

History - Understanding the significance of the past.

“How do you know who you are unless you know where you have come from? How can you tell what is going to happen, unless you know what’s happened before? History isn’t just about the past. It’s about why we are who we are – and about what’s next.” Tony Robinson

Year Group	Year 3			Year 4			Year 5			Year 6		
Term	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July	Sep - Dec	Jan - Apr	May - July
	<b>Learning Challenge</b>											
	<p>What were the wonders of Ancient Egypt?</p>	<p>How did the lives of ancient Britons change during the Stone Age?</p> <p>What is the secret of the standing stones?</p> <p>How do artefacts help us understand the lives of the people in Iron Age Britain?</p>		<p>Who were the Anglo-Saxons and how do we know what was important to them?</p>	<p>How did the arrival of the Romans change Britain?</p>	<p>What did the Vikings want and how did Alfred help to stop them getting it?</p>	<p>The story of The Trojan Horse: historical fact, legend or classical myth?</p> <p>How can we re- discover the wonders of Ancient Greece?</p>		<p>Eyam and Longshaw Why were the villagers of Eyam heroes to the county of Derbyshire and Beyond?</p> <p>Linked to Geography learning challenge question: Who are Britain's National Parks for? Local study within the Peak District</p> <p>Why was winning the Battle of Britain in 1940 so important?</p> <p>What is it like to live in a warzone?</p>	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>How did the lives of working children change during the Victorian Era?</p>	<p>To be or not to be? The Life and Works of William Shakespeare (Home LC)</p>	<p>How was the Jewish nation persecuted as a result of Hitler's rise to power?</p> <p>Who were the Mayans and what have we learnt from them?</p>
	<b>Subject Knowledge Overview Coverage</b>											
	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>		<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>The Roman Empire and its impact on Britain</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>A local history study</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A non-European society that provides contrasts with British history ~ the Maya civilization c. AD 900</p>

## Skills and Key Concepts

### Chronological understanding

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  
Use a timeline to place historical events in chronological order.  
Describe dates of and order significant events from the period studied.  
Use the words 'century', 'decade' and 'ancient civilisation'.

### Knowledge and understanding of events, people and changes in the past

Use evidence to describe houses and settlements, culture and way of life and people's beliefs and attitudes.  
Use evidence to find out how any of these may have changed during a time period.  
Suggest reasons for why there were differences between periods.

### Historical interpretation

Identify the difference between fact and opinion.  
Explore the idea that there are different accounts of history.

### Historical enquiry

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  
Ask questions and find answers about the past.

### Organisation and communication

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.  
Use dates and vocabulary related to the topic accurately.

### Chronological understanding

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  
Order significant events and dates on a timeline.  
Describe the main changes in a period in history.  
Use date and topic-related vocabulary which denotes the period.

### Knowledge and understanding of events, people and changes in the past

Use evidence to describe what was important to people from the past.  
Identify some ideas, beliefs and attitudes of past cultures, giving reasons for differences.  
Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied.  
Describe how some events they have studied from the past affect/influence life today.

### Historical interpretation

Understand the difference between primary and secondary sources.  
Look at different versions of the same event in history and identify differences.  
Know that people in the past represent events or ideas in a way that persuades others.

### Historical enquiry

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.  
Ask questions and find answers about the past.  
Suggest sources of evidence from a selection provided to help answer questions.

### Organisation and communication

Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Suggest different ways of presenting information for different purposes.  
Use dates and subject-specific words such as monarch, settlement and invader accurately.

### Chronological understanding

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  
Order significant events, movements and dates on a timeline.  
Identify changes within and across historical periods.  
Use vocabulary related to specific periods.

### Knowledge and understanding of events, people and changes in the past

Choose reliable sources of information to identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.  
Identify changes and links within and across the time periods studied.  
Give reasons why changes may have occurred, backed up by evidence.  
Describe how historical events and people studied affect/influence life today.

### Historical interpretation

Question the reliability of source material and give reasons why something is or is not reliable.  
Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.

### Historical enquiry

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  
Investigate own lines of enquiry by posing questions to answer.

### Organisation and communication

Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT., showing awareness of an audience.  
Plan and present a self-directed project or research about the studied period.  
Use dates and terms accurately.

### Chronological understanding

Order significant events, movements and dates on a timeline.  
Identify and compare changes within and across different periods.  
Understand how some historical events occurred concurrently in different locations eg. Ancient Egypt and Prehistoric Britain.  
Use words and phrases for movements or times of change, eg. Industrial Revolution.

