Subject overview History

Unit Key Skills and Knowledge

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| **Class** | **Key Skills** | **Unit Key Vocabulary** |
| **1**(EYFS) | **Understanding the World/Past and Present*** Talk about the lives of people around them and their roles in society.
* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
* Understand the past through settings, characters and events encountered in books read in class and storytelling
 | **Skills Vocabulary**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, moderncuriosity, detective, investigate, ask, object, artefacts, books, pictures, photographs, surroundings, local, homes, houses and buildings, explain, used for, timeline, date order, similar, different, because, important**The Great Fire of London Vocabulary**Great Fire of London, 1666, LondonFlammable, houses, wood, strawWarehouses, cloth, oil, firefightingfire engine, church, fire hooksguild, weather, hot, dry summer, Samuel Pepys, diary, governmentmayor, king, archaeologist, possessions, cheese**Homes in the Past**modern, old, new, artefact, similar, different, living memory, bathroom, bedroom, bricks, bungalow, caravan, castle, chimney, cottage, detached, door, farmhouse, flats, garage, garden, gate, kitchen, lighthouse, living room, semi-detached, stairs, tent, terraced house, roof tiles, windmill, window, lounge**The First Flight Topic Vocabulary**pilot, aeroplane, aviation, achievement, Wilbur Wright, Orville Wright, America, inventions, brothers, pioneer, legacy, experiments, transportations, gliders, flight **The British Seaside**Past, Present, Queen Victoria, Bathing machine, Pier, Steam train, Punch and Judy**Toys**toy, gender, question, wooden, modern, similarities, order, plastic, old, differences, year, electricity, historical, information, children, money, century, family, play, period**Famous Queens**Palace, monarch, queen, Queen Elizabeth I, Tudors, Queen Victoria, Buckingham Palace, Victorian, Royal Family, Queen Elizabeth II, ruled, jubilee, celebrated |
| **1**(Year 1) | **Historical Knowledge** Constructing the Past | **Historical Knowledge**Sequencing the Past | **Historical Knowledge** Sequencing the Past | **Historical Concepts**Change and Development | **Historical Concepts**Cause and Effect | **Historical Concepts**Significance and Interpretation | **Historical Enquiry**Planning and Carrying out Historical Enquiry | **Historical Enquiry**Using Sources as Evidence |
|  | Can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some events and people associated with the Gunpowder Plot). | Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline). | Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. | Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes). | Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot). | Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer). | Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences). | Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story). |

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| 2(Year 2) | **Historical Knowledge** Constructing the Past | **Historical Knowledge**Sequencing the Past | **Historical Knowledge** Sequencing the Past | **Historical Concepts**Change and Development | **Historical Concepts**Cause and Effect | **Historical Concepts**Significance and Interpretation | **Historical Enquiry**Planning and Carrying out Historical Enquiry | **Historical Enquiry**Using Sources as Evidence | **Skills Vocabulary**sequence, chronological order, recent history, earlier, later, decades, centuriesquestion, 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**Terrific Thurlaston Vocabulary**church, school, log book, stove, hall classroom, punishment book, changes over time, transport, building use**Nurturing Nurses Vocabulary**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**Communication Then and Now**communicate, cave painting, heiroglyphs, symbol, printing, William Caxton, telegraph, Morse code, telephone, Alexander Graham Bellworld wide web, Tim Berners Lee |
|  | The pupil can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot). | Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline). | Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').  | Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades). | Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot). | Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of the life of a famous explorer). | Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful). | Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine). |

