

History skills, knowledge, vocabulary R-Y6

Our history rationale

In EYFS, pupils gain an initial understanding of historical language. The topic of Dinosaurs is a good way of showing that events have happened a long time ago and it is a good example to embed historical language (before, after, millions of years) The study of Mary Anning is a significant person in the discovery of dinosaurs and she is a local to the school (Lyme Regis) The topic of the seaside and the study of Grace Darling enables children to look at more recent history within living memory. It is also a chance to keep up with current events still happening today and is a local history study due to our school being by the sea.

In Y1 pupils begin the year developing an understanding of how life has changed in the last 100 years – explored through the theme of technology. The castle topic picks up on Corfe Castle, a significant landmark within the school’s locality which is rich with its own history. This is delivered in the summer term so that pupils will first gained an understanding of life 100 years ago, before they look further back in time to when Corfe Castle was last inhabited by the Bankes family.

The significant people have been chosen as it allows to children to understand and explore people who impacted life today especially those people of colour. Florence Nightingale was a woman who significantly impacted on the way hospitals are run and the same with Mary Seacole. Guy Fawkes is a common ‘villain’ known and recognised across the country (Bonfire Night). During the Spring Term, Captain Scott is linked to the topic of ‘Let it Snow’ as he led an expedition to the Antarctic regions. Mahatma Gandhi Is recognised as helping India achieve independence and is a significant figure in the history of India. Mary Bankes is studied during the Summer term because she is linked to local history as she defended Corfe Castle

KS2

The chronology of history in KS2 is driven by key texts that are assigned to the year groups that they are appropriate for. Whilst this means that history is not taught in a chronological order, the approach supports pupils in reading and enhances their background knowledge to both facilitate understanding of chosen texts (and conversely how knowledge gained through the text can support historical understanding). However, each time a new period is studied it is contextualised against other time periods, so that pupils begin to understand a wider chronological view during their time in the school. In Y3&4 pupils study BC to medieval history, then allowing Y5&6 to focus on modern history.

Our rationale for choosing to study the Ancient Egypt is that there is direct cross over in time periods between this and the Ancient Greek which allows for a comparative study between the two civilisations around the same period

In addition to this, pupils will study three units that are post 1066. The study of the World War 2 is chosen because of the significance of a link with local history, the study of Tyneham and close to Bovington and Northe Fort. Therefore, this unit focuses more on local history, however is contextualised within a study of WW2. Space Race is primarily driven by Science, however, does allow for some cross curricular historical links which allows a focus on technological development, which allows pupils the opportunity to review the chronology of the different time periods they have studied so far and how technology has developed over time. This unit also allows pupils to understand propaganda and how sources can portray different viewpoints. Lastly the Victorians is chosen as without this, pupils miss chronological understanding that brings them up to present day. Through this unit they will understand more of the UK as an Empire. This learning will then be developed in more detail at KS3.

Progression of skills

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology and terminology Key skill	<p>Key skill: Develop Historical vocabulary</p> <p>Develop a wide vocabulary of historical terms, such as: a long time ago, when I was younger, last year</p> <p>Order how people grow using first, next, last - first you are a baby then you are a child and then you grow into an adult</p>	<p>Key skill: Sequence 3-4 events or artefact on a timeline</p> <p>Sequence in chronological order at least 3-4 -events/artefacts/pictures (Unit 1 M&MWW) -events within the last 100 years using terms first, next, last (most recently) (Unit 1 M&MWW) -events within the lives of significant individuals (Unit 2 H&V)</p> <p>Use words: decade, century, memories, date, order, correctly in the context.</p>	<p>Key skill: Timeline: events that led up to a significant event (cause and consequence)</p> <p>Sequence at least <u>3</u> artefacts and events from the same historical event. (Unit 1 & 2 GFOL)</p> <p>Put the Great Fire of London and the current year on a timeline that counts up in 100s of years. (Unit 1 GFOL)</p>	<p>Key skill: Know timelines that span BC-AD</p> <p>Sequence events that have been previously studied (Corfe Castle, Great Fire of London etc)</p> <p>Use a timeline to place 5 significant events of this period in order, count in 1000s of years.</p> <p>Introduce BC (Unit1 SATIA) -Understand that timelines can go back a long way into the past, -Introduce the term BC and use this to help plot a timeline. -Understand that when plotting BC dates, the smaller the number, the more recent the event.</p> <p>Introduce BC-AD</p> <p>Understand that timelines are divided into BC and AD with 0 marking the birth of Jesus (contextualise using taught units of Romans and Mayans)</p>	<p>Key Skill: Develop a continuous timeline of British history</p> <p>Understand overall chronology of a time period</p> <p>Place time periods studied in order on a timeline, counting in 1000s of years. (Ancient civilisations)</p> <p>Place periods of British history on a continuous timeline (Romans-Anglo-Saxons-Vikings-Normans)</p>	<p>Key skill: Develop concurrent timelines (happening at the same time in 2 different places) See how events in one place influenced the other</p> <p>Compare places on timelines and the events that occurred in these places (Changes across Nazi Germany and comparing these to what was happening in Britain). (Unit 1 WW2 and locality)</p>	<p>Key skill: To use timelines to show cause and consequence over a time period e.g. how technological developments brought about other changes – sequence of a period of time</p> <p>Use timelines to sequence changes in events and international events (changes to technology across the Victorian period and today or changes across the industrial revolution)</p> <p>Use words: cause, consequence, sequence</p>

