

## West Pennard C of E Primary School

# Knowledge and Vocabulary Progression: History

### Our school vision...

*'Since God so loved us, so we must love one another'*

*(1 John 4 v11)*

*Valuing our Christian foundation, we care for each other and our world.*

*We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum;*

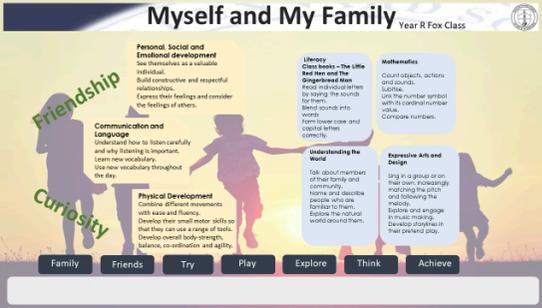
*inspiring and motivating everyone to thrive.*

*Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do*



	Year 1/2		Year 3/4		Year 5/6	
<b>National Curriculum</b>	Pupils should be taught about: <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be</li> <li>used to compare aspects of life in different periods</li> </ul>		Pupils should be taught about: <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 a local history study</li> </ul>			
	<b>Dormouse</b>	<b>Mole</b>	<b>Hare</b>	<b>Squirrel</b>	<b>Otter</b>	<b>Hedgehog</b>
<b>Topic 1</b>	<b>Emergency Services</b>  <b>London</b>	<b>Pioneering People - Great Feat!</b>	<b>Childhood in Victorian Britain</b>	<b>Knaves and Fawkes</b>	<b>Blast Off!</b>	<b>Why So Much is Owed by So Many to So Few</b>
<b>Topic 2</b>	<b>Stronger Than You Fort</b>	<b>Oh we do Like to be Beside the Seaside!</b>	<b>Where did the Romans Rome?</b>	<b>Cleopatra, Coming at Ya!</b>	<b>Raiders and Invaders</b>	<b>What did the Ancient Greeks Find Written in the Stars?</b>



Year R	Topic 1 	Topic 2	Topic 3
<b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)	<ul style="list-style-type: none"> <li>• Comparing similarities and differences in myself and my family</li> <li>• Understanding that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community</li> <li>• Recognise some environments are different to the one in which they live</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Explore the natural world around them, making observations</li> </ul>
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Friend,</li> <li>• Myself</li> <li>• Changes</li> <li>• Senses</li> <li>• Birthday</li> <li>• Mummy</li> <li>• Daddy</li> <li>• Sister</li> <li>• Brother</li> <li>• Grandparents</li> </ul>	<ul style="list-style-type: none"> <li>• Church,</li> <li>• Buildings</li> <li>• Bungalow</li> <li>• Flat</li> <li>• Terrace</li> <li>• Cottage</li> <li>• Materials</li> <li>• Font</li> <li>• Pew</li> <li>• Altar</li> <li>• Belltower</li> <li>• Tent</li> <li>• Caravan</li> <li>• Yurt</li> </ul>	<ul style="list-style-type: none"> <li>• Plants</li> <li>• seed</li> <li>• stem</li> <li>• root</li> <li>• grow</li> <li>• sun</li> <li>• observe</li> <li>• predict</li> <li>• change</li> <li>• seasons</li> <li>• Spring</li> <li>• Summer</li> <li>• Autumn</li> <li>• Winter</li> </ul>



	<ul style="list-style-type: none"> <li>Baby</li> </ul>	<ul style="list-style-type: none"> <li>Brick</li> <li>Stone</li> <li>Wood</li> </ul>	<ul style="list-style-type: none"> <li>Soil</li> <li>Flower</li> </ul>
<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<ul style="list-style-type: none"> <li>Discuss similarities and differences between themselves and others</li> <li>Understand that we are all unique</li> <li>Recognise special times eg Birthdays</li> <li>Understand that people have different beliefs and celebrate special times in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Name and explain the purposes of the church</li> <li>Understand that there are a range of contrasting environments within our local area</li> <li>Describe similarities and differences in houses, homes and buildings</li> <li>Describe materials used in buildings</li> </ul>	<ul style="list-style-type: none"> <li>Describe what a plant needed to grow</li> <li>Sort natural materials</li> <li>Describe similarities and differences in local environment</li> <li>Understand important processes and change in the natural world</li> </ul>

