

| History<br>Knowledge and Skills  | Year 1   | Year 2  | Year 3  |
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| <p><u>Historical Vocabulary</u><br/>To have an awareness of the past using common words and phrases.<br/>To use a wide vocabulary of everyday historical terms.</p>        | <p>Here, now, then, yesterday, last week, last year, x years ago, a long time ago. In the Past, in the present.<br/>Change, discover, artefact</p>   | <p>Here, now, then, yesterday, last week, last year, x years ago, a long time ago, in the past, in the present.<br/>Change, discover, artefact<br/>Hours, weeks, years, decade, evidence</p>  | <p><b>In addition to those in KS1</b><br/>AD, BC, century, empire, explorer, invasion, invention, iron age, king. Queen, museum, myth, legend</p>   |
| <p><u>Chronological Understanding</u></p>  | <ul style="list-style-type: none"> <li>• Talk about the past and the present, last year, last week, last months.</li> <li>• Order events within their own life time.</li> <li>• Compare pictures showing events from within their life time to those in the past.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe memories from key events in their own lives.</li> <li>• Sequence artefacts or pictures from different times – check accuracy with key texts/topic books.</li> <li>• Compare and sort pictures/artefacts from the past and within their lifetime.</li> </ul> | <ul style="list-style-type: none"> <li>• Place the period studied on a pictorial timeline, including an events from their living memory.</li> <li>• Use dates and terms from the period being studied and relate to the passing of time.</li> <li>• Sequence several events/pictures or artefacts.</li> </ul>   |
| <p><u>How we find out about the past</u><br/>Make connections between the past and today and create structured accounts and narratives based upon historical contexts.</p> | <ul style="list-style-type: none"> <li>• Use stories to help children recognise events and people from the past.</li> <li>• Use stories to understand fact and fiction.</li> <li>• How do adults tell us about the past? How reliable are their memories?</li> </ul>         | <ul style="list-style-type: none"> <li>• Compare how we get information about a past event.</li> <li>• Discuss how reliable photos accounts, diaries, stories are.</li> <li>• Write stories etc related to events in the past.</li> </ul>   | <ul style="list-style-type: none"> <li>• Identify different ways that the past is interpreted.</li> <li>• Distinguish between different factual sources. Compare</li> <li>• Look at different presentations of the period studied, - books, museums, animation, film etc</li> <li>• Create their own written pieces based upon factual recall of the period studied.</li> <li>• Understand there are different methods of historical enquiry</li> </ul> |
| <p><u>Depth of Historical knowledge</u><br/>To understand the methods of historical enquiry, including how evidence is used</p>  | <ul style="list-style-type: none"> <li>• Recognise the difference between past and present in their own and other people lives.</li> <li>• To know and recount episodes from stories about the past and recognise some differences.</li> </ul>                               | <ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened/changed.</li> <li>• Identify differences between ways of life at different times.</li> </ul>  | <ul style="list-style-type: none"> <li>• Find out about everyday lives of people in the period studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of peoples actions</li> <li>• Understand why historical figures may have done what they did.</li> </ul>   |
| <p><u>Historical Enquiry</u><br/>To ask and answer questions about historical change</p>   | <ul style="list-style-type: none"> <li>• Find answers to simple questions about the past from a variety of source (books, picture, artefacts etc)</li> </ul>   | <ul style="list-style-type: none"> <li>• Use different sources to answer questions about the past.</li> <li>• Make observations from these sources.</li> <li>• Form simple questions about the past.</li> </ul>   | <ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details, artefacts, pictures</li> <li>• Select and record information relevant to the time period</li> <li>• Use the library and internet to find answers to historical questions posed.</li> </ul>   |
| <p><u>Organisation and communication</u><br/>Construct thoughtful responses to historical questions</p>  | <p><b>KS1 - Communicate their knowledge through</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Drawing pictures</li> <li>• Drama/role play</li> <li>• Making models</li> <li>• Writing</li> <li>• Using ICT</li> </ul>                               |   | <ul style="list-style-type: none"> <li>• Recall, select, organise and present historical information in a variety of ways.</li> <li>• Identify similarities and differences between time periods.</li> </ul>  |
| <p><u>KS2 - historical influence</u><br/>To understand how people's lives have changed and shaped great Britain and how Britain has influenced the wider world.</p>        |  |   | <ul style="list-style-type: none"> <li>• Recognise the key people within a historical period and how they made changed during that period.</li> </ul>   |

| History<br>Knowledge and skills   | Year 4  | Year 5   | Year 6   |
