	Similar to the Roman version of our parliament.
gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.
Hadrian	Emperor of Rome known for ordering Hadrian's wall to be built to keep Picts out of Roman Britain.
Celt	Original people who lived in Britain before the Romans invaded.
Boudicca	Famous Celt leader who lead a uprising against the Romans 60/61 AD.



Exciting Books



Sticky Knowledge

The Romans were a civilisation from Italy. They began in Rome and spread across most of Europe.

Julius Caesar a famous Roman General attempted to invade Britain in 55 and 54 BC.

In 43 AD nearly 100 years after Julius Caesar, Emperor Claudius successfully invaded Britain, adding Britain to the Roman Empire.

Boudicca led an uprising against the Romans burning many important Roman towns.

Boudicca was defeated at the Battle of Watling street in 60/61 AD meaning the Romans now ruled over Britain





Cartimandua was a Celtic queen who ruled the area of Britain we know today as North West England, she was loyal to the Romans.

When the Romans arrived in Britain, they got to work straight away building roads and forts so they could transport soldiers around the country. They also built things that they would have used if they were still in Italy, like bath houses and villas.


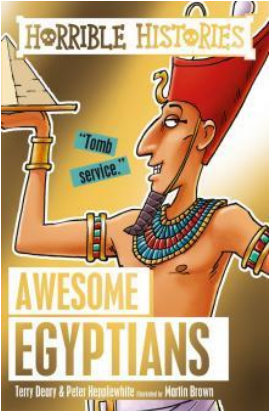
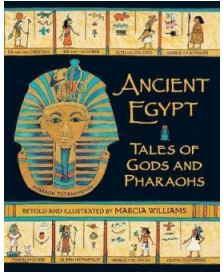
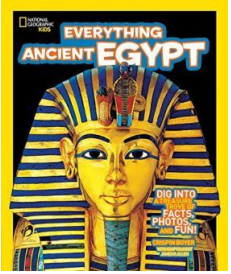
The Romans built a wall to separate England and Scotland to keep out the Celtic tribes who lived there. This is called Hadrian's Wall because Hadrian was the Roman emperor at the time. It was completed 122 AD.

The Romans left Britain in 410 AD because the armies were needed to defend other parts of the Empire. The Anglo-Saxons were the next people to rule England.

Year 4 : Anglo Saxons/Vikings

Subject Specific Vocabulary			Sticky Knowledge
archaeologist	People who discover our history by looking at artefacts that have been found.		<h2 style="text-align: center;">Exciting Books</h2> <div style="display: flex; justify-content: space-around;">   </div> <div style="text-align: center; margin-top: 20px;">  </div>
raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.	<p>They came to Britain from across the North Sea in the middle of the 5th Century.</p>	
longship	The narrow boat used by Vikings to raid along coasts.	<p>For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.</p>	
Odin	One of the most famous Viking Gods known for wisdom.	<p>Egbert was the first Anglo-Saxon king to rule England. The last Anglo-Saxon king was Harold II in 1066. The two most famous Anglo-Saxon kings are Alfred the Great and Canute the Great.</p>	
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.	<p>The Vikings are also called Norsemen, and came from Scandinavia. They travelled over the sea in longships, which are long, narrow wooden boats that could be sailed in both deep and shallow water.</p>	
Danelaw	The name given to lands in Britain occupied by the Vikings.	<p>The Vikings left their homeland because they were looking for better places to farm than the Scandinavia lands.</p>	
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.	<p>793AD The Vikings raided Lindisfarne a holy island monastery on the North East coast of England.</p>	
thane	An important Anglo-Saxon person.	<p>During the mid 9th Century (800's) The Vikings began to settle in Britain, taking places such as York.</p>	
Anglo-Saxon kingdoms	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.	<p>In 878, King Alfred the Great defeated the Vikings in battle and had them sign a treaty saying they had to keep to their own land in England – this section of land was called Danelaw.</p>	
Wessex	Important Saxon kingdom known today as Dorset, Hampshire, Somerset and Wiltshire.		
Mercia	Important Saxon kingdom known today as East Anglia, Essex, Kent and Sussex.		

