

Town Farm Endpoint Document

What we want our pupils to know, understand and remember at the end of each year

Curriculum Subject: **HISTORY**

The Town Farm History curriculum is built on the following:

Generative Knowledge: Substantive knowledge (e.g. 'Monarchy', 'Civilisation') and Chronological Knowledge

Disciplinary Knowledge: Developing historical enquiry skills

GENERATIVE KNOWLEDGE
'The content to be learned'

DISCIPLINARY and PROCEDURAL KNOWLEDGE
'Thinking like an Historian; historical enquiry skills'

KEY VOCABULARY

EYFS

To support young children to develop a sense of self and their own chronology; the development of their historical thinking will begin with their own timelines.

Know that:

- They have changed over time and be able to articulate how.
- Things change over time (e.g. that plants grow taller, shoes become worn out, ice melts)
- History is something that has happened in the past and cannot be changed.
- They can learn about the world from the past.
- Time passes during the day. Daily visual timetable – chronology of the day. To

Know how:

- To sequence events of their own growth and development – timeline from birth to 4/5 years old. This develops concept of chronology.
- To refer to and reference the class timeline in EYFS. This develops a sense and understanding of chronology.
- To talk about their baby photos and how they have changed and grown.
- To use their historical knowledge to develop curiosity and their interest to

Stories linked to past and present.

Stories that sequenced events chronologically.
Non-fiction texts about Dinosaurs – prehistory

