

Curriculum Skills and Progression Map

History



Nebula
where stars are born



The Nebula Federation

White Woman Lane School

History - Age Related Statutory Coverage**Key Stage Two**

- Combine overview and in depth studies:
- Changes in Britain from the Stone Age to the Iron Age (**Year 3 – Stone Age**)
- The Roman Empire and its impact on Britain (**Year 4 – The Romans**)
- Britain's settlement by Anglo Saxons and Scots (**Year 5 – The Anglo Saxons**)
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor (**Year 6 – The Vikings**)
- A local history study (**Year 3 – Cross curriculum with their local area study in Geography**)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (**Year 5 – The Tudors & Year 6 – WW2**)
- The achievements of the earliest civilizations (**Year 3 – Ancient Egypt & Year 5 – The Mayans**)
- Ancient Greece (**Year 4 – The Greeks**)
- A non-European society that provides contrasts with British history (**Year 3 – Ancient Egypt & Year 5 – The Mayans**)

Skills Map - History			
Year 3	Year 4	Year 5	Year 6
Expected Standard			
<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture? • Can they answer questions using an artefact /photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Can they find out more about a person or event from the past from a given source? <p>Skills covered throughout the year in all topics – The Stone Age and Ancient Egypt.</p>	<ul style="list-style-type: none"> • Can they research what it was like for a person in a given period from the past using primary and secondary sources? <p>The Romans (What was life like as a Roman soldier diary) – DVDs and internet</p> <ul style="list-style-type: none"> • Can they give more than one reason to support an historical argument? <p>Deeper Thinking questions (Roman Forts: What was life in the fort? Why have they laid out the fort in that way – auxiliaries why are they near the weapons? Etc.</p>	<ul style="list-style-type: none"> • Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? • Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past? <p>Anglo Saxon artefact inquiry, Mayan Inquiry unit and investigating images/painting from the Tudor times.</p>	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? <p>When did the war begin and for who – Japan. The Battle of Britain – was Britain truly alone (discussion and documentary)</p> <ul style="list-style-type: none"> • Can they identify and explain their understanding of propaganda? <p>Covered through the WW2 unit and trip to Duxford.</p> <ul style="list-style-type: none"> • Can they suggest why certain events, people and changes might be seen as more significant than others? <p>Deeper Thinking Big Questions asked throughout the year</p> <ul style="list-style-type: none"> • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? <p>Looking at rationing, weighing out things and what people would take with them. Also covered during Viking Day.</p>

