

# St Denys Captivating Curriculum

## HISTORY



## Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At St Denys Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills, vocabulary and understanding. Our curriculum drivers (wellbeing, creativity, communication, choice and challenge) shape, personalise and underpin our curriculum, bring about the aims and value of our school and respond to the particular needs of learners.

<b>Well Being</b>	<b>Creativity</b>	<b>Communication</b>	<b>Choice</b>	<b>Challenge</b>
Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it

History at St Denys is taught every other half term but we ensure the skills are consistently reinforced and sustained through our daily dashboard and other subjects where suitable. By the time the children at St Denys leave our school, they should have developed the following characteristics in History:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.<sup>2</sup>
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topic.

**The St Denys History approach recognises that knowledge has two branches:**

**Substantive knowledge** – the facts about the past we teach

**Disciplinary knowledge** – working as a Historian to make use of those facts in order to draw conclusions

In order to teach children about the past appropriately and allow them to make logical links to previous teaching and learning, we use specific **substantive knowledge categories**:



Here are our four **disciplinary knowledge concepts** that allow children to develop the skills of a Historian, using their substantive knowledge:

Investigate and  
interpret the past

Build an overview of  
world history

Understand  
chronology

Communicate  
historically

By the end of each milestone, we would like the children to achieve the following:

<b>Pebbles Milestone</b> Early Years Foundation Stage	<b>Milestone 1</b> Years 1 & 2	<b>Milestone 2</b> Years 3 & 4	<b>Milestone 3</b> Years 5 & 6
--	-----------------------------------	-----------------------------------	-----------------------------------

### History - End of Milestone Outcomes

By the end of **the Pebbles Milestone**, children will be able to...

- Sequence and retells stories.
- Talk about past and present events in their own life and that of family members.
- Identify some similarities and differences between things now and in the past.
- Explore artefacts and uses them in play.
- Use vocabulary to express the passing of time.
- Understand that they and the world around them changes with the passage of time.

By the end of **Milestone 1**, children will be able to...

#### **Disciplinary knowledge - Investigate and Interpret:**

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Identify some of the different ways the past has been represented.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

#### **Disciplinary knowledge - Build an Overview of World History:**

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

#### **Disciplinary knowledge - Understand Chronology:**

- Place events and artefacts in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Recount changes that have occurred in their own lives.

#### **Disciplinary knowledge - Communicate Historically:**

- Use words and phrases such as: • a long time ago • recently • when my parents/carers were children • years, decades and centuries to describe the passing of time.

Begin to show an understanding of: • monarchy • parliament • democracy • war and peace.

By the end of  
**Milestone 2**,  
children will be  
able to...

**Disciplinary knowledge - Investigate and Interpret:**

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

**Disciplinary knowledge - Build an Overview of World History:**

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain: from ancient to medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences

**Disciplinary knowledge - Understand Chronology:**

- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.
- Use dates and terms to describe events.

**Disciplinary knowledge - Communicate Historically:**

Use appropriate historical vocabulary to communicate, including: • dates

• time period • era • change • chronology.

- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

By the end of  
**Milestone 3**,  
children will be  
able to...

**Disciplinary knowledge - Investigate and Interpret:**

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians just understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.

**Disciplinary knowledge - Build an Overview of World History:**

- Identify continuity and change in the history of the locality of the school.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of the other areas of interest around the world.

- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

#### **Disciplinary knowledge - Understand Chronology:**

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.

#### **Disciplinary knowledge - Communicate Historically:**

- Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past
- Use original ways to present information and ideas.

## **Implementation**

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. Planning is informed by the principles of the Chris Quigley Essentials Curriculum; knowledge webs in history helps pupils to relate each topic to previously studied topics and to form strong, meaningful schemas.




















