



Prior Learning (Early Years)	In KS1		Later Learning	Key Vocabulary
<p>Children can talk about events and activities that they remember in the recent past.</p> <p>Children will remember and talk about celebrations.</p> <p>Children are aware of changes in routine at different times of the day.</p> <p>Children know about changes in the seasons of the year.</p> <p>Children understand that there is a past, present and future.</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Understand and accurately use the words past, present, then, now, before and after when telling others about an event. Describe things that happened to themselves and other people in the past. Recount changes in their own life over time. Order a set of events or objects in order of age or time. Understand how to sequence people, events, objects (in order of when they happened) and give reasons for the order. Use a timeline to place important events. Use common words and phrases to describe the passing of time. 		<p>In LKS2 children will be taught to:</p> <ul style="list-style-type: none"> Use a timeline to place historical events in chronological order. Describe dates and order significant events from the period studied. Understand how life was different during the past, Start to understand how and why early settlements developed in Britain To begin to choose appropriate sources and select evidence to respond to an historical question. Recognise the part that archaeologists have in helping us understand the past. 	<p>history, historian, historical, chronological, source, evidence, artefact, event, account, recount, diary, museum, sequence, timeline, old, new, before, after, now, yesterday, last week, last year, next, then, began, recently, during, youngest, oldest, younger, older, before</p> <p>I was born, when I was born, when I was a baby, when I was younger, when my parents/carers/ grandparents were young, a long time ago, a very long time ago, past, present, scale, timeline, decade, century, modern</p>
	<p>Knowledge and Understanding of Events</p> <ul style="list-style-type: none"> Identify objects from the past. Begin to identify differences between items from the past and similar items now. Give examples of how their childhood differs from the childhood of their grandparents. Recount interesting facts about a historical event (e.g. how the Great Fire of London started). Compare and contrast their locality now and in the past. Discuss and understand the significance and meaning of recurring historical events/ celebrations. Appreciate that some famous people have made our lives better today. Recognise that we celebrate certain events (e.g. bonfire night) because of what happened many years ago. Learn about the life of someone famous in Britain. Explain why Britain has a special history by naming some famous events and people. 		<p>In UKS2 children will be taught to:</p> <ul style="list-style-type: none"> Refer to dates and use historical chronological language in their work Understand how major events in British History have contributed to formation of the United Kingdom Describe similarities and differences between different people, events, time periods and artefacts Form an interpretation of historical events or figures using a range of sources. Consider propaganda and bias when interpreting information 	
	<p>Historical Enquiry and Interpretation</p> <ul style="list-style-type: none"> Ask and answer questions about old and new objects. Look at books, videos, photographs, pictures and artefacts to find out about the past. Ask and answer questions using an artefact or photograph provided. Give a plausible explanation about what an object was used for in the past. Find out more about a famous person from the past and carry out research on them. Identify the different ways in which the past is represented and how we learn about the past. 			
	<p><u>Area of study:</u> <u>Year A</u></p> <ul style="list-style-type: none"> Famous nurses-Florence Nightingale/ Mary Seacole Great Fire of London, Gun Powder Plot, Remembrance Day China- Terracotta Army, Great Wall of China Castle life in Medieval times, Kings and Queens Famous Explorers- Christopher Columbus Toys through time, History of the teddy bear 	<p><u>Area of study:</u> <u>Year B</u></p> <ul style="list-style-type: none"> Dinosaurs and Prehistoric life (Chronology)- Mary Anning Local History- Local war memorial, Gunpowder Plot and Remembrance Day Famous Explorers- Neil Armstrong/ Tim Peake, The Moon landing Victorian childhood, Queen Victoria and Queen Elizabeth II Famous Explorers- Robert Falcon Scott/ Captain Cook Comparing Victorian and modern seaside holidays 		