<p><b>Year 1</b></p>	<p><b>Emergency Services!</b></p>	<p><b>Stronger Than You Fort</b></p> <p><b>Castles!</b></p>
<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <p><b>Substantive Concepts</b></p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <p>buildings old and new/modern</p>

# West Pennard Primary School History Knowledge Progression



<p>throughout their education in history.)</p>	<ul style="list-style-type: none"> <li>- Geographical location - where and why is London located there?</li> <li>- Architecture - why have building materials changed?</li> <li>- Communication - how do did we communicate, now and then.</li> </ul>	<ul style="list-style-type: none"> <li>- royal families</li> <li>- flags</li> <li>- homes</li> <li>- features of architecture</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Fire, water, emergency, vehicle, engine, buckets, ladders, hose, police, doctor, hospital, London, bell.</p>	<p>keep, flag, drawbridge, castle, guard, stone, wall, motte and bailey, solider, lord and lady, chapel, great hall, feast, banquet, turret, well.</p>
<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<ul style="list-style-type: none"> <li>- To look at simple artefacts and pictures to ask questions about the past - What can you see? • What do you think this is used for? Why? • Who might use this? How is it used?</li> <li>- To recognise some similarities and differences between the past and the present.</li> <li>- To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past - Samuel Pepys One of the ways we know about the fire is because people wrote about it in their own personal diary.</li> <li>- The Great Fire of London - where it started, why it happened, dates and names - Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames. Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed. Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.</li> <li>- Lines of communication within the emergency services in the past</li> <li>- Linking with science the use of available materials to create safer uniforms with high vis</li> <li>- Link with Geography to locate us, WP and London (see Autu,m 2 slide)</li> </ul>	<ul style="list-style-type: none"> <li>- who lives where in the castle?</li> <li>- who is in charge of the castle?</li> <li>- think back to Emergency services and look at evidence in the castle. What does the building not have that we have?</li> <li>- what did they do for fun (hunting, feasts, games)?</li> <li>- who did what job?</li> <li>- how did they protect the castle?</li> <li>- what did they use in an attack?</li> <li>- why did they need to attack?</li> </ul>

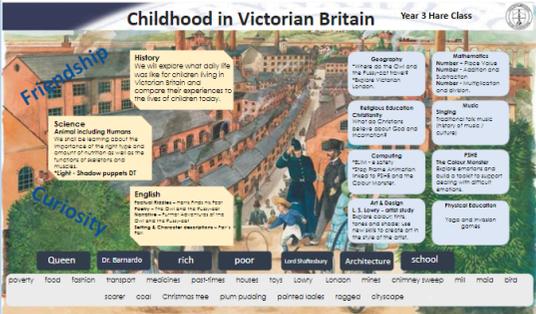
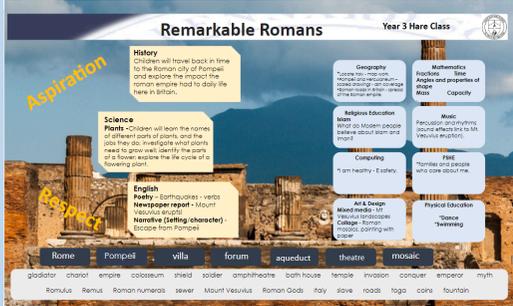