These knowledge webs are supported by clear skills and knowledge progression with a clear vocabulary advancement (see Appendix 1 and 2). This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at St Denys and do not just learn a series of facts about the past. In lessons, children are encouraged to use the skills of a Historian by researching, interpreting evidence, including primary and secondary sources, and have the necessary skills to argue their point of view; these are skills that will help them in their adult life. The whole school overview is as follows:

### **Anglo-Saxon kingdoms and conquest**






















	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>		<b>My personal history</b> -Children will be able to say that history is about things that have happened in the past. -Children can tell the difference between events that happened now and in the past. -Children can talk about things that happened to them in the past and to know some things that happened to other people in the past. - Children will be able to place a few events or objects in order of when they happened.		<b>The Stone Age to The Bronze Age</b> - Children will create a timeline, including the events of the Stone & Bronze Age - Children will name the 3 main parts of the Stone Age (Paleolithic, Mesolithic and Neolithic) - Children will explain how hunter-gathers lived in Stone Age Britain and what they did to survive - Children will explore Stone Age cave art and explain why it was used - Children will understand what Stonehenge is and identify it on a map		<b>The Ancient Greeks</b> -Children will explain that the Ancient Greeks were one of the most influential civilisations in history -Children will label a timeline with important dates from Ancient Greek history -Children will explain how looking at artefacts can help build a detailed picture of what life was like in the past  <b>The Ancient Greeks</b> -Children will explain that Ancient Greek buildings and artefacts provide lots of first-hand evidence to help us understand the past -Children will explain how looking at artefacts can help build a detailed picture of what life was like in the past	




























<b>Substantive Knowledge Categories</b>		<div>   Culture and pastimes           </div> <div>   Main events           </div> <div>   Location           </div>		<div>   Settlements           </div> <div>   Location           </div> <div>   Food and farming           </div> <div>   Artefacts           </div> <div>   Beliefs           </div> <div>   Main events           </div> <div>   Travel and exploration           </div> <div>   Conflict           </div> <div>   Society           </div>		<div>   Main events           </div> <div>   Society           </div> <div>   Artefacts           </div> <div>   Culture and pastimes           </div> <div>   Settlements           </div> <div>   Beliefs           </div> <div>   Location           </div>	
<b>Autumn 2</b>	<b>Autumn</b> -Children will be able to talk about past and present events -Children will be able to identify similarities and differences between things now and in the past -Children will use vocabulary to express the passing of time		<b>Queen Victoria</b> -Children will explain what the word 'monarch' means. -Children will explain when Queen Victoria's reign was. -Children will explain when the Victoria and Albert Museum opened -Children will explain how Prince Albert's	<b>The Anglo-Saxons</b> -Children will describe why, when and where the Anglo-Saxons invaded Britain -Children will label a map of Britain to show some Anglo-Saxons counties, cities and towns. -Children will explain the work of some of the saints who influenced			<b>The Tudors</b> -Children will explain the significance of the Tudor dynasty in history -Children will place important events during the Tudor period on a timeline -Children will discuss the lives of three significant Tudor monarchs  <b>The Tudors</b> -Children will explain the significance of






















			<p>death in 1861 affected Queen Victoria</p> <p>-Children will describe what objects are in the Victoria and Albert Museum</p> <p>-Children will list the reasons why the Victoria and Albert Museum was opened.</p> <p>-Children will describe the Victoria and Albert Museum and its significance.</p> <p>-Children will list some of the events that take place in modern times at the Royal Albert Hall.</p>		<p>England converting to Christianity.</p>		<p>the Tudor dynasty in history</p> <p>-Children will place important events during the Tudor period on a timeline</p> <p>-Children will discuss the lives of three significant Tudor monarchs</p>
--	--	--	--	--	--	--	--

















