



Whole School Key Knowledge, Vocabulary  
and questions

**History**

# Key Stage 1



# Key Knowledge, Vocabulary and questions

History: Toys

Year 1

## Key knowledge



- Know the toys that I have had at different ages and sequence them (baby, toddler, now)
- Know that toys from the past were different to the toys we own today.
- Know what toys were played with in the past and what they were used for.
- Know how objects, people and places change over time.



## Key vocabulary

timeline	A drawing that shows a list of events in order that happened.
artefact	An object made by a human being that has historical interest.
past	Actions that happened either at a given time or by the words yesterday, today, tomorrow etc.
present	Things that are happening now.
old	Belonging to the past.
new	Used or bought recently or for the first time.
change	A process through which something becomes different.

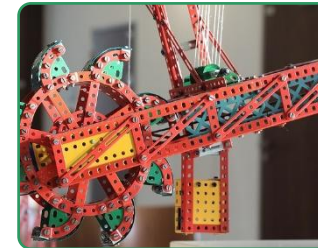
## Key questions

- 1 Why are museums important?
- 2 Compare and contrast different toys.
- 3 How have toys changed over time?
- 4 What are old toys made from?
- 5 Can you name an old and new toy?
- 6 Name a difference between an old and new teddy.
- 7 What toys did your parents and grandparents play with?

dolls



Meccano



teddy bears



board games



cup-and-ball



gaming consoles





# Key Knowledge, Vocabulary and questions

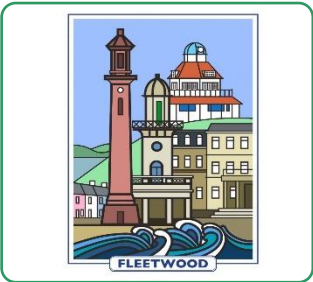
History: Grandparents / Family

Year 1

## Key knowledge



- State differences and similarities between their own lives and the lives of their grandparents.
- Know that the world (Fleetwood specifically) has changed over time.
- Look at sources and artefacts and have an opinion based upon them.



## Key vocabulary

timeline	A drawing that shows a list of events in order that happened.
artefact	An object made by a human being that has historical interest.
past	Actions that happened either at a given time or by the words yesterday, today, tomorrow etc.
present	Things that are happening now.
old	Belonging to the past.
new	Used or bought recently or for the first time.
change	A process through which something becomes different.

## Key questions

- 1 Are playground games different to those your grandparents played?
- 2 How is your life different from your grandparents?
- 3 What has changed in Fleetwood over time?
- 4 Would you prefer to live in Fleetwood now or 100 years ago?

hopscotch



tag / tig



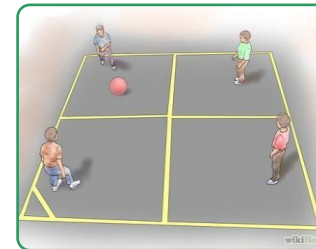
kick the can



jump rope



four square (handball)



piggy the middle





# Key Knowledge, Vocabulary and questions

History: Fleetwood Past and Present

Year 1

## Key knowledge



- Know how to sequence events from past to present.
- Know how objects, people and places change over time.
- Know that places in their local area change over time.

## Key questions

- 1 Why are lighthouses important?
- 2 Name a seaside landmark and what it is used for.
- 3 How have fishing boards changed over time?
- 4 What did people do on their holidays in the past?
- 5 Who was Doreen Lofthouse?
- 6 What activities would you do on a seaside holiday and has this changed over time?
- 7 Would you feel safer in an old or new fishing boat and why?

## Key vocabulary

timeline	A drawing that shows a list of events in order that happened.
artefact	An object made by a human being that has historical interest.
past	Actions that happened either at a given time or by the words yesterday, today, tomorrow etc.
present	Things that are happening now.
old	Belonging to the past.
new	Used or bought recently or for the first time.
change	A process through which something becomes different.
Fleetwood	The town in which we live.

