

## History Vocabulary & Key Knowledge

### Understanding of the World

KEY	
All	Refers to adaptation made for SEND pupils (where appropriate)
Most	Refers to all other pupils
Some	Refers to stretch and challenge for more able pupils

EYFS	Autumn	Spring	Summer
<b>Projects</b>	Community Champions	A Grand Tea Party	Down on the Farm
<b>Key Vocab</b>	Police Officer Soldier Army Firefighter Old New Past Present	Old New Young Same Different	Past Present Vehicles Animals Cow Sheep Pig Horse Farmer
<b>Knowledge</b>	Past and Present - History (Community Champions, A Grand Tea Party, • 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. People, Culture.		

Year 1	The sandwich bar My Family History. Enquiry Question: What was life like when our grandparents were children?	Fire, Fire The Great Fire of London. Enquiry Question: Did the Great Fire make London a better place?	Oh, we do like to be beside the seaside Holidays. Enquiry Question: How have holidays changed over time?
<b>All</b>	grandparent Differences Now Past same	London Fire bucket Fire hook Water squirt diary	holiday seaside pier deckchair recent past

<p><b>Most</b></p>	<p>during New Old Older Present Sibling slightly technology then usually younger compare timeline school</p>	<p>after baker before Chronology destroyed flames Monument oven past present Smoke straw Thatched roof</p>	<p>Punch and Judy accommodation promenade bandstand seawall</p>
<p><b>Some</b></p>	<p>After Before Century Chronology Similarity</p>	<p>consequences eyewitness</p>	<p>century Tourist/tourism</p>
<p><b>Key Knowledge</b></p>	<p><b>All children can:</b> use a number of everyday terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. • use some common time words when they sequence objects. <b>Most children can:</b> understand securely and use a wider range of time terms. • use a broader range of common words relating to the passage of time. • demonstrate a secure understanding of the words used. <b>Some children can:</b> use more complex time terms, such as BC/AD, and period labels and terms. • use a wider range of terms and phrases including those related to time periods. • demonstrate secure understanding of the terms used.</p>	<p><b>All children can:</b> identify at least one relevant cause for, and effect of, several events covered. • give one relevant cause why the Great Fire of London took place • give one relevant effect of the Great Fire of London taking place <b>Most children can:</b> identify a few relevant causes and effects for some of the main events covered. • identify several causes of the Great Fire of London • identify several effects of the Great Fire of London <b>Some children can:</b> comment on a few valid causes and effects relating to many of the events covered. • give a broad range of causes of the Great Fire of London • give a broad range of effects of the Great Fire of London • confidently explain why one cause is more important than another • confidently explain that the Great Fire of London had both a short-term and long-term impact • confidently explain that the Great Fire of London had both a positive and a negative impact</p>	<p><b>All children can:</b> depict on a timeline the sequence of a few objects and/or pieces of information. • sequence the images of seaside holidays in the correct order. • Some children may need some support to place the images in the correct order. <b>Most children can;</b> independently sequence on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. • place the images of seaside holidays in the correct place on the timeline. • work independently and with confidence. <b>Some children can:</b> give a valid explanation for their sequence of objects and events on timelines or narratives they have devised. • select a number of images from a larger selection to place on a timeline to show changes in seaside holidays. • add some captions and dates to the timeline. • If questioned, the child can give a valid explanation why they have placed the images in this order.</p>

