



# **BROOK FIELD PRIMARY SCHOOL**

## **HISTORY POLICY STATEMENT**

### **INTRODUCTION**

At Brook Field Primary School, we believe History should be concerned with stimulating pupil's interest and understanding about the life of people who lived in the past. We aim for pupils to develop a sense of identity and a cultural understanding based on their historical heritage. We teach pupils to understand how events in the past have influenced our lives today; we also teach the pupils to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem solving. Our intention is to provide high quality teaching and learning of history using a cross-curricular, multi-sensory and skills-based approach, with the appropriate choice of content to cover the themes and content outlined by the National Curriculum.

### **AIMS**

At Brook Field Primary School, our intention is to provide quality teaching and learning of history in a cross-curricular approach. We aim to ensure that all pupils:

- Know and understand the history of this nation as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Oracy skills and language are fundamental to the study of History as they are used to describe, explain and organise past events and issues as well as to discuss and interpret them. In addition, evidence that is mostly written and spoken is the source of historical knowledge and understanding. The exploration of language in the classroom is a key element of history teaching and pupil talk is one way of giving pupils opportunities to explore and gain an understanding of the ways in which language is used by historians. Oracy helps pupils to develop ideas, build arguments and evaluate thinking. Introducing activities that promote pupil talk also create co-operation and collaboration in the classroom, fostering an awareness of and respect of other's opinions. Opportunities to develop oracy can be through:

- Problem solving and defending conclusions reached
- Group discussion to test meaning and refine ideas
- Simulation and role play
- Asking pupils to pose questions, to predict and to raise doubts
- Explaining their thinking processes and ideas
- Evaluating their own learning

Details of these can be found in the Oracy policy, the Teaching and Learning policy and the Assessment policy which are references. Blooms taxonomy questions are detailed within the Assessment policy.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES**

History contributes to SMSC by enabling children to appreciate and reflect upon the achievements of past societies, the motivation of individuals and recognising that actions have consequences by considering the results of events and decisions made by others.

Children develop a sense of curiosity and the mystery of how and why events in the past happened, as well as raising questions as to what could have happened if events had had different results. SMSC encourages an open-mindedness when considering the actions and decisions of people from the past. Children can reflect upon and think about what past societies have contributed to our culture today.

SMSC also encompasses the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Through History, these values will develop and demonstrate skills and attitudes that will allow children to participate fully in and contribute positively to life in modern Britain.

For more information, please refer to the PSHE, SMSC and British Values sections of our website.

## **PLANNING AND TEACHING**

Through our history teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges, supported by the use of Blooms questioning, and responding to each child's different needs. History teaching focuses on enabling pupils of all abilities to think as historians. We encourage children to engage in history at a personal level by drawing on their existing knowledge, skills and understanding of the topic. Therefore, we teach history through sensory experiences such as re-enactments, drama, role play, trips and the use of visitors.

The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum Programmes of Study. All children are entitled to access the history curriculum which is inclusive for all needs.

## **SPECIAL EDUCATIONAL NEEDS**

Equal access to the history curriculum is provided for all children. Activities are planned and differentiated to be inclusive for all children.

## **MORE ABLE CHILDREN IN HISTORY**

It is anticipated that children who are more able in History will demonstrate a 'passion' for chronology, enquiry and a detailed knowledge and understanding of an area of historical investigation. They will be stretched within history lessons through different activities; the use of different resources; and challenging questioning to develop their historical understanding and vocabulary even further. They should be able to communicate their findings in an informed and disciplined way, using their skills of interpretation appropriately. Characteristics to be aware of in more able children in History:

- they have a determination and are enthusiastic in pursuing a historical enquiry
- they have a willingness to report critically and to use their knowledge and understanding to question sources and text.
- they are able to communicate what they have learned showing concern for clarity and accuracy of meaning.
- they have a respect for evidence.
- they show a readiness to take part constructively in discussion, taking into account social, moral and cultural issues they have encountered, whilst tolerating a range of opinions.
- they demonstrate a strong interest in the historical narrative.
- they analyse and evaluate information using a wide range of sources and are able to present their findings in an interesting and appropriate way.
- they are able to make useful connections with related learning in other subjects.

