

## History Curriculum Intent:

At Perton First, we recognise that pupils are entitled to a high-quality broad and balanced history curriculum. The curriculum is intended to inspire a love of history and encourage children to foster curiosity and a desire to learn more about the past. This will then lead to them developing a coherent knowledge and understanding of the past and how lives have changed over time, both within and beyond living memory.

## Implementation:

At Perton First, we have a bespoke history curriculum that has been created to inspire our children to want to learn about the past. It helps children leave our school with an understanding of how Britain has been shaped by significant events and how this has impacted upon the lives of British people. The children have regular history lessons where they learn about significant times, people and events within history throughout the world. This learning is enhanced by school trips and projects within school.

## Impact:

We measure the impact of the history curriculum through monitoring of attainment levels of our children using our assessment trackers. Our children leave us with an understanding of the impact history has had on our island, along with the skills and processes they will need for future programmes of study.

## I am a... Happy Historian!



### Vision and Values

I have happy memories of taking part in history lessons.  
I enjoy learning about events and artefacts from the past.  
I feel safe while learning about the past.  
I feel valued when I ask questions or offer explanations.  
I demonstrate British Values in history.

### Head

I know how events in history fit together in a chronological order.  
I understand that knowledge of the past is constructed from a range of sources.  
I am able to see connections within and across periods of history that I study.



### Hand

I ask questions about the past.  
I use different sources to find out about the past.  
I make my own informed responses about past events.

### Heart

I am proud to be an explorer of history.  
I appreciate how others have made sacrifices and contributions to shape Britain of today.  
I care about making sure we never forget what people have done to make our world what it is today.



# History - Units of Work



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<b>Unit 1</b> <b>Little Chicks:</b> Getting to Know You <b>Little Owls:</b> This is Me!	<b>Family Tree!</b> What happened to the leaves on the trees?	<b>Unit 1</b> Toys and homes of the past What was life like when our grandparents were young? <b>Local History</b>	<b>Unit 1</b> Amazing inventions Space race Compare Neil Armstrong and Tim Peake	<b>Unit 1</b> Stone Age to Iron Age What changes happened during this time?	<b>Unit 1</b> The Maya Early Civilization <b>Local history—Cadbury</b>
<b>Little Chicks:</b> What a Wonderful World <b>Little Owls:</b> Down at the Bottom of the Garden	<b>All Things Bright and Beautiful</b> What is a map?	<b>Unit 2</b> Great Fire of London Is London a better place after the GFOL? <b>In depth study</b>	<b>Unit 2</b> Victorians What was life like in Victorian times? Compare Mary Seacole and Florence Nightingale <b>In depth study</b>	<b>Unit 2</b> The Romans What did the Romans bring to Britain? <b>In depth study</b>	<b>Unit 2</b> Ancient Egyptians What did the Egyptians achieve? <b>In depth study</b>
<b>Little Chicks:</b> Water, Water Everywhere! <b>Little Owls:</b> Splish! Splash!	<b>Down in the Ocean</b> Where is the treasure?	<b>Unit 3</b> Great explorers Who were the great explorers of the past?	<b>Unit 3</b> Study on RAF Perton <b>Local history—RAF Perton</b>	<b>Unit 3</b> Anglo-Saxons Was the Anglo-Saxon period really a Dark Age? <b>Local history—Lady Wulfruna</b>	<b>Unit 3</b> Study of crime and punishment since 1066 How has punishment changed over time?

# Understanding the World



Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	Explore sensory materials. Delight in the changing seasons.	<p>The children at our school have a wealth of experiences relating to the natural world, people, culture and communities and past and present.</p> <p>We enjoy celebrating festivals from around the world! We include festivals celebrated by our current cohorts. We look at things from the past in adult-led activities.</p> <p>Our outdoor spaces are well used. We work with the seasons to learn about weather and change. We stop to look at heavy rain, a rainbow or the first frost. We freeze trays and objects outside in the winter to explore melting the next day. We make collections of objects in autumn to explore and discuss growth and change. We plant bulbs and seeds and watch them grow. We hatch eggs and have visits from animals and their owners to learn how to care for living things.</p> <p>In our Discovery Zone, we have a range of STEM activities for the children to become absorbed in. They explore materials finding out which are useful for specific jobs and how they can be changed. We have lots of technology toys such as robots and remote control toys for the children to explore. They have challenges to build bridges or to build a tower as high as themselves. We encourage collaborative learning and sustained shared thinking in these challenges.</p>
Nursery 1 Little Chicks	Explore a wide range of materials and sensory play trays. Show an interest in rain, puddles, flowers, pebbles etc. Notice difference between people and celebrate.	
Nursery 2 Little Owls	Know that there are different places in the world. Develop positive attitudes to differences between people. Understand about different careers that are available to all people. Talk about different materials and what happens when their properties change. Explore nature and what happens through	
Reception ELG	<p>Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling:</p> <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	

# History - Units of Work



KS1

Year 1

## Sequence of knowledge and skills

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Unit 1</b> <b>Toys and homes of the past.</b> <b>What was it like when our grandparents were small?</b>	<b>WALT—identify features of toys of today.</b> <p>Explore a range of different toys from today. Compare the materials used to make them, do they need electricity?</p> <p><b>Historical investigation</b></p>	<b>WALT—recognise toys of the past</b> <p>Build on last lesson to compare old and new toys. Use the information from parents / grandparents to gather a range of old and new toys. How are they different?</p> <p>Compare 3 different types of teddy bears or toy cars.</p> <p>Can children use their understanding to put them in chronological order of when they were made?</p> <p><b>chronological understanding / Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT—compare homes of the past and now.</b> <p>Investigate different types of homes: bungalow, semi-detached, detached, terraced, flats etc.</p> <p>What type of home do children live in?</p> <p>Look at homes of the past—(picture evidence) can children put them in order from oldest to newest?</p> <p><b>chronological understanding/ Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT—compare homes of the past and now.</b> <p>Explore a range of different artefacts from the past. Can you guess what they were used for?</p> <p>Watch Magic Grandad (kitchen) and discuss how this is different to our kitchens now.</p> <p><b>Historical investigation</b></p> <p><b>Organising and communicating</b></p>	<b>WALT—compare life of the past to life of today.</b> <p>Children will watch Magic Grandad (bath time). Discuss the similarities and differences between then and now.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— understand how homes and life has changed over time.</b> <p>Participate in a wash day experience.</p> <p>Recap how homes and life has changed over time.</p> <p>Use the artefacts from our resources to carry out our own wash day experience in the outdoor classroom.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <p><b>What was life like when our grandparents were young?</b></p>
<b>Unit 2</b> <b>The Great Fire of London.</b> <b>Is London a better place now?</b>	<b>WALT—understand what London was like in 1666.</b> <p>Explore images of London from 1666.</p> <p>What were the houses / buildings like? What were they made of?</p> <p>Who was the King? When did he become King? (Local history link)</p> <p>Children will watch video clip:  <a href="https://www.youtube.com/watch?v=SPY-hr-8-M0">https://www.youtube.com/watch?v=SPY-hr-8-M0</a></p> <p>Introduce GFOL—How could a loaf of bread have started the GFOL?</p> <p><b>Historical investigation</b></p>	<b>WALT—understand what happened during the GFOL .</b> <p>How do we know about The Great Fire? (Samuel Pepys and his diary.)</p> <p>(Magic Grandad—GFOL)</p> <p><b>Historical investigation</b></p> <p><b>, Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT—understand how the GFOL was fought.</b> <p>How did they fight the fire?</p> <p>What equipment did they use?</p> <p>How well did the equipment work?</p> <p><b>Historical investigation</b></p>	<b>WALT— sequence the events of the GFOL.</b> <p>Recap how the fire started and how it spread across London.</p> <p>Create a timeline of events.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p> <p><b>chronological understanding</b></p>	<b>WALT—understand how the fire changed London.</b> <p>Children will watch the video clip:  <a href="https://www.london-fire.gov.uk/museum/learning-with-our-museum-curators/">https://www.london-fire.gov.uk/museum/learning-with-our-museum-curators/</a></p> <p>What is different now?</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT—explain our views</b> <b>Is London a better place now?</b> <p><b>Organising and communicating</b></p>
<b>Unit 3</b> <b>Great Explorers</b> <b>Who were the great explorers of the past?</b> <b>(Compare Darwin and Attenborough)</b>	<b>WALT— investigate a significant individual</b> <p>Christopher Columbus</p> <p>(looking for water route west to Asia found New World—(Bahamas )</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— investigate a significant individual</b> <p>Captain James Cook</p> <p>(Australia)</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— investigate a significant individual</b> <p>David Livingstone</p> <p>(Explorer of Africa)</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— investigate a significant individual</b> <p>Earnest Shackleton</p> <p>(Antarctica—never made it)</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— investigate a significant individual</b> <p>Charles Darwin (local history)</p> <p>(animals and plants)</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>	<b>WALT— investigate a significant individual</b> <p>David Attenborough</p> <p>(Modern day—animals plants)</p> <p><b>Knowledge and understanding of events, people and changes in the past</b></p>



