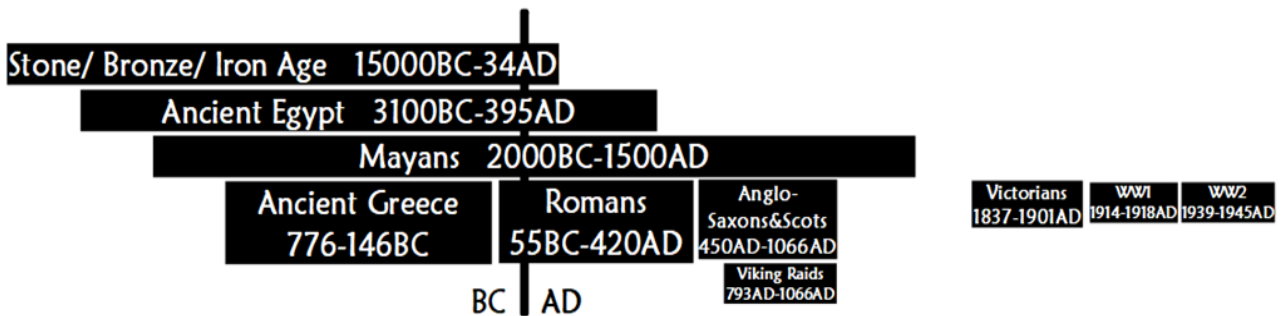
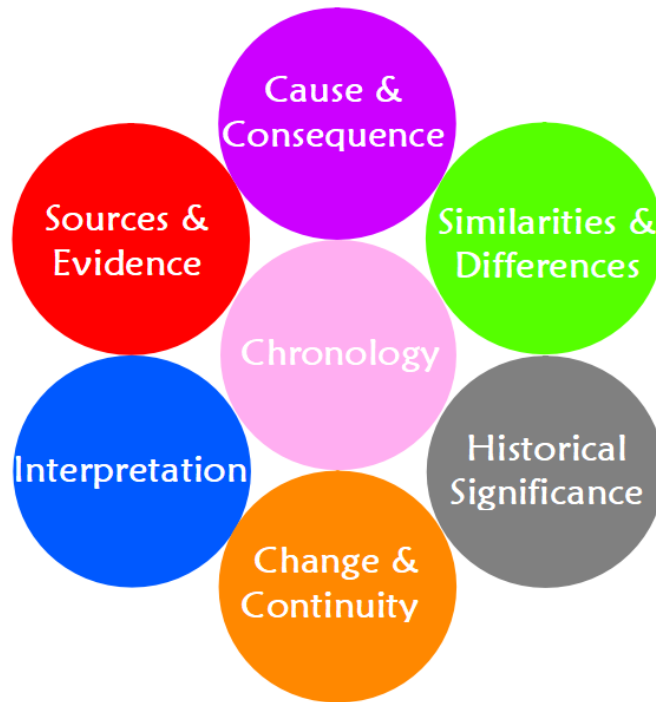


# Angram Bank History Curriculum



## History at Angram Bank

Our **intention** is to inspire our pupils to be more enthusiastic to learn more about the past. We strive to give children a coherent knowledge of Britain's past and that of the wider world. We want children to not only understand the narrative of different points of History, but to also have the chronological understanding how History links and overlaps from the earliest times to present day. The History curriculum is **implemented** through a carefully planned and sequenced curriculum. Children will learn about three different periods of History per year in a chronological order. \*Children gain a progressive understanding of seven key historical concepts: Chronology, Sources and Evidence, Cause and Consequence, Similarity and Difference, Historical Significance, Change and Continuity and Interpretation. The **impact** of our curriculum is that children think like historians and are equipped to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. They understand the chronology of the History they have studied and can explain their knowledge as a coherent narrative.

## How History is taught at Angram Bank

In our History lessons, we ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

**Substantive knowledge:** Is knowledge of substance of our curriculum, such as people, dates and features of something for example, recalling the features of a WW1 trench and being able to explain why they are dug in criss-crossed fashion.

