



## History Knowledge, Skills & Vocabulary

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>To talk about past events in own life.</li> <li>To talk about present events in own life.</li> <li>Talk about past and present in the lives of family members.</li> <li>To understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night.</li> </ul>	<ul style="list-style-type: none"> <li>To put up to 3 objects/photos in chronological order.</li> <li>To use words and phrases related to the passing of time.</li> <li>To understand their own chronology from when they were born.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence a set of events in chronological order and give reasons for their order.</li> <li>To use the words past and present accurately.</li> <li>To use a range of appropriate words and phrases to describe the past.</li> <li>To look at similarities and differences between different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>To show awareness that the past can be divided into different historical periods.</li> <li>To use the terms BC, AD, decade, ancient and century.</li> <li>To use a timeline within a specific time in history.</li> </ul>	<ul style="list-style-type: none"> <li>To increasingly recognise that the past can be divided into different periods of time.</li> <li>To place periods of history on a timeline showing periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>To place features of historical events and people from past societies and periods in a chronological timeline.</li> </ul>	<ul style="list-style-type: none"> <li>To understand chronology, and sequence British, local and world history using appropriate terms related to the passing of time.</li> <li>To say where a period of history fits on a timeline.</li> <li>To place a specific event on a timeline by decade.</li> </ul>
<b>Historical enquiry skills</b>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions about old and new objects.</li> <li>To answer questions about old and new objects.</li> <li>To identify old and new things in a picture.</li> <li>To answer questions using an artefact/photograph.</li> <li>To give a plausible explanation about what an object was used for in the past.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the past by talking to an older person (such as, someone from the George Formby Society).</li> <li>To answer questions about the past by using a specific source, such as an information book.</li> <li>To observe or handle sources to answer a question by making simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the part archaeologists have had in helping us to understand the past.</li> <li>To use various sources of evidence to answer questions.</li> <li>To make observations about the past by looking at small details on artefacts or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions about the past.</li> <li>To research and discuss two versions of an event and see how they differ.</li> </ul>	<ul style="list-style-type: none"> <li>To use sources to help answer questions.</li> <li>To understand and explain how historical artefacts have helped us understand more about lives in the past.</li> </ul>	<ul style="list-style-type: none"> <li>To identify primary and secondary sources.</li> <li>To describe a key event from Britain's past using a range of evidence from different sources.</li> </ul>
<b>Historical Interpretation</b>	<ul style="list-style-type: none"> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		<ul style="list-style-type: none"> <li>To compare two versions of a past event.</li> <li>To understand the differences in the reliability of photos/accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and give reasons for different ways in which the past is represented.</li> <li>To understand and talk about how items found belonging to the past help us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>To compare different versions of the same story – talk about the similarities and differences.</li> <li>To give more than one reason to support an historical argument.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate the usefulness of different sources.</li> <li>To offer reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li> <li>To identify and explain their understanding of propaganda.</li> </ul>



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<b>Continuity and Change</b>		<ul style="list-style-type: none"> <li>To make observations and talk about similarities and differences.</li> <li>To show an understanding of change over time.</li> </ul>	<ul style="list-style-type: none"> <li>To identify similarities and differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>To compare different time periods with our life today:               <ul style="list-style-type: none"> <li>- Ancient Egypt</li> <li>- Ancient Greece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To identify key features and events of the Roman time period.</li> <li>To identify key features and events of the Anglo-Saxon and Scot time period.</li> <li>To identify key features and events of the Viking and Anglo-Saxon time period.</li> </ul>	<ul style="list-style-type: none"> <li>To make comparisons between periods; explaining things that have changed and things that have stayed the same.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and make links between main events, situations and changes within and across periods.               <ul style="list-style-type: none"> <li>- Victorian</li> <li>- WW2</li> </ul> </li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>To question why things happen</li> <li>To give a reason as to why things happen.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and talk about why people did things.</li> <li>To recognise and talk about why events happened.</li> <li>To recognise and talk about what happened because of events/actions that took place in the past</li> </ul>	<ul style="list-style-type: none"> <li>To understand the reason why people may have wanted to do something. (E.g. <i>What was the importance of the river Nile? Why did people settle there? Why did people mummify the dead?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>To explain how events from the past have shaped our lives.</li> <li>To begin to appreciate why Britain would have been an important country to have invaded and conquered.</li> </ul>	<ul style="list-style-type: none"> <li>To explain the cause and consequence of events from the Tudor period.</li> <li>To explain the cause and consequence of events from the Maya period.</li> <li>To explain the cause and consequence of events from the Georgian period.</li> <li>To summarise what Britain may have learnt from other countries or civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>To describe and give reasons for and results of historical events, situations and changes:               <p><b>Victorian</b> - <i>Why did reformists like Lord Shaftsbury work to get the Factory act passed? Why did Wigan become an industrial town? How did the industrial revolution change Wigan? Why were Ragged Schools opened in Victorian times? Why were workhouses necessary and what were the conditions like?</i></p> <p><b>WW2</b> - <i>Why food rationing? Why did Britain enter the war? Why the Battle of Britain was a turning point in the war? Why were the children evacuated?</i></p> </li> </ul>