For more information, please refer to the Teaching and Learning, SEND and Inclusion, and also the More Able Policies.

## **MULTI-SENSORY**

Multi-sensory activities enhance learning and memory as pupils engage in using more than one sense at a time. Opportunities which include audio, visual, touch, smell, movement and kinaesthetic imagery, eg discussing how something feels, sounds or smells to evoke an imaginative response, broadens and develops a wider and more extensive vocabulary. In History, multi-sensory techniques can aid memory by putting an extra dimension to the topic. Instead of just reading about a period of history, for example, they can visualise and imagine how costumes might feel or they might listen to how music of that period sounded or taste a popular food of the time.

## **ORGANISATION**

History will be taught in groups or whole class as appropriate. Every year group will teach two topics during the academic year and each Key Stage will show progression through the time periods taught. (See Appendix 1).

## **RESOURCES**

Where possible, first-hand experiences are given. Consideration is given to the wealth of historical sites in Swindon and Wiltshire, eg Swindon Railway Museum, Avebury, etc. Each year group has a bank of resources to support units of work in History. Resources can take the form of artefacts, books, DVDs, ICT and visitors. Loan material is also available from the Wiltshire and Swindon Learning Resources Library.

## **THE CONTRIBUTION OF HISTORY TO OTHER CURRICULUM AREAS**

History contributes significantly to the teaching of a range of subjects; such as English and the development of pupil's speaking and listening skills through discussing historical questions or presenting their findings to the rest of the class, and writing by composing reports. Maths - pupils learn to use numbers when developing an awareness of chronology through looking at and creating time-lines. Computing - through the use of the internet to undertake research as well as to present their findings using different software. The history programme of study also enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. At our school, we aim to embrace this through the teaching of history.

## **ASSESSMENT and MONITORING**

At Brook Field Primary School, we assess pupil's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and will make comments as necessary. See Feedback and Marking Policy. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil, if they are working towards, working at, or exceeding the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. For further details, refer to our Assessment Policy.

The monitoring and evaluating of History, are undertaken by the History Co-ordinator through:

- Looking at children's work in an annual work scrutiny.
- Monitoring teacher's planning.
- Discussions with children from each year group during annual Pupil Voice.
- Meeting with the Head Teacher to discuss children's progress in History.
- Reviewing provision of resources.

## **THE ROLE OF THE HISTORY CO-ORDINATOR**

The role of the History Co-ordinator is to:

- Monitor the history undertaken across year groups through work scrutinies, teacher's planning, learning walks, assessment and pupil voice. This includes monitoring of the frequency of history teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.

- Involve Governors in the development and monitoring of the subject – at the moment, we present to the Governors, subjects which are the focus of the school's strategic drives. It is envisaged that, in the future, other curriculum areas will be presented to Governors.
- Attend appropriate CPD to ensure up-to-date and relevant professional development in this subject.
- Monitor assessment and record keeping to ensure progression and continuity.

## Brook Field Primary School History Curriculum: Progression of Knowledge and Skills

KS1 Focus

- Changes within living memory.
- Significant events beyond living memory.
- Significant historical events, people and places in our locality.
- The lives of significant individuals in the past who have contributed to national and international achievements.

KS2 Focus

- To develop a chronologically secure knowledge and understanding of British, local and world history.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To address and devise historically valid questions about change, cause, similarity, difference and significance.
- To construct informed responses which involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