<b>Substantive Knowledge Categories</b>	 Culture and pastimes  Main events  Location		 Culture and pastimes  Main events  Artefacts  Society		 Beliefs  Main events  Location  Conflict  Culture and pastimes  Artefacts		 Main events  Culture and pastimes  Beliefs  Conflict  Society  Travel and exploration
<b>Spring 1</b>	<b>Winter</b> - Children will be able to talk about past and present events - Children will be able to identify similarities and differences between things now and in the past - Children will use vocabulary to express the passing of time - Children will be able to sequence and retell stories  <b>China-Southampton</b> - Children will be able to talk about	<b>The Moon Landing</b> - Children will be able to describe what is meant by the word 'astronaut' - Children will be able to explain when the moon landing happened and the main events it included - Children will be able to make links to their Geography understanding by finding and labelling the USA on a map - Children will be able to identify what the name of the mission was to get to the moon - Children will be able to explain how we		<b>The Stone Age to The Iron Age</b> - Children will: <ul style="list-style-type: none"> <li>• explain what made the Bronze Age significant</li> <li>• explain how the Stone Age was different to the Bronze Age</li> <li>• identify who wore bronze jewellery</li> <li>• identify The Iron Age on a timeline</li> <li>• explain what was</li> </ul>		<b>The Maya</b> -Children will explain about the Maya civilisation and explain who the Maya people were and when and where in the world they lived -Children will explain how the natural environment and landscape impacted Maya life and culture, and compare this to settlers in pre-historic Britain -Children will describe the key features of Maya city-states -Children will evaluate historical theories and explain whether the mass abandonment was the end of the	

	<p>past and present events</p> <ul style="list-style-type: none"> <li>- Children will be able to identify similarities and differences between things now and in the past</li> <li>- Children will use vocabulary to express the passing of time</li> <li>- Children will be able to sequence and retell stories</li> <li>- Children will explore artefacts and use them in play</li> </ul>	<p>have benefited from space exploration</p>		<p>significant about the Iron Age</p> <ul style="list-style-type: none"> <li>• describe the process of 'smelting'</li> <li>• explain what weapons and tools warriors used</li> <li>• identify who would shelter in hill forts during times of conflict</li> <li>• draw and describe a Roundhouse</li> <li>• explain what the lives of the rich and the poor looked like in Iron Age communities</li> </ul>		<p>Maya civilisation and why</p> <ul style="list-style-type: none"> <li>-Children will identify and use a range of evidence sources to help understand more about the Maya civilisation</li> <li>-Children will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant (maize)</li> </ul>	
--	---	--	--	--	--	---	--

<b>Substantive Knowledge Categories</b>	 Main events  Location  Society  Travel and exploration	 Travel and exploration  Location  Conflict  Main events		 Main events  Culture and pastimes  Society  Conflict  Travel and exploration  Location  Beliefs  Settlements  Artefacts		 Settlements  Beliefs  Main events  Location  Culture and pastimes  Food and farming  Society  Artefacts	
<b>Spring 2</b>	<b>Spring</b> - Children will be able to talk about past and present events - Children will be able to identify similarities and differences between things now and in the past - Children will use vocabulary to express the passing of time		<b>Florence Nightingale</b> -Children will explain when Florence Nightingale trained as a nurse. -Children will list the things that Florence Nightingale did that were important. -Children will identify what other name Florence		<b>The Vikings</b> -Children will label Viking settlements and homelands -Children will define the word 'Danegeld' -Children will explain when the Viking raid on the monastery of Lindisfarne was. -Children will label the features of a Viking longboat -Children will explain what each feature of a Viking		<b>The Victorian Era</b> -Children will place important events during the Victorian era on a timeline -Children will explain the impacts of the Industrial Revolution -Children will describe the growth of the British Empire during the Victorian era -Children will describe the changes to the lives of working people during the Victorian era






















			<p>Nightingale is known by.</p> <ul style="list-style-type: none"> <li>-Children will explain where Florence Nightingale was born</li> <li>-Children will identify the book that Florence Nightingale published.</li> <li>-Children will describe what the word 'influential' means.</li> </ul>		<p>longboat was used for.</p> <ul style="list-style-type: none"> <li>-Children will label a timeline with important dates from Viking history</li> <li>-I know the name the Viking invader gave their capital in England</li> <li>-Children will list some of the materials that the Vikings traded.</li> <li>-Children will explain why churches and monasteries were targeted by the Vikings</li> </ul>		
<b>Substantive Knowledge Categories</b>	 Society  Settlements  Location		 Main events  Location  Society  Conflict		 Main events  Location  Settlements  Travel and exploration  Beliefs  Conflict		 Location  Main events  Culture and pastimes  Settlements  Society  Travel and exploration

