

Mount Charles School
History **Knowledge** and **Vocabulary** Map

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<i>Statements from Development Matters and Birth to 5 Matters – Understanding the World, Past and Present.</i>	<i>NC: Pupils should be taught about: changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements, significant historical events, people and places in their locality.</i>	<i>NC: Pupils should be taught about: changes in Britain from the Stone Age to Iron Age, the Roman Empire and its impact on Britain, British settlements by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, the achievements of the earliest civilizations, Ancient Greece and a non-European society that provides contrast with British history.</i>				
Local History	Knowledge	<u>History of School</u>	<u>Cornish chough</u>	<u>Local Study - Charlestown</u>	<u>China Clay</u> <u>Wheal Martyn Clay Works</u>	<u>Cornish Industries:</u> <u>Fishing</u>	<u>Tin Mining</u>	<u>Evacuation in Cornwall</u>
		<p>Know how old the school is.</p> <p>Know how the school has changed.</p> <p>Know that the school has relocated.</p> <p><u>Cornish Myths</u> Compare and contrast characters from stories including figures from the past.</p>	<p>Begin to understand the importance of the chough in Cornish culture.</p> <p>Begin to explain reasons for the decline in the Cornish chough, e.g. habitat loss and lack of nesting areas due to movement of stock.</p> <p>Know that the last chough was seen in 1973 in Newquay, Cornwall.</p> <p>Know that they have begun to naturally return in Cornwall in 2001.</p>	<p>Understand differences and similarities between Charlestown now and then.</p> <p>Understand how Charlestown has changed over time.</p> <p>Know how this has changed the lives for local people.</p>	<p>Understand that William Cookworthy discovered the potential of China Clay in 1746.</p> <p>Know that China Clay mining began in St Austell in the 18th century.</p> <p>Know that St Austell River is also known as the White River due to the China Clay that colours it.</p> <p>Understand what China Clay is used for today.</p> <p><u>Ancient Cornwall Stones</u></p> <p>Understand that there are stones in Cornwall that date back to the early Stone Age.</p> <p>Know that the Hurlers Stone Circles are three fine late Neolithic or early Bronze Age stone circles.</p>	<p>Understand that Cornwall made its fishing reputation through Pilchard fishing.</p> <p>Understand that the pilchard industry used to be one of the largest industries in Cornwall.</p> <p>Understand how the pilchard fishing industry has changed in Cornwall.</p>	<p>Know and locate some tin mines in Cornwall that were used in the past, e.g. Geevor Tin Mine.</p> <p>Describe the life of a Cornish tin miner.</p> <p>Understand that most mines were cramped and hot, with air that could barely sustain a candle.</p> <p>Understand that rockfalls and explosions were not uncommon.</p> <p>Understand that many miners developed Bronchitis, TB and rheumatism from their time underground.</p>	<p>Describe the life of a child who evacuated from a city to Cornwall.</p> <p>Describe how it might have felt to be evacuated.</p>

					Know that the Boscawen-Un is a Bronze Age stone circle.			