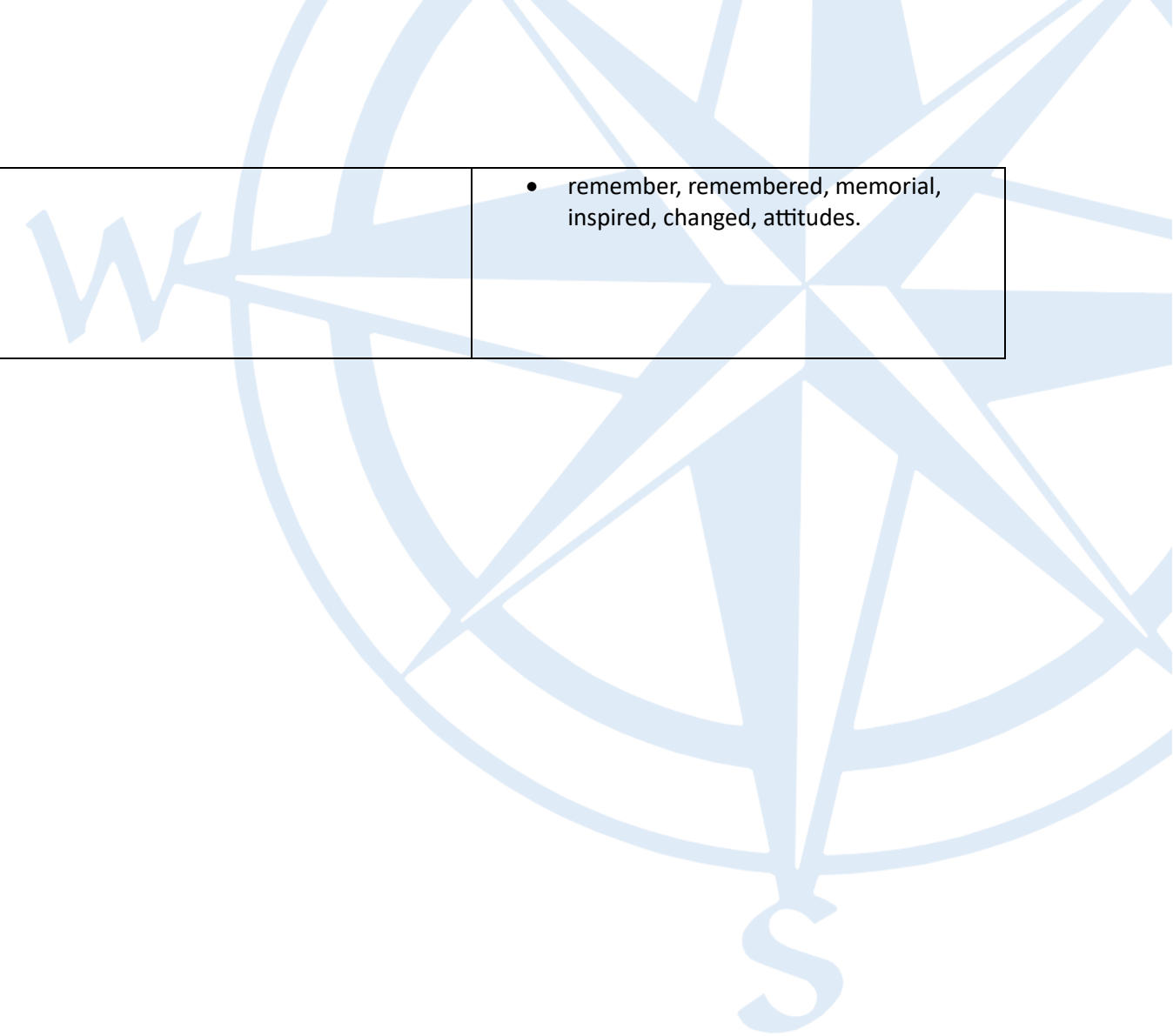
Beginning, middle, end

Yesterday, today, tomorrow, next week, fortnight, weekend, month, year

Days of the week; months of the year

develop their understanding of time passing and events happening in a specific order. • There are significant people in the world around them e.g. at school, the Headteacher, Safeguarding Leads etc. • In British history there are significant people / roles (e.g. the Prime Minister, the King (Monarch)) • There are significant people in history who have made a difference to the world.	find out more about the past and ask relevant questions. (E.g., why did the dinosaurs become extinct? Why don't I play with a baby's rattle anymore?) • To be able to compare two items (e.g. compare the similarities and differences between a baby photo and themselves today) and describe what is the same and what is different. • To be able to recall known facts from previous learning (e.g. to recall the names of the Prime Minister and King)	Now, past, present, future, history, prehistory, prehistoric, palaeontology, palaeontologist Extinct – old – before – after Same, different
YEAR 1		
TOYS Know that: • Toys have changed over time and be able to explain what they know about toys today • Some resources and materials were not available a long time ago • Toys have different features and describe these • Different words relate to the passing of time.	Know how: • We can find out about the past • To recognise old and new toys • To identify different sources we can use to find out about the past. • To ask and answer simple questions. • To compare two toys from different time periods, identifying similarities and differences	• Toys, favourite, today, modern, new, present, now, 21st century, century, describe, question, source, evidence. • Research, past, then, before, after, old, older, 20th century. • Compare, similarities, differences, same, different, oldest, newer, newest. • Victorian • Important, changes, impact • Future
TRAVEL AND TRANSPORT Know that: • travel and transport has changed throughout history and understand what	Know how: • We can find out about the past • To recognise old and new vehicles	• Travel, transport, car, bus, aeroplane, bicycle, penny farthing, omnibus, sedan chair, horses and cart, engine, steam train

