



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 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</p> <p>Key features and events in the life of significant individuals</p> <p>Changes within living memory</p>

YEAR 2 Continued	Historical Skills	<p>Ask and answer key questions about a significant individual</p> <p>Ask and answer key questions about a significant individual</p> <p>Know if events happened in their lifetime, in living memory, or long ago. Similarities and differences between ways of life in different periods.</p> <p>Compare and contrast features and events in the lives of individuals</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. 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	

YEAR 3 Continued		Develop the appropriate use of historical terms (list below and era specific vocabulary) <i>sources, civilisation, artefact, historian, archaeologist, evidence, chronological, develop, compare, contrast, BC and AD, Ancient</i>
YEAR 4:		
YEAR 4	Historical Knowledge	Develop knowledge and understanding of British history: the Roman Empire and its impact upon Britain. An in depth study of an ancient civilisation: Ancient Egypt.
	Historical Skills	Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied (be able to 'tell the story' of the Roman Empire in Britain) Establish clear narratives within and across periods studied (be able to 'tell the story' of Ancient Egypt) Note changes, make connections, compare and contrast the Ancient Greece and Roman Empire. Note changes, make connections, compare and contrast Ancient Egypt with other time periods studied (Greece and Rome.) Answer and sometimes ask historically valid questions (change, similarity, difference and significance) Understand the resources available during the time periods studied. Use a range of relevant sources learn about the past. Compare different sources and their usefulness (e.g. different versions of the same story)
	Vocabulary	Develop the appropriate use of historical terms (list below and era specific vocabulary) <i>Empire, Local, Legacy, Conquer, Consequence, Invasion, Monarchy, Period of time, Era</i>

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>
	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>
	Historical Skills Continued	<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>

<p>YEAR 6 Continued</p>	<p>Historical Skills</p>	<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 understand how some sources may be biased.</p>
	<p>Vocabulary</p>	<p>Develop the appropriate use of historical terms (list below and era specific vocabulary)</p> <p><i>Regional, national, international, political, economic, military, social, short-term, long-term</i></p>