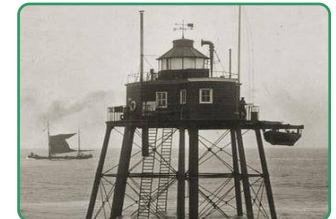
Fleetwood Upper



Fleetwood Lower Lighthouse



Wyre Light



The Mount



Doreen Lofthouse



Fleetwood Harbour





# Key Knowledge, Vocabulary and questions

History: Great Fire of London

Year 2

## Key knowledge



- The Great fire of London happened in 1666.
- Understand what a historical source is and explore a range of sources from The Great Fire of London.
- Samuel Pepys recorded the events of the fire in a diary.
- The fire spread fast because the houses were close together and the wind spread it easily.
- The differences between London then and now:
  - There were no firefighters, now there is.
  - Houses are now further apart and streets are wider.
- The fire killed lots of the rats in London which helped to stop the plague.

## Key vocabulary

Pudding Lane	This is the bakery where the fire started.
Thomas Farriner	He owned the bakery where the fire started.
Samuel Pepys	He recorded the events of the fire in his diary.
Thames	The river that runs through London.
Plague	A deadly disease that killed lots of people around the time of the fire.
Historical source	An original source (object) that contains important historical information. They inform us about historical events.

## Key questions

- 1 When did the Great Fire of London happen?
- 2 Why did the fire spread so quickly?
- 3 How is London different today?
- 4 What valuable historical sources do we have that help us to understand about The Great Fire of London?
- 5 How much of London was destroyed? How was London rebuilt?  
How long did it take to rebuild?

Great Fire of London



Pudding Lane



Samuel Pepys



Tower of London



King Charles II



River Thames



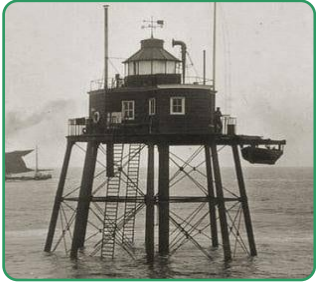


# Key Knowledge, Vocabulary and questions

History: Local History Study

Year 2

## Key knowledge



- Know that Fleetwood is the local area.
- Understand how Fleetwood has changed over time.
- Know that Peter Hesketh was an English landowner, developer and Member of Parliament, who founded the town of Fleetwood.
- Know that Decimus Burton was the architect responsible for laying out the new, planned town of Fleetwood.
- Know that the Wyre Lighthouse, Upper Lighthouse and Lower Lighthouse are in Fleetwood.
- Know that the Wyre Lighthouse was destroyed by a fire in 1948.
- Know why Lighthouses are a key part of Fleetwood's history.

## Key questions

- 1 Who is Peter Hesketh and why is he significant to Fleetwood?
- 2 Who is Decimus Burton and why is he significant to Fleetwood?
- 3 What are the famous landmarks in Fleetwood?
- 4 Why are lighthouses an important part of Fleetwood's history?

## Key vocabulary

local area	Having to do with a particular place such as a neighbourhood or town.
landmark	Something that is easy to see and can help a person find the way to a place near it. This can be a building or a statue.
lighthouse	A tall building that has a light on top. They are often built near a coast, ocean and lake.
Fleetwood	A coastal town in England.
coast	The area where the sand meets the sea.
member of parliament	In the UK, an individual elected to serve in the House of Commons.
founded	To establish or begin something.
architect	A person who plans, designs and oversees the construction of buildings.

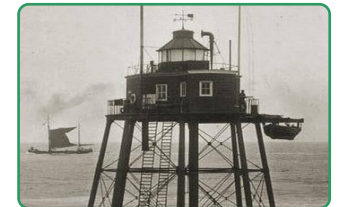
Fleetwood Upper



Fleetwood Lower Lighthouse



Wyre Light



Peter Hesketh



Decimus Burton



Fleetwood



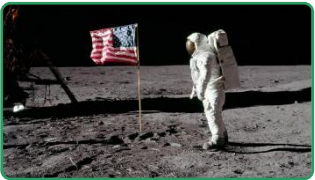


# Key Knowledge, Vocabulary and questions

History: Significant People

Year 2

## Key knowledge



- Know what a significant person is and what makes them significant.
- Know that Florence Nightingale changed hospitals for the better.
- Know that Neil Armstrong was the first man on the moon.
- Know that Rosa Parks is known as the mother of civil rights.

## Key questions

- 1 What is a significant person?
- 2 Why is Florence Nightingale significant?
- 3 Why is Neil Armstrong significant?
- 4 Why is Rosa Parks significant?
- 5 How do we know about these people?