Year 2	Heroes (including links to looking after me) Historic Heroes. Enquiry Question: What have historic figures done for us?	Unsinkable Significant historical event/ events beyond living memory- Titanic	The great escape Great Inventions: Transport. Enquiry Question: How did the internal combustion engine change the world? / What impact did the moving assembly line have on car manufacturing?"
All	Hero/heroes local past image photograph experts explorer map discover adventure	explorer map discover equipment hero memorial events timeline titanic nowadays past	invented travel journey transport steer driver modern engine explorer map adventure race
Most	Portrait Chronology Sequence	Significant Previously Century Decade	Century Eyewitness Evidence
Some	Significant Courage Observe Evidence Source	Navigation Unchartered	Trade Inventor
Key Knowledge	<p><b>All children can:</b> extract information from several types of source including written, visual and oral sources and artefacts. • select valid information about the life of a local hero from more than one type of source</p> <p><b>Most children can:</b> select information independently from several different types of source including written, visual, oral sources and artefacts to answer historical questions. • independently select valid information about the life of a local hero from a range of types of source • able to select key information to answer questions</p> <p><b>Some children can:</b> comment on a few valid causes and effects relating to many of the events covered.</p>	<p><b>All children can;</b> consider one reason why an event or person might be significant. • give one valid reason why the explorer is important.</p> <p><b>Most children can:</b> identify a range of significant aspects of a theme, society, period or person, and offer some comments on why they have chosen those aspects. • give a number of valid reasons why the explorer is significant. • demonstrate an understanding of the term 'significance'. • give a valid reason why one aspect of an explorer's life is particularly important. • begin to make connections between the achievements of one explorer with</p>	<p><b>All children can:</b> identify a few similarities, differences and changes occurring within a particular topic.</p> <p>• identify a couple of differences and at least one relevant similarity between the early and modern trains</p> <p><b>Most children can:</b> identify independently a range of similarities, differences and changes within a specific time period. •recognise a number of similarities and differences between the early and modern trains</p> <p>• With some guidance, they can also explain similarities and differences between three trains from different periods</p>

	<ul style="list-style-type: none"> <li>independently and confidently select valid information about the life of a local hero from a range of types of source</li> <li>select key information from a number of sources to answer questions</li> <li>demonstrates an understanding that some sources will be more useful than others depending on the activity and subject</li> </ul>	<p>those of another explorer from a different time period.</p> <p><b>Some children can:</b> provide some valid reasons for selecting an event, development or person as significant.</p> <ul style="list-style-type: none"> <li>give a broad range of valid reasons for why the explorer is significant.</li> <li>demonstrate a secure understanding of the term 'significant'.</li> <li>give some valid reasons why one aspect of an explorer's life is particularly important.</li> <li>can make valid connections and judgements between the achievements of one explorer and those of another explorer from a different time period.</li> </ul>	<p><b>Some children can:</b> describe independently and accurately similarities, differences and changes both within and across time periods and topics.</p> <ul style="list-style-type: none"> <li>confidently describe a number of similarities and differences between three trains from different periods</li> <li>provide a valid comment on the most important difference that has occurred in the trains over time</li> </ul>
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Year 3	Keys to the castle Local History: Corfe Castle Enquiry Question: Why should we preserve our locality?	Lost in time The Stone Age. Enquiry Question: What was new about the New Stone Age (Neolithic period)?	Dragon Days
<b>All</b>	<ul style="list-style-type: none"> <li>listed names of features related to the buildings</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age</li> <li>Prehistory</li> <li>hunter-gatherer</li> <li>agriculture</li> <li>settler/settlement</li> </ul>	<ul style="list-style-type: none"> <li>bronze</li> <li>tribe</li> <li>roundhouses</li> <li>hill fort</li> </ul>
<b>Most</b>	<ul style="list-style-type: none"> <li>significant heritage</li> <li>listed Features of a building</li> <li>Time period</li> <li>migration</li> <li>leisure</li> <li>worship</li> </ul>	<ul style="list-style-type: none"> <li>Ancient</li> <li>Archaeologist</li> <li>Century</li> <li>Circa</li> <li>Civilisation</li> <li>Climate</li> <li>Discovery</li> <li>Era</li> <li>Extinct</li> <li>Farming</li> <li>flint</li> <li>gather</li> <li>hearths</li> <li>island</li> <li>Mesolithic</li> <li>Migration</li> <li>Neanderthal</li> <li>Neolithic</li> </ul>	<ul style="list-style-type: none"> <li>impressive,</li> <li>smelting,</li> <li>hoard,</li> <li>ore,</li> <li>mould,</li> <li>period,</li> <li>status,</li> <li>beaker,</li> <li>archer,</li> <li>evidence,</li> <li>beliefs,</li> <li>afterlife,</li> <li>torc,</li> <li>wattle and daub,</li> <li>inference,</li> </ul>