<b>Summer 1</b>	<p><b>The Farm</b></p> <ul style="list-style-type: none"> <li>- Children will be able to talk about past and present events</li> <li>- Children will be able to identify similarities and differences between things now and in the past</li> <li>- Children will use vocabulary to express the passing of time</li> <li>- Children will be able to sequence and retell stories</li> </ul> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>- Children will be able to talk about past and present events</li> <li>- Children will be able to identify similarities and differences between things now and in the past</li> <li>- Children will use vocabulary to express the passing of time</li> </ul>	<p><b>The Plague and the Great Fire of London</b></p> <ul style="list-style-type: none"> <li>-Children will explain things that happened in the past.</li> <li>-Children will place events in order of when they happened</li> <li>-Children will find out some facts about events that happened long ago</li> <li>-Children will say why people may have acted as they did</li> <li>-Children will describe what was important and significant to people in the past</li> <li>-Children will talk about pictures of people or events in the past</li> <li>-Children will find answers to simple questions about the past from sources of information e.g. artefacts</li> <li>-Children will look at objects and pictures and ask – which are old and which are new? And try to answer What were they used for?</li> </ul>		<p><b>The Romans</b></p> <ul style="list-style-type: none"> <li>- Children will explain when the Romans invaded Britain and when Britain was conquered</li> <li>- Children will name the emperors who came to Britain (focus on Julius Caesar)</li> <li>- Children will create a timeline to highlight key events, including the Romans</li> <li>- Children will make predictions about Roman artefacts</li> <li>- Children will explain how the Romans used certain artefacts</li> <li>- Children will identify who Hadrian was and what he was famous for</li> <li>- Children will explain why Hadrian built the infamous wall and the</li> </ul>		<p><b>Early Islamic Civilisation</b></p> <ul style="list-style-type: none"> <li>-Children will label a timeline with the dates of Baghdad’s founding and its destruction by the Mongols</li> <li>-Children will identify other important dates from British history that can be added to our timeline</li> <li>-Children will define the word ‘prosperous’</li> <li>-Children will identify some of the produce that was traded by early Islamic traders</li> <li>-Children will recognise some civilisations that had an influence on Islamic civilisations</li> </ul> <p><b>Early Islamic Civilisation</b></p> <ul style="list-style-type: none"> <li>-Children will identify the capitals of the Umayyad and Abbasid Caliphates</li> <li>-Children will recognise what calligraphy is</li> </ul>	
-----------------	---	--	--	---	--	---	--


	<ul style="list-style-type: none"> <li>- Children will be able to sequence and retell stories</li> <li>- Children will explore artefacts and use them in play</li> </ul>	<ul style="list-style-type: none"> <li>-Children will use timelines to order events</li> <li>-Children will tell stories about the past</li> <li>-Children will draw pictures and write sentences to tell about the past</li> </ul>		cities/town that it runs through <ul style="list-style-type: none"> <li>- Children will explain how Boudicca was, her role and her life story (link to the Iceni Tribe)</li> </ul>		<ul style="list-style-type: none"> <li>-Children will identify the name of the Islamic language</li> <li>-Children will label a map that shows the spread of Islam in this time period</li> </ul>	
<b>Substantive Knowledge Categories</b>	 Food and farming  Society  Location  Travel and exploration	 Main events  Travel and exploration  Society  Artefacts				 Main events  Culture and pastimes  Location  Beliefs  Settlements  Society  Food and farming  Travel and exploration	
<b>Summer 2</b>	<b>Spring</b> <ul style="list-style-type: none"> <li>- Children will be able to talk about past and present events</li> <li>- Children will be able to identify similarities and differences between things</li> </ul>		<b>The Titanic</b> <ul style="list-style-type: none"> <li>-Children will explain about the sinking of the Titanic.</li> <li>-Children will explain about life on board the Titanic.</li> <li>-Children will explain how we</li> </ul>		<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>-Children will label a timeline with dates from the Ancient Egyptian era.</li> <li>-Children will list some significant Egyptian inventions</li> </ul>		<b>The Second World War</b> <ul style="list-style-type: none"> <li>-Children will place important events during the Second World War on a timeline</li> <li>-Children will discuss the events that led up to the outbreak of the war</li> </ul>