<p><b>Year 2</b></p>	<p align="center"><b>Pioneering People - A Great Feat!</b></p>	<p align="center"><b>Oh we do like to be beside the seaside!</b></p>
<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <ul style="list-style-type: none"> <li>• Significance - Know what it means to be famous</li> <li>• Transport - Know that people travel in different ways and this has changed over time</li> <li>• Chronology - Know that history is organised in chronological order</li> </ul>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <ul style="list-style-type: none"> <li>• Know that holidays have changed over time</li> <li>• Know that what people wear has changed over time</li> <li>• Know that leisure activities have changed over time (and some have stayed the same)</li> </ul>



<p><b>Key Vocabulary</b></p>	<ul style="list-style-type: none"> <li>● Brunel</li> <li>● Clifton Suspension Bridge</li> <li>● SS Great Britain</li> <li>● Engineer</li> <li>● Industrial Revolution</li> <li>● Great Western Railways</li> <li>● Temple Meads</li> <li>● Tunnels</li> <li>● Shackleton</li> <li>● Endurance Race</li> <li>● Polar</li> <li>● Navigation</li> </ul>	<ul style="list-style-type: none"> <li>● Seaside</li> <li>● Coast</li> <li>● Beaches</li> <li>● Pier</li> <li>● Arcades</li> <li>● Promenade</li> <li>● Railways</li> <li>● Punch and Judy</li> <li>● Bathing Machine</li> <li>● Boats</li> <li>● Deckchairs</li> <li>● Lighthouse</li> </ul>
<p><b>Substantive Knowledge</b>                  (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<ul style="list-style-type: none"> <li>● Brunel was an engineer during the Victorian Era.</li> <li>● Thanks to Brunel we are able to travel up and down the country quickly, as well as cross many rivers.</li> <li>● SS Great Britain was built in 1843, she was the longest passenger ship in the world.</li> <li>● SS Great Britain was designed to transport people to America and could travel across the Atlantic.</li> <li>● Brunel designed the Clifton Suspension Bridge, Temple Meads Station and the SS Great Western.</li> <li>● Shackleton was an explorer.</li> <li>● Know details around Shackleton's endurance race.</li> <li>● Know the differences and similarities between the endurance races of Shackleton and Brunel's engineering</li> </ul>	<ul style="list-style-type: none"> <li>● People have been going on seaside holidays for over a hundred years.</li> <li>● Rail travel made it cheaper and easier for people and their families to travel to the seaside.</li> <li>● Many things we see at the seaside now such as donkey rides, fairgrounds and buckets and spades have been enjoyed by people for over a hundred years.</li> <li>● Punch and Judy was a popular puppet Show featuring Mr Punch, his wife, a crocodile and some sausages.</li> <li>● People used bathing machines to change as women were expected to cover themselves.</li> </ul>

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<p><b>Year 3</b></p>	<p style="text-align: center;"><b>Childhood in Victorian Britain</b></p> 	<p style="text-align: center;"><b>Where did the Romans Rome?</b></p> 
<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <ul style="list-style-type: none"> <li>• Chronology – key events plotted onto a timeline.</li> <li>• Beliefs - The Church (Christianity), <b>commemoration</b>, ruler (the Queen), flags,</li> <li>• Daily Life - Compare different aspects of life - (homes, school, jobs, Christmas, toys and pastimes).</li> </ul>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <p>Chronology – key events plotted onto a timeline. Compare different aspects of life - (homes, towns, social structure).</p>
<p><b>Key Vocabulary</b></p>	<p>Queen Victoria, monarch, coronation, reign, legacy, Britain, 'Mother country', colonies, empire, Great Exhibition, trade, Prince Albert, mourning, Victorian</p>	<p>Celts, citizens, conquest, emperor, empire, Iceni, legion, rebellion, Roman empire, tribe, Boudicca, villa, amphitheatre, baths, temple, Claudius, Severus Septimus, senate, senator, orator, Centurion, human</p>