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<b>Similarity and difference within a period/situation</b>	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>To make simple observations of different types of people.</li> <li>To make simple observations of different types of events.</li> </ul>	<ul style="list-style-type: none"> <li>To make simple observations of different types of beliefs within a society.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about everyday lives of different people in the time studied.</li> <li>To recognise that the lives of wealthy people were very different to poor people:               <ul style="list-style-type: none"> <li>In Ancient Egypt</li> <li>In Ancient Greece</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To describe social and cultural diversity in Britain in the periods studied:               <ul style="list-style-type: none"> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To describe social, cultural, religious and ethnic diversity in Britain and the wider world in the periods studied:               <ul style="list-style-type: none"> <li>Tudor</li> <li>Maya</li> <li>Georgian</li> </ul> </li> <li>To compare the differences between men and women in history.</li> </ul>	<ul style="list-style-type: none"> <li>To describe social, cultural, religious and ethnic diversity in Britain and the wider world in the periods studied:               <ul style="list-style-type: none"> <li>Victorian</li> <li>WW2</li> </ul> </li> <li>To show understanding and explain that wealthy people would have had a very different way of living which would impact on their health and education.</li> </ul>
<b>Significance of events/people</b>	<ul style="list-style-type: none"> <li>To talk about the lives of the people around them and their roles in society – family members, school staff, community members (such as, nurses, police, firefighters, bin collectors)</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate that some famous people have helped our lives be better today.</li> <li>To understand that we have a King who rules, and that Britain has had a King or Queen for many years.</li> <li>To recognise we have certain events, such as Armistice Day, because of what happened many years ago.</li> </ul> <p><i>Grace Darling King John, Queen Victoria, Elizabeth I, Elizabeth II, Charles III, Prime Minister</i></p>	<ul style="list-style-type: none"> <li>To talk about who was important in a simple historical account: <b>George Formby</b> <b>Great Fire of London:</b> <i>King Charles II, Samuel Pepys, Thomas Bludworth, Sir Christopher Wren</i> <b>Nurses</b> - <i>Florence Nightingale, Mary Seacole, Edith Cavell.</i></li> </ul>	<ul style="list-style-type: none"> <li>To identify historically significant people: <b>Ancient Egypt</b> – <i>Tutenkhamun, Cleopatra, Howard Carter</i> <b>Ancient Greece</b> - <i>Socrates, Aristotle, Plato, Aasop. Archimedes, Alexander the Great</i></li> </ul>	<ul style="list-style-type: none"> <li>To identify and describe historically significant people/events. <b>Romans</b> - <i>Julius Ceasar, Emperor Claudius, Boudicca, Emperor Hadrian</i> <b>Anglo-Saxons</b> – <i>St Augustine, King Offa</i> <b>Vikings</b> - <i>Alfred the Great, Athelstan Guthrum, King Cnut, Edward the Confessor</i></li> </ul>	<ul style="list-style-type: none"> <li>To explain the significance of historical people and events: <b>Tudor:</b> <i>Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard, Katherine Parr, Sir Francis Drake, William Shakespeare, Mary Queen of Scots.</i> <b>Maya:</b> <i>The development of the calendar. The abandonment of Tikal</i> <b>Georgian:</b> <i>William Wilberforce and the slavery abolition act. Nathaniel Wells Dido Elizabeth Belle</i> <b>Black abolitionists</b> – <i>Mary Prince Ottobah Cugoano Ignatius Sancho</i></li> </ul>	<ul style="list-style-type: none"> <li>To explain the significance of historical people and events: <b>Victorians:</b> <i>Queen Victoria, Prince Albert, Lord Shaftesbury, Dr Barnardo, Charles Darwin, Isambard Kingdom Brunel, George Stephenson, Joseph Lister, Louis Pasteur, Florence Nightingale</i> <b>WW2:</b> <i>Winston Churchill, Adolf Hitler, Neville Chamberlain and King George VI</i></li> </ul>



# History Knowledge, Skills & Vocabulary

<b>Vocabulary</b>	<p>past present old new same different</p>	<p>sequence era legacy monarch Parliament Empire Grace Darling lighthouse storm Northumberland rescue shipwreck survivors boat heroine famous brave explorer voyage inventions Queen reign power baby toddler child teenager adult wood metal plastic electric safety materials poor rich wealthy technology</p>	<p>timeline reliable source information George Formby performer entertainer music hall ukulele Legacy bakery oven leather bucket flammable fire hooks fire break King Charles II Samuel Pepys St Pauls Cathedral The Tower of London gunpowder thatched roof wattle and daub eye-witness government nurse medicine cleanliness soldier injured charity Red cross Lamp Crimean War World War One prejudice equality</p>	<p>prehistoric BC AD ancient century archaeology evidence artefact compare contrast similarity difference dynasty preservation Egypt River Nile Pharaoh Egyptologist Akhet Afterlife Mummification canopic jars hieroglyphics sarcophagus papyrus pyramids burial tomb Crops Olympics Acropolis Athens Sparta The Parthenon Mount Olympus philosophy myth architecture tyrant democracy temple slavery Socrates Plato Aristotle Stone Age Bronze Age Iron Age caveman</p>	<p>decade research argument key features monastery invader conquer occupy court Angle Saxon Cyning tribe tribal Anglo-Saxon Christianity Viking Danelaw Danegeld Longboat Pagan runes wergild court raider Celts Romans Julius Ceasar Emperor Boudicca Legion amphitheatre Senate Latin aqueduct barbarian senate republic invasion temple</p>	<p>civilisation hierarchy descendent trade transatlantic abolition reformer memorial colony exploitation plantation Mesoamerica Tikal calendar sacrifice deity priest trade astronomy ritual underworld nobles servants Christopher Columbus Aztecs caste system tomb indigenous native reformation execution treason dissolution monastery colonisation heir Pope protestant catholic</p>	<p>primary source secondary source viewpoint propaganda coronation British Empire Industrial Revolution ragged schools workhouse poverty reformer mining Colliery axis allies Nazi evacuation evacuee black out rationing blitz air raid air raid shelter United Nations Organization gas mask atomic bomb</p>
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				hunter gatherer shelter tribe forager extinct agriculture tools			