

# History Curriculum Overview



This Curriculum Overview shows what your child will learn in History during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

EYFS		
	Harvest	Spring
<b>History Unit</b>	<b>Ourselves, Families and Timelines</b>	<b>Kings, Queens and Castles</b>
<b>Main Curriculum Focus</b>	Understanding the World	Understanding the World. Past and Present
<b>Sequencing</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past</p> <p>Talk about the lives of people around them and their roles in society.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
<b>Specific Vocabulary</b>	Family Tree. Mum. Dad. Sister. Brother. Siblings. Grandmother. Grandfather. Great grandmother. Great grandfather. Uncle. Aunt. Cousins. Nephew. Niece.	King, Queen, monarch, royalty, heir, crown, rule, Queen Elizabeth, King Charles.

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Year 1			
	Harvest	Spring	Whitsun
History Unit	Toys from the Past 1837-1901	Guy Fawkes and Bonfire Night 5 <sup>th</sup> November 1605	The Greatest Explorers
Enquiry Question	Is there much difference between the toys of the past and now?	Should we still celebrate bonfire night?	What inspires people to want to go on an expedition?
Main Curriculum Focus	Changes within living memory	Events beyond living memory nationally or globally.	Lives of significant individuals
Big Finish	Discuss differences between toys of the past and present	Create artwork representing the event	Design and display a memorial to the greatest explorer
Sequencing	<ol style="list-style-type: none"> <li>1. Compare toys of the past between social classes and the modern day.</li> <li>2. Understand why toys have changed over time.</li> <li>3. Explore how the materials of toys have changed and why this has changed.</li> <li>4. Look at how inventions have shaped how children play today compared to the past.</li> <li>5. Develop a basic understanding of chronology by sequencing and discussing the timeline of toys from the past.</li> <li>6. Investigate and present findings on a specific toy from the past, including its history, significance, and how it was used.</li> </ol> <p><b>Bridewell experience</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of 5<sup>th</sup> November event (explore this term and its meaning).</li> <li>2. Explain the reasons behind the Gunpowder Plot and the involvement of Guy Fawkes.</li> <li>3. Sequence the events of the Gunpowder Plot and explain the consequences of its failure.</li> <li>4. Understand the significance of bonfire night in commemorating the failed attempt to blow up the Houses of Parliament.</li> <li>5. Express their own personal opinions and feelings about bonfire night and its traditions.</li> <li>6. Create simple artwork or craft related to Guy Fawkes and bonfire night, such as making a Guy Fawkes mask or creating a collage of fireworks.</li> </ol>	<p><b>Christopher Columbus</b></p> <ol style="list-style-type: none"> <li>1. Learn about who Christopher Columbus was, what he did and where he went.</li> <li>2. Identify some differences between life in 1492 and life today.</li> <li>3. Discuss some of the positive and negative impacts of his expedition.</li> </ol> <p><b>Amelia Earhart</b></p> <ol style="list-style-type: none"> <li>1. Learn about who Amelia Earhart was, what she did and where she went.</li> <li>2. Identify some difference between life in 1930s and life today.</li> <li>3. Discuss some of the positive and negative impacts of her expeditions.</li> </ol>