## Key vocabulary

significant	Someone who is important and memorable.
impact	Making a significant change.
wounded	When someone is suffering an injury.
hospital	A place where sick or wounded people go to receive medical treatment.
NASA	National Aeronautics and Space administration.
astronaut	A person who is specially trained to travel into outer space.
space	The area directly outside of the Earth's atmosphere.
activist	An action to make a change or stop a change in society.
racism	When somebody is treated differently because of their race, ethnicity, nationality or colour.
civil rights	Regardless of gender, skin colour, religion or age a person should not be discriminated against.

Florence Nightingale



Neil Armstrong



Rosa Parks



# Key Stage 2

## Key knowledge

- Ancient Egyptians were an advanced society that were in the world 3000 years ago.
- The River Nile was essential to life in Egypt.
- Egyptians were ruled by a pharaoh (king).
- Tutankhamun was known as the boy king. He is famous because his tomb was found in 1922 by Howard Carter.
- People believed in many gods and the afterlife.
- Mummification was a process used in Ancient Egypt.
- The Rosetta Stone was written in hieroglyphics.



## Key vocabulary

pharaoh	A king or queen in ancient Egypt. They owned all of the land in Egypt and were believed to act as the messengers of the gods.
pyramid	Pyramid shaped stone structures built as tombs to bury Egyptian pharaohs once they had died.
hieroglyph	A character of the Ancient Egyptian writing system. Hieroglyphs could be carved on stone but were also written on papyrus.
sarcophagus	A stone, box-shaped case used to hold a dead body. These were often carved and brilliantly painted.
mummification	The process used by Ancient Egyptians to preserve the bodies of the dead.
papyrus	A piece of 'paper' made from the reeds of the papyrus plant. The ancient Egyptians used this to write on.
civilisation	A group of people with their own languages, laws, culture and way of life.

## Key questions

- 1 What was life like in Ancient Egypt?
- 2 What role did the pharaoh play in ancient Egypt?
- 3 What was the mummification process in Ancient Egyptian and why is it important?
- 4 What do valuable sources and artefacts tell us about life in Ancient Egypt?
- 5 Who was important to the Ancient Egyptians?



# Key Knowledge, Vocabulary and questions

History: Stone, Bronze and Iron age

Year 3

## Key knowledge

- The Stone Age started about 2.6 million years ago when humans started to live in Europe.
- In the early Stone Age people were hunter-gatherers.
- Hunter-gatherers are people who mainly lived by hunting, fishing and gathering wild fruit.
- Later in the Stone Age humans settled in communities and started farming animals and crops.
- The Bronze Age followed the Stone Age and this is when humans started to use metal.
- The Iron Age followed the Bronze Age and this is when tools and weapons became more advanced for farming.



## Key vocabulary

archaeologists	People who discover our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Neolithic	The later part of the Stone Age.
B.C.	Before Christ. The date 250BC means before 250 years before Christ was born.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age
tribe	Groups of people who live together.
shelter	A house where Stone Age people would have lived.
civilisation	When people live in a large society with a shared culture and rules.
settlement	A place where there were several Stone Age shelters, like a small village.
prey	An animal that is hunted by another for food.

## Key questions

- 1 What is a hunter gatherer?
- 2 How did the Stone Age get its name?
- 3 What tools were crucial to the survival of early man?
- 4 How have tools changed during the stone age?
- 5 How were Hillforts designed to protect Iron Age tribes?
- 6 How did Britain change between the beginning of the Stone Age and the Iron Age?



# Key Knowledge, Vocabulary and questions

History: Ancient Greeks

Year 4

## Key knowledge

- Ancient Greeks lived between 800BC and 31BC. They were then conquered by the Romans.
- Ancient Greece was divided into City States. Athens and Sparta were the most powerful.
- The Ancient Greeks held festivals in honour of Gods and Goddesses.
- Primary sources such as pots and architecture tell us about Ancient Greek life.
- The Ancient Greeks influenced the modern world in many ways: Clothing, warfare, democracy, language, architecture, theatre and sport.



