

KPIs 2021-22 History Curriculum

	EYFS	KS1	LKS2	UKS2
Vocabulary	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • To use the vocabulary 'past' and 'present'. 	<p>KS1HisVocab: Know some of the correct technical vocabulary within the context of what they are studying including: long ago, years, now, past, era, century, decade, present, modern, artefacts, time order, significant, event, History, historian, source, monarch, living memory and evaluate.</p>	<p>LKS2HisVocab: Know some of the correct technical vocabulary within the context of what they are studying including: ancient, BC(E)/AD (CE) chronological, Ancient Civilization, archaeology, primary evidence, secondary evidence, causation, Pre-history, legacy, abolition, millennia, democracy, government, legacy, invasion, settler/ment, conquest, oral history, slave and analyse</p>	<p>UKS2HisVocab: Know some of the correct technical vocabulary within the context of what they are studying including: empire, reliability, anachronism, conflict, consequence, interpretation, catalyst, immigrant, emigrant, segregation, imperialism and innovation.</p>
Chronological Understanding	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • To sequence artefacts/objects in chronological order. • To fit historical people and events studied into a chronological framework 	<ul style="list-style-type: none"> • To sequence events, people and changes into correct periods of time on a timeline, using dates. • To understand the difference between BC and AD and to use dates appropriately. • To identify change over time. 	<ul style="list-style-type: none"> • To know that timelines can overlap and to place events, people and significant changes into correct periods of time and make connections between periods of history.

<p style="text-align: center;">Knowledge and Interpretation</p>	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • To identify similarities and differences between now and then (changes over time) • Identify key significant people, recount their lives and describe their achievements. • Describe key historical events and give reasons why people from the past acted in the ways they did. • To describe significant people/events within our locality. 	<ul style="list-style-type: none"> • To make links and identify the changes in Britain in prehistory. • To identify the cause and consequence of the movement, invasion and settlement of people in Britain. • To identify and describe aspects of life in Ancient Greece and its influence on the wider world. • To identify Britain's role in slavery. • To recognize and analyse the diverse experiences, beliefs and attitudes of early Non-European civilizations compared to Britain. 	<ul style="list-style-type: none"> • To know and explain the impact that the Romans had on Britain. • To understand early civilizations and to describe and recognize in depth, the achievements of an early civilization. • To describe and make links between past societies and periods of history over time. • To identify, describe and analyse the effect of history on our locality. • To identify the significance of World War One and World War Two and Britain's role in them. • To describe social, cultural, religious and ethnic diversity of the society and people studied.
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<p style="text-align: center;">Historical Enquiry</p>	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • To use artefacts, pictures, online sources, stories to find out about the past. • To ask and answer questions such as: What was it like for ...? How long ago? What happened...? 	<ul style="list-style-type: none"> • To understand, identify and use primary and secondary sources of historical evidence. • To evaluate primary and secondary sources for their validity. • To compare separate versions of the same event, giving reasons why. • To ask and answer questions such as: What is the significance? 	<ul style="list-style-type: none"> • Devise and answer historically valid questions (eg change, cause, similarity/difference). • Select and use primary and secondary sources of historical evidence, analysing the validity. • Explain why the historical evidence might be represented and interpreted in different ways and give reasons for this.
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