



Bramcote Hills Primary School
'Make the future better for all'
Humanities Curriculum Depth Map - History



Intent:

At BHPS we provide children with a challenging and engaging history curriculum that inspires a curiosity and fascination. We want them to have a coherent knowledge and understanding of Britain's past and that of the wider world. Through studying a variety of historical periods and concepts, they should develop a chronological narrative, from the earliest times to the present day. They should appreciate how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world. They are increasingly able to explain the nature of ancient civilisations, the expansion and dissolution of empires; characteristic features of past non-European societies and achievements and follies of mankind.

We aim to build on key historical *knowledge*, understanding and **skills**. As we draw our pupils from a wide catchment, with many children having English as an additional language, we start with ensuring pupils have a strong understanding of historical language.

Implementation:

We begin with a child-centred approach to history by exploring changes within their own lives and within living memory. They explore events that are significant locally and nationally and the lives of significant individuals who have contributed to national and international achievements. As pupils progress, they are introduced to more abstract terms such as 'empire', 'civilisation' 'parliament' and 'peasantry'. As they move through the key stages, they continue to explore concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse trends and frame historically-valid questions. Even from a very early age, children are exposed to methods of historical enquiry and how evidence is used to make historical claims.

We motivate and enthuse pupils by creating deep links with other curriculum areas including English, maths, science, geography, art and SMSC. Wherever possible, we use first-hand experiences and fieldwork to deepen their understanding of history. We aim to provide some off-site experiences with a specific historical focus so that children can strengthen their understanding through first-hand experiences. We use a range of historical sources of evidence and utilise artefacts, drama, role-play, visiting experts and the latest technology to bring the subject to life. This ensures that their curiosity and fascination are maintained and that history is delivered in an exciting and engaging way. Many of our children and people from the wider community have strong historical links and a vast historical knowledge, so we make use of these experts to engage and motivate pupils further.

Our history curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition - both in a year group and across both key stages. Curriculum coverage is mapped out carefully from EYFS to Year 6 which allows some key concepts to be developed at a deeper level of learning, understanding and mastery. Fundamental *knowledge* and **skills** are covered at key points throughout the primary phase and repeated to allow pupils to build on what has been taught before. Where year groups are covering an area in more depth, this will be highlighted in green on the Curriculum Depth Map below. Lessons will be planned and a knowledge organiser provided for pupils, which outlines the area to be taught, where the new knowledge and skills fit in with their prior learning, any sticky knowledge they need to understand and key vocabulary they need to learn.

Impact:

Impact is evidenced through:

- Pupils understanding and ability to clarify for others what history is and the importance and value of studying the subject.
- Developing historical skills
- Retaining key knowledge
- Demonstrating that they know more all the time
- Low-stakes tests/quizzes
- Pupils will be able to express their knowledge and understanding
- Pupil's use of key vocabulary
- The use and outcomes of the varied activities

Key Stage One

Year 1	Year 2
<p>Guy Fawkes and The Gunpowder Plot Changes within living memory - seaside Grace Darling</p>	<p>In My Attic - toys, school, communication, transport, homes Rosa Parks, David Attenborough, Amy Johnson, Remembrance Day Great Fire of London & Samuel Pepys Captain Scott</p>
Within living memory	
<i>Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
Organise a number of artefacts by age	Organise a number of artefacts by age
<i>Know what a number of older objects were used for</i>	<i>Know what a number of older objects were used for</i>
	<i>Know that the toys their grandparents played with were different to their own</i>
	<i>Know the main differences between their school days and that of their grandparents or older people</i>
Beyond living memory	
<i>Know about an event or events that happened long ago, even before their grandparents were born</i>	<i>Know about an event or events that happened long ago, even before their grandparents were born</i>
<i>Recall events beyond living memory that are significant nationally or globally</i>	<i>Recall events beyond living memory that are significant nationally or globally</i>
<i>Know that children's lives today are different to those of children a long time ago</i>	<i>Know that children's lives today are different to those of children a long time ago</i>
<i>Know what we use today instead of a number of older given artefacts</i>	<i>Know what we use today instead of a number of older given artefacts</i>
Lives of significant people	
<i>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	<i>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>
Name a famous person from the past and explain why they are famous	Name a famous person from the past and explain why they are famous
	<i>Know about a famous person from outside the UK and explain why they are famous</i>
Local History	
<i>Know how the local area is different to the way it used to be a long time ago</i>	<i>Know significant historical events, people and places in their own locality</i>
	<i>Know the name of a famous person, or a famous place, close to where they live</i>
	Differentiate between things that were here 100 years ago and things that were not (including buildings, technology, toys, etc.)

