

Eveline Day School

Developing Young Historians

Knowledge, Skills and Vocabulary

Lower Key Stage 2

Strands	Year 3	Year 4
Areas of Study	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age, including the Bronze Age. • Ancient Egypt • A Local History study dating from a period beyond 1066. 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • The Mayan Civilization c. AD 900 • Vikings and Anglo Saxons struggle for the Kingdom of England. • Britain settlement by Anglo Saxons and Scots
Chronological Understanding	<ul style="list-style-type: none"> • Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Use a timeline to place historical events in chronological order. • Describe and begin to use dates and terms related to the study unit. • Order and sequence several events or artefacts from the period studied. 	<ul style="list-style-type: none"> • Understand and use a timeline using historical terms BC (Before Christ) and AD (Anno Domini). • Place events from the period studied on a timeline in chronological order. • Describe and use dates and terms in chronological order related to the period of study. • Describe the changes in a period in history. • Sequence events and artefacts.
Historical Knowledge	<ul style="list-style-type: none"> • Find out about everyday lives from people in the time studied. • Use evidence to describe the culture, leisure, way of life, actions of people in the past and clothing from the past. • Use evidence to describe historical buildings and their uses • Identify reasons for and results of people's actions • Understand why people may have wanted to do something • Compare findings (similarities and differences) with our 	<ul style="list-style-type: none"> • Identify key features and events of time studied. • Use evidence to reconstruct the life in the time studied. • Use events to describe what was important to people from the past. • Use evidence to show how the lives of the rich and poor people from the past different. • Introduce the idea of empathy through a study of people's behaviour, characteristics and beliefs. • Describe the similarities and differences between people, events and artefacts studied. • Describe how some of the things I have studied from the past

	life today.	affect/influence life today.
Historical Interpretation	<ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. • Distinguish between different sources – begin to compare different versions of the same story. • Identify and give reasons for different ways in which the past is represented. • Look at a range of different representations of the period – museum, cartoons etc. 	<ul style="list-style-type: none"> • Look at a range of evidence and representations based on the period studied. • Look at different versions of the same events in history and identify the differences. • Identify and evaluate the different ways in which the past is represented. • Evaluate the usefulness of different sources. • Know that people in the past represent events or ideas in a way that persuades others.
Historical Enquiry	<ul style="list-style-type: none"> • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries, and visits to sites as evidence about the past. • Ask historical questions and begin to find answers about the past. • Select and record information relevant to the study. 	<ul style="list-style-type: none"> • Use evidence to build a picture of a past event. • Use documents, printed sources, the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums, galleries, and visits to sites as evidence about the past. • Choose relevant sources to present a picture of one aspect of life in the past. • Ask and answer a variety of historical questions about the past. • Research and draw conclusions using ICT, books etc. • Identify, select and record information relevant to the study
Organisation and communication	<ul style="list-style-type: none"> • Communicate ideas about the past using different genres of writing, discussion, drawing, diagrams, drama and role-play, storytelling and ICT. 	<ul style="list-style-type: none"> • Recall, select and organise historical information in chronological order. • Communicate and present knowledge and understanding about the past. • Communicate ideas about the past using different genres of writing, discussion, debates, drawing, diagrams, drama and role-play, storytelling and ICT.

Key Vocabulary	Year 3			Year 4		
	<u>Stone Age</u>	<u>Ancient Egypt</u>	<u>Bronze Age</u>	<u>Roman Empire</u>	<u>The Mayan Civilization</u>	<u>Vikings Anglo Saxons</u>
	<i>borer</i>	<i>Egypt</i>	<i>pottery</i>	<i>chariot</i>	<i>Mesoamerica</i>	<i>Jewellery</i>
	<i>cave painting</i>	<i>mummy</i>	<i>Iron age</i>	<i>myth</i>	<i>John Lloyd Stephens</i>	<i>Runs</i>
	<i>mammoth</i>	<i>tomb</i>	<i>Celts</i>	<i>gladiator</i>	<i>Frederick Catherwood</i>	<i>Coins</i>
	<i>Neolithic man</i>	<i>coffin</i>	<i>hillforts</i>	<i>barbarian</i>	<i>Copan</i>	<i>Cremation pot</i>
	<i>Neolithic woman</i>	<i>scarab</i>	<i>farming</i>	<i>standard</i>	<i>Chicken Itza</i>	<i>bronze helmet</i>
	<i>spears</i>	<i>pyramid</i>	<i>roundhouses</i>	<i>baths</i>	<i>Palenque</i>	<i>lyre</i>
	<i>Skara Bare</i>	<i>pharaoh</i>	<i>smithing</i>	<i>amphitheatre</i>	<i>pok-ta-pok</i>	<i>thatched wooden</i>
	<i>handaxe</i>	<i>tomb</i>	<i>armour and shields</i>	<i>shield</i>	<i>vigesimal number system</i>	<i>house</i>
	<i>antler</i>	<i>desert canopic</i>	<i>swords</i>	<i>mythology</i>	<i>lithography</i>	<i>Kent</i>
	<i>fur pelt</i>	<i>jars</i>	<i>daggers</i>	<i>aqueduct</i>	<i>hieroglyphs</i>	<i>Wessex</i>
	<i>throwing stone</i>	<i>Nut and Geb</i>	<i>arrow heads</i>	<i>soldier</i>	<i>syllabogram</i>	<i>St. Bede</i>
	<i>hammerstone</i>	<i>flatbread</i>		<i>coin</i>	<i>logogram</i>	<i>Sutton Hoo</i>
	<i>jewellery</i>	<i>Ra</i>		<i>sword</i>	<i>camera lucida</i>	<i>East Anglia</i>
		<i>Nile</i>		<i>slave</i>	<i>codex</i>	<i>Mercia</i>
		<i>stickle</i>		<i>mosaic</i>	<i>cacao</i>	<i>Offa's Dyke</i>
		<i>mattock</i>		<i>toga</i>	<i>maize</i>	<i>Northumbria</i>
		<i>irrigation</i>		<i>emperor</i>		<i>Bayeux Tapestry</i>
				<i>villa</i>		<i>Thor freeman and</i>
				<i>Rome</i>		<i>woman</i>
				<i>Pantheon</i>		<i>Odin</i>
				<i>Empire</i>		<i>Viking warrior</i>
				<i>Colosseum</i>		<i>king</i>
				<i>Julius Caesar</i>		<i>Freyja</i>
				<i>Basilica</i>		
				<i>Romans</i>		