	Vocabulary Tier 2 Tier 3		Nesting, cliff, chough, bird, habitat, stock, livestock	pier, promenade, parasol, pollution, harbour, beach, fishing	China Clay, porcelain, mining, industry, machinery, Wheal Martyn, William Cookworthy, Stone Age, Iron Age, Bronze Age, stone circle, pre-historic	Pilchard, harbour, fishing, industry	Clay pipes, ore, tin, granite, hammers, candles, clay, flask, fuse, black powder, safety fuse, wooden soled boots, felt tull, boryers, gads, poll picks, tulls, hand barrow, Geevor Tin Mine	Evacuee. evacuation, gas masks, countryside, city
British History	Knowledge	Continue developing positive attitudes about differences between people.	<p><u>Great Fire of London</u></p> <p>Know how the Great Fire of London started.</p> <p>Sequence the key events leading up to the Great Fire of London.</p> <p>Understand why the Great Fire of London burned down so many buildings, e.g., the long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging.</p> <p>Understand that there was initial hesitation when stopping the fire.</p> <p>Understand that most citizens were then more concerned about saving their belongings than putting out the fire.</p> <p>Know some of the firefighting methods used at that time.</p> <p>Know that the Mayor Thomas Bludworth was scapegoated.</p> <p>Understand that there was little government</p>	<p><u>Castles</u></p> <p>Understand who built the first castles in the UK and why.</p> <p>Know that William, Duke of Normandy, was crowned King after the Battle of Hastings.</p> <p>Know that the first castles were built by the Normans after their victory.</p> <p>Know that the first Norman castles were Motte and Bailey.</p> <p>Know that Normans started to build Keep and Bailey castles as they were much stronger.</p> <p>Identify features and structure of medieval castles.</p> <p>Understand the roles of people who lived in a medieval castle.</p> <p>Understand what Pendennis Castle was used for in the past. (Medieval Castle)</p> <p>Understand how buildings can tell us about the past.</p>	<p><u>Stone Age, Bronze Age, Iron Age</u></p> <p>Understand that Britain was once covered in ice.</p> <p>Know that the earliest settlers were hunter-gatherers and lived in caves.</p> <p>Understand that hunter-gatherers were living alongside early farmers about 5,000 years ago.</p> <p>Know and explain the impact of farming esp. taming wild animals, growing wheat etc.</p> <p>Understand that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago.</p> <p>Understand that Stonehenge was built about 5,000 years ago, in stages.</p> <p>Understand and explain how Stonehenge was built. Understand that it was one of many similar constructions from that time.</p>	<p><u>Anglo Saxons</u></p> <p>Understand that we are still finding out about the Saxons 1300 hundred years later.</p> <p>Understand that by end of 4th C, even before Roman troops left, there were invaders: Irish and Picts in West and North; Saxons from Europe part of North Germany and Scandinavia.</p> <p>Know that it was not until 8thC that the word English was used to describe people of South Britain.</p> <p>Understand where Angles, Saxons, Jutes came from.</p> <p>Know that by the end of the 7C Anglo-Saxons were ruling most of Britain. Between 500 and 700 some of the leaders of smaller kingdoms conquered their neighbours, some becoming Bretwalda or superking. The kingdom of Mercia (present day Staffordshire) was most important.</p>	<p><u>Tudor Britain</u></p> <p>Understand that portraits are a product of the time in which they were painted and understand the reasons why Henry VIII wanted a certain type of portrait.</p> <p>Know the key events leading up to Henry's Break with Rome.</p> <p>Understand how different life was for people at different levels of society in Tudor times.</p> <p>Understand that Elizabeth used portraits to control her image.</p> <p>Understand that it was necessary for her to be shown as younger and more virtuous than she was especially in the 1590s when the problem of succession loomed.</p> <p>Know to be cautious when using the images of Elizabeth, knowing that they were a form of propaganda.</p> <p>Understand why England and Spain went to war</p>	<p><u>World War 2</u></p> <p>Understand how the actions of Hitler threatened European peace.</p> <p>Understand what is meant by the term appeasement.</p> <p>Understand why Chamberlain ultimately took the decision to go to war.</p> <p>Understand that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.</p> <p>Understand that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> <p>Know that the government prepared to withstand the Blitz and keep up morale.</p> <p>Know the key features of resistance to German invasion: Trying on gas masks, Home Guard, Battle of Britain, Blitz,</p>