Topics	T3 Great Fire of London Samuel Pepys	T5 Amelia Earhart	T1 Stone Age to Iron Age	T3 Anglo Saxons and Vikings	T1 & 2 British History Victorians	T1 Non-European History Mayans
	T4 Local History Isambard Kingdom Brunel	T6 Travel & Flight Neil Armstrong	T3 & 4 Romans and their impact on Britain		T5 Ancient Civilisations Ancient Egypt	T3 Ancient Civilisations Ancient Greece
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Can use everyday terms to describe the passage of time. Can order a few objects or events Sequence some events or 2 related objects in order of time. Use words and phrases: old, new, now, then, yesterday, a long time ago. Remember part of stories and memories about the past. <b>T3, T4</b>	Uses terms associated with the passing of time. Can place events and objects in chronological order Put 3 people, events or objects in order using a given scale. Use words and phrases: related to topic vocabulary to do with time. <b>T5,6</b>	Understands the past can be divided into different periods. Can recognise similarities and differences. Can use some dates and terms Use timelines to place events in order. Understand timelines can be divided in BC/BCE and AD/CE. Use words and phrases: century, decade. Describe events using dates when things happened. Use mathematical knowledge to work out how long ago events happened. <b>T1, T3</b>	Understands the past can be divided into different periods. Can recognise similarities and differences. Can use some dates and terms Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC/BCE and AD/CE. Use words and phrases: century, ancient, decade, topic related vocabulary. Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. Use mathematical skills to round up time differences	Uses factual knowledge to describe characteristic features of past societies and periods and make links between them Sequence historical periods. Plot recent history on a timeline using centuries. Use mathematical skills to work exact time scales and differences as need be. Begin to build a picture of what main events happened in Britain/the world during different centuries. Identify changes within and across historical periods. Use words and phrases: vocabulary related to specific periods. <b>T1, T5</b>	Accurate use of historical terms relating to the passage of time in periods studied and across larger periods of time Use timelines to place events, periods and cultural movements from around the world and uses these as a reference point. Place a specific event on a timeline by decade. Place features of historical events and people from past societies and periods in a chronological framework. Use key timelines to demonstrate changes and development in one key area: culture (art), technology or religion. Use words and phrases for

				to centuries and decades. <b>T3</b>		movements or times of change. <b>T1, T3</b>
Knowledge and understanding of events, people and changes in the past	<p>Can recount episodes from stories from the past. Can recognise distinctions between past and present in their own and other people's lives</p> <p>Tell the difference between past and present in their own lives and other people's lives. Listen to eye-witness accounts. Begin to suggest why something might be different. Begin to picture what life would have been like for early settlers. Identify then and now. Sort images into then and now. Spot significant difference. Making comparisons and identifying differences. Use the word 'because' to explain why changes occurred.</p> <p><b>T3, T4</b></p>	<p>Can recognise own life is different from lives in the past. Show an understanding of the aspects of the past beyond living memory and reasoning why people in the past acted as they did</p> <p>Use a range of sources to describe differences between then and now. Recount main events from a significant time in history. Use evidence to explain reasons why people acted as they did.</p> <p><b>T5,6</b></p>	<p>Shows knowledge and understanding of some of the main events, people and changes studied. Can give some reasons for these changes</p> <p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and the differences between rich and poor. Use evidence to find out how any of these may have changed during a time period. Suggest reasons for why there were differences between the periods, ie Stone Age and the Iron Age (13,000 BC – 800 BC); Romans and present day (43 AD – 2021 AD). Begin to picture what life would have been like for early settlers.</p> <p><b>T1, T3</b></p>	<p>Shows knowledge and understanding of some of the main events, people and changes studied. Can give some reasons for these changes</p> <p>Show knowledge and understanding by describing features of past societies and periods. Identify some ideas, beliefs and attitudes of past cultures giving reason for these differences. Describe how some of the past events affect life today. Recognise that Britain has been invaded by several different groups over time. Explain how events from the past have helped shape our lives. Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <p><b>T3</b></p>	<p>Can describe some of the main events, people and changes. Gives some reasons for and the results of the main events and changes</p> <p>Identify some social, cultural, religious and ethnic diversities of societies studies in Britain and wider world. Give short term cause and consequence of the main events situations and changes in the period studied. Identify changes and links within and across the time periods studied. Make comparisons between historical periods: explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shaped the country we have today.</p> <p><b>T1, T5</b></p>	<p>Can describe characteristic features of past societies and periods. Can identify changes within and across different periods and make links between them</p> <p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. Identify how aspects of life have changed during a time period and give reasons why, backing it up with evidence and statistics. Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.</p> <p><b>T1, T3</b></p>
Historical interpretation	<p>Can find answers to some simple questions about the past about the past from sources of information</p> <p>Begin to identify and recount some details from pictures and stories. Suggest why certain events happened as they did in history.</p> <p><b>T3, T4</b></p>	<p>Can recognise some of the ways in which the past is represented</p> <p>Look carefully at pictures, eye-witness accounts or objects to find information about the past. Ask questions about source material.</p> <p><b>T5,T6</b></p>	<p>Can identify some of the ways in which the past is represented</p> <p>Use a range of source material including visits to collate information about the past. Through research, identify similarities and differences between given periods of history. Can research two versions of an event and say how they differ.</p> <p><b>T3</b></p>	<p>Can identify some of the ways in which the past is represented</p> <p>Understand the difference between primary and secondary sources. Can research more than one version of an event and say how they differ.</p> <p><b>T3</b></p>	<p>Shows some understanding that aspects of the past have been represented and interpreted in different ways and suggest reasons for this</p> <p>Question the reliability of source material and give reasons why something is or is not reliable.</p> <p><b>T1, T5</b></p>	<p>Know that some events. People and changes have been interpreted in different ways and can suggest some reasons for this</p> <p>Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. Summarise what Britain may have learnt from other countries and civilisations through time</p>

