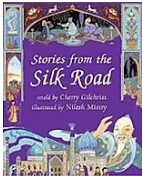
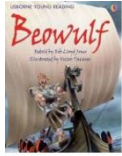


Key Vocabulary	<p>Reception, Year 1&2 Vocabulary</p> <p>Past, old, modern, new, change, future, before, long time ago, born, little, family, friends, history, year, month, dates, day, weeks, celebrations, festival, next, now, currently, present, difference, same, similar, before, after, past, present, then and now; before I was born, when I was younger</p> <p>Ancient, timeline, living memory, decade, modern, date order, century, long ago, artefact, source, chronological order, Parliament, traitor, research, historians, evidence, impact, treason, era/period, class structure (upper, middle, lower).</p> <p>Year 3&4 Vocabulary</p> <p>B.C.E (before common Era) A.D. (Anno Domini), B.C (Before Christ), C.E (Common Era),</p> <p>Nomad/Nomadic, Neanderthal, Palaeolithic, Neolithic, Mesolithic, round house, domesticated, quern, smelting ancient civilization, culture, economic, social history, Kingdom, Empire, Emperor, toga, aqueduct, centurion, coliseum, amphitheatre, gladiator, republic, legionary, chariot, senate, mosaic, hypercaust, tunic, aquilla, colony, archaeologist / archaeology, first hand/second hand evidence, invasion, millennium, democracy settlements, cause, infer, cultural, economic and social history; and between short- and long-term timescales, peasantry, ancient and century, democracy, Parthenon, Alphabet, philosopher, Pharaoh, papyrus, amulet, canopic jar, tomb, after-life, hieroglyphics, irrigation, preserved, shaduf, sphinx, pyramid, barter,</p> <p>Year 5&6 Vocabulary</p> <p>Golden age, Islam/Islamic, religion, advancements, invasion, interpretation, propaganda, hypothesis, comparisons, past societies, immigration, Windrush, refugee, humanitarian, displacement, asylum seekers, trade, Angles, Jutes, mead, runes, thatch, wattle and daub, manuscript, Augustine, long house, long boat, chieftain, berserker, Danegeld, raid, trade, chainmail. Mongols</p> <p>Crusades, Sultan, Scholar, Bazaar, Mosque, Caravan, Tolerance, Baghdad, Algebra, Abbasid Caliphate, Caliph, Dinar, Hadith, Hajj, Imam, Qur'an, Calligraphy, Mecca, House of Wisdom</p>		
Year group	Year 5		Year 6
	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<p>Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, specific events on timeline by decade.</p> <p>Use their mathematical skills to work out exact time scales and differences as need be</p> <p>Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p> <p>Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>Make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>Appreciate that significant events in history have helped shape the country we have today.</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened. Summarise how Britain has had a major influence on world history and what may have learnt from other countries and civilizations.</p>	<p>Test out a hypothesis in order to answer a question.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Suggest why there may be different interpretations of events.</p> <p>Pose and answer their own historical questions.</p>
Areas of study	<p>A non-European society that contrasts with British history</p> <p>- Why was the ancient Islamic civilization around 900CE referred to as the Golden age?</p>  <p>What did the 'Golden age' give the world? What part did the 'Golden age' have in improving healthcare? Why was Baghdad such a significant city in 900CE? (inventions, maths, science) What can you discover about art and culture in the golden age? (linked to textiles from Year 4) How did the Ancient Islamic traders' impact on western civilization (silk road, spices, fashion etc)?</p> <p>Create a TV documentary about life in Baghdad 900CE</p>		<p>A significant turning point in British history.</p> <p>World War II</p> <p>Historical enquiry. Look at two different versions of a significant event of WWII e.g. Battle of Britain, say how each perspective is different, attempting to persuade.</p> <p>Can they suggest why there might be different interpretations of an event in WWII?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they identify and explain their understanding of propaganda? Make links to other periods of history?</p>

Britain's settlement by Anglo Saxons and Scots.



The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Why did they invade Britain? How did they make their journey (can they create a Viking mode of transport)? What did the Vikings eat? Can we recreate a meal?

Cause and consequence of the Viking and Anglo-Saxon invasions of Britain (impact on Britain).

What did the Brits learn from the Vikings?

Armistice day – Armed forces and recent conflicts.



Refugees and immigration.

Can they trace the main events that define Britain's journey from a mono to a multicultural society?

(links to local study)

Assessment opportunity

Britain once had an Empire. How has that helped or hindered Britain's relationship with other countries around the world?

Or

Write/do a report on one particular aspect of history and its development over time from the stone age to 1066 e.g. inventions or houses or hunting/farming etc.

Armistice day – Present something for the school's service.