			<p>help available, so they had to find their own salvation.</p> <p>Know that most set up camp outside the city in tented fields often living there in makeshift accommodation for years.</p> <p>Know that a relief fund was set up and know that the king set up markets to provide food.</p> <p>Begin to understand the differences between aid available then compared with national disasters today.</p> <p>Understand the importance of using brick, wider streets, leaving space etc when building a city.</p> <p><u>Toys</u></p> <p>Understand the terms same and different and begin to use them.</p> <p>Begin to distinguish between old and new.</p> <p>Understand and describe how toys change as children grow older.</p> <p>Understand why an obviously old toy is old, focusing on signs of wear and material, possibly design too.</p> <p>Describe changes across two generations.</p> <p>Identify past and present and match</p>	<p>Understand that sources reveal that King Arthur was born at Tintagel Castle. (Medieval Fortification)</p>	<p>Identify characteristics of life in an Iron Age hill fort community.</p> <p>Explain the relationship between People from the Iron Age and Roman settlers.</p> <p>Know and use provisional and tentative language (might have, perhaps, possibly, maybe etc.)</p>	<p>Understand that Britain was on the cusp of Christianity at the time.</p> <p>Know that early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona.</p> <p>Understand the importance of Bede 'Father' of English history.</p> <p>Know that it took about 70 years for English kings to give up pagan ways and become Christian.</p> <p>Understand how the Christian message was delivered to the people: role of monasteries and churches.</p> <p>Understand the idea of Minsters and know that towns today still have that suffix e.g, Kidderminster, Ilminster.</p> <p>Know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. There were also separate Scotland, Wales and Ireland.</p> <p>Know that around 955 the kingdom of England was formed but it was still faced with opposition. By 1016</p>	<p>(including religion, tension on the high seas).</p> <p>Understand how the Spanish Armada was defeated. (K)</p> <p>Understand how a visit to the theatre was different for different levels of society.</p>	<p>Evacuation Rationing, Fire service, Air-raid shelters.</p> <p>Know the roles of adults on the Home Front.</p> <p>Understand how people helped to develop the 'Blitz Spirit' and 'kept the home fires burning'.</p> <p>Understand that much of the evidence from this period must be treated with caution; all is not what it seems.</p> <p>Know that the government used: a. Censorship b. Propaganda.</p>
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			<p>relevant toys to the right person.</p> <p>Use appropriate language to talk about the past using conventional terms such as 'When my grandma was a girl ', 'A long time ago', 'When my Mum and Dad were at infant school' etc.</p> <p>Describe change over time using temporal connectives such as next, the day after, a few days later etc</p>			<p>Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.</p> <p>Understand Alfred's main achievements esp. military prowess.</p> <p>Know that he alone is known as Great thanks in part to the Anglo-Saxon chronicle and Bishop Asser who wrote a really flattering Life of Alfred to persuade people to follow him and fight against the Vikings.</p> <p>Know the main methods of keeping law and order in Anglo-Saxon times.</p> <p><u>Vikings</u> Know where the Vikings came from and why they attacked.</p> <p>Understand how the Vikings gained their reputation.</p> <p>Understand that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors.</p> <p>Understand the importance of finds at Jorvik-York in shaping our revised view of the Vikings.</p> <p>Identify and locate places with 6 of main Viking suffixes from a given map.</p>	
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	Vocabulary		<p><u>GFOL</u> Timeline, source, reliable, scarce, extinguished, thatched roof, government, leather bucket, gun powder, douse, embers, squirt, fire posts, fire hook, wattle and daub, timber frame, diocese, Thomas Farriner, Samuel Pepys, King Charles 2nd.