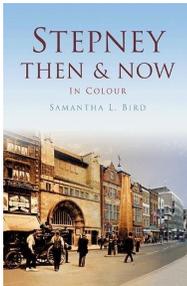
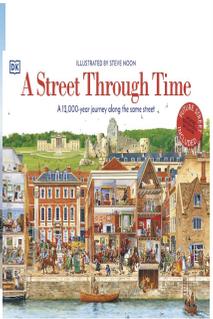
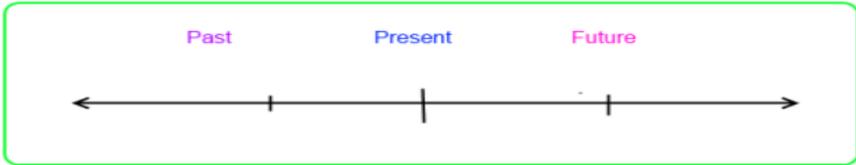


Using photographs from the past Year 1 Knowledge Mat

Subject Specific Vocabulary for using photographs		Books	
black and white photograph	The art or practice of taking and processing photographs. In the past photos were in black and white.	 	 
colour photography	The art or practice of taking and processing photographs. In more recent times photos are processed in colour.		
camera	A device for recording visual images in the form of photographs, film, or video signals.	<p style="text-align: center;">Sticky knowledge for using photographs from the past</p> <ul style="list-style-type: none"> <input type="checkbox"/> Photography has been around for nearly 200 years so photographs are very useful for finding out about the recent past. <input type="checkbox"/> Colour photography is about a hundred years old but it wasn't common until the 1960s <input type="checkbox"/> Photographs can show us a great deal about major national events, ordinary lives, how things worked and what places looked like <input type="checkbox"/> Photographs are a great primary source of evidence for us to use to see what things used to look like in the past and compare to how we see things now 	
generation	All of the people born and living at about the same time, collectively.		
past	Gone by in time and no longer existing. Any time before the present.		
present	Existing or occurring now.		
birth	When people and animals are born.	<p style="text-align: center;">Timeline</p> 	
recent	Having happened a short time ago.		
coronation	The act or ceremony of crowing a King or Queen		
compare	Examine something to notice the similarities and differences.		
change	A process through which something becomes different.		

Great Fire of London Year 2 Knowledge Mat

Subject Specific Vocabulary for the Great Fire of London

Stuarts	The Stuarts reigned from 1603 until 1714, more than a hundred years.
King Charles II	At the time of the fire King Charles the second was king.
Samuel Pepys	Samuel Pepys is famous for writing a diary which included the time the Great fire was raging through London.
Thomas Farriner	Thomas Farriner was the owner of the bakery. He was also King Charles II's baker.
Pudding Lane	The street where the fire started was called Pudding Lane. A bakery in Pudding Lane was responsible for starting the fire.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
Thames	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.
Diary	A persons record of life events.
bakery	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.
Drought	Before the fire started there had been a 10 month drought in London so everything was very dry when the fire started.



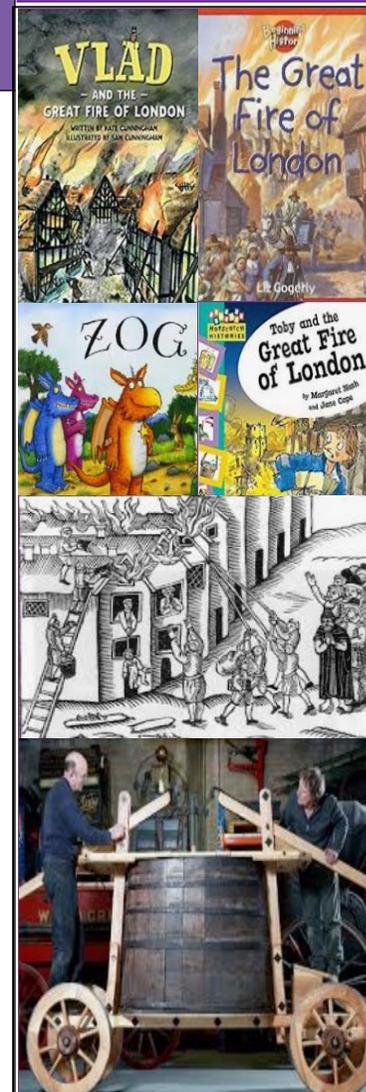
Sticky Knowledge about history beyond living memory

- Know that fire spread very quickly because the houses were built very close to each other and made of wood.
- Know that the way houses were built and the lack of an effective and organised firefighting service played a part in this terrible event
- Know the weather in the days before played a part in this terrible event
- Know that the fire lasted for 4 days and destroyed large areas of London, making thousands of people homeless.
- 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.
- Know that the fire started in a bakery in Pudding Lane in London.

