

History Overview: Knowledge and Vocabulary from EYFS to Key Stage 2

Class	Topic	Knowledge	Vocabulary
Nursery	Marvellous Me! - Make sense of their own life history Into the Woods	Time passes in sequential order The passage of time changes us all	Mum, Dad, sister, brother, grandma, grandad, friends, old, older, young, younger
	Everyday Heroes: Real Life Superheroes May the Force be with you! - Make sense of their own life history	There are key words/vocabulary associated with the passage of time	yesterday, a long time ago, morning, afternoon, day, night, next, first, last
	Stretch and Grow - Make sense of their own life history - Begin to make sense of family's history Ship Ahoy!	Time passes in sequential order The passage of time changes the world around us	changes, baby, toddler, child, teenager, adult, elderly, ages.
Reception	Family, Festivals and Food - Begin to make sense of their own life-story and family's history - Begin to comment on images of familiar situations in the past.	Time passes in sequential order There are key words/vocabulary associated with the passage of time The passage of time changes us all	past, history, long ago, parents, grandparents, great grandparent, similar, different

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	We're not scared		
	<p>Pole-to-Pole: Our world far and wide</p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past. <p>Creep, Crawl, Wriggle</p>	<p>The passage of time changes the world around us</p> <p>The passage of time changes us all</p> <p>We need to change what we do/wear in response to the passage of time</p>	<p>tomorrow, the present, the past, new, recent, similar, different, memory, remember, month, lifetime, calendar,</p>
	<p>How does your garden grow?</p> <p>Are we nearly there yet?</p> <ul style="list-style-type: none"> - 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. 	<p>The passage of time changes the world around us</p> <p>The passage of time changes us all</p> <p>We need to change what we do/wear in response to the passage of time</p>	<p>memory, remember, same, different, similarities, differences, before, after, in the end</p>
Year 1	<p>Is it better to be a child today?</p> <p>Settlement</p> <p>Significant people</p> <p>Inventions</p>	<ul style="list-style-type: none"> ● Recognise the difference between past and present in their own and others lives. ● sequence events in their life. ● Sequence photographs from different time periods of their life. ● Identify photographs from different time periods beyond living memory as old and new. 	<p>History</p> <p>Historian</p> <p>Old</p> <p>New</p> <p>Family</p>

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		<ul style="list-style-type: none"> Identify objects old and new. Describe memories of key events in their lives in order. Sequence artefacts from distinctly different time periods. Begin to describe differences between old and new artefacts. Begin to sequence photographs of key events studied in a simple timeline. Begin to compare pictures or photographs of people/events in the past to life today. Begin to show understanding that we know about the past from recounts, artefacts and photographs. Sort artefacts into old and new. Begin to ask questions about artefacts, photographs or recounts using the historical vocabulary taught. Begin to offer their own opinions about historical concepts/topics. 	Sequence Artefact Timeline Same Different
	How has travel and transport changed over time? How did Manchester change the way we travel? (local study) Travel/exploration Significant people Inventions	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. Know and recount stories from the past. Begin to sequence photographs of key events studied on a simple timeline. Sort information into fact and fiction using sources such as stories. Begin to compare pictures or photographs of people/events in the past to life today. 	Timeline Travel Transport Industrial Revolution Canal Railway Steam engine Fact Opinion
	How has nursing changed? Is nursing better today than it was in the past? Significant people Inventions Equality	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. Recall key information about significant people from the past. Begin to show understanding that we know about the past from recounts, artefacts and photographs. Begin to offer their own opinions about historical concepts/topics. Sequence artefacts from distinctly different time periods. Begin to describe differences between old and new artefacts. Begin to sequence photographs of key events studied on a simple timeline. Begin to compare pictures or photographs of people/events in the past to life today. Begin to show understanding that we know about the past from recounts, artefacts and photographs. 	Artefacts Past Present Cholera volunteer Nursing Wards Uniforms Records

