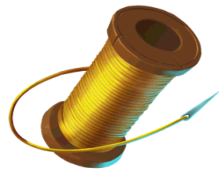


# KNOWLEDGE & VOCABULARY: History



## Golden Threads & Key Vocabulary

The 'sticky knowledge' and supporting **vocabulary** that children will be taught in different contexts in each year group with increasing depth and complexity



	EYFS	YEAR 1	YEAR 2	YEAR 3
<p><b>Historical Enquiry and Communication</b> (This thread connects all the other threads together)</p> <p>Being interested and trying to show you what I know about the past and present.</p> <p>Using evidence and historical vocabulary to make sense of the past and present.</p>	<p>I can tell you about images of familiar situations in the <b>past</b> e.g. me at pre-school, or a trip to the park with my family.</p> <p>I can talk about the lives of people in my family and some members of the local community.</p> <p>I can tell you about different members of <b>society</b> and some of the things that they do.</p> <p>I look at things and tell you what I think about them, why I think it has happened and what has <b>changed</b>.</p> <p>I know that I need to use ICT, pictures and artefacts to help me to pick out <b>information</b> about the <b>past</b>.</p> <p>I can ask and answer questions about <b>old and new images/objects</b>, such as an <b>old teddy bear</b> or a <b>picture/image</b> of me as a baby.</p>	<p>I can confidently talk about the lives of people in my family and some members of the local community.</p> <p><b>then, yesterday, days, week, month, year, before, after, recently, now, then, later, past, long time ago</b> <b>Before I was born, when I was younger, then and now.</b></p> <p>I have listened to stories and can ask and answer questions by choosing and using the relevant parts.</p> <p>I know that stories about the <b>past</b> can help me to understand <b>key features and events</b>.</p> <p>I know that some stories are <b>fact</b> and that others are <b>fiction</b>.</p> <p>I have looked in books, on tablets/PC's, at <b>images and artefacts</b> and know that these are ways to find out about the past.</p>	<p>I can confidently talk about the lives of people in my family, some members of the local community and some significant people of the past e.g. Guy Fawkes</p> <p>I can observe or handle sources of information <b>Artefact, object, image, recount, diary.</b> to answer questions about the <b>past</b>.</p> <p>I know how to ask and answer questions using a specific <b>source</b>, such as an <b>information book</b> or Google search engine.</p> <p>I have looked at <b>recounts</b> such as <b>Samuel Pepys diary</b> and know that I need to make sure that <b>details/facts</b> are included in my work.</p> <p>I have looked at some of the different ways in which the <b>past</b> is represented and can name these.</p>	<p>I can confidently talk about a range of events both <b>past and present</b>.</p> <p>I can talk in depth about the different <b>periods</b> I have studied and explain how they are connected.</p> <p>I know that <b>archaeologists/historians</b> have helped me to understand more about what happened in the <b>past</b>.</p> <p>I can confidently use both <b>primary and secondary sources of evidence</b> to ask and answer questions.</p> <p>I know how to use the library and internet for <b>research</b> and can use a <b>range of sources</b> to find out about a <b>period in history</b>.</p> <p>I can select and record information relevant to my study.</p> <p>I can identify and give reasons for the different ways in which the past is <b>represented</b>.</p>

	<p>I can give a plausible explanation about what an object was used for in the <b>past</b>.</p> <p>I can pick out <b>information</b> about the <b>past</b> from <b>sources</b> like pictures, <b>objects</b> and <b>stories</b>.</p> <p>I am a <b>Historian</b> and know that the <b>past</b> is gone but <b>new</b> things can happen any time.</p> <p>I can talk about, draw and write to show you what I mean.</p> <p><b>Information, pictures, objects, artefacts, real, long time ago, black/white or sepia.</b></p>	<p>I have looked at simple <b>secondary sources of information</b>. <b>Sources, information, artefact, object, image, fact.</b></p> <p>I can tell you how the past is sometimes represented such as in,  <b>Photographs, books, stories, real objects, people talking to us.</b></p> <p>I know how to <b>ask questions</b> to find out something about the <b>past</b> by talking to an <b>older</b> person.</p> <p>I am beginning to understand that memories can be forgotten and are not always <b>reliable sources of facts</b>.</p> <p>I have looked at ways to communicate my knowledge through:  <b>Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</b></p> <p>and I can do this with the help of a grown-up.</p> <p>I am a <b>Historian</b> and know that the <b>past</b> is gone and that things are always <b>changing</b>.</p>	<p><b>Artefact, object, image, recount, account, stories.</b></p> <p>I have looked at ways to communicate my knowledge through:  <b>Discussion.... Labelled drawings, Tables Drama/role play.. Making models..... Writing.. Using ICT</b></p> <p>I have <b>researched The Great Fire of London</b> and <b>Castles in the UK</b> and can produce simple written work from my <b>observations</b>.</p> <p>I can use <b>historical vocabulary</b> to retell simple <b>stories</b> about the <b>past</b>.</p> <p>I am beginning to understand that there can be <b>different versions</b> and <b>interpretations</b> of events and am beginning to be able to compare and discuss the reliability of photos/ accounts/stories</p> <p>I am a <b>Historian</b> and know that the <b>past</b> is gone, things are always <b>changing</b> and that sometimes this <b>causes disagreements</b>.</p>	<p>I know how to comment on the <b>usefulness</b> and <b>accuracy</b> of <b>different sources of evidence</b> and can distinguish between different <b>sources</b> and compare different <b>versions</b> of the same story</p> <p>I know how to use <b>biographies</b> and other forms of <b>literary primary and secondary evidence</b> to learn more about <b>historical events</b>.</p> <p>I can clearly communicate my knowledge by  <b>Organising my answers well. Stating conclusions. Giving reasons for my ideas Using some dates and historical terms</b></p>
<p><b>Chronology</b></p> <p>Ordering changes through time, starting with my own life and lives of my family.</p>	<p>I can tell you about who is in my family and where I fit in.</p> <p><b>Youngest, oldest, baby, older than, younger than, little, big</b></p> <p>I can talk about the things that are happening to me now and <b>recall</b> some of the things that happened to me in</p>	<p>I can explain how I have <b>changed</b> since I was born and <b>sequence these events chronologically</b>.</p> <p>I know to use 'passing of time' words when I am talking about things that I have done, are happening now and for things that I intend to do</p>	<p>I can talk about <b>memories</b> from my own <b>history</b> and <b>sequence photographs</b> etc. from <b>different periods</b> of my life.</p> <p>I have begun to learn about life in <b>Medieval Times, 16<sup>th</sup> and 19<sup>th</sup> Centuries</b> and know that my life is</p>	<p>I can confidently use <b>dates and terms</b> related to the study unit and <b>passing of time</b>.</p> <p>I have a diverse <b>historical vocabulary</b> and can now <b>describe events and periods</b> using the words...</p>