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| <p><u>Historical Vocabulary</u><br/>To have an awareness of the past using common words and phrases.<br/>To use a wide vocabulary of everyday historical terms.</p> | <p><b><u>In addition to those in KS1</u></b><br/>AD, BC, century, empire, explorer, invasion, invention, iron age, King, Queen, museum, myth, legend, emperor, chronology, conquest, monarchy, peasant.</p>   | <p><b><u>Recap on words from Y3/4</u></b><br/>Ancient civilisations, archaeology, democracy, execution, gods/goddesses, interpretation, migration, monastery, nation, parliament, peasant rebellion, sacrifice, significance, traitor, treason</p>   | <p><b><u>Recap on words from Y3/4/5</u></b><br/>Ancient civilisations, archaeology, democracy, execution, gods/goddesses, interpretation, migration, monastery, nation, parliament, peasant rebellion, sacrifice, significance, traitor, treason.</p>  |
| <p><u>Chronological Understanding</u></p>   | <ul style="list-style-type: none"> <li>Place the period studied on a pictorial timeline.</li> <li>Use dates and terms from the period being studied and relate to the passing of time.</li> <li>Understand more complex terms, the meaning of AD,BC</li> </ul>  | <ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past and use these to make connections.</li> </ul>   | <ul style="list-style-type: none"> <li>Place current period studied on a timeline in relation to other periods studied – sequence events.</li> <li>Use relevant dates and terms</li> <li>Recognise through chronology how people’s lives have shaped our nation.</li> </ul>  |
| <p><u>How we find out about the past</u><br/>Make connections between the past and today.</p>   | <ul style="list-style-type: none"> <li>Look at all evidence sources available</li> <li>Begin to evaluate and select resources based upon usefulness</li> <li>Use books, internet research and pictures for historical knowledge.</li> <li>Create written pieces including stories that include facts about the period studied.</li> </ul> | <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offers reasons for different facts and versions of events</li> <li>Use the library and internet for research</li> <li>Begin to produce written pieces including stories that are set in the period studied and that that have accurate historical facts portrayed</li> </ul> | <ul style="list-style-type: none"> <li>Link sources of information and work out how conclusion about history have been made.</li> <li>Confidently use the library and internet for research</li> <li>Be aware that different evidence can form different conclusions</li> <li>Produce historically accurate written pieces including stories that are set in the period studied</li> </ul> |
| <p><u>Depth of Historical knowledge</u><br/>To understand the methods of historical enquiry, including how evidence is used</p>                                     | <ul style="list-style-type: none"> <li>Use evidence to reconstruct life in the time studied</li> <li>Identify key features and events of time studied</li> <li>Offer a reasonable explanation for some events within the period studied.</li> <li>Understand why historical figures may have done what they did.</li> </ul>               | <ul style="list-style-type: none"> <li>Compare and contrast differences between people – eg men and women within a period studied.</li> <li>Examine the causes of great events and the impact upon people.</li> <li>Compare an aspect of life within the period studied to a different period previously studied.</li> </ul>   | <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people within a period studied.</li> <li>Understand that not everyone had the same beliefs</li> <li>Compare beliefs and behaviour with another period that has been studied.</li> <li>Know key dates, characters and events of a time studied.</li> </ul>                                  |
| <p><u>Historical Enquiry</u><br/>To ask and answer questions about historical change</p>  | <ul style="list-style-type: none"> <li>Through evidence build up a picture of a past event.</li> <li>Ask and answer a variety of questions.</li> <li>Chose relevant material for research.</li> <li>Use the library and internet for research</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>  | <ul style="list-style-type: none"> <li>Identify primary and secondary sources.</li> <li>Use a range of sources to find out about a key aspect of the past.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>   |
| <p><u>Organisation and communication</u><br/>Construct thoughtful responses to historical questions, select and organise relevant historical information.</p>       | <ul style="list-style-type: none"> <li>Recall, select, organise and present historical information in a variety of ways.</li> <li>Identify similarities and differences between time periods.</li> </ul>  | <ul style="list-style-type: none"> <li>Select and organise information in a variety of ways to communicate their finding, making appropriate use of dates and historical terms.</li> <li>Draw connections and contrasts between time periods and frame historically valid questions.</li> </ul>  |  |
| <p><u>KS2 - historical influence</u><br/>To understand how people’s lives have changed and shaped Great Britain and how Britain has influenced the wider world.</p> | <ul style="list-style-type: none"> <li>Recognise the key people within a historical period and how they made changed during that period.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise any key people within the period studied and discuss how they impacted upon that time period.</li> <li>Recognise how key people influenced the lives of people today.</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise any key people within the period studied and understand how they impacted upon that time period.</li> <li>Recognise how key people influenced the lives of people today.</li> <li>Recognise how the actions of key people/groups has shaped Great Britain.</li> </ul>   |