

Curriculum Milestones-HISTORY

Understanding the World				
	Begin to make sense of their own life story and family's history			
	Begin to develop the vocabulary of time to describe their own experiences			
z	VOCABULARY today, yesterday, tomorrow, old, new			
Nursery	Talk about what they see. Use longer sentences of 4-6 words.			
Ϋ́	Using future and past tense correctly e.g. going/went.			
	Understand and respond to why questions.			
	Learn new vocabulary.			
	Use a wider range of vocabulary.			
	Describe how they have changed since birth Compare and contrast aspects of everyday life from the past with the present, including significant people.			
Cer	Order simple events and experiences in relation to themselves and others			
Reception	Describe	Ask and answer questions about people, places and events		
-	Describe features of artefacts, people and places of different times and make comparisons			
	VOCABULARY- the present, the past, the future, day, week, month, long ago, recent, parent, grandparent, great grandparent, clue, memory, lifetime, Who? What? Calendar, remember			
	Understanding of Chronology	Historical Enquiry	Knowledge and Understanding	
	Make clear distinctions between the past and the	Ask questions about people, artefacts and events	Retell some events and describe significant	
	present;	from the past;	people from beyond living memory e.g.	
	Sequence 3 familiar events and artefacts in order	Begin to use different sources to find out about	Describe some changes within their living	
	on a timeline;	the past;	memory.	
_	Use everyday terms to confidently describe time –	Describe different features of people and their		
Year	long ago, before, in the past etc;	lives; artefacts and events; and make	VOCABULARY- The Gunpowder Plot, Guy Fawkes, The	
1	Describe how things have changed in my	comparisons;	Great Fire of London, Samuel Pepys, diary, education,	
	parents/grandparent's life.		schooling	
		VOCABULARY- similar, different, When?, Where?,		
	VOCABULARY- year, modern, long ago, timeline,	drawing, photograph, camera, detective, opinion,		
	grandparent's time, living memory, ancient, timeline, date	artefact, order		
	order, living memory			

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		Angles,

- Sequence events and artefacts from the past on timelines and explain reasoning;
- Label timelines with pictures, words and captions;
- Make comparisons between their own lives with people from the past;
- Use a wider range of vocabulary to describe the passing of time;
- Begin to make connections between new learning about people and events to prior learning.

<u>VOCABULARY-</u> decade, century, the older generation, chronological order, period, The Stuarts,

- Understand that the past can be divided into different periods of time;
- Begin to use timelines within specific periods of history;
- Place events, people and artefacts on timelines using dates and historical terms;
- Begin to recognise and describe the different time periods that exist between the different groups that invaded Britain;
- Develop awareness of concept of change over periods of time.

VOCABULARY- Chronological order, A.D (Anno Domini), BC Before Christ, millennium, era/period, Bronze Age, Iron, Age, Stone Age, The Romans The Saxons, The Vikings, Dark Ages, Middle Age, Tudor, Victorians, Angles, Saxons

- Ask and answer simple questions about the past by handling, observing and interpreting a range of sources;
- Ask questions about why things change over time;
- Consider reasons why people in the past may have lived differently;
- Interpret stories and other sources to demonstrate knowledge of people and events.

<u>VOCABULARY-</u> survive, investigate, research, opinion, fact, letters, newspapers, internet, experts, evidence, historian, eye witness, quill, sequence, stages

- Use a wider range of historical sources to ask and answer questions;
- Begin to understand the role of the archaeologist to find out about the past;
- Recognise that our knowledge of the past is constructed from different sources;
- Understand that historical evidence is used to draw conclusions about the past;
- Describe the different ways that information about the past can be represented.

<u>VOCABULARY-</u> archaeologist, archaeology, sources, primary sources, secondary sources, oral history, museum, continuity, change, this suggests..., legacy, impact, may be/could be,

- Demonstrate knowledge and understanding of the lives of significant individuals in the past – e.g. Rosa Parks, George Stephenson
- Develop awareness of significant historical people, events and places in own locality e.g. Beatrix Potter, Levens Hall.

VOCABULARY-

Racism, significant, cause, effect, Rosa Parks, Christopher Wren, Westminster Abbey, Thomas Farriner, embers, King Charles II, 1666, Levens Hall, Beatrix Potter, author, gunpowder, Mayor, Sara Forbes Benetta.

- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age;
- Describe some significant aspects of the Roman Empire and recognise its impact on Britain;
- Describe some aspects of the settlement of Anglo-Saxons and Scots in Britain;
- Describe aspects of Viking invasion and settlement in Britain;
- Appreciate why Britain would have been an important nation to invade and conquer;
- Understand significant of people in periods of history studied Alfred the Great, Boudicca.
- Demonstrate knowledge of aspects of history significant to local area;

- Use dates and historical terms with increasing confidence when ordering events and artefacts on timelines;
- Recognise and describe the different time periods that exist between the different groups that invaded Britain;
- Use timelines to identify where people and events fit within a chronological framework;
- Begin to make connections between people, places and events within and across periods of time.