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<p><b>Specific Vocabulary</b></p>	<p>Artefact. Differences. New. Old. Past. Present. Similarities. Toy. Doll. Rag doll. Whip and Top. Teddy Bear. Rocking horse. Robot. Scooter. Building blocks. Superhero. Plastic bricks. Board games. Radio controlled cars. Roller blades. Pogo-stick. Marbles. Toy soldiers.</p>	<p>Guy Fawkes. Bonfire Night. 5<sup>th</sup> November. Sparkler. Fireworks. Violence. Houses of Parliament. Conspirators. Guard. Gunpowder Kind James I. Prison.</p>	<p>Explorer. Atlantic Ocean. Compass. Voyage. America. Map. Ship. Navigate. New World. Colonies. Pilot. Flight. Solo. Aviator. Record-breaking. Disappearance.</p>
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Year 2			
	Harvest	Spring	Whitsun
History Unit	The Great Fire of London 2 <sup>nd</sup> September 1666	Holidays	Our Local Heroes
Enquiry Question	Did the Great Fire make London a better or worse place?	How have holidays changed over time?	What does it take to make a great explorer?
Main Curriculum Focus	Events beyond living memory nationally or globally	Changes within living memory	Local History Study: Lives of significant individuals
Big Finish	Present your findings to an audience (Year 3)	Create a pop-up seaside from the 1950s	Create a mini museum dedicated to Ida Flower
Sequencing	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of The Great Fire of London (explore this term and its meaning).</li> <li>2. Explore the diary of Samuel Pepys</li> <li>3. Understand that we know so much about the Great Fire of London from Pepys' accounts of the fire.</li> <li>4. Understand the causes of the fire.</li> <li>5. Explore the consequences the fire had on London and the landscape.</li> <li>6. Consider the implications the Great Fire of London had on fire safety across London and the rest of the country.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand and explain the concept of holidays and how they have changed over time.</li> <li>2. Investigate and describe the key features of traditional British holidays during the 1950s.</li> <li>3. Compare and contrast holidays and leisure activities from the 1950s with those in modern times.</li> <li>4. Understand how holidays in the 1950s were influenced by factors such as culture, technology, and societal changes.</li> <li>5. Explain the significance of holidays in the 1950s in shaping social and cultural aspects of British society.</li> <li>6. Reflect on how holidays in the 1950s affected individuals and communities and discuss any connections to present-day experiences.</li> </ol>	<p><b><u>Ida Flower – Explorer</u></b></p> <ol style="list-style-type: none"> <li>1. Have knowledge of the time period in which Ida Flower lived and the geographical areas explored by her.</li> <li>2. Explain the purpose of Ida Flower's expeditions and how she contributed to exploration and discovery.</li> <li>3. Understand the challenges faced by Ida Flower during her explorations and how she overcame them.</li> <li>4. Compare and contrast Ida Flower's achievements with those of other historical explorers, identifying similarities and differences.</li> </ol> <p><b>Time and Tide. Great Yarmouth experience</b></p>
Specific Vocabulary	17 <sup>th</sup> century. London. Pudding Lane. St Pauls Cathedral. River Thames. Diary. Britain. Capital city. Bakery. Architect. Lord Mayor. Sir	Luggage. Suitcase. Airport, Camera. Travel. Journey. Trip. Postcard. Island. Beach. Map.	Remember, explorer, exploration, long ago, voyage, Ida Flower, achievement, artefacts, adventures.

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	Christopher Wren. Monument. Burning. Leather bucket. Axe. Samuel Pepys. King Charles II monument.	Guide. Hotel. Holiday. Ferry. Ship. Fly. Passport. Crew. Aeroplane.	
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Year 3			
	Harvest	Spring	Whitsun
<b>History Unit</b>	<b>The Stone Age</b> Palaeolithic Period: (30,000 BC - 10,000 BC) Mesolithic Period (10,000 BC - 8,000 BC) Neolithic Period or New Stone Age (8,000 BC - 3,000 BC)	<b>The Bronze Age and the Iron Age</b> 3000 BCE – 1200 BC 1200 BCE – 600 BC	<b>Local History</b>  From 13 <sup>th</sup> century
<b>Enquiry Question</b>	<b>What was new about the Stone Age?</b>	<b>What was more impressive – the Bronze Age or the Iron Age?</b>	<b>Why is it important to study our local heritage?</b>
<b>Main Curriculum Focus</b>	Changes in Britain from the Stone Age to the Iron Age.	Changes in Britain from the Stone Age to the Iron Age.	Local History study: A study of a theme in British history that extends knowledge beyond 1066
<b>Big Finish</b>	<b>Perform a play depicting the changes in the Stone Age</b>	<b>Hold your very own debate on the greatest developments in this period.</b>	<b>Create a campaign to preserve a local treasure.</b>
<b>Sequencing</b>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of the Stone Age (explore this term and its meaning).</li> <li>2. Understand the chronology of the Stone Age, including the Paleolithic, Mesolithic, and Neolithic periods.</li> <li>3. Understand and describe the hunter-gatherer lifestyle during the Stone Age, including how people obtained food, made shelters, and communicated.</li> <li>4. Discuss and compare the ways of life in the different Stone Age periods, including changes in technology, settlements, and agricultural practices.</li> <li>5. Analyse and interpret sources of evidence from the Stone Age, such as remains, artifacts, and historical accounts, to draw conclusions about the past.</li> </ol>	<ol style="list-style-type: none"> <li>1 Introduce the who, when and where of the Bronze Age to the Iron Age (explore this term and its meaning).</li> <li>2. Explain the key features of the Bronze Age and Iron Age, such as the materials used and technological advancements, and how it influenced society and culture.</li> <li>3. Understand the significance of Stonehenge as a monument built during the Bronze Age and its possible purpose.</li> <li>4. Explore the social structure and daily lives of people during the Bronze Age and Iron Age, including their jobs, housing, and clothing.</li> <li>5. Examine the impact of the introduction of iron tools and weapons during the Iron Age and its effects on farming, hunting, and warfare.</li> </ol>	<ol style="list-style-type: none"> <li>1 To understand the basics of trade and why they are important.</li> <li>2 To comprehend the background of wool trade in Norfolk touching on its origin and importance in the past.</li> <li>3. To analyse the process of wool production and trading in the past from sheering to selling.</li> <li>4. To explore how the wool trade influenced Norfolk's development including economy and infrastructure.</li> <li>5 To investigate the decline of the wool trade and its effects on Norfolk.</li> <li>6. To analyse the relevance of the historical wool trade and how it influenced present-day Norfolk.</li> </ol>

