

# History

Year 1	Vocab	Year 2	Vocab
<p><b>From Pre-History to History</b></p> <p><b>Ice Age, Stone Age, Bronze Age and Iron Age</b></p> <ul style="list-style-type: none"> <li>Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.</li> <li>Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write.</li> <li>Understand the difference between pre-history and written history</li> <li><b>Lower Palaeolithic – European man discovered (earliest find).</b></li> <li><b>Seahenge - Holme-Next-The-Sea ring of timbers dated 2049BC – excavated in 1999.</b></li> <li><b>Iron Age coins were found at Snettisham.</b></li> </ul>	<p>Ice Age Stone Age Bronze Age Iron Age Bronze Iron Woolly Mammoth Artifact Stonehenge Celt</p>	<p><b>WORLD HISTORY</b></p> <p><b>Teachers:</b> Encourage children to examine the nature of a ‘civilisation’, what defines a settled culture as opposed to a nomadic lifestyle. Settlements, agriculture, laws and customs and communications all form important parts of civilisation, and children should see what modern culture and society owes to these ancient civilisations.</p> <p><b>I. ANCIENT EGYPT</b></p> <p><b>A. GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Identify the African continent on a map or globe.</li> <li>Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert [Cross-curricular connection with Science Year 2]</li> <li>Understand the importance of the Nile River, floods and farming</li> <li>Identify key pharaohs                             <ul style="list-style-type: none"> <li>Rameses II</li> <li>Tutankhamun [Cross-curricular connection with Visual Arts Year 2]</li> </ul> </li> <li>Identify key features in the Ancient Egyptian culture and religion                             <ul style="list-style-type: none"> <li>Pyramids</li> <li>Mummies</li> <li>Great Sphinx</li> <li>Animal gods</li> <li>Hieroglyphic writing</li> </ul> </li> </ul>	<p>archaeology, archaeologist, fertile River Nile Black Land Irrigation Archaeology Pharaohs</p>
<p><b>Prime Ministers</b></p> <p>Children understand the importance of the Prime Minister in a parliamentary democracy.</p> <ul style="list-style-type: none"> <li>Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.</li> </ul> <p>Understand the role of the Prime Minister today. Today the Prime Minister is in charge of government.</p> <ul style="list-style-type: none"> <li>The Prime Minister has regular meetings with the Queen to tell her about the discussions of the Cabinet.</li> <li>The Prime Minister lives at 10 Downing Street in London.</li> </ul>	<p>Declaration of Rights Parliament Election Prime Minister Government Party Vote Budget Services</p>	<p><b>ROMANS IN BRITAIN</b></p> <p><b>Teachers:</b> Emphasise the vast extent of Roman influence from the Middle East and North Africa to Northern Europe. It is important that pupils understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental Europe, as well as vast technological developments.</p> <p><b>A. THE ROMANS INVADE 43AD</b></p> <ul style="list-style-type: none"> <li>Invasion under Emperor Claudius                             <ul style="list-style-type: none"> <li><b>Boudicca, Rebellion of the Iceni, in 60AD.</b></li> <li>Destroyed Roman settlements at Colchester, London and St Albans; Romans considered leaving.</li> </ul> </li> <li>Romans fail to conquer Scotland (Caledonia)                             <ul style="list-style-type: none"> <li>Hadrian’s Wall</li> </ul> </li> <li>Large Roman Settlements                             <ul style="list-style-type: none"> <li>Londinium</li> <li>Eboracum</li> </ul> </li> <li>Technological advances                             <ul style="list-style-type: none"> <li>Road networks</li> <li><b>Peddars Way/ Pye Road built by the Roman’s in 43AD</b></li> <li>Sewage and water supply systems</li> <li>Literacy and written records</li> </ul> </li> <li>Roman archaeology                             <ul style="list-style-type: none"> <li>Roman baths at Bath</li> </ul> </li> </ul>	<p>empire legion cavalry invasion rebellion emperor defeat aqueduct centurion</p>
<p><b>Symbols and Figures</b></p> <p>Understand important British symbols and figures, for instance:</p> <ul style="list-style-type: none"> <li>The Union Jack</li> <li>Buckingham Palace</li> <li>10 Downing Street</li> <li>The Houses of Parliament</li> <li>Victoria</li> <li>Churchill</li> <li>Elizabeth 1</li> <li>King John</li> </ul>	<p>Throne Sceptre Majesty Reign Barons The Magna Carta Coronation</p>	<p><b>FEATURED LOCAL STUDY</b></p> <p><b>A. KING’S LYNN AND THE WASH (KNOWN AS THE FENS)</b></p> <ul style="list-style-type: none"> <li>Truer’s Yard – Fishing fleet</li> </ul>	<p><b>A. ROMANS LEAVE, 410</b></p> <p><b>II. POST-ROMAN BRITAIN</b></p>