	<p>now and in the past</p> <ul style="list-style-type: none"> <li>- Children will use vocabulary to express the passing of time</li> </ul>		<p>know that the sinking of the Titanic happened.</p> <ul style="list-style-type: none"> <li>-Children will compare the differences between first- and second-class passengers.</li> </ul>		<ul style="list-style-type: none"> <li>-Children will list some influential artefacts from the Ancient Egyptian era.</li> <li>-Children will describe what an obelisk is.</li> <li>-Children will describe what an archaeologist does.</li> <li>-Children will describe how a body was prepared for burial and why It was important to preserve the body in the way they did.</li> <li>-Children will list the things needed in order to enter the afterlife.</li> <li>-Children will name the last Ancient Egyptian ruler.</li> </ul>		<ul style="list-style-type: none"> <li>-Children will explain important events that took place after the war</li> <li>-Children will describe the impact on the lives of people living in Britain during the war</li> </ul>
--	--	--	--	--	--	--	---

<b>Substantive Knowledge Categories</b>											
											
											
											
											

This is an example of a success criteria used in Year 4.

History				<b><u>Key Vocabulary</u></b>	
Context: The Anglo-Saxons				conflict	
<b>LO - As a Historian, I am learning to understand when and why the Anglo-Saxons came to Britain.</b>	<b><u>Me</u></b>	<b><u>My Teacher</u></b>		Britain	
I can explain what role the Romans had in the Anglo-Saxons arriving in Britain.				defeat	
I can explain when the Anglo-Saxons arrived in Britain.				tribes	
I can list the reasons why the Anglo-Saxons came to Britain.				descendants	
				conquered	
				invasion	

subject being taught

context of the lesson

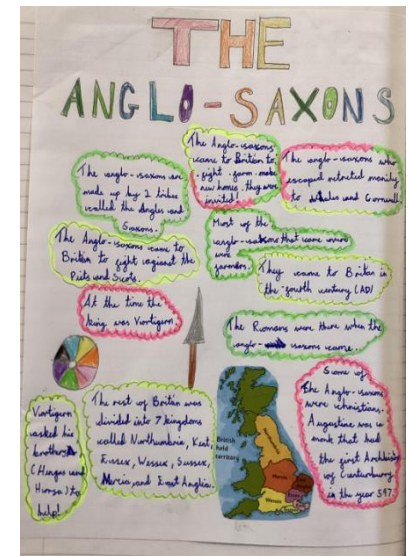
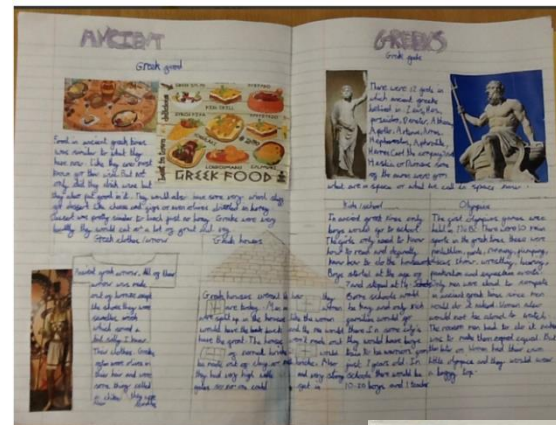
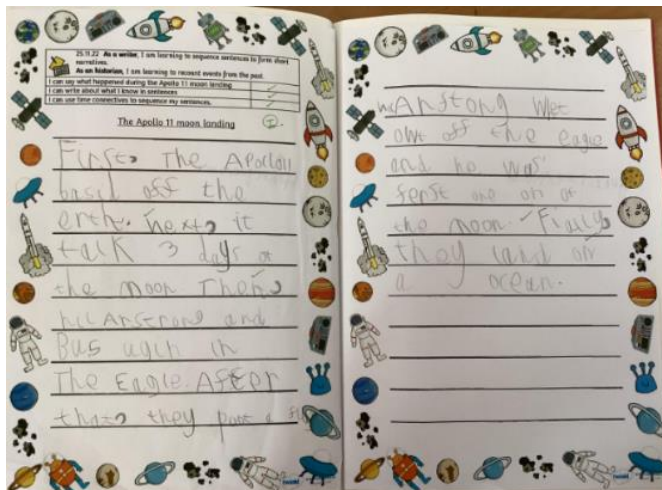
main learning intention

success criteria to achieve main learning intention

key vocabulary

## Impact

Our learning resources are carefully chosen and build and sustain engagement. The purpose of the learning is driven by subject specific intent. We use Proof of Progress as part of our progression model in History. We use **POP tasks** (Proof of Progress) which show our curriculum expectations in each cognitive domain (Milestone 1 to 3) to enable children to showcase their knowledge and promote long term retention. We use our daily/weekly 'Dashboard' learning to keep skills and knowledge current and to support long term retention. Examples of children showing their learning through posters and double page spreads are as follows:

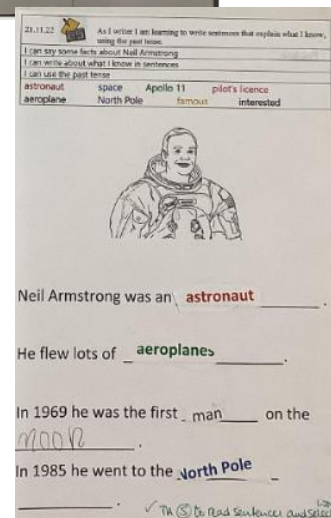
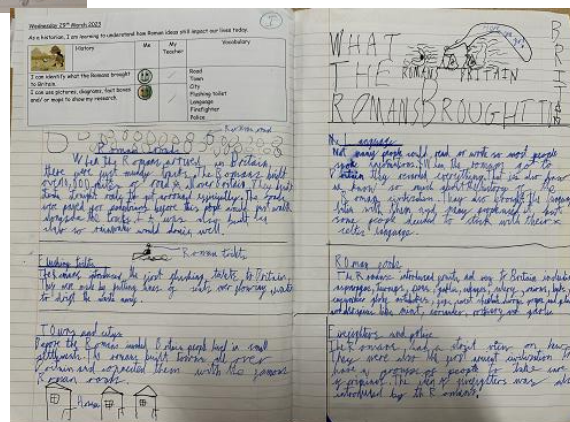


### Key Questions and Pop Task


Describe what is meant by the word 'influential'.  
Who eventually conquered the Greeks?  
When did this happen?  
Label a timeline with important dates from Ancient Greek history.  
Use historical language to add detail.  
What are some of the legacies of Ancient Greece?

### Key Questions and Pop Task


List some uses for Greek pottery.  
Describe how artefacts and remains help historians understand daily life in ancient times.  
What does an architect do?  
Describe what is meant by the word 'reliable'



Our main aim is for children to leave St Denys having used and developed the characteristics of a historian and they will continue to use these in their future lives.



# Characteristics of a Historian



At St Denys, we value History and developing children as subject specialists – not just remembering facts. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.


At St Denys, we are Historians. Children at St Denys have:

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate, and accurate historical evidence derived from a range of sources.

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.


The ability to think, reflect, debate, discuss and evaluate the past, formulating, and refining questions and lines of enquiry.



A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.