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	<p>6 Develop historical enquiry skills by asking and answering questions about the Stone Age, identifying similarities and differences, and understanding the limitations of available evidence.</p> <p><b>Mystery to Prehistory (The Castle)</b></p>	<p>6. Compare and contrast the Bronze Age and Iron Age with earlier and later historical periods.</p> <p>7 Engage in discussions and debates about the reasons for technological advancements during this time and their significance.</p>	
<p><b>Specific Vocabulary</b></p>	<p>Neolithic. Palaeolithic. Mesolithic. Chronology. Tribal. Hunter-gatherers. Skara Brae. Stonehenge. Bronze Age. Prehistory. Nomad. Homosapiens. Pelt. Beaker. Smelting.</p>	<p>Neolithic. Palaeolithic. Mesolithic. Chronology. Tribal. Hunter-gatherers. Skara Brae. Stonehenge. Bronze Age. Prehistory. Nomad. Homosapiens. Pelt. Beaker. Smelting.</p>	<p>Trade, society, influence, impact, development, economy, infrastructure, profit, heritage.</p> <p><b>Key figures and Places:</b> Heydon family of Baconsthorpe. Humphries Weaving.</p>

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Year 4			
	Harvest	Spring	Whitsun
<b>History Unit</b>	<b>The Ancient Egyptians</b> 3,100 BC – 332 BC	<b>The Roman Empire</b> 753 BC – 476 AD	<b>Roman Britain</b> 43 AD – 420 AD
<b>Enquiry Question</b>	<b>How much did the Ancient Egyptians achieve?</b>	<b>Why was the Roman Empire so powerful?</b>	<b>What happened when the Romans came to Britain?</b>
<b>Main Curriculum Focus</b>	The achievements of the earliest civilisations.	The Roman Empire- a study of Roman life and achievements	The Roman Empire and its impact on Britain
<b>Big Finish</b>	<b>Create an Ancient Egyptian time capsule.</b>	<b>Create a display all about The Roman Empire</b>	<b>Stage a Roman army experience</b>
<b>Sequencing</b>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of the Ancient Egyptian civilisation (explore this term and its meaning).</li> <li>2. Compare the lifestyle of Ancient Egyptians with those of the rest of the world during a similar period.</li> <li>3. Understand who Cleopatra was and her importance within Egyptian history.</li> <li>4. Explore what Egyptian tombs can tell us about civilisation at the time.</li> <li>5. Discuss the beliefs of Ancient Egyptians and some of the religious traditions they had.</li> <li>6. Explore the impact Ancient Egyptian civilisation had on the rest of the world and modern-day civilisation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of the Roman Empire (explore this term and its meaning).</li> <li>2. Identify key events and developments of the Roman Empire, such as the founding of Rome, expansion, governance, and daily life.</li> <li>3. Describe the main achievements of the Romans, including their advancements in architecture, engineering, and literature.</li> <li>4. Recognize the importance of key figures from the Roman Empire, such as Julius Caesar, Augustus, and Hadrian.</li> <li>5. Understand how the Roman Empire governed its territories, and the impact of Roman rule on the local population.</li> <li>6. Reflect on the legacy of the Roman Empire in modern society and how it continues to influence our lives today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of Roman Britain (explore this term and its meaning).</li> <li>2. Understand the timeline of Roman Britain, including the period it spanned and the events leading up to its establishment.</li> <li>3. Identify Julius Caesar's invasions of Britain and the subsequent Roman conquest under Emperor Claudius.</li> <li>4. Understand how Roman influence affected everyday life in Britain, including the architecture, language, and religion.</li> <li>5. Describe the way Romans governed and controlled Britain, including the establishment of towns and the role of governors.</li> <li>6. Iceni Tribe and the impact it had on Roman rule. <b>Trip to The Castle</b></li> <li>7. Analyse the reasons for the decline</li> </ol>