		<p>Nomad  Palaeolithic  remains  resources  evidence  grave goods</p>	
Some	<p>Architecture  Heritage</p>	<p>Palaeolithic  Mesolithic  Neolithic  domesticated,  reconstruction drawing,  decay  Artefacts  grave goods  social,  agriculture,  revolution.</p>	<p>Smelting  Ore  Beliefs  Afterlife  viewpoint,  interpretations,  radiocarbon dating, DNA testing,  marine archaeology,  persuasive argument,  technology,  viewpoint,  crannog,  broch,  ingot,</p>
Key Knowledge	<p><b>All children can:</b> ask valid questions for enquiries and answer using a number of sources. • answer the question using a few sources.</p> <p><b>Most children can:</b> devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. • answer the question using a range of relevant sources. • use a range of relevant historical terms.</p> <p><b>Some children can:</b> devise independently significant historical enquiries to produce substantiated and focused responses. • ask a range of historically valid questions for enquiries. • answer the question using a range of relevant sources to support points made. • complete work that is clearly structured with contrasting viewpoints considered. • use a broad range of relevant historical terms.</p>	<p><b>All children can:</b> describe some similarities, differences and changes occurring within Lower Key Stage 2 topics. • describe some of the key changes between the Old and New Stone Age. • will use a limited number of historical terms relating to the Stone Age period.</p> <p><b>Most children can:</b> make valid statements about the main similarities, differences and changes occurring within topics. • describe a range of the key changes between the Old and New Stone Ages. • see links between changes, and begin to identify types of change. • demonstrate an awareness of significance of change.</p> <p><b>Some children can:</b> explain why certain changes and developments were of particular significance within topics and across time periods. • provide a comprehensive list of the changes between the Old and New Stone Ages. • identify links between changes, and recognise a number of types of change.</p>	<p><b>All children can:</b> sequence some events, objects, themes, periods and people from the topics covered, by providing a few dates and/or period labels and terms. • group some of the images into the correct time period • provide a few valid reasons why they have chosen this time period</p> <p><b>Most children can:</b> sequence some events, objects, themes, periods and people from the topics covered, by providing a few dates and/or period labels and terms. • group some of the images into the correct time period • provide a few valid reasons why they have chosen this time period</p> <p><b>Some children can:</b> devise independently significant historical enquiries to produce substantiated and focused responses. • accurately group the images into the correct time period • provide detailed valid reasons why they have chosen this time period for the images • include dates for the time periods and</p>

		<ul style="list-style-type: none"> <li>• provide a clear rationale for why one change is more important than others.</li> <li>• provide insightful ideas about whether some things did not change very much during this period.</li> <li>• confidently employ a range of historical vocabulary from this unit and earlier topics studied.</li> </ul>	understand why some of the developments are from an earlier or later stage of the time period
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Year 4	Toot... and come in Egyptians	Romans rule Roman Britain. Enquiry Question: Is it fair to say the Romans changed Britain for the better?"	What's that sound? Changes in an aspect of social history eg leisure and entertainment in the 20th century
<b>All</b>	Ancient Civilisation Fertile Shaduf Irrigation Achievement Hieroglyph archaeologists mummification pyramid	Empire Invasion/invade primary evidence garrisons	Rules Crime Punishment Poaching Democracy attitudes values
<b>Most</b>	Cartouche Antiquities Scribes Society Seals Sarcophagus Excavation Inscription Papyrus Role Achievement Hierarchy Priest Farmer Agriculture Scribe Pharaoh Lever Ramp	Amphitheatre Barbarian Villa Standard Baths Coin Colosseum Mosaic Bust Caesar Empire soldiers Boudicca Emperor society Trade	Society Values Poaching Truncheon Cartoon Witchcraft Riot Pillory severe crime lesser transportation flogging crime liberty attitudes execution transportation prison vagabond