	<p>Christmas, rich, wealthy, upper class, middle class, working class, poor, poverty, slums, slate, chimney, bay/sash windows, barge boards, decorative brickwork, wooden toys, soldiers, rocking horse, peg doll, mills, mines, ragged schools, rural, transport, workhouse, Doctor Thomas Barnardo</p>	<p>feature, physical feature, Romulus, Remus, Roman Numerals</p>
<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<ul style="list-style-type: none"> <li>- The Victorian period is named after Queen Victoria.</li> <li>- Life in Victorian England was very different to today. It was a time of great wealth and poverty.</li> <li>- Victoria became Queen, aged 18, in 1837 and ruled for 64 years.</li> <li>- Compare the homes of the rich and poor and modern homes.</li> <li>- Identify and name key architectural features of Victorian homes.</li> <li>- Children from poorer families had to work to earn extra money.</li> <li>- In 1840, the first Ragged School was set up - Key Person – Dr Thomas Barnardo</li> <li>- Impact of laws on children's schooling in Victorian times.</li> <li>- Know key Christmas traditions that come from the Victorian era.</li> </ul>	<ul style="list-style-type: none"> <li>- The first Romans lived in Italy nearly 3000 years ago.</li> <li>- They founded the city of Rome in 753 BC.</li> <li>- Over the centuries, the Romans conquered many lands to create a huge empire.</li> <li>- The tribe of people called the Celts lived in England before the Romans invaded.</li> <li>- The Romans came from Italy and invaded Britain in 43AD and the Emperor in charge was called Claudius.</li> <li>- Boudicca was a Celtic queen who led an army to fight the Romans.</li> <li>- The Romans used numerals instead of numbers, e.g. 1 = I, 5 = V, 10 = X. See image below.</li> <li>- The Roman army had lots of recognisable equipment like their shields, helmets, chariots.</li> <li>- When in battle, the army used a tortoise formation where they huddled together and protected themselves with their shields.</li> <li>- In AD 122, Emperor Hadrian gave an order to build a wall in the north of the country so they could defend this northern border of the Roman Empire.</li> <li>- Lucius Septimius Severus was Rome's first African emperor. He became ruler of the Roman Empire in AD 193. He led an army to Britain and based himself in York.</li> <li>- The Romans introduced many new ideas to the UK that we still use today, such as – toilets, heating, calendars and roads.</li> </ul>



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<p><b>Year 4</b></p>	<p><b>Knaves and Fawkes</b> Gunpowder, Treason and Plot!</p>	<p><b>Cleopatra, Coming at Ya!</b></p>
<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Monarchy</li> <li>• Decision making / politics</li> </ul>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <p>Afterlife, farming, ruler (king) Gods and Goddesses, language, empire, rivers, geographical location</p>
<p><b>Key Vocabulary</b></p>	<p>Catholic, Protestant, Gunpowder Plot, Guy Fawkes, Robert Catesby, King James I, King Charles II, Oliver Cromwell, London, high treason, Union of the Crown, heir, Civil War, puritans, Divine Right of Kings, Monmouth Rebellion, Lord Protector, Commonwealth, Judge Jeffreys, Bloody Assizes, Taunton Castle. Queen Elizabeth, Mary Queen of Scots.</p>	<p>Ancient, civilisation, Egypt, hieroglyphics, irrigation, River Nile, fertile, Pharaoh, tomb, Tutankhamun, artefacts, scarab beetle, pyramid, shaduf, farming, empire, Gods and Goddesses, Rosetta Stone, sarcophagus, canopic jars, trading, afterlife, mummy, mummification, pyramid, Howard Carter, Lord Carnarvon, excavation, Valley of the Kings, Demotics, Thomas Young, Jean-François Champollion, Egyptology.</p>