</p> <p><u>Toys</u> toys, today, favourite, then, now, before, after, evidence, source, past, present, old, older, oldest, new, newer, newest, compare, Victorian</p>	<p><u>Castles</u> Tower, cook, butler, knight, peasants, Battle of Hastings, Edward the Confessor, William, Duke of Normandy, William the Conqueror, Normans, Motte and Bailey, Keep and Bailey, Medieval, battlements, portcullis, gatehouse, keep, moat, lord, lady, steward, marshal, chaplain, squire</p>	<p><u>Stone Age, Bronze Age, Iron Age</u> Clan, tribe, settlement, monument, thatched, artefact, hunter-gatherer, Stone Age, Bronze Age, Iron Age, Neolithic, flint knapping, hand axe, hill fort, Stonehenge, Skara Brae, archaeologist, archaeology, prehistory</p>	<p><u>Anglo Saxons</u> Anglo-Saxon, invade, invaders, homelands, settlement, conquer, kingdom, monasteries, churches, Christianity, century, conquest, dark ages, invasion, Danelaw, raid, pagan, pillage, Angles, Saxons, Jutes</p> <p><u>Vikings</u> Raiders, conquerors, settlement, Danelaw, longship</p>	<p><u>Tudor Britain</u> Christianity, Church of England, Tudor, Catholic, divorce, execution, monarch, reigns, protestant, exile, Armada, English Reformation, treason, annulment</p>	<p><u>WW2</u> Appeasement, evacuation, evacuee, propaganda, censorship, Nazi, blitz, rationing, Treaty of Versailles, Home Guard, air raid shelter, Home Front, civilian</p>
Wider World	Knowledge	<p>Continue developing positive attitudes about differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p><u>Florence Nightingale</u> Know she is principally remembered as a nurse.</p> <p>Understand that Florence had a long life helping soldiers and then developing nursing after the war.</p> <p>Understand the key moments of Florence's early life.</p> <p>Understand features of her character and why she decided to go to the Crimean war.</p> <p>Know some individuals that influenced her decision.</p> <p>Understand what Florence Nightingale did during the Crimean War</p> <p>Know some of the changes she introduced.</p>	<p><u>Grace Darling</u> Retell main episodes in story using words describing sequence and passing of time.</p> <p>Know the job her father had to do and why her actions are considered heroic.</p> <p>Know two ways in which sea rescue improved.</p> <p><u>Christopher Columbus</u> Sequence at least 4 significant events in Columbus' life.</p> <p>Know reasons for Columbus' actions.</p> <p>Know why certain motives would not have driven him, showing awareness of what was likely at that time.</p> <p>Understand the realities of this voyage that had never been attempted before,</p>	<p><u>Ancient Greece</u> Place events from Ancient Greece on a simple timeline.</p> <p>Understand the importance of archaeological evidence as well as written and spoken, eg: myths and legends as well as surviving buildings.</p> <p>Understand that much evidence comes from pottery and that many of the pictures they see in books are scenes from the sides of pots.</p> <p>Understand that Ancient Greeks believed that Gods and Goddesses watched over them, and there were 12 'Olympian' Gods.</p> <p>Understand that Gods and Goddesses influenced aspects of Ancient Greek life.</p>	<p><u>Roman Empire</u> Understand why Claudius invaded, giving at least 2 main reasons, e.g., raw materials such as corn, iron, also Claudius' personal motivation.</p> <p>Know that Claudius invaded Britain in 43AD.</p> <p>Understand why the Celts would have been apprehensive about taking on the Roman army.</p> <p>Understand the personal motivation of Boudica.</p> <p>Know that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her.</p>	<p><u>Ancient Egypt</u> Know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids). Know that water was stored in canals and ditches.</p> <p>Understand that much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</p> <p>Understand that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</p> <p>Understand that this is a very hierarchical society.</p>	<p><u>Mayan Civilisation</u> Understand the range of Mayan achievements, realising that without the use of the cartwheel or metal tools, they built massive stone stepped pyramids and many large cities, some of 100,000 people.</p> <p>Know that they must have been accomplished scientists as they tracked a solar year of 365 days, built observatories and knew about eclipses.</p> <p>Understand that the Maya developed their own mathematics, using a base number of 20, and had a concept of zero. They also had their own system of writing.</p> <p>Know that the Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the</p>

