

Bengeo School

History Subject coverage – Nursery & Reception

<p>40-60 months</p> <ul style="list-style-type: none"> Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friend <p>Early learning goal – people and communities/ understanding the world</p> <ul style="list-style-type: none"> They know about similarities and differences between themselves and others, and among families, communities and traditions Children talk about past and present events in their own lives and in the lives of family members. 			
Nursery			
Reception	<p><u>Ourselves</u> Similarities and differences as a baby, toddler and now.</p> <p><u>Historical events</u> Gunpowder plot</p> <p><u>Special Events</u> Why we celebrate? How it relates to them? Recounting special times.</p> <p><u>Key words</u> Past,</p>		

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	Within living memory	Beyond living memory	Lives of significant people	Local history
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, first aeroplane flight, events commemorated through festivals or anniversaries)	The lives of significant individuals in the past who have contributed to national and international achievements. Should be used to compare aspects of life in different periods	Significant historical events, people and places in own locality
Year 1	<p>Toys and schools</p> <ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents <p>Key words Artefacts, marbles, skipping, snakes and ladders, Ludo, blackboard, chalk, nit nurse, inkwell, pen and nib, hopscotch.</p>	<p>Victorian schools</p> <ul style="list-style-type: none"> Know that children's lives today are very different to those of children a long time ago – could compare to Victorian schools <p>Key words workhouses, rich, poor, grammar schools, differences</p>	<p>Scott of the Antarctic</p> <ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous <p>Key words Famous, achievements, past, explorer, Antarctic</p>	<p>Queen</p> <ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live <p>Key words Famous, achievements, past, place, location, Buckingham Palace</p>
Year 2		<p>Great Fire of London</p> <ul style="list-style-type: none"> Know about an event or events that happened a long time ago, even before their grandparents were born Know what we use today instead of a number of olden given artefacts <p>Key words Artefacts, squirts, human chain, Samuel Pepys, Pudding Lane, comparison, crowding</p>	<p>Neil Armstrong/Christopher Columbus</p> <ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous <p>Key words Famous, achievements, space, astronaut, explorer, compare, travel, impact</p>	<p>Bengeo</p> <ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not <p>Key words Changes, similarities, buildings</p>

History Subject coverage – KS 2

Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient Ancients	Ancient Greece	Civilisations from 1000 years ago
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	<p>To include:</p> <ul style="list-style-type: none"> • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 	<p>An aspect of theme that takes pupils beyond 1066</p>	<p>A local study linked to one of the periods of time studied under chronology A local study that could extend beyond 1066</p>	<p>The achievements of the earliest civilizations - a depth study of Ancient Egypt.</p>	<p>Greek life/ achievements and influence on the Western World</p>	<p>Mayans</p>
Year 3	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze and iron ages • Know what is meant by 'hunter-gatherers' <p>Key words chronology, Palaeolithic Neolithic, B.C., hunter-gatherers, settlement, Skara Brae, Stonehenge, Stone Age, Bronze Age, Iron Age , changes</p>		<p><u>Foxholes</u> A study of a site dating from Ancient Britain</p> <p>Key words archaeologists, artefacts impact</p>			
Year 4	<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor <p>Key words Romulus and Remus, Emperor, Boudicca, senate, invade, conquer, gladiator, centurion</p>	<p>Legacy of Romans The legacy of romans, culture (art, architecture, literature) on later periods in British history. Link to local area study</p> <p>Key words Aqueduct, Roman baths, roads, Latin, Roman coins</p>	<p>Local area study</p> <ul style="list-style-type: none"> • A study of Romans in the local area and how this has impacted/ significant to the locality <p>Key words Londinium, Romanisation</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of Ancient Egypt <p>Key words Civilization, pharoahs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy. Papyrus, scarab, sphinx,</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p>Britain's settlement by the Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England <p>Key words Anglo-saxons kingdoms, shires, shire reeve, thane, legacy, Wessex, Witan/witenagermot, wergild, churl, Mercia</p>	<p>Legacy of Ancient Greeks</p> <p>The legacy of Ancient Greek culture (art, architecture, literature) on later periods in British history.</p> <p>Key words Theatre, Olympics/sport, democracy, architecture, philosophy</p>			<p>Ancient Greece</p> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics <p>Key words Athenians, Spartans, Olympics, plague, Zeus, loincloth, Apollo, truce, temple</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Viking struggle for the Kingdom of England to the time of Edward the confessor</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons <p>Key words Raids, longhouse, Danelaw, Norse, longship, monasteries, Jorvik, Scandinavia, Odin, berserkers, vicious, misconception</p>					<p>Mayans</p> <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe <p>Key words Glyphs, codices, Chichen Itza, Cocoa, Ahau/Ahaw, Batab, Itzamna, Huipil, Kin, Kukulcan, Uinal, calendars, metal working skills, religion, Royal family, scribes, city states</p>

KS2 key words for every topic – archaeologist, artefacts, impact, chronology