

# Waterville Primary School Progression of Skills and Vocabulary in History

<b>EYFS Nursery</b>	<p>Understanding the World Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>	<p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
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<b>Topics in EYFS are led by the children's interests</b>	<b>Key Vocabulary</b>	<p>Today Yesterday Tomorrow Day Week Month Season year now next first then last</p>	<p>Same Different Compare Monday Tuesday Wednesday Thursday Friday Saturday Sunday Use of past tense</p>	<p>Grow Tall Small Before After Calendar Timeline Who What When Where Why</p>	<p>Young baby child toddler teenager adult parent grandparent Past present long ago change special old new</p>
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## History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
<p>Children begin to make simple observations about objects or pictures</p> <p>Children look at pictures or objects from events in their lifetime and begin to make simple observations</p>	<p>Children look at photos or videos of past events</p> <p>Children look at photos of videos of their early life and begin to talk about differences between being a baby and being a child</p>	<p>Children begin to talk about events in their day</p> <p>Children begin to talk about events in the past</p> <p>Children begin to talk about their early life</p>

## History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
<p>Children begin to use simple language of time</p> <p>Children begin to use now and next sequencing boards</p> <p>Children begin to look at timetables for their day</p> <p>Children begin to sequence pictures or events in their own lives (eg, when I was a baby)</p>	<p>Share books and stories about different religions and cultures</p> <p>Begin to learn about special days and times in their own and different cultures</p>	<p>Children begin to talk about changes in their own life time (baby to child)</p> <p>Children begin to notice simple changes over time (eg, getting taller)</p>	<p>Begin to think about how things have changed and why</p>	<p>Children begin to understand that things change over time</p>

# Waterville Primary School Progression of Skills and Vocabulary in History

<b>EYFS Reception</b>	<p>Understanding the World Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>	<p>People Culture and Communities ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>
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<b>Topics in EYFS are led by the children's interests</b>	<b>Key Vocabulary</b> <i>Continue to reinforce nursery vocabulary</i>	<p>Today Yesterday Tomorrow Day Week Month Season year Past present now next</p>	<p>long ago change special artefact old new young child adult parent grandparent</p>	<p>Order Sequence Compare Family tree Before After When? Who? Where? What? How? Why?</p>
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## History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
Children look at pictures or objects from events in their lifetime and make observations	Children look at photos or videos of past events	Children talk about events in their day
Children begin to ask questions about objects or events in their lifetime	Children look at photos or videos of their early life and talk about differences between being a baby and being a child	Children talk about events in the past
		Children talk about their early life

## History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
<p>Use simple language of time</p> <p>Use now and next sequencing boards</p> <p>Children begin to understand a visual timetables for their day</p> <p>Begin to sequence events in their own lives (eg, when I was a baby)</p>	<p>Share books and stories about different religions and cultures</p> <p>Begin to learn about special days and times in their own and different cultures</p>	<p>Children talk about changes in their own life time (baby to child)</p> <p>Children begin to notice simple changes</p> <p>Children begin to recognise that their life is different to their parents and grandparents</p>	<p>Begin to think about how things have changed and why</p>	<p>Begin to understand that things change over time</p> <p>Begin to identify old and new objects</p>

# Waterville Primary School Progression of Skills and Vocabulary in History

## Year 1

KS1 national curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**KS1 Pupils should be taught about:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- 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
- Significant historical events, people and places in their own locality.

## Topics Covered

### Enquiry Question

<b>Autumn</b> Toys – Changes in Living memory	In what ways have toys changed over time?	<b>Vocabulary</b>	Victorian, 20 <sup>th</sup> Century, 21 <sup>st</sup> Century, wooden toys, paper toys, metal toys, plastic toys, inventions, parents, grandparents, today, living memory
<b>Spring</b> Walt Disney – Significant individuals	Why is Walt Disney important to the way animation is viewed?		Decade, century, photograph, camera, film, America, animation, studios,
<b>Summer</b> *Local focus* George Stephenson – Local history, Significant Individuals	What did George Stephenson do to contribute to the way the railway is today?		Engineer, locomotive, railway, industrial revolution, steam engine, machine, inventor, track, train