Key Stage Two

Year 3	Year 4	Year 5	Year 6
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Ancient Civilizations (Ancient Egypt focus but link to Indus Valley, Ancient Sumer, Shang Dynasty)</p> <p>Britain's settlement: Anglo-Saxons & Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Crime and Punishments beyond 1066</p> <p>Ancient Greece - a study of Greek life and achievements and their influence on the Western World</p> <p>Local history - Bramcote Village</p>	<p>Local history - WW1 Bramcote Soldier</p> <p>The Blitz</p> <p>Non-European society -AD 900; Early Islamic Civilisation</p> <p>Black History Month</p>
Historical understanding			
<i>Understand how the earliest civilizations survived</i>	<i>Understand how civilizations and their rule came to an end.</i>	<i>Understand how civilizations and their rule came to an end and identify the key aspects of the culture of civilizations from the past.</i>	Identify the key aspects of the culture of civilizations from the past.
Identify the differences between two periods of history.	Make links to periods of history previously studied.	Make links to periods of history previously studied.	Make links to periods of history previously studied.
<i>Talk about the struggles between two groups within a period in history.</i>		<i>Know about and can talk about the struggles between different groups within a period in history.</i>	<i>Know about and can talk about the struggles between different groups within a period in history.</i>
<i>Know about the culture of a specific group of people.</i>			
Describe what a typical day would be like for men, women and children within a period in history, thinking about their culture.			
<i>Know how the lives of wealthy people were different from the lives of poorer people within society.</i>	<i>Understand the daily life of different groups of people in periods of history.</i>	<i>Know how the lives of wealthy people were different from the lives of poorer people within society and how crimes and the punishments they received were affected.</i>	Offer reasons for why members of society were treated differently throughout history.
Describe events from the past, using dates when things happened.	<i>Know about the main events from a period of history, explaining the order of events and what happened.</i>	<i>Know about the main events from a period of history, explaining the order of events and what happened.</i>	<i>Know about the main events from a period of history, explaining the order of events and what happened.</i>
Name important figures from periods in history.	Name important figures from periods in history.	Name important figures from periods in history.	
	Explain <u>why</u> groups of people chose their settlements.	Explain <u>how</u> groups of people chose their settlements.	
	<i>Understand and can explain the effects of invasions.</i>		
		<i>Understand the choices that individuals and groups of people made and the impact these had.</i>	