### Knowledge and understanding of events, people and changes in the past

Choose reliable sources of evidence to describe aspects of life, people's beliefs and attitude and differences in status.  
Make links between some of the features of past societies, e.g. religion, houses, society, technology.  
Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence.  
Describe how some of the events or people studied from the past impact on the immediate future, subsequent periods and on today's society.

### Historical interpretation

Evaluate the usefulness and accuracy of different sources, understanding the effect of propaganda, bias, misinformation and opinion.  
Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.  
Form own opinions about historical events from a range of sources.

### Historical enquiry

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.  
Select the most appropriate source material, using primary and secondary, for a particular task.

### Organisation and communication

Communicate ideas about the past in an organised and clearly structured way, and in the most effective /appropriate manner, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.  
Plan and present a self-directed project or research about the studied period.  
Make accurate use of specific dates and terms.

**ANCIENT EGYPT:**

Amulet - an object to protect its owner from harm or danger.  
 Egyptologist - An archeologist who specialises in Ancient Egypt  
 Giza - A place where several large pyramids and the Great Sphinx were built.  
 Hieroglyphics - a type of writing using pictures and symbols  
 Irrigation - a supply of water to crops to enable growth  
 Mummy - a dead body that has been preserved  
 Pharaoh - the supreme ruler of all of Egypt, considered a god.  
 Pyramids - monumental structure with a square or triangular base and sloping sides that meet in a point at the top. The pyramids are the stone tombs of Egypt's kings.  
 Seas - Mediterranean Sea and Red Sea

Sarcophagus - a large stone coffin for a mummy.

Sphinx - a mythical creature with the body of a lion and the head of a pharaoh.  
 Shaduf - a device used in Egypt and other Eastern countries for raising water, especially for irrigation, consisting of a long suspended rod with a bucket at one end and a weight at the other.

**STONE AGE TO IRON AGE:**

BC - BC is a way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was.  
 AD - means Anno Domini in Latin which stands for 'in the year of our lord'. A date such as 2020 AD means 2020 years after Jesus is believed to have been born.  
 Chronological - time order  
 Nomadic - A group of people that move from place to place in search of food and shelter  
 Smelting - A process to separate metal from rocks by heating and melting the metal  
 Thatched A thatched house or a house with a thatched roof has a roof made of straw or reeds.  
 Archaeologist Person who learns about the past by digging up artefacts and studying them  
 Prehistoric - the time before recorded history.  
 Stone Age - the name given to the earliest period of human culture when stone tools were first used.  
 Bronze Age - the time period when bronze replaced stone as the preferred materials for making tools and weapons  
 Iron Age - the time period when iron became the preferred choice of metal for making tools.  
 Neolithic - the youngest part of the Stone Age. The word "neolithic" comes from two words in Greek: "neo", meaning "new" and "lithic", meaning "stone". The neolithic period is the time when farming was invented and when people started caring for animals, such as cows, sheep and pigs.

Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.

**ROMANS:**

Rome - capital of Italy on the Tiber & ancient capital of the Empire.  
 Empire - an extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state  
 Emperor - Ruler of the Roman Empire  
 Legion - a division of thousands of soldiers in the army.  
 Barbarian - someone not belonging to the Empire  
 Villa - large, country Roman house  
 Amphitheatre - open oval or circular building for drama or sports.  
 Pantheon - Roman temple dedicated to gods of pagan Rome  
 Chariot - two-wheeled vehicle drawn by horses  
 Temple - building for worship  
 Bath - building with rooms for socialising and bathing.

Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca

ANGLO-SAXONS - see Knowledge Organiser

**ANCIENT GREEKS:**

empire - A group of countries that are run by the government of another country.  
 democracy - A system where people make important decisions by voting.  
 citizen - Someone who lives in a particular town or city.  
 civilisation - How a group of humans organise their lives.  
 column - A tall cylinder of stone, which often forms part of a building. Types of columns are Doric, Ionic and Corinthian  
 legend - A very old story (not always true) that people tell about a famous event or person.  
 myth - A well-known story, which was made up in the past to explain natural events.  
 conflict - A disagreement about something important.  
 primary sources - Evidence (a piece of writing, a video, a piece of art, an artefact) that gives original information. It is something that comes from a time being studied or from a person who was directly involved in the events being studied. It is a first hand piece of evidence.  
 secondary sources - Evidence about a historical event which was created using primary sources. All secondary sources are written after the event usually by people who weren't there.