Timeline

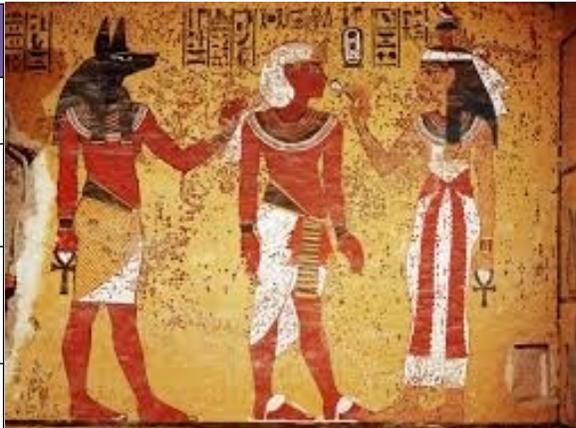
- Sunday 2nd September 1666:**
A fire broke out at 1am in a bakery on Pudding Lane.
- Samuel Pepys starts to write about the fire in his diary.
- ↓
- Monday 3rd September 1666:**
People started to leave the city, many by boats on the Thames.
- The fire gets very close to The Tower of London.
- ↓
- Tuesday 4th September 1666:**
The fire continued to burn despite the best efforts of fire fighters.
- The fire was so great it could be seen as far away as Oxford.
- ↓
- Wednesday 5th September 1666:** St Paul's Cathedral was completely destroyed by the fire.
- The wind died down and the fire stopped spreading.
- ↓
- Thursday 6th September 1666:**
The fire was finally extinguished.
- Over 100,000 people were left homeless.

Exciting Books

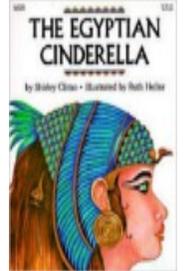
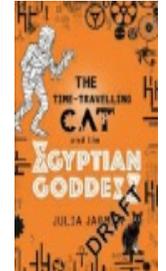
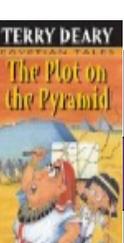
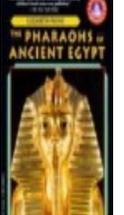


Ancient Egypt Year 3 Knowledge Mat

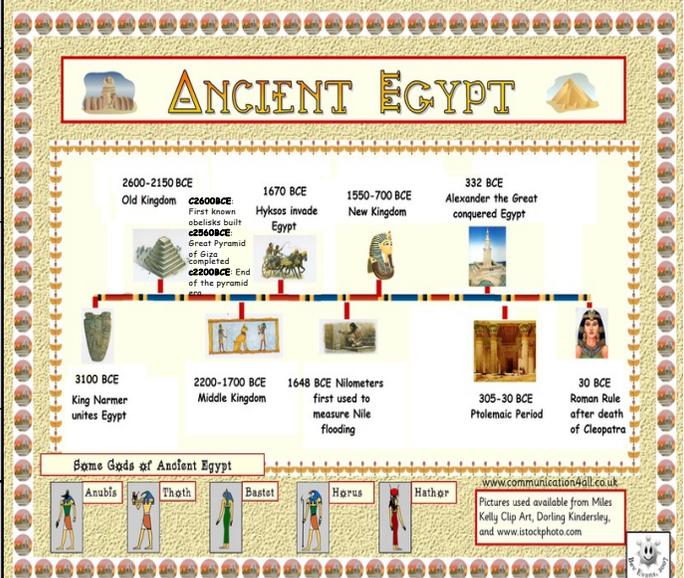
Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
pharaohs	The word pharaoh originally meant 'great house', meaning the royal palace in ancient Egypt. The word came to be used for the Egyptian king or queen.
tombs	A place where people were buried when they died. Ancient Egypt is known for its magnificent and beautiful tombs. The most well known are within the pyramids in the Valley of the Kings.
pyramid	A geometrical term that refers to part of the burial complexes for Egyptian pharaohs.
hieroglyphs	The translation of this means 'sacred carvings'. It was the formal writing system used in Ancient Egypt, used for writing the Egyptian language.
Nile	The river that flows Northward through Egypt. It provided ancient Egypt with fertile soil and water for irrigation, as well as a means of transporting materials for building projects.
Mediterranean	A sea connected to the Atlantic Ocean, that is almost completely enclosed by land. The Nile flows Northward to the Mediterranean.
sarcophagus	Sarcophagus is a Greek word meaning flesh-eating and refers to the decorative container for a body.
mummy	Remains of a body found inside the carved and brilliantly painted burial case known as a sarcophagus.
papyrus	An Egyptian plant whose reeds are slit and placed in layers in order to form paper.
scarab	Scarabs are amulets formed to look like the dung beetle, an animal associated by the ancient Egyptians with life, rebirth and the sun god Re.