						gone by and more recently. Summarise how Britain has had a major influence on world history. <b>T1, T3</b>
Historical enquiry	Can answer simple questions about the past Find answers to simple questions about the past by using source material. <b>T3, T4</b>	Can observe and handle sources of information to answer questions about the past based on simple observations <b>T5,6</b>  <b>Francois Pompon</b>	Uses sources of information that go beyond simple observations to answer questions about the past Identify the difference between fact and opinion. Look at 2 different versions of the same event and viewpoints and identify differences in accounts. <b>T1, T3</b>	Uses sources of information that go beyond simple observations to answer questions about the past Give reasons why there may be different accounts of history looking at propaganda. Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions. Give more than one reason <b>T3</b>	Beginning to select and combine information from different source. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent ideas or events in ways that persuade others – bias and propaganda (identify and explain my understanding of propaganda). Appreciate how historical artefacts have helped us understand more about British lives in the past and present. <b>T1, T5</b>	Can evaluate sources of information and identify those that are useful for a particular task Form own opinions about historical events from a range of sources. Select the most appropriate source material, using primary and secondary, for a particular task, eg using photographs to sketch Mayan temples and using books to create fact files about Mayan Gods. <b>T1, T3</b>
Organisation and communication	Can talk about something they have learned or something that surprised them Show knowledge and understanding about the past in different ways, including role play, drawing, writing, oracy. <b>T3, T4</b>	Can record in pictures some key features of learning and write key words or sentences using an age appropriate historical vocabulary Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. <b>T5,6</b>	Can record using a variety of methods and use of some dates and terms is accurate. Is developing a vocabulary for the period covered Present findings about the past using oracy, writing, ICT and drawing skills. Use dates and vocabulary related to topic accurately. Suggest different ways of presenting information for different purposes. <b>T1, T3</b>	Can record using a variety of methods and use of some dates and terms is accurate. Is developing a vocabulary for the period covered Present findings about the past using oracy, writing, maths (data handling), ICT, drama and drawing skills. Use dates and subject specific words accurately. <b>T3</b>	Starting to produce more structured work making appropriate use of dates and terms Present detailed findings giving reference to historical skills being taught in ways that shows awareness of an audience. Use dates and terms correctly. <b>T1, T5</b>	Can select and organise information to produce structured work, making appropriate use of dates and terms Present information in an organised and clearly structured way and in the most effective/appropriate manner, including written explanation, tables and charts, labelled diagram. Their recording reflects the skill being taught. Makes accurate use of specific dates and terms. <b>T1, T3</b>