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		<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information. Sort artefacts into old and new. 	
Year 2	<p>How did the fire of Liverpool Road compare to the great fire of London?</p> <p>(A local study)</p> <p>Settlement</p> <p>Significant people</p>	<ul style="list-style-type: none"> Identify and discuss key events linked to the significant people studied, suggesting why they did things, why events happened and what happened as a result. Identify and sequence objects from different time periods beyond living memory. Sequence key facts of an event studied. Distinguish between fact and fiction. Begin to compare two versions of the same past event. Discuss reliability of sources. Understand we know about the past from recounts, artefacts and photographs and that these are called sources. Ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught Offer their own opinions about historical concepts/ topics. 	Events Baker Fire service Overcrowded Treason Gunpowder Parliament Hero Villain Monarch Tradition
	<p>How have seaside holidays changed?</p> <p>Inventions</p> <p>Equality</p>	<ul style="list-style-type: none"> Identify the differences between ways of life at different times. Match objects to people from different time periods. Sequence photographs from different time periods beyond living memory. Describe difference between time periods and begin to offer some explanation. Describe significant memories linked to national life (e.g. family weddings/royal weddings etc). Compare pictures or photographs of people/events in the past to life today by identifying similarities and differences. Understand we know about the past from recounts, artefacts and photographs and that these are called sources. Ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught. Offer their own opinions about historical concepts/ topics. 	Seaside Sources Investigate Bathing Holiday/holy day Period
	<p>Do you want to be an explorer?</p> <p>Travel/exploration</p> <p>Significant people</p> <p>Inventions</p>	<ul style="list-style-type: none"> Talk about and recall key information about significant people from the past. Identify differences between ways of life at different times. Match objects to people from different time periods. Sequence photographs from different time periods. 	Explorer Neil Armstrong Christopher Columbus Amelia Earhart Similarities

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		<ul style="list-style-type: none"> Identify and sequence objects from different time periods beyond living memory. Describe the difference between time periods and begin to offer some explanation. Sequence photographs of key events studied on a timeline. Describe significant memories linked to national life (e.g. family weddings/royal weddings etc). Compare pictures or photographs of people/events in the past to life today by identifying similarities and differences. Understand we know about the past from recounts, artefacts and photographs and that these are called sources. Use sources to answer questions about the past using simple observations. Ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught. Offer their own opinions about historical concepts/ topics. 	<p>Differences Sequence Map Discover Memorial</p>
Year 3	<p>Stone age to Iron Age: How did Britain change?</p> <p>Settlement</p> <p>Travel/exploration</p> <p>Inventions</p>	<ul style="list-style-type: none"> Find out about the everyday lives of the people in the time periods studied. Compare the lives of those in the past to life today. Begin to offer explanations, reasons for and results of people's actions. Begin to identify key features and events of times studied. Place periods studied on a timeline. Use dates and terms related to the time periods studied and the passing of time. Sequence several events or artefacts. Begin to understand and use the terms BCE (BC) and CE (AD) place them on a timeline. Begin to identify and give reasons for different ways the past is represented. Look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and begin to offer reasons as to why they might differ using their knowledge of reliability. Begin to make inferences about a society based on artefacts and findings. Use a range of sources to find out about the time period studied. Begin to identify primary and secondary sources. Begin to use the internet and books for research. Ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught. 	<p>Prehistory Evidence Archaeology BCE & CE (BC/AD)</p> <p>Ice age Evolution Preserved Palaeolithic Mesolithic agriculture Wattle and Daub Hunter Gatherer</p>