<p>Moving onto significant events, people and periods of time beyond who is known to me.</p> <p>Talking about the passing of time, realising that the past is gone and that things can change and new historical memories are always being made.</p>	<p>the <b>past</b> e.g. When I was a baby, what happened at pre-school and what I am now doing at 'Big School'.</p> <p>I can put up to three objects in <b>chronological order</b> from my own <b>recent history</b> or from the <b>past</b>. I can <b>remember</b> things that I did in the <b>past</b> with my family.</p> <p>I can tell you a few things that are <b>different</b> in my life from that of my grandparents when they were <b>young</b>.</p> <p>I have looked at different family units, communities and traditions and know that there are <b>similarities and differences between them</b>.</p> <p>I can identify simple <b>differences between old and new objects</b>.</p> <p>I have looked at <b>old</b> vehicles and toys and can tell you why these objects are from the <b>past</b>.</p> <p>I am beginning to <b>sequence artefacts and images chronologically</b> on a simple <b>timeline, oldest to newest</b>.</p> <p>I know to use '<b>passing of time</b>' words when I am talking about things that I have done, are happening now and for things that I intend to do</p> <p><b>Then, yesterday, days, week, month, year, before, after.</b></p> <p>I know some <b>historical words that help to describe the passing of time over a period beyond my living memory</b>.</p>	<p><b>Calendar ,next, then, finally, recently, before, after, now, later, past, present, old, new, a long time ago, before I was born, when I was younger.</b></p> <p>I know about and can tell you about the <b>differences between past and present</b> in my own and others' lives.</p> <p>I have listened to '<b>traditional stories</b>' and know that these are often altered by <b>word of mouth as time passes</b>. I have read different versions of Jack and the Beanstalk and the Gingerbread Man</p> <p>I know that stories are another way of finding out about the <b>past</b>.</p> <p>I can <b>retell</b> a story that is set in the <b>past</b> e.g. The story of <b>The Gunpowder Plot</b></p> <p>I know that a story that is read to me may have <b>happened a long time ago</b>.</p> <p>I am beginning to understand where the <b>people and events</b> I have learnt about fit within a <b>chronological framework</b> e.g. I know that <b>Guy Fawkes lived in the 16<sup>th</sup> Century</b> and that <b>World War 1 happened just over a century ago</b>.</p> <p><b>Century</b></p> <p>I recognise a <b>simple timeline</b> and understand its use.</p> <p><b>Timeline, chronologically, timeframe, period, history.</b></p> <p>I can <b>sequence</b> a few</p>	<p>different from the lives of people in the <b>past</b>.</p> <p>I confidently use words and phrases such as ... <b>old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after, passing of time.</b></p> <p>I understand how simple <b>timelines</b> work and have begun to create my own <b>timelines</b> to communicate my understanding.</p> <p>I can <b>sequence 3 or 4 artefacts</b> from distinctly different <b>periods</b> and give reasons for their <b>order</b>.</p> <p>I can <b>recall</b> in <b>chronological order</b> <b>events</b> that are closer together in <b>time</b> or related to a <b>specific historical event</b> e.g. <b>The Great Fire of London</b>.</p> <p>I know that there are <b>different periods of time or centuries</b> and I am beginning to understand where the people and events I have learnt about fit within a <b>chronological framework</b> e.g. <b>I know that the Great Fire of London happened before the Gunpowder Plot</b>.</p>	<p><b>BC, AD, decade, century, dates, historical period terms, ancestor, modern, millennium, period, ancient ,BC, artefact, cause, effect, evidence. generation, innovative.</b></p> <p>I can place the <b>time period</b> I am learning about on a <b>time line</b>.</p> <p>I am able to use a <b>timeline</b> within a <b>specific time in history</b> to set out the <b>order</b> things may have happened.</p> <p>I can <b>sequence several events or artefacts</b>.</p> <p>I can use my mathematical knowledge to work out <b>how long ago events</b> in <b>recent and local history</b> would have happened.</p> <p>I can place a number of <b>events, objects, themes and people on a timeline</b>.</p> <p>I show my increasing understanding of <b>chronology</b> because I realise that the <b>past</b> can be divided into different periods of time.</p> <p>I use <b>dates and terms</b> as I identify <b>similarities and differences between different time periods</b>.</p>
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	<p>Past, olden days, when I was little/.....was little, old long time ago, nowadays, past, old and new.</p> <p>I know that a story I have heard may have happened a long time ago. I know that some stories are very old or known as 'traditional stories' and have been heard by different generations in a family.</p> <p>I have looked at very simple timelines and am beginning to understand that they help to sequence events in time.</p>	<p>events, objects or pieces of information on a timeline.</p> <p>I can match objects to people of different ages.</p> <p>I can sequence 3 or 4 artefacts from distinctly different periods of time such as telephones.</p>		
<p><b>Significance</b></p> <p>Knowing, who/what has been important in the past and how this relates/could relate to me.</p>	<p>I can talk about things that happened when I was little or things that are important to me.</p> <p>I have looked at significant cultural and religious celebrations</p> <p>I have learnt about Bonfire Night and Remembrance/Armistice Day and am beginning to know that these events take place because of what happened many years ago.</p> <p>I can make some comments about things, features, events, people and themes from the past and can simply compare this to my own life experiences.</p>	<p>I can talk about significant events in my own life.</p> <p>I can make comments about things, features, events, people and themes from the past and can simply compare this to my own life experiences.</p> <p>By learning about people such as Alexander Graham Bell, I am beginning to understand that some famous people have influenced my life for the better e.g. the change in the use of telephones and the way we can now so easily send a message to one another.</p> <p>I am beginning to learn facts about the lives of significant individuals in the both the past and present who have contributed to national achievements.</p> <p>I know that we have traditions such as bonfire night, because of what happened many years ago.</p> <p>Through my 'Out and About' visits to places such as St Mary's Church, the site of Old South End Infant School</p>	<p>I confidently talk about things and people who are significant to me.</p> <p>I know that we have traditions such as bonfire night, because of what happened many years ago.</p> <p>I have started to understand the roles of a few significant famous people and how they have shaped lives in the future e.g. Charles Darwin, Mary Secole.</p> <p>I have been on a 'Blue Plaque Walk' and know that this celebrates famous people and places in Rushden.</p> <p>I have learnt how to use ICT to help me to research significant famous events such as the Great Fire of London and life in Medieval times. I have also looked at a few famous people from the past.</p> <p>I am beginning to talk about the life of someone famous from Britain.</p> <p>I am beginning to discuss the lives of significant individuals who have contributed to national and</p>	<p>I know about some significant individuals/events in the past that have historically contributed on a national, international or global level</p> <p>I can identify reasons for and results of people's actions.</p> <p>I can suggest why certain significant events happened.</p> <p>I know how to find out about events beyond living memory that are significant nationally and can talk about these.</p> <p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p>

