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|  | **Key Concept** | **Explanation** |
| **Throughout the whole school** | Location | A place of settlement, activity or residence which change over time. Periods of history are not global. History involves not only a period of time but also a place. |
| Society | Society refers to the way groups of people organise themselves. They may live together because they share the same religious, cultural, patriotic or economic beliefs. Society can change over time due to historical events such as war, economical advances or travel. |
| Artefacts | Artefacts are objects left behind that act as clues as to what life in the past may have been like. They are items which have been made or given shape by humans, such as a tool, coins, a newspaper report or a work of art. We refer to artefacts as a primary source of evidence. |
| Beliefs | A belief is an acceptance that something exists or is true, especially one without proof. Beliefs can form the basis of day to day routines and practices. It can also be the basis of why a society may choose to act the way they do. |
| Travel and exploration | Travel and exploration refer to the movement of different groups pf people in history. As they travelled and moved around, they would have explored and made certain discoveries. |
| **Key Stage Two** | Settlements | A settlement is a place typically one which has previously been uninhabited, where people establish a community. Settlements may have important features such as ports and rivers which are crucial to why people decide to reside there and establish their communities. |
| Conflict | A conflict is a struggle between people which may be physical, or between conflicting ideas. Conflicts arise because there are needs, values or ideas that are seen to be different, and there is no means to reconcile the dispute. In historical terms, this would result in war and battleships. |

Below is an overview of the key concepts and vocabulary taught in history throughout the school. These are revisited and built upon throughout children’s time at Mayespark.

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|  | **Unit of Work** | **Key Vocabulary** |
| **Key Stage**  **One** | **Year 1-Autumn 2**  Where do our toys come from? | Import, toy, material, past, present, rich, poor, long time ago, childhood, |
| **Year 1- Spring 1**  Where did she go? | continents, oceans and UK, climate zones, transport, travel, north south east west, distance, invention, aeroplane, sources, explorer, centuries, disease, legacy, discovery, achievement |
| **Year 1- Summer 2**  How has my local area changed? | human, London, materials, features, urban, transport, physical, noise, pollution, wildlife, proved, disproved, fieldwork, local, past, present, impact, timeline, inventions, railway, underground, differences, senses |
| **Year 2- Autumn 1**  Why did the Fire of London spread? | north east south west, distance, transport, landmarks, human, London, materials, features, urban, transport, physical, noise, pollution, proved, disproved, local, spread, fire station, building, materials, |
| **Year 2- Autumn 2**  Why should we still remember them? | diversity, materials, similarities, differences, chronological, features, rights, period, events. |
| **Year 2-Summer 2**  How do our houses differ? | Monarch, empire, reign, architecture, coins, legacy, queen, statues, importance |
| **Lower Key**  **Stage Two** | **Year 3-Autumn 1**  Who live in a house like this? | stone age, settlements, chronology, art, food, houses, materials, society, regions, similarities, differences, era. |
| **Year 3- Spring 1/Spring 2**  What can we find out about Ancient Egypt? | preserve, architects, pharaoh, achievement, archaeology, irrigation, fertile, agriculture, burials, religion, desert, ancient,  civilisation, sources, reliability, evidence. |
| **Year 4- Autumn 2/Spring 1**  Who were the Ancient Greeks? | Civilisation, society, empire, emperor, settlement, invasion, class, inventions, Gods, heroes, similarity, difference, features. |
| **Year4- Spring 1/Spring2**  Who were the Romans? | similarity, difference, evidence, sources, reliability, mosaics, emperor, empire, society, territory, invasion, features, values, heroes |
| **Year4-Spring 2/Summer 1**  How did the Romans change our landscape? | Similarity, difference, evidence, sources, reliability, mosaics, emperor, empire, society, territory, invasion, features, values, heroes, land use, settlement, Londinium, Roman, dominance, route, Celtic, rebellion, cause, consequence, Hadrian’s Wall, tribal, army, legion |

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| **Upper Key**  **Stage Two** | **Year5- Autumn 1**  What was in it for the Anglo-Saxons? | empire, conflict, authority, kingdoms, Anglo Saxon, Jutes, Angles, Saxon, invasion, settlement, |
| **Year 5- Autumn 2**  Why did the Vikings invade Anglo-Saxon Britain? | conflict, Anglo Saxon, Angles, Saxon, Vikings, invasion, settlement, navigation, long ship, seaborne, Scandinavia,  invade, territory, trade |
| **Year 5 -Summer1/Summer 2**  What happened to Maya? | trade, architecture, religion, sacrifice, ceremony, diet, farming, irrigation, settlement, cities, abandonment, trade routes, immigration, exportation, sources, reliability, impact, decline, archaeology, conquistadors |
| **Year 6-Autumn 1**  What ever happened to the Benin Empire? | Exchanged, currency, trade, wealth, import, export, colonial, empire, fortifications, ramparts, settlement, agriculture, natural resources, sources, evidence, archaeologist |
| **Year 6- Autumn 2**  How has trade affected our population? | Trade, trade routes, immigration, exportation, exploitation, slavery, activists, sources, reliability, attitude, impact |
| **Year 6- Summer**  How did WW2 affect us? | trade, wealth, import, export, colonial, empire, settlement, agriculture, natural resources, sources, evidence, urbanisation, industrial, revolution, invention, |