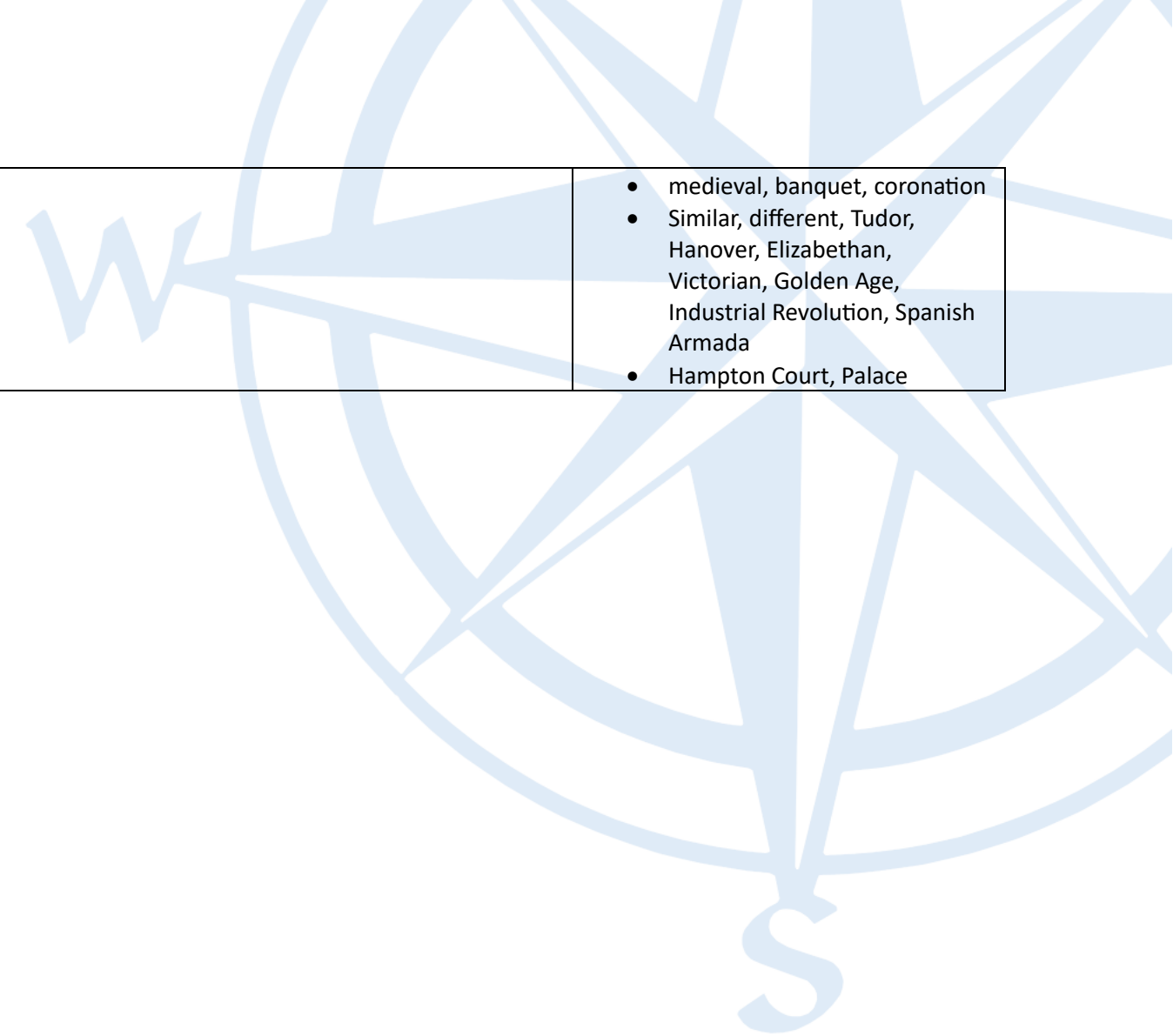
some of these differences are and how and why this has happened • Cars, trains and aeroplanes were all invented by humans • Some significant people were involved in the development of different types of transport and recall some key facts about them • Various types of transport were used and invented at different points in history	• To identify different sources we can use to find out about the past. • To ask and answer simple questions. • To compare vehicles from different time periods, identifying similarities and differences	• Viking, longboat, archaeology, Scandinavia, hull, sail, figurehead. • Car, steam, electric, petrol, engine, 18th century, 19th century, 20th century, 21st century, various decades (1920s, 1930s, 1940s, 1950s, 1960s, 1970s, 1980s, 1990s). • George Stephenson, engineer, locomotive, coal wagon, invention, Stephenson's Rocket, steam engine, track, railway, Industrial Revolution • Flight, myth, Icarus, hot air balloon, aeroplane, Montgolfier brothers, Wright brothers, Wright Flyer, helicopter, space shuttle. • Magnetic levitation (maglev) trains, driverless cars, space tourism, supersonic.
NURTURING NURSES Know that: • Some people are significant in history and begin to understand why • Florence Nightingale, Mary Seacole and Edith Cavell are significant people in History because of their achievements in nursing • The lives of Florence Nightingale, Mary Seacole and Edith Cavell have many similarities and differences and be able to describe these	Know how: • Florence Nightingale, Mary Seacole and Edith Cavell have helped and influenced nursing and hospitals today • To question and debate the criteria of what makes a person historically significant. • To think of some questions for their own enquiries into nurses or other significant people that interest them.	• significant, important, famous, person, people, reason, nurse. • Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Crimean War, Scutari, soldiers, injured, government, problem, solution. • Mary Seacole, healer, challenges, overcome, racial prejudice, British Hotel, herbal remedies. • Edith Cavell, World War One, Belgium, Germany, invaded, Allied, escape, arrest, treason, execution. • compare, comparison, similar, similarities, different, differences



