



Knowledge of History and Vocabulary Document - 2023/2024

Areas of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge and understanding of the past, events, people and change.</p> <p>Substantive knowledge/ Topic Knowledge</p>	<p>To talk about past personal experiences within their own lives.</p> <p>To recognise the difference between the past and now.</p> <p>To know the name of a significant living Monarch and two facts about their life.</p>	<p>Describe a significant person from the past.</p> <p>Describe changes in their own lives.</p> <p>Recognise a difference between past and present.</p>	<p>Give reasons to explain the way people acted in the past.</p> <p>Recount changes in their own lives.</p> <p>Show understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace.</p> <p>Ask questions such as: what was it like for people?</p>	<p>Describe the changes that have happened in the locality of the school throughout history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past societies.</p> <p>Describe the characteristic features of the past, including ideas or beliefs.</p> <p>Find out about everyday lives of the people.</p>	<p>Describe the social, ethnic, cultural and religious diversity of a past society.</p> <p>Describe the belief, attitudes and experiences of men, women and children in the past.</p> <p>Look for links and effects in the time studied.</p>	<p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>Describe the characteristic features of the past.</p> <p>Describe the main changes in a period of history using terms such as social, religious or political.</p>	<p>Give a broad view of life from medieval to Tudor times.</p> <p>Describe the social, ethnic, cultural or religious diversity of a society.</p> <p>Describe the beliefs, attitudes and experiences of the past.</p> <p>Describe the main changes within a period of history.</p>
Chronological knowledge	<p>To use language to describe an event that happened in the past such as, "yesterday, then, long ago, in the past".</p> <p>To match objects to people of different ages.</p>	<p>Label timelines with past, present, older and newer.</p> <p>Ask questions about the past.</p> <p>Use words and phrases such as long time ago, recently, decades and centuries.</p> <p>Sequence events in their lives.</p>	<p>Order events and artefacts in timelines using appropriate time related vocabulary.</p> <p>Use dates to label events.</p> <p>Describe the passing of time with time related vocabulary.</p>	<p>Place events, artefacts and historical figures on a time line using dates, whilst understanding the concept of change over time.</p> <p>Use BC and AD dates to describe events.</p> <p>Use appropriate historical vocabulary to communicate including dates, time period, era, change and chronology.</p>	<p>Place events, artefacts and historical figures on a BC/AD time line with understanding of the concept of change over time.</p> <p>Use appropriate historical vocabulary to communicate including dates, time, era, change and chronology.</p>	<p>Understand the concepts of continuity and change over time representing them along with evidence on a time line.</p> <p>Use BC/AD accurately when describing events.</p> <p>Use appropriate historical vocabulary including dates, time, era, chronology, continuity, change, century, decade and legacy.</p>	<p>Represent continuity and change over time on a timeline.</p> <p>Use historical vocabulary: dates, era, chronology, continuity, change, century, decade, legacy.</p>
Historical enquiry	<p>Look at books, artefacts and photographs to ask and attempt to answer questions about the past.</p> <p>Use a range of fiction to compare past and present.</p>	<p>Look at evidence and find answers about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Find answers to simple questions about the past.</p>	<p>Show an interest in British history and understanding of Britain as a nation.</p> <p>Use artefacts, pictures, stories, online sources to answer questions about the past.</p>	<p>Use evidence to find answers to questions about the past.</p> <p>Suggest some suitable sources of evidence for historical enquiry.</p> <p>Observe small details from artefacts and pictures.</p>	<p>Suggest suitable sources of evidence for historical enquiry.</p> <p>Use more than one source of evidence to gain an accurate understanding of history.</p> <p>Ask a variety of questions.</p>	<p>Select suitable sources of evidence, giving reasons for choices and use them to deduce information.</p> <p>Analyse a range of evidence in order to justify claims about the past.</p> <p>Communicate knowledge and understanding of a particular time period using information.</p>	<p>Select suitable sources of evidence to deduce information, giving reasons for choices.</p> <p>To use sources of information to form testable hypothesis about the past.</p> <p>Locate and analyse a range of evidence to justify claims about the past.</p>
<p>Historical contexts and interpretation</p> <p>Disciplinary Knowledge</p>	<p>Describe two facts about an important historical figure.</p> <p>To describe events that have happened in their own lives (in the past).</p>	<p>Describe a historical event.</p> <p>Use stories to distinguish fact and fiction.</p>	<p>Describe a historical event.</p> <p>Identify some different ways the past has been represented.</p>	<p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Look at</p>	<p>Compare different accounts of an event and explain why accounts may differ.</p> <p>Ask questions about primary and secondary sources to find answers.</p> <p>Suggest cause and consequence of the main events and changes in history.</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Offer some reasons for different versions of events.</p>	<p>Show an awareness of propaganda and how historians must understand social context of evidence studied.</p> <p>Understand that no single source of evidence can give a complete answer.</p> <p>Discard sources which are inappropriate to line of enquiry.</p>
Organisation, communication and evaluation	<p>Communicate their ideas about the past and present through play; Talk, role-play, book sharing, mark-making and construction.</p>	<p>Communicate knowledge through drawings, role play, making models.</p>	<p>Communicate knowledge through drawings, role play, making models, further discussion, and writing.</p>	<p>Communication through writing and computing skills to give information about the past.</p>	<p>Use literacy, numeracy and computing skills to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>	<p>Use literacy, numeracy and computing skills to a good standard to communicate information about the past, and begin to select and suggest own ways of presentation.</p>