<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Use the internet for research • Choose and discriminate between a range of information, and use this to ask questions <p>Skills covered throughout the year and children use Blooms Taxonomy Grid to create question to ask for investigation.</p> <ul style="list-style-type: none"> • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict <p>Big questions answered through the year</p> <ul style="list-style-type: none"> • Interpret the past through role play – e.g. hot seating <p>Covered through inquiry learning – The Stone Age.</p>	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use a range of documents and printed sources • Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task <p>Greek Day</p> <ul style="list-style-type: none"> • Give reasons for change through analysing evidence <p>Ancient Greeks and Olympics</p> <ul style="list-style-type: none"> • Support own point of view using evidence <p>Deeper Thinking Big Questions</p> <ul style="list-style-type: none"> • Understand that some evidence is limited <p>Class discussion at the start of the year ‘What is history?’</p>	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Identify differences between different versions of the past. • Give a balanced view of interpretations of the past, using different points of view. <p>Deeper Thinking Questions – view on the changing of the church during the reign of the Tudors. Tudor Day.</p> <ul style="list-style-type: none"> • Make conclusions with evidence as to the most likely version of events. <p>Artefact work and looking at images/painting form different periods of history.</p>	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference. <p>Deeper Thinking Big Questions.</p> <ul style="list-style-type: none"> • Interpret the past using a range of concepts and ideas. <p>Covered throughout the year in WW2 and Vikings units of work.</p> <ul style="list-style-type: none"> • Understand the role of opinion and propaganda. <p>WW2 and the Battle of Britain.</p>
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<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers <p>Ancient Egypt – Children become archaeologist and dig up different Egyptian artefacts. The Stone Age – weapons.</p> <ul style="list-style-type: none"> • Understand that some events of the past affect people’s lives today • Summarise the main events from a period in history, using their characteristics • Give reasons for main events and changes • Begin to understand why some people acted as they did and give reasons <p>Skills above are covered in all topics throughout the year in the Stone Age and Ancient Egypt units.</p>	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history <p>Covered in Greek unit – Greek democracy. Also covered in Year 5 – Tudors and Mayans.</p> <ul style="list-style-type: none"> • Understand links between history and geography <p>Covered across all year groups – Where they came from e.g. Romans from Italy, Mayans from South America. Also covered in Year 5 – Anglo Saxon artefacts where they were found in Britain.</p> <ul style="list-style-type: none"> • Know some similarities and differences within a period of time- e.g. the lives of rich and poor <p>Deeper Thinking Questions (Also looked at in Year 5). Comparing Roman villas.</p> <ul style="list-style-type: none"> • Describe how some things from the past affect life today <p>Looking at the impact that the Romans still have on us today. (Also covered in Year 5 – Mayans and Anglo Saxons)</p> <ul style="list-style-type: none"> • Understand the relationship between beliefs and action in historical change 	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy <p>Discussed at the start of the year – What is history? Also discussed during Tudor day and throughout other topics.</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural <p>How Tudor England change through the different monarchs – Henry VIII changing the church. Comparing the way of life in Anglo Saxon England vs Tudor England.</p> <ul style="list-style-type: none"> • Explain their own point of view, justifying this with a broad range of evidence <p>Deeper Thinking Big Questions.</p> <ul style="list-style-type: none"> • Adapt their ideas and viewpoints as new information arises <p>Tudor Day. Mayan Inquiry – social hierarchy.</p>	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Begin to understand significance <p>Ongoing throughout the year</p> <ul style="list-style-type: none"> • Understand and use the concept of legacy, including Royal families and dynasties. <p>Covered in the Vikings unit of work and Viking Day (Year 5 – Mayans and The Tudors)</p> <ul style="list-style-type: none"> • Speculate and hypothesise about the past, formulating their own theories about reasons for change. <p>Deeper Thinking Big Questions asked throughout the year.</p>
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<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Sort events or objects into groups <p>Ancient Egypt – sorting objects. Rich vs Poor discussion with class.</p> <ul style="list-style-type: none"> Use dates and terms accurately, using key dates when describing events <p>Stone Age (tools and weapons) – how they have changed and developed through The Stone Age period.</p> <ul style="list-style-type: none"> Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD <p>A session in the hall looking at the timeline to gather context and to compare the lengths of the different periods of history.</p>	<p>Greek day – Greek democracy. (Also covered in Year 5: Anglo Saxons – change from paganism to Christianity and The Tudors – Henry VIII Catholic vs Protestant)</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Use a full range of dates and historical terms <p>History knowledge mats (see appendix)</p> <ul style="list-style-type: none"> Use a time line to place events, periods and cultural movements Show changes on a time line <p>A session in the hall looking at the timeline to gather context and to compare the lengths of the different periods of history.</p> <ul style="list-style-type: none"> Describe and make links between events and changes <p>The fall of Rome and Greek Day.</p>	<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Identify changes across periods of time, using chronological links Begin to identify causal factors in change <p>The changes of the church during Tudor England and Anglo Saxon Britain. The end of the Mayan civilisation. Tudor Day.</p>	<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time. <p>Covered by looking at the changes of medicine and technology as a result of the war. (Year 3 – Stone Age and the change of tools and weapons).</p> <ul style="list-style-type: none"> Speculate how present events and actions might be seen and judged in the future. Speculate – what if? What if England and their allies lost the war ... what if Jane Seymour had not died ... <p>Covered throughout the WW2 unit of work (Battle of Britain – if they lost) Also covered in Year 5 topics (Mayans and The Tudors)</p>
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<ul style="list-style-type: none"> Use evidence to describe changes within a time period. <p>Big questions and research for end of unit piece of work.</p>			
Greater Depth			
<ul style="list-style-type: none"> Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find out information? <p>Covered when the children complete their own research and compile their own questions using a Blooms Taxonomy Question Grid.</p>	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? <p>Boudicca (Cross Curriculum – Dance/PE) Deeper Thinking to compare the reactions of the Romans to an Iceni Tribe. The differing view when leaving Britain – How might Roman soldier born in ENG feel compared to soldier who met his family in ENG and Soldier from Rome.</p>	<ul style="list-style-type: none"> Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? <p>Artefact inquiry – children create questions to investigate about the artefacts. And throughout the year they use a Blooms Taxonomy Grid to form questions for research.</p>	<ul style="list-style-type: none"> Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? <p>Discussion about the Battle of Britain and a British documentary that says that Britain were alone during the battle.</p>