**Creativity, Choice, Challenge: Achievement for All**

## Appendix 1: Vocabulary Progression

Generic Vocabulary		
Year 1	Year 2	
Along time ago	Before/after	represent
When I was little	Past/present	civilisations
Before I was born	Then/now	monarchy
past	sequence	parliament
present	chronological order	law
future	earlier	democracy
famous	later	
celebrate	recent	
event	year	
King	decade	
Queen	century	
years	local area	
artefacts	historical event	
picture	Britain	
photograph	research	
explain	source	
recount	observe	
nation	appropriate	

Generic Vocabulary		
Year 3		
source		arguments
BC/AD	historical source	debate
ancient	enquiry	developments
century	historical enquiry	Impact on...
timeline	locality	primary source
period	overview	account
settlers	medieval	secondary source
invaders/invasion	Year 4	cause
conquered	recent history	consequence
combat	time differences	culture
archaeologist	religious	social
excavate	differences	ethnic
evidence	wealthy	society
similarities/differences	poor	change
historian	version of events	concept
historical	points of view	representation
information	historical	

Generic Vocabulary		
Year 5		
culture		advancements
comparison	racial	cause and effect
Christian values	diverse	British Empire
crime	propaganda	interpretations
punishment	Year 6	significant
hypothesis	societies	characteristic
Role of Britain	summarise	features
suitable	major influence	analyse
testable	changes/continuity	justify
reliable	persuade	bias

## Appendix 2: Topic-Specific Vocabulary

Topic Specific Vocabulary – Year 1		
My own history and people who have changed the world	Moon Landing	Fire of London
<b>Emily Davison</b>	lunar	decades
significant	achievement	congested
suffragettes	exploration	flammable
law	rivals	architects
decade	orbit	eyewitness
hunger strike	<b>Neil Armstrong</b>	extract
<b>Rose Parks</b>	commander	<b>Queen Elizabeth II</b>
activist	achievements	monarch
law	breakthrough	coronation
segregation	plaque	decade
significant	exploration	government
legacy	<b>Kathryn Johnson</b>	political
boycott	mathematician	tradition
	computer	
	contribution	
	significant	
<b>Tim Berners-Lee</b>	<b>The Plague</b>	<b>Matthew Henson</b>
world wide web	ancient	explorer
internet	outbreaks	exploration
communication	centuries	arctic
influential	eyewitness	travel
significant	chronicles	interpretation
	recount	viewpoint

Topic Specific Vocabulary – Year 4		
The Anglo-Saxons	Vikings	Ancient Egypt
descendants	Scandinavia	influential
conquered	explorers	fertile
stability	colonised	irrigation
collapse	evidence	immortality
chaos	raid	rituals
		decipher

Topic Specific Vocabulary – Year 2		
Queen Victoria	Invention of the radio	Florence Nightingale
monarch	influential	insanitary
monarchy	communicate	significant
legacy	navigation	improved
politics	essential	conditions
memorial	broadcasts	legacy
<b>Titanic</b>	transmission	influential
captain		
voyage		
collision		
disaster		
survivor		
funnel		
lifeboat		
crew		
luxury		

Topic Specific Vocabulary – Year 3		
The Stone Age	The Iron Age	The Roman Empire
ancestors	conquest	turmoil
consequence	significant	frontiers
climate	influential	territory
nomadic	legacy	constitution
communal	consequence	dictator
historical sources	fortified	assassinated
<b>The Bronze Age</b>		
societies		
ancient		
trade		
custom		
hoard		

Topic Specific Vocabulary – Year 5		
The Ancient Greeks	Aztecs	The Maya
democracy	nomadic	abandoned
citizens	conquistadors	overpopulation
philosophy	Mesoamerican	uninhabitable
historical sources	irrigation	traditions
	chinampas	irrigation
		terracing

Topic Specific Vocabulary – Year 6		
The Tudors	The Victorian era	The Second World War
monarch	empire	Communism
medieval	poverty	significant
legacy	revolution	influences
Reformation	consequence	decades
alliance	law	evacuated
	conditions	