	EYFS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Key Vocabulary	<u>Historical Terminology</u> Then Now Old Today Long ago Yesterday Tomorrow Past Family	<u>Topic Specific</u> Baby Child Adult King Charles Cot bottle, soon, poppy change, bigger, taller, remember, soldiers, die Buckingham Palace House of Windsor	<u>Historical Terminology</u> Before Earlier Last year In the past Present day In the future Older Remember King Queen Important Similar different historian local	<u>Topic Specific</u> Sir Alexander Fleming School Hub on the Hill Shop The Mugga Sutton Heights Bluebell Park Madeley Telford Shropshire Astronaut Neil Armstrong International Space Station (ISS) Apollo II Rocket	<u>Historical Terminology</u> Timeline Sequence Change Living memory Beyond living memory Period Artefact Infer Significant Global Museum event evidence monarchy experience generation source	<u>Topic specific</u> Customer Cashier Till Money Sale Barcode Trolley Credit/Debit Card Archer Curtain wall Drawbridge Moat Fort Gatehouse Lord Lady Turret Industrial Revolution Telford Shropshire River Severn Gorge Heritage	<u>Historical Terminology</u> AD (anno domini) BC (before Christ) Chronological order Continuity Calendar Ancient Civilisation Agriculture Archaeology Prehistory Discovery Colony Opinion Interpretation Effect	<u>Topic specific</u> Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens Roundhouse Hillfort Smelting Domesticate Borer Bronze Quem Pharaoh Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Sphinx Oasis Egyptologist Pyramid Oxbow Delta Shropshire Shrewsbury Telford Meander Bank Bed Current	<u>Historical Terminology</u> Era Legacy Century Christianity Conquest Church Democracy Emperor Empire Slave Settler Invasion Migration Leadership Rebellion Revolt Reason Republic Parliament peasantry	<u>Topic specific</u> Empire Aqueduct Centurion Amphitheatre Senate Gladiator Mosaic Chariot Hypocaust Aquila Legionary Monarch Armada execution reign Scot's Bridle War of the Roses Bosworth Tower of London treason Inherit Marathon Citizen Philosopher Alphabet Tragedy Mythology Oracle Colum Peninsula Hellenistic	<u>Historical Terminology</u> Decades Duration Millennium Crusade Conflict Myth Legend Consequence Aristocracy Bias Impact Legislation Reliability aristocrat	<u>Topic specific</u> Manuscript Jutes Athelstan Weregeld Illumination Longboat Chieftain Danelaw Chainmail Longhouse Raid Norse Runes Elders Ceremony Plaque Merchant Animists Ivory Igodomigodo Storyteller Oracle Edo Ife	<u>Historical Terminology</u> Narrative Dynasty Anachronism Oral history Immigration Critical Analysis Diversity Causation Tolerance Propaganda theocratic	<u>Topic specific</u> Matthew Webb English Channel Swimmer Sea Hero Dover Calais Dawley Telford Shropshire River Severn Coalbrookdale Allied Powers Armistice Artillery Blockade Central Powers Conscript Eastern Front Front line Kaiser No Man's Land Pals battalions Propaganda Schlieffen Plan Treaty of Versailles Trench warfare Triple Entente. U-boat Western front British Empire Emigration Factory Commission Maltings Model town Poor Law Ragged Schools Reformer Significance Workhouse