• Florence Nightingale, Mary Seacole and Edith Cavell lived in different historical periods • There are key facts about the experiences of Florence Nightingale, Mary Seacole and Edith Cavell.	• remember, remembered, memorial, inspired, changed, attitudes.
---	---

GENERATIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like an Historian; historical enquiry skills'	KEY VOCABULARY
YEAR 2		
THE GUNPOWDER PLOT Know that: • The Gunpowder plot happened in 1605 and was in reaction to James I's punishment of Catholics in England. • Key people were involved in the Gunpowder Plot. • Key events occurred during the Gunpowder Plot • There were problems with the Gunpowder Plot. • The Gunpowder plot was foiled • The Gunpowder Plot has had an impact on national life in the present day • There are differences in ways of living in 1605 compared to the present	Know how: • To imagine and recreate the experiences of people involved in the Gunpowder Plot through drama, role play activities and writing. • To question and show understanding of the different roles of the people involved in the Gunpowder Plot. • • To think of some questions for their own further enquiry into the significance and impact of the Gunpowder Plot.	• Guy Fawkes, Gunpowder Plot, gunpowder, Catholic, King James I, Robert Catesby. • London, Houses of Parliament, gunpowder, Gunpowder Plot, plotters, Robert Catesby, Guy Fawkes, Thomas Percy, Catholic, Lord Monteagle • Order, event, sequence, failure, firework, bonfire. • John Johnson, King's Proclamation, poster, confession. • Performance, evaluate. • Treason, bonfire night, fireworks, sparklers, guy.
THE GREAT FIRE OF LONDON Know that: • London was different in the 17th century and describe some of the differences • Key people were involved in the GFoL • Key events occurred during the GFoL • The fire spread and finally stopped. • We know about the Great Fire because of historical sources, such as Samuel Pepys' diary • Some sources are more helpful than others.	Know how: • To sequence some of the key events of the Great Fire of London • And why London was different in the 17th century • And why the fire spread and finally stopped and what changed afterwards.	• Century, year, past, present, change, modern, capital city, England, London, river Thames • Job, chimney sweep, blacksmith, apothecary, rat-catcher, gong farmer, spinner, Chandler, cook, scullery maid, carpenter, musician, firefighter. • London, order, event, timeline, change

		• Source, reliable, information, eyewitness, diary, Samuel Pepys. • Rebuild, King Charles II, Sir Christopher Wren, St Paul's Cathedral, The Monument, architect, declaration, flammable. • Before, during, after, change, century, King Charles II, Sir Christopher Wren, Samuel Pepys, architect, declaration, historical source
KINGS & QUEENS & LOCAL HISTORY (HENRY VIII) Know that: • Chronological order means the order in which events happen. • Kings, Queens, Emperors and Sultans are also called Monarchs • Our Monarch is King Charles • In the UK it is the eldest son who will reign next (unless there is no son) • There have been significant Monarchs throughout History in the UK, such as Richard III, Elizabeth I and Queen Victoria • These Monarchs ruled during different periods of history • There are similarities and differences in the lives of significant Monarchs • Henry VIII ruled England from 1491 – 1547 and had 6 wives.	Know how: • We know about the lives of some significant people in history, such as Richard III and use historical facts to support their opinion about them • To identify different sources we can use to find out about the past. • To ask and answer simple questions. • To compare Kings and Queens from different time periods, identifying similarities and differences	• monarch, king, queen, sword, crown, tiara, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government • chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II, Charles III. • family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great-grandparent. • 'princes in the tower', the Battle of Bosworth, War of the Roses, House of York, House of Lancaster, William Shakespeare, debate