## Key vocabulary

philosophy	Philosophy is a way of thinking about the world, the universe and society.
Athenians	The Athenians created democracy. Athens was the heart of Ancient Greek civilisation.
Spartans	Spartans were famous for their strict discipline and creating the most formidable army in Ancient Greece.
democracy	Democracy means allowing citizens to make their own decisions for their personal lives.
Olympics	The Ancient Olympic Games were originally a festival, or celebration of Zeus.
Zeus	The supreme God, the father of Perseus and Heracles.
myths	A myth is a traditional story, involving supernatural beings or events.
temple	A building devoted to the worship of Gods and Goddesses.
Alexander the Great	Alexander the Great was the King of Macedon, who was famous for leading his army to conquer Greece, Persia, Egypt and part of India.
Hoplites	Citizen soldiers of the Greek City States

## Key questions

- 1 When did the Ancient Greek Empire begin?
- 2 Where was the first Greek settlement?
- 3 Who was the King of the Gods?
- 4 Where did Greek Gods and Goddesses live?
- 5 How have the Ancient Greeks influenced modern culture?
- 6 Which sporting event has its origins in Ancient Greece?
- 7 Is there anybody who may not consider 'Alexander the Great' great? Why?
- 8 How can Historians find out about life in Ancient Greece?



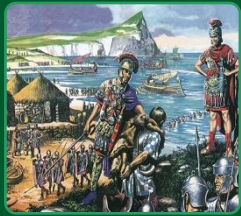
# Key Knowledge, Vocabulary and questions

History: Romans

Year 4

## Key knowledge

- Romans invaded Britain in AD 43.
- The fall of the Roman Empire was in AD 476.
- Know 3 ways Britain changed from the Iron Age to the end of Roman Britain and how it helped to advance British society: Place names; Architecture (including cement and bricks); Cats; Built new settlements; Built roads, bridges, viaducts and aqueducts; Introduced underground drainage (fresh water and sewers = less disease); Early Christianity; Language (Latin); New fruits and vegetables (cabbages, peas, grapes, pears, turnips and carrots)



## Key vocabulary

invasion	One country attacking another to take it over.
empire	Many countries that are ruled by one leader.
BC	Before Christ – used to show the years before Jesus was born.
AD	Anno Domini – used to show the years after Jesus was born.
amphitheatre	Where the Romans would go to be entertained.
conquer	Take control of another land.
emperor	The leader of an empire.
legion	One unit of a Roman army lead by a centurion – had 4000 to 6000 soldiers in each legion.
mosaic	One picture made up of many small tiles.
rebel	A person who fights against authority – Boudicca was a rebel. She was the warrior queen of the Iceni people who led a revolt against Roman rule.
senate	The Roman government.

## Key questions

- 1 What year did the Romans invade Britain?
- 2 Who was Emperor of the successful invasion?
- 3 Why did the Romans decide to invade Britain?
- 4 Which tribe was the dominant British tribe prior to the Roman invasion?
- 5 Who was the rebel warrior queen?
- 6 Why was the Roman army successful?
- 7 How did the Romans influence Modern Britain?



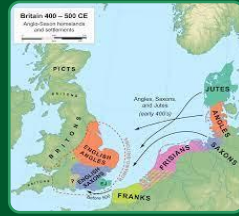
# Key Knowledge, Vocabulary and questions

History: Anglo-Saxons, Scots and Vikings

Year 5

## Key knowledge

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes
- The name of the king of the Britons when the Romans left was Vortigern.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
- The Anglo-Saxons were fierce people who fought many battles, including fighting each other.
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.
- The most famous Anglo Saxon King was Alfred, one of the only kings in British history to be called 'Great'. He is famous for: fighting the Vikings and then making peace so that the English and Vikings settled down to live together; encouraging people to learn; trying to govern well and fairly; believing in education - he had books translated from Latin into English, so people could read them



## Key vocabulary

angles	People from Germany who invaded Britain around 410 A.D.
Anglo-Saxon	The name given to people who travelled from Germany and South Denmark and settled in Britain
Christianity	The religion based on the teachings of Jesus Christ
churl	A lower-class Anglo-Saxon but better than a slave
Jutes	People from the Jutland peninsula (Germany and South Denmark)
migration	Movement from one place to another in order to settle there
pagan	A person who follows a religion that is not a major religion
runes	Alphabet consisting of between 26-33 letters used to write Old English
settler	People who migrate to a new place. When people start a community, this is a settlement
wergild	A fine imposed for stealing or killing
Witan	A council that helped the Saxon king rule.

