

History - Range and Depth of Historical Knowledge

<p>Skills</p>	<p>To explore and recall stories e.g. traditional tales stories that tell historical</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others and among families' communities and traditions.</p>	<p>To know and recount episodes from stories and significant events in history</p> <p>Identify differences between past and present in their own and others' lives.</p> <p>To describe significant individuals from the past.</p> <p>To describe the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p> <p>Identify differences between 2 different people in the past.</p> <p>To learn about changes within living memory</p> <p>To explore and describe significant historical events, people and places in their own locality and globally, within living memory and beyond living memory.</p>	<p>Building upon Year 1 objectives as well as Year 2.</p> <p>To identify differences between past and present using evidence to support answers.</p> <p>To understand that there are reasons why people in the past acted as they did.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To use evidence and sources to explain how people acted and why events happened.</p> <p>To explore and describe significant historical events, people and places in their own locality</p>	<p>To use evidence to describe the past: settlements, traditions, leisure, activities, and clothing items of importance, ways of life, religions buildings and their uses of tools.</p> <p>To describe changes in Britain from the Stone Age to the Iron Age</p> <p>Use evidence to find out and describe how and why things may have changed over the time period (e.g. tools)</p> <p>To find out about the everyday lives of people in time studied compared with our life today.</p> <p>To give reasons for and understand how events have changed Britain and the world.</p> <p>To find connections and contrasts over time.</p> <p>To start to notice similarities and differences between communities.</p>	<p>Building upon Year 3 objectives as well as Year 4.</p> <p>To describe the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots and also the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To understand how empires were formed and how they affected the wider world.</p> <p>To note key changes over a period of time and be able to explore reasons for those changes.</p> <p>To understand how the Roman Empire and its impact on Britain.</p> <p>To understand how people moved and settled indifferent countries.</p>	<p>To identify social cultural, religious and ethnic diversities of societies studied in Britain and wider World.</p> <p>To start to explain why changes happened across time.</p> <p>To give consequences of these changes.</p> <p>To describe the achievements of a given era and how it affects modern day.</p> <p>To start to notice trends and contrasts that occur over time.</p> <p>To describe the achievements of the earliest civilizations including of Greek life and achievements and their influence on the western world.</p>	<p>Building on Year 5 objectives also.</p> <p>To understand how Britain has changed the world and how the world has changed Britain.</p> <p>To find out about different behaviour characteristics and beliefs and understand that not all people share the same views and feelings.</p> <p>To compare beliefs and behaviour with another period studied.</p> <p>To write their own explanation of an event using evidence to support their conclusion.</p> <p>To compare and contrast ancient civilisations.</p> <p>To make links between past societies and explain how these changed or impacted how we live today.</p> <p>To describe a non-European society that provides contrasts with British history</p>
<p>Key Vocabulary</p>	<p>Same, different, stories, events, festivals, important, remember</p>	<p>Similarities, differences, describe, artefacts, lives, affects, celebrate, event(s), queen king rule, years, difference object, artefact, picture photograph, explain used for.</p>	<p>Artefacts, evidence, represent, sources, events, reasons, influenced local area, historical event, when grandparents were young, Britain, parliament older, person, source, research, Briton, clues, detective</p>	<p>civilisation, parliament, peasantry, monarch, settlement, invader, significant, reasons, evidence, kingdom, archaeologist, historian, influenced, settlers, settlement, invaders/invasion, conquer(ed), combat ,archaeologists, excavate evidence ,</p>	<p>Century, empire, civilisation, parliament, and peasantry, monarch, settlement, migration, invader, significant, evidence, views, interpretations, influenced, modern, invaders/invasion, conquer(ed), combat archaeologists, excavate, evidence, achievements,</p>	<p>Similarity, difference, cause and effect, significant, evidence, compare and contrast, trends, impact</p>	<p>Beliefs, contrasts, connections, trends, evidence, views, interpretations, impact</p>
<p>TOPIC SPECIFIC VOCABULARY</p>		<p>Diablo whip and top croquet skipping rope skittles Jacob's ladder marble hopscotch blow football</p>	<p>nursed supplies Crimea Crimean War Scutari government British Hotel herbal remedies slums cholera wash house poverty</p> <p>17th Century London Pudding Lane St Pauls Cathedral River Thames diary Britain capital city bakery change order architect Lord Mayor Sir Christopher Wren monument</p>	<p>Neolithic Palaeolithic Neolithic, chronology tribal hunter-gatherers Skara Brae Stonehenge Bronze Age</p>	<p>centurion emperor aqueduct gladiator Londinium Britannia Romanisation senate Roman baths amphitheatre Hadrian's Wall Colosseum fortress mosaic Dewa (Chester), Sutton Hoo kingdoms shires Shire reeve thane legacy Wessex Witan or witenagemot wergild churl Mercia, Norse raids vicious longhouse berserkers longship Odin Scandinavia Danelaw Jorvik</p>	<p>pharaoh tomb pyramid hieroglyphs vizier scribe sarcophagus mummy papyrus scarab, philosophy Athenians Spartans democracy Olympics plague truce Zeus loincloth Apollo Sacred truce temple</p>	<p>Norse raids vicious longhouse berserkers longship Odin Scandinavia Danelaw Jorvik</p> <p>Axis Allies Nazi evacuation evacuee Blitz Holocaust Luftwaffe refugees Kindertransport</p>
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History - Interpretations of History