Understanding the achievements of civilizations and their impact of the present day			
<i>Know that many of the groups of people/civilisations gave much to the world.</i>	<i>Know that many of the early civilizations gave much to the world.</i>	Identify and outline many of the early civilizations gave much to the world.	
<i>Know about the impact that one of the periods of history being studied had on the rest of the world.</i>	<i>Understand that changes in history can have an impact on the world.</i>	<i>Understand that the changes have impacted on the world through Politics, Technology, Maths and Science.</i>	Explain the impact that different periods of history have had on the world.
		<i>Know how our locality and lives today have been shaped by what happened in the past.</i>	
		<i>Know how an event or events from the past has shaped our life today.</i>	<i>Know how an event or events from the past has shaped our life today.</i>
Chronology			
Sequence important events.	Draw a timeline with different historical periods, showing key historical events or lives of significant people.	<i>Know how to place features of historical events and people from the past societies and periods in a chronological framework using dates and prior knowledge.</i>	Use a timeline, showing key historical events or lives of significant people, within or across different historical periods.
Describe events from the past using dates when things happened. Time Frame	Explain events from the past using dates when things happened.	Explain events from the past using dates when things happened.	<i>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</i>
Using sources, to generate and answer questions			
<i>Know how historic items and artefacts have been used to help build up a picture of the past.</i>	<i>Know how historic items and artefacts have been used to help build up a picture of the past.</i>	<i>Know how historic items and artefacts have been used to help build up a picture of the past.</i>	
Research to find answers to specific historical questions	Use a range of sources, to research information about the past.	Research, to find answers to specific questions about our locality.	Research what life was like for individuals in each period of history, presenting my findings.
		Research to find similarities and differences between two or more periods of history.	Use a range of sources to find out about the past, discussing the reliability of these.
		Research what life was like for individuals in each period of history, presenting my findings.	

Appendix - Key Knowledge and Vocabulary

History - KS1		
Key Knowledge	Key Vocabulary	
Year 1		
<p>Sticky Knowledge about Guy Fawkes and The Gunpowder Plot</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Gunpowder plot happened in 1605 which was before our grandparents were born. <input type="checkbox"/> Bonfire Night is celebrated on the 5th November every year. <input type="checkbox"/> The Gunpowder Plot was a plan to kill the King by a group of Catholics. <input type="checkbox"/> The plot failed and Guy Fawkes was executed. 	<p>bonfire Catholic gunpowder executed plot explosives cellar arrested warning</p>	<p>Houses of Parliament Plot Treason King James 1 Guy Fawkes Robert Catesby</p>
<p>Sticky Knowledge about the Seaside</p> <ul style="list-style-type: none"> <input type="checkbox"/> When our grandparents were little, most people did not go abroad for a holiday and most had never been in an aeroplane. <input type="checkbox"/> People often went on holiday for health reasons. <input type="checkbox"/> Most people went on holiday just once a year as it was expensive. They usually went to the coast. <input type="checkbox"/> People usually went to the seaside by train. <input type="checkbox"/> Popular activities included waking along the promenade, watching Punch and Judy shows and listening to brass bands play. <input type="checkbox"/> Over a hundred years ago, people used bathing machines so they could not be seen getting undressed. 	<p>sea pier coast bathing machine Punch and Judy promenade harbour</p>	<p>past present then now brass band bandstand</p>
<p>Sticky Knowledge about Grace Darling</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grace darling was a lighthouse keeper's daughter. <input type="checkbox"/> She lived on one of the Farne Islands. <input type="checkbox"/> Grace and her father saved 9 people when their ship sank in 1838 during a terrible storm. <input type="checkbox"/> She was awarded a medal for her bravery. 	<p>lighthouse lighthouse keeper island heroic bravery storm Northumberland</p>	<p>Farne Islands rescue shipwreck survivors coast Forfarshire rowing boat</p>