## Key questions

- 1 Which came first: the Romans or the Anglo-Saxons?
- 2 Where did Hengest and Horsa come from?
- 5 What did farming look like in the Anglo Saxon era?
- 6 What did the Anglo Saxons do for fun?
- 7 What was the name of the first city that the Vikings captured?
- 8 Which religion did the Anglo Saxons convert to? Why?
- 9 What does Wergild mean?
- 10 What is the significance of the oar at the back of a ship?
- 11 Name a popular dish enjoyed by Vikings. How is this different to today's food?
- 12 What misconceptions do people have about Viking warriors?



# Key Knowledge, Vocabulary and questions

History: **Mayans**

Year **5**

## Key knowledge

- The Maya lived in Mexico and Central America.
- Mayan society was formed of a number of city states each with their own ruler.
- The Maya were expert mathematicians and astronomers.
- They used their knowledge and expertise to make calendars.
- The Mayans were expert farmers.



## Key vocabulary

hieroglyphs	Symbols used in the Mayan writing system. Each symbol represents a word or sound.
city state	A city and the area around it with an independent government.
Chichen Itza	The Mayans most well-known pyramid.
cacao	Seeds that the Maya used to make chocolate.
civilisation	A people with an organised way of life and who have learned to write.
Pok-a-Tok	A popular Mayan ball game.
Kin	A word representing a day in the Maya calendar.
Uinal	A word for a unit of time in the Maya calendar.

## Key questions

- 1 Where did the Mayan people live?
- 2 Which methods did the Mayan people use for farming?
- 3 Can you name any Mayan gods?
- 4 Which game did the Maya play?
- 5 What was special about the Mayan calendar?
- 6 Which mathematical concept did the Mayans invent? How does that influence our life today?



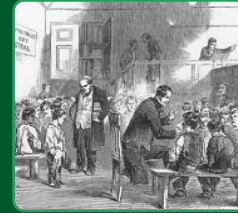
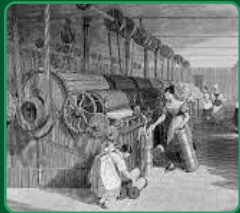
# Key Knowledge, Vocabulary and questions

History: Victorian Fleetwood

Year 6

## Key knowledge

- Victorians lived in Britain between 1837 and 1901 when Victoria was the Queen.
- Fleetwood is a Victorian town.
- In the Victorian era Britain built up a huge empire.
- The Industrial Revolution (1750 – mid 1800s) was the transition from a society based on hand manufacturing to one based on machinery.
- In the Victorian period, children worked in factories and mines.
- Education became available to most as a result of reform.



## Key vocabulary

industrialisation	Machines taking the place of people to do jobs
revolution	A huge change in the way things are done
poverty	The state of being very poor
urban	Town or city
rural	Countryside
empire	A group of states or countries ruled over by a single monarch
manufacture	To make something on a large scale
reform	To make changes in order to improve

## Key questions

- 1 Who were the Victorians?
- 2 What inventions came from the Victorian period?  
How did inventions from the Industrial Revolution change the future?
- 3 How do we know that Fleetwood is a Victorian town?
- 4 Why did the railway come to Fleetwood?
- 5 What do you know about Victorian Fleetwood?
- 6 What is meant by colonialism?



# Key Knowledge, Vocabulary and questions

History: World War Two

Year 6

## Key knowledge

- World War II started when Hitler's Germany invaded Poland in 1939.
- Allied countries fought with Great Britain and included France, Russia, China and the USA.
- Axis countries fought with the Germans and included Italy and Japan.
- In 1941 Germany invaded France, Belgium, Netherlands, Luxembourg, Denmark, Norway, Greece, the former Yugoslavia and Russia.
- Over 6 million people were killed in what is now known as the Holocaust.
- Germany surrendered in May 1945.
- Japan surrendered in August 1945.



## Key vocabulary

axis	Major axis countries are Italy, Germany and Japan.
allies	Major allied countries are USA, Great Britain, France and Russia.
Nazi	Member of the German political group which came to power in 1933.
propaganda	Controlling news media to depict the war effort.
holocaust	Murder of Jews and other groups of people by the Nazis.
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.
concentration camp	A place in which large numbers of people are imprisoned in a small area with inadequate facilities.

## Key questions

- 1 What year did WW2 start and how did it start?
- 2 Name at least 2 allies and axis countries that took part in WW2.
- 3 What were the reasons some countries sided with the Nazis?
- 4 What do you know about the Holocaust?
- 5 What do you know about the Blitz?