	<p><b>Teachers:</b> After the departure of the Romans, the British Isles were subject to successive waves of invasions from Northern Europe and Scandinavia. The Anglo-Saxon immigrations and invasions mixed with the Romano-British to modify native culture. Encourage children to think about the significance of waves of immigrations in forming cultures in the British Isles. Use maps to ensure children can understand where early Kingdoms existed in Britain.</p> <p><b>A. ANGLES AND THE SAXONS, INVASIONS FROM 490</b></p> <ul style="list-style-type: none"> <li>▪ Legend of King Arthur</li> </ul> <p style="color: red;">Deorham – Dereham named by the Anglo-Saxons.</p>	
	<p><b>IV. THE VIKINGS</b></p> <p><b>Teachers:</b> Encourage pupils to compare the arrival of the Anglo-Saxons with the influence of the Vikings. Children should understand the different ways in which Viking attack, invasion, settlement and interaction influenced Britain, as well as the extent of Viking exploration and its importance in Viking culture.</p> <p><b>A. THE VIKINGS, SCANDINAVIAN EXPLORERS AND INVADERS</b></p> <p><b>B.</b></p> <ul style="list-style-type: none"> <li>• Viking culture, known for invasion and violence <ul style="list-style-type: none"> <li>▪ Culture of exploration and seafaring; extensive trading routes; migration and settlement</li> </ul> </li> <li>• Viking invasions of Britain <ul style="list-style-type: none"> <li>▪ Viking settlements of Jorvik (York) and Dublinia (Dublin)</li> </ul> </li> <li>• The Danelaw: dominated Northumbria, East Anglia and parts of Mercia <ul style="list-style-type: none"> <li>▪ Kingdom of Wessex under Alfred the Great was the only native English Kingdom</li> <li>▪ Alfred victorious over the Vikings</li> </ul> </li> </ul>	<p>Anglo-Saxon Viking Kingdom Raid Trade Invasion Mercia Wessex Pagan Danelaw Danegeld</p>
	<p><b>V. NORMAN BRITAIN</b></p> <p><b>Teachers:</b> The Norman Conquest marks the final successful hostile invasion of Britain. Explain how it ensured the continued existence of the fragile and newly unified England by the enforcement of a strong and informed system of government and taxation.</p> <p><b>A. NORMAN INVASION, 1066</b></p> <ul style="list-style-type: none"> <li>• Succession dispute, Harold Godwinson (Earl of Wessex), Harald III of Norway and William of Normandy <ul style="list-style-type: none"> <li>▪ Battle of Stamford Bridge</li> </ul> </li> <li>• Battle of Hastings, October 1066 <ul style="list-style-type: none"> <li>▪ William of Normandy defeats Harold Godwinson</li> <li>▪ Submission of the Anglo-Saxon ruling elites; crowned King of England</li> <li>▪ The Bayeux Tapestry</li> </ul> </li> </ul> <p><b>B. DOMESDAY BOOK, 1086</b></p> <ul style="list-style-type: none"> <li>• Lists all settlements and lands in England and Wales</li> <li>• Important for governance and taxation</li> <li>• <span style="color: red;">Saltings of Lena (now King's Lynn) recorded in Doomesday book 1085</span></li> </ul>	
	<p><b>FEATURED GREAT EXPLORER</b></p> <p><b>A. ROALD AMUNDSEN</b> [builds on Year 2 Geography: Northern Europe]</p>	