History - KS1		
Key Knowledge	Key Vocabulary	
Year 2		
<p>Sticky Knowledge about</p> <ul style="list-style-type: none"> ❑ <i>Old toys were often hand-made from materials such as wood, metal, glass and fabric compared to new toys, which use electricity or batteries to make noise or light and are mostly made out of plastic.</i> ❑ <i>Children went to school 100 years ago but their classrooms were very different - many of the things we use today had not been invented.</i> ❑ <i>Teachers could be very strict and children were punished if they misbehaved.</i> ❑ <i>Communication was very different in the past. Mobile phones, tablets, games consoles and PCs hadn't been invented. There would have been one phone and one TV in the house with only three channels to watch.</i> ❑ <i>Homes were different in the past. Many jobs had to be done by hand as many household appliances hadn't been invented.</i> ❑ <i>Bicycles and were very basic. Cars had only just been invented and only rich people could afford them.</i> ❑ <i>Rosa Parks fought for the rights of black people in the USA. She became very well-known for not giving up her seat to a white person on a bus.</i> ❑ <i>Remembrance Day (Armistice Day) is on 11th November and marks the day that World War 1 ended. A two-minute silence is held at 11am to remember the people who have died in wars.</i> 	<ul style="list-style-type: none"> hand-made metal glass fabric electricity batteries woodwork needlework games console personal computer (PC) appliances dolly tub mangle gazunder Penny Farthing Bone Shaker 	<ul style="list-style-type: none"> remembrance battlefield poppy Equal Rights inkwell strict cane slate back straightener
<p>Sticky Knowledge about The Great Fire of London and Samuel Pepys</p> <ul style="list-style-type: none"> ❑ <i>The Great Fire of London started in a bakery in Pudding Lane in 1666.</i> ❑ <i>Many of the houses were made of wood and were built very close together so fire spread quickly.</i> ❑ <i>There was no fire service so people tried to put out the fire themselves. They pulled down houses to create a firebreak.</i> ❑ <i>The fire burned for five days and destroyed many buildings, including St Paul's Cathedral. Only six deaths were recorded.</i> ❑ <i>A man called Samuel Pepys wrote about the fire in his diary. He wrote it in secret code.</i> ❑ <i>A monument was built in London to remember the fire.</i> ❑ <i>At this time there was a deadly disease called the Great Plague which was spread by the fleas carried by rats.</i> 	<ul style="list-style-type: none"> bakery Thomas Farriner St Paul's Cathedral Pudding Lane Samuel Pepys diary firebreak leather Great Plague 	<ul style="list-style-type: none"> Fire Service fire hook squirt timber frame thatched River Thames cart axe
<p>Sticky Knowledge about Captain Scott</p> <ul style="list-style-type: none"> ❑ <i>Captain Robert falcon Scott wanted to be the first person to reach the South Pole.</i> ❑ <i>Scott and his team reached the South Pole in 1912 but they had been beaten by a team of Norwegian explorers.</i> ❑ <i>All five men died on the journey back. Their bodies were found buried in snow eight months later.</i> ❑ <i>Captain Scott kept a diary to record what happened during his journey.</i> 	<ul style="list-style-type: none"> journey expedition frostbite rations explorer Antarctica southernmost 	<ul style="list-style-type: none"> sledge Norwegian blizzard gale force winds continent polar region South Pole

History - KS2		
Key Knowledge	Key Vocabulary	
Year 3		
<p>Sticky Knowledge about the Stone-age period</p> <ul style="list-style-type: none"> ❑ The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe. ❑ The Stone Age was followed by the Bronze Age period. This is when humans started to use metal. ❑ The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting. ❑ During the Palaeolithic Age (old Stone Age), people were nomadic, living in caves or simple shelters. They gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. ❑ During the Mesolithic Age (the middle of the Stone Age), there was greater innovation with tools. ❑ 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. 	<ul style="list-style-type: none"> tribal shelter civilization settlement prey pelt beaker Celt bronze smelting druid borer hunter-gatherers stone-age 	<ul style="list-style-type: none"> hunter-gatherer nomad palaeolithic mesolithic neolithic tribe neanderthal homo sapiens domesticate roundhouse hillfort quern
<p>Sticky Knowledge about the Romans</p> <ul style="list-style-type: none"> ❑ Julius Caesar was probably the best-known Roman leader. He extended the empire by invading other lands. ❑ Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. ❑ A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. ❑ Romans used to eat food like dormice dipped in honey. ❑ Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo! ❑ When the Romans came to Britain, they helped us by creating roads; introducing drainage and access to fresh water and introducing towns. 	<ul style="list-style-type: none"> empire toga aqueduct coliseum centurion emperor amphitheatre senate gladiator republic conquer invade 	<ul style="list-style-type: none"> mosaic arch chariot hypocaust tunic aquila pantheon testudo legionary Romanisation Roman baths