<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that King James I was the first monarch to unify the English and Scottish crowns in 1603.</li> <li>• Know that King James I was a Protestant</li> <li>• Know that people had different beliefs and that this was a cause of conflict between them.</li> <li>• Know that Stuart monarchs believed in the 'Divine Rights of the King'</li> <li>• Know that Guy Fawkes, Robert Catesby and other Catholic conspirators committed high treason by attempted to kill the king in the Gunpowder Plot in 1605.</li> <li>• Know that King Charles made many controversial decisions which led to his execution.</li> <li>• Know that Puritans believed the church was becoming too sympathetic to Catholic practises.</li> <li>• Know that Civil War broke out in 1642 between Royalists and Parliamentarians with Oliver Cromwell ruling the country as 'Lord Protector' in 1653.</li> <li>• Know that 'The Restoration of the Monarchy' happened 1660 with King Charles II</li> <li>• Know that Monmouth Rebellion was caused by an 'illegitimate' claim to the throne by Charles II's son, James I</li> </ul>	<ul style="list-style-type: none"> <li>• The Ancient Egyptians lived in Ancient Egypt - now known just as Egypt.</li> <li>• Egypt sits on the north east side of the continent of Africa. It is bordered by Israel, Libya and Sudan.</li> <li>• It has one coastline on the mediterranean sea and one on the red sea.</li> <li>• The Ancient Egyptian empire started in 3100 BC and ended in 30 BC when the Romans took over.</li> <li>• People's lives in Ancient Egypt were dependent on their wealth. By examining artefacts we can deduce how people lived and worked.</li> <li>• The river Nile runs right through the middle of Egypt. It is 6650 km long and is the longest river in the world.</li> <li>• As well as Egypt, the Nile also runs through 8 other African countries.</li> <li>• The source of the river is the rainforest in Rwanda and the mouth is in the mediterranean sea, meaning the river flows from south to north.</li> <li>• Egyptian people today and in ancient times rely heavily on the Nile. The banks of the Nile are full of valuable minerals enabling farmers to crop crops in the fertile soil.</li> <li>• They designed an intricate irrigation system allowing the fields further away from the Nile to receive water also.</li> <li>• The Nile was used as transportation for trading of materials and foods. The clay left after the floods was used as building materials for houses.</li> <li>• Ancient Egyptians had a hierarchy system with Pharaohs sitting at the top. They believed in the afterlife therefore when a Pharaoh died their body was preserved and mummified ready for the afterlife.</li> <li>• Canopic jars with the heads of 4 Egyptian Gods - Hapi, Imesty, Duamatef and Qebehsenuf were used to store the lungs, liver, stomach and intestines. The heart was left inside the body.</li> <li>• The mummy was then placed in a sarcophagus and laid to rest in a tomb or a pyramid.</li> <li>• Tutankhamun is one of the most famous Ancient Egyptian Pharaohs. His tomb was discovered in the Valley of the Kings in 1922.</li> </ul>
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		<ul style="list-style-type: none"><li>• It was found by archeologist Howard Carter who worked as a team with Lord Canarvon. Lord Carnarvon was a wealthy man who supplied Carter with the funds he needed for the excavation.</li><li>• Unlike others, the tomb had not been found or looted and was full of objects covered in gold and other "wonderful things".</li><li>• Ancient Egyptians prominently spoke Egyptian, Greek or Latin, however they developed their own written language called hieroglyphics. It was a collection of symbols used to represent letters and/or sounds.</li><li>• During the Napoleonic wars between France and Britain, the Rosetta Stone was founded in Rosetta, Egypt in 1799. It was captured by the British and brought back to London in 1801.</li><li>• It was a large stone with hieroglyphics, ancient greek and domotic (another Egyptian written language used for everyday purposes.)</li><li>• A man from Somerset called Thomas Young and a Frenchman called Jean-François Champollion were able to use their knowledge of Ancient Greek to decipher and translate the hieroglyphics written on the stone and crack the code of the Ancient Egyptian language.</li><li>• From this discovery, historians and Egyptologists were able to uncover troves of information about Ancient Egypt from hieroglyphics written in tombs, scrolls, buildings etc.</li><li>• As well as worshipping their Pharaohs, Ancient Egyptian people also worshipped their Gods. They believed that Pharaohs were the human mediator between them and their Gods.</li><li>• There were over 2000 Gods. Most of them were in human form however some of them had animal heads.</li><li>• They believed that the Gods created the world and would guide them through life and into the afterlife.</li><li>• Each God or Goddess had a different role, for example there was a God of the sun - Ra, and God of the sky - Horus etc.</li></ul>
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<p><b>Year 5</b></p>	<p style="text-align: center;"><b>Blast Off!</b></p>	<p style="text-align: center;"><b>Raiders and Invaders</b></p>
<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact have things in history had on how we live our lives today?</p> <ul style="list-style-type: none"> <li>• War/ battles</li> <li>• Daily life</li> <li>• Religion</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Geocentric, Heliocentric, Nicholas Copernicus, Space Race, Neil Armstrong, Buzz Aldrin, Michael Collins, Yuri Gagarin, Apollo, NASA</p>	<p>Angles, Saxons, Jutes, Vikings, kingdoms, Offa's Dyke, King Alfred, William the Conqueror, longship, raided, invaded, Danegald, Sutton Hoo, Edward the Confessor, Northumbria, Mercia, Wessex, East Anglia, Essex, Sussex, Kent, York, Battle of Hastings</p>
<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<ul style="list-style-type: none"> <li>• Change in theories of our Solar System over time, from geocentric to heliocentric</li> <li>• Nicholas Copernicus was one of the first to identify that the Sun was at the centre of our Solar System</li> <li>• The church was unhappy with these new theories</li> <li>• Changes and developments in space travel and exploration</li> <li>• Neil Armstrong was the first man to step on the Moon</li> </ul>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>• The Anglo-Saxons were made up of the Angles, Saxons and Jutes who travelled to Britain from mainland Europe.</li> <li>• The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it.</li> <li>• When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom</li> </ul>