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	<p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>Beliefs</p> <p>Inventions</p> <p>Equality</p>	<ul style="list-style-type: none"> Select and record information relevant to the enquiry. Find out about the everyday lives of the people in the time periods studied. Compare the lives of those in the past to life today. Begin to offer explanations, reasons for and results of people's actions. Begin to identify key features and events of times studied. Place periods studied on a timeline. Use dates and terms related to the time periods studied and the passing of time. Sequence several events or artefacts. Begin to understand and use the terms BCE (BC) and CE (AD) place them on a timeline. Begin to make inferences about society based on artefacts and findings. Begin to distinguish between different sources to compare different versions of the same event. Use a range of sources to find out about the time period studied. Begin to identify primary and secondary sources. Begin to observe small details from sources such as artefacts, pictures, etc. Ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught. Select and record information relevant to the enquiry. 	<p>Ancient</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Pyramid</p> <p>Astronomy</p> <p>Pharaoh</p> <p>Tomb</p> <p>Primary source</p> <p>Secondary source</p> <p>Slaves</p> <p>Social Pyramid of Hierarchy</p> <p>Ancient Civilisation</p>
	<p>What impact did the Romans have on life in Britain? (local study)</p> <p>Settlement</p> <p>Travel/exploration</p> <p>Significant people</p> <p>Inventions</p> <p>Equality</p>	<ul style="list-style-type: none"> Find out about the everyday lives of the people in the time periods studied. Compare the lives of those in the past to life today. Begin to offer explanations, reasons for and results of people's actions. Begin to identify key features and events of times studied. Place periods studied on a timeline. Use dates and terms related to the time periods studied and the passing of time. Sequence several events or artefacts. Begin to understand and use the terms BCE (BC) and CE (AD) place them on a timeline. Begin to make inferences about society based on artefacts and findings. Begin to distinguish between different sources to compare different versions of the same event. Begin to identify and give reasons for different ways the past is represented. Use a range of sources to find out about the time period studied. Begin to identify primary and secondary sources. 	<p>Empire</p> <p>Conquer</p> <p>Invasion</p> <p>Analyse</p> <p>Successful</p> <p>Revolt</p> <p>emperor</p> <p>Julius Ceaser</p> <p>Claudius</p> <p>Boudicca</p> <p>Influence</p>

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		<ul style="list-style-type: none"> Begin to observe small details from sources such as artefacts, pictures, etc. Select and record information relevant to the enquiry. Begin to use the internet and books for research. Offer own opinions about historical concepts/topics, beginning to use historical knowledge to offer reasoning/explanation. 	
Year 4	<p>How have the Greeks influenced our lives today? Can we thank Ancient Greece for anything in our lives today?</p> <p>Inventions Equality Government Beliefs</p>	<ul style="list-style-type: none"> Use information gained from sources to build up a picture of the past. Identify key features and events of times studied and begin to make comparisons between them. Place the events of the periods studied on a timeline. Understand and confidently use the terms BCE (BC) and CE (AD) and place them on a timeline. Use relevant terms and dates to describe the time period studied. Identify and give reasons for different ways the past is represented Make inferences about a society based on artefacts and findings. Look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability. Identify primary and secondary sources. Observe small details from sources such as artefacts, pictures etc. Choose relevant sources to present a picture of one aspect of life in the past. Offer their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation. 	<p>Civilisation Chronological Architecture Archeologist Trade Culture Society Democracy Culture Innovation</p>
	<p>How do the Mayans compare to other civilisations?</p> <p>Settlement Beliefs Travel/exploration Government</p>	<ul style="list-style-type: none"> Study the different aspects of people throughout History, e.g. the differences between men and women. Identify the key features and events of times studied and make comparisons between them. Sequence key events of time periods studied on a timeline. Make comparisons between different times in the past. Refer to common features in different time periods. Make inferences about a society based on a range of historical sources. Analyse and compare a range of sources about the same event, offering explanation as to why they may differ. Offer evidence to build up a picture of the past. 	<p>Useful Era Settlement Rituals Farming Research Maize Archeology Civilisation Sacrifice Hierarchy Agriculture</p>