## History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
<p>Begin to describe similarities and differences in artefacts</p> <p>Begin to question why people did things in the past and explain my own knowledge of the past</p> <p>I can sort artefacts into 'then' and 'now'</p> <p>I can answer questions related to different sources, including how and why questions</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts, photos, videos</p>	<p>Use simple source material (eg. Photographs) to answer questions about an event beyond living memory.</p> <p>Use a range of sources to find out characteristic features of the past</p>	<p>To retell a story or significant event from their past</p> <p>Communicate their knowledge through:</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>

## History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
<p>Develop an awareness of the past</p> <p>Begin to use words and phrases related to the passing of time</p> <p>Sequence events in their life and begin to use dates</p> <p>Talk about past and present events in their own lives, and in the lives of family members</p> <p>Sequence events or objects in chronological order</p> <p>Sequence the story of a significant historical figure</p> <p>Begin to order artefacts and pictures from significantly different time periods</p> <p>Match objects to people of different ages</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Describe in simple terms the importance of a local place or landmark</p>	<p>Recall a significant memory from their past</p> <p>Compare own life and interests now, with when they were a baby (eg. Clothes, toys, food etc)</p> <p>Look closely at similarities, differences, patterns and change</p>	<p>Describe in simple terms why a significant individual acted the way they did</p> <p>Describe in simple terms why some events happened</p> <p>Question why things happen and give explanations</p>	<p>Look at different ways in which the past is represented eg, books, pictures, film, song</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults accounts of the past – how reliable are their memories?</p>

# Waterville Primary School Progression of Skills and Vocabulary in History

## Year 2

KS1 national curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**KS1 Pupils should be taught about:**

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- 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
- Significant historical events, people and places in their own locality.

### Topics Covered

#### Enquiry Question

<b>Autumn</b> <b>Great Fire of London</b> – events beyond living memory that are significant	Why did the Great fire of London destroy the city so quickly?	<b>Vocabulary</b>	Fire, smoke, firefighter, London, bakery, Samuel Pepys, River Thames, monument, diary, Tower of London, cart, burning
<b>Spring</b> <b>Queen Elizabeth II</b> – significant individuals, compare to another Monarch	Who is the Queen? A mother, a daughter of, a sister of, a wife of?		Queen, Monarch, coronation, crown, throne, jubilee, United Kingdom, Prince Phillip, Windsor, Buckingham palace, commonwealth, Sandringham, Balmoral, Prince Charles, royal, royal family, family tree
<b>Summer</b> *Local focus* <b>Fish Quay</b> - Significant places in own locality	Why is the fish quay called the fish quay?		Fish Quay, North Shields, North Tyneside, Newcastle, ship, boat, town, city, local area,

### History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
Sequence a collection of artefacts  To begin to look and use timelines  Understand and talk about how people find out about the past  Research the life of a famous Briton from the past using different resources to help me  To begin to build a 'bigger picture' of a historical period, using a range of source material	To use a source – I can ask why, what, who, how and where questions and find answers to them  To choose and use parts of stories and other sources to show an understanding  To begin to discuss the effectiveness of a source	To show increased knowledge and understanding of events beyond living memory.  Communicate their knowledge through: Discussion Drawing picture Class display Drama/role play Making models Writing Using ICT

### History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
Describe memories of key events in their own lives.  Order events in a period of history studied on a timeline  Begin to recall the dates of important festivals and events  Identify similarities and differences between different time periods  Make connections with events and people in the past and present day  Use correct vocabulary related to time	Describe how people and places in their own locality have changed over time  Explain why Britain has a special history by naming some famous events and some famous people  Explain how local people or events in history have changed things nationally or internationally	Describe how their own lives are different to past generations  Describe changes in the local area in their own and grandparents' lives  Explain what impact that significant events from the past have had on the way we live today	Begin to understand cause and effect by looking at significant individuals' actions and what happened as a result	Compare two versions of a past event  Compare pictures or photographs of people or events in the past  Identify different ways to represent the past  Describe historical events and significant people from the past  Create their own account of a historical event