Historical Sources of Evidence

- Photographs
- Audio recordings
- Video recordings
- Films
- Journals, letters and diaries
- Speeches
- Visitors and interviews
- Published books, newspapers and magazine clippings published at the time
- Autobiographies and memoirs
- Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

History Content Coverage				
Year Group	Topic 1	Topic 2	Topic 3	Trips/Visits/Cross Curriculum
Year 3	Stone Age (Inquiry) – Changes in Britain from the Stone Age to Iron Age	The Egyptians (Inquiry)		Horrible Histories: The Awful Egyptians Stone Age Day
Year 4	Ancient Greece – A study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact of Britain	Extending knowledge beyond 1066 – Romans & Ancient Greeks	Greek Day, Boudicca Dance (PE)
Year 5	The Anglo Saxons – why they came to Britain, religion, village life. Inquiry lessons looking at artefacts and creating question so they can create a museum exhibit.	The Mayans - Inquiry. The children become archaeologists to investigate society structure, gods, number system, location of the civilisation, Maya Masks	The Tudors: War of the roses, Henry VIII and his wives, Tudor crime and punishment	Horrible Histories: The Terrible Tudors (Theatre Visit) West Stow – Anglo Saxon Village Visit Visit from Henry VIII Mayan Masks (Art/DT)

		(instruction writing), and end of then civilisation.		
Year 6	The Vikings - Inquiry	WW2		Viking Day, Trip to the castle museum. Trip the Duxford

Artefact boxes from the Library Service can be requested to further engage the children into the history.

Longer Writing Opportunities			
Year 3	Year 4	Year 5	Year 6
<p>Egyptians Recount of entering the tomb of Tutankhamun</p> <p>Stone Age Non chronological report on stone age weapons</p>	<p>Romans Write a letter from Hadrian’s Wall Sales pitch for their own Roman themed villa.</p> <p>Persuasive Writing – did Boudica do the right thing?</p> <p>Greeks Information all about Greek clothes. Design a board game all about the Olympics.</p>	<p>Anglo Saxons Information page/non-chronological report all about Anglo Saxon gods.</p> <p>Anglo Saxon Museum Exhibit – the children become exhibit curators and must design their own exhibition. The have researched all the information or interviewed an archaeologist about the artefacts.</p> <p>Mayans Instruction writing – the children create a set of instructions about how to recreate a Mayan mask. This is from the inquiry unit.</p> <p>Tudors News report on Henry and his wives (Tudors)</p>	<p>WW2 & Battle of Britain Letter as an evacuee – writing in role.</p> <p>Writing an eye-witness account of a Battle of Britain dogfight.</p> <p>Vikings News report about treasure found by the Detectorist from inquiry sessions.</p> <p>Victorians Creating a persuasive advert for a Victoria invention.</p> <p>Writing a persuasive letter using historical details.</p>