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			and fall of Roman rule in Britain, including the impact of barbarian invasions and internal conflicts.
<b>Specific Vocabulary</b>	Pharoah. Tomb. Pyramid. Hieroglyphs. Vizier. Scribe. Sarcophagus. Mummy. Papyrus. Scarab. Amulet. Canopic jar. After-life. Irrigation. Shaduf. Sphinx. Oasis. Egyptologist. Ankh. Rosetta Stone.	Centurion. Emperor. Aqueduct. Gladiator. Londinium. Britannia. Romanisation. Senate. Roman baths. Caesar. Amphitheatre. Hadrian's Wall. Colosseum. Fortress. Mosaic. Toga. Republic. Arch. Chariot. Tunic. Aquila. Pantheon. Circus Maximus. Legionary.	Trial. Victim. Treason. Ordeal. Jury. Judge. Humiliation. Highwayman. Execution. Deterrent. Peelers. Bobbies. Exile. Justice. Torture.

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Year 5			
	Harvest	Spring	Whitsun
History Unit	The Anglo-Saxons 450 AD – 1066 AD	The Vikings 789 AD – 1066 AD	The Ancient Greeks 800 BCE – 600 BC
Enquiry Question	Was the Anglo-Saxon period really a Dark Age?	Who controlled who during the Viking rule?	What did the Greeks do for us?
Main Curriculum Focus	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Big Finish	Carry out an archaeological excavation	Create your own version of a Viking Saga	Hold a social event about the legacies and influences of the Ancient Greeks
Sequencing	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of the Anglo-Saxon era (explore this term and its meaning).</li> <li>2. Identify and describe the key events, figures, and aspects of Anglo-Saxon history, including the arrival of the Anglo-Saxons in Britain and their impact on the local inhabitants. <b>The settlement of Northwic emerges as the centre of East Anglia</b></li> <li>3. Explain and analyse the importance of Anglo-Saxon settlements, their organization, and the development of trade and agriculture during this period.</li> <li>4. Understand the establishment of Anglo-Saxon kingdoms and the significance of key rulers such as Alfred the Great and Athelstan.</li> <li>5. Describe and compare the Anglo-Saxon social structure, including the roles of kings, warriors, freemen, and serfs, as well as the</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of the Viking era (explore this term and its meaning).</li> <li>2. Understand why Vikings were successful invaders (long ships and journeys to Canada).</li> <li>3. Understand what Viking life was like and how we know this today.</li> <li>4. Explore the Viking beliefs</li> <li>5. Compare and contrast Viking and Roman rule in Britain.</li> <li>6. Understand the struggle between the Vikings and Anglo Saxons and the Kingdom of England to the time of Edward the Confessor.</li> <li>7. <b>The five Burghs of The Danelaw</b></li> </ol> <p><b>A day with the Anglo-Saxons and Vikings (The Castle)</b></p>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of Ancient Greek civilisation (explore this term and its meaning).</li> <li>2. Compare Greek democracy with the democracy of European countries.</li> <li>3. Explore Greek culture and the impact it has had on the modern world including: <ul style="list-style-type: none"> <li>* art,</li> <li>* architecture,</li> <li>* science,</li> <li>* literature,</li> <li>* Olympics</li> </ul> </li> <li>4. Investigate the life and achievements of Alexander the Great, understanding his impact on the Greek Empire and beyond.</li> </ol>