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| 3 | **Historical Knowledge** Constructing the Past | **Historical Knowledge**Sequencing the Past | **Historical Knowledge** Sequencing the Past | **Historical Concepts**Change and Development | **Historical Concepts**Cause and Effect | **Historical Concepts**Significance and Interpretation | **Historical Enquiry**Planning and Carrying out Historical Enquiry | **Historical Enquiry**Using Sources as Evidence | **Skills Vocabulary**AD/BC, eras, timeline, period, millennium, thousands of years, time difference, continuity, changequestions, 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**Comparing Ancient Civilisations**Civilisation, earliest, Ancient Egyptian, Shang Dynasty, hieroglyphics, oracle script, cuneiform writing, trade, written records, money, coins, number systems, Sumerians, units of measurement, technology, wheel, buildings, pyramid, ziggurrats**Awful Ancient Egyptians Topic Vocabulary**Civilisation Empire Pharaoh Pyramid Tomb Sarcophagus Mythology Nile Mummy Hieroglyphics Monument Papyrus Archaeologist Tutankhamen**Railways**locomotive, nationalised, passenger, privatised, railroad, Rainhill Trials, steam, diesel, electric, high-speed trains, Rocket, Flying Scotsman, Mallard, Evening Star**Savage Stone Age to Incredible Iron Age Topic Vocabulary**Ancestors Neolithic Palaeolithic Settlement Britons Druid Tribe Tribal Hunter gatherers Bronze/iron/stone age Skara Brae Hillfort Conquest Briton Emperor Hadrian Stonehenge**Ruthless Romans Topic Vocabulary**Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian’s Wall Boudica |
| Year 3 | Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians). | Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages). | Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'. | Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods). | Can describe some relevant causes for, and effects on, some of the key events and developments covered. | **Address and devise historically valid questions about significance.**Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).**Understand how our knowledge of the past is constructed from a range of sources.**The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans). | Can ask valid questions for enquiries and answer using a number of sources. | Can understand how sources can be used to answer a range of historical questions. |
| Year 4 | Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). | Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages). |  | Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age). | Can comment on the importance of causes and effects for some of the key events and developments within topics. | **Address and devise historically valid questions about significance.**Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).**Understand how our knowledge of the past is constructed from a range of sources.**The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca). | Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. | The pupil can recognise possible uses of a range of sources for answering historical enquiries. |

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| 4 | **Historical Knowledge** Constructing the Past | **Historical Knowledge**Sequencing the Past | **Historical Knowledge** Sequencing the Past | **Historical Concepts**Change and Development | **Historical Concepts**Cause and Effect | **Historical Concepts**Significance and Interpretation | **Historical Enquiry**Planning and Carrying out Historical Enquiry | **Historical Enquiry**Using Sources as Evidence | **Skills Vocabulary**AD/BC (BCE), cause, consequence, similarity, anachronism, legacy, short- and long term timescales, difference and significance, trendsprimary 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**Ancient Greeks Topic Vocabulary**Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)**Anglo-Saxons Topic Vocabulary**Settlement Gaelic Long ships Scots - Dal Raita Mesolithic King Arthur Invasion Conquest Raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East – Anglia Northumbria**Vikings Topic Vocabulary**Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse**Mayan Civilization Topic Vocabulary**Haab' calendric Chichen Itza Cacoa Pyramid Hieroglyphics Stele (stela) monument Tzolk'in Spiel Mexico Guatemala Calendars Civilisation**Crime and Punishment**Common crimes, punishment, judge, lawyer, bobbies, peelers, deterrent, execution, highwayman, humiliation, jury, ordeal, treason, victim, trial**Local History Battling Bosworth Vocabulary**king Richard iii, Henry Tudor, Lancastrians, Yorkists, battle, Leicester, Wales, borders, landowners, war of the roses, white, red, England, crown, army, attack, Lord Stanley, monarchy |
| Year 5  | Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). | Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline). |  | Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance). | Can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain). | **Address and devise historically valid questions about significance.**Can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).**Understand how our knowledge of the past is constructed from a range of sources.**Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta). | Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry). | Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War). |
| Year 6 | Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). | Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events). |  | Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication). | Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). | **Address and devise historically valid questions about significance.**Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Ancient Greeks).**Understand how our knowledge of the past is constructed from a range of sources.**Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games). | Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion. | Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). |