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<p>Children understand and accurately use the words past, present, then, now, before and after when telling others about an event.</p> <p>Children understand how to sequence people, events and objects in order of when they happened.</p> <p>Children can use a timeline to place important events.</p> <p>Children can explain why Britain has a special history by naming some famous events and people.</p> <p>Children can ask and answer questions using a range of historical sources including people, photographs, non-fiction books and the internet.</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Plot historical periods on a timeline using centuries. Understand that a timeline can be divided into BC (Before Christ), BCE (Before the Common Era), AD (Anno Domini) and refer to this when placing events. Understand and use the vocabulary: ancient, century and decade. Use a timeline to place historical events in chronological order. Order significant events and dates on a timeline. Describe dates and order significant events from the period studied. Describe the main changes in a period in history. 	<p>Knowledge and Understanding of Events</p> <ul style="list-style-type: none"> Understand how life was different during the past, including: travel, food, weapons and communication. Recognise that Britain has been invaded in the past and that this has influenced life in Britain. Use evidence to show how the lives of rich and poor differed. Start to understand how and why early settlements developed in Britain. Begin to suggest why certain events happened as they did in history. Use evidence to describe buildings and their uses for people in the past. Describe how some of the past affects/ influences the present. 	<p>In UKS2 children will be taught to:</p> <ul style="list-style-type: none"> Refer to dates and use historical chronological language in their work. Describe similarities and differences between different people, events, time periods and artefacts. To understand how major events in British History have contributed to formation of the United Kingdom. Give reasons for specific events, supported by evidence. Make links between features of past societies Form an interpretation of historical events or figures using a range of sources. Consider bias when researching an historical event or figure. Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. 	<p>History, historian, historical,</p> <p>timeline, chronology, decade, century, BC/AD/BCE, era, date, time period, ancient, civilisation, invasion, settlers, empire,</p> <p>evidence, source, dig, excavate, archaeology, archaeologist, discoveries, monarchy, monarch,</p> <p>primary source, secondary source, evidence, enquiry artefacts, eye-witness, account, reliable source (line of), enquiry,</p> <p>reasons, evaluate, conclusion</p>
<p>Historical Enquiry and Interpretation</p> <ul style="list-style-type: none"> Gather evidence about the past through visits to sites of historical interest. Ask questions and find answers about the past using different sources. Research two versions of an event and see how they differ. To begin to choose appropriate sources and select evidence from those sources to respond to an historical question. Hypothesise what life would have been like for different people in the past. Give more than one reason to support an historical argument. Recognise the part that archaeologists had/have in helping us understand the past. Discuss similarities and differences between different periods of history. 	<p><u>Area of Study:</u></p> <p><u>Year A</u></p> <ul style="list-style-type: none"> Pre historic Britain- (Stone Age to Iron Age) The Roman Empire Local Study <p><u>Area of Study:</u></p> <p><u>Year B</u></p> <ul style="list-style-type: none"> Roman Britain The Changing Monarch- 1006 to the present day Anglo Saxons, Scots and Vikings 			



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<p>Children can plot historical periods on a timeline using centuries.</p> <p>Children understand that a timeline can be divided into BC (Before Christ) BCE (Before the Common Era) and AD (Anno Domini) and refer to this when placing events.</p> <p>Children will describe the main changes in a period in history</p> <p>Children know that Britain has been invaded in the past and that this has influenced life in Britain.</p> <p>Children can use evidence to show how the lives of rich and poor differed.</p> <p>Children will describe how some of the things studied from the past affect/influence the present</p> <p>Children can compare two versions of an event and see how they differ.</p> <p>Children are able to hypothesise what life would have been like for different people in the past.</p> <p>Children can give more than one reason to support an historical argument.</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Refer to dates and use historical chronological language in their work. Describe the main changes in a period in history. Order significant events, movements and dates on a timeline. Place a specific event on a timeline by decade. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. Identify and compare changes within and across different periods. Place features of historical events and people from past societies and periods in a chronological framework. <p>Knowledge and Understanding of Events</p> <ul style="list-style-type: none"> Chronologically summarise the main events from a specific historical period. Recognise that Britain has been invaded by several different groups over time. Recognise and describe change and continuity across periods of history. Describe similarities and differences between different people, events, time periods and artefacts. To understand how major events in British History have contributed to formation of the United Kingdom Give reasons for specific events, supported by evidence. To give specific examples of how major events in British and World History have impacted aspects of British society today (e.g. role of women). Make links between features of past societies e.g. weaponry, homes. To understand how Empire has contributed to and been affected by historical events. <p>Historical Enquiry and Interpretation</p> <ul style="list-style-type: none"> Appreciate how historical artefacts have helped us understand about British lives in the past. Understand that some evidence from the past is propaganda, opinion or misinformation and that this effects interpretations of history. Give reasons why there may be different accounts of history. Form an interpretation of historical events or figures using a range of sources. Consider bias when researching an historical event or figure. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Use a range of evidence from different sources to describe a key event from Britain's past. <table border="1" data-bbox="810 1375 2169 1635"> <tr> <td data-bbox="810 1375 1421 1635"> <p><u>Area of Study:</u></p> <p><u>Year A</u></p> <ul style="list-style-type: none"> Ancient Maya Ancient Greece Elizabethan England </td> <td data-bbox="1421 1375 2169 1635"> <p><u>Area of Study:</u></p> <p><u>Year B</u></p> <ul style="list-style-type: none"> Ancient Egypt WW2 Crime and punishment </td> </tr> </table>	<p><u>Area of Study:</u></p> <p><u>Year A</u></p> <ul style="list-style-type: none"> Ancient Maya Ancient Greece Elizabethan England 	<p><u>Area of Study:</u></p> <p><u>Year B</u></p> <ul style="list-style-type: none"> Ancient Egypt WW2 Crime and punishment 	<p>History, historian, historical,</p> <p>timeline, chronology, decade, century, BC/AD/BCE, era, date, ancient, civilisation,</p> <p>invasion, settlers, evidence, dig,</p> <p>excavate, archaeology, archaeologist,</p> <p>ancestor,</p> <p>change, continuity, legacy,</p> <p>political, social, cultural, religious, empire, government, citizen, trade, media, press, propaganda, bias, primary source, secondary source, source reliability, interpretation, analyse, evaluate</p>
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