

## History (Aut/Spr/Sum)

| EYFS   | KS1   |   | LKS2  |   | UKS2  |  |
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|  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6   |
| <p><b>Development Matters (Reception)</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I can comment on images of familiar situations in the past.                             <ul style="list-style-type: none"> <li>I can compare and contrast characters from stories, including figures from the past.</li> </ul> </li> </ul> <p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>I can talk about the lives of people around me and their role in society</li> <li>I can explain similarities and differences between things in the past and now.</li> <li>I can identify similarities in my experiences and what has been read in class.</li> <li>I understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Vocabulary:</b><br/>Yesterday<br/>Weekend<br/>Last week</p> | <p><b>NC:</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>order some events they have learnt about from furthest away to most recent with increasing accuracy.</li> <li>know what a timeline is and understand them</li> <li>begin to make comparisons between areas of study.</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can identify changes that have taken place within my life.</li> <li>I can order some events that I have learnt about on a time line.</li> <li>I can answer historical questions about my local area.</li> <li>I can remember most key events about the areas I have studied.</li> <li>I can begin to find historical information in books.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask simple questions when I am unsure.</li> <li>I can accurately answer some questions verbally related to an area of study.</li> </ul> | <p><b>NC</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>accurately order events they have learnt about from furthest away to most recent.</li> <li>draw timelines, beginning to place areas of study on them.</li> <li>compare areas of study, identifying similarities between them.</li> <li>begin to identify how we know about past events.</li> <li>begin to identify different sources of history information e.g. books, visual clips, letters.</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can order all events that I have learnt about chronologically.</li> <li>I can draw a timeline, adding events taught correctly.</li> <li>I can make comparisons across areas of study.</li> <li>I can explain how we know about the past.</li> <li>I can list different types of sources.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask simple questions to develop my understanding.</li> </ul> | <p><b>NC</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I describe events and periods using the words: BC, AD and decade</li> <li>I describe events from the past using dates when things happened</li> <li>I use a timeline within a specific time in history to set out the order things may have happened.</li> <li>I use my mathematical knowledge to work out how long ago events in recent and local history would have happened.</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can remember and recall a range of key facts and information from areas of study in Year 3</li> <li>I can identify at least two ways we gather information.</li> <li>I can use at least one type of source of information confidently and am beginning to use a second type of source of information with increasing confidence.</li> <li>confidently make links between areas of history they have studied in Year 3 and</li> </ul> | <p><b>NC</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>I describe events from the past using dates when things happened</li> <li>I describe events and periods using the words: ancient and century</li> <li>I understand more complex terms –BC and AD</li> <li>I use a timeline within a specific time in history to set out the order things may have happened.</li> <li>I use my mathematical knowledge to work out how long ago events would have happened. I use my mathematical skills to round up time differences into centuries and decades</li> <li>I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from</li> </ul> | <p><b>NC</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline.</li> <li>draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history.</li> <li>compare historical periods, identifying similarities between them.</li> <li>begin to identify trends over time.</li> <li>- I use my mathematical skills to work exact time scales and differences as needed.</li> <li>I begin to build up a picture of what main events happened in Britain/the world during different centuries</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can remember key facts and information from areas of study in Year 5 and can remember information from</li> </ul> | <p><b>NC</b></p> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline</li> <li>draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history.</li> <li>compare a range of historical periods, identifying a number of similarities between them and why this is.</li> <li>identify many trends over time, identifying how ideas have been continued/ developed.</li> </ul> <p><b>Historical knowledge</b></p> <ul style="list-style-type: none"> <li>I can demonstrate a wide range of knowledge about historical events, from local history to world history.</li> <li>I summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>I can make historical links and connections</li> </ul> |

