



# Within Living Memory: Year 1 Knowledge Mat

Subject Specific Vocabulary		Pre Learning Expectations	Exciting Books
blackboard	A blackboard would be seen in almost every classroom in the 1960s. Today we have screens or an interactive whiteboard.	Children can talk about the past and present events in their own life and in the lives of family members.	 
chalk	Chalk was used by teachers to write on the blackboard. It was mainly white but there many colours of chalk.	Children can talk about features of their own immediate environment and how things may have changed.	
nit nurse	The name given to the nurse who came to school to check hair for lice.	Children can talk about similarities and differences between their lives and older family members and know about traditions.	
inkwell	Many desks had a hole in the top right hand corner for ink. This was known as the inkwell.	<b>Sticky knowledge about history within living memory</b>	
pen and nib	In most schools children used pens and ink to write. The pens had a nib at the end which was replaced from time to time.	<input type="checkbox"/> The Beatles became a world famous pop group. The four members of the group came from Liverpool and their music is still very popular today.	
skipping	A very popular game in the 1960s. It was a long piece of rope which was turned by two children.	<input type="checkbox"/> The England football team won the World Cup in 1966. It is the only time England has won it. The final was played at Wembley in London.	
marbles	Another popular game was marbles. Many children came to school with a pocketful of marbles.	<input type="checkbox"/> It was very rare for people to go to a restaurant in the 1960s. 'Meat and two veg' was a common term to describe a roast meat meal. Prawn cocktail started to be eaten as a starter.	
snakes and ladders	A board game which everyone knew in the 1960s. The board was made up of squares and you would move up a ladder and down the snake.	<input type="checkbox"/> Fashion changed greatly in the 1960s. After the war, people didn't have money to spend of clothes but that changed in the 1960s with colourful, hippie-style clothes being very popular.	
Ludo	A popular board game. It was played with a dice. Children would chase each other around the board.	<input type="checkbox"/> The mini car was very fashionable in the 1960s. The best selling cars were Ford Anglia; Vauxhall Viva; Morris Minor and the Ford Corsair.	
			Key knowledge for children to know by the end of the unit
			Know that the toys their grandparents played with were different to their own
			Organise a number of artefacts by age
			Know what a number of older objects were used for
			Know the main differences between their school days and that of their grandparents

# The Great Fire of London: Year 2 Knowledge Mat

Great Fire of London	
<b>Stuarts</b>	The Stuarts reigned from 1603 until 1714, more than a hundred years. At the time of the fire, King Charles II was king.
<b>Pudding Lane</b>	This street where the fire started was called Pudding Lane. A bakery in Pudding Lane was responsible for starting the fire.
<b>plague</b>	The plague is a terrible disease that is sometimes known as the Black Death. 1665 was the last time there was a major plague in England.
<b>flea</b>	Fleas were one of the main reasons why the plague could spread from person to person. They are small insects that bite you.
<b>Samuel Pepys</b>	Samuel Pepys is famous for writing a diary which included the time the Great Fire was raging through London.
<b>bakery</b>	The bakery in Pudding Lane is where it all began. Thomas Farynor, the owner, said he had put out the fires in the ovens before he left the bakery.
<b>Thames</b>	The Thames is the river that runs through London and where the fire fighters and the people trying to put out the fire got their water from. The Thames was where many people went to get away from the fire.
<b>Thomas Farynor</b>	Thomas Farynor was the owner of the bakery. He was baker to King Charles II.
<b>drought</b>	Before the fire started, there had been a 10 month drought in London. Everything was very dry when the fire started.

Prior Knowledge Expectations
Know that the toys their grandparents played with were different to their own
Organise a number of artefacts by age
Know what a number of older objects were used for
Know the main differences between their school days and that of their grandparents
Sticky knowledge about the Great Fire
<input type="checkbox"/> Know that fire spread very quickly because the houses were built very close to each other and made of wood.
<input type="checkbox"/> Know that London was infested by rats and that they were responsible for the plague.
<input type="checkbox"/> Know that the type of fire appliances used in those days could not cope with the fire.
<input type="checkbox"/> Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.
<input type="checkbox"/> Know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.
<input type="checkbox"/> Know that the fire started in a bakery in Pudding Lane in London.

Exciting Books

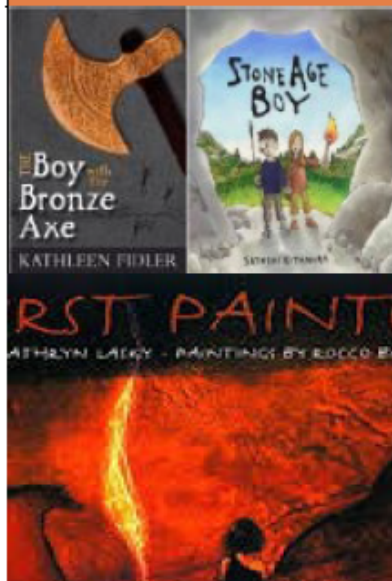
Know about an event or events that happened long ago, even before their grandparents were born
Know what we use today instead of a number of older given artefacts
Know that children's lives today are different to those of children a long time ago



# Stone Age Year 3 Knowledge Mat

Subject Specific 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 following the Palaeolithic and Mesolithic Age.
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.
tribal	Groups of people who live together.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where Stone Age people would have lived.
civilization	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.