	Canopic jar		highwayman separate smuggling police
Some	Engineering Technology Stonemason Construction Sphinx creation	Hypocaust Centurion Legionary Auxiliary Conquer	Respect hostile suffrage suffragettes terrorist extremism, discrimination prejudice parliament change oakum continuity
Key Knowledge	<p><b>All children can;</b> identify several themes, societies, events and significant people covered in local, national and global history. • identify three of the main achievements of the Ancient Egyptians.</p> <p><b>Most children can;</b> identify details from local, national and global history, to demonstrate some overall awareness of themes, societies, events and people.</p> <p>• identify three or more of the main achievements of the Ancient Egyptians. • provides some valid detailed reasons for their selections. • makes some reference to specific evidence, dates, etc.</p> <p><b>Some children can:</b> describe the main context of particular themes, societies, people and events, including some explanation. • identify a number of the main achievements of the Ancient Egyptians. • provide valid detailed reasons for their selections. • makes reference to specific evidence, dates, etc. • assess the achievements of the Ancient Egyptians compared with those of other societies.</p>	<p><b>All children can;</b> select what is the most significant in a historical account. • can select one development made in Roman Britain which is still of significance today. • can provide a valid reason why it is significant, but their explanation lacks depth.</p> <p><b>Most children can:</b> explain why some aspects of historical accounts, themes or periods are significant.</p> <p>• can select one development made in Roman Britain which is still of significance today. • can provide a detailed and valid explanation, with more than one reason why it is significant. • make a comparison between the development they have selected and others that occurred at the time.</p> <p><b>Some children can:</b> describe the main context of particular themes, societies, people and events including some explanation. • select one development made in Roman Britain which is still of significance today. • provide a detailed, clear and valid explanation with a number of reasons why it is significant. • make a comparison between the development they have selected and others that occurred at the time.</p>	<p><b>All children can:</b> describe some relevant causes for, and effects on, some of the key events and developments covered. • explain why the action of the suffragettes helped and/or hindered women to gain the vote.</p> <p><b>Most children can:</b> comment on the importance of causes and effects for some of the key events and developments within topics. • explain why the action of the suffragettes helped and hindered women to gain the vote. consider other reasons why women gained the vote. • make some reference to specific examples to support points made.</p> <p><b>Some children can:</b> explain with confidence the significance of particular causes and effects for many of the key events and developments. • explain clearly why the action of the suffragettes helped and hindered women to gain the vote. • considers other reasons why women gained the vote. • demonstrates an understanding that some causes may be more significant than others. • reference to specific examples to support points made.</p>

