

# FUNDAMENTAL KNOWLEDGE OBJECTIVES – HISTORY



Pinner Wood School



Year Group	Topic	Fundamental knowledge	Vocabulary	
Nursery	Ourselves Night Sky Food Story Land Growing Amazing Animals	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> </ul>		
Reception	Ourselves Night Sky Food Story Land Growing Amazing Animals	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Comment on images of familiar situations in the past</li> <li></li> </ul>		
Year 1	Gunpowder plot Toys – then and now The Seaside	<ul style="list-style-type: none"> <li>Be able to place known events in order and do the same for events in their own life and use common phrases relating to passing of time</li> <li>Be able to find answers to simple questions using sources and describe simple similarities and differences between objects and group them as either 'then' or 'now'</li> <li>Talk, draw or write about the past and understand that their idea of an event may be different to someone else's.</li> </ul>	<u>Gunpowder Plot</u> Explosion King Houses of Parliament	
Year 2	Great Fire of London Florence Nightingale Transport	<ul style="list-style-type: none"> <li>Show they have an awareness of the past by using words about the passing of time.</li> <li>Be able to say where events happen on a timeline and spot similarities and differences between ways of life in different time periods</li> <li>Uses stories and sources to show they understand events and realise that they use these to find out about the ways of the past</li> <li>Talk and record about changes in national life and events beyond living memory using historical vocabulary</li> </ul>	<u>Great Fire of London</u> Samuel Pepys Charles II Baker Bucket Fire	<u>Florence Nightingale</u> Mary Seacole Hospital Soldiers Red Cross Hospital
			<u>Transport</u> Travel Transport Steam engine Car House and cart Penny-farthing	

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<b>Year 3</b>	<p>Stone Age</p> <p>Pinner Past and Present</p> <p>Romans</p>	<ul style="list-style-type: none"> <li>• Build historical language</li> <li>• Use an increasing range of vocab related to the passing of time</li> <li>• Discover what historical periods have occurred outside their lives</li> </ul>	<p><b>Stone Age</b></p> <p>Palaeolithic</p> <p>Neolithic</p> <p>Skara Brae</p> <p>Hunter Gatherer</p> <p>Forage</p> <p>Flint</p> <p>Stonehenge</p>	<p><b>PPP</b></p> <p>Middle school</p> <p>First school</p> <p>Second World War</p> <p>Amalgamation</p> <p>Evacuation</p>	<p><b>Romans</b></p> <p>Rome</p> <p>Aqueduct</p> <p>Gladiator</p> <p>Slave</p> <p>Caesar</p> <p>Roman Numerals</p> <p>Colosseum</p>
<b>Year 4</b>	<p>Ancient Egypt</p> <p>Saxons</p> <p>Vikings</p>	<ul style="list-style-type: none"> <li>• Able to put historical events in chronological order on a timeline</li> <li>• Use sources of information to answer questions</li> <li>• Use sources to find out about different aspects of life</li> <li>• Understand sources can contradict each other</li> </ul>	<p><b>Ancient Egypt</b></p> <p>Pharaoh</p> <p>Pyramid</p> <p>Hieroglyphs</p> <p>Nile</p> <p>Mummification</p> <p>Sarcophagus</p>	<p><b>Saxons</b></p> <p>Succession</p> <p>Tapestry</p> <p>Beowulf</p> <p>Tithing</p> <p>Angles</p> <p>Saxon</p>	<p><b>Vikings</b></p> <p>Scandinavia</p> <p>Pagan</p> <p>Realm</p> <p>Longship</p> <p>Settlement</p>
<b>Year 5</b>	<p>Mayans</p> <p>Greece</p> <p>Leisure and Entertainment</p>	<ul style="list-style-type: none"> <li>• Use specific dates to order events and place events</li> <li>• Compare sources of information to study different periods and make comparisons between the period studied and present day</li> <li>• Understand that we have more information on some periods of history than others, so this affects what we know. We need to check the usefulness of a source to make sure we get an accurate picture</li> </ul>	<p><b>Mayans</b></p> <p>Astrology</p> <p>Structures</p> <p>Hierarchy</p> <p>Number system</p> <p>Mesoamerica</p> <p>Mayan Calendar</p> <p>Pikal</p>	<p><b>Greece</b></p> <p>Democracy</p> <p>Athens</p> <p>Sparta</p> <p>Marathon</p> <p>Aristotle</p> <p>Philosophy</p>	<p><b>L&amp;E</b></p> <p>Cinema</p> <p>Music</p> <p>Fashion</p> <p>Technology</p> <p>Internet</p> <p>Television</p>
<b>Year 6</b>	<p>World War 2</p> <p>Crime and Punishment</p> <p>Tudors and how the monarchy has changed over time</p>	<ul style="list-style-type: none"> <li>• Use historical information to create meaningful questions about change, cause, similarity and difference and significance and create their own ideas about historical events</li> <li>• Understand how the knowledge of our past has been formed from