**Disciplinary knowledge:** Is the skills our children develop to interpret the past. Essentially, how do we know what we know? *"I know WW1 soldiers were terrified of charging across No-man's land because in History we looked at a soldier's diary in our **Sources & Evidence lesson** and we read about all the feelings the soldiers experienced the night before the big push.*

So that our pupils are able to learn more and know more, we believe it is vital that our history curriculum develops both substantive and disciplinary knowledge.

## What does a unit sequence look like?

Each lesson starts with **retrieval practice** from previous lessons and has identified end points, which provides children with the opportunity to demonstrate their learning.

Each unit of learning is purposely structured chronologically because the exact order in which events occur helps us understand the cause and the effect of those events, and thereby allow us to step back and view the "big picture" of history - how and why events unfold in the way they do, and how they are related.

Each teaching unit begins by revisiting the timeline, looking at the geography of the area and looking at what the place is like in the present day. Interleaving other subjects into the History curriculum is essential in developing children's **schemas** and furthering their **hinterland**. **Interleaved** links to other subject areas have been highlighted in the planning. SMSC/ Cultural Capital links are made explicit within each teaching sequence.

All units are taught through a sequence of seven lessons, which cover the essential historical concepts: **Chronology**, **Sources and Evidence**, **Cause and Consequence**, **Similarity and Difference**, **Historical Significance**, **Change and Continuity** and **Interpretation**. This **spaced repetition** approach means that our children cover these historical concepts a total of 21 times during their time at Angram Bank, which consolidates their understanding and broader application of these skills. This process of spaced repetition is absolutely vital in developing our children to think like historians, which will allow them to continue to attain knowledge in their future learning regardless of the subject or topic.

## Angram Bank's Seven Historical Concepts

At Angram Bank, our aim is to ensure that pupils become historians who can confidently attain knowledge about any period of History they study. In order to do this, we teach History through the lense of seven historical concepts: **Chronology**, **Cause and Consequence**, **Change and Continuity**, **Similarity and Difference**, Historical Significance, **Sources and Evidence** and **Interpretation**. These concepts are interwoven into the unit's learning objectives so that they are discreetly taught. This develops children's disciplinary knowledge which will enable them to successfully unpick historical knowledge and interpret the past throughout their life. Below is an explanation of each concept.

**Concept 1– Chronology:** This is about the study of exactly when things happened within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils with a secure chronological framework are better to navigate the past, contextualize and remember information about specific events.

**Concept 2 - Cause and Consequence:** This is about how historians make judgements about why events occurred and why people acted as they did as well as what the consequences of events were.

For example, this concept would be addressed in the Learning Objective: *To identify the cause and consequences of Julius Caesar's assassination.*

**Concept 3 - Change and Continuity:** This is about developing an understanding of the extent, pace or nature of change across periods and how historians make judgements.

For example, this concept would be addressed in the Learning Objective: *To explore the changes and continuity between the religious beliefs of the modern and ancient Greeks.*

**Concept 4 - Similarity and difference:** This is about the analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.

For example, this concept would be addressed in the Learning Objective: *To explore the similarities and differences between rich and poor people in Victorian England.*

**Concept 5 - Historical Significance:** This is about how and why historical events, trends and individuals are deemed worthy of study by historians.

For example, this concept would be addressed in the Learning Objective: *To explore the significance of Charles Dickens in raising social awareness.*

**Concept 6 - Sources and Evidence:** This is about how historians use sources to construct, challenge or test claims about the past.

For example, this concept would be addressed in the Learning Objective: *To use sources and evidence to learn more about the process of mummification.*

**Concept 7 - Interpretation:** This is about the how and why interpretations of the past are different and understanding that knowledge of the past is a construction rather than a direct copy of that past.