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		<ul style="list-style-type: none"> Select relevant sections of information from sources and begin to suggest why this information may be more reliable. Confidently use the internet and books for research, beginning to make decisions about what information is reliable and accurate 	
	<p>How has the Bridgewater Canal changed over time? (local study)</p> <p>Settlement Travel/exploration Significant people Inventions Equality</p>	<ul style="list-style-type: none"> Use information gained from sources to build up a picture of the past. Begin to offer explanations for some events. Place the events of the periods studied on a timeline. Understand and confidently use the terms BCE (BC) and CE (AD) and place them on a timeline. Use relevant terms and dates to describe the time period studied. Identify and give reasons for different ways the past is represented. Distinguish between different sources to compare different versions of the same event. Look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability. Identify primary and secondary sources. Choose relevant sources to present a picture of one aspect of life in the past. Use the internet and books for research. 	<p>Significant Canal</p> <p>Industrial revolution</p> <p>Trade Primary Source Secondary Source Recount Reliability Innovation</p>
Year 5	<p>Were the Vikings the most ruthless invaders of all?</p> <p>Settlement Significant people Equality Government</p>	<ul style="list-style-type: none"> Compare the lives of people in the 'early' and 'late' times studied, using historical knowledge to offer explanations for similarities and differences. Examine the causes and results of great events and the impact on people, using evidence to support and illustrate their explanation. Examine the cause and results of great events studied and make comparisons between them. Offer explanations for events using empathy to suggest reasons for people's behaviour, understanding that beliefs, behaviour and motives of people are not always shared. Relate current studies to previous studies. Place time periods studied on a timeline in relation to other studies, describing using vocabulary linked to the passing of time. Confidently make inferences about a society based on a range of historical sources. 	<p>Invader Viking settlement Raid Monk Monastery Migrate Settle Longhouses Saga Trade Monarch Invasion Weapons Viking warriors</p>

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		<ul style="list-style-type: none"> Offer a range of evidence to build up a picture of the past, offering reasoning as to why the information chosen is more reliable. Confidently use the internet and books for research, making decisions about what information is reliable and accurate. Understand that we do not know everything about history and that a lot of it is the perspective of historians. 	Lindisfarne
	<p>Can a good person be a bad leader?</p> <p>Beliefs</p> <p>Travel/exploration</p> <p>Significant people</p> <p>Equality</p> <p>Government</p>	<ul style="list-style-type: none"> Examine the causes and results of great events and the impact on people. Identify key features and events of times studied and make comparisons between them. Compare an aspect of life with the same aspect in another period. Sequence key events of time periods studied on a timeline. Make comparisons between different times in the past. Refer to common features in different time periods. Look at different representations of a time period and the same key event (e.g. artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability. Begin to compare and evaluate the reliability of primary and secondary sources and understand how they differ. Further develop their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation. 	<p>Execute</p> <p>Protestant</p> <p>Catholic</p> <p>Armada</p> <p>Merchant</p> <p>Naval power</p> <p>Pirate</p> <p>Explorer</p> <p>Privateer</p> <p>Enslaved</p>
	<p>Black History: A road from slavery and oppression to liberty achievement</p> <p>Does slavery still exist?</p> <p>Significant people</p> <p>Equality</p> <p>Government</p>	<ul style="list-style-type: none"> Study different aspects of people throughout history, e.g. the differences between men and women. Examine the causes and results of great events and the impact on people. Identify key features and events of times studied and make comparisons between them. Compare an aspect of life with the same aspect in another period. Sequence key events of time periods studied on a timeline. Make comparisons between different times in the past. Refer to common features in different time periods. Analyse and compare a range of sources about the same event, offering explanation as to why they may differ. Begin to compare a range of accounts of an event and evaluate critically. Begin to understand that we do not know everything about history and that a lot of it is the perspective of historians. 	<p>Slavery</p> <p>Equality</p> <p>Comparison</p> <p>Oppression</p> <p>Liberty</p> <p>Freedom</p> <p>Significant people</p> <p>Comparison</p> <p>Time Period</p>