History skills, knowledge, vocabulary R-Y6

<p>Historical enquiry and Interpreting history</p>	<p>Key Skill: Know history is a study of what has already happened (the past) and things that are remembered and recorded.</p>	<p>Key Skill: Use a primary source to find out about the past</p> <p>All units; Know that a primary source is something that existed at the time</p> <p>Use different sources to find out about the past -pictures -photos -artefacts -eye witness testimony (visitors discussing what they remember)</p> <p>Ask and answer a simple question (what was it like, when, what happened) about the past using artefacts, pictures or information from an eyewitness.</p>	<p>Key Skill: Identify the usefulness of a source</p> <p>All units; Compare 2 sources of the same event and identify the differences.</p> <p>Say which source they think is the most useful to extract information</p> <p>Communicate understanding of the past in a variety of ways. - labelled pictures, writing in role, sequencing of key events, written descriptions</p>	<p>Key Skill: Understand that sources contain points of view.</p> <p>All units; Draw across a wider variety of sources (more than 2 Y2) to identify the most useful one. (All units)</p> <p>Be able to extract evidence from a range of sources to build an understanding of life / changes within given time period. (a map of Stonehenge or Skara Brae, cave drawings to show how people interact, burial sites to show religious beliefs – all of these work to build up an overall understanding). (Stone age and Mayans)</p> <p>Compare 2 sources of the same event and identify the differences. (Y2) Identify why 2 sources of the same event may be different (different opinions of romans V Celts) Boudicca</p>	<p>Key Skill: Understand the difference between secondary and primary sources</p> <p>All units; Understand the difference between primary and secondary sources</p> <p><i>Know that secondary sources are something that are created by someone who has not lived through the time/ event that is being discussed</i></p> <p><i>-Use secondary sources</i> <i>-books</i> <i>-articles</i></p> <p>Use sources to answer specific questions.</p> <p>Compare different sources and discuss why they might be different (eyewitness or secondary)</p> <p>Suggest possible sources to help answer questions and research the answers to these questions</p>	<p>Key Skill: Understand that some sources are created to develop a point of view in those interpreting it (Authorial intent)</p> <p>-Know that material produced at the time (that then becomes a primary source) can be produced to create a particular feeling / mood or present a specific view (e.g. propaganda) Link to WW2 unit. <i>(Link to authorial intent - literacy)</i></p> <p>-Give reasons why sources are presented in these ways. E.g. (misinformation, partial knowledge of the event, bias views)</p> <p>-Identify the difference between fact and opinion in a source</p> <p>-Answer questions that require drawing information across multiple sources</p>	<p>Key Skill: Use a range of sources to formulate their own conclusion about the past</p> <p>Discuss and evaluate how useful different sources are, drawing on -the balance of fact an opinion -possible motive of the author -what information about the past can be extracted from the source -what is still unknown</p> <p>Form own opinions about the past and use available sources to support their answer</p> <p>Come up with historically significant questions to explore the past further.</p> <ul style="list-style-type: none"> - How can the viewpoint differ from one person to another? - Are there any other events similar to this? - What is similar or difference about two historical events and why is this so? <p>Use words and phrases: I can infer that, the purpose, one sided, extent of change, reliability, biased, the source omits to mention and my conclusion is that correctly in context</p>
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History skills, knowledge, vocabulary R-Y6