For example, this concept would be addressed in the Learning Objective: *To apply our knowledge of WW1 to evaluate the fairness of the Treaty of Versailles.*

## National Curriculum Links

FS1	All about me—their present day lives including family and friends What is the past? - Within the school day/week. Very recent past of their lives.	
FS2	What is a timeline? - Timelines of school, their lives, a story etc. Re-visit all about me Past and Present through stories and key events. Dinosaurs (Pre-historic)	
Y1	My family timeline - Within living memory	
	The 1960s - Within living memory Neil Armstrong and Tim Peake—Significant Individuals	
Y2	World War Two - Within living memory Significant historical events, people and places in their own locality	
	The Great Fire of London - Beyond living memory Samuel Pepys—significant individual	
Y3	Changes in Britain from the Stone Age to the Iron Age <b>Stone Age - 15,000BC-34AD</b> <b>Bronze Age - 15,000BC-34AD</b> <b>Iron Age - 15,000BC-34AD</b>	
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. <b>Ancient Egypt 3100BC—395AD</b>	
Y4	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <b>Mayan Civilization 2000BC-1500AD</b>	
	Ancient Greece – a study of Greek life and achievements and their influence on the western world <b>Ancient Greece 776BC - 146BC</b>	
Y5	The Roman Empire and its impact on Britain <b>Roman Empire 43AD-420AD</b>	
	Britain's settlement by Anglo-Saxons and Scots <b>Anglo Saxons &amp; Scots 450AD-1066AD</b>	
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>Viking Raiders 793AD-1066AD</b>	
Y6	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 & A local history study <b>Victorians 1837 - 1901 AD</b>	chronological
	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 <b>World War I 1914 - 1918 AD</b>	chronological
	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066 <b>World War II 1939 - 1945 AD</b>	chronological

## Foundation Stage

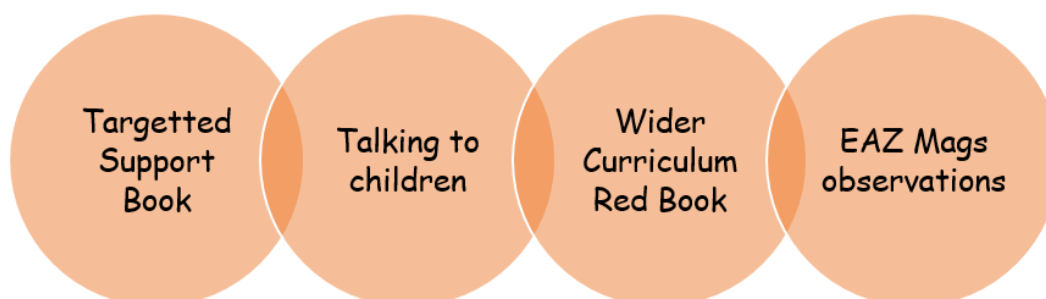
### Understanding the world: Past and Present

Intent: By the end of Foundation Stage children will be able to talk about past and present events in their own lives, lives of family members and of those in society. Children will be confident speakers when discussing similarities and differences between things in the past and now. Children will use what they have read in class to share their opinions and interests when talking about historical moments.

#### Sequence of implementation

History Big Bus Curriculum				
	Autumn	Spring	Summer	Key Vocabulary
FS1	<ul style="list-style-type: none"> <li>All about me - 'Who am I?'</li> <li>What is time - daily routines and concept of time.</li> <li>Traditions over time</li> </ul> <p><i>It is okay to be different.</i></p>	<ul style="list-style-type: none"> <li>All about me - My family.</li> <li>Traditions over time - sharing personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing special events in our own lives.</li> <li>Past through stories and traditional tales.</li> </ul>	Me, myself, family, remember, baby, now, time, day
FS2	<ul style="list-style-type: none"> <li>Re-visit All about me.</li> <li>What is a timeline?</li> </ul> <p>Children to understand the concept of a timeline and to sequence their own personal milestones.</p> <ul style="list-style-type: none"> <li>Provide curiosity and experiences through stories.</li> </ul> <p><i>All children develop at different rates/stages.</i> <i>Everyone is unique.</i></p>	<ul style="list-style-type: none"> <li>Past and Present through a variety of stories.</li> </ul> <p>Children to deepen their learning and understanding of the past using photographs, objects and events in books.</p> <p><i>Discussion of how cultures, morals and expectations change through generations and periods.</i></p>	<ul style="list-style-type: none"> <li>Dinosaurs (pre-historic)</li> </ul> <p>Discussing time further in the past through a variety of stories and events.</p>	Timeline, life, cycle, grow, change, remember, baby, toddler, infant, adult.