## Brook Field Primary School Overview of Historical Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<b>Tier 1</b> Today, before, after, old, new, then, now, a long time ago, tomorrow, yesterday, the present, year, day, week, month, past, in the past	<b>Tier 1</b> Chronological time, sequence, recent, history, earlier, later,	<b>Tier 1</b> Chronological time, BCE, CE, timeline, period, thousands of years, decade,	<b>Tier 1</b> Chronological time, time difference	<b>Tier 1</b> Chronological time AD/BC (BCE, CE), similarity,	<b>Tier 1</b> Chronological time, short-term and long-term timescales, continuity,
	<b>Tier 2</b> Decade, century, ancient, modern, chronology, chronological order,	<b>Tier 2</b> decade, century, chronology, ancient, modern,	<b>Tier 2</b> millennium, era	<b>Tier 2</b> continuity, change	<b>Tier 2</b> cause, consequence, legacy, anachronism,	<b>Tier 2</b> trends, difference, significance, propaganda, validity, reliability,
<b>Historical Enquiry</b>	<b>Tier 1</b> detective, object, artefact, books, pictures, portrait painting, photographs, local, buildings, explain, timeline, date order, similar, different, because, important, change, king, rule, change,	<b>Tier 1</b> Question, artefact, newspapers, websites, historians, information, evidence, changes, books, maps, internet, buildings, places, historical event, similar, different	<b>Tier 1</b> Question, opinion, expert, compare, investigate, theme, place, locality, eye-witness account, similarities, differences, archaeologists, first-hand and second-hand evidence	<b>Tier 1</b> Aerial photographs, evidence, primary/secondary sources, collect, record, data, analyse, compare,	<b>Tier 1</b> Primary source, secondary source, suggest, compare, collect, record, analyse, contrast, different scales,	<b>Tier 1</b> Fieldwork, conduct research, primary sources, secondary sources, evidence, evaluate, collect, record, analyse, conclusions, cause and effect, consequences,
	<b>Tier 2</b> Curiosity, investigate, resources, evidence, chronological order, timeline, eyewitness,	<b>Tier 2</b> Research, significant, observe, primary/secondary sources	<b>Tier 2</b> Excavation, finds, perception, think critically	<b>Tier 2</b> Argument, interpretation, perspective, impact on life, respond, interpret	<b>Tier 2</b> Influence, hypothesise, argument, identify, sources, reliability, infer	<b>Tier 2</b> Interpretations, omissions, impressions, biased, motive, propaganda, reliability,
<b>Topic Vocabulary</b>	<b><u>Topic – Great Fire of London</u></b> London, capital city, 17 <sup>th</sup> century, Pudding Lane, bakery, River Thames, plague, rebuilt, Great fire, Samuel Pepys, diary, Tower of London, architect, Sir Christopher Wren, Thomas Farynor, King Charles II, Lord Mayor, St. Paul's cathedral, Monument, eye witness	<b><u>Topic – Amelia Earhart</u></b> Amelia Earhart, biplane, pilot, solo flight, goggles, medal, Da Vinci, Ninety-Nines, parachute, flying, aeroplane, round-the-world journey, cockpit, Canary, Friendship, Atlantic, setting word records, pioneer, navigation, aviation, altimeter, altitude, pilot's licence, thermometer, fuel	<b><u>Topic – Stone Age to Iron Age</u></b> Pre-history, nomad, pelt, hunter-gatherer, Celt, bronze, roundhouse, borer, hillfort, weapon, Stonehenge, Bronze Age, Mesolithic, Neolithic, Palaeolithic, settlement, tribe, Iron Age, Stone Age, Skara Brae, tribal, Neanderthal, homosapiens, legionary,	<b><u>Topic – Anglo-Saxons and Vikings</u></b> invasion, punishment, crime, manuscripts, settlement, monastery, raid, kingdoms, longboat, longhouse, warrior, runes, pagan, raid, loot, peasant, chainmail, Angles, Saxons, Jutes, mead, rune, thatch, Sutton Hoo, Lindisfarne, Holy Island, Hengest and Horsa, monk, monastery,	<b><u>Topic – The Victorians</u></b> Penny Farthing, Queen Victoria, modern, butler, chamber pot, mangle, posser, flat iron, washing dolly, carpet beater, workhouse, chimney sweep, Sevington, punishment, slate, finger stocks, workhouse, industrialisation, gruel, Dr Barnardo, monarch, royal, reign, Prince Albert,	<b><u>Topic – The Mayans</u></b> Chichen Itza, cacao, pyramid, hieroglyphics. Stele (stela) monument, Mexico, calendar, civilisation, maize, scribe, sacrifice, jade, peasant, bloodletting, ceremony, ancient, hoplite, significant, codice, kin, Gods, Goddesses, worship, mythology,