• One of Henry VIII's residences was Hampton Court • Hampton Court is local to Stanwell	• medieval, banquet, coronation • Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada • Hampton Court, Palace
---	---

GENERATIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like an Historian; historical enquiry skills'	KEY VOCABULARY
YEAR 3		
STONE AGE TO IRON AGE Know that: • People needed to survive as hunter-gatherers • There are key features of Stone Age life and know what these are • There are connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture. • Aspects of life in the Bronze Age demonstrate similarities and differences to aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age. • • The impact on daily life of changes in metalworking skills in the Iron Age was significant • The arrival of Celtic tribes to Britain was significant, including their impact on the landscape in the Iron Age. • The chronology of Prehistoric Britain was from the Stone Age to the Iron Age.	Know how: • some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae • Stonehenge was created and provide simple reasoning	• Prehistoric, prehistory, archaeologist, artefact, evidence, migration, hunter-gatherer, survival. • Migration, settlement, technology, survival, agriculture, change, developments • Mesolithic, Neolithic, nomadic, settlement, agriculture, source • Consequence • Monument, tomb, henge • Evidence, artefact, Celt, hillfort, roundhouse • Tribe, agriculture, settlement, artefact, hillfort, roundhouse, excavate

ANCIENT EGYPT Know that: • During ancient Egyptian times there were key concepts which were important to the people and know what these were. • The Egyptians worshipped lots of different gods and compare their powers • By looking at maps and artefacts they can know where and when the Egyptians lived • Egyptian people used mummification to preserve the dead and understand this process • Tutankhamun was an Egyptian Pharaoh; Pharaohs were Egyptian rulers • The daily lives of Egyptian people help us to learn about their lived experiences	Know how: • Find Egypt on a map • Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording. • Select information about mummification and Egyptian gods carefully when learning about these areas. • Address and sometimes devise historically valid questions about change, cause, similarity by learning about the daily lives of many ancient Egyptian people • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.	• Ancient, Egypt, Egyptian, BC/AD, artefacts, kingdoms, wealth, exhibit. • Cultural, historical, riverbanks, Nile, source, mouth, valuable, minerals, fertile, crops, desert. • Burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead. • Source, Tutankhamun, pharaoh, tomb, treasures, sarcophagus, crown and sceptre, archaeologist • Hieroglyphs, pharaoh, hieroglyphics, decode, translate. • Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.
RAILWAYS (& LOCAL HISTORY) Know that: • There are benefits of the growth of the railway network in Great Britain. • There are some important individuals, famous locomotives and early railway lines.	Know how: • To debate the positive and negative effects of the railways on different aspects of society	• Steam engine, locomotive, trade, transport. • Flying Scotsman, Mallard, Evening Star, Rocket • Railway line, route, privatisation, nationalisation, key, map, chronological order



• There are different locomotive technologies that have developed over time. • There are some main train routes in Great Britain. • There are both positive and negative effects of the railways. • Locomotive technology has developed over time and understand in greater detail how they work and comparing the similarities and differences of the different types. • Locomotives and the railway network have changed over time and develop a chronological understanding of when this has occurred. • Significant individuals have contributed to the changes in locomotive and railway network development.		• Artist, painting, lithography, impression, atmosphere. • Debate, positive, negative, effects, impact, for, against, industry, environment, society • Steam, diesel, electric, high speed trains, engine, combustion, pantograph.
--	--	--

GENERATIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like an Historian; historical enquiry skills'	KEY VOCABULARY
YEAR 4		
ROMANS Know that: • The Romans came from Rome / Italy and how the city of Rome became the centre of a huge empire • The Romans invaded Britain and to recall key facts about the invasions. • The Romans built new roads and new towns in Britain and understand why and how. • Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event. • Hadrian's Wall was important to the Romans and to learn about the lives of soldiers who lived there. • Roman villa complexes were built in Britain and understand the way of life in a countryside villa. • The Roman Empire has had a lasting impact on Britain.	Know how: • To order a number of significant events from the Romano-British era on a timeline • To ask questions about historical artefacts and answer some key questions by finding evidence from primary sources. • To make sound deductions about the lives of people in the past • To find out about an aspect of Roman daily life and record a number of key facts • To use primary and secondary sources to gain a clearer understanding of the Romano-British era.	• Roman, empire, emperor, chronology, monarchy, citizen, republic, legend, trade, conquered, evidence, source, historian. • Celts, invade, conquest, empire, emperor, general, tribe, trade, enslave, artefact, source. • Roman Empire, citizen, archaeologist, artefact, migrate, compare, contrast, sarcophagus. • Allied, rebellion, revolt, Boudicca, Suetonius Paulinus, cause, consequence, Celts, tribe, legion, auxiliary. • Hadrian's Wall, primary source, secondary source, Emperor Hadrian, legion, legionary, auxiliary, archer, Picts • Agriculture, farming, villa, complex, compare, contrast

		Roman Empire, legacy, change, impact, invention, innovation, import, origin.
VIKINGS AND ANGLO-SAXONS Know that: - The Vikings raided Britain and know when and where the Vikings came from. - There were many important Anglo-Saxon kings during the Viking period and understand why they are significant. - King Ethelred II was an important Viking King and know when and why Danegeld was introduced. - There are key aspects of Viking life and understand what these are. - There was a legal system in AngloSaxon and Viking Britain and understand how this worked including some typical Anglo-Saxon punishments. - The last Anglo-Saxon kings shaped Britain and understand how.	Know how: - To organise information about the Viking and Anglo-Saxon kings onto a timeline - To compare and contrast aspects of Anglo-Saxon, Viking and modern-day everyday life e.g. religion, cultural traditions and crime and punishments. - To address and devise historically valid questions about change, cause, similarity and difference and significance.	- Viking, raid, invade, Denmark, Norway, Sweden, Norse - King, kingdom, Alfred the Great, Edward the Elder, Aethelflaed, King Athelstan - Danegeld, King Ethelred II The Unready - Saga, runes, Odin, Frigg, longhouse. - Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild - Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings
CRIME AND PUNISHMENT Know that: - There were different punishments that were used during the Roman, Anglo-Saxon, Tudor and Victorian times and give some reasons for them. - Some of the different punishments in the history of crime and punishment in Britain were wergild, trial by ordeal, tithings, hue and cry, treason, transportation and hard labour.	Know how: - To compare the punishments that were used during the Roman, AngloS-axon, Tudor and Victorian times and give some reasons for them - Use primary sources to decide what are facts, what opinions can be formed from the evidence.	- Crime, punishment, judge, jury, court, trial, law, police, rebel, theft, exile, arson, libel, execution, pillory, crucifixion, guilty, innocent, victim, witness, Roman, Emperor, Twelve Tables, legionaries, slave, noble, legacy. - Anglo-Saxon, tithing, hue and cry, trial by ordeal, wergild, oath-keeper

• Dick Turpin was a highwayman and understand about key events in his life. • Modern day crime and punishment differs with those from the past, and understand about the legacy of past methods of crime prevention and detection with those of the present day • People who may have committed crimes will have had different experiences according to their status in society e.g. a slave compared with a noble during the Roman period.	• To compare modern day crime and punishment with those from the past, and talk about the legacy of past methods of crime prevention and detection with those of the present day • To imagine and write about the experiences of people living during the historical periods studied based on factual evidence.	• Tudor, torture, vagrancy, treason, vagrant, brank, Scold's bridle, stocks, ducking stool, rack, drunkard's cloak, pillory, branding, execution • Source, Georgian, highwayman, Dick Turpin, pistol, hero, villain, accurate. • Victorian, police, Sir Robert Peel, Peelers, prison, hard labour, treadwheel, shot drill, picking oakum, the crank, silence, isolation, separation • Prevention, detection, fingerprints, DNA testing, Neighbourhood Watch, CCTV
---	--	--

GENERATIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like an Historian; historical enquiry skills'	KEY VOCABULARY
YEAR 5		
ANGLO-SAXONS AND SCOTS Know that: - Scots and Anglo-Saxons invaded Britain and understand why, where and when this occurred. - Vortigern, Hengest and Horsa are key historical character from the time and explain what the seven Anglo-Saxon kingdoms were. - The Anglo-Saxons have influenced Britain and understand some of the place names they established and their meanings - A typical Anglo-Saxon village has key features and understand what jobs the people did. - The early Anglo-Saxons had religious beliefs and practices and understand some of the gods they worshipped. - Some of the people who were influential in converting the Anglo-Saxons to Christianity and that there were important Christian buildings that they founded.	Know how: To analyse and describe Anglo-Saxon artefacts and understand what they can teach us about Anglo-Saxon culture.	- Invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts - root meaning, village, town county, kingdom. - settlement, village, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof. - artefact, excavation, archaeology, historian, sources, evidence, interpretation - pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre. - Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great.
ANCIENT GREECE Know that: There were significant key events during ancient Greek times and order these on a timeline.	Know how: To order significant key events during ancient Greek times on a timeline.	- Trade, civilisation, city state, polis, timeline, chronology, chronologically, BC, AD - Empire, legacies, culture

• Alexander the Great's Empire had a significant impact and understand what this was. • There were key features of the everyday lives of people living in ancient Greece and understand these. • There are similarities and differences between life in ancient Athens and life in ancient Sparta. • There are similarities and differences between the modern and ancient Olympic Games. • The ancient Greeks worshipped different Greek gods and goddesses. • The ancient Greeks believed the myth of the Trojan War.	• To compare similarities and differences between life in ancient Athens and life in ancient Sparta / the modern and ancient Olympic Games. • To find evidence from primary sources and start to understand the difference between primary and secondary sources. • To evaluate the usefulness of different sources.	• enslavement, enslaved people, primary source, secondary source • Athens, Sparta, similarities, differences, democracy, citizen, Pericles, debate, rhetoric, metic • Olympic Games, equestrian, pentathlon, pankration, Olympia, Zeus, legacies • Gods, goddesses, beliefs, altar, temple, religion, priests, immortal, mortal, myths. • Myth, Troy, Spartan, the Trojan War, the Trojan horse, Homer, Helen, Priam, Paris, Memnon, Hector, Penthesilea, Menelaus, Agamemnon, Odysseus, Achilles, Aphrodite, immortal, evidence
MAYA CIVILISATION Know that: • The ancient Maya civilisation began over 2000 years ago and understand where in the world they lived and naming some major features and cities in them. • The Maya people held religious beliefs and understand how they worshipped, name some of the main gods and know what they represented to the people • The Maya had a number system and understand how this worked and to be able to read and	Know how: • To research and provide some of their own ideas about the significance of corn and chocolate • To describe the different features of Maya cities and be able to appreciate what it would have been like to live there • To devise historically valid questions about change, cause, similarity and difference and significance	• Civilisation, Mesoamerica • Sacrifice, worship, blood-letting, ritual, Xibalba, underworld. • Base 10, base 20, vigesimal number system • Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque

write some basic Maya numbers, explaining what syllabograms and logograms are. • The Maya had a writing system and understand what it consists of, how words are constructed and what codices are. • Corn and chocolate were important foods to the Maya and understand why.		• Hieroglyphs, syllabogram, logogram, codex, codices • Cacao, maize.
---	---	--