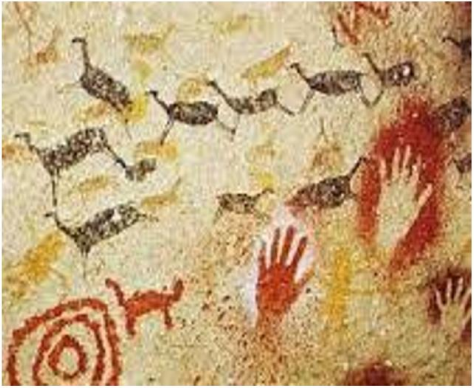
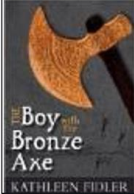


Cross Curricular Links			
Year 3	Year 4	Year 5	Year 6
<p>Stone Age Cave Painting – Art</p> <p>Creating a map of what they saw during their exploration of the Dordogne Cave (Inquiry) – Geography</p> <p>Stone Age Boy – Guided Reading (VIPERS)</p> <p>Gathering information to research a question - ICT</p>	<p>Boudica Dance – PE/Dance & Art/DT (Props designed for the dance – shields and weapons)</p> <p>Viking Warrior Dance – PE/Dance</p> <p>Creating and researching coliseums – Art/DT</p> <p>Creating a map for the settlers (Inquiry) – Geography</p> <p>Gathering information to research a question - ICT</p>	<p>Mayan Masks – Art/DT</p> <p>Mayan number system – Maths</p> <p>Where they came from (Mayans and Anglo Saxons) – Geography</p> <p>Gathering information to research a question - ICT</p>	<p>Ordering Events from WW2 and understanding who the Allies were – Geography.</p> <p>Rationing – Maths (Weighing)</p> <p>Longer writing opportunities all link with English.</p> <p>Gathering information to research a question - ICT</p>
<p>Longer writing opportunities - English</p>			

Deeper Thinking Questions			
Year 3	Year 4	Year 5	Year 6
<p>Ancient Egypt Why do we need archaeologists? Which tool is most important to an archaeologist? Why? Was it fair that only the pharaohs were buried in tombs? Why? How would Ancient Egypt be different without the River Nile?</p> <p>Stone Age What was the most useful tool for a Stone Age person? How are cave paintings similar to hieroglyphics? Life is better now than in Stone Age time. Do you agree with this statement?</p> <p>Local Area What would you improve about our local area? Why?</p>	<p>Romans What do these buildings tell us about Romans and why? Would you prefer to live in a Celtic or Roman home? Why? Why is a Roman home so different to a Celtic home? Which is the most interesting God and why? Having learnt about their love of art, what can we learn about the Romans? Would you rather live as a Roman or Celt? Would you want to be a Roman soldier living in Britain? The Romans were good for Britain. Do you agree with this statement?</p> <p>Greeks Do you think the ancient Greeks truly established democracy and why? Would you rather take part in the ancient or modern Olympics?</p>	<p>Mayans Some experts argue that slaves and labourers were actually more important in society than some of the other roles. Why might that be? Do you agree/disagree? How would you feel if you experienced a Mayan sacrifice? Who might be chosen and why? What is similar/different between the Mayans and Egyptians? Referring back to the Mayan roles in society work we studied earlier. Pick one of the different roles in their society and design a mask for that level in society. You need justify your design.</p> <p>Tudors Does Mary deserve the title of Bloody Mary? If you had to be one of the 6 wives which one would you be and why?</p> <p>Anglo Saxons</p>	<p>Vikings Was the Viking life glamorous? Are the Vikings misunderstood? (always portrayed as negative) What did the Vikings ever do for us? Was the Dane Geld a good idea? Why/why not? Could you think of a better solution?</p> <p>WW2 & Battle of Britain When did the world war truly begin? Does the source of the information affect the opinion it presents? What happens to people in war torn areas today? How is this similar/different to during WW2? Why might source A find situation B more significant? Can you speculate why this change (medicines, technology) might have occurred?</p>


