



Subject: History

Year Group	What do I want to know?	What skills do I want to have?	Vocabulary
R	<p>Talk about past and present events in my own life and in the lives of family members? (P&C ELG) Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night?#</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes (The World ELG)</p> <p>Look closely at similarities, differences, patterns and change? (The World 40-60m) Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain.</p>	<p>Answer how and why questions about experiences and in response to stories or events(CAL – ELG)</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why?</p>	<p>how, why, because, find out, I wonder what/if/when/why?</p> <p>I can see, I saw, same, different, similar, change, what happened?, because, explain.</p>
Y1	<p>Strand 1:</p> <p>Tell others about changes that have happened in my own life since I was born. Talk about how things have changed since my parents or grandparents were children. Use dates to talk about people or events from the past? (when appropriate) Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.</p> <p>Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions</p> <p>Strand 2:</p> <p>Strand 3:</p> <p>Find out more about a famous person from the past and carry out some research on him or her. Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did.</p> <p>Strand 4:</p> <p>Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented. Recount some interesting facts from an historical event. Talk about how I found out about people or events in the past. Demonstrate some understanding of how people find out about the past. Show some understanding of how evidence is collected and used to make historical facts. Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p>	<p>Strand 1:</p> <p>Put up to three objects in chronological order (recent history) on a time line. Label timelines with pictures, words or phrases.</p> <p>Strand 2:</p> <p>Strand 3:</p> <p>Strand 4:</p> <p>Ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different sources, such as an information book or pictures.</p>	<p>find out, explain, facts, reasons, events, actions in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times</p> <p>questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p>
Y2	<p>Strand 1:</p> <p>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times.</p>	<p>Strand 1:</p> <p>Strand 2:</p> <p>Create my own accounts of historical events (or people – see strand 2 – only need to do one or the other).</p>	<p>find out, explain, reasons, events, causes, consequences, impact, affected,</p>

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	<p>Talk about similarities and differences between two different time periods. Understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p> <p>Strand 2: Describe historical events Place events or artefacts in order on a timeline. Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long and short term time scales. Use dates to talk about people or events from the past (when appropriate) Connect my new learning of historical people or events to others that I have learnt about before. Choose and use parts of stories or other sources to show that I understand events or people from the past. Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way we live today. Talk about what type of evidence is reliable when finding out about the past. Explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Strand 3: Describe significant people from the past and talk about what they did. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events Create my own accounts of historical people (or events – see strand 2 – only need to do one or the other). Choose and use parts of stories or other sources to show that I understand people from the past. (or events – see strand 2 – only need to do one or the other). Explain why someone in the past acted in the way they did.</p> <p>Strand 4: Same as strand 1 but with local focus</p>	<p>Choose and use parts of stories or other sources to show that I understand events from the past. (or people – see strand 2 – only need to do one or the other).</p> <p>Strand 3:</p> <p>Strand 4: Same as strand 1 but with local focus</p>	<p>actions, time periods in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades and centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times.</p>
<p>Y3/Y4</p>	<p>Strand 1: Begin to use dates and historical terms to describe events. Begin to use a timeline within a specific time in history to set out the order things may have happened. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Place events, artefacts and historical figures on a timeline using dates. Begin to understand the concept of change over time, representing this, along with evidence, on a time line.</p>	<p>Strand 1:</p> <p>Strand 2: 2b <i>Use evidence to ask questions and find answers to questions about the past.</i></p> <p>Strand 3: <i>Research what it was like for men, women and children in a given period from the past and use different forms to present my findings</i></p>	<p>dates, BC, AD, time period, change, ancient, century, decade.</p>



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	<p>Understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade.</p> <p>Strand 2: 2a: Begin to give reasons why certain events happened as they did in history. Begin to talk about why certain people acted as they did in history. Begin to explain how events from the past have helped shape our lives today. Begin to appreciate why Britain would have been an important country to have invaded and conquered. Begin describe changes that have happened in the locality of the school throughout history. Talk about the causes and consequences of some of the main events and changes in history.</p> <p>2b: Begin to compare some of the times studied with those of other areas of interest around the world.</p> <p>2c: Begin to describe the social, cultural or religious diversity of past societies. Begin to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.</p> <p>Strand 3: Use literacy, numeracy and computing skills to a good standard to communicate information about the past</p> <p>Strand 4: Begin to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Strand 4: <i>Suggest suitable sources of evidence for historical enquiry. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use research skills in finding out facts about the time period I am studying. Through research, compare and contrast different forms of evidence.</i></p>	
<p>Y5/Y6</p>	<p>Strand 1: 1a: Use dates and historical terms accurately in describing events. Place features of historical events and people from past societies and periods in a chronological framework. Create timelines which outline the development of our specific areas: picking from education, transport, housing, religion, and invasion and settlement. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>Strand 1: <i>Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line. Make connections and contrasts between different time periods studied and talk about trends over time.</i></p> <p>Strand 2: 2b:</p>	<p>Dates, time period, era, chronology, continuity, change, century, decade, legacy. Education, transport, housing, religion, and invasion and settlement.</p>



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<p>Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>1b: Understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Begin to appreciate that how we make decisions as a country has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some major events from the rest of the world. Make connections, compare and contrast some of the times studied with those of the other areas of interest around the world.</p> <p>Strand 2: 2a: Answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made.</p> <p>2b: Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same. Explain how some aspects of history/historical events have had an impact elsewhere in the world. Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Strand 3: Describe in detail any historical events from the different period/s I am studying/have studied. Use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past. Use original ways to present information and ideas</p> <p>Strand 4: Understand how our knowledge of the past is constructed from a range of sources. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><i>Devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying.</i></p> <p>Strand 3: <i>Test out a hypothesis in order to answer a question. Give more than one reason to support an historical argument Refine lines of enquiry as appropriate</i></p> <p>Strand 4: <i>Analyse a wide range of evidence in order to justify claims about the past. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past Can I identify and explain my understanding of propaganda. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices.</i></p>	<p>Social, religious, political, technological and cultural</p>
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