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		<ul style="list-style-type: none"> Begin to offer their own perspective and judgements on time periods. 	
Year 6	<p>How did the Victorians shape our future?</p> <p>What was life like in Eccles during the reign of Queen Victoria?</p> <p>Settlement</p> <p>Inventions</p> <p>Equality</p>	<ul style="list-style-type: none"> Offer explanations for events using empathy to suggest reasons for people's behaviour, understanding their beliefs, behaviour and motives of people are not always shared. Examine the cause and results of great events studied and make comparisons between them. Compare an aspect of life with the same aspect in another period, using historical knowledge to offer explanations for similarities and differences. Relate current studies to previous studies. Place time periods studied on a timeline in relation to other studies, describing using vocabulary linked to the passing of time. Look at different representations of a time period and the same key event (e.g. artefacts, photos, cartoons, recounts etc), offer reasons as to why they might differ using their knowledge of reliability and consider ways of checking accuracy of interpretations. Confidently offer their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation. Offer their own perspective/ judgements on time periods. Compare a range of accounts of an event and evaluate critically, offering reasons for different versions of events. 	<p>Industrial revolution</p> <p>Conditions</p> <p>Slums</p> <p>Mills</p> <p>Population</p> <p>Social</p> <p>Political</p> <p>Economic</p> <p>Perspective</p> <p>Parliament</p> <p>Workhouses</p>
	<p>What was the impact of WW2 on the UK, including Manchester? (local study)</p> <p>Settlement</p> <p>Significant people</p> <p>Inventions</p> <p>Equality</p> <p>Government</p>	<ul style="list-style-type: none"> Offer explanations for events using empathy to suggest reasons for people's behaviour, understanding their beliefs, behaviour and motives of people are not always shared. Examine the cause and results of great events studied and make comparisons between them. Compare an aspect of life with the same aspect in another period, using historical knowledge to offer explanations for similarities and differences. Relate current studies to previous studies. Place time periods studied on a timeline in relation to other studies, describing using vocabulary linked to the passing of time. Link sources about the same key event and work out how historical conclusions were arrived at. Compare and evaluate the reliability of primary and secondary sources and explain how they differ. 	<p>Alliances</p> <p>Evacuation</p> <p>Troops</p> <p>Rationing</p> <p>Prime Minister</p> <p>Warfare</p> <p>Misconception</p> <p>Concentration camps</p> <p>Enquiry</p> <p>Homefront</p> <p>Surrender</p> <p>summarise</p> <p>Blitz</p> <p>Evacuee</p>

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		<ul style="list-style-type: none"> Identify omissions and suggest what this tells us about the past. Collect knowledge from several sources to offer a fluent account of historical events. Offer their own perspective/ judgements on time periods. 	Refugee Rationing Propaganda Memorial Air raid shelter, Blackout
	<p>Has equality always meant the same for all groups in Britain?</p> <p>How has equality in Britain changed over time?</p> <p>Significant People Equality Government</p>	<ul style="list-style-type: none"> Compare the lives of people in the 'early' and 'late' times studied, using historical knowledge to offer explanations for similarities and differences. Examine the causes and results of great events and the impact on people, using evidence to support and illustrate their explanation. Examine the cause and results of great events studied and make comparisons between them. Offer explanations for events using empathy to suggest reasons for people's behaviour, understanding that beliefs, behaviour and motives of people are not always shared. Relate current studies to previous studies. Place time periods studied on a timeline in relation to other studies, describing using vocabulary linked to the passing of time. Confidently make inferences about a society based on a range of historical sources. Offer a range of evidence to build up a picture of the past, offering reasoning as to why the information chosen is more reliable. Confidently use the internet and books for research, making decisions about what information is reliable and accurate. Understand that we do not know everything about history and that a lot of it is the perspective of historians. 	Vote Election Suffrage Equality Disadvantage Suffragette Discrimination Civil rights Human rights Activist Protest