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	<p>importance of the Church.</p> <p>6. Investigate and discuss the Anglo-Saxon legal system and how it influenced the development of English law.</p> <p>7. Evaluate the legacy of the Anglo-Saxon period in terms of language, placenames, and law codes that still exist today.</p>		
<p><b>Specific Vocabulary</b></p>	<p>Kingdoms. Shires. Shire reeve. Thane. Legacy. Wessex. Witan or Witenagemot. Wergild. Churl. Mercia. North Sea</p>	<p>Danelaw. Exile. Danegeld. Invade. Jarl. Norse. Odin. Longship. Longhouse. Runes. Saga. Thor. Trade, Valhalla.</p>	<p>Philosophy. Democracy. Olympics. Truce. Zeus. Loincloth. Apollo. Sacred. Truce. Temple. Acropolis. Parthenon. Marathon. Citizen. Alphabet. Tragedy. Hellenistic. Mythology. Column. Alexander the Great. Homer's epics, the Iliad and the Odyssey. Socrates, Plato, and Aristotle. Parthenon.</p>

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Year 6			
	Harvest	Spring	Whitsun
<b>History Unit</b>	<b>The Maya Civilisation</b> 2,000 BC – 900 AD	<b>The impact of War 2</b> 1939 – 1945	<b>Journeys</b> 1948- 1960
<b>Enquiry Question</b>	<b>Why should we remember the Maya?</b>	<b>What role did the media have in influencing behaviour during WWII?</b>	<b>What makes people go on a journey?</b>
<b>Main Curriculum Focus</b>	The achievements of a non-European society	Events beyond living memory nationally or globally	A study of a theme in British history that extends knowledge beyond 1066
<b>Big Finish</b>	<b>Create a display about the Mayan civilisation</b>	<b>Host an exhibition telling the story of the impact propaganda had the British citizens during WWII</b>	<b>Design and poster or write a letter about the impact of cultural diversity</b>
<b>Sequencing</b>	<ol style="list-style-type: none"> <li>1 Introduce the who, when and where of the Maya civilisation (explore this term and its meaning).</li> <li>2 Understand the key characteristics of the Mayan civilization, including their social structure, religious beliefs, and daily life.</li> <li>3 Describe and explain the significance of Mayan achievements and advancements, such as their impressive architectural structures, intricate art and pottery, and advanced mathematical and astronomical knowledge.</li> <li>4 Understand Mayan hieroglyphics and be able to decipher and interpret simple Mayan writings.</li> <li>5 Understand the decline and eventual collapse of the Mayan civilization, including the various</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduce the who, when and where of WWII (explore this term and its meaning).</li> <li>2 Describe the key events of World War II, including the outbreak of war, the Blitz, the Battle of Britain, D-Day, and the impact of the war on the home front.</li> <li>3. Explain the reasons for the wartime alliance between Britain, the United States, and the Soviet Union and its significance in determining the outcome of the war.</li> <li>4 Explore the importance of rationing, evacuation, and the role of women during the war and assess their impact on daily life in Britain</li> <li>5. Understand the role and impact of propaganda during World War II, including how it was used to influence public opinion, support the war effort, and shape</li> </ol>	<ol style="list-style-type: none"> <li>1 To understand what the Windrush journey entailed and why people might have taken such a journey.</li> <li>2. To identify and reflect on the key events that happened during the Windrush journey using a timeline to sequence events.</li> <li>3. To understand the experiences of the Windrush generation after their arrival in Britain/Norfolk.</li> <li>4. To understand the contributions (life &amp; culture) made by the Windrush generation in Norfolk/Britain.</li> <li>5. To understand the societal changes and impact of the Windrush migration – pre-war vs post-war Norfolk.</li> <li>6. To reflect on the importance of migration and cultural integration</li> </ol>

