

Year 1

Why were castles built and who lived in them?

Fortification - A strong building used for defence and protection

Moat - A water-filled ditch surrounding a castle to hinder attack

Keeps - A secure inner tower of a castle, the last line of defence

Siege - An attempt to capture a castle or town by surrounding and blockading it

Lookout - A high point where guards could watch for approaching threats

Source - An object or document that gives information about the past

How have toys changed over time?

Order- sort things by time, size or something else

Predict- say what you think will happen

Wheeled-moves with wheels

Same – not different

Different- things do not look or feel like each other

Modern- linked to now

Newer- made a shorter time ago

Past- already happened

Change- make something different

Similar- very close to the same

Living memory- the time since our grandparents were born until now

Year 2

Why were Mary Seacole and Florence Nightingale significant people?

Pioneer - A person who is one of the first to do something important

Nursing - Providing medical care and treatment for the injured and sick

Hygiene - Keeping diseases from spreading by promoting clean conditions

Casualty - Someone injured, killed, or harmed by an event like a war

Field hospital - A medical station set up near a battle to treat wounded soldiers

Herbal remedies - Medical treatments using plants and natural ingredients

Compassion - Caring deeply to aid those suffering and in need of help

Role model - Someone who is admired for their achievements and conduct

Year 3

What changes took place between Stone Age and Iron Age Britain?

Advancement - Moving forward in progress

Agriculture - Farming crops and raising livestock for food instead of only hunting and gathering

Technology - New tools and skills like metalworking and pottery

Settlement - Transitioning from nomadic lives to permanent villages and farming communities

Social structure - Changes in how early societies organized, with specialized roles and ruling hierarchies

Trade - Exchanging goods and resources both between communities and with continental Europe

Rituals - Ceremonies, burials, and monuments reflecting developing beliefs, culture, and religion

Defenses - Hill forts, ditches, and walls to protect against conflict with other groups

Why different was life for people in Ancient Egypt?

Civilisation - An organized society with cities, culture, and government

Nile - The river and valley that made agriculture possible in Egypt

Pharaoh - Egypt's god-kings, who held absolute power and ordered grand building projects

Social structure - Strict hierarchy with privileged nobles, skilled artisans, merchants, and peasant farmers

Polytheism - Worshipping multiple gods like Ra, Osiris, and Isis, each representing natural forces

Afterlife - Extensive preparations to preserve bodies and aid passage to a comfortable eternal life

Hieroglyphics - Egypt's elaborate system of pictorial writing and symbols

Papyrus - Paper made from reeds used to write texts, make art, and record information

Year 4

How did people's experiences differ during the coal mining era in Yorkshire?

Industrial- using lots of factories and machines to create things

Rural- an area where people live that is not busy
(countryside)

Significant- something that is important enough to be given attention

settlement- a permanent place where people live

National- affecting all of the country

Regional- affecting just a region like Yorkshire

Timeline- the order of periods of time

Source- Paintings, photographs, letters, diaries and much more that historians use to find out about the past. A source has to be created by someone who saw the event.

Interpretation- what a historian, architect or other thinks happened based on sources and evidence

Role- the job or things a person does

Disaster- a really bad event

justify- prove your thoughts with evidence

reliable- how much you can trust something

Strike- refusing to do something so people listen

Decline- get worse over time

Government- a group of people in charge of a country.

Impact- how a consequence changes things

closure- shut something down and stop people using it.

Conditions - The circumstances of someone's work or life

Unions - Organizations formed by workers to campaign for better pay and conditions

Class - The social hierarchy that determined opportunities based on wealth at birth

Why did the Romans invade and conquer Britain?

Expansion - Growing by taking over more land and people

Empire - Extensive territories ruled from Rome, enabled by strong organization and military

Colonization - Establishing control over provinces like Britain to extend Roman power and culture

Resources - Mineral wealth and agricultural production to benefit Rome

Borders - Frontier defence by creating buffer zones like Hadrian's Wall

Rebellions - Romans crushed early resistance like Boudica's revolt to assert dominance

Urbanization - Building cities, roads and infrastructure to Romanize conquered regions

Culture - Spreading Latin language, laws, religion, art, and customs to provinces like Britain

Year 5

How do historians and others view the 'Anglo-Saxon Period' and how did Britain change?

Invasion- aggressively taking over another person's land

Migration- moving from one place to another, usually to live

Interpretation- what a historian, architect or other thinks happened based on sources and evidence

Source- Paintings, photographs, letters, diaries and much more that historians use to find out about the past. A source has to be created by someone who saw the event.

Archaeologist- someone who digs and uses physical clues to find out about the past.

Archaeology - Studying artefacts and sites to learn about the past

Hierarchy- ranking of people based on power

Kingdom- a domain (area) ruled by a king. King-dom

Significant- something that is worth looking at because of its impact

Reign- the time a person rules

Christianity- a religion that follows the teaching of the bible

Pagans- people who were not Christians

Monasteries- a religious building run by monks who study the bible

Year 6

Why were the Ancient Greeks such as influential civilisation?

Democracy - A system where citizens have the power to govern, invented in Ancient Greece

Politics - Systems of government and principles like philosophy, rhetoric, and early law

Military - Soldiers trained for phalanx formations, sieges, chariots, archers, and warships

Economy - Traded olive oil, wine, metalwork, and pottery across the Mediterranean

Architecture - Styles using proportion, symmetry, and mathematical principles seen in buildings like the Parthenon

Science - Developed new ideas in math, physics, geology, astronomy, medicine, and biology

Theatre - Forms of entertainment and drama from playwrights like Sophocles and Aristophanes

Mythology - Stories about gods, heroes, and origins that shaped Greek culture and values

Why is Islamic Civilisation so important in history?

Achievements - Great accomplishments in areas like science, math, art, and medicine

Arabia - Originated in the 7th century CE in the Arabian Peninsula based on Prophet Muhammad's teachings

Quran - Primary holy scripture providing moral, practical, and spiritual guidance for Muslims

Caliphates - Powerful and stable empires arose under the first four caliphs and their successors

Culture - Distinct traditions in calligraphy, geometric design, architecture, poetry

Scholarship - Advanced knowledge, education, and intellectual contributions in many fields

Innovations - New technologies like algebra, optics, and chemical processes

Global reach - Ideas, trade, and people linked across Middle East, Africa, Asia, and Europe

How was life different for people in Britain in World War Two?

Hardship - Difficult conditions and suffering

Evacuation - Moving vulnerable populations away from danger in cities to rural areas for safety

Rationing - Limited food and consumer goods due to shortages from wartime disruption

Blackouts - No night-time lighting to hinder enemy bombing raids

Conscription - Mandatory military service draft for men

Propaganda - Information controlled and shaped by the government to influence public opinion for the war effort

Women's roles - Filled jobs traditionally held by men and took on new responsibilities

Unity - Community spirit to carry on through adversity and unite against a common threat