#### Where will we see the impact?



## History - The National Curriculum

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims** The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Key Stage One**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## History - The National Curriculum

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims** The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key Stage Two

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

## Angram Bank's History End Points

### **Year 3 Endpoints**

- Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements
- Pupils can understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time
- Pupils can identify the key changes in Britain from Stone Age, to Bronze Age, to Iron Age
- Pupils can apply our concepts and make some connections
- Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses
- Pupils can gain historical perspective and understand connections between local, regional and international history
- Pupils can place the events studied into a chronological framework and gain historical perspective

### **Year 4 Endpoints**

- Pupils can ask perceptive questions, begin to think critically, weigh evidence, sift arguments and develop historical judgements
- Pupils can understand the complexity of people's lives, the processes of change and the diversity of societies as well as the challenges of their time
- Pupils can know and understand significant aspects of the history of the wider world and the nature of ancient civilisations.
- Pupils can identify and discuss the Mayans and compare their history to that of other civilisations.
- Pupils can apply our concepts and make connections.
- Pupils can draw contrasts, analyse trends, frame historical questions and create their own accounts including written narratives and analyses.
- Pupils can place the events studied into a chronological framework and gain historical perspective



## Angram Bank's History End Points

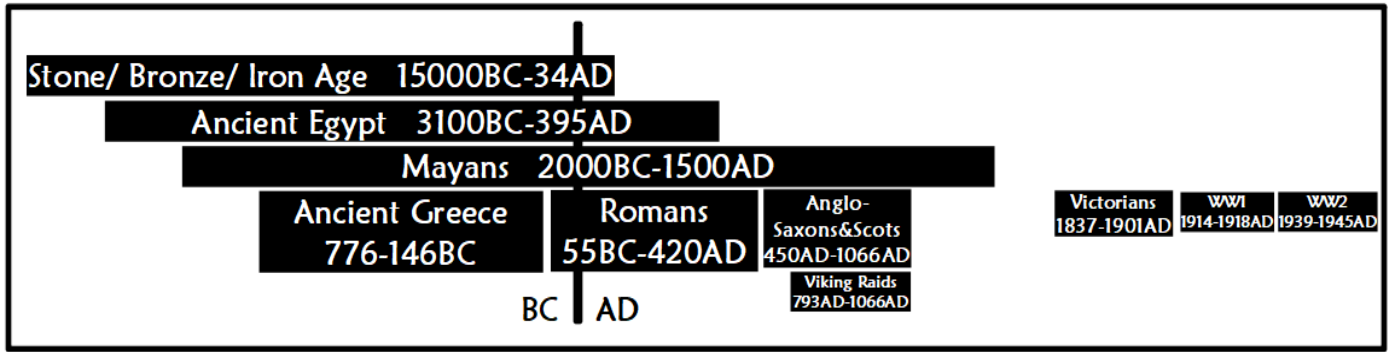
### **Year 5 Endpoints**

- Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Pupils can know and understand significant aspects of the history of the wider world, such as the expansion and dissolution of the Roman Empire
- Pupils can gain and deploy a historically grounded understanding of abstract terms such as 'empire', and 'civilisation'
- Pupils can discuss the impact of the Roman Empire on Britain
- Pupils can identify the key changes in Britain from the Anglo Saxon invasions to the Viking
- Pupils understand our historical concepts and use them to make connections and contrasts
- Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information