<p>Continuity and change Causes and consequences</p>	<p>Key Skill: Understand that things change over time</p> <p>Understand that some things change and some things stay the same</p>	<p>Key Skill: Understand basic cause and effect (people)</p> <p>-To be able to say how the actions of significant people created change e.g. Mary Seacole helped soldiers to get better</p> <p>-Suggest why people in the past acted as they did. E.g. Mary Seacole chose to go to the Crimean War to help care for the wounded because she was kind and wanted to help people.</p>	<p>Key Skill: Understand basic cause and effect (events and people)</p> <p>-Understand basic cause and effect that led up an event e.g. cause of GFoL and why it spread. Christopher Columbus got lost, he 'discovered' the Americas.</p> <p>-Suggest why an individual acted as they did, and say why they think that e.g. Charles II asked the people of London to extinguish the fire, why did Samuel Pepys bury his wine and cheese?</p>	<p>Key Skill: Understand how life has changed over time</p> <p>-Develop an overview of how society / everyday life / culture / beliefs have changed over time and how some of these still impact lives today (e.g. Romans roads / architecture)</p> <p>-Identify and give reasons for historical events, situations and changes e.g. how events in Boudicca's life led to her stand against the Romans.</p> <p>Identify things in the past that altered the landscape (Skara Brae or Stonehenge)</p>	<p>Key Skill: Understand why groups of people / countries acted the way they did (e.g. invasion, settlement)</p> <p>-Identify similarities and differences between similar periods of history in different places (Shang and Ancient Greece / Anglo-Saxons and Vikings)</p> <p>-Summarise why individuals or countries acted the way they did (drawing on different sources) (Spartans at the Battle of Marathon and Ephialtes at The Battle of Thermopylae / invasion & settlement)</p>	<p>Key Skill: Understand why groups of people / countries acted the way they did (Y4) and the impact of these actions on other events in this period</p> <p>-Identify why certain events happened and the evaluate the impact of them (Why did Hitler invade Austria and Poland? Why did the space race start?)</p> <p>-Evaluate the positive and negative impact of event (e.g. WW2) on Britain and the world</p> <p>-Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past (Compare dictatorship with Democracy in Germany and Britain) Link to motive and source work</p>	<p>Key Skill: Develop an opinion on if an event is positive or negative</p> <p>e.g. Evaluate the positive and negative impact of events on Britain and the world (impact of industrial revolution?) or</p> <p>Summarise the overall impact of time periods on life today e.g. what did the Victorians do for us?</p>
<p>Similarities and differences</p>	<p>Key skill - see continuity and change</p> <p>Identify similarities and differences of people and objects and how things change over time</p> <p>-Baby photos to show how individuals and clothing change</p> <p>-Emergency service vehicles - discuss similarities and differences</p> <p>-Compare and discuss what hospitals were like then and now using photographs.</p> <p>-launch videos from Tim Peake and Neil Armstrong to compare similarities/differences</p>	<p>Key Skill: Identify changes through studying different artefact and sources</p> <p>Identify similarities and differences between two artefacts from different times e.g.</p> <p>-artefacts from their lives and their parents'/grandparents' lives.</p> <p>-toys</p> <p>-activities</p> <p>Recognise some things repeat and some change. E.g. terms but different year groups, holidays but do different things.</p>	<p>Key Skill: Identify changes as a result of significant events / technological & scientific developments</p> <p>Compare aspects of life in different times e.g. GFoL fire precautions then and now (effect of event), nursing then and now (event of medical advances)</p>	<p>Key Skill: Identify similarities and differences between periods of history</p> <p>Describe some of the similarities and differences between different time periods</p> <p>- The Stone Age and the Iron Age, e.g. social, belief, tools, types of settlement.</p> <p>-Stone Age and Romans (settlements, beliefs, tools, daily life)</p> <p>-Mayans and Stone Age/Iron Age, e.g. belief,</p>	<p>Key Skill:: Give reasons for similarities and differences</p> <p>Describe some of the similarities and differences and give reasons for these changes occurring</p> <p>-Different classes of people at the same time.</p> <p>-Areas of Greece (people, democracy, clothing etc In Athens and Sparta)</p> <p>-Saxons and Vikings (settlements, gods , beliefs etc</p>	<p>Key Skill: Compare and contrast attitudes and beliefs and give reasons for differences</p> <p>-Compare and contrast different politics, attitudes and beliefs of people in the same time but different places in the past</p> <p>- Germany and Britain during war time</p> <p>-USSR and America during space race</p>	<p>Key Skill: Identify similarities and differences between life within the same place for different people</p> <p>-rich and poor</p> <p>-rural (farms) and city (factory) locations</p>
<p>Significance</p>	<p>Know that people can be significant in history because what they do has an impact on the world</p> <p>-Neil Armstrong, Tim Peake.</p> <p>- Mary Anning, Florence Nightingale, Grace Darling, David Attenborough</p>	<p>Identify the main reason that these significant people are remembered now. (Knowledge)</p>	<p>Say why a person or event is significant and remembered (Knowledge)</p> <p>e.g. Why do we remember GFoL today?</p>	<p>Identify the impact of a significant person or time period on future events e.g.</p> <p>-Boudicca's impact on stand against Romans</p> <p>-Roman impact on Britain</p>	<p>Identify the impact of a significant person or event on future events/ways of life/beliefs e.g.</p> <p>-Fu Hao and her impact on women in battle</p> <p>-Philosophers like Socrates and Aristotle</p> <p>-Leif Erikson and Aethelflaed</p> <p>-The destruction of Pompeii by Mount Vesuvius)</p>	<p>Give reasons why smaller events are seen to be significant in the overall outcome of a wider event e.g.</p> <p>-The Battle of Britain,</p> <p>-The Blitz</p>	<p>Identify the overall impact of a time period (Victorians) on British history</p> <p>-Focus on the industrial revolution</p>
<p>Vocab</p>	<p>Yesterday Last week On my last birthday Last Christmas Past A long time ago</p>	<p>Decade Century Memories Date order Witness Source</p>	<p>Different Similar Significant Investigate Research Impact</p>	<p>Effects Importance Significance BC/AD Primary Artefact</p>	<p>Primary source Secondary source Article Infer Impact Change</p>	<p>Comparison This source suggests.... To weigh up both sides This source shows/ does not show reliable</p>	

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	Millions of years ago	Historical Arterfact	Memorial Evidence Historical witness Artefact Primary source	Interpret Opinion	Continuity Ancient Consequences	motive	
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