History - KS2		
Key Knowledge	Key Vocabulary	
Year 4		
<p>Sticky knowledge about the Ancient Egyptians</p> <ul style="list-style-type: none"> ❑ For almost 30 centuries—from its unification around 3100 BCE to its conquest by Alexander the Great in 332 BCE — Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. ❑ Other civilisations at the time included: the Neolithic Age in Europe (c4000 to c2,500 BCE); the Ancient Sumerians in Mesopotamia, modern Iraq (c5300 BC to c1940 BC); the Indus Valley people in modern-day Pakistan and Northern India (c5000 BCE-c1500 BCE); and the Shang Dynasty of Ancient China (c.1600-c1046 BCE). ❑ The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of the Ancient Egypt's wealth. ❑ Ancient Egypt was rich in culture including government, religion, arts, and writing. The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion. ❑ The Pharaohs of Egypt were often buried in giant pyramids or in secret tombs. They believed that they needed treasure to be buried with them to help them in the afterlife. As a result, archaeologists have a lot of well-preserved artefacts and tombs to examine in order to find out how the Ancient Egyptians lived. ❑ The most famous tomb was discovered by Howard Carter in 1922 in The Valley of the Kings; Tutankhamen's tomb was filled with treasure and artefacts unlike found in any other Pharaoh's tomb. ❑ The last pharaoh of Egypt was Cleopatra VII; after her death in 30BC Egypt became a part of the Roman Empire 	<p>afterlife amulet Ankh barter canopic jar cartouche Egyptologist Eye of Horus hieroglyphs irrigation mummification mummy</p>	<p>papyrus pharaohs pyramid Rosetta Stone sarcophagus scarab scribe shaduf sphinx tomb tombs vizier</p>
<p>Sticky Knowledge about the Anglo-Saxons</p> <ul style="list-style-type: none"> ❑ The Anglo-Saxons were made up of three tribes: the Angles; the Saxons; and the Jutes. ❑ They came to Britain across the North Sea from Angeln, Saxony and Jutland in the middle of the 5th Century (after the Roman withdrawal from Britain in c.410CE and the fall of the Western Roman Empire). ❑ The name 'Angles' eventually became 'English' and their land, 'Angleland', became 'England'. ❑ 'England' as a country did not come into existence for hundreds of years after the Anglo-Saxons arrived. Instead, seven major Anglo-Saxon kingdoms, each with their own kings, were carved out of the conquered areas: Northumbria, East Anglia, Essex, Sussex, Kent, Wessex and Mercia. ❑ Anglo-Saxon settlements, place names and aspects of their life still remain. ❑ They fought for control of Britain with the Vikings ❑ The Anglo-Saxon period ended when the Normans conquered Britain in 1066 (but they didn't leave). 	<p>Alfred the Great Angles Anglo-Saxon Augustine Christianity farmer-warrior Hengest and Horsa illumination Jutes Lindisfarne manuscript mead</p>	<p>runes Saxons shires Sutton Hoo thane thatch Vortigern wattle-and-daub weregeld wergild Witan monk</p>
<p>Sticky Knowledge about the Vikings</p> <ul style="list-style-type: none"> ❑ The Vikings originated in what is now Denmark, Norway and Sweden (although centuries before they became unified countries). Their homeland was overwhelmingly rural, with almost no towns. ❑ Not all Vikings were warriors; most earned a living through agriculture, or along the coast, by fishing. Many came in peace and settled as farmers. 	<p>Asgard berserkers chainmail chieftain Danegeld Danelaw farmer-warrior</p>	<p>longships misconception Odin pagan raid raids runes</p>