### **Year 6 Endpoints**

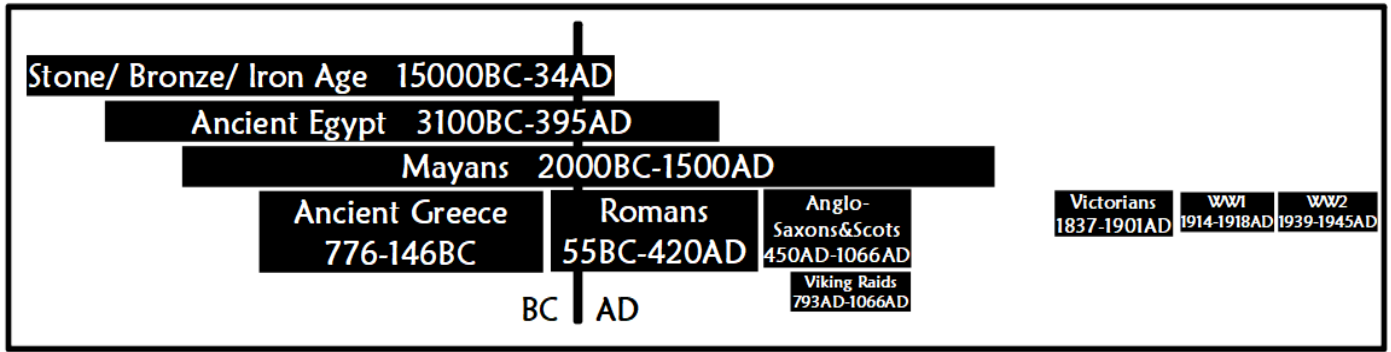
- Pupils can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Pupils can know and understand significant aspects of the history of the wider world: such as colonisation, technological advancement and the impact of both world wars
- Pupils can understand our historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured response to questions
- Pupils can understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Pupils can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- Pupils can construct informed responses that involve thoughtful selection and organisation of relevant historical information

## Year 3 History Vocabulary



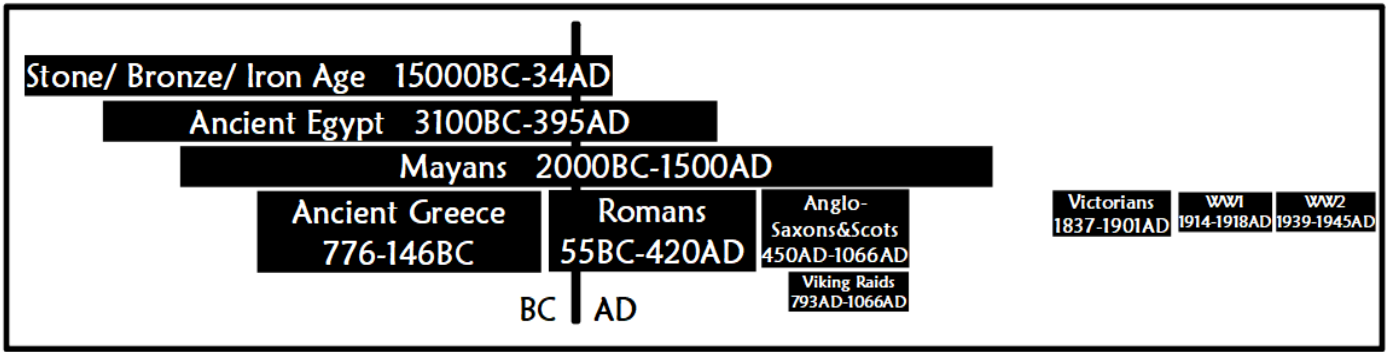
Stone Age Vocabulary	Bronze Age Vocabulary	Iron Age Vocabulary	Ancient Egypt Vocabulary
<p><b>Ancestors:</b> relatives from long ago</p> <p><b>Consequence:</b> result or effect</p> <p><b>Climate:</b> weather conditions of a place</p> <p><b>Nomadic:</b> travelling from place to place</p> <p><b>Communal:</b> shared by a group of people</p> <p><b>Historical sources:</b> things that give information about the past</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Identities:</b> who people are</p> <p><b>Density:</b> how much an area is filled or covered with people or things.</p> <p><b>Scavenging:</b> searching for something</p> <p><b>Technology:</b> the use of scientific discoveries for practical purposes</p> <p><b>Migrate:</b> move from one place to another</p> <p><b>Permanent:</b> lasting forever</p> <p><b>Predators:</b> animals that kill and eat other animals.</p> <p><b>Sophisticated:</b> advanced</p> <p><b>Preoccupied:</b> thinking a lot about something</p> <p><b>Processions:</b> groups of people walking in line at a public event.</p>	<p><b>Societies:</b> people living together in organised groups</p> <p><b>Ancient:</b> from a long time ago</p> <p><b>Trade:</b> buy, sell or exchange goods</p> <p><b>Custom:</b> a traditional way of doing something</p> <p><b>Hoard:</b> a secret store of valuable items.