		<p>and the War Memorial, I am beginning to find out <b>facts</b> about <b>significant historical places/monuments in Rushden</b>.</p> <p>I have looked at a simple <b>timeline</b> of <b>Queen Elizabeth</b>. I know that she rules us and that Britain has had a king or queen for many years.</p>	<p><b>international achievements</b> and use some of my learning to compare lives in <b>different periods</b> e.g. Samuel Pepys, Charles Darwin</p> <p>I can explain why Britain has a special <b>history</b> by naming a few <b>famous events</b> and some <b>famous people</b> e.g. Guy Fawkes, Samuel Pepys, Queen Elisabeth</p> <p>I am able to recount some interesting <b>significant facts</b> from <b>an historical event</b> such as where and when The <b>Great Fire of London</b> started.</p>	
<p><b>Changing and Evolving times</b></p> <p>Finding out about how people live/lived in communities and what their everyday lives were/are like across different times and cultures.</p> <p>Looking and talking about differences between ways of life at different times.</p>	<p>I can talk <b>about past and present</b> events in <b>my own life</b> and know that I have <b>changed</b> since I was born.</p> <p>I know that things have <b>changed</b> in the lives of my family e.g. the toys that my grandparents played with may differ from my own.</p> <p>I have looked at and handled many different objects/images and I understand that some of these <b>objects /images</b> may have <b>belonged to the past</b>.</p> <p>I have learnt about my <b>own history</b>, old toys and vehicles and can put up to three of these objects/events into <b>chronological order</b>.</p> <p>I can sort <b>old</b> and <b>new objects</b> and tell you my reasons.</p> <p>I can look at objects, images and clips and make some comments about the <b>features</b>, events, people and themes from the <b>past</b> that I am learning about.</p>	<p>I can explain how I have <b>changed</b> over a period of years and <b>sequence</b> events in my own <b>recent history</b>.</p> <p>I can share <b>past memories</b> and begin to talk about how these differ from the lives of other people in my family.</p> <p>I can tell the difference between <b>past and present</b> in my own and other people's lives and use <b>historical vocabulary</b> to support my explanations.</p> <p>I know that SEIS and the Rushden area was different in the <b>past</b>.</p> <p>I am beginning to identify <b>similarities and differences between ways of life in different periods (now and then.)</b></p> <p>I can <b>sequence 3 or 4 artefacts</b> from <b>distinctly different periods</b>.</p> <p>I can <b>sequence a few events, objects or pieces of information</b> on a <b>timeline</b>.</p>	<p>I can share my <b>personal memories</b> and talk about <b>changes</b> in my own life and that of my family.</p> <p>I have begun to learn about life in other <b>centuries</b> and can see that my life differs from the lives of people in <b>the past</b>.</p> <p>I can share my knowledge and understanding of aspects of the <b>past beyond my living memory</b>, and talk about some of the main events and people I have learnt about.</p> <p>I can talk about some of the <b>changes</b> in <b>Rushden</b> over the years e.g. the move of the school, the building of Rushden Lakes, the bandstand in the park and the Old Hall.</p> <p>I am beginning to discuss the lives of <b>significant individuals</b> who have contributed to <b>national and international achievements</b> and use some of my learning to compare lives in <b>different periods</b> e.g. Samuel Pepys, Charles Darwin</p>	<p>I know how to find out about everyday lives of people in the times I have studied and can <b>compare</b> this with my life today.</p> <p>I know what life was like for people at <b>different times in the past</b> e.g. what life would have been like for the early settlers.</p> <p>I know that that the past can be divided into <b>different periods of time</b> and can use <b>dates and terms</b> to talk about some of the <b>similarities and differences</b> between these <b>periods</b>. e.g. <b>Victorian era and modern times</b>.</p> <p>I know that <b>archaeologists/historians</b> have helped/will continue to help me to understand more about what <b>happened in the past</b>.</p>

I have listened carefully to stories and know that some of these may have happened a long time ago or be very old stories handed down through generations.

I have learnt about different customs and traditions. I know that there are similarities and differences between all groups of people.

I know that some traditions and customs have been in place for a very long time.

I have looked at the history of telephones. I understand that some objects belong to the past and that these may evolve over time.

I know that stories can be set in different times.

I understand that the stories I have listened to can help me to distinguish between fact and fiction.

I have learnt about different customs and traditions. I know that there are similarities and differences between all groups of people.

I know that some traditions remain in place for generations.

Through learning about life in the seventeenth century, I am starting to make links between why people did things, why events happened and what happened as a result.

I am beginning to recognise some of the different ways in which the past is represented and I know that I need to use primary and secondary evidence sources e.g. artefacts, images, memories.