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|  | <p><b>Vocab</b><br/>time e.g. a long time ago, not long ago/ recent, Hanslope, Village, Milton Keynes, remembrance, family, parents, grandparents, compare, holidays, leisure, seaside, coast.</p> | <ul style="list-style-type: none"> <li>I am able to accurately answer simple questions related to an area of study.</li> <li>I can justify my answers using sources or stories</li> <li>I can answer questions about the past using different sources and understand where they came from.</li> </ul> <p><b>Vocab</b><br/>a long time ago, ancient, centuries, millennium, monarch, monarchy, royal, King, Queen, coronation, leisure, work, education, compare and contrast, inventors, invention, creation, problem</p> | <p>previously, identifying similarities between them</p> <ul style="list-style-type: none"> <li>I begin to picture what life would have been like for the people in the time studied including the early settlers. Compare with our life today.</li> <li>I give some suggestions as to why certain events happened as they did in history</li> <li>I explain how events from the past have helped shape our lives now</li> <li>I recognise that Britain has been invaded by several different groups over time and give some possible reasons for this.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask more in-depth questions for my age to develop my understanding.</li> <li>I recognise the part that archaeologists have had in helping us understand more about what happened in the past <ul style="list-style-type: none"> <li>I am able to answer questions accurately related to the area of study.</li> </ul> </li> <li>I can confidently use sources to justify my answers</li> <li>I use various sources of evidence to answer questions</li> </ul> | <p>previous areas of study.</p> <ul style="list-style-type: none"> <li>I can begin to understand how our knowledge of history is developed through a range of sources.</li> <li>I am able to use at least two types of sources of information confidently e.g. books, internet, visual clips.</li> <li>I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask questions to develop understanding and piece together information.</li> <li>I can begin to challenge sources of information.</li> <li>I can begin to show some organisation of information that is purposeful for responding to or asking questions.</li> <li>I research two versions of an event and say how they differ and evaluate them</li> </ul> <p><b>Vocab</b><br/><u>Stone Age</u><br/>Hunter gatherer, Neolithic, extinct, beaker, Celt, bronze, Roundhouse, hillfort, quern</p> | <p>previous areas of study</p> <ul style="list-style-type: none"> <li>I can build my understanding of how knowledge of history is developed.</li> <li>I can identify how a range of sources build up my knowledge and understanding</li> <li>I can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> <li>I appreciate that some ancient civilizations showed great advancements than people who lived centuries after them (compare their lives)</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask questions to develop their understanding and also ask questions of what people have said. <ul style="list-style-type: none"> <li>I can challenge sources of information.</li> <li>I am beginning to make purposeful selections about information I wish to include in responses. <ul style="list-style-type: none"> <li>I can organise information purposefully when responding to or asking questions.</li> </ul> </li> <li>I look at more than one version of an event and say how the author/historian may be attempting to persuade or give a specific viewpoint</li> </ul> </li> </ul> | <p>across all history taught so far.</p> <ul style="list-style-type: none"> <li>I can demonstrate a deep understanding of how our knowledge of history is developed by identifying how a range of sources build up our knowledge and understanding.</li> <li>I can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.</li> <li>I consider ways of checking the accuracy of interpretations- fact or fiction and opinion.</li> <li>I am aware that different evidence will lead to different conclusions</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>I can ask a range of questions, creating questions that develop understanding about change, cause and significance. <ul style="list-style-type: none"> <li>I can challenge sources, questioning the validity of these and whether they have been created for propaganda. <ul style="list-style-type: none"> <li>I can purposefully select and organise information when forming responses to questions.</li> </ul> </li> <li>I identify and explain my understanding of propaganda.</li> </ul> </li> </ul> |
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|  |  |  | <ul style="list-style-type: none"> <li>• I research a specific event from the past to then use to write about</li> </ul> <p><b>Vocab</b><br/><u>Roman</u><br/>Mosaic, arch, chariot, hypocaust, tunic, Aquila, Pantheon, Testudo, Circus Maximus, legionary, empire Toga, aqueduct, coliseum Centurion, emperor, amphitheatre, Senate, gladiator, republic.</p> <p><u>Anglo Saxons</u><br/>Angles, Saxons, Jutes, mead, rune, wattle-and-daub, thatch, farmer-warrior, Sutton Hoo, Hengest and Horsa, monk, illumination, manuscript, Weregild, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready.</p> <p><u>Viking</u><br/>Longboat, longhouse, chieftain, berserker, Danegeld, feast, raid, trade, Yggdrasil, runes, Pagan, Danelaw, Asgard, Jarl, Karl, figurehead, chainmail, Valhalla</p> | <p>Smelting, druid, domesticate, prehistory, nomad, Palaeolithic, Mesolithic, tribe ,Neanderthal, Homosapiens, pelt.</p> <p><u>Ancient Maya</u><br/>Aha, dynasty, maize, codex, hieroglyphics, stela, scribe, haab, jade, sacrifice, city-states, terraced, pyramid, peasant, bloodletting, cacao, cenote, huipil, Popol Vuh Tzolk'in.</p> | <p>Vocab<br/>Monarchy<br/>Monarchy, Buckingham Palace Windsor castle, St James' Palace, Tower of London, Conqueror, Catholic, Protestant, divorced, beheaded, Parliament, succession, reformation, heir, plague, civil war.</p> <p>Ancient Egyptians, Pharaoh, scarab, papyrus, scribe, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, irrigation, shaduf, sphinx, oasis, Egyptologist, ankh, pyramid, barter, Rosetta Stone.</p> | <p>Vocab<br/><u>Britain and Europe 1920-1945</u><br/>Alliance, armistice, assassinated, rationed, trenches, soldier, military, evacuation, Blitz, axis, Nazi party, atomic bomb, annex, propaganda, conscription.</p> <p>Ancient Greeks<br/>Democracy, Acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy, Agora, Hellenistic, phalanx, aristocrat, mythology, column, Hoplite, Peninsula, Oracle, terraced.</p> |
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