			<p><u>Mary Seacole</u></p> <p>Understand that she was Jamaican and lived about 200 years ago.</p> <p>Understand that she was not a trained nurse but helped British soldiers during important battles, especially in the Crimean War.</p> <p>Know that she is now thought to be the greatest black Briton and is celebrated in many ways including a recent statue opposite Houses of Parliament in London.</p> <p>Identify key episodes in Mary's life as turning points.</p> <p>Know some of Mary's qualities, e.g. her determination to help despite being rejected many times and having to fund her own way to the Crimea.</p> <p>Understand Mary's role in setting up her hotel.</p> <p>Know what she did to improve soldier's lives in terms of providing food, comfort etc.</p> <p>Know that she visited the battlefield to tend to injured soldiers during ceasefires.</p> <p>Know that Mary has a statue outside of St Thomas' hospital.</p>	<p>both the physical and the emotional.</p> <p>Understand that sailors at the time felt that Columbus took too much credit.</p> <p>Know that opinion on Columbus today is divided.</p> <p>Understand the reasons why he should be remembered.</p>	<p>Know that this was a time of massive growth in new ideas and ways of thinking.</p> <p>Understand that the Olympics were not just athletic events.</p> <p>Understand that the Olympics was a religious festival in honour of Zeus.</p> <p>Understand that the plays reflected Athenian interest in politics as well as the central importance of the gods in daily life.</p> <p>Understand that their theatres were incredible feats of engineering.</p> <p>Understand the sheer scale and variety of the Greek achievement in so many areas.</p> <p>Know that many of the words we use today derive directly from the Greek.</p> <p>Understand that the buildings they see around them today have been influenced by classical Greek design.</p> <p>Understand the achievements of individual Greeks and their contribution.</p>	<p>Understand that most pictures come from Roman accounts – no surviving pictures.</p> <p>Know why the Roman army was so powerful including organisation, conditions, pay etc and can describe their importance.</p> <p>Know which the most significant changes would have been e.g. emergence of towns and villas in countryside.</p> <p>Know how sophisticated Roman lifestyle was for rich.</p> <p>Understand range of entertainments that Romans had in society - amphitheatres, baths, and forum.</p> <p>Understand that society was diverse, and that the poor lived very differently.</p> <p>Understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps.</p> <p>Know a range of legacies including roads, place-names, surviving buildings and other influences such as Latin, calendar, money etc.</p> <p>Understand that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.</p>	<p>Understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife.</p> <p>Understand that when hieroglyphics were deciphered about 200 years ago could we fully understand the source.</p> <p>Understand the importance of maat, creation myths and the role of gods and goddesses.</p> <p>Know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map:</p> <ul style="list-style-type: none"> • Indus valley • Sumer (Mesopotamia Modern Iraq) • Shang dynasty China 	<p>civilisation lasted 2,000 years and was at its height AD300- 900.</p> <p>Know at least 2 valid reasons for its growth e.g. Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>Understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming.</p> <p>Understand that Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court. As well as temples and plazas, ball courts have been found.</p> <p>Know that lives of common people are very poorly recorded.</p> <p>Understand that we learn from: Present day Maya peoples as well as</p> <ul style="list-style-type: none"> •Archaeological remains •Spanish Conquest sources •Artefacts and hieroglyphs •Oral tradition <p>Understand that much of the Mayan's history was destroyed by the Spanish when they conquered this</p>
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	<p>Vocabulary</p> <p>Tier 2</p> <p>Tier 3</p>		<p><u>FN, MS</u> Nurse, medicine, hospital, soldier, statue, Crimean war, Florence Nightingale, Mary Seacole, prejudice</p>	<p><u>GD</u> Lighthouse, boat, survivors, rescue, wreck, heroine, Grace Darling, heroic <u>CC</u> Ship, sailor, explorer, voyage, journey, crew, Christopher Columbus</p>	<p><u>Ancient Greece</u> God, myth, dedicate, conquer, defeat, economy, Olympics, empire, civilisation, BC, society, Athens, Sparta, Battle of Marathon, Parthenon, philosopher, amphitheatre, polytheist</p>	<p><u>Roman Empire</u> Invade, invasion, Celts, entertainment, society, diverse, legacies, gladiator, defeat, empire, Claudius, Ceaser, Boudica, amphitheatres, baths and forum, barbarian, chariots, woad, shield, gladius, testudo</p>	<p><u>Ancient Egypt</u> Pyramids, afterlife, God, Goddess, embalmer, civilization, hierarchical, society, tomb, excavate, archaeologist, undisturbed, decipher, hieroglyphics, Sir Howard Carter, Tutankhamun, tomb, maat, mummification, sarcophagus</p>	<p><u>Mayan</u> civilization, hierarchical, craftsmen, merchants, hierarchical, society, temple, pyramid, plaza, sacrifice, civilized, drought, over-population, warfare, discontent, disease, agricultural crisis, irrigate, maize</p>