# History - Units of Work



## KS1

## Year 2

### Sequence of knowledge and skills

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Unit 1</b> Amazing inventions Space race Compare Neil Armstrong and Tim Peake	WALT—understand the history of flight Chronological understanding	WALT— identify first aeroplanes Knowledge and understanding of events, people and changes in the past	WALT—understand early space travel Knowledge and understanding of events, people and changes in the past	WALT—understand the moon landing Neil Armstrong Knowledge and understanding of events, people and changes in the past	WALT—understand about space exploration today. Tim Peake Knowledge and understanding of events, people and changes in the past	Compare Neil Armstrong and Tim Peake Compare and contrast lives of significant individuals
<b>Unit 2</b> Victorians What was life like in Victorian times? Compare Mary Seacole and Florence Nightingale	WALT—research a significant person from history. Queen Victoria Historical investigation Compare and contrast lives of significant individuals	WALT –research what life was like in Victorian times. Rich homes / poor homes Historical investigation Knowledge and understanding of events, people and changes in the past	WALT –research what life was like in Victorian times. School life / working life Historical investigation Knowledge and understanding of events, people and changes in the past	WALT –research a significant person from history. Dr Barnardo Historical investigation Knowledge and understanding of events, people and changes in the past	WALT –research a significant person from history. Florence Nightingale Historical investigation Knowledge and understanding of events, people and changes in the past	WALT –research a significant person from history. Mary Seacole Compare and contrast lives of significant individuals Mary Seacole / Florence Nightingale
<b>Unit 3</b> Study on RAF Perton (first flight—local history)	WALT— understand the history of flight recap learning about flight Introduce history of RAF Perton. WW1 Chronological understanding	WALT—understand the development of aeroplanes from WW1 to WW2 Aeroplanes of WW1 and WW2. Chronological understanding	WALT—Research local history History of RAF Perton. WW2 Skills Chronological understanding	WALT—Research local history History of RAF Perton. WW2 Dutch camp Skills Chronological understanding	WALT—Research local history How Perton grew into a housing estate. Skills Chronological understanding	WALT—Research local history What is left of Perton from the past? Skills Knowledge and understanding of events, people and changes in the past

