

## **History – Year 3 & 4**

### **Glossary:**

#### Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places.
  - Cause & consequence - To find the reason why certain things happen and how this affects people/places.
  - Change & continuity - To look at what has and has not changed over time.
  - Significance - To look at the importance of information, data, maps and geographical features.
  - Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence.
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### **Historical Skills**

**What skills do we want our historians to have?**

**How will these skills build on what went before and help prepare our children for what is coming next?**

Can/have/know:

- Chronology – a chronically secure knowledge and understanding of local, national and global history.
  - Concepts – devise questions about change, cause, similarity, difference and significance of people and events in a wider context.
  - Interpretation – there are different views about people and events and are beginning to evaluate and carefully select a range of historical sources to gather information.
  - Enquiry – can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using the sources.
  - Communication – use key historical terms confidently and accurately to construct informed responses, including written narratives and analyses.
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## **Substantive Knowledge - Year 5**

### **Local Area: Saltaire**

#### **Geography unit with some historical links.**

- Related Unit: Year 2- Victorians
- Why Saltaire was built at the time it was. (Cause and consequence)
- Who was it built by and for (Similarity and difference)

#### **Key Vocabulary:**

-canal	-mill	-railway
-river	-sanitation	-significance (historical)
-village	-sewerage	
-location	-overcrowding	

### **Historically, why do people migrate?**

#### **Anglo Saxons & Vikings**

- Related Unit: Year 4- Romans.
- The Anglo-Saxons were Germanic and played a part in the fall of the Roman Empire. (Cause and consequence)
- There were 3 tribes known as Angles, Saxons and Jutes.
- Tribes settled into smaller kingdoms which were ruled by kings. These kingdoms were constantly at war. (Similarity and difference) (Cause and consequence)
- King Cnut was a Viking leader who was the emperor of five kingdoms: Denmark, England, Wales, Scotland and Norway.
- Viking ways of life in Viking time: food, transport, clothes, houses. (Similarity and difference)

## Essential knowledge

- Anglo Saxons came from Denmark, Norway and Germany.
- There were many kingdoms with different kings.
- The Anglo Saxons played a part in the Romans leaving England.
- The Vikings originate from Scandinavia.
- The Vikings and Anglo Saxons were often in conflict.
- Identify push and pull factors to the migration of the Vikings.

## Key Vocabulary:

-runes	-long ship	-chieftain
-legacy	-raid	-Yggdrasil
-Mercia	-saga	-Norse
-Wessex	-monasteries	

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## Substantive Knowledge - Year 6

### How do civilisations rise and fall?

#### Early Islamic Civilisations

- Related Unit: Year 3- Ancient Egyptians Year 4- Ancient Greece and Rome.
- The Islamic Golden Age refers to a period of history that lasted from the 8th to the 13th century. (**Continuity and change**)
- The House of Wisdom was known as the Grand Library of Baghdad. It attracted scholars from all over the world. (**Similarity and difference**)
- Islamic doctors developed new techniques in medicine, surgery and pharmacology. (**Cause and consequence**)
- Genghis Khan led the Mongol invasion and the siege of Baghdad in 1258 which resulted in the end of the Golden Age. (**Cause and consequence**)

## Essential knowledge

- Know that the Islamic civilisation lasted a long time.
- Why it was called the Golden Age.
- Development of medicine.
- Mongol invasion caused the end of the Golden Age.

### Key Vocabulary:

-caliph (comparing to monarch, pharaoh, emperor, chief.)	-algebra	-siege
-scholar	-trade	-Khagan
-medicine	-manuscript	-Dynasty
	-wisdom	

### What is the impact of war?

#### World War II

- Countries form alliances over time. When countries 'fall out', other countries side with them (allies). This had also been the case for WWI.
- Germany was suffering under conditions they were forced to accept following WW1. This created resentment.
- Homelife of British family in 1939.
- War had impact on people's daily life, rationing etc.
- Governments relied on patriotism of its people)

#### Essential knowledge

- To know the key dates of WWI and WWII. 1914-1918, 1939-1945.
- Main countries involved in WWII (main allies)
- War created refugees.
- Prejudice against Jewish faith led to the Holocaust.
- Children were evacuated due to the Blitz.
- Children in Germany were educated to believe in Nazi ideals.

### Key Vocabulary:

-refugee	-holocaust	-dictator
-alliance	-propaganda	-prime minister
-patriotism	-evacuees	
-rationing	-blitz	