



"Make your light shine so others will see the good that you do"



History Concepts, Skills, Knowledge and Vocabulary

Our key historical concepts are Chronology, Historical Interpretation and Historical Enquiry. This is the key knowledge we learn in each year group.

Our skills in History are part of 'Thinking historically/Thinking as an historian' and run across all of our concepts.

This is the key vocabulary which is specified to be covered within each year group through the teaching of History or one of its linked subjects. It is displayed within the classroom during appropriate topics and referred to regularly. This enables our children to have a greater Historical vocabulary as they move through school.

History Concepts	<p><u>Chronology</u></p> <p><i>To develop a chronologically secure knowledge and understanding of British, local and world history periods.</i></p>	<p><u>Historical Interpretation</u></p> <p><i>Continuity and change, cause and consequence, similarity and difference, significance.</i></p> <p><i>Gain historical perspective by placing their growing knowledge into different contexts and make connections, and contrast and analyse trends.</i></p>	<p><u>Historical Enquiry</u></p> <p><i>Understand how evidence is used to make historical claims, and question contrasting arguments and interpretations to gain an informed historical perspective on the world.</i></p>
Foundation	<ul style="list-style-type: none"> • Have an awareness of passing of time • Can sequence school day/days of the week • Can sequence photos of people of different ages • Can use time vocabulary 	<ul style="list-style-type: none"> • Can say how they have changed – baby to now • Can ask and answer questions relating to 'why' things have happened • Can suggest similarities and differences between 'now and then' • Can say what happened in a special event they have been to 	<ul style="list-style-type: none"> • Can listen to stories about the past • Can use books and computers (with support) to find images of the past • Can handle artefacts and ask questions about them • Can record their findings using marks they can interpret and explain • Can listen to different versions of the same story • Can look at different illustrations of the same person • Can discuss different versions of an event at school
	<p><u>Vocabulary</u></p> <div> <div> <ul style="list-style-type: none"> • here, now, then • day, week, year, month • last week, last year, long ago • ...years ago, yesterday, today, remember </div> <div> <ul style="list-style-type: none"> • then, now • change, stayed the same • because, so, why • same, similar, different • important, special </div> <div> <ul style="list-style-type: none"> • story, picture, photo, painting, book, information • how, why, old, new </div> </div>		



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Year 1

- Sequence photos from different periods in their life
- Describe memories of key events in their lives
- Sequence events in their life
- Match objects to people of different ages
- Sequence artefacts closer together in time
- Sort artefacts 'then' and 'now'

- Can say how own life and interests now are the same or different to their babyhood (e.g. clothes, toys, food, size, abilities)
- Can describe changes in life (clothes, toys, food, homes etc.) between their life and the life of someone in the past
- Can describe, in simple terms, why a significant individual acted the way they did
- Can begin to understand cause and effect by looking at a significant individual's actions and what happened as a result
- Can discuss the similarities and differences between sources
- Describe how their own life is different from past generations of their own family
- Can say why a person is important in history

- Can use stories to encourage children to distinguish between fact and fiction
- Can compare pictures or photographs of people or events in the past
- Can use as wide a range of sources as possible: photos, stories, reference books, artefacts, first-hand accounts etc. Can handle sources, ask questions, make observations and sketch them
- Can ask and answer questions relating to: why, what, who, how, where

History curriculum focus:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Vocabulary

- days, weeks, months, years
- then, now, present day, modern day, in the past
- before, after
- chronology, calendar, timeline, long ago

- continue
- caused, result
- similarity, difference
- society, belief,
- king, queen, discovery, gods, goddesses,
- war, local, government, parliament

- artefact, evidence, source, fact, fiction, opinion, first-hand account
- why, when, where, who, how, what
- archaeologist, memory, opinion



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Year 2

- Match objects to people of different time periods
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Sort artefacts 'then' and 'now'

- Can say how own life and interests now are the same or different to their babyhood (e.g. clothes, toys, food, size, abilities)
- Can describe changes in life (clothes, toys, food, homes etc.) between their life and the life of someone in the past
- Can describe, in simple terms, why a significant individual acted the way they did
- Can begin to understand cause and effect by looking at a significant individual's actions and what happened as a result
- Can discuss the similarities and differences between sources
- Describe how their own life is different from past generations of their own family
- Can say why a person is important in history

- Can check information in reference books
- Can compare 2 versions of a past event
- Can discuss reliability of photos/ accounts/stories
- Can use as wide a range of sources as possible: photos, stories, reference books, artefacts, first-hand accounts etc
- Can handle sources, ask questions, make observations and sketch them
- Can ask and answer questions relating to: why, what, who, how, where

History Curriculum Focus:

- 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.

