



Worth Valley Primary School History End Points and Key Vocabulary (By Unit)



Pre School	Nursery Peek into the past	Reception Adventures through time
<p>Me and my family, My Celebrations Then, now, next Yesterday, today, tomorrow My journey- places I go, how I travel, me and my new friends Special people and places</p>	<p>Comment on images of familiar situations in the past. Playing and exploring – Children investigate and experience things, and ‘have a go’. Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Compare and contrast characters from stories, including figures from the past. Playing and exploring – children investigate and experience things and ‘have a go’. Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things. Understand the past through settings, characters, and events encountered in books read in class and storytelling.</p>
Vocabulary	Vocabulary	Vocabulary
<p>Now Later today</p>	<p>adult a long time ago baby change child different grown history historian new now old past present teenager then toddler order photograph similar</p>	<p>achievement courageous horse-drawn cart king medal new old past power present queen royalty rule steam train trophy</p>
How am I making history?	How have toys changed?	How have explorers changed the world?

<p>Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>	<p>Explain what explorers do</p> <p>Name equipment or transport an explorer would need.</p> <p>Sequence four photographs from different periods of time.</p> <p>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</p> <p>Identify where they travelled and write a sentence about the achievements of one explorer.</p> <p>Select the most important events in a historical story.</p> <p>Sequence events on a timeline and use this to retell the story.</p> <p>Describe what they can see in a photograph.</p> <p>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</p> <p>Recall information about past and presentation exploration.</p> <p>Understand events in relation to the present day and compare how exploration has changed over time.</p> <p>Describe how an explorer is significant and how they impacted events or people's ideas.</p> <p>Present significant people using a coat of arms.</p>
<p>Vocabulary</p> <p>celebrate celebration change childhood different event family</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • artefact • century • decade • different • evidence • historian • living memory 	<p>Vocabulary</p> <ul style="list-style-type: none"> • achievement • beyond living memory • coat of arms • determination • discovery • equipment • event

future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline	<ul style="list-style-type: none"> • memory • modern • now • past • present <ul style="list-style-type: none"> • remember • sequence • similar • source • special 	<ul style="list-style-type: none"> • exploration • explorer • historical significance • living memory • North Pole • past • present • qualities • remember • resilience • solo • timeline • transport • voyage • yacht
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How was school different in the past?	How did we learn to fly?	What is a monarch?
<ul style="list-style-type: none"> • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why. 	<ul style="list-style-type: none"> • Identify important events surrounding the history of flight. • Explain how a significant event has changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline. 	<ul style="list-style-type: none"> • Recall that a monarch is a king or queen. • Explain that recent monarchs in the UK do not have the power to make decisions alone. • Identify some of the monarch's roles. • Explain that a king or queen is crowned in a special ceremony called a coronation. • Name some of the main steps in the coronation ceremony. • Explain the use of special objects in the coronation. • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions. • Explain how William the Conqueror kept order and conquered England. • Identify the two different types of castle built by the Normans. • Compare the similarities and differences between Norman castles. • Identify features of Norman castles. • Explain how castles have changed over time.

		<ul style="list-style-type: none"> • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy has changed over time. • Make comparisons between past and present monarchy.
Vocabulary	Vocabulary	Vocabulary
Past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred	beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source	absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing keep moat monarch motte motte-and-bailey

		nobility Normand Normans oath orb parliament portcullis power procession rule sceptre stone keep tower walls William of Normandy Witan
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British history 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?	How have children's lives changed?	What did the ancient Egyptians believe?
<ul style="list-style-type: none"> • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice. 	<ul style="list-style-type: none"> • Make inferences and deductions from primary and secondary sources. • Explain why children needed to work. • Identify the jobs Tudor and Victorian children had. • Describe the working conditions of Tudor and Victorian children. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases past children suffered from and discuss how effective the treatments were. 	<ul style="list-style-type: none"> • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.
Vocabulary	Vocabulary	Vocabulary
<ul style="list-style-type: none"> • AD (Anno Domini) • age • barter 	<ul style="list-style-type: none"> • apprentice • childhood • continuity 	afterlife Book of the Dead civilisation

<ul style="list-style-type: none"> • BC (Before Christ) • date • evidence • export • historian • import • prehistory • primary source • reconstruction • secondary source • settlement • trade 	<ul style="list-style-type: none"> • class • deduction • law • master • modern • parliament • poorer • poverty • servant • significance • wealthier <p>working conditions</p>	<p>historically significant immortal mummification preserve Ra River Nile sarcophagus</p>
<p>British history 2: Why did the Romans settle in Britain?</p>	<p>British history 3: How hard was it to invade and settle in Britain?</p>	<p>How did the achievements of the Ancient Maya impact their society and beyond?</p>
<ul style="list-style-type: none"> • Explain the meaning of empire and invasion. • Understand the chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. • Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	<ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066. 	<ul style="list-style-type: none"> • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p>Boudicca empire inference invasion legacy Romans settlers</p>	<ul style="list-style-type: none"> • Angles • Britons • convert • empire • inference • invasion • Kingdom • missionary 	<p>achievement afterlife ancient civilisation creation story currency decline ritual</p>

	<ul style="list-style-type: none"> • paganism • Pope • Romans • Saxons • settlement • settlers • Vikings 	
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British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	British history 6: What was the impact of World War 2 on the people of Britain?
<p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p> <p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>	<p>Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</p> <p>Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</p> <p>Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</p> <p>Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</p> <p>Make deductions using inventories and making judgements as to whether a person was rich or poor.</p> <p>Explain how inventories are useful to historians and create a realistic inventory.</p>	<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make inferences and deductions about a photograph.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy and reliability of sources.</p> <p>Describe the impact WW2 had on women's lives.</p>
Vocabulary	Vocabulary	Vocabulary
<p>exchange</p> <p>trade route</p>	<p>Tudor</p> <p>Battle of Bosworth</p> <p>Henry VII</p> <p>Elizabeth of York</p> <p>Henry VIII</p> <p>tyrant</p> <p>fair</p> <p>ruler</p> <p>monarch</p> <p>portrait</p>	<p>accuracy</p> <p>air raid</p> <p>Battle of Britain</p> <p>bias</p> <p>The Blitz</p> <p>evacuation</p> <p>evacuee</p> <p>impact</p> <p>propaganda</p> <p>purpose</p>

	<p>interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda image litter historical deductions reliability audience purpose accuracy creator reconstruction inventory valuation merchant pewter John Blanke Cattelena of Almondsbury free enslaved tournament</p>	reliability
What can the census tell us about local areas?	Unheard histories: Who should go on the banknote?	What did the Greeks ever do for us?
<p>Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census.</p>	<p>Name the features of a banknote. Make inferences about a person using a banknote. Explain the significance of historical figures. Make inferences from sources. Apply criteria to decide if a person is historically significant and explain why. Explain the significance of William Tuke. Research important aspects of a person's life.</p>	<p>Describe the features of ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is.</p>

<p>Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.</p>	<p>Explain what makes a person significant.</p>	<p>Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.</p>
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>
<p>decade historical enquiry occupation politics reliable suffrage</p>	<p>Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill Lily Parr Betty Snowball</p>	<p>assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy</p>