

Subject overview History



Thurlaston CE (Aided) Primary School
Teaching and Living the Christian Way of Life
Building Our Lives on Jesus

Unit Key Skills and Knowledge

Class	Unit	Key Skills and Knowledge	Key Vocabulary
1	The Great Fire of London	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</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>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern</p> <p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important</p> <p><u>The Great Fire of London Vocabulary</u></p> <p>Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered, Peasantry</p>
	The First Flight	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</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>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern</p> <p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings,</p>

		<p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important</p> <p><u>The First Flight Topic Vocabulary</u></p> <p>Moon, Rocket, NASSA, Tim Peak, Moon landing, Shuttle launch, Neil Armstrong, Mae Jemison</p>
	British Seaside	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</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>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern</p> <p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important</p> <p><u>The British Seaside</u></p> <p>Past, Present, Queen Victoria, Grace Darling, Bathing machine, Penny lick, Pier, Steam train, Punch and Judy</p>
	Castles and Knights	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</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>They know and recount episodes from stories about the past</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern</p> <p>Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings,</p>

		<p>Compare adults talking about the past – how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts,</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important</p> <p><u>Castles and Knights Topic Vocabulary</u></p> <p>Castle, Palace, Turret, Moat, Portcullis</p> <p>Shield, William the Conqueror, Henry VIII</p> <p>Motte and bailey, Arrow loops, Battlements</p> <p>Drawbridge, Knight, Battle, Soldier, Medieval, Weapon, Punishment</p>
2	Terrific Thurlaston	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Making models.....</p> <p>Writing..</p> <p>Using ICT...</p> <p>observations</p> <p>field trips</p>	<p>Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries</p> <p>Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence, Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p> <p><u>Terrific Thurlaston Vocabulary</u></p> <p>church, school, log book, stove, hall classroom, punishment book, changes over time, transport, building use</p>
	Nurturing Nurses	<p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p> <p>Recognise why people did things, why events happened and what happened as a result</p>	<p>Sequence, Chronological Order, Recent History, Earlier, Later, Decades, Centuries</p> <p>Question, Artefact, Newspapers, Websites, Historians, Primary /Secondary Evidence,</p>

		<p>Identify differences between ways of life at different times</p> <p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/accounts/stories</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Communicate their knowledge through:</p> <p>Discussion....</p> <p>Drawing pictures...</p> <p>Drama/role play..</p> <p>Writing..</p> <p>Using ICT...</p>	<p>Information, Like or dislike, Significant, Tally chart, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p> <p><u>Nurturing Nurses Vocabulary</u></p> <p>Florence Nightingale, care, hospital, medical, medal, charity, soldier, God, lamp, battle, nurse, dolls, cleaning, injured, Red cross, Turkey, Lady of the Lamp, ship, wounds, prejudice, Jamaica, travel, Turkey, Mary Seacole, soldier, Crimean War, Britain</p>
3	Awful Ancient Egyptians	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change</p> <p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends</p> <p><u>Awful Ancient Egyptians Topic Vocabulary</u></p> <p>Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen</p>

	<p>Riotous Royalty</p>	<p>Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends <u>Riotous Royalty Topic Vocabulary</u> Monarchy, Buckingham palace, Windsor castle, St James' Palace, Conqueror, Catholic, Protestant, Divorced, Beheaded, Parliament, Succession, Politician, Throne, King, Queen, Emperor, Sultan</p>
	<p>Savage Stone Age to Incredible Iron Age</p>	<p>Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument,</p>

			<p>Interpretations, Develop perspective, Oral history, Myths & Legends</p> <p><u>Savage Stone Age to Incredible Iron Age Topic Vocabulary</u></p> <p>Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge</p>
	Ruthless Romans	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p> <p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research</p> <p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change</p> <p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends</p> <p><u>Ruthless Romans Topic Vocabulary</u></p> <p>Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian's Wall Boudica</p>
	Savage Saxons	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Time difference, Continuity, Change</p> <p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eyewitness account, Similarities and differences,</p>

		<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding.</p>	<p>Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Organisation Second-hand evidence, Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends <u>Savage Saxons Topic Vocabulary</u> Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria</p>
4	Local History – Elizabethan England	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy, Short- and long term timescales, Difference and significance, Trends Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable, Fieldwork, Conduct, Research, Evaluate, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda <u>Elizabethan England Vocabulary</u> French hood, corset, hat, gown, shirt, bed warmer, scythe, horse and plough, breeches, stockings, chemise, kirtle, dress, beefeater, recorder, lute, gallows, doublet</p>
	Mayan Civilization	<p>Place current study on time line in relation to other studies Use relevant dates and terms Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>	<p>AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy, Short- and long term timescales, Difference and significance, Trends</p>

		<p>Know key dates, characters and events of time studied</p> <p>Confidently use the library and internet for research</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable, Fieldwork, Conduct, Research, Evaluate, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p> <p><u>Mayan Civilization Topic Vocabulary</u></p> <p>Haab' calendric Chichen Itza Cocoa Pyramid Hieroglyphics Stele (stela) monument Archaeologist Calendars Civilisation Mesoamerica Spanish Conquistadors</p>
	Ancient Greeks	<p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</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> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy, Short- and long term timescales, Difference and significance, Trends</p> <p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable, Fieldwork, Conduct, Research, Evaluate, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p> <p><u>Ancient Greeks Topic Vocabulary</u></p> <p>Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Alexander the Great Empire Achievement Gods (Zeus, Apollo etc) Monarchy, oligarchy, democracy scholar philosopher</p>

	Vikings	<p>Use relevant dates and terms</p> <p>Place current study on time line in relation to other studies</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Know key dates, characters and events of time studied</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Confidently use the library and internet for research</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy, Short- and long term timescales, Difference and significance, Trends</p> <p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable, Fieldwork, Conduct, Research, Evaluate, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p> <p><u>Vikings Topic Vocabulary</u></p> <p>Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw celts Angles Conquer Invader Raids Vicious Norse Lindesfarne manuscript</p>
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- Chronological understanding
- Range and depth of historical knowledge
- Interpretations of history
- Historical enquiry
- Organisation and communication