</p> <p><b>Approximately:</b> nearly</p> <p><b>Technology:</b> the use of scientific discoveries for practical purposes</p> <p><b>States:</b> organised communities under their own government</p> <p><b>Irrigation:</b> supplying land with water</p> <p><b>Communication:</b> sharing information</p> <p><b>Extracting:</b> taking out of the ground</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Preserved:</b> kept in its original state</p> <p><b>Intricate:</b> with many small parts and details</p> <p><b>Communal:</b> shared by a group of people</p>	<p><b>Conquest:</b> conquering (taking control of) a country or group of people.</p> <p><b>Significant:</b> important</p> <p><b>Influential:</b> makes people take notice</p> <p><b>Legacy:</b> something left behind after death</p> <p><b>Consequence:</b> result or effect</p> <p><b>Fortified:</b> protected against attack</p> <p><b>Ore:</b> a rock that metal comes from</p> <p><b>Civilisations:</b> organised people with their own culture</p> <p><b>Specialist:</b> with knowledge in a particular field</p> <p><b>Efficient:</b> with minimum wasted energy</p> <p><b>Dominant:</b> powerful or with influence</p> <p><b>Fortifications:</b> buildings, walls, ditches built to protect a place</p> <p><b>Inhabited:</b> lived in</p> <p><b>Surplus:</b> more than you need</p>	<p><b>Influential:</b> makes people take notice</p> <p><b>Fertile:</b> able to support the growth of plants</p> <p><b>Irrigation:</b> supplying land with water</p> <p><b>Immortality:</b> the ability to live forever</p> <p><b>Rituals:</b> religious services that follow set patterns</p> <p><b>Decipher:</b> work out what something says</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Canopic jars:</b> containers holding organs from a body</p> <p><b>Sarcophagus:</b> decorative container for a body</p> <p><b>Mummy:</b> preserved body</p> <p><b>Temples:</b> places of worship</p> <p><b>Engineering:</b> using scientific knowledge to build</p> <p><b>Architects:</b> people who design buildings</p> <p><b>Commemorate:</b> remember</p> <p><b>Achievements:</b> things done successfully after lots of effort</p> <p><b>Afterlife:</b> a life some people believe begins when you die</p> <p><b>Preserve:</b> protect from decay or damage</p> <p><b>Essential:</b> very important</p> <p><b>Embalmed:</b> preserved with special substances</p> <p><b>Eternity:</b> time without end</p> <p><b>Pharaoh:</b> king or queen</p>