Prior Knowledge Expectations
Organise a number of artefacts by age
Know what a number of older objects were used for
Know that children's lives today are different to those of children a long time ago
Sticky Knowledge about the Stone-age period
<input type="checkbox"/> The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
<input type="checkbox"/> The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
<input type="checkbox"/> The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.
<input type="checkbox"/> During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
<input type="checkbox"/> During the Neolithic Age (towards the end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Exciting Books

Key Knowledge
Know how Britain changed between the beginning of the Stone Age and the Iron Age
Know the main difference between the Stone, Bronze and Iron Ages
Know what is meant by 'hunter-gatherers'

# The Romans Year 4 Knowledge Mat

## Subject Specific Vocabulary

<b>centurion</b>	A commander of a group of 100 Roman soldiers.
<b>emperor</b>	The Roman leader of the Roman Empire during the imperial period.
<b>aqueduct</b>	A large system, like a bridge, for carrying water from one place to another.
<b>gladiator</b>	A gladiator was an armed fighter who entertained audiences in the Roman Republic.
<b>Londinium</b>	This was the Roman name for London.
<b>conquer</b>	To overcome and take control of people or land using military force.
<b>invade</b>	Enter a place or land with the intention of occupying it.
<b>Romanisation</b>	When the countries that the Romans conquered became very much like Rome.
<b>senate</b>	Similar to the Roman version of our parliament.
<b>Roman baths</b>	A number of rooms designed for bathing, relaxing, and socialising, as used in ancient Rome.

## Prior Knowledge of Experience

Children should know about the Stone Age period and how Britain changed through the Stone, Bronze and Iron Ages.

Children should have some understanding about how different life was for boys and girls.

## Sticky Knowledge about the Romans

- ☐ Know how Britain changed from the Iron Age to the end of the Roman occupation
- ☐ Know how the Roman occupation of Britain helped to advance British society
- ☐ Know that there was resistance to the Roman occupation and know about Boudica
- ☐ Know about at least one famous Roman emperor
- ☐ Know why the Romans came to Britain in the first place.
- ☐ Know why Britain was a difficult place to conquer and why the first invasion failed

## Exciting Books



## Important Places

### Colosseum

An oval amphitheatre in the centre of Rome which held up to 50,000 people.

### Hadrian's Wall

A long wall built by the Romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attractions.



# Anglo-Saxon: KS2 Knowledge Mat

## Subject Specific Vocabulary

<b>archaeologist</b>	People who discover our history by looking at artefacts that have been found.
<b>Anglo-Saxon kingdoms</b>	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.
<b>shires</b>	Saxon lands were divided into shires, which helped to make up the counties we have today
<b>Shire reeve</b>	The peace officer of a shire, later known as 'sheriff'.
<b>thane</b>	An important Anglo-Saxon person.
<b>legacy</b>	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
<b>Wessex</b>	Known today as Dorset, Hampshire, Somerset and Wiltshire.
<b>Witan or witenagemot</b>	A council that helped the Saxon king rule.
<b>wergild</b>	A fine imposed for stealing or killing.
<b>churl</b>	A lower-class Anglo-Saxon but thought of as being more important than a slave.
<b>Mercia</b>	Known today as East Anglia, Essex, Kent and Sussex.



## Sticky Knowledge about the Anglo-Saxons

- ☐ The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.
- ☐ The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- ☐ They came to Britain from across the North Sea in the middle of the 5<sup>th</sup> Century.
- ☐ 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.

## Exciting Books



## Anglo-Saxon Key Knowledge

Know how Britain changed between the end of the Roman occupation and 1066

Know about how the Anglo Saxons attempted to bring about law and order into the country

Know that during the Anglo-Saxon period Britain was divided into many kingdoms

Know that the way the kingdoms were divided led to the creation of some of our county boundaries today

Use a time line to show when the Anglo-Saxons were in England

# Crime and Punishment: Year 6 Knowledge Mat

Subject Specific Vocabulary	
medieval	Relates to the Middle Ages from 500 to 1500AD.
pillory	A wooden framework with holes for head and hands in which offenders were formally imprisoned.
blasphemy	The action or offence of speaking sacrilegiously about God or sacred things.
trial by ordeal	A method of deciding someone's guilt by using primitive methods, usually involving fire or water.
weregild	Blood money which was extracted from wrong doers in Saxon times.
assizes	Periodic courts held in each county in England and Wales to administer civil and criminal law.
judge	A public officer appointed to decide cases in a law court.
judiciary	The part of a country's government that is responsible for its legal system.
jury	A body of people (12 in number) chosen to make a judgment on issues.
high court	A supreme court of justice.
trial by battle	When the guilt of someone was decided by a battle between two people.
torture	An action of inflicting severe pain or suffering on someone in order to get them to say something.



## Key Knowledge and Skills

- ☐ Know about crime and punishment in British history and how punishment has changed through the ages
- ☐ Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- ☐ Order an increasing number of significant events, movements and dates on a timeline using dates accurately
- ☐ Describe main changes in a period in history using words such as: social, religious, political, technological and cultural
- ☐ Select relevant sections of information to address historically valid questions and construct detailed, informed responses