	<ul style="list-style-type: none"> <li>• Yuri Gagarin was the first man in space</li> <li>• Private companies such as SSpace X</li> </ul>	<p>left (Wessex).</p> <ul style="list-style-type: none"> <li>• King Alfred the Great was the best known Anglo-Saxon king and the first to defeat the Vikings in battle.</li> <li>• William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066).</li> <li>• Harold was shot through the eye with an arrow and died in the battle.</li> <li>• William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.</li> <li>• The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</li> <li>• They travelled in boats called longships and first arrived in Britain around AD 787.</li> <li>• The Vikings raided places such as monasteries and pillaged expensive items to trade.</li> </ul>
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<p>Year 6</p>	<p>Why So Much is Owed by So Many to So Few</p> 	<p>What did the Ancient Greeks Find Written in the Stars?</p> 
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<p><b>Substantive Concepts</b> (Substantive concepts are concepts that children will come across repeatedly throughout their education in history.)</p>	<p><b>Significance (so what?).</b> Why were certain changes important? Why were different achievements relevant to our history? What impact</p> <p><b>Substantive Concepts</b></p> <ul style="list-style-type: none"> <li>•Propaganda - understand that different versions of the past exist and that some accounts of history may be affected by historical propaganda, opinion or misinformation.</li> <li>•Daily Life - Compare different aspects of life – evacuation, trenches, rationing, air raids</li> <li>•Chronology – sequence key events</li> </ul>	<p>sequence, power, empire, democracy, community, family, currency, religion, sacrifice</p>
<p><b>Key Vocabulary</b></p>	<p>20th century, WW1, WW2, blitz, home front, make do and mend, evacuate, evacuees, morale, propaganda, Winston Churchill, Adolf Hitler, allies, axis powers, emigrate, immigrant, immigration, Home Front, Blitz, rationing, Nazi Germany, Front Line, Christmas Day Truce, Treaty, Tyrant, Seize, Morale, Fatality, Holocaust, assassinated, outbreak, Luftwaffe, Spitfire, persecution</p>	<p>Ancient Greece, Democracy, Citizen, Olympics, Myth/Mythology, Gods/Goddesses, Marathon, Sparta/Spartan, Troy/Trojan, Athens, Zeus, The Iliad, civilisation, empire, legacy,</p> <p><b>Mayans</b></p> <p>civilisation, drought, scribes, codices, glyphs, maize, cacao beans, number system, cultures, ceremonies</p>
<p><b>Substantive Knowledge</b> (Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught.)</p>	<p>WW1 1914 - 1918</p> <ul style="list-style-type: none"> <li>•Understand that the assassination of Franz Ferdinand was key in the build up to the start of WW1 and caused a series of events.</li> <li>•Understand that trenches were dug out of the land to protect the soldiers and that there were different types of trenches and that due to Britain believing the war would be over by Christmas this impacted on how the trenches were built (less effective than German trenches) and how this impacted on later warfare (The Battle of the Somme).</li> <li>•Understand the significance of the Christmas Day Truce and how this was a 'disaster' for warfare.</li> <li>•Understand that The Battle of the Somme is one of the most devastating events in the First World War (over 1 million soldiers died in just over 4 months)</li> </ul>	<p>Know what made the Ancient Greeks one of the most important civilisations in history.</p> <p>Know when the Ancient Greek Empire was dominant.</p> <p>Know about the life and importance of Alexander the Great.</p> <p>Know that the Ancient Greeks wasn't a single country ruled by a single country, but was made up of a number of city-states; hierarchy in society.</p>