# History - Units of Work



KS2

Year 3

## Sequence of knowledge and skills

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Unit 1</b> <b>Stone Age to Iron Age</b> <b>What changes happened during this time?</b>	<b>WALT—know when the Stone Age was.</b> What do children already know about the Stone Age? If you met a stone age family what questions would you ask them? <b>Organising and communicating</b>	<b>WALT—identify what Britain was like at the end of the ice age.</b> How did people live? How did they feed and clothe themselves? Why were they nomadic? Use evidence to make a conclusion. <b>Historical investigation and Interpretation</b>	<b>WALT—identify how life changed around 4000BC.</b> Houses Clothing Discovery of fire / warmth and cooking <b>Historical investigation and Interpretation</b>	<b>WALT—identify changes with the discovery of bronze.</b> How was bronze made? How did bronze age tools change lives? How were bronze tools and weapons made? <b>Historical investigation and Interpretation</b>	<b>WALT—Identify how things changed with the discovery of iron.</b> Where does iron come from? How did iron age tools change lives? How were iron age tools and weapons made? <b>Historical investigation and Interpretation</b>	<b>WALT—express informed opinions.</b> When do you think it was better to live, Stone Age, Bronze Age and Iron Age? Explain when you would prefer to have lived and why? <b>Organising and communicating</b>
<b>Unit 2</b> <b>The Romans</b> <b>What did the Romans bring to Britain?</b>	<b>WALT—recognise who the Romans were</b> Who were the Romans? Where were they from? Why did they try to invade Britain? Julius Caesar <b>Develop secure chronological knowledge and understanding of British and world history.</b>	<b>WALT understand the spread of the Roman Empire.</b> When did the Romans arrive in Britain? Roman Army <b>Develop secure chronological knowledge and understanding of British and world history.</b>	<b>WALT understand Boudicca's resistance</b> Why did some tribes welcome the Romans and why some did not? Who was Boudicca and why should we remember her? <b>Order a story using chronological understanding</b>	<b>WALT to understand Roman religion</b> Gods and Goddesses <b>Construct informed responses using historical facts</b>	<b>WALT—identify how the Romans changed Britain.</b> Roman Roads / Roman Baths <b>Construct informed responses using historical facts</b>	<b>WALT—identify how the Romans changed Britain.</b> How did the Celts live ? Why did they build Hadrian's Wall ? How have archaeologists helped us learn about Roman Britain? <b>Construct informed responses using historical facts</b>
<b>Unit 3</b> <b>Anglo-Saxons</b> <b>Was the Anglo-Saxon period really a Dark Age?</b> <b>Local history: Discover the link between the Anglo-Saxons and the names of roads in Perton.</b>	<b>WALT—recognise what life was like once the Romans left.</b> How might inhabitants have felt when Romans left (410) Look at what happened next—Anglo Saxons arrived. Why did they come to Britain? Why were they called Anglo-Saxons? <b>Historical investigation and Interpretation</b>	<b>WALT—identify where Anglo-Saxons settled.</b> Create maps showing kingdoms Mercia—Wessex—Northumbria Danelaw—Vikings How do we know about the Anglo-Saxon and Vikings? (Staffordshire hoard / Sutton Hoo) <b>Historical investigation and Interpretation</b>	<b>WALT— understand how Anglo-Saxons lived.</b> Settlements How constructed? Why placed in certain positions? Farming animals / crops <b>Historical investigation and Interpretation</b>	<b>WALT— understand how Anglo-Saxons dressed.</b> <b>Look at Anglo-Saxon clothing</b> <b>Jewellery</b> <b>Weapons</b> <b>Historical investigation and Interpretation</b>	<b>WALT— understand the links between Wolverhampton and Anglo-Saxons.</b> Lady Wulfruna / land gifted Settlement created How W'ton got its name <b>Historical investigation and Interpretation</b>	<b>WALT—understand how the Anglo-Saxon period ended.</b> Horrible Histories Normans, Battle of Hastings Start of Norman invasion Bayeux Tapestry Was the Anglo-Saxon period really a dark age? <b>chronological understanding</b>

# History - Units of Work



## KS2

### Year 4

#### Sequence of knowledge and skills

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Unit 1</b> <b>The Maya</b> <b>Early Civilization—</b>  <b>(local history—Cadbury)</b>	<b>WALT—know who the Maya were.</b> 900AD—identify on timeline for British history (Anglo-Saxons / Vikings) How do we know about the Maya?  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>	<b>WALT—understand the Mayan diet.</b> Food tasting Chocolate as currency  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>	<b>WALT—identify what society was like for the Maya</b> Focus on hierarchy of society/sport/life  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>	<b>WALT—understand Mayan religion</b> Mayan Gods Compare with other Gods from other religions that we know.  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>	<b>WALT—understand the number system of the Maya</b> Learn about Mayan numbers compare with our number system  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>	<b>WALT—identify similarities between the Maya writing system and ours.</b> Maya writing  <b>chronological understanding / Historical investigation and Interpretation</b>  <b>Non-European that provides contrast with Britain</b>
<b>Unit 2</b> <b>Ancient Egyptians</b> <b>What did the Egyptians achieve?</b> <b>In dpth study</b>	<b>WALT—know who the Ancient Egyptians were.</b> <b>chronological understanding - Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</b>	<b>WALT—understand what life was like in Ancient Egypt.</b> Importance of the River Nile  <b>Address and devise historically valid questions about change, cause, similarity and difference.</b>	<b>WALT—understand mummification.</b> Mummification process  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b>	<b>WALT— understand the life of Tutankhamun</b> Learn about the boy king Who found his tomb? What does the contents of the tomb tell us about him?  <b>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</b>	<b>WALT—Write like an Egyptian</b> Rosetta Stone Hieroglyphics Compare and contrast Egyptian writing with our own.  <b>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</b>	<b>WALT—understand Ancient Egyptian religion</b>  Compare and contrast the powers of the Egyptian Gods.  <b>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</b>
<b>Unit 3</b> <b>Study of crime and punishment since 1066</b> <b>How has punishment changed over time?</b>	<b>WALT—Recall the Roman Legacy</b> What do you remember about Roman law?  <b>chronological understanding—Develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history</b>	<b>WALT—understand Anglo-Saxon Laws and Justice</b> Find out about the legal system in Anglo-Saxon times and compare with our legal system.  <b>Be able to address historically valid questions about change, cause, similarity and difference</b>	<b>WALT—understand punishments used by the torturing Tudors!</b> What punishment methods were popular during the Tudor Reign?  <b>chronological understanding - Continue to develop a chronologically secure knowledge and understanding of British, local and world history</b>	<b>WALT— express informed opinions (Debate: if the Highway Man was a Hero or Villain?)</b> Find out about Dick Turpin through studying various historical sources from the 18th and 19th century.  <b>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist</b>	<b>WALT—Understand the experiences in Victorian prisons</b> What do we know about Victorian prisons?  <b>chronological understanding - Continue to develop a chronologically secure knowledge and understanding of British, local and world history</b>	<b>WALT—Reflect on what we have learned about crime and punishment since 1066.</b> Compare modern methods to crime and punishment to those we have studied.  <b>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</b>



# History - Early Years Framework and Primary National Curriculum

This map shows the progression of Early Years and NC Objectives in History



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Order events from their own lives</li> <li>Sequence artefacts from the past.</li> <li>Match objects to people of different ages.</li> <li>Use words and phrases from the list below.</li> <li>Recognise the difference between past and present in their own and others lives.</li> <li>Know and recount episodes from stories about the past.</li> <li>Use a range of sources to find out characteristics and features of the past.</li> <li>Use stories to distinguish between fact and fiction.</li> <li>Compare how adults talk about the past—how reliable could their memories be?</li> <li>Find answers to simple questions about the past from a range of sources, including artefacts and text books.</li> <li>Ask and answer questions .Choose and use parts of stories and other sources to show understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Recount changes in their own life over time.</li> <li>Place people, events or objects in order using a given scale.</li> <li>Use words and phrases from the list below.</li> <li>Become familiar with events of the past, the people involved and what happened as a result of their actions.</li> <li>Be able to identify differences between the ways of life in the past and now.</li> <li>Recount and recall the main events from a significant event in history.</li> <li>Compare two versions of past events and find similarities and differences.</li> <li>Compare pictures and photographs of people and events of the past.</li> <li>Discuss the reliability of photographs, accounts and stories.</li> <li>Observe and handle a range of sources. Use them to ask and answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use timelines and begin to understand the terms BC and AD.</li> <li>Use dates and terminology related to the passing of time within the period of history being covered.</li> <li>Sequence several events or artefacts from the period of history being covered.</li> <li>Use words and phrases from the list below.</li> <li>Use a range of evidence to find out about everyday lives of people from the time studied and compare with the life of people today.</li> <li>Recognise reasons for and the results of people's actions.</li> <li>Understand why people may have wanted to do something.</li> <li>Identify different ways in which the past is represented and give a reason for this.</li> <li>Distinguish between different sources—compare different versions of the same story.</li> <li>Look at a variety of representations of the period studied.</li> <li>Use a range of evidence to observe small details of the past.</li> <li>Select and record information relevant to the study.</li> </ul>	<ul style="list-style-type: none"> <li>Position event on a timeline.</li> <li>Use terms related to the period of study and begin to date events.</li> <li>Understand the terminology BC and AD.</li> <li>Use evidence to reconstruct life in the time studied.</li> <li>Identify key features and events of time studied.</li> <li>Link events in the time studied.</li> <li>Offer a reasonable explanation for some events.</li> <li>Describe how some of the things studied have influenced or changed life today.</li> <li>Find and look at the variety of evidence available</li> <li>Start to evaluate the usefulness of difference sources.</li> <li>Use text books and historical knowledge, and a variety of evidence to build up a picture of the past. Choose relevant materials to present a picture of one aspect of life in the time studied.</li> <li>Ask a variety of questions.</li> <li>Use the internet and information books to carry out research.</li> <li>Recall, select and organise historical information to communicate their knowledge and understanding.</li> </ul>



# History - Key Vocabulary



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday</li> <li>• Tomorrow</li> <li>• Old</li> <li>• New</li> <li>• Long ago</li> <li>• Change</li> </ul>	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday /Tomorrow</li> <li>• Day / Week</li> <li>• Month / Year</li> <li>• Past / Present /Future</li> <li>• Before / After</li> <li>• Long ago</li> <li>• Old / New</li> <li>• Same / Different</li> <li>• Fossils</li> <li>• Archaeologists</li> </ul>	<ul style="list-style-type: none"> <li>• Today</li> <li>• Yesterday /Tomorrow</li> <li>• Day / Week</li> <li>• Month / Year</li> <li>• Past / Present/ Future</li> <li>• Old / New</li> <li>• Memories</li> <li>• Different / Similar</li> <li>• Research</li> <li>• Investigate</li> <li>• Identify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Modern</li> <li>• Local history</li> <li>• Living memory</li> <li>• Artefacts</li> <li>• Tudor House</li> <li>• Timber frame</li> <li>• Thatch</li> <li>• Timeline</li> <li>• Chronological order</li> <li>• Samuel Pepys</li> </ul>	<ul style="list-style-type: none"> <li>• Past / Present/ Future</li> <li>• Within living memory</li> <li>• Beyond living memory</li> <li>• Artefacts</li> <li>• Evidence</li> <li>• Research</li> <li>• Sources of evidence</li> <li>• Different / Similar</li> <li>• Investigate</li> <li>• Identify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Monarch</li> <li>• Airfield / aerodrome</li> <li>• Moon landing</li> <li>• Armstrong</li> <li>• Space race</li> <li>• Era</li> <li>• Empire</li> <li>• Coronation</li> <li>• Great Exhibition</li> <li>• Chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Beyond</li> <li>• Within</li> <li>• living</li> <li>• memory</li> <li>• Chronological order</li> <li>• Artefacts</li> <li>• Research</li> <li>• Primary evidence</li> <li>• Secondary evidence</li> <li>• Investigate</li> <li>• Identify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evaluate</li> <li>• BC/AD</li> <li>• Monarchy</li> <li>• Crime and punishment</li> <li>• Tribes</li> <li>• Invasion</li> <li>• Settlements</li> <li>• Kingdom</li> <li>• Conquest</li> <li>• Emperor / Empire</li> <li>• Celts / Picts</li> <li>• Hunter gathers / prehistory</li> <li>• Stone age / Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• BC / AD</li> <li>• Within living memory</li> <li>• Beyond living memory</li> <li>• Chronological order</li> <li>• Artefacts</li> <li>• Significance</li> <li>• opinion</li> <li>• Research</li> <li>• Primary evidence</li> <li>• Secondary evidence</li> <li>• Investigate</li> <li>• Identify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Evaluate</li> <li>• Monarchy</li> <li>• Crime and punishment</li> <li>• Ancient civilization</li> <li>• Ritual / Gods</li> <li>• Scribes / Codices</li> <li>• Myths / legends Ancient civilization</li> <li>• Gods / pharaoh</li> <li>• Mummification / sarcophagus</li> <li>• Papyrus / hieroglyph</li> </ul>