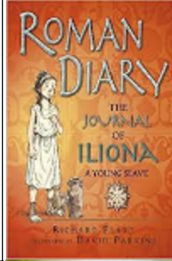


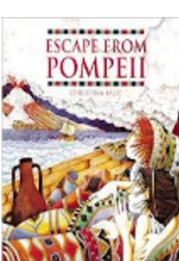
	<p>Which state would you rather live in, Athens or Sparta? Which Greek god would you prefer to be and why? Do you think the Trojan horse really existed? Was Paris right to run off with Helen of Troy?</p>	<p>How did the Anglo Saxons bring law and order? What things are left that proves the Anglo Saxons came to Britain. Would you like to live as an Anglo Saxon – yes/no – why? Would you have liked to have lived during the Anglo-Saxon period? Explain your answer. What might have been the most vital part of an Anglo-Saxon village.</p>	
<p>Above are examples of deeper thinking questions that might be used throughout each history topic however anyone is free to adapt, change or create new questions to support/challenge the children further.</p>			

Topic Specific Vocabulary

Stone Age KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
archaeologists	People who work out our history by looking at artefacts that have been found.		<h3 style="text-align: center;">Sticky Knowledge about the Stone-age period</h3> <ul style="list-style-type: none"> <input type="checkbox"/> The stone-age period is said to have started around 3 million year ago when humans started to live in Europe. <input type="checkbox"/> The stone-age was followed by the bronze-age period. This is when humans started to use metal. <input type="checkbox"/> The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming. <input type="checkbox"/> During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. <input type="checkbox"/> During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history. 	 
artefact	An object made by human beings, usually with historical or cultural interest.			
Neolithic	Is the later part of the stone age and follows the Palaeolithic and Mesolithic age.	<h3 style="text-align: center;">Important</h3> <p>Skara Brae Is an archaeological site found on the Orkney Islands in Scotland. It is a stone age village that has been well preserved.</p> <p>Stonehenge Is a famous stone age monument in Wiltshire.</p>		
B.C.	Before Christ. A date like 250BC means 250 years before Christ was born.			
chronology	The ordering of events, for example the stone, bronze and iron age.			
tribal	Groups of people who live together.			
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.			
shelter	A house where stone age people would have lived.			
civilization	A group that lived during a period of time long ago.			
settlement	A place where there were several stone age shelters, like a small village.			
Prey	An animal that is hunted for its food.			


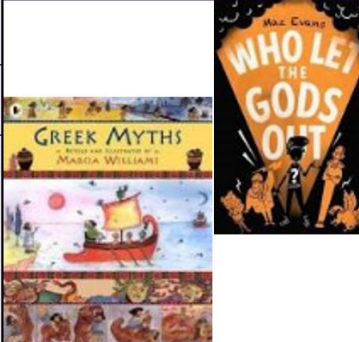
The Romans KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
centurion	A commander of a group of 100 Roman soldiers.		<h3 style="text-align: center;">Sticky Knowledge about the Romans</h3> <ul style="list-style-type: none"> <input type="checkbox"/> Julius Caesar was probably the best known Roman leader. He extended the empire through invading other lands. <input type="checkbox"/> Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire. <input type="checkbox"/> Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. <input type="checkbox"/> Romans used to eat food like dormice dipped in honey. <input type="checkbox"/> Romans used to eat food like dormice dipped in honey. <input type="checkbox"/> When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introduced coins and even introduced rabbits to our country. 	 
emperor	The Roman emperor was the ruler of the Roman Empire during the imperial period.	 		
aqueduct	A large system for carrying water from one place to another is called an aqueduct.			
gladiator	A gladiator was an armed combatant who entertained audiences in the Roman Republic.			
Londinium	This was the Roman name for London.			
conquer	To overcome and take control of people or land using military force.			
invade	Enter a place or land with the intention of occupying it.			
Romanisation	When the countries that the Romans conquered became very much like Rome.			
senate	Similar to the Roman version of our parliament			
Roman baths	A number of complex of rooms designed for bathing, relaxing, and socializing, as used in ancient Rome.			
			<h3 style="text-align: center;">Important Places</h3> <p>Colosseum An oval amphitheatre in the centre of Rome which held up to 50,000 people.</p> <p>Hadrian's Wall A long wall built by the romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attraction.</p>	