Vocabulary

- days, weeks, months, years,
- then, now, present day, modern day, in the past,
- before, after
- chronology, calendar, timeline, long ago

- continue
- caused, result
- similarity, difference
- society, belief, gods, goddesses,
- king, queen, war, local, government, parliament
- discovery,

- artefact, evidence, source, fact, fiction, opinion, first-hand account
- why, when, where, who, how, what
- archaeologist, memory, opinion



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Year 3

- Place events from the period studied on a timeline
- Know the periods of time before and after the one being studied
- Use dates and terms related to the study unit and the passing of time

- Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war)
- Identify reasons for and results of people's actions
- Explain the impact of a significant historical figure or event on life in Britain
- Find out about everyday lives of people in times studied and compare with our life today
- Compare two periods of history, identifying similarities and differences between them
- Identify key features and events

- Compare different versions of the same story
- Select and record information relevant to the study
- Use a range of sources to find out about a period: photos, stories, reference books, artefacts, first-hand accounts, census etc.
- Distinguish between different sources
- Observe small details in artefacts, pictures
- Begin to use reference books and ICT for research
- Ask a variety of questions relating to a source
- Begin to distinguish between primary and secondary sources

HISTORICAL TIME PERIOD (National Curriculum)

- *Change in Britain from the Stone Age to the Iron Age*
- *The achievements of the earliest civilisations (Ancient Egypt)*
 - *A local history study*

Vocabulary

- years, decades, century, period, date
- BC, AD, BCE, CE, prehistory
- during, duration

Continuity, significance, ancient, civilisation, faith, democracy) diversity, empire, global, invasion monarchy, peasant, rebellion, settler, court

first-hand account, reference books, bias, relevance, interpretation, primary source, secondary source



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Year 4

- Understand more complex terms e.g. BC AD / BCE CE
- Sequence several events or artefacts
- Use terms related to the period and begin to date events
- Place events from the period studied on a timeline
- Know the periods of time before and after the one being studied

- Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war)
- Explain that an event can have more than one cause
- Express an opinion on whether a person or event had a positive or negative impact on life in Britain
- Find out about everyday lives of people in times studied and compare with our life today
- Compare two periods of history, identifying similarities and differences between them
- Offer a reasonable explanation for some events

- Identify and give reasons for different ways in which the past is represented
- Choose relevant material to present a picture of one aspect of life in past times
- Begin to evaluate the usefulness of different sources
- Use a range of sources to find out about a period: photos, stories, reference books, artefacts, first-hand accounts, census etc.
- Distinguish between different sources
- Observe small details in artefacts, pictures
- Begin to use reference books and ICT for research
- Ask a variety of questions relating to a source
- Begin to distinguish between primary and secondary sources

HISTORICAL TIME PERIOD (National Curriculum)

- *Britain's settlement by Anglo-Saxons and Scots*
- *The Viking and Anglo-Saxon struggle for the Kingdom of England.*
- *A Local history study*

Vocabulary

- years, decades, century, period, date
- BC, AD, BCE, CE, prehistory
- during, duration

continuity, significance, ancient civilisation, faith, democracy, diversity, empire, global, invasion, monarchy, peasant, rebellion, settler, court

first-hand account, reference books, bias, relevance, interpretation, primary source, secondary source



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Year 5

- Use relevant terms and periods labels
- Use relevant dates and terms
- Place current study on timeline in relation to other studies
- Sequence up to 10 events on a timeline
- Make comparisons between different times in the past

- Can compare life in early and late times of a period studied
- Can compare an aspect of life with the same aspect in another period
- Can give another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Can examine causes and results of great events and the impact on people
- Can explain why people acted as they did
- Can describe the similarities and differences between the lives of different people in the same period e.g. differences between men and women
- Consider / explain the significance of events, people and developments in their context and in the present

- Offer some reasons for different versions of events
- Compare accounts of events from different sources
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of life in time studied
- Select relevant sections of information
- Confidently use of reference books and ICT to research
- Use a range of sources to find out about an aspect of past times
- Ask a variety of questions relating to a source

HISTORICAL TIME PERIOD (National Curriculum)

- *The Roman Empire and its impact on Britain.*
- *Ancient Greece – a study of Greek life and achievements and their influence on the western world.*
- *A local history study*

Vocabulary

era, epochs, reigns, millennia

agriculture, aristocracy, causation, colony, conquest, crusade, emigrant, migrant, immigrant, migration, heresy, missionary, monastery, nomad, pope, republic, revolt

census, primary source, secondary source, conclusion, viewpoint, hypotheses



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Year 6

- Sequence up to 10 events on a timeline
- Make comparisons between different times in the past
- Use relevant terms and periods labels
- Relate current studies to previous studies
- Use relevant dates and terms

- Can make links between events from periods studied to changes or developments in contemporary society
- Can describe the negative or positive impact of a period of history on contemporary society
- Can examine causes and results of great events and the impact on people
- Can describe the similarities and differences between beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings
- Can make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective

- Link sources and work out how conclusions are arrived at
- Be aware that different evidence will lead to different conclusions.
- Begin to identify primary and secondary sources
- Use evidence to build up a picture of life in time studied
- Select relevant sections of information
- Confident use of reference books and ICT to research Use a range of sources to find out about an aspect of past times.
- Ask a variety of questions relating to a source

HISTORICAL TIME PERIOD (National Curriculum)

- *A non-European society that provides contrasts with British history (Mayan Civilisation)*
- *A study of an aspect or theme in British history that extends pupils' chronological knowledge (The Battle of Britain)*
- *A local history study*

Vocabulary

era, epochs, reigns, millennia

agriculture, aristocracy, causation, colony, conquest, crusade, emigrant, migrant, immigrant, migration, heresy, missionary, monastery, nomad, pope, republic, revolt

census, primary source, secondary source, conclusion, viewpoint, hypotheses