Sticky Egyptian knowledge
<ul style="list-style-type: none"> ☐ Cleopatra was the last pharaoh of Egypt before the Romans took over. ☐ Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter. ☐ The River Nile is the life source upon which life in Ancient Egypt flourished. It created (and still creates) banks of fertile soil for the Egyptians to live and farm on. ☐ Egyptian men and women wore make-up. ☐ The Egyptians worshiped many gods and goddesses these could be human or part human part animal. Ra was the most important god, he was god of the sun and the lord of the other gods. Another important god was Anubis, he was god of the dead and was often seen with a head of a dog. ☐ The Egyptians were the first civilization to invent writing. ☐ This great civilization continued until the death of Cleopatra VII 30 BCE when Egypt fell to the Roman Empire.

Egyptian Artefacts	Exciting books
<p>scara b</p>  <p>sphin x</p>  <p>death mask</p> 	    

Timeline



ANCIENT EGYPT

2600-2150 BCE Old Kingdom
 2600 BCE First known obelisks built
 2580 BCE Great Pyramid of Giza completed
 2200-1700 BCE Middle Kingdom
 1670 BCE Hyksos invade Egypt
 1648 BCE Nilometers first used to measure Nile flooding
 1550-700 BCE New Kingdom
 332 BCE Alexander the Great conquered Egypt
 305-30 BCE Ptolemaic Period
 30 BCE Roman Rule after death of Cleopatra

3100 BCE King Narmer unites Egypt

Some Gods of Ancient Egypt

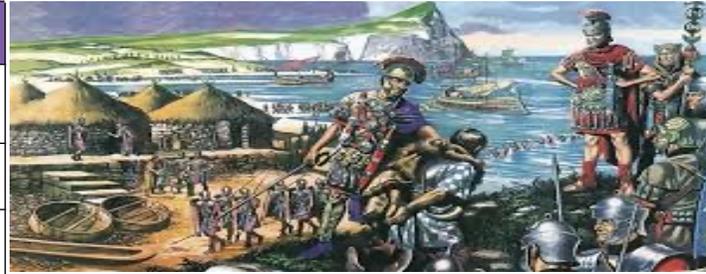
Anubis, Thoth, Bastet, Horus, Hathor

www.communication4all.co.uk
 Pictures used available from Miles Kelly Clip Art, Dorling Kindersley, and www.istockphoto.com

The Romans Year 4 Knowledge Mat

Subject Specific Vocabulary

invasion	Enter a place or land with the intention of occupying it.
conquer	To overcome and take control of people or land using military force.
emperor	The leader of an empire. Similar to a King or Queen
Celts	Tribes of British people who lived here before the Roman invasion
temple	A place of worship. A house of a Roman God or Goddess.
mosaic	One picture made up of thousands of small tiles (tessellates)
senate	The Roman government.
Romanisation	When the countries that the Romans conquered became very much like Rome.
legion	One unit of the Roman army; had 4,000 to 6,000 soldiers in. Led by a centurion (commander).
Mediterranean	A large sea connected to the Atlantic Ocean. It is bordered by Europe on the north, Asia on the east, and Africa on the south.
aqueduct	A man-made channel of water (like a canal) used to get water to places that don't have a fresh supply



Sticky Knowledge about the Romans

- ❑ **Julius Caesar** was probably the best known Roman leader, he **invaded in 55BC** (55 years before Jesus was born). Nearly one hundred years later, in 43 A.D. (43 years after Jesus was born), Emperor Claudius organised the final and successful Roman invasion of Britain. **The Romans stayed in Britain for 400 years.**
- ❑ **The Romans left their mark on Britain** leaving us new towns, plants, animals, religion, and ways of reading and counting. They also invented roads, central heating, and aqueducts. Latin, the official Roman language, forms the roots of many of our words. We use Roman names for months (January, July) and planets (Mars, Jupiter)
- ❑ **Boudicca** was a **Celtic queen** who is famous for rising up **against the Roman occupation** in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of Britain now known as East Anglia.
- ❑ **Every Roman city had a public bath** where people came to bathe and socialize.
- ❑ **The Romans believed in lots of Gods/Goddesses.** There were gods for just about everything. The Romans even took on many of the gods of the people they conquered. Jupiter - Came from the Greek god Zeus. **Jupiter was the king of the gods and god of thunder and lighting.** He was the Patron God of Rome. Juno - Juno was the equivalent of the Greek goddess Hera. Juno was Jupiter's wife and queen of the gods. **Juno was considered the protector of Rome.**