Year 4 : Ancient Egypt

Subject Specific Vocabulary			Sticky Knowledge
archaeologist	People who discover our history by looking at artefacts that have been found.		The Egyptians settled in northeast Africa, and that's where the country of Egypt is today.
pharaohs	The word pharaoh originally meant 'great house', but came to mean the person who resided in it.		They lived in a very dry area, but they got water from the Nile River (the longest river in the world!) so they could grow crops.
tombs	Ancient Egypt is known for its magnificent and beautiful tombs. The most well known are within the pyramids in the Valley of the Kings.		The Egyptians created paper using reeds, called papyrus. They wrote using pictures called hieroglyphics that stood for different words.
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.	Exciting Books	Only certain people studied how to write, and they worked as scribes. Scribes were ranked in the middle of the order of social groups in Egypt – the pharaoh was at the very top of this list, and slaves were at the very bottom.
hieroglyphs	The term hieroglyph refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus.	  	The Egyptians built pyramids as places to bury their kings and queens, who were called pharaohs.
vizier	The vizier in ancient Egypt was the most powerful position after the king. A vizier was the equivalent of a modern day prime minister.		Tutankhamen was known as the boy king when he rule from 1334BC – 1325BC when he was a teenager , his tomb was found in 1922.
scribe	A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.		The story of Moses in the bible takes place in Ancient Egypt.
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.		Egyptians believed in many different Gods, such as Ra the Sun God, Anubis God of the dead and Horus God of the skies.
mummy	Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus.		Cleopatra was the last pharaoh of Egypt before it was conquered by Rome and became part of the Roman Empire.
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form paper.		
scarab	Scarabs are amulets formed to look like the dung beetle, an animal associated by the ancient Egyptians with life, rebirth and the sun god Ra.		

Year 5 : Ancient Greece

Subject Specific Vocabulary



Sticky Knowledge

philosophy

Philosophy is a way of thinking about the world, the universe, and society.

Athenians

It is the birth place of democracy and the heart of the Ancient Greek civilisation.

Spartans

The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.

democracy

Democracy means allowing citizens to make their own decisions for their personal lives.

Olympics

The ancient Olympic Games were originally a festival, or celebration of Zeus.

plague

The plague of Athens was an epidemic illness that devastated the city.

truce

A truce is when two fighting sides declare peace or a break in the war.

Zeus

The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.

loincloth

A single piece of cloth wrapped round the hips, typically worn by men in some hot countries as their only garment.

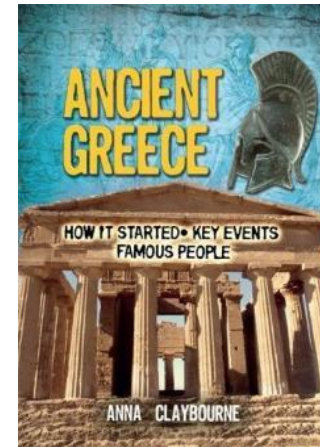
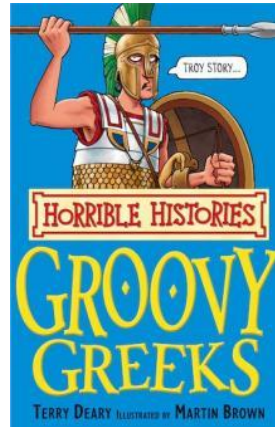
Apollo

Apollo was the god of music, truth and prophecy.

temple

A building devoted to the worship of a god or gods.

Exciting Books



The Ancient Greek Empire once included some of the countries we know today, such as Turkey and Syria.

Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.

In Athens, Greek styles of art, architecture, philosophy and theatre were developed.

Athens had a democratic government – this means that the people who lived there made decisions by voting, like we do in Britain.

The first Olympic games were held in 776 in the city-state Olympia.

The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.

Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives.

The Greeks liked painting pictures on their pots, and sometimes they'd make pictures of what the pot would be used for. For instance, on little pots that children would use, there might be pictures of toys.

Many Greeks wore chitons, which were loose tunics that were draped and pinned around shoulders. Sometimes they had belts around them too. Women's tunics were longer than the ones that men wore.

Year 6 : Mayan Civilisation

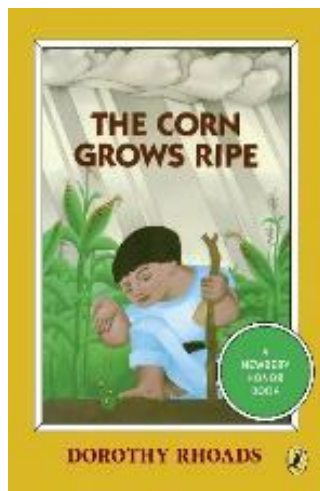
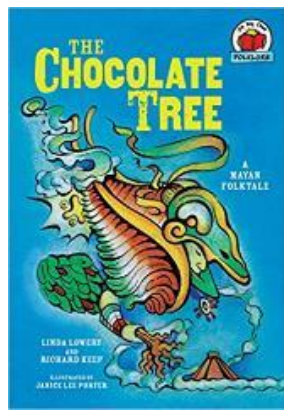
Subject Specific Vocabulary	
glyphs	Symbols used in the Mayan writing system. Each symbol represents a word or sound.
codices	Books created by the Mayans. They were made of soft bark and folded like a fan.
Chichen Itza	The Mayans most well-known pyramid
cacao	Seeds that the Maya used to make chocolate.
ahau or ahaw	The main king or lord of a Maya city-state.
batab	A lesser lord, usually ruling over a small town.
Itzamna	The main god of the Maya, Itzamna was the god of fire who created the Earth.
huipil	A traditional garment worn by Maya women.
Kin	Word representing a day in the Maya calendar.
Kukulcan	The serpent god of the Maya. One of the primary gods, especially to the Itza peoples of Chichen Itza.
Uinal	Word for a month in the Maya calendar. It was 20 days long.