Ancient Egypt KS2 Knowledge Mat

Subject Specific Vocabulary			Egyptian Artefacts	
archaeologist	People who work out our history by looking at artefacts that have been found.		scarab 	
pharaohs	The word pharaoh originally meant 'great house', but came to mean the person who resided in it			sphinx 
tombs	Ancient Egypt is known for its magnificent and beautiful tombs. The most well known are within the pyramids in the Valley of the Kings			
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.		death mask 	
hieroglyphs	The term hieroglyph refers to the fact that it is carving for sacred things, but hieroglyphs were also written on papyrus.			
vizier	The vizier in ancient Egypt was the most powerful position after that of king. A vizier was the equivalent of the modern-day prime minister			
scribe	A scribe recorded in writing the everyday life and extraordinary happenings in ancient Egypt.			
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.		Exciting books 	
mummy	Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus			
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form a paper			
scarab	Scarabs are amulets formed to look like the dung beetle, an animal associated, by the ancient Egyptians, with life, rebirth, and the sun god Re.			
		Sticky Egyptian knowledge <ul style="list-style-type: none"> <input type="checkbox"/> Cleopatra was the last pharaoh of Egypt before the Romans took over. <input type="checkbox"/> Tutankhamen was known as the boy king, famous because his tomb was found in 1922. <input type="checkbox"/> Egyptian men and women wore make-up. <input type="checkbox"/> The Egyptians were the first civilization to invent writing. 		



Ancient Greeks KS2 Knowledge Mat

Subject Specific Vocabulary			Where is Greece?
philosophy	Philosophy is a way of thinking about the world, the universe, and society.		<h3>Sticky Knowledge about Ancient Greece</h3> <ul style="list-style-type: none"> <input type="checkbox"/> The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre. <input type="checkbox"/> Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. <input type="checkbox"/> The Ancient Greeks held many festivals in honour of their gods. <input type="checkbox"/> Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The poor slaves, however, had to make do with a loincloth.
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilization.		
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.		
democracy	Democracy means allowing citizens to make their own decisions for their own personal lives		
Olympics	The ancient Olympic Games were originally a festival, or celebration of and for Zeus		
plague	The Plague of Athens was an epidemic that devastated the city-state of Athens.		
truce	Is when two fighting sides declare peace or a break in the war.		
Zeus	The supreme god of the Olympians, Zeus was the father of Perseus and Heracles.		
loincloth	A single piece of cloth wrapped round the hips, typically worn by men in some hot countries as their only garment.		
Apollo	Apollo is the god of music, truth and prophecy.		
Sacred truce	A special truce called whilst the Olympics were taking place.		
temple	A building devoted to the worship of a god or gods.		
			<h3>Exciting Books</h3> 

Vikings: KS2 Knowledge Mat




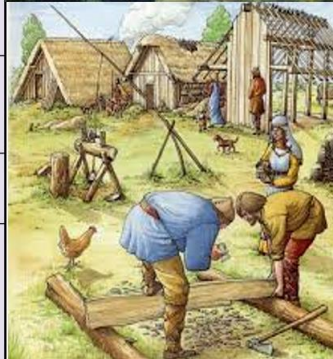
Subject Specific Vocabulary	
archaeologist	People who work out our history by looking at artefacts that have been found.
raids	A sudden armed attack against it, with the aim of causing damage rather than occupying any of the enemy's land.
vicious	To be intentionally harmful or nasty. Vikings warriors were known to be vicious.
longhouse	A large hall like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
longship	The narrow boat used by Vikings to raid along coasts.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to the collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.





