|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Knowledge | Skills | Tier 2 Vocabulary | Tier 3 Vocabulary | Links to HR100 |
| Reception | Talk about changes in their own life  over time.  Compare the similarities and differences between past and present in their own lives and other people’s lives, including in other  communities and cultures.  Recall and tell stories about the past.  Name/label parts of historical  buildings, e.g. castles. | Sequence events / photos in order of time.  Explore and make predictions about objects or photos from the past.  Role play life in the past / stories about the past.  Identify differences and similarities in their own lives, e.g. from when they were a baby to now.  Identify ‘then’ and ‘now’ in photographs / pictures and in the  local area.  Investigate changes in time passing, e.g. from season to season. | castle, drawbridge, moat, tower, turret,  bow, arrow, cannon,  cannonball, soldier,  knight, battle. | same, similar, different,  life, past, now, then,  before, old, new,  photograph, map,  child, adult, parent,  grandparent, remember,  memories, museum, clues | Inspire ‘All About Me’  Castle Museum  DIG |
| Year 1 / 2 | Explain how life has changed within living memory, making links to aspects of change in national life.  Describe events beyond living memory, e.g. the Great Fire of London  Describe the significance of local historical events, people and places, e.g. Joseph Rowntree.  Explain the national and  international achievements of significant individuals, e.g. Florence Nightingale, Neil Armstrong.  Recognise and explain why events  happened and the impact they had. | Identify some of the ways in which the past is represented, e.g. in stories, songs, pictures, artefacts.  Sequence events or related objects in order of time.  Compare aspects of life ‘then’ and ‘now’ looking at similarities and differences.  Explore and interpret sources of evidence, beginning to discuss the effectiveness of the sources.  Begin to make suggestions about historical artefacts.  Place historical people and events within a chronological framework.  Use correct vocabulary when talking about the past and the passing of time. | artefact, Samuel Pepys, Pudding Lane, St Paul’s  Cathedral, thatched roof,  Plague, Florence Nightingale, hospital, soldiers, disease, medicine,Neil  Armstrong, astronaut,  NASA, Apollo, moon landing, orbit. | old, new, now, then, yesterday, past, present,  similar, different,  compare, change, time, history, living memory, diary, photograph, cause, effect, | Visit to historical locations within Yorkshire  York Chocolate Story  Art Gallery  Yor  kshire Museum (incl. workshops) |
| Year 3 / 4 | Explain what life was like in the Stone, Bronze or Iron Age.  Describe changes in life in Britain from the Stone Age to the Iron Age.  Describe who Julius Caesar was and explain his role in the Roman Empire and the impact on Britain.  Explain British resistance to Invasions and the impact on Britain.  Describe aspects of life in Ancient Greece and list the achievements of the Ancient Greek civilisation.  Explain the influence of ancient civilisations on the western world, e.g. art, architecture.  Understand the difference between BC/BCE and AD/CE.  Describe aspects of life in a non-European society, e.g. early Islamic civilisation.  Describe how houses and settlements have changed over time.  Explain similarities and differences  between the lives of rich and poor. | Sequence events or artefacts on a timeline.  Identify key features and beliefs of historical periods.  Compare and contrast aspects of life in different periods and different cultures, exploring and identifying similarities and differences.  Identify reasons for, and the results of people’s actions.  Use a wider range of vocabulary when speaking or writing about the past and the passing of time.  Identify and give reasons for the different ways in which the past is represented.  Begin to research using books and the internet.  Begin to evaluate the effectiveness of different sources.  Place events from history within the chronological period on a timeline.  Begin to memorise key dates.  Ask and answer a range of questions about the past.  Make predictions about artefacts and their uses. | chronological,  archaeology,  archaeologist, artefacts  Roman, centurion,  emperor, toga, gladiator,  Hadrian’s wall, invasion,  colosseum, Empire,  Viking, Danelaw,  longboat, runes, shield,  Ancient Greece, Greeks,  ancient civilisation,  Olympics, column,  chariot, Parthenon,  alphabet. | century, decade, period,  fact, fiction, opinion,  religion, trade,  consequence, point of  view, domesticate,  barter, conflict, contrast,  culture, ancient,  evidence, influence,  BC/BCE, AD/CE, timeline. | Yorkshire Museum (incl. workshops)  DIG (incl. Resource boxes)  Historical theatre productions |
| Year 5 / 6 | Offer reasoned explanations for the  cause and effect of the main events,  situations and changes in the period  Studied.  Recall influences and events within Britain and the wider world leading to significant turning points in British History, as well as the impact on the nation, e.g. WWII and the Battle of Britain, Education reform during the  Victorian times, space travel, leisure and entertainment in the 20th Century.  Describe key events in WWII and what life was like.  Describe the key events in the settlement of Britain by the Anglo-Saxons.  Explain the struggle for the Kingdom  of England from Viking / Saxon times  to Edward the Confessor.  Describe the achievements of the earliest civilisations, e.g. Ancient Egyptians, Indus Valley.  Recall significant changes in the locality over time.  Explain differing viewpoints of historical events or people, offering reasons for different versions of events.  Recall/list key dates and facts about historical periods. | Sequence historical periods on a timeline, making links to other historical periods.  Identify changes within and across the time periods studied.  Identify cause and consequence, including impact on society over time.  Conduct research using a range of sources, selecting and recording relevant information.  Distinguish between different sources, e.g. compare different versions of the same story.  Compare information sources to evaluate the accuracy of interpretations – fact, fiction,opinion.  Analyse beliefs, behaviour and characteristics of people in the past, recognising that not everyone shares the same views and opinions.  Compare and interpret information from a wide range of sources, selecting relevant information and  evaluating its usefulness.  Suggest and investigate hypotheses about the past, e.g. use of artefacts, ways of life, reasons for events.  Justify explanations by making reference to appropriate evidence.  Investigate how a period of time can have both continuity and change and the result of this.  Frame questions carefully to access specific and accurate information.  Employ a wide range of historical vocabulary when presenting information about the past.  Memorise dates of key events, e.g.  the Battle of Hastings. | industrial revolution,  reformation, renaissance,  nomadic, oral tradition,  society, economy,  peasantry, Ancient Egypt,  pyramids, tombs,  sarcophagus, Sphinx,  mummy, mummification,  Canopic jars, pharaohs,  afterlife, WWII, allies,  Holocaust, Nazi,  genocide, air raid, Blitz,  evacuee, evacuation,  Anglo-Saxon, Sutton Hoo,  Bayeux tapestry, Edward  the Confessor, QueenVictoria, Victorian, Lord  Shaftesbury, Barnardo. | Propaganda, bias,  viewpoints,  misinformation, opinion,  continuity, government,  infamous, sedentary,  dissent, liberation,  parliament, advocate,  depicted, prior,  expansion, dissolution,  civil liberties, uniformity,  riot, boycott, prejudice,  reform, primary sources,  secondary sources,  timeline, BC/BCE, AD/CE | Yorkshire Museum (incl. workshops)  DIG (incl. Resource boxes)  Historical theatre productions |