

# Development of History Skills at George Spicer

Year Group		Use historical vocabulary accurately	Demonstrate the ability to make connections between areas studied	Establish clear narratives within periods	Analyse a range of sources	Using sources to construct a response or a belief based on what they have learned	Develop a chronologically secure knowledge of the past.	Asking historical questions
Upper KS2		Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied	Be able to independently compare and contrast individuals studied, to areas studied previously. To be able to compare and contrast certain themes such as tolerance, equality, warfare etc.	To be able to articulate a key theme of a particular era and describe how it fluctuated.  Understand that a range of narratives can be playing out concurrently.	Develop deeper understanding of how trustworthy a source is.  Understand the role of bias and propaganda to paint history in a certain way.  To understand that we should always question things.	Being able to use sources to create an opinion on a certain event, person or period in history using evidence to support it.  Children should be less one dimensional in their view of an event or individual.	Be able to sequence eras and understand that some eras ran concurrently.  To be able to pick out key centuries, decades and dates	<p><b>Characteristics:</b> What were people's lives like during this historical period? What was/were society/culture/economy/military/religion/politics like during this historical period? What else do I want/need to know about this historical period?</p> <p><b>Historical Links:</b> How has this historical period influenced other historical periods? How have other historical periods influenced this historical period? How does this period/event compare to other historical periods/events (that have already been studied)?</p> <p><b>Evidence:</b> What is the evidence for this historical event?</p> <p><b>Significance:</b> What is significant about this historical event or period? What were the main achievements of this historical period? What were the mistakes of mankind in this historical period?</p> <p><b>Timeline:</b> When did this event occur? How long did this period last? What came before and after this historical period?</p> <p><b>Elsewhere:</b> What was going on elsewhere in the world during this historical period?</p> <p><b>Response:</b> What do I think about this historical event? What do others (past and present) think about this historical event?</p>
<b>Topics and Vocabulary</b>								
Year 6	Topic Vocabulary	<b>Congo</b> 1. Prejudice 2. International 3. Bias 4. Enslavement 5. Torture	<b>Race to Pole</b> 1. Nationalism 2. Royal and Merchant Navy 3. Self-Sacrifice 4. Camaraderie 5. Determination	<b>World War II</b> 1. Propaganda 2. Subjugation 3. Political ideals 4. Causation 5. Technological advancement				
Year 5	Topic Vocabulary	<b>Realm of the Khan</b> 1. Religious tolerance 2. Assassination 3. Exile 4. Leadership 5. Meritocracy	<b>Tudors and Stuarts</b> 1. Unification 2. Heresy 3. Civil War 4. Execution 5. Treason	<b>Ancient Egypt</b> 1. Pharaoh 2. Mummification 3. Agriculture 4. Perception 5.				
<b>Topics and Vocabulary</b>								
Lower KS2		Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied	Demonstrate the ability to make connections between areas studied	Realise that certain themes dictated what life was like in certain times	Understand the difference between a primary and secondary source.	Using sources to construct an opinion of a person, event or period in history.	Introduce the wording: BCE (Before Common Era) and CE (Common Era) – understanding why this terminology is more globally appropriate.  To start looking at studies in context of years and centuries.	<p><b>Timeline:</b> When did this event occur? How long did this period last? What came before and after this historical period?</p> <p><b>Elsewhere:</b> What was going on elsewhere in the world during this historical period?</p> <p><b>Response:</b> What do I think about this historical event? What do others (past and present) think about this historical event?</p>
<b>Topics and Vocabulary</b>								
Year 4	Topic Vocabulary	<b>Medieval Monarchs</b> 1. Lineage 2. Primogeniture 3. Foreign Relations 4. Protectorate 5. Royal Etiquette	<b>Ancient Greece</b> 1. Democracy 2. Gods and Goddesses 3. Trade 4. City state 5. Myths	<b>Elizabeth Catlett</b> 1. Diversity 2. Immigrant 3. Boycott 4. Subversion 5. Equality				
Year 3	Topic Vocabulary	<b>First Nations</b> 1. Culture 2. Subsistence 3. Persecution 4. Reservation 5. Assimilation	<b>Anglo-Saxons vs Vikings</b> 1. Shield Wall 2. Burghs 3. Witan 4. Peace Weaver 5. Clans	<b>Gladiators of Ancient Rome</b> 1. Republic 2. Triumvirate 3. Senate 4. Linester 5. Amphitheatre				

At KS1 and Early Years children will learn these historical skills by studying: significant historical events (SHE), key individuals (KI), changes within living memory (WLM) and events beyond living memory (BLM).							
<b>KS1</b>		<b>Know and use historical vocabulary accurately and apply prior knowledge to new areas of history studied</b>	<b>Identify similarities and differences between periods or people.</b>	<b>Understand that life for different people in the same period could be very different.</b>	<b>Understand that we learn about the past by looking at things from that time.</b>  <b>Knowing that sources can come in a range of forms and they can help us in different ways.</b>  <b>Understand that we can learn about the past from people who are still alive and have experienced it.</b>	<b>Based on a source would they have liked to live in that time or not?</b>  <b>Based on a source was this a good or bad person?</b>	<b>Things can change in living memory.</b>  <b>Understand key time-periods including those pre-dating human existence right up to living memory.</b>  <b>Understand how people/ events fit in chronologically.</b>  <b>Start to introduce basic timelines.</b>
<b>Topics and Vocabulary</b>							
<b>Year 2</b>	<b>Topic Vocabulary</b>	<b>Travelling the Globe</b> 1. Explorer 2. God/ Gold/ Glory 3. Nation 4. Discovery 5. First Nations	<b>Down Under</b> 1. Colony 2. Indigenous 3. British Empire 4. Conflict 5. Settler	<b>Remembrance Day</b> 1. Conscription 2. Trench Warfare 3. Officers/ soldiers 4. Upper/ Lower Class 5. Casualties	<b>Roman Britain</b> 1. Roman Empire 2. Rebellion 3. Invasion 4. Tribes 5. Battle strategy	<b>Castles</b> 1. Monarch 2. Motte and bailey 3. Portcullis 4. Siege 5. Moat	<b>London</b> 1. Architecture 2. Plague 3. Blitz Spirit 4. Underground 5. Parliament
<b>Year 1</b>	<b>Topic Vocabulary</b>	<b>Walter Tull</b> 1. Local 2. Discrimination 3. War 4. Persecuted 5.	<b>Stone Age to Iron Age</b> 1. Hunter/ gatherer 2. Nomadic 3. Prehistory 4. Artefact 5. Neolithic	<b>All Aboard</b> 1. Change 2. Invention 3. Past 4. Significance 5. Fuel	<b>Caring in the Crimea</b> 1. Medical advancements 2. Suffering 3. Wound 4. Legacy 5. Impact	<b>A Christmas Carol</b> 1. Dickensian 2. Victorian 3. Wealth/ Poverty 4. Child labour 5. Morality	