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	<p>theories proposed by historians and archaeologists.</p> <p>6. Draw comparisons and connections between the Mayan civilization and other ancient civilizations, exploring similarities and differences in cultural practices, beliefs, and achievements.</p> <p>7. Independently research and investigate specific topics related to the Mayan civilization, presenting their findings in a structured and coherent manner.</p>	<p>perceptions of the enemy.</p> <p>6. Analyse a range of propaganda materials from the period, including posters, films, and radio broadcasts, and identify the intended messages, target audiences, and persuasive techniques used.</p>	
<p><b>Specific Vocabulary</b></p>	<p>Codice. Chichen Itza. Cacao. Ajaw. Kukulkan, Pok-ta-pok. Huipil. Kin. Uinal. Sacrifice. Popol Vuh. Ahau. Dynasty. Maize. Codex. Hieroglyphics. Haab. Tzolk'in</p>	<p>Axis. Allies. Nazi. Evacuation. Evacuee. Blitz. Holocaust. Luftwaffe. Refugees. Kindertransport. Anne Frank. Winston Churchill. Battlefield. Siren. Gas mask. Air raid. Invade.</p>	<p>Windrush, journey, migration, immigration, impact, generation, Caribbean, discrimination, recruited, citizen, resident, Commonwealth, nation, integration. Tilbury, The West Indies, The British Nationality Act, Claudia Jones, Caribbean carnival, Notting Hill,</p>

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## Progression of History Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Now</li> <li>• Next</li> <li>• Old</li> <li>• New</li> <li>• Ago</li> <li>• Past</li> </ul>	<ul style="list-style-type: none"> <li>• When I was little</li> <li>• A long time ago</li> <li>• Before I was born</li> <li>• When my grandparents were young</li> <li>• Then/Now</li> <li>• Event</li> <li>• Explain</li> <li>• Source</li> <li>• Predict</li> <li>• Evidence</li> <li>• Famous</li> <li>• Celebrate</li> <li>• Sequence</li> <li>• Recent</li> <li>• Remember</li> <li>• Same/Different</li> </ul>	<ul style="list-style-type: none"> <li>• When I was younger</li> <li>• Past/Present</li> <li>• Chronological order</li> <li>• Earlier</li> <li>• Later</li> <li>• Local area</li> <li>• Research</li> <li>• Timeline</li> <li>• Historical event</li> <li>• Artefact</li> <li>• Similarities</li> <li>• Differences</li> </ul>	<ul style="list-style-type: none"> <li>• BC/AD</li> <li>• Decade</li> <li>• Ancient</li> <li>• Century</li> <li>• Period</li> <li>• Brits</li> <li>• Settlers</li> <li>• Settlement</li> <li>• Invaders/Invasion</li> <li>• Conquer(ed)</li> <li>• Combat</li> <li>• Archaeologists</li> <li>• Excavate</li> <li>• Evidence</li> <li>• Information</li> <li>• Finding skills</li> <li>• Historian</li> <li>• Historical</li> </ul>	<ul style="list-style-type: none"> <li>• Recent history</li> <li>• Time difference</li> <li>• Shape our lives</li> <li>• Religious differences</li> <li>• Wealthy/Poor</li> <li>• Items</li> <li>• Accurate picture of the past</li> <li>• Version</li> <li>• Historical argument</li> <li>• Point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison</li> <li>• Role of Britain</li> <li>• Christian values</li> <li>• Hypothesis</li> <li>• Influence</li> </ul>	<ul style="list-style-type: none"> <li>• Societies</li> <li>• Summarise</li> <li>• Major influence</li> <li>• World history</li> <li>• Civilisations</li> <li>• Changes/continuity</li> <li>• Persuade</li> <li>• Viewpoint</li> <li>• Propaganda</li> <li>• Significant</li> <li>• Interpretations</li> </ul>

## Challenging Vocabulary – Greater Depth

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1 Words	<ul style="list-style-type: none"> <li>• Chronological</li> <li>• Historical event</li> <li>• Before/After</li> </ul>	<ul style="list-style-type: none"> <li>• Eyewitness account</li> <li>• Locality</li> <li>• Democracy</li> <li>• Historian</li> <li>• Succeed/Succession</li> </ul>	<ul style="list-style-type: none"> <li>• Bloodshed</li> <li>• Distress</li> <li>• War</li> </ul>	<ul style="list-style-type: none"> <li>• Way of life</li> <li>• Dictated</li> <li>• Inventions</li> <li>• Impact</li> <li>• Aspect</li> </ul>	<ul style="list-style-type: none"> <li>• Specific</li> <li>• Features of time period (e.g. weaponry/medicine)</li> <li>• Plague</li> <li>• Healthcare</li> </ul>	<ul style="list-style-type: none"> <li>• Advancements</li> <li>• Causes in history.</li> <li>• British Empire</li> <li>• Relationships</li> <li>• Mono-cultural/multicultural society</li> </ul>

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