Year 5	Anglo Saxons: The Dark Ages The Anglo-Saxons. Enquiry Question: Was the Anglo-Saxon period really a 'Dark Age'?"	My many coloured days Journeys. Enquiry Question: What made people go on a journey?"	Out of this world Vikings Enquiry Question: Would the Vikings do anything for money?
<b>All</b>	Archaeologist Settler/settlement Invasion evidence Hoard Anglo-Saxon Roman	Journey Migration Refugee Invader Prejudice Discrimination British Empire	Viking Causes Invader Settler Wessex
<b>Most</b>	Artefact Century Christianity Invasion Metal detecting Scandinavia Migration Monk Pagan	invader settler Tudor voyage prejudice adventurer charter	Raid monk monastery abbey looted monarch significant
<b>Some</b>	Excavation Saxons Source Preserved Classification Cataloguing	asylum seeker immigration indigenous Kindertransport Great Depression Illegal immigrant	overpopulation migrate inheritance runes cult longhouses
<b>Key Knowledge</b>	<p><b>All children can:</b> reach a valid conclusion based on devising and answering questions related to a historical enquiry. • produce work that contains evidence of an understanding of the use of the term 'Dark Ages'. •refer to several sources of evidence studied within the sessions. • reach an overall conclusion on the use of the term 'Dark Ages', with some reference made to the preceding arguments. • use a limited number of historical terms relating to the Anglo-Saxon period.</p> <p><b>Most children can:</b> reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or</p>	<p><b>All children can:</b> identify different interpretations of events, developments and people covered in a range of Upper Key Stage 2 topics. • identify that there are some differences in the interpretations presented about the Windrush journey. •show some awareness of why there may be differing interpretations, and may make reference to the differing types of representation.</p> <p><b>Most children can:</b> explain how and why it is possible to have different interpretations of the same event or person. • identify a number of differences in the interpretations presented about the Windrush journey. • explain why there may be differing interpretations, and</p>	<p><b>All children can:</b> place several valid causes and effects in an order of importance relating to events and developments. •list several valid reasons why the Vikings left Scandinavia and settled in Britain. They will demonstrate some understanding of a hierarchy of importance between the causes. • use a limited number of historical terms relating to the Viking period.</p> <p><b>Most children can:</b> explain the role and significance of different causes and effects of a range of events and developments. • list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance, and</p>

	<p>improvement. • work contains evidence of a good understanding of the use of the term 'Dark Ages'. • refer to evidence from a range of varied sources studied within the sessions. • reach an overall conclusion on the use of the term 'Dark Ages' with clear reference made to the preceding arguments. • follow a clear structure appropriate for presenting an argument.</p> <p><b>Some children can:</b> plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication, with detailed ideas on ways to improve or develop responses. • produce evidence of a sound understanding of the use of the term 'Dark Ages'. They will make some reference to changing attitudes to the use of the term. • refer to appropriate evidence from a wide range of varied sources studied within the sessions, and also from their own research.</p>	<p>will make reference to the differing types of representation. • will use key terms related to sources and evidence.</p> <p><b>Some children can:</b> understand and explain the nature and reasons for different interpretations in a range of topics. • identify a number of differences in the interpretations presented about the Windrush journey. • explain with confidence, and at some length, why there may be differing interpretations, and will make reference to the differing types of representation. • understand that unreliable sources can still be useful. • use key terms related to sources and evidence. • work independently</p>	<p>can comment on why they have selected this order. • make a link between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p> <p><b>Some children can:</b> comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects. • provide a comprehensive list of valid, detailed reasons why the Vikings left Scandinavia and chose to settle in Britain. They will order these in a hierarchy of significance, and will comment insightfully on why they have selected this order. • make a number of valid links between the reasons why they left Scandinavia and why they chose to settle in Britain. • make a number of links between the causes of events in the Viking period with those of other periods studied. For example, why the Romans or the Anglo-Saxons chose to settle in Britain.</p>
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Year 6	The curse of the Maya The Maya Civilization. Enquiry Question: Why should we remember the Maya?"	How civilised The Ancient Greeks. Enquiry Question: What did the Ancient Greeks do for us?"	We'll meet again The Impact of War. Enquiry Question: Did WWI or WWII have the biggest impact on our locality?
<b>All</b>	Pyramid temple sacrifice calendar Civilisation Mayan Beliefs	Classical Empire Citizens Slaves Myth Temple	Refugee Blitz Air raid battle Evacuee Shelter Defence Rationing/Ration books
<b>Most</b>	Achievement agriculture Ancient Architecture Archaeologist Artefact	Roman Greek city-state architecture Olympic stadium marathon	Blackout Sources evidence Barrage balloons Allies Gas masks