# Waterville Primary School Progression of Skills and Vocabulary in History

<p><b>Year 3</b></p> <p>KS2 national curriculum</p>	<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><b>KS2 Pupils should be taught about:</b> ● Changes in Britain from the Stone Age to the Iron Age. ● The Roman Empire and its impact on Britain. ● Britain’s settlement by Anglo-Saxons and Scots. ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● A local history study. ● A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. ● The achievements of the earliest civilizations. Ancient Greece. A non-European society that provides contrasts with British history.</p>
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<p><b>Topics Covered</b></p> <p><b>Enquiry Question</b></p>	<p><b>Autumn</b> Changes in Britain from Stone Age to Iron Age</p>	<p>Which was better, Stone, Bronze or Iron?</p>	<p>Vocabulary</p>	<p>Stone age, Bronze age, iron age, prehistoric, stone, bronze, iron, tools, caves, settlement, farming, tribe, Celt, druid, hillfort, round houses, Skara Brae, Stonehenge, mines, Romans</p>
	<p><b>Spring</b> Ancient Egypt</p>	<p>Why was Ancient Egypt known as a great civilisation?</p>		<p>BC, AD, Egypt, River Nile, Pharaoh, Tutankhamun, mummy, civilisation, hieroglyphics, tome, cartouche, gods, embalming, Howard Carter, Valley of the Kings, sarcophagus, papyrus</p>
	<p><b>Summer *Local focus*</b> A study over time tracing how several aspects of national history are reflected in the locality - <b>Railways</b></p>	<p>How has George Stephenson’s ‘Rocket’ impacted our lives today?</p>		<p>Railway, travel, George Stephenson, steam train, passenger, tramline, trainline, modern, engine,</p>

## History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
<p>Select and record information relevant to the study of a period in history</p> <p>Ask and answer questions about historical events and significant individuals</p> <p>Begin to recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>Begin to develop research skills to find out about the past</p> <p>Begin to use the books and e-learning for research</p>	<p>Use a range of sources to find out about a time period</p> <p>Observe small details in artefacts/pictures</p> <p>Begin to suggest suitable sources of evidence for historical enquiry.</p>	<p>Recall , select and organise information about the past</p> <p>Use labelled diagrams, recounts, stories, diaries and pictures to illustrate an understanding of historical events and famous people</p> <p>Communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, ICT</p>

## History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
<p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p> <p>Use a timeline to place events in chronological order</p> <p>Begin to understand that the past can be divided into different periods of time</p> <p>Place the time studied on a time line</p>	<p>Describe how their own lives are similar or different to children in the past.</p> <p>Describe how national changes affected their locality</p> <p>Begin to describe the social, cultural or religious diversity of past societies</p> <p>Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children</p>	<p>Begin to describe changes that have happened in the locality of the school throughout history</p> <p>Describe some of the main changes in Britain resulting from an event</p> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered</p>	<p>Express an opinion on whether a person or event had a positive or negative impact on life in Britain</p> <p>Begin to give reasons why certain events in history happened as they did</p> <p>Begin to talk about why certain people in history acted the way they did</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Begin to distinguish between different sources and evaluate their usefulness</p> <p>Look at different representations of the period studied e.g. museums, cartoons etc</p>

# Waterville Primary School Progression of Skills and Vocabulary in History

## Year 4

KS2 national curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**KS2 Pupils should be taught about:** ● Changes in Britain from the Stone Age to the Iron Age. ● The Roman Empire and its impact on Britain. ● Britain's settlement by Anglo-Saxons and Scots. ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● A local history study. ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. ● The achievements of the earliest civilizations. Ancient Greece. A non-European society that provides contrasts with British history.

### Topics Covered

### Enquiry Question

#### Autumn

The Romans and their impact on Britain

What did the Romans do for us?

#### Spring

Britain's settlement by Anglo-Saxons and Scots

How did the Anglo Saxons change Britain?

#### Summer \*Local focus\*

A study over time tracing how several aspects of national history are reflected in the locality - Shipbuilding

Why is the ship building industry important to North Shields?

