

History



WHINGATE'S CURRICULUM AIMS

Communicate
Live Healthily
Accept and Respect
Understand the Wider World
Dream Big
Explore



VOCABULARY

FS / KS1	Y3 / 4	Y5 / 6
<p>today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grandparent great grandparent clue memory lifetime calendar Who? What? materials plastic remember year decade century ancient modern long ago timeline date order similar different because important living memory toys wood simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...? chronological order</p>	<p>chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years religion spirits sacrifice republic empire army/soldiers resistance conquest revolt outpost colony gods/goddesses invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends oral history museum empire invasion civilisation settlers migration invasions kingdoms settlements conversion reputation raids resistance culture achievements legacy democracy impact effects consequences change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology first- hand evidence second hand evidence tomb pharaoh pyramid Tutankhamun</p>	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years nation monarchy execution extent of change... extent of continuity... turning point flood fertile agriculture child labour mills/factories reformers legislation slums epidemics to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects consequences legacy significance impression change continuity cause/s infer suggest My conclusion is that.... historian archaeologist archaeology democracy Parliament vote suffrage Houses of Parliament represent culture stereotype diversity traditional view attitudes empire excavate stele variety of sources different experiences I can infer that... impression the source omits to mention... the purpose reliability propaganda one sided biased motive mistake primary evidence eyewitness secondary evidence consequences legacy significance</p>

era/period plotters secret explorers encounter impact significant danger survive memorial investigate research evidence Why...? historians experts letters newspapers websites artefact							
Area of subject	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Children talk about past and present events in their own lives and in the lives of family members.	Sequence events or artefacts in Chronological order Sequence photos from different periods of their lives Sequence events.	Describe memories of key events in lives. Sequence events.	Place the time studied on a timeline. Sequence events or artefacts. Use dates relating to the passing of time.	Place events from a period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms e.g. BC/AD.	Know and sequence key events of time studied. Use relevant terms and periods labels. Make comparisons between different times in History.	Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.
Range and depth of historical knowledge	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They	Recognise difference between past and present in their own and others' lives. They know and can recount episodes from stories about the past.	Find out about people and events in other times. Drama develop empathy and understanding (hot seating, sp and listening) Recognise why people did things, what events happened and what happened as a result.	Find out about everyday lives of people in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something.	Use evidence to reconstruct life in times studied. Identify key features and events. Look for links and effects in time studied. Offer a reasonable explanation for some events.	Study different aspects of life of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using

	develop their own narratives and explanations by connecting ideas or events.						evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.
Interpretations of history	They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Use stories to Encourage children to distinguish between fact and fiction. Compare adults talking about the past - how reliable are their memories? Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story. Look at representations of the period - museum, cartoons etc.	Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge.	Compare accounts of events from different sources - fact or fiction □ Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research.
Historical enquiry	Children know about similarities and differences in relation to places,	Sort artefacts "then" and "now" Use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions	Use a source - why, what, who, how, where to ask questions and find answers sequence a collection of artefacts	Use a range of sources to find out about a period observe small details - artefacts, pictures	Use evidence to build up a picture of a past event choose relevant material to present a picture of one aspect of life in time past	Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of	Recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring

	objects, materials and living things.	related to different sources and objects.	Use of timelines discuss the effectiveness of sources.	select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions.	ask a variety of questions use the library, e-learning for research.	information confident use of library, e-learning, research.	knowledge gathering from several sources together in a fluent account.
Organisation and communication	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Timelines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT.	Class display/ museum annotated photographs ICT.	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode.	Select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups.	Fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative.	Select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations.