HISTORY: STICKY KNOWLEDGE

YEAR GROUP	AUTUMN	SPRING	SUMMER
	KNOWLEDGE (SUBSTANTIVE)	KNOWLEDGE (SUBSTANTIVE)	KNOWLEDGE (SUBSTANTIVE)
FS			
FS	I talk about past and present events in my own life and in the lives of my family members. Know some similarities and differences between now and the past. Know some things about the past through: - settings - people - events encountered in books - storytelling		
FS Vocab	Country, city, England, grandparent, new, old, parent, today, tomorrow, yesterday		
Y1	TOYS FROM THE PAST	MARY ANNING	WHAT WERE HOMES LIKE FROM THE PAST
Y1	-Know that the toys their grandparents played with were different to their own. -Identify similarities and differences between old and new toys. -Know how the materials from which toys are made have changed over time and why this is the case. -Know which toys their grandparents have played with that they still play with today.	-Know why Mary Anning was a significant person. -Know about Mary Anning's life. -Order significant events in Mary Anning's life. -Know what a fossil is.	-Identify how local housing has changed. -Identify different housing in the local area. -Know the features of old and new housing. -Know what some older objects were used for.
Y1 Vocab	Material, new, old, plastic, toy, wood	Dinosaur, fossil, Mary Anning, historian, past	Home, house, past, present, today, tomorrow, yesterday

Y2	WHAT WERE SCHOOLS LIKE IN THE PAST?	THE GREAT FIRE OF LONDON	FLORENCE NIGHTINGALE
Y2	-Know what schools used to be like in the past. -Compare the local school to one from the past. -Know how the local school has changed.	-Know what caused the Great Fire of London. -Know why the fire spread so quickly. -Know how the fire was put out. -know about the long-term effects of the Fire of London.	-Know who Florence Nightingale was and why she is famous. -Sequence events from Florence Nightingale's lifetime. -Identify differences and similarities between nurses from the past, and nurses from the present.
Y2 Vocab	Compare, old, memory, new, past, school	Evidence, fire, inferno, Great Fire of London, material, spread, timeline	Florence Nightingale, injured, medicine, nurse, soldiers
Y3	CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE	THE ROMAN EMPIRE AND ITS IMPACT	ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS: ANCIENT EGYPTIANS
Y3	-Place the Stone Age and Iron Age on a timeline. -Know that in the Stone Age, humans started to make tools out of stone. -Know that in the Iron Age, even more useful tools were made (out of iron). -Know how Britain changed between the beginning of the stone age and the iron age. -Know what is meant by 'hunter-gatherers'. -Know the significance of Skara Brae.	-Know why the Romans wanted to invade Britain. -Know about the role of the Roman army. -Know about the Roman empire and its expansion. -Know about the significance of Boudicca. -Know about the invasion of Julius Caesar and the successful invasion of Claudius. -Know what the Romans worshipped.	-Know where and when the first Ancient Egyptian civilisations appeared. -Know why a Pharaoh was mummified. -Identify why we know so much about Ancient Egypt including what they left behind. -Know why the River Nile was important in Ancient Egypt. -Know about some of the key features of Ancient Egyptian life.
Y3 Vocab	Artefact, archaeologist, hunter-gatherer, Iron Age, Mesolithic, Neolithic, Palaeolithic, settlement, Stone Age	Celts, conquest, Emperor, invasion, legion, Rome, Romans	Ancient Egypt, empire, Egyptians, mummification, Pharaoh, River Nile, tomb
Y4	HENRY VIII	BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS	THE MAYANS
Y4	-Know that Henry VIII changed Britain from being a Catholic country to one where the main religion was the Church of England.	-Know which tribes invaded and settled in Great Britain when the Romans left in 400AD. -Know the names and major decisions made by key Anglo-Saxon figures, such as Vortigern. -	-Know that the Mayans built step pyramids and why they did this. -Know that the Mayan civilization was made up of small city states.

	-Know that Henry VIII had six wives, and why this happened. -Know what it was like to live in Henry's court.	Know that much of our knowledge of the Anglo-Saxons comes from archaeological discoveries. -Know about the lives of Anglo-Saxon Britons, and how they changed after the Romans left.	-Know that the Mayan civilization was conquered by the Spanish and why they did this. -Understand how Mayan culture has influenced modern day Mexico and Central America.
Y4 Vocab	Effects, heir, Henry VIII, monarch, reason, reign, religion, throne, wives	Christianity, impact, invaded, missionary, Pagan, Romans, Saxons, Scots, settled	Mayans, conquered, gods / goddesses, pyramids, sacrifice, sources
Y5	**AN ASPECT IN BRITISH HISTORY: CHANGING POWER OF MONARCHS**	**A LOCAL HISTORY STUDY – ARMLEY MILLS**	**ANCIENT GREECE**
Y5	-Know how Britain changed during the reign of Victoria. -Know the impact of the British Empire on the world. -Know the key events in British history that have affected the changing power of the monarchy. -Know how the changing monarchs impacted on the powers that the monarchy hold today.	-Know that many inventions were made during the Industrial Revolution. -Know that big and powerful steam engines were developed and used to run factories. -Know the impact of the increase of steam engines. -Know what life in Armley was like during the Industrial Revolution. -Know how the Industrial Revolution has impacted on life in Armley today.	-Know some of the most famous ancient Greek Gods. - Know some of the reasons why the Ancient Greeks were so important in history: religion, democracy and Olympic games. -Describe parts of an Ancient Greek lifestyle and culture. -Know about the link between the Ancient Greeks and the modern Olympics.
Y5 Vocab	Change, government, heir, monarchy, parliament, rebellion, reign, throne	Census, industry, Industrial Revolution, labour, migrate, rural, suffragette, trade, urban	Architecture, civilisation, democracy, legend, Olympians, myth, philosophy
Y6	WW2: THE BLITZ	**THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR**	**ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS: THE INDUS VALLEY**
Y6	-Know the Blitz was a significant event in British History. -Know the key events of World War 2. -Know which countries were involved in World War 2. -Know the impact of the Blitz on daily life in Britain.	-Know how Ango-Saxon Britain ruled. -Know what the Ango-Saxons believed. -Know why the Vikings and Anglo-Saxons were often in conflict. -Know the impact of Viking invasion on Britain. -Know the significance of the Battle of Hastings. -Know who Alfred the Great was.	-Know that the Indus Valley Civilisation was developed around the Indus River. -Know about the key features of the Indus Valley. -Know why the Indus Valley Civilisation were significant (sanitation systems).

	-Know that food was rationed and why. -Know the impact of World War 2 on Armley.		-Compare the Indus Valley to Britain 3000 years ago. -Know why the Indus Valley civilisation collapsed (climate change).
Y6 Vocab	Air raid, allies, axis, Blitz, consequences, evacuate, invasion, Nazi, rationing	Angles, archaeology, convert, chronicle, infer, monastery, Saxons, Vikings	Agriculture, era, excavate, flood, fertile, Indus Valley.