Exciting Books

Days of the week
<p>The names for most of the days of the week originate from Vikings.</p> <p>Monday – linked to the moon by the name Mani – Norse for Moon.</p> <p>Tuesday named after the Viking God of War – Tyr.</p> <p>Wednesday – named after Woden.</p> <p>Thursday – named after Thor, the God of thunder.</p>


Sticky Knowledge about the Vikings
<ul style="list-style-type: none"> <input type="checkbox"/> Not all Vikings were warriors. Many came in peace and become farmers. <input type="checkbox"/> The lands that the Vikings occupied were known as Danelaw. <input type="checkbox"/> Not many Vikings, if any, wore horns in their helmets. <input type="checkbox"/> Vikings spoke Norse, which had an alphabet made up of runes. <input type="checkbox"/> Longships were designed to sail in both deep and shallow water so that they could get close to the shore so they could not be easily seen. <input type="checkbox"/> Vikings were pagans and often raided monasteries, looting gold. <input type="checkbox"/> The most important Viking British city was York or Jorvik as it was known by the Vikings.

Anglo-Saxon: KS2 Knowledge Mat

Subject Specific Vocabulary		 	Exciting Books
archaeologist	People who work out our history by looking at artefacts that have been found.		<h2 style="text-align: center;">Sticky Knowledge about the Anglo-Saxons</h2> <ul style="list-style-type: none"> <input type="checkbox"/> The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes. <input type="checkbox"/> They name 'Angles' eventually became 'English' and their land became 'England'. <input type="checkbox"/> They came to Britain from across the North Sea in the middle of the 5th century. <input type="checkbox"/> For a long time, England was not one country, Anglo-Saxon kings ruled lots of small kingdoms across the land. <input type="checkbox"/> The Anglo-Saxons were fierce people who fought many battles, including fighting each other. <input type="checkbox"/> The Anglo-Saxon period ended when the Normans conquered Britain in 1066. <input type="checkbox"/> The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and, Jutes
Anglo-Saxon kingdoms	During their time in Britain the Anglo-Saxons formed many kingdoms.	<h2 style="text-align: center;">Anglo-Saxon Settlements</h2>  	
shires	Saxon lands were divided into shires, which helped to make up the counties we have today		
Shire reeve	The peace officer of a shire, later known as 'sheriff'.		
thane	An important Anglo-Saxon person.		
legacy	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.		
Wessex	Known today as Dorset, Hampshire, Somerset and Wiltshire.		
Witan or witenagemot	A council that helped the Saxon king rule.		
wergild	A fine imposed for stealing or killing.		
churl	A lower-class Anglo-Saxon but better than a slave.		
Mercia	Known today as East Anglia, Essex, Kent and Sussex.		

Mayan civilization: KS2 Knowledge Mat

Subject Specific Vocabulary			Exciting Books	
glyphs	Symbols used in the Mayan writing system. Each symbol represents a word or sound.		<h3>Sticky Knowledge about the Mayan civilization</h3> <ul style="list-style-type: none"> <input type="checkbox"/> The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars. <input type="checkbox"/> Although the Mayans had metal-working skills, metal ores were scarce. Mayans used stone tools to carve the limestone that they used for their buildings. <input type="checkbox"/> Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to 'the place of misty sky'. <input type="checkbox"/> At the top of Mayan society was the King and Royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city. <input type="checkbox"/> Mayan society was formed of a number of city states each with their own ruler. 	
codices	Books created by the Mayans. They were made of soft bark and folded like a fan.			
Chichen Itza	The Mayans most well-known pyramid.			
Cocoa	Seeds that the Maya used to make chocolate.			
Ahau or Ahaw	The main king or lord of a Maya city-state.			
Batab	A lesser lord, usually ruling over a small town.			
Itzamna	The main god of the Maya, Itzamna was the god of fire who created the Earth.			
Huipil	A traditional garment worn by Maya women.			
Kin	Word representing a day in the Maya calendar.			
Kukulcan	The serpent god of the Maya. One of the primary gods, especially to the Itza peoples of Chichen Itza.			
Uinal	Word for a month in the Maya calendar. It was 20 days long.			

