



HISTORY AT WOODHALL PRIMARY SCHOOL



NURSERY		
NURSERY	Knowledge and Understanding of the World	Begin to make sense of their own life-story and family's history.
RECEPTION		
RECEPTION	Knowledge and Understanding of the World	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
YEAR 1:		
YEAR 1	Historical Knowledge	<p>Key features, events and people of the Gunpowder Plot.</p> <p>Key features, events and people of the Great Fire of London.</p> <p>Changes over time in local area (South Oxhey.)</p>
	Historical Skills	<p>Know if events happened in their lifetime or before they were born (including the Gunpowder Plot and Great Fire of London)</p> <p>Similarities and differences between ways of life in different periods.</p> <p>Begin to ask and answer questions about the past (relating to themselves – their life, week etc).</p> <p>Use books, pictures and objects to learn about the past.</p>
	Vocabulary	<p>Use common words/phrases relating to the passing of time.</p> <p>Use a wide range of everyday historical terms.</p> <p>Key vocabulary:</p> <p><i>yesterday, today, tomorrow, before, after, first, morning, afternoon, evening, a long time ago, old, new, then, now, next, before I was born, eye-witness</i></p>
YEAR 2:		
YEAR 2	Historical Knowledge	<p>Key features and events in the life of significant individuals (Ibn Battuta)</p> <p>Key features and events in the life of significant individuals (Gráinne O'Malley)</p> <p>Changes within living memory (Seaside)</p>
	Historical Skills	<p>Ask and answer key questions about a significant individual (Ibn Battuta)</p> <p>Ask and answer key questions about a significant individual (Gráinne O'Malley)</p> <p>Know if events happened in their lifetime, in living memory, or long ago.</p> <p>Similarities and differences between ways of life in different periods.</p>

YEAR 2 Continued	Historical Skills (Continued)	<p>Compare and contrast features and events in the lives of Ibn Battuta and Robert Falcon Scott.</p> <p>Begin to ask and answer questions about the past (relating to themselves – their life, week etc).</p> <p>Explain that we can learn about the past by talking to people, from books, pictures and objects.</p>
	Vocabulary	<p>Use common words/phrases relating to the passing of time.</p> <p>Use a wide range of everyday historical terms.</p> <p>Key vocabulary: year, day, week, month, in the past, in the future, change, event, past, present, long before, long after, not in living memory, in living memory, lifetime</p>
YEAR 3:		
YEAR 3	Historical Knowledge	<p>Develop knowledge and understanding of British history: changes in Britain from the Stone Age to the Iron Age.</p> <p>A study of Ancient Greece, including their achievements and influence on the western world.</p> <p>Understand and use the terms B.C.E. (Before the Common Era) and C.E. (Common Era) and link to B.C. (Before Christ) and A.D. (Anno Domini- in the Year of Our Lord)</p>
	Historical Skills	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of Stone Age to Iron Age).</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of Ancient Greece)</p> <p>Note changes, make connections, compare and contrast the Stone, Bronze and Iron Ages.</p> <p>Note changes, make connections, compare and contrast Ancient Greece to today.</p> <p>Answer and sometimes ask historically valid questions (change, similarity, difference)</p> <p>Understand how we learn about the past (resources, methods).</p> <p>Understand the resources available during the time periods studied.</p> <p>Use a range of relevant sources learn about the past.</p>
	Vocabulary	<p>Develop the appropriate use of historical terms (list below and era specific vocabulary)</p> <p>sources, civilisation, artefact, historian, archaeologist, evidence, chronological, develop, compare, contrast, BC and AD, Ancient</p>

YEAR 4:		
YEAR 4	Historical Knowledge	<p>Develop knowledge and understanding of British history: the Roman Empire and its impact upon Britain.</p> <p>An in depth study of an ancient civilisation: Ancient Egypt.</p>
	Historical Skills	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied (be able to 'tell the story' of the Roman Empire in Britain)</p> <p>Establish clear narratives within and across periods studied (be able to 'tell the story' of Ancient Egypt)</p> <p>Note changes, make connections, compare and contrast the Ancient Greece and Roman Empire.</p> <p>Note changes, make connections, compare and contrast Ancient Egypt with other time periods studied (Greece and Rome.)</p> <p>Answer and sometimes ask historically valid questions (change, similarity, difference and significance)</p> <p>Understand the resources available during the time periods studied.</p> <p>Use a range of relevant sources learn about the past.</p> <p>Compare different sources and their usefulness (e.g. different versions of the same story)</p>
	Vocabulary	<p>Develop the appropriate use of historical terms (list below and era specific vocabulary)</p> <p><i>Empire, Local, Legacy, Conquer, Consequence, Invasion, Monarchy, Period of time, Era</i></p>
YEAR 5:		
YEAR 5	Historical Knowledge	<p>Develop knowledge and understanding of British history: Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>Develop an overview of the achievements of the earliest civilisations: Study of a non-European society that provides contrasts with British history: Mayan civilisation c. AD 900.</p>

Year 5 Continued	Historical Skills	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of Britain’s settlement by Anglo-Saxons and Scots)</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of the Viking and Anglo-Saxon struggle for the kingdom of England)</p> <p>Develop an overview of the achievements of where and when the earliest civilisations appeared.</p> <p>Note changes, make connections, compare and contrast between the Anglo Saxons, Scots and Vikings.</p> <p>Note changes, make connections, compare and contrast the Mayans with other ancient periods already covered in key stage (Greeks, Romans, Egyptians.)</p> <p>Answer and sometimes ask historically valid questions (change, cause, similarity, difference and significance)</p> <p>Explore sources available during the time period studied.</p> <p>Begin to classify information as primary or secondary sources.</p>
	Vocabulary	<p>Develop the appropriate use of historical terms (list below and era specific vocabulary)</p> <p><i>Cultural, overview, Civilisation</i></p>
YEAR 6:		
YEAR 6	Historical Knowledge	<p>Develop knowledge and understanding of British history: local history study.</p> <p>Study of aspect /theme in British history that extends pupils’ chronological knowledge beyond 1066 (World War II/Battle of Britain)</p>
	Historical Skills	<p>Continue to develop chronologically secure knowledge of history.</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of a local history study)</p> <p>Establish clear narratives within and across periods studied (be able to ‘tell the story’ of World War II)</p> <p>Note changes, make connections, compare and contrast life before, during and since WWII.</p> <p>Note changes, make connections, compare and contrast life in the local area over time.</p> <p>Answer and sometimes ask historically valid questions (change, cause, similarity, difference and significance)</p> <p>Explore and analyse primary and secondary sources available during the time periods studied.</p> <p>Explore propaganda and how some sources may be biased.</p>

YEAR 6 Continued	Vocabulary	Develop the appropriate use of historical terms (list below and era specific vocabulary) <i>Regional, national, international, political, economic, military, social, short-term, long-term</i>
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