

History

Vocabulary Map

<u>EYFS</u>	<u>Key Stage One</u>	<u>Key Stage Two</u>
<ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Lives</li> <li>• Long ago</li> <li>• Events</li> <li>• Stories</li> <li>• Sequence</li> <li>• Time</li> <li>• Before</li> <li>• After</li> <li>• Yesterday</li> </ul>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Old</li> <li>• New</li> <li>• A long time ago</li> <li>• Present</li> <li>• Before</li> <li>• After</li> <li>• Future</li> <li>• Decade</li> <li>• Modern</li> <li>• Date order</li> <li>• Era/period</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary.</p>	<p>General vocabulary:</p> <ul style="list-style-type: none"> <li>• Empire</li> <li>• Civilisation</li> <li>• Parliament</li> <li>• Source</li> <li>• Timeline</li> <li>• Significant</li> <li>• Chronological</li> <li>• Archaeology</li> <li>• Legacy</li> <li>• Conquest</li> <li>• Effects</li> <li>• Primary/secondary evidence</li> <li>• Eyewitness</li> <li>• Culture</li> </ul> <p>Please note that each unit covered will have topic specific vocabulary.</p>

## Skills Progression

The document below has been designed to show how we will cover all the relevant history skills across our school. The context in which these are taught is left to the discretion of teachers, where possible, trying to link content of the unit to our golden threads.

<u>Year Group</u>	<u>Chronological Awareness</u>	<u>Knowledge and Understanding of Events, Causation and Change</u>	<u>Historical Contexts (Enquiry and Interpretation)</u>	<u>Organise, Evaluate and Communicate Information</u>
Reception	<ul style="list-style-type: none"> <li>• Begin to introduce chronology through visual timetables.</li> <li>• Class memory box</li> </ul>	<ul style="list-style-type: none"> <li>• Explain their own knowledge and understanding.</li> <li>• Explore and Share sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about events they have done in the year. Why did they like that event or why did not they.</li> <li>• Ask and answer appropriate questions of each other. Show and tell sessions. 'When did you go on that trip?' for example.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about people and things that are not present.</li> <li>• Retell a past event in the correct order.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Order a set of events or objects</li> <li>• Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the difference between past and present in their own lives and other people lives.</li> <li>• Listen to eye-witness accounts from grandparents, local community, visitors to school etc.</li> <li>• Begin to suggest why something might be different.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify and recount some details from the past from pictures and stories.</li> <li>• Find answers to simple questions about the past by using source material.</li> <li>• Discover about the past through role play/drama.</li> <li>• Look at objects from the past and ask questions i.e.</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</li> <li>• Sort events or objects into groups (i.e., then, and now).</li> <li>• Use timelines to order events or objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young...</li> </ul>		<p>‘What were they used for?’ and try to answer.</p>	
<p>Year 2</p>	<ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Recount changes in my own life over time.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>• Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information to describe the past.</li> <li>• Describe the differences between then and now.</li> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>• Begin to discuss the impact of events and why the event may have happened.</li> <li>• Recount the main events from a significant event in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out more about the past.</li> <li>• Identify different ways in which the past is represented.</li> <li>• Ask questions about the past.</li> <li>• Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe objects, people or events in history.</li> <li>• Use timelines to order events, objects or significant people.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>
<p>Year 3</p>	<ul style="list-style-type: none"> <li>• Use timelines to place events in order</li> <li>• Understand timelines can be</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to describe houses and settlements, culture and the way of life, people’s beliefs and</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of source material including visits to collate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Present findings about past using speaking, writing, ICT and drawing skills.</li> </ul>

	<p>divided in BC and AD</p> <ul style="list-style-type: none"> <li>• Use words and phrases: century, decade</li> </ul>	<p>attitudes and differences between rich and poor.</p> <ul style="list-style-type: none"> <li>• Use evidence to find out how any of these may have changed during a time period</li> <li>• Suggest reasons for why there were differences between periods and what the impact of this was.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between fact and opinion.</li> <li>• Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Name and place dates of Significant events of the period on a timeline.</li> <li>• Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</li> </ul>	<ul style="list-style-type: none"> <li>• Show knowledge and understanding by describing features of past societies and periods.</li> <li>• Identify some ideas, beliefs and attitudes of past cultures whilst giving reason for these differences.</li> <li>• Describe how some of the past events impact life today and how it has shaped life today.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between primary and secondary sources</li> <li>• Give reasons why there may be different accounts of history looking at propaganda.</li> <li>• Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT.</li> <li>• Use dates and subject specific words such as monarch, settlement, and invader accurately.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Question reliability of source material and can give reasons why something is or is not reliable.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Describe the main changes in a period of History.</li> </ul>	<ul style="list-style-type: none"> <li>• Give short term cause and consequence of the main events, situations and changes in the period studied.</li> <li>• Identify changes and links within and across the time periods studied.</li> <li>• Discuss and use evidence to explain how and why a specific time period shaped life today.</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</li> <li>• Know that people can represent events or ideas in ways that persuade others - bias and propaganda.</li> </ul>	<p>role-play, storytelling and ICT.</p> <ul style="list-style-type: none"> <li>• Plan and present a self-directed project or research about the studied period.</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Use words and phrases: vocabulary relating to specific periods – Industrial Revolution, Reformation, Renaissance etc.</li> <li>• Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point</li> <li>• Use key timelines to demonstrate changes and development in 1 key area.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose reliable sources of factual evidence to describe aspects of life, people’s beliefs and attitudes and differences in status.</li> <li>• Identify how aspects of life has changed during a time period and give reasons why backing it up with evidence and statistics.</li> <li>• Describe how some changes impact both on subsequent periods, and, in the long term, on today’s society.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion.</li> <li>• Form own opinions about historical events from a range of sources.</li> <li>• Select the most appropriate source material, using primary and secondary, for a particular task.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and ICT.</li> <li>• Plan and present a self-directed project or research about the studied period.</li> </ul>

		<ul style="list-style-type: none"><li>• Give short term and long-term cause and consequence of the main events, situations and changes in the period studied.</li></ul>		
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