<u>VOCABULARY-</u> pre-history, Palaeolithic, Neolithic, Mesolithic, Scots, Picts, Frisians, Jutes

- Use sources to answer historically valid questions;
- Understand the significance of archaeology to deduce information about life in the past;
- Begin to develop research skills to find out about the time period studied;
- Begin to distinguish between primary and secondary sources;
- Understand that there are different versions of the past that are derived from different sources;
- Begin to understand cause and consequence in periods of time studied;

<u>VOCABULARY-</u> causes, consequences, infer, impact, achievements, excavation,

- Describe how events from the past have influenced our lives today;
- Compare some of times studies with those happening in different parts of the world.

VOCABULARY- religion, spirits, hunter-gatherer, Stonehenge, hill forts, sacrifice, Britons, invasion, resources, nomad/nomadic, Boudicca, Romans, Caesar, republic, empire, army/soldier, resistance, conquest, revolt, outpost, colony, god/goddesses, invention, settlers, migration, Roman withdrawal, settlements, civilisation, Christianity, Lindisfarne, Vindolanda, raids, resistance, Danegeld, culture, Emperor, kingdom, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostr, Beowulf, invade, raid, longship, Alfred the Great, King Athelstan, resistance, power, Danegeld, King Ethelred II the Unready, Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Hadrian's Wall, villa,

- Use historical terms and dates to identify and sequence key events, civilisations and periods of time;
- Be able to develop an understanding of chronology of different events, people and civilisations within a local, British and world context; and identify how they relate on a timeline;
- Begin to describe changes in periods of history using terms such as social, technological, cultural and religious;
- Compare and contrast people, places and events within and across periods of time by building on prior learning;

<u>VOCABULARY-</u> The Ancient Greeks, Egyptians, Ancient Egypt, The Ancient Maya, Maya, Mayans

- Use a wider range of sources for research, to answer questions and to test hypotheses;
- Identify primary and secondary sources and begin to make judgements about their use and validity;
- Understand how artefacts provide first hand evidence of change and continuity over time;
- Begin to choose relevant and appropriate historical sources to support particular lines of enquiry;
- Undertake own research, interpreting and drawing conclusions from a range of sources; and presenting findings in variety of ways.

<u>VOCABULARY-</u> My conclusion is that, could have been, might have been, impression, extent of change, extent of continuity, impression, running point, on one hand, however, debate, competing

- Demonstrate knowledge of Ancient Greek civilisation; including Greek life and achievements.
- Understand the significance of legacy of Ancient Greeks in range of contexts – architecture, government, Olympics, education etc.
- Demonstrate knowledge of an aspect or theme in British history that extends chronological knowledge beyond 1066 – Crime and Punishment or British Slave Trade;
- Describe and compare some of the characteristic features and achievements of the earliest civilisations, including where and when they appeared;
- Demonstrate in-depth knowledge of achievements of one civilisation – Ancient Egypt.

- Use historical terms and dates to identify and sequence key events, civilisations and periods of time studied;
- Have a chronologically secure knowledge of events and periods of time studied;
- Describe changes in periods of history using terms such as social, technological, cultural and religious;
- Be able to explain chronology of different events, people and civilisations within a local, British and world context; and identify how they relate on a timeline;
- Analyse links and contrasts within and across periods of time by building on all learning.

VOCABULARY- civilisation

- Use a wider range of sources for research, to answer questions and to test hypotheses;
- Identify primary and secondary sources and make judgements about their use and validity;
- Know that no single source of evidence provides a comprehensive or accurate understanding about the past;
- Give reasons for different arguments and interpretations about the past;
- Describe the impact of historical events and changes.
- Undertake own research effectively, interpreting and drawing conclusions from a range of sources; and presenting findings in variety of ways.

<u>VOCABULARY-</u> This sources suggest that .., this show doesn't show that ..., to weigh up both sides, impression, variety of sources, reliability, propaganda, biased, motive,

- Appreciate how significant events and people in history have shaped modern Britain;
- Make connections, compare and contrast some of times studied with other areas of interest around the world;
- Describe characteristic features of past periods including beliefs, ideas and experiences of different people in society.

VOCABULARY- slave, segregation, colony, abolition, civilisation, plantation, profit, cargo, empire, trade, auction, exploitation, unethical, child labour, The Nile, first civilisations, North Africa, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, reformers, legislation, Egyptology, democracy, diversity, Central America, Mexico, dynasty, nation, society, culture, period, irrigation, city state, Spartan, Athenian, democracy, Ekklesia, Boule and Dikasteria, politics, Political Party, Olmpics, etymology, codex/codicies, carving, engraving