The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy

**WORLD WAR TWO:**

Treaty - written agreement between countries in which they agree to do a particular thing or to help each other  
 tyrant - someone who treats the people they have authority over in a cruel and unfair way  
 violated - breaking an agreement, law, or promise  
 seize - taking control of a place quickly and suddenly, using force.  
 Invasion - when a foreign army enters a country by force.  
 abort - stopping a process, plan, or activity before it has been completed.  
 Conflict - a serious disagreement and argument about something important  
 fatality - a death caused by an accident or by violence  
 Holocaust - the killing of millions of Jews by the Nazis  
 Rationing - A system during World War 2 to limit the amount of food you were allowed to buy.  
 Blitz - attacked by bombs dropped by enemy aircraft  
 evacuate - to send someone to a place of safety, away  
 Propaganda

See Connected History:

Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal

**BRITISH EMPIRE (VICTORIANS FOCUS)**

Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; L Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions

See Victorian hacker vocabulary words

**MAYA CIVILISATION:**

Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footprint; romance; impressed; forcibly; spectacle; overturned; desolate; accident;

SEE VOCABULARY ASSOCIATED WITH ADDITIONAL STUDIES including HITLER RISE TO POWER and SHAKESPEARE

## Vocabulary

1. Anglo-Saxons	Name given to a variety of different tribes who invaded Britain from mainland Europe following the retreat of the Romans.
2. Paganism	Multi-god religion practised in Northern Europe. Later replaced by Christianity.
3. Woden	One-eyed king of the pagan gods, known for his wisdom. Wednesday is named after him.
4. Frige	Queen of the pagan gods, protected the home, marriages and pregnant women. Friday is named after her.
5. Runes	The alphabet that was used by the Anglo-Saxons to write.
6. Sutton Hoo	Archaeological excavation of an Anglo-Saxon burial site in Suffolk.
7. Beowulf	Geatish hero of an epic poem, which tells of how he defeated the monster Grendel.
8. Taefl	Popular battle board game played by the Anglo-Saxons, Vikings and Celts.
9. Shield-wall	Defensive formation used in battle, where warriors' shields overlap for protection.
10. Hastings	Location of a battle where the invading Normans defeated King Harold Godwinson.
11. Bayeux Tapestry	Embroidery showing the story of the Norman Conquest, and defeat of the Anglo-Saxons by William the Conqueror.



Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frijja; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.

### VIKINGS:

Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; *vikingr*; *viking*; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season;

Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel; fire power; escort

### LOCAL STUDY EYAM:

plague a contagious, bacterial disease  
epidemic a widespread occurrence of an infectious disease in a community at a particular time  
symptoms a feature common to a particular disease  
isolation to remain alone and apart from others  
boundary a dividing line which marks the limit of an area  
villagers people who live in a village  
tailor a person who makes clothes

Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.

KEY VOCABULARY:	
WORDS	MEANING
Conquer	Get something by force
Danelaw	part of north and east England under the law of the Vikings, where they lived and ruled
Hoard	treasure buried in the ground, probably for safety in times of trouble
Longship	a Viking warship
Monastery	a religious place where monks live and pray
Monk	a man who devotes himself to religion
Norse	to do with the Vikings ('Norsemen', from the North)
Rune	Viking letters of the alphabet
Saga	a story or myth told by Vikings to remember the lives of earlier famous Viking people
Scandinavia	where the Vikings came from: Norway, Sweden and Denmark
Settlement	A place where people have come to live

**Cultural Capital (Connected) / Enrichment**

Mummify an orange	Visit to Creswell Crags		History Van Workshop	Visit to the Urban Studies Centre	History Van Explorers Day	Design and build a volcano	Visit to Eyam	Visit to Eden Camp	The Great Exhibition of BJS	Live theatre: Young Shakespeare Company	Visit to the National Holocaust Museum
	Foraging in the school grounds										

Our vision is to provide a coherent, progressive and rigorous learning experience for our pupils in order to reach the following end points:

- to equip our pupils with the historical skills and knowledge that will enable them to ready for the curriculum at Key Stage 3.
- to develop their cultural capital in order to inspire them and prepare them for life as an adult in the wider world.
- to ensure that our pupils have been engaged and motivated by their learning in history, therefore encouraging them to see the world through the eyes of young historians ~ understanding how events in the past have contributed to shaping the world in which they live today and how gaining such awareness can contribute to building a more informed and sustainable society in the future.

In a nutshell, our mantra is 'learn, love, look after' ~ we will only love something if we learn about it, and if we love it, we will look after it.

“Everyone has a history. What you do with it is up to you. Some repeat it. Some learn from it. The really special ones use it to help others. “John Mark Green.