<ul style="list-style-type: none"> ❑ The lands that the Vikings occupied in Britain were known as Danelaw. ❑ Vikings spoke Norse, which had an alphabet made up of runes. ❑ The Vikings, or "Vikingr" in Old Norse, is the collective term used to describe the Scandinavian explorers, traders and warriors who raided, traded, explored and settled across large parts of Europe ❑ Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. ❑ Vikings were pagans and, in 793, armed raiders attacked the defenceless monastery of St Cuthbert on Lindisfarne off the coast of Northumbria and made off with a haul of treasure and captives. ❑ Vikings believed in Gods and that a special place was reserved for warriors - Valhalla ❑ The most important Viking British city was the capital of Northumbria, Jorvik (as it was known by the Vikings), which fell to the Viking Great Army in 866. 	<ul style="list-style-type: none"> feast figurehead Jorvik longhouse 	<ul style="list-style-type: none"> Scandinavia trade Valhalla vicious
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History - KS2			
Key Knowledge	Key Vocabulary		
Year 5			
<p>Sticky Knowledge about the Legacy of The Ancient Greeks</p> <ul style="list-style-type: none"> ❑ Our democracy and our judicial system was founded on the methods of government used by the Ancient Greece ❑ Events at the Ancient Greek Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing. ❑ The Ancient Greeks held many festivals in honour of their various gods. ❑ Mathematicians and scientists, (such as Euclid, Aristotle, Pythagoras, Erasthones, Archimedes, Hippocrates) laid the foundations of those subjects we still use today. Archimedes theorem, The Hippocratic Oath, etc. ❑ The Ancient Greek vocabulary/language gave us words we use today : alphabet, metropolis, anarchy, 	<i>philosophy</i> <i>Athenians</i> <i>Attica</i> <i>Spartans</i> <i>democracy</i> <i>Olympics</i> <i>truce</i> <i>Zeus</i> <i>Apollo</i> <i>anarchy</i> <i>oligarchy</i> <i>archaic</i> <i>deity</i>	<i>Acropolis</i> <i>polis</i> <i>city-state</i> <i>Parthenon</i> <i>Marathon</i> <i>citizen</i> <i>philosopher</i> <i>alphabet</i> <i>tragedy</i> <i>sacred truce</i> <i>temple</i> <i>terra-cotta</i> <i>Achilles</i>	<i>Agora</i> <i>Hellenistic</i> <i>Phalanx</i> <i>Aristocrat</i> <i>mythology</i> <i>column</i> <i>hoplite</i> <i>Peninsula</i> <i>oracle</i> <i>barbarian</i> <i>Helen of Troy</i>
<p>Sticky Knowledge about Crime and Punishment over time</p> <ul style="list-style-type: none"> ❑ A crime is something a person does that is against the law. Punishment is a penalty for doing something wrong. ❑ Crime and punishment has changed over time in Britain since the Roman invasion. ❑ Smuggling in the 18th century was to evade the high tax and custom duties paid on the import of goods such as tea, cloth, wine and spirits. The tax was high, up to 30%, so these items became expensive ❑ Sir Robert Peel introduced the police force in the Victorian Era. ❑ When someone commits a crime, they are charged. A 'charge sheet' sets out the details of the crime they are being charged with determining whether they are bailed until going to court or kept in police custody until they are taken to court for their hearing. ❑ The government or police force investigates crimes today. Cases can go to court to ensure justice. 	<i>crime</i> <i>confinement</i> <i>punishment</i> <i>deterrence</i> <i>protection</i> <i>retribution</i> <i>reformation</i> <i>jury</i> <i>laws</i> <i>rights</i> <i>smuggling</i>	<i>justice</i> <i>prison</i> <i>Corporal</i> <i>Punishment</i> <i>Capital</i> <i>Punishment</i> <i>Community</i> <i>service</i> <i>theft</i> <i>prosecute</i> <i>defend/defence</i> <i>victim</i> <i>outlaw</i>	<i>hate crime</i> <i>forgiveness</i> <i>causes of</i> <i>crime</i> <i>sanctity of</i> <i>crime</i> <i>revenge</i> <i>unjust law</i> <i>trial</i> <i>sentence</i> <i>evidence</i> <i>highwayman</i>
<p>Sticky Knowledge about our Local History</p> <ul style="list-style-type: none"> ❑ The name 'Bramcote' was derived from 'dwelling in the broom'. (Broom, the flower) ❑ Bramcote is mentioned in the Domesday book Bruncote or Broncote in the Wapentake of Broxtowe. ❑ Framework knitting mining and farming were the main forms of employment for people living in Bramcote in the first half of the 19th Century ❑ The toll house was where people paid to travel in and out of Nottingham ❑ The Sherwin, the Hanley, and Longden families and the important member of the Bramcote area due to their buildings and giving of alms. 	<i>charity</i> <i>alms</i> <i>benefactors</i> <i>toll house</i> <i>turnpike</i>	<i>primary evidence</i> <i>secondary evidence</i>	