	Astronomer Ceremony Chronology Culture	priest culture predict	Invasion Military commemorate, Commonwealth civilian Searchlights RAF
Some	Dynasty economy Empire hierarchy Hieroglyphs Indigenous Mummification Society Trade	Minoan Mycenaean Hellenistic democracy monarchy impact. legacy interpret	propaganda reliability Luftwaffe protected/reserved occupations conscription
Key Knowledge	<p><b>All children can:</b> understand some features associated with themes, societies, people and events. • demonstrates evidence of some understanding of aspects of life in Maya times, e.g. religion, food, etc.. • The child uses a limited number of historical terms related to the Maya. • The child makes some reference to sources of evidence to support points made, e.g. the pyramids at Tikal.</p> <p><b>Most children can;</b> provide overviews of the most significant features of different themes, individuals, societies and events covered. demonstrates evidence of understanding a range of the main features of Maya society, e.g. religion, food etc., and may begin to make links and group them into themes, e.g. social, cultural. • introduces some aspects of balance within the argument, perhaps comparing the Maya's achievement in an area as less favourable to that of another society studied. • reference a range of sources of evidence to support points made. • use a number of historical terms from this unit and from their study throughout the key stage.</p> <p><b>Some children can:</b> show a detailed awareness of the themes, events, societies and people covered across the UKS2 topics. • demonstrates evidence of a developed</p>	<p><b>All children can:</b> describe the significant issues in many topics covered. • describe valid achievements made by the Ancient Greeks, and may make some links illustrating that they are still of relevance today, e.g. establishing the Olympic Games or democracy and how we have the right to vote. • A limited number of historical terms related to the Ancient Greek unit are used. • make some reference to sources of evidence to support points made, for example archaeological evidence.</p> <p><b>Most children can;</b> explain why particular aspects of a historical event, development, society or person were of particular significance. • describe and then critically evaluate the significance of various achievements. However, comments made will be focused on achievements made within the period itself. • introduce a hierarchy of importance, and may dismiss some of the developments as no longer being of relevance and therefore insignificant. • reference a range of sources of evidence to support points made.</p> <p><b>Some children can:</b> compare the significance of events, developments and people across time periods. • demonstrate a sound understanding of the concept of significance, and will critically evaluate the</p>	<p><b>All children can;</b> accept and reject sources based on valid criteria when carrying out particular enquiries. • The child has selected and rejected appropriate sources to exemplify the impact of the wars from the selection provided. • explain why they have made that selection, but references to utility and reliability are weak. • use a limited number of historical terms relating to the World Wars and to sources.</p> <p><b>Most children can:</b> comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries. • select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. • explains confidently why they have made that selection, referring to both utility and reliability. • use a number of historical terms from this unit, and from their study throughout the key stage.</p> <p><b>Some children can:</b> evaluate independently a range of sources for historical enquiry, considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. • select and reject appropriate sources to exemplify impact of the wars from those studied within the unit or from their own research. • confidently explains why they have made that</p>

	<p>understanding of a variety of aspects of Maya civilisation, and links and categorises these into themes, e.g. social, cultural, economic etc. They will make connections with other units studied. They will understand that changes occurred, and that developments took place within the period. discuss these areas in depth, and makes reference to a broad range of sources of evidence to support points made and conclusions reached. • present a balanced argument, making reference to advances made by other societies at the time, to other societies studied or to the present day, to support or reject the Maya being remembered.</p>	<p>achievements of the Ancient Greeks within a broader context, and draw on examples of achievements made by other civilisations studied. • synthesise their arguments, and reach an overall conclusion on the significance of the Ancient Greek achievements. • discuss these areas in depth, and make reference to a broad range of sources of evidence to support points made and conclusions reached. • Throughout their writing, the child will employ a range of historical vocabulary from this and other units studied at KS2.</p>	<p>selection, referring to both utility and reliability in some depth.</p>
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Under continual review