Vocabulary

Roman, Rome, Empire, colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, soldier, centurion, shield, chariot, gladiator, Boudicca, toga, slave, Julius Caesar, roman numerals, emperor

Angles, Anglo-Saxon, Christianity, missionary, pagan, Picts, Romans, Saxons, Scots

North Shields, Newcastle, ship, shipyard, shipbuilding, River Tyne,

## History Key Skills

### Historical Enquiry

### Using Evidence

### Communicating about the past

Ask and answer more complex questions through independent research

Choose relevant material to present a picture of one aspect of life in the past

Use different resources for research such as the library and internet

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history

Recognise the part that archaeologists have had in helping us understand more about what happened in the past

Use a range of source materials to answer questions about the past which go beyond simple observations

Use evidence to build up a picture of a past event

Through research, can I compare and contrast different forms of evidence

Recall, select and organise historical information

Choose the best way to record a range of historical information, giving reasons for their choice

Communicate their knowledge and understanding through labelled diagrams, written work, models, ICT work, displays.

## History Key Concepts

### Chronological Understanding

### Cultural, ethnic and religious diversity

### Change and continuity

### Cause and consequence

### Interpreting History

Place different periods of time on a timeline and remember key historical facts and some dates from a period studied

Use terms related to the period studied and begin to date events

Begin to understand more complex terms eg BC/AD

Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain

Describe the impact of international events on the local area

Explain how significant historical figures contributed to national and international achievements in a variety of eras

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Describe the social, ethnic, cultural or religious diversity of past societies

Understand the concept of change over time, representing this, along with evidence, on a time line

Explain the impact of a significant figure on life in Britain

Begin to appreciate why Britain would have been an important country to have invaded and conquered

Explain that an event can have more than one cause

Suggest why certain events happened as they did in history

Suggest why certain people acted the way they did in history

Look at the evidence available and begin to evaluate the usefulness of different sources

Explain how events from the past have helped shape our lives today

Compare two periods in history, identifying similarities and differences between them

Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ

# Waterville Primary School Progression of Skills and Vocabulary in History

## Year 5

KS2 national curriculum

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**KS2 Pupils should be taught about:** ● Changes in Britain from the Stone Age to the Iron Age. ● The Roman Empire and its impact on Britain. ● Britain's settlement by Anglo-Saxons and Scots. ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● A local history study. ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. ● The achievements of the earliest civilizations. Ancient Greece. A non-European society that provides contrasts with British history.

### Topics Covered

### Enquiry Question

#### Autumn

Viking and Anglo-Saxon struggle for the kingdom of England up to Edward the Confessor

Did Viking invasion have a positive or negative impact on the people of Britain?

#### Spring

Ancient Greece – achievements and influence on the western world

Why are the Greeks inventions and creations still so important over 2000 years later?

#### Summer \*Local focus\*

A study over time tracing how several aspects of national history are reflected in the locality – History of Newcastle

How has industry and engineering impacted Newcastle upon Tyne?

Vocabulary

Kingdom, invasion, exile, long ship, outlawed, pagans, pillaged, raid, Danegeld, Scandinavia, Denmark, Norway, Sweden, Viking, Anglo-Saxon, Edward the confessor

Ancient, civilisation, empire, legacy, democracy, Europe, Greece, Olympic games, Alexander the Great, Trojan war, gods and goddesses

Newcastle, Industry, railway, shipyard, building, engineering, architecture, William Armstrong, hydraulic crane, Joseph Swann, lightbulb, Stephenson, Earl Grey, electoral reform, abolition of slavery

## History Key Skills

### Historical Enquiry

### Using Evidence

### Communicating about the past

Answer historical questions, using information and evidence that I have carefully considered and selected

Use research skills to answer historical questions

Give a reason to support an historical argument

Use evidence to build up a picture of a past event

Select relevant sections of information

Use the library and internet for research with increasing confidence

Begin to identify primary and secondary sources

Describe how different types of evidence tell us different things and understand why contrasting arguments and interpretations occur

Understand that no single source of evidence gives the full answer to questions about the past

Select suitable sources of evidence, sometimes giving reasons for choices

Compare accounts from events from different sources

Select, organise and record relevant information from a range of sources to produce well structured narratives, descriptions and explanations

Use appropriate terms, matching dates to people and events

I can record and communicate knowledge in different forms such as labelled diagrams, posters, designs, ICT, models, written work

## History Key Concepts

### Chronological Understanding

### Cultural, ethnic and religious diversity

### Change and continuity

### Cause and consequence

### Interpreting History

Use dates and historical terms more accurately in describing events

Describe the main changes in a period of history (using terms such as: social, religious and cultural)?