## Year 4 History Vocabulary



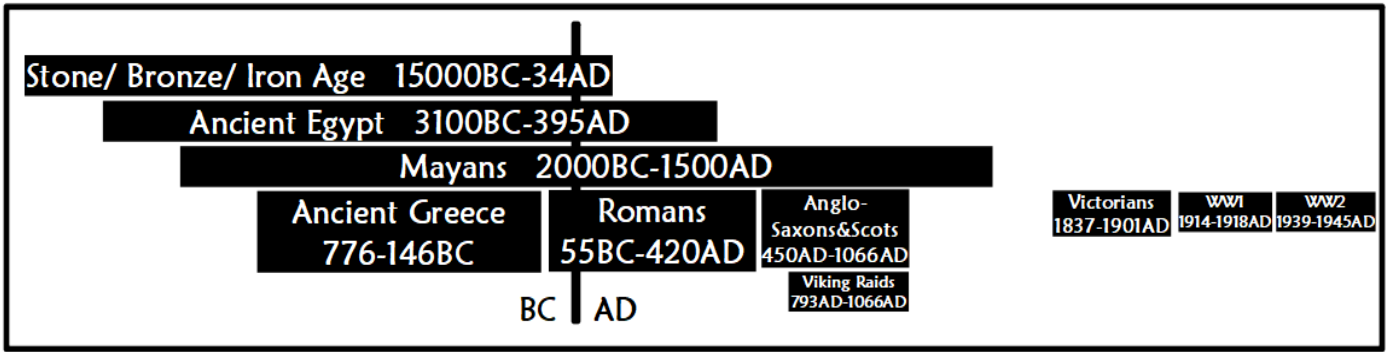
Mayan Vocabulary	Ancient Greek Vocabulary
<b>Abandoned:</b> left for a long time	<b>Democracy:</b> a system of government in which people choose who is in charge by voting in elections
<b>Overpopulation:</b> too many people	<b>Citizens:</b> people who belong to a place
<b>Uninhabitable:</b> cannot be lived in	<b>Philosophy:</b> study of how people think and live
<b>Traditions:</b> customs that have existed for a long time	<b>Historical sources:</b> things that give information about the past
<b>Irrigation:</b> supplying land with water	<b>Literature:</b> written work, especially with artistic value
<b>Terracing:</b> steps built into sloping land	<b>Architects:</b> people who design buildings
<b>Architects:</b> people who design buildings	<b>Friezes:</b> decoration high on a wall
<b>Agriculture:</b> farming and keeping animals	<b>Acoustics:</b> the features of a building that affect how sound is heard
<b>Expansion:</b> process of becoming bigger	<b>Engineering:</b> using scientific knowledge to build
<b>Yields:</b> amounts of crops produced	<b>Generation:</b> people in a group of a similar age
<b>Sacrifice:</b> to kill an animal or person in a religious ceremony	<b>Demigods:</b> less important gods, usually half human, half god
<b>Ceremony:</b> a formal event at which special things are done	<b>Techniques:</b> particularly skilful methods for doing something
<b>Anthropologists:</b> people who study societies and cultures	<b>Amphoras:</b> two-handled, narrow necked jars for oil or wine
<b>Innovations:</b> new ways of doing something	<b>Lekythos:</b> flasks with a narrow neck
<b>Codices:</b> plural of codex (an ancient type of book written by hand).	<b>Civilisations:</b> organised groups of humans with their own culture
<b>Conquistadors:</b> Spanish conquerors	<b>Democratic:</b> based on the idea that everyone has equal rights and is involved in making decisions.

## Year 5 History Vocabulary



Roman Empire Vocabulary	Anglo-Saxon Vocabulary	Viking Raids Vocabulary
<p><b>Turmoil:</b> a state of confusion and uncertainty</p> <p><b>Frontiers:</b> borders between countries</p> <p><b>Territory:</b> land controlled by a ruler</p> <p><b>Constitution:</b> a system of laws and rules</p> <p><b>Dictator:</b> a ruler with total power over a country</p> <p><b>Assassinated:</b> killed for political reasons</p> <p><b>Territories:</b> lands controlled by a ruler</p> <p><b>Emperor:</b> man who rules an empire</p> <p><b>Sanitation:</b> keeping places clean with a sewage system and clean water supply</p> <p><b>Resistance:</b> fighting back against attacker</p> <p><b>Economy:</b> how money and trade is organised</p> <p><b>Importing:</b> buying goods from another country</p> <p><b>Exporting:</b> selling goods to another country</p> <p><b>Prosperous:</b> wealthy</p> <p><b>Acknowledged:</b> recognised</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Erosion:</b> gradual destruction</p> <p><b>Mosaics:</b> pictures made from pieces of tile</p> <p><b>Construction:</b> the building of things</p> <p><b>Architects</b> people who design buildings.</p>	<p><b>Descendants:</b> relatives from later generations</p> <p><b>Conquered:</b> took control of by force</p> <p><b>Stability:</b> being unlikely to change</p> <p><b>Collapse:</b> complete end</p> <p><b>Chaos:</b> confusion</p> <p><b>Upheaval:</b> big change</p> <p><b>Consequences:</b> results or effects</p> <p><b>Independent:</b> on its own</p> <p><b>Allegiance:</b> support of a person or group</p> <p><b>Medieval:</b> the period of European History between 476CE and 1500CE</p> <p><b>Legacy:</b> something left behind after death</p> <p><b>Christianisation:</b> conversion to Christianity</p> <p><b>Pagan:</b> relating to religious beliefs other than those of the main world religions</p> <p><b>Literature:</b> written work, especially with artistic value</p>	<p><b>Scandinavia:</b> Norway, Sweden and Denmark</p> <p><b>Explorers:</b> people who travel to a new place to discover what is there</p> <p><b>Colonised:</b> settled in a place</p> <p><b>Evidence:</b> proof, information showing whether something is true</p> <p><b>Raid:</b> enter a place to steal something</p> <p><b>Accounts:</b> written or spoken reports of something that happened</p> <p><b>Colonise:</b> go and live somewhere and take control of it</p> <p><b>Seaborne:</b> carried on a ship</p> <p><b>Navigation:</b> finding a way around</p> <p><b>Symmetrical:</b> with two halves exactly the same</p> <p><b>Reputation:</b> beliefs held about someone</p> <p><b>Colonisation:</b> taking control of a place and living there</p> <p><b>Volatile:</b> likely to change suddenly</p> <p><b>Descendant:</b> relative from later generations</p>