Exciting Books



Important places

Colosseum

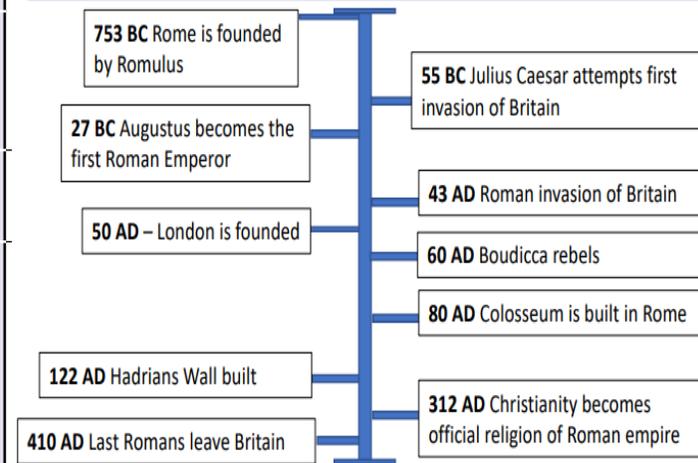
An oval amphitheatre in the centre of Rome where the Romans would go to be entertained. It held up to 50,000 people

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.**



Timeline

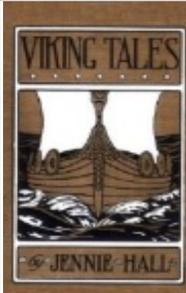


Vikings Year 5 Knowledge Mat

Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.
vicious	To be intentionally harmful or nasty. Vikings warriors were known to be vicious.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
Longhouse	A large hall-like building where many Viking families would live together.
longship	The narrow wooden boat used by Vikings to raid along coasts.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.
King Alfred	Known as Alfred the Great, he was King of the West Saxons, and then the Anglo-Saxons
Lady of the Mercians	She ruled the Anglo-Saxon kingdom of Mercia from 911 until her death in 918. She was the eldest child of King Alfred of Wessex, she was the warrior queen



Sticky Knowledge about the Vikings
<input type="checkbox"/> The Vikings, from Scandinavia, were excellent sailors, explorers and warriors.
<input type="checkbox"/> Not all Vikings were warriors. Many came in peace and became farmers.
<input type="checkbox"/> No Vikings wore horns in their helmets.
<input type="checkbox"/> Vikings spoke Norse, which had an alphabet made up of runes.
<input type="checkbox"/> 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.
<input type="checkbox"/> Vikings were pagans and often raided monasteries, looting gold.
<input type="checkbox"/> The most important Viking British city was York, or Jorvik as it was known by the Vikings.
<input type="checkbox"/> The Vikings established new Kingdoms, conquering some of those created by the Anglo-Saxons
<input type="checkbox"/> The battle with the Anglo-Saxons for control of Britain was long and bloody.

Exciting Books
 

Timeline
AD 793- First invasion to Britain raiding monasteries on the coast, including Lindisfarne.
AD 876- Vikings settle permanently in Britain.
AD 1001- Vikings land in America and establish a settlement.
AD 1066- Battle of Hastings take place and William the conqueror is crowned King.

Days of the week
The names for most of the days of the week originate from Vikings.
Monday – linked to the moon by the name Mani – Norse for Moon.
Tuesday named after the Viking God of War – Tyr.
Wednesday – named after Odin and known as Woden's Day.
Thursday – named after Thor, the God of thunder.

AD 700- The Viking Age begins.
AD 866- Danes capture York (which the Vikings called Jorvik) and make it their kingdom.
AD 886- King Alfred defeats the Vikings but allows them to settle in Eastern England.
AD 1014- King Canute of Denmark becomes King of England.
AD 1100- End of the Viking age.

