

History																									
Year One	Key Stage One																								
Year Group Specific Skills	Year Group Specific Vocabulary																								
<p><b>Questioning</b> Ask and answer simple questions about what they have heard.</p> <p><b>Chronological Understanding</b> 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'.</p> <p><b>Identifying Contrasts and Trends</b> Make simple historical comparisons (eg spot the difference between pictures).</p> <p><b>Using Sources</b> Explain the difference between fiction and non-fiction. Access simple books, internet sites, photos, recordings, artefacts and other sources that are given to them. Use parts of stories to show that they understand historical events. Show some understanding of the ways we can find out about the past (eg books, museums, artefacts, archaeology).</p>	<table border="1"> <tr> <td>transport</td> <td>when</td> </tr> <tr> <td>tradition</td> <td>now</td> </tr> <tr> <td>research</td> <td>last</td> </tr> <tr> <td>fiction</td> <td>next</td> </tr> <tr> <td>non-fiction</td> <td>before</td> </tr> <tr> <td>event</td> <td>after</td> </tr> <tr> <td>artefact</td> <td>first</td> </tr> <tr> <td>museum</td> <td>second</td> </tr> <tr> <td>curator</td> <td>days</td> </tr> <tr> <td>long ago</td> <td>months</td> </tr> <tr> <td>yesterday</td> <td>prehistoric</td> </tr> <tr> <td>then</td> <td></td> </tr> </table>	transport	when	tradition	now	research	last	fiction	next	non-fiction	before	event	after	artefact	first	museum	second	curator	days	long ago	months	yesterday	prehistoric	then	
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<p><b>KS1 National Curriculum</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</p> <p>Significant historical events, people, and places in their own locality.</p>	<p><b>Topics in Year Group</b></p> <p><b>Mary Anning</b> – Dinosaurs</p> <p><b>William the Conqueror</b> - Castles</p> <p><b>Christopher Columbus</b> – Chocolate</p> <p><b>Substantive Concepts</b> Concepts present in our curriculum across KS1</p> <p><b>KS2 Concepts in Bold</b></p> <p>Individuals Discovery Innovation Trade/Economics Legacy Monarchy</p>																								

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Year Two	Key Stage One		
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<p><b>Questioning</b> Show curiosity by voluntarily asking questions about what they have heard or read.</p> <p><b>Chronological Understanding</b> Sequence events and explain their thinking. Start to note connections over time.</p> <p>Date events to the nearest century or era, and occasionally to the year (eg 1066).</p> <p><b>Identifying Contrasts and Trends</b> Independently identify similarities and differences between people, places, events and ways of life when the subjects are provided for them.</p> <p><b>Using Sources</b> Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. Choose and use parts of stories to show that they understand key features of events, (eg through innovating). Identify ways in which the past is represented (eg fiction, illustrations, film, song, museum displays).</p>	<table border="1"> <tr> <td>empire ancestor victory defeat ally enemy withdraw conquer pioneer document technology archaeologist excavate unearth</td> <td>strategy similarity difference represent years BC BCE century period later earlier since long at the same time</td> </tr> </table>	empire ancestor victory defeat ally enemy withdraw conquer pioneer document technology archaeologist excavate unearth	strategy similarity difference represent years BC BCE century period later earlier since long at the same time