<p>Skills</p>	<p>To begin to understand that other people have different experiences</p> <p>To talk about their own and other people's experiences.</p> <p>To talk about similarities and differences between experiences and events.</p>	<p>To begin to look at sources from the past to help understanding. (Books, artefacts, internet pictures, visits and museums).</p> <p>To observe and use pictures photographs and artefacts to find out about the past</p> <p>To listen and recount parts of stories from the past.</p> <p>To start to use stories or accounts to distinguish between fact and fiction</p> <p>To understand why someone was significant.</p>	<p>To start to compare two versions of a past event</p> <p>To understand why people behaved as they did and to be able to explain why using evidence (E.g. Florence Nightingale)</p> <p>To understand why someone was significant.</p> <p>To understand what effect a person or event had on the past.</p>	<p>To explore 2 different views or accounts of the past (pictures, art photographs) and to identify differences.</p> <p>To find and analyse a wide range of evidence about the past.</p> <p>To identify different views in history.</p> <p>To explain why accounts may be different.</p>	<p>To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>To explain why accounts may be different.</p> <p>To begin to choose the most significant historical account and explain their reasons.</p> <p>To consider different ways of checking the accuracy of interpretations of the past.</p>	<p>To look at the same event and identify different accounts and why they may be different.</p> <p>To identify clear reasons why the accounts are different.</p> <p>To understand that different account can have emotive reasons behind their views (in order to persuade others).</p> <p>To use a range of evidence to offer some clear reasons for different interpretations of events linking this to factual understanding about the past</p> <p>To begin to explain how different accounts may be reliable, rich and relevant.</p> <p>To begin to evaluate the usefulness of different sources</p> <p>To know and understand that some evidence is propaganda opinion or misinformation and that this affects interpretations of history.</p>	<p>Building on Year 5 objectives also.</p> <p>To consider ways of checking accuracy of a source; fact fiction or opinion.</p> <p>To understand how archaeologist and historians arrived at a certain conclusion</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>To know and understand that some evidence is propaganda opinion or misinformation and that this affects interpretations of history.</p> <p>To know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>To explain how different accounts may be reliable, rich and relevant.</p> <p>To use 3Rs to explain which is the most valid account.</p> <p>To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</p>
<p>Key Vocabulary</p>	<p>Experiences different similar/same</p>	<p>Fact fiction same similar different significant sources artefacts difference object artefact picture photograph explain used for</p>	<p>Fact fiction similar different views sources artefacts effect significant.</p>	<p>Identify sources represent views evidence effect account interpreted historical argument opinion fact</p>	<p>Accounts different similar evidence evaluate interpreted accurate picture of the past version historical argument point of view opinion fact</p>	<p>Accounts different similar compare contrast accuracy reliable relevant rich primary and secondary propaganda emotive comparison role of Britain hypothesis reputation</p>	<p>Reliable relevant rich accuracy, valid conclusion interpreted persuade propaganda reputation suggests to weigh up both sides on one hand different experiences could have been... might have been... may be... traditional view attitudes this source suggests that.. the source omits to mention... biased one sided</p>
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History - Historical enquiry

<p>Skills</p>	<p>To learn about different events and stories.</p> <p>To explore the different features in their own environment and how they may vary from one another.</p> <p>To identify similarities and differences in relation to places, objects and living things.</p>	<p>To observe or handle artefacts or evidence to ask simple questions about the past.</p> <p>To answer simple questions about the sources they explore.</p> <p>To understand that we learn about the past by using sources (artefacts pictures, stories photographs)</p>	<p>To continue to build on Year 1 objectives.</p> <p>To understand that we learn about the past by using sources (artefacts pictures historical buildings stories eye –witness accounts)</p> <p>To choose and select evidence and say how it can be used to find out about the past.</p> <p>To answer questions such as ‘Why did happen? When did happen? What was it like for....? How would you feel if you lived in that time?’</p> <p>To identify people who lived in the past from their appearance. To describe this using the person’s features. (Estimating what period they are from)</p> <p>To ask questions about the past.</p>	<p>To know how to find out about the past using different sources and evidence e.g. internet pictures and diaries.</p> <p>To know how to observe historical buildings and research at a museum to find out about the past.</p> <p>With support, to follow a line of enquiry to answer a question and begin to undertake their own research.</p> <p>To regularly address and sometimes devise own questions to find answers about the past.</p>	<p>To continue to build on Year 3 objectives.</p> <p>To collect information about the past using different sources and evidence e.g. internet pictures and diaries.</p> <p>To follow a line of enquiry to answer a question and begin to undertake their own research using appropriate sources.</p> <p>To begin to construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>To devise questions about change cause similarity and difference and significance.</p>	<p>To use documents, printed sources, the internet databases, pictures photos, music artefacts, historic buildings and visits to collect information about the past.</p> <p>To also address historically valid questions and construct detailed informed response</p> <p>To recognise when they are using primary and secondary sources of information.</p> <p>To ask relevant questions about the past and be able to answer them using sources.</p> <p>To identify that there isn’t always a single answer to a historical enquiry question.</p> <p>To devise questions about change cause similarity and difference and significance.</p> <p>To investigate their own lines of enquiry by posing historically valid questions.</p>	<p>Building on Year 3-6 objectives.</p> <p>To confidently construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>To identify different sources of information.</p> <p>To evaluate its effectiveness.</p> <p>To evaluate its validity.</p> <p>To be able to form own opinions about historical events and people.</p> <p>To be able to select appropriate sources for a line of enquiry.</p>
<p>Key Vocabulary</p>	<p>Explore investigate learn questions answers</p>	<p>Sources artefacts archaeologists historians questions similarities differences affects</p>	<p>Eye witness questions choose answers artefacts evidence represent sources events reasons influenced local area historical event older person source research Briton clues detective</p>	<p>Estimate conclusions enquiry research archaeologists excavate evidence</p>	<p>Line of enquiry appropriate sources artefacts research choices</p>	<p>Investigate single answer historical enquiry valid</p>	<p>Effectiveness reliability conclusion evaluate appropriate select validity</p>
<p>EYFS</p>							
<p>Year 1</p>							
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<p>Year 4</p>							
<p>Year 5</p>							
<p>Year 6</p>							

History - Organisation and communication

<p>Skills</p>	<p>To be able to retell some traditional tales.</p> <p>To recall events from their past and tell a friend or adult.</p> <p>To tell a friend or adult what they have done that week/ weekend or are going to do.</p> <p>To present their learning in different ways (talking, writing role play drawings and art.)</p> <p>To know the day of the week.</p>	<p>To recount stories or parts of stories from the past.</p> <p>To present their learning in different ways (talking, writing role play drawings and art.)</p> <p>To write their own birthdate and the date each day.</p> <p>To show an understanding of historical terms such as monarch parliament government war remembrance.</p> <p>To use historical vocabulary to retell simple stories about the past.</p>	<p>To recount stories or parts of stories from the past.</p> <p>To present their learning in different ways (talking, writing role play drawings and art.)</p> <p>To describe objects, people and events from the past.</p> <p>To present their learning about the past to others using labelled diagrams.</p> <p>To write about the past. (In 1st or 3rd person)</p> <p>To use evidence to help explain answers.</p>	<p>To recall and organise information using dates and historical periods.</p> <p>To present their learning in different ways (talking writing role play drawings and art debate information texts newspapers diaries.) Using historical vocabulary.</p> <p>To begin to debate and present their own opinions about different topics in history.</p>	<p>To present, communicate and organise ideas about the past using models drama role play and different genres of writing including letters recounts poems adverts diaries posters and guides.</p> <p>To debate and present their own opinions about different topics in history (Using PEE)</p> <p>To use and understand appropriate historical vocabulary to communicate information.</p>	<p>To recall different events from the past and make links between them. To present how these events have affected life today.</p> <p>To present structured and organised findings about the past using speaking, writing maths ICT drama and drawing skills. (With support)</p> <p>To present work in groups and independently showing initiative.</p> <p>To plan and present a self-directed project or research about the studied period.</p>	<p>To present findings in a clear and structured way written and orally.</p> <p>To present work in groups and independently showing initiative. Using labelled diagrams, charts tables and written explanation texts.</p> <p>To use dates and terminology accurately.</p> <p>To discuss the most appropriate way to present information realising that it is for an audience.</p> <p>To plan and present a self-directed project or research about the studied period.</p>
<p>Key Vocabulary</p>	<p>draw talk show remember stories</p>	<p>retell recall historical words stories write remember</p>	<p>explain write present evidence recall remember</p>	<p>explain write present evidence debate historical vocabulary organise</p>	<p>communicate present evidence debate historical vocabulary organise connections research independent</p>	<p>communicate present evidence debate research organise connections affected enquiry independent</p>	<p>summarise discuss structured clearly appropriate audience enquiry major initiative influence changes continuity present debate audience</p>
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<p>Year 1</p>							
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