Sticky Knowledge

<p>The Mayan, or Maya, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). Mayan culture was well established by 1000 BCE, and it lasted until 1697.</p>
<p>The Maya used stone tools to carve the limestone that they used for their buildings.</p>
<p>The Mayans in many different Gods and believed in an afterlife called that was called "the place of misty sky".</p>
<p>Maya society was formed of a number of city states each with their own ruler. Each city was surrounded by farmland.</p>
<p>At the top of Maya society were the King and Royal family who were believed to be closely linked to the gods.</p>
<p>An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.</p>
<p>The Maya were excellent mathematicians who made use of the number zero.</p>
<p>The Maya pyramid at Chichen-Itza has 365 steps. It is positioned so that at the spring and autumn equinoxes shadows appear to show the plumed serpent God Kukulcan descending the stairs.</p>
<p>No one knows for sure why the Maya civilisation ended. Historian think it could because they ran out of farming land, drought, poor leaders, war or disease.</p>

Exciting Books



Year 6 : WW2

Subject Specific Vocabulary

axis	Countries which fought on the German side including Italy, Germany and Japan.
Allies	Countries which fought on the British side (including: USA, Great Britain, France and Russia).
Nazi	Member of the German political group which came to power in 1933.
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones.
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Blitz	A series of bombing raids on the UK.
propaganda	Controlling news media (such as radio) to depict the war effort .
Luftwaffe/ RAF	Luftwaffe = The German Airforce RAF = Royal Air Force (The British Airforce)



Sticky Knowledge

World War two was fought over two theatres of war. The war in Europe and the War in the Pacific.

Not all men went to fight overseas – some couldn't go and instead joined the Home Guard, which was made up of volunteers ready to defend Britain from a surprise enemy invasion. The Home Guard was created in 1940.

On the 7th September 1940 the Blitz began in London. Manchester suffered its worst air raids during December 1940.

During the Blitz, it was very dangerous to live in cities because that's where most of the bombs were dropped. So, many children were sent off to live in the country where it was safer. These children were known as 'evacuees'.

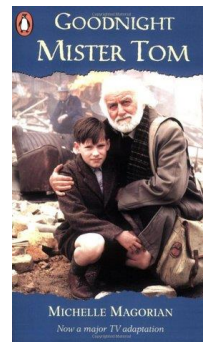
Loud sirens would let people know that a bomb might go off soon, and that they should run to the nearest air-raid shelter. Bomb shelters were small, strong structures, sometimes put underground, that protected people inside from being hurt during explosions.

The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air. During the war Manchester was one of the main cities that built military aircraft.

It was made up of lots of air battles that lasted from 10 July to 31 October 1940. Two types of aeroplane were used in the Battle of Britain – bombers that dropped bombs on towns and cities and fighters that attacked other aeroplanes.

Alan Turing and his team worked at Bletchley Park to decode secret German messages using the Enigma machine.

Exciting Books



1st September 1939	1939 Onwards	10th May 1940	June 1940	6th June 1944	7th May 1945	8th May 1945	6th August 1945	15th August 1945
In 1933, Adolf Hitler rose to power as the political leader of Germany. Germany invades Poland. Britain insists Germany withdraw troops from Poland. The Germans refuse. Britain declares war on 3rd Sep 1939. Britain initially responded with bombing raids over Germany.	Children were evacuated from cities expected to be bombed as enemy planes targeted factories etc. Children were evacuated to the countryside.	Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.	Evacuation of Dunkirk. Large numbers of troops were surrounded by Germans at the French coastal town of Dunkirk. 338, 226 were saved by a fleet of 800 boats. This is known as the 'Miracle of Dunkirk'.	D-Day. The Normandy landings were a series of landing operations by the Allies to claim Europe. It was the largest seaborne operation in history.	Germany surrenders: The Allies had forced the surrender of Axis troops in Europe. On 7th May 1945 Germany surrendered to the Allies – the end of war in Europe.	VE Day. The VE in VE Day stands for Victory in Europe. It was the public holiday of 8th May 1945 to mark the defeat of Germany by the Allied forces in World War 2.	Atomic bomb dropped on Hiroshima. Japan refused to surrender, threatening to fight on. The US considered invasion but this would have led to deaths of 500,000. On the 9th Aug, the US dropped an atomic bomb on Nagasaki	End of WW2 . The surrender of Japan was announced on August 15th 1945.