## Year 6 History Vocabulary



Victorians Vocabulary	WW1 Vocabulary	WW2 Vocabulary
<p><b>Empire:</b> a number of nations controlled by one country</p> <p><b>Poverty:</b> being extremely poor</p> <p>Revolution: important change</p> <p><b>Consequence:</b> result or effect</p> <p>Law: a set of rules</p> <p><b>Conditions:</b> how good or bad something is</p> <p><b>Innovations:</b> new ways of doing something</p> <p><b>Workforce:</b> people available to do a job</p> <p><b>Economy:</b> the wealth a country gets from business and industry</p> <p><b>Representation:</b> speaking on behalf of someone else</p> <p><b>Parliament:</b> a group of people who make or change laws.</p> <p><b>Exploration:</b> the process of exploring</p> <p><b>Uncharted:</b> not yet mapped, unfamiliar</p> <p><b>Missionaries:</b> people sent to a foreign country to teach about their religion</p> <p><b>Achievements:</b> things done successfully after lots of effort</p> <p><b>Raj:</b> British rule in India</p>	<p><b>Alliance:</b> a group of countries working together</p> <p><b>Empire:</b> a number of nations controlled by one country</p> <p><b>Rebellion:</b> a violent action by people trying to change their country</p> <p><b>Assassinated:</b> killed for political reasons</p> <p><b>Heir:</b> the person who will be King or Queen of a country next</p> <p><b>Treaty:</b> a written agreement between countries</p> <p><b>Armistice:</b> an agreement between countries who are at war to stop fighting</p> <p><b>Reparations:</b> a sum of money that a defeated country pays to a victorious country to cover the damage and injuries that it caused</p> <p><b>Subjugated :</b> taking control of people after you defeat them in war</p> <p><b>Monarch:</b> King or Queen of a country</p> <p><b>Trench:</b> a long narrow channel in the ground used by soldiers to protect themselves from the enemy</p> <p><b>Nation:</b> an individual country</p> <p>No-man's land: space between two trenches that is being fought over</p> <p><b>Bayonet:</b> a blade that can be fixed onto the end of a rifle and used as a weapon</p> <p><b>Khaki:</b> a strong material of a greenish brown colour used as uniforms for British soldiers.</p>	<p><b>Communism:</b> a political belief system</p> <p><b>Significant:</b> important</p> <p><b>Influences;</b> effects of what people say or do</p> <p><b>Decades:</b> periods of ten years</p> <p><b>Evacuated:</b> removed from a dangerous place</p> <p><b>Holocaust:</b> the deliberate mass murder of Jews and political prisoners by the Nazis</p> <p><b>Legacies:</b> things left behind from the past</p> <p><b>Declaration:</b> official announcement</p> <p><b>Dispute:</b> argument or disagreement</p> <p><b>Rationing:</b> limiting the amount of food, water or fuel</p> <p><b>Evacuation:</b> removal to a place of safety</p> <p><b>Propaganda:</b> communication used to influence the opinion of others</p> <p><b>Amphibious:</b> (of a military operation) with forces landing from the sea</p> <p><b>Blitz:</b> when a city (like London) was bombed heavily</p> <p><b>Atomic:</b> power that is produced by splitting atoms</p>