Mayans. The **Mayan**, or **Maya**, peoples made their home in an area known as Mesoamerica (modern day Mexico and Central America). **Mayan** culture was well established by 1000 BCE, and it lasted until 1697

World War 2: KS2 Knowledge Mat

		War Timeline		Sticky Knowledge
Axis	Countries which fought on the German side (including: Italy, Germany, Japan (1939-1941))	1st September 1939	In 1933, Adolf Hitler rose to power as the political leader of Germany. Germany invades Poland. Britain insists Germany withdraw troops from Poland. The Germans refuse. Britain declares war on 3rd Sep 1939. Britain initially responded with bombing raids over Germany.	<p>World War 2 was a battle between two groups of countries – the “Allies” and the “Axis”. The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.</p> <p>Adolf Hitler, together with the Nazi Party, wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.</p> <p>During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR.</p> <p>Millions of Germans were imprisoned and killed because they didn't fit the image of the 'perfect' German. Hitler wanted to create what he thought was the “best” and strongest race – and to the Nazi Party, this excluded certain groups, such as Jews, Gypsies and those with physical and mental disabilities.</p> <p>The group most heavily targeted by the Nazis were the Jews. Around six million Jewish people were killed during World War 2 in one of history's most terrible events – the Holocaust. Racist in his views, Hitler blamed Jewish people for Germany losing World War I and claimed they were dangerous to German people and society.</p> <p>The US didn't join the war until 1941, when Japan attacked the United States - at their Naval Base at Pearl Harbour in Hawaii. On 8 December 1941 (the very next day), the US declared War on Japan and, in turn, its German allies.</p> <p>Some countries remained 'neutral' in World War 2. Such countries were Spain, Sweden and Switzerland – who chose not to join either side.</p> <p>The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.</p>
Allies	Countries which fought on the British side (including: USA, Great Britain, France, Russia (1941-1945))			
Nazi	Member of the German political group which came to power in 1933	1939 Onwards	Children were evacuated from cities expected to be bombed as enemy planes targeted factories etc. Children were evacuated to the countryside.	
Evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones	10th May 1940	Chamberlain resigned and Winston Churchill was chosen to be his successor as Prime Minister on May 10, 1940.	
Evacuee	Someone who was evacuated, moved from a danger area to a safer place.	June 1940	Evacuation of Dunkirk Large numbers of troops were surrounded by Germans at the French coastal town of Dunkirk. 338, 226 were saved by a fleet of 800 boats. This is known as the 'Miracle of Dunkirk'.	
Blitz	A series of bombing raids on the UK	6th June 1944	D-Day The Normandy landings were a series of landing operations by the Allies to claim Europe. It was the largest seaborne operation in history.	
Propaganda	Controlling news media (such as radio) to depict the war effort	7th May 1945	Germany surrenders: the allies had forced the surrender of Axis troops in Europe. On 7th May 1945 Germany surrender to the Allies – the end of war in Europe.	
Holocaust	Murder of Jews and other groups of people by the Nazis	8th May 1945	VE Day The VE in VE Day stands for Victory in Europe. It was the public holiday of 8th May 1945 to mark the defeat of Germany by the Allied forces in World War 2 .	
Luftwaffe	The German Airforce.			
RAF	The Royal Airforce- British.	6th August 1945	Atomic bomb on Hiroshima Japan refused to surrender, threatening to fight on. The US considered invasion but this would have led to deaths of 500,000. On the 6th of Aug and 9th Aug, the US dropped an atomic bomb on Nagasaki and Hiroshima.	
Refugees	A person who has been forced to leave their country in order to escape war.			
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.	15th August 1945	End of WW2 The surrender of Japan was announced on August 15th 1945.	