History - KS2		
Key Knowledge	Key Vocabulary	
Year 6		
<p>Sticky Knowledge about the WW2 (Coding)</p> <ul style="list-style-type: none"> ❑ The Second World War started on 3rd September 1939 and ended in 1945. It was the biggest war in History and first war to use more than 60 countries ❑ When Germany lost WW1 in 1918, Germans were living in poverty with many starving. They had debts to pay and Germany had to give up land and were not allowed an army of their own. This was a punishment for starting the war. ❑ In 1933, a man named Adolf Hitler became leader of the German government. Hitler was head of the Nazi party. ❑ On the 1st September 1939, Germany invaded Poland. Britain declared War on the 3rd September 1939. ❑ There were two different sides during the War, the Axis and Allies. ❑ From September 1940 until May 1941 Germany flew thousands of bomber planers (Luftwaffe) over Britain and dropped bombs on cities, factories and houses. It was known as the Blitz. ❑ D-Day was the largest seaborne invasion in History. It happened on June 6, 1944 in Normandy. ❑ Coding at Bletchley Park played a significant role in WW2. Work at Bletchley began prior to WW2. All people working at Bletchley had to sign the Official Secret Acts. By the end of WW2, 10,000 people, mainly women were working at Bletchley. ❑ At Bletchley, Alan Turing and a group of mathematicians created the BOMBE machine which could create cyphers enabling them to decode and crack cyphers at a faster rate. ❑ The Allies had to send out 'false messages' from German prisoner of war spies so they didn't realise the Enigma machine had been cracked. The team at Bletchley played a significant role in the Battle of the Atlantic. 	<p>Allies Axis Adolf Hitler Winston Churchill Neville Chamberlin Luftwaffe Anderson Shelter Morrison Shelter Public shelter</p>	<p>Civilians Nazi Party invasion declared Blitz seaborne D-Day Gas masks ARP wardens</p>
<p>Sticky Knowledge about the Early Islamic Civilization</p> <ul style="list-style-type: none"> ❑ For approximately 1000 years, after AD 700, there was an extraordinary amount of activity from Baghdad to North Africa, from Spain to China ❑ Developments there outstripped those of anywhere else in the world. There was free education, free health care, public baths, paved streets (lit at night) litter collection and sewage systems. ❑ Baghdad was a great city where important developments took place in Mathematics and Science ❑ Baghdad was on the Silk Road so was a centre for trade, and attractive because of its water supply and fertile soil ❑ The House of Wisdom was built primarily as a library. The writings of the Greeks, Romans and Arabs were collected here. Scholars and philosophers, such as Aristotle and Plato, had their ideas translated here. ❑ This Golden Age of Islam left a wonderful legacy of things we use today including algebra, Arabic numerals, mechanical clocks, cameras etc ❑ Nothing of the old city of Baghdad remains after it was destroyed in the 13th century but there are wonderful remains elsewhere from this time such as those in Spanish cities such as Cordoba and Granada. 	<p>caliphate culture empire Middle East Observatory Pagan Qur'an religion scholar trade</p>	