	<ul style="list-style-type: none"> <li>•Understand that the armistice was signed in a train by Britain, France and Germany on 11th November 1918 putting an end to all fighting and understand that the terms of this treaty were decided by the allies.</li> <li>•Understand how the terms of the Treaty impacted on the people of Germany and how this contributed to the start of WW2</li> <li>•Understand that a two-minute silence is held every year on 11th November to celebrate the end of the war and to remember all the people who fought in the First World War and all other wars and that poppies are worn in remembrance.</li> </ul> <p>WW2 1939 – 1945</p> <ul style="list-style-type: none"> <li>•Know why war was declared (Treaty of Versailles)</li> <li>•Know that WW2 began in 1939 and ended in 1945.</li> <li>•Name countries that were involved in the war. (allies axis)</li> <li>•Understand that the evacuation of Dunkirk involved the rescue of over 300,000 soldiers by 300 British boats.</li> <li>•Understand that bomb shelters used in WW2 (Anderson and Morrison)</li> <li>•Know that D-Day was a critical moment in WW2 (June 1944)</li> <li>•Know that the Luftwaffe bombed London and this was called the Blitz</li> <li>•Know that Countries were taken over by others and this is known as land occupation</li> <li>•Know that after the war there was a need for a remembrance and cenotaphs and war memorials are used for this.</li> </ul>	<p>Know the reasons why there were city states and the different rulers in the city states.</p> <p>Know that two of the most powerful city states were Athens and Sparta.</p> <p>Know about Greek democracy.</p> <p>Understand the Ancient Greeks impact on politics and democracy and how this still is relevant today.</p> <p>Know about and understand the Ancient Greek Gods and what this meant to the Greek People.</p> <p><b>Mayans</b></p> <p>Know that The Maya created an advanced number system.</p> <p>Know that The Maya writing system was used to write several different Maya languages and was made up of many symbols called glyphs.</p> <p>Know how the cacao was important to The Maya for food, medicine and currency.</p> <p>Know that The Maya believed in many gods and goddesses.</p> <p>Know that The Maya believed in three parts of the afterlife.</p> <p>The Middleworld - Earth</p> <p>The Underworld -</p> <p>The Upperworld -</p>
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# West Pennard Primary School History Knowledge Progression



See separate Skills Progression for Disciplinary Knowledge (the skills that children need to develop over time in lessons) and Historical Enquiry