London: The two World Wars Year 6 Knowledge Mat

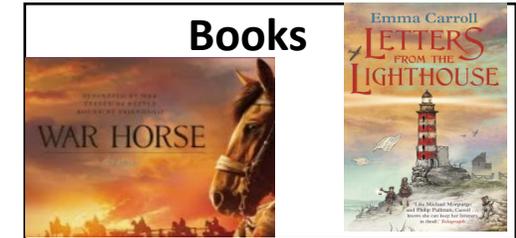
Subject Specific Vocabulary

home front	The term 'home front', refers to the activities of the people in their home countries, which support the military during a war. This is called the 'war effort'.
concentration camps	A place in which large numbers of people, are deliberately imprisoned in a relatively small area with inadequate facilities, to await mass execution.
civilians	All persons who are neither members of state armed forces nor members of an organised armed group.
evacuation	Organised movement of children and the vulnerable from towns and cities to safe zones.
evacuee	Someone who was evacuated, moved from a danger area to a safer place.
troops	A group of soldiers.
propaganda	Controlling news media (such as radio) to depict the war effort .
air raids	An attack in which bombs are dropped from aircrafts on to a ground target.
refugees	A person who has been forced to leave their country in order to escape war.
Kindertransport	Transport arranged for Jewish children to flee German occupied countries.



Sticky Knowledge

<input type="checkbox"/> Britain was part of two major world wars. World War I lasted from 1914-1918 and World War II lasted from 1939-1945.
<input type="checkbox"/> Although no fighting took place in Britain, life in Britain was very heavily affected by the wars. During the wars, Britain was known as the home front. People on the home front contributed to the war effort in lots of ways.
<input type="checkbox"/> Children from Germany, Austria and Czechoslovakia were evacuated to Britain, and children in Britain were evacuated from London and other big cities to the countryside.
<input type="checkbox"/> During WW1, Britain was known as the Home Front. Although people on the Home Front were not physically fighting, they supported the war effort by working in factories to make weapons, working in hospitals to care for injured soldiers, farming to maintain a food supply when ships carrying goods could not reach Britain.
<input type="checkbox"/> Over 1.5 million British men joined the army, navy, or air force during WW1, so women in Britain supported the war effort by working in jobs which would usually have been completed by men. For many women, it was the first time that they had had a job.
<input type="checkbox"/> During WW1, children played a big role in actively helping with the war effort. However, during WWII the focus was on protecting children.
<input type="checkbox"/> Children collected useful things such as blankets, books and conkers. Some things were sent to the soldiers at the front. Others were sold to raise funds for the war effort.
<input type="checkbox"/> The impact of the war on the Home Front was even greater than it had been during WW1. Food was rationed to make sure there was enough to go around, and because planes were more advanced there were more air raids, which made big cities like London extremely dangerous.
<input type="checkbox"/> During the war, London and other big cities were extremely dangerous places to live in. The government feared that German bombing would cause civilian deaths.
<input type="checkbox"/> Evacuees were sent on trains to rural areas which were considered to be safe. Many inner-city children had never experienced the countryside before. They were placed with hosts who were complete strangers to the children.
<input type="checkbox"/> Jewish parents sent their children to foreign countries in the hope they would find safety. Some countries did not want to accept adults for fear of them taking people's jobs. However, countries had more sympathy for Jewish children.



UK home front during WWII Timeline

1 st September 1939	In response to the German invasion of Poland and the prospect of war with Germany, plans for the evacuation of children and nursing and expectant mothers from London and other areas deemed vulnerable to German air attack are put into action. Government initiates 'Operation Pied Piper' which would see the evacuation of over 1.5 million people from urban 'target' areas, of whom 800,000 were children.
November 1939	London schools start to reopen because of evacuee children returning to the capital.
January 1940	35% of London schoolchildren had returned from evacuation.
May to June 1940	Further evacuation of 160,000 children from London and relocation of children who had been settled near vulnerable coastal areas.
19 th - 28 th June 1940	25,000 Channel Island refugees arrive in England.
July 1940	A further 60,000 schoolchildren evacuated from London and the Home Counties in the following 12 months.
7 th September 1940	German bombing raid on South London; formal beginning of London Blitz.
18 th December 1941	The National Service (No. 2) Act is passed. All men 18-60 and unmarried women and childless widows aged 20-30 are now liable to some form of national service, including military service for those under 51.
29 th July 1943	Labour Minister Ernest Bevin announces that women from 19 to 50 will be called for work in plane and munitions plants.
July-September 1944	Final wave of evacuation (codenamed "Rivulet") of children from London to the English Midlands and West Country.
15 th August 1945	End of WW2 . The surrender of Japan was announced on August 15 th 1945.