Independently place historical events or changes on a timeline, remembering key facts from a period of history studied  
Relate current studies to previous studies and begin to make comparisons between different times in history  
Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line

Suggest and research information sources required to present an in depth study of a local town or city

Use a range of local history resources to describe how an event affected a local town or city

Appreciate that significant events in history have helped shape the country we have today

Describe the social, ethnic, cultural or religious diversity of past society, including differences for men, women and children

Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world

Begin to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line

Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same

Explain why people acted as they did

Describe how a significant individual or movement has influenced the UK or wider world

Make connections between two periods in history, to begin to develop historical perspective

Describe with some detail any historical events from the different period/s I am studying/have studied

Compare accounts of events from different sources – fact or fiction

Offer some reasons for different versions of events

# Waterville Primary School Progression of Skills and Vocabulary in History

<b>Year 6</b> <b>KS2 national curriculum</b>	<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p><b>KS2 Pupils should be taught about:</b> ● Changes in Britain from the Stone Age to the Iron Age. ● The Roman Empire and its impact on Britain. ● Britain's settlement by Anglo-Saxons and Scots. ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● A local history study. ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. ● The achievements of the earliest civilizations. Ancient Greece. A non-European society that provides contrasts with British history.</p>
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<b>Topics Covered</b>  <b>Enquiry Question</b>	<b>Autumn</b> World War 2	What happened during WW2?	<b>Vocabulary</b>	War, army, tank, rifle, bomb, Victoria cross, medal, gas mask, radio, evacuee, ration book, Anne Frank, gestapo officer
	<b>Spring</b> Mayan Civilisation	Why should we study the Maya?		Maya, pyramid, calendar, warrior, priest, king, maize, maize god, stelae, heiroglyhic, gods, civilisation, ancient,
	<b>Summer *Local focus*</b> A study of an aspect or theme in British history that extends pupils knowledge beyond 1066 – Crime and Punishment from Anglo Saxons to present day	How has crime and punishment changed over time?		Crime, punishment, execution, deterrent, police, bobbies, highwaymen, judge, jury, ordeal, treason, victim, trial, law

## History Key Skills

Historical Enquiry	Using Evidence	Communicating about the past
<p>Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history</p> <p>Independently investigate a more complex historical research question</p> <p>Identify propaganda and begin to show an understanding of it</p> <p>Recognise primary and secondary sources</p> <p>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying</p> <p>Give more than one reason to support an historical argument</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past</p> <p>Understand that knowledge of the past is constructed from a range of sources</p> <p>Select and organise relevant historical information, linking sources to work out how conclusions were arrived at</p> <p>Understand that no single source of evidence gives the full answer to questions about the past</p> <p>Select suitable sources of evidence, giving reasons for choices</p>	<p>Select, organise and summarise and present relevant information, from a wide range of sources, in the most effective way for a given purpose</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

## History Key Concepts

Chronological Understanding	Cultural, ethnic and religious diversity	Change and continuity	Cause and consequence	Interpreting History
<p>Place current study on time line in relation to other studies</p> <p>Sequence up to 10 events on a time line</p> <p>Create, from memory, a timeline from dates/details/eras, showing knowledge of how to check for accuracy</p> <p>Establish clear narratives within and across periods studied</p> <p>Identify connections, contrasts and trends over a period of time</p> <p>Use dates and historical terms accurately in describing events</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world</p>	<p>Use a range of local history resources to describe how an event affected a local town or village</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p> <p>Describe the social, ethnic, cultural or religious diversity of past society, including differences for men, women and children</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Begin to appreciate that how we make decisions as a country has been through a Parliament for some time</p> <p>Appreciate that significant events in history have helped shape the country we have today</p> <p>Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world</p>	<p>Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world</p> <p>Describe and make links between main events, situations and changes across different periods and societies</p> <p>Describe how their own lives have been influenced by a significant individual or movement</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)?</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line</p>	<p>Describe the negative or positive impact of a period of history on contemporary society</p> <p>Identify and give reasons for, results of, historical events, situations and changes</p>	<p>Make connections, draw contrasts and identify trends in two or more periods of history to improve historical perspective</p> <p>Identify historically significant people and events in situations</p> <p>Understand that different versions of the past may exist and begin to give reasons for this</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>