GENERATIVE KNOWLEDGE 'The content to be learned'	DISCIPLINARY and PROCEDURAL KNOWLEDGE 'Thinking like an Historian; historical enquiry skills'	KEY VOCABULARY
YEAR 6		
WORLD WAR II Know that: - World War II began in 1939 and understand the key significant events which occurred during this time. - There were different countries and key individuals involved. - People's diets were different during World War II and rationing was introduced, understanding why this was and how different people were affected. - Children were evacuated from London during the war, understanding why this was and how different people were affected. - Women had different jobs during the war and understand why this was and what they were and why the changing role of women was significant to the war effort - The Holocaust occurred during the war and understand what this was and who suffered as a result.	Know how: - To order events from early World War II on a timeline - To evaluate and assess the reason, impact and significance of key wartime events; - To make links and comparisons to issues today.	- World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, invade, occupy, surrender, Munich Agreement, Allies, Axis Powers - evacuation, billeting officer, city, country, homesick, gas mask, identity card, ration book - Rationing, Dig for Victory, Lord Woolton. - women, factory, munitions, Women's Land Army, Women's Voluntary Service (WVS), Women's Auxiliary Air Force (WAAF), Women's Royal Navy Service (WRNS), Auxiliary Territorial Service (ATS) - Holocaust, anti-Semitism, prejudice, Nazi, genocide, Jewish, scapegoat, values, human rights, discrimination, persecution - Battle of France, Battle of Britain, The Blitz, Dunkirk, Pearl Harbour, Dambusters

		Raid, Battle of the Bulge, D-Day, VE Day, atomic bomb
BENIN Know that: • The ancient Benin people lived in the 1200s CE in the modern region of Nigeria • The people of Benin had a set of religious beliefs and understand some of these and their rituals • The oral tradition of African history is how communities shared stories, such as the story of Eweka and his rise to power as the first Oba of the Benin Kingdom. • The Benin Kingdom was influenced and then eventually destroyed by the Portuguese and British from the 15th century	Know how: • To locate the Benin Kingdom on a map of Africa • To examine and raise questions about key sources of evidence and artefacts about the significance of the Benin Kingdom • To question the validity of historical sources recorded by European travellers to the Benin Kingdom from the 15th century onwards. • To compare and contrast the oral tradition of African history with the European preference for written records. • To evaluate their understanding of the significance of the Benin Kingdom within African and world history and identify areas for further study.	• Africa, Nigeria, River Niger, Benin City, Lagos, Ife, Kingdom of Benin, Igodomigodo, Edo, Yoruba, Ogiso, Igodo, Owodo, Oba, Eweka. • Ancient Egypt, Benin Kingdom, The Maya, Oba, policeman, King, pearl, coral, bronze, River Niger, River Trent, River Nile, rituals, ceremony, creator, Osanobua, civilization, priest, ohen, human sacrifices, archaeologists, reincarnated, Spirit World, souls, spirits, warriors, symbolized, guilds, astrologers • Alloy, Edo people, guild, lost-wax casting, Iyoba, Nigeria, Oba. • Oral tradition, Ogiso, Oba, Owodo, Esagho, the Oracle, Ekaladerhan, Oduduwa, Oranmiyan, Erinwinde, Eweka • Artefact, evidence, sources, primary, secondary, evaluate, classify, curator, exhibition. • Punitive expedition, Ugbine disaster, Ogiso, Oba, massacre, Portuguese, civilise, Edo

LEISURE AND ENTERTAINMENT Know that: Holidays, music, sport, cinema and television throughout the 20th Century have changed and to understand connections, contrasts and trends over time	Know how: - To identify and note connections, contrasts and trends over time - To order an increasing number of significant events on a timeline of the 20th century. - To organise and communicate information - To use their historical knowledge from previous lessons to construct opinions	- Leisure, entertainment, economy, travel agent, abroad, bank holiday, research, primary source, 20th century. - Sport, professional, amateur, athlete, discrimination, racism, broadcast, 20th century - Gramophone, cassette tape, compact disc (CD), Walkman™, technology, artistes. - Cinema, movies, film, golden age, Hollywood, studios, industry, television. - Broadcast, sport, music, transmitter, world events, technology - board games, arcade, joystick, games console, video game, computer game, technology, Pac-Man.
--	--	---