	account,	tank, air pressure, airspeed, oil pressure,	republic, quern, ancestor, civilisation,	invade, Christianity, Alfred the Great, William the Conqueror, wealthy, poor. Shires, Wessex, Mercia, Kent, East Anglia, Northumbria, Norse, raids, vicious, Odin, Scandinavia, Gaelic, conquest, raiding, thane, Sutton Hoo, Edward the Confessor, Scandinavia, Sweden, Norway, conquer, invader, raid, vicious, Norse, treason, chieftain, berserker, Danegeld, conquest, Danelaw, Weregeld, wattle and daub, Athelstan, figurehead, Valhalla, manuscript, thane, legacy, witan, churl, shire reeve, wergild,	industrialisation,	
	<b><u>Topic – STEAM</u></b> Isambard Kingdom Brunel, Daniel Gooch, locomotive, engine, navy, dynamite, tunnel, engineer, box tunnel,	<b><u>Topic – Neil Armstrong</u></b> moon landing, Apollo II, Neil Armstrong, moon buggy, rover, Buzz Aldrin, Michael Collins, Tim Peake, lunar module – ‘Eagle’, satellite lunar orbiter, astronaut, rocket, space, thruster, pilot, NASA (National Aeronautics and Space Administration), commander, moon, Saturn V,	<b><u>Topic – The Romans</u></b> Rome, empire, colosseum, Centurion, prey, emperor, tortoise formation, invasion, invade, rise and fall, Julius Caesar, Boudicca, barbarian, senate, gladiator, mosaic, arch, chariot, tunic, toga, settlers, settlement, aqueduct, weapon, conquer, excavate, Londinium, centurion, Britannia, Roman baths, Hadrian’s Wall, conquer, hillfort, senate, Emperor Claudius, domesticate, quern, smelting, republic, Skara Brae, legionary, civilisation, archaeology, amphitheatre, pantheon, fortress,		<b><u>Topic – Ancient Egypt</u></b> Civilisation, empire, pharaoh, pyramid, tomb, sarcophagus, mythology Nile, mummy, sacrifice, hieroglyphics, monument, papyrus, archaeologist, Tutankhamen, ritual, scarab, scribe, amulet, Canopic jar, tomb, afterlife, Howard Carter, sphinx, oasis, ankh, pyramid, Egyptologist, barter, Rosetta Stone, sacrifice, mummification, <u>(Shang Dynasty)</u> dynasty, expansion, ancient civilisation, dissolution, Buddhism, Confucius, irrigation, Non-European, folklore, centuries, bamboo, pagoda, terracotta, peasant, ancestor,	<b><u>Topic – Ancient Greece</u></b> democracy, tragedy, Hellenistic, phalanx, aristocrat, peninsula, dynasty, ancient civilisation, Acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, mythology, column, oracle, terraced, philosophy, Athenians, Spartans, Zeus, Apollo, temple, military, sport, religion, Sparta, Athena, philosopher, Persia, alpha, beta, gamma, delta, Alexander the Great, empire, Gods (Zeus, Apollo, etc)

\*NB for all vocabulary do consolidate from the previous word lists

### EYFS Vocabulary

Before, after, a long time ago, before I was born

### KS1 Vocabulary

**Chronology** – in time order

**Define** – give the precise meaning of a word or term

**Empathy** – to understand the feelings of other people

**Explain** – to give reasons for why something is the way it is

**Inference** – what does the source/text tell you?

### KS2 Vocabulary

**Cause and consequence** – what are the causes of an event? Are they long-term causes or short-term causes?

**Change and continuity** – are things changing or are they staying the same? Can you see patterns in these changes? What causes the changes?

**Chronology** – in time order

**Empathy** – to understand the feelings of other people

**Significance** - it means importance. If the question asks how *significant* something is, it is asking you how *important* it is.

### Key words in History

**Contextual knowledge** – the knowledge you already have. What do you already know?

**Inference** – what does the source/text tell you

**Provenance** – where the source is from, who made it and when they made it

**Purpose** – why has this source been produced?

**Tone** – is the source emotional? Is it biased? Is it factual?

### Command words

**Analyse** - examine something in detail to explain it and come to conclusions

**Compare** – identify similarities

**Debate** – present different perspectives

**Define** – give the precise meaning of a word/term

**Evaluate** – to judge the importance or quality of something

**Explain** – to give reasons for why something is the way it is

**Make a judgement** – make a decision based on evidence