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<p><b><u>Questioning</u></b> Start to frame questions and answers in historically valid ways (eg about change, about differences).</p> <p><b><u>Chronological Understanding</u></b> Note connections over time. Date events to the year.</p> <p><b><u>Identifying Contrasts and Trends</u></b> 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.</p> <p><b><u>Using Sources</u></b> Explain the difference between primary and secondary sources. Independently select and use sources to satisfy their curiosity about the past. Start to show awareness that there are sometimes different versions of what happened. Explain how the past can often be interpreted to inform opinions.</p>	<table border="0"> <tr> <td>ancient</td> <td>saga</td> </tr> <tr> <td>civilisation</td> <td>epic</td> </tr> <tr> <td>republic</td> <td>survive</td> </tr> <tr> <td>exile</td> <td>infer</td> </tr> <tr> <td>voyage</td> <td>clarify</td> </tr> <tr> <td>navigate</td> <td>equivalent</td> </tr> <tr> <td>reign</td> <td>necessary</td> </tr> <tr> <td>majority</td> <td>theme</td> </tr> <tr> <td>organise</td> <td>version</td> </tr> <tr> <td>introduce</td> <td>opinion</td> </tr> <tr> <td>construct</td> <td>interpret</td> </tr> <tr> <td>supreme</td> <td>during</td> </tr> <tr> <td>population</td> <td>while</td> </tr> <tr> <td>tribe</td> <td>several</td> </tr> <tr> <td>rural</td> <td>recently</td> </tr> <tr> <td>urban</td> <td>millennium</td> </tr> <tr> <td>primary</td> <td>age</td> </tr> <tr> <td>secondary</td> <td>chronological</td> </tr> <tr> <td>source</td> <td>approximate</td> </tr> <tr> <td>theory</td> <td>change</td> </tr> <tr> <td>myth</td> <td>process</td> </tr> <tr> <td>legend</td> <td>originate</td> </tr> <tr> <td>folklore</td> <td>trace</td> </tr> <tr> <td>narrate</td> <td></td> </tr> </table>	ancient	saga	civilisation	epic	republic	survive	exile	infer	voyage	clarify	navigate	equivalent	reign	necessary	majority	theme	organise	version	introduce	opinion	construct	interpret	supreme	during	population	while	tribe	several	rural	recently	urban	millennium	primary	age	secondary	chronological	source	approximate	theory	change	myth	process	legend	originate	folklore	trace	narrate	
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<p><b><u>Questioning</u></b> Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).</p> <p><b><u>Chronological Understanding</u></b> Note connections, contrasts and trends over time. Use the year confidently to date events, and sometimes the month and day.</p> <p><b><u>Identifying Contrasts and Trends</u></b> Note connections, contrasts and trends - across time but also between places and cultures. Comment on continuity and change. Identify themes within and between topics.</p> <p><b><u>Using Sources</u></b> Select and use sources to construct their own opinions about the past. Start to explain the usefulness and reliability of different sources (eg by explaining their choices in selecting sources). Recognise that historical 'facts' can vary depending on the source, and begin to suggest reasons for this. Start to critique other people's opinions about the past.</p>	<table border="1"> <tr> <td>culture</td> <td>eventful</td> </tr> <tr> <td>dynasty</td> <td>intricate</td> </tr> <tr> <td>crusade</td> <td>assume</td> </tr> <tr> <td>descendant</td> <td>reliability</td> </tr> <tr> <td>monotheistic</td> <td>alternative</td> </tr> <tr> <td>polytheistic</td> <td>critique</td> </tr> <tr> <td>principal</td> <td>summarise</td> </tr> <tr> <td>prosper</td> <td>contrast</td> </tr> <tr> <td>monarchy</td> <td>occasion</td> </tr> <tr> <td>aristocracy</td> <td>accurate</td> </tr> <tr> <td>heritage</td> <td>uncertain</td> </tr> <tr> <td>revolution</td> <td>seldom</td> </tr> <tr> <td>transition</td> <td>former</td> </tr> <tr> <td>develop</td> <td>latter</td> </tr> <tr> <td>abolish</td> <td>cause</td> </tr> <tr> <td>structure</td> <td>consequence</td> </tr> <tr> <td>campaign</td> <td>phase</td> </tr> <tr> <td>typical</td> <td>abrupt</td> </tr> <tr> <td>unique</td> <td>decline</td> </tr> <tr> <td>characteristic</td> <td>trend</td> </tr> <tr> <td>conventional</td> <td>continuity</td> </tr> </table>	culture	eventful	dynasty	intricate	crusade	assume	descendant	reliability	monotheistic	alternative	polytheistic	critique	principal	summarise	prosper	contrast	monarchy	occasion	aristocracy	accurate	heritage	uncertain	revolution	seldom	transition	former	develop	latter	abolish	cause	structure	consequence	campaign	phase	typical	abrupt	unique	decline	characteristic	trend	conventional	continuity
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<p><b><u>Questioning</u></b> Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).</p> <p><b><u>Chronological Understanding</u></b> 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).</p> <p><b><u>Identifying Contrasts and Trends</u></b> 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.</p> <p><b><u>Using Sources</u></b> Select, organise and use information from more than one source to construct an informed response and/or opinion. Explain the usefulness and reliability of different sources Start to develop perspective and judgment by explaining how historical 'facts' are often interpreted to support opinions. Accurately summarise other people's opinions about the past.</p>	<table border="0"> <tr> <td>mass</td> <td>pivotal</td> </tr> <tr> <td>propaganda</td> <td>exceptional</td> </tr> <tr> <td>neutrality</td> <td>generalise</td> </tr> <tr> <td>suffrage</td> <td>rigorous</td> </tr> <tr> <td>terrain</td> <td>verify</td> </tr> <tr> <td>conservative</td> <td>unintelligible</td> </tr> <tr> <td>progressive</td> <td>inform</td> </tr> <tr> <td>employ</td> <td>phenomenon</td> </tr> <tr> <td>impact</td> <td>perspective</td> </tr> <tr> <td>complex</td> <td>contemporary</td> </tr> <tr> <td>sustain</td> <td>epoch</td> </tr> <tr> <td>surpass</td> <td>inevitable</td> </tr> <tr> <td>sparse</td> <td>subsequent</td> </tr> <tr> <td>abundant</td> <td>enduring</td> </tr> <tr> <td>capacity</td> <td>legacy</td> </tr> <tr> <td>obstacle</td> <td>dominate</td> </tr> <tr> <td>futile</td> <td>diminish</td> </tr> <tr> <td>crucial</td> <td>context</td> </tr> </table>	mass	pivotal	propaganda	exceptional	neutrality	generalise	suffrage	rigorous	terrain	verify	conservative	unintelligible	progressive	inform	employ	phenomenon	impact	perspective	complex	contemporary	sustain	epoch	surpass	inevitable	sparse	subsequent	abundant	enduring	capacity	legacy	obstacle	dominate	futile	diminish	crucial	context
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<p><b>Questioning</b> Regularly ask and answer perceptive questions in historically valid ways.</p> <p><b>Chronological Understanding</b> 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.</p> <p><b>Identifying Contrasts and Trends</b> Compare and contrast places, people and cultures, analysing their and others' comparisons, extrapolating from them justifying their ideas with evidence.</p> <p><b>Using Sources</b> Start to understand the idea of 'tertiary' sources. 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. Start to use quote marks when using sources for evidence. understanding of reliability/bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.</p>	<table border="0"> <tr> <td>economy</td> <td>plausible</td> </tr> <tr> <td>revenue</td> <td>appropriate</td> </tr> <tr> <td>civic</td> <td>analyse</td> </tr> <tr> <td>succumb</td> <td>corroborate</td> </tr> <tr> <td>persecute</td> <td>discern</td> </tr> <tr> <td>demographic</td> <td>paraphrase</td> </tr> <tr> <td>hierarchy</td> <td>epitomise</td> </tr> <tr> <td>doctrine</td> <td>characterise</td> </tr> <tr> <td>stance</td> <td>extrapolate</td> </tr> <tr> <td>attribute</td> <td>bias</td> </tr> <tr> <td>controversy</td> <td>tertiary</td> </tr> <tr> <td>prejudice</td> <td>simultaneous</td> </tr> <tr> <td>robust</td> <td>cumulative</td> </tr> <tr> <td>authentic</td> <td>decontextualise</td> </tr> </table>	economy	plausible	revenue	appropriate	civic	analyse	succumb	corroborate	persecute	discern	demographic	paraphrase	hierarchy	epitomise	doctrine	characterise	stance	extrapolate	attribute	bias	controversy	tertiary	prejudice	simultaneous	robust	cumulative	authentic	decontextualise
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