

Vocabulary					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Vocabulary: old new tradition event artefact museum</p> <p>Vocabulary for chronology: long ago yesterday then when future now last next before/after first/second (etc) days months years past before I was born changes to now nowadays</p> <p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p> <p>Guy Fawkes specific 5th November Remember Guy Fawkes Gunpowder Houses of Parliament Barrels</p>	<p>Vocabulary: ancestor enemy withdraw tradition technology difference represent</p> <p>Vocabulary for chronology: years (dating system) period later earlier since long (after, before) at the same time (as) past before now then present before I was born changes to now stayed the same</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘pioneer’</p> <p>The Great Fire of London specific Samuel Pepys Burning River Thames London The monument London</p>	<p>Vocabulary: ancient civilisation republic exile voyage navigate reign majority achievements beliefs society population tribe rural/urban primary/secondary source theory myth/legend folklore narrate saga epic survive equivalent necessary theme version opinion interpret</p> <p>Stone Age-Iron Age specific pre-history hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal</p>	<p>Vocabulary: culture dynasty crusade descendant polytheistic principal monotheistic prosper monarchy aristocracy heritage revolution transition develop abolish structure campaign ardent typical unique trivial characteristic conventional eventful intricate assume reliability alternative critique summarise contrast</p> <p>Roman specific: Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre</p>	<p>Vocabulary: mass propaganda neutrality suffrage terrain conservative progressive employ impact complex sustain surpass sparse abundant capacity obstacle futile crucial pivotal exceptional generalise rigorous verify unintelligible inform phenomenon perspective</p> <p>Anglo-Saxon specific: Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Sutton Hoo Lindisfarne Hengest and Horsa</p>	<p>Vocabulary: economy revenue civic succumb persecute demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characterise extrapolate bias tertiary</p> <p>Early Islamic civilisation specific: Abbasid Caliphate Caliph Dinar Hadith Hajj Imam Qur’an Calligraphy Mecca House of Wisdom Mongols Crusades</p>

	<p>Leather bucket Axe Bakers Fireman Flames Blaze Buildings</p> <p><u>Significant individuals specific</u> Florence Nightingale Lady of the lamp Red Cross Charity Soldier Medal Mary Seacole Black History Crimeon War Nurse Herbal Remedies Female Wounds Battle Travel</p>	<p>Homosapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer domesticate</p> <p>Vocabulary for chronology: during while several (years) more recently millennium age chronological approximate change process originate trace</p>	<p>Senate Gladiator Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus maximus Legionary</p> <p><u>Ancient Egypt specific:</u> Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone</p> <p>Vocabulary for chronology: occasion accurate uncertain seldom former latter cause consequence phase abrupt</p>	<p>Monk Illumination Manuscript Weregold Athelstan Christianity Augustine Alfred the Great Ethelred the Unready</p> <p><u>Viking specific:</u> Longboat Longhouse Chieftain Berserker Danegold Feast Raid Trade Yggdrasil Runes Farmer-warrior Pagan Danelaw Asgard Jarl Karl Figurehead Chainmail Valhalla</p> <p><u>Ancient Greece specific:</u> Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology</p>	<p>Sultan Scholar Bazaar Mosque Caravan Tolerance Baghdad Algebra</p> <p>Vocabulary for chronology: simultaneous cumulative decontextualise</p>
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<u>Theme: Questioning</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Ask and answer simple questions about what they have heard.	Show curiosity by voluntarily asking questions about what they have heard or read.	Start to frame questions and answers in historically valid ways (eg about change, about differences).	Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).	Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).	Regularly ask and answer perceptive questions in historically valid ways.

<u>Theme: Chronological Understanding</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Recognise the difference between past and present. Use common words and phrases, or answer simple questions to sequence events. Talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of Jesus'.	Sequence events and explain their thinking. Start to note connections over time. Date events to the nearest century or era, and occasionally to the year (eg 1066).	Note connections over time. Date events to the year.	Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes the month and day.	Demonstrate historical perspective by explaining contrasts and trends in the short and long-term. Use precise dates and explain why some are significant (eg transport delay, seasonality).	Establish clear narratives within and across periods, and at local, national and world level. Start to use their secure sense of chronology to inform their wider learning (into KS3). Start to use different levels of precision in dating events, and explain why that may be appropriate.

<u>Theme: Identify contrasts and trends</u>					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>

	Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.	note connections within and across periods, both those that they study and others they draw on independently. start to comment on historical changes, including suggestions about cause and effect. Start to identify themes within and between topics	note connections, contrasts and trends - across time but also between places and cultures. Comment on continuity and change. Identify themes within and between topics.	sequence and structure complex subjects and themes. Start to suggest reasons for connections over time and across places and cultures. Comment on impact and legacy.	compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.
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Theme: Using Sources

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Explain the difference between fiction and non-fiction.</p> <p>Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them.</p> <p>Use parts of stories to show that they understand historical events.</p> <p>Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).</p>	<p>Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past.</p> <p>Choose and use parts of stories to show that they understand key features of events, (eg through innovating).</p> <p>Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</p>	<p>Explain the difference between primary and secondary sources.</p> <p>Independently select and use sources to satisfy their curiosity about the past.</p> <p>Start to show awareness that there are sometimes different versions of what happened.</p> <p>Explain how the past can often be interpreted to inform opinions.</p>	<p>Select and use sources to construct their own opinions about the past.</p> <p>Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources).</p> <p>Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this.</p> <p>Start to critique other people's the past.</p>	<p>Select, organise and use information from more than one source to construct an informed response and/or opinion.</p> <p>Explain the usefulness and reliability of different sources</p> <p>Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions.</p> <p>Accurately summarise other people's opinions about the past.</p>	<p>Start to understand the idea of 'tertiary' sources.</p> <p>Thoughtfully select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments.</p> <p>Start to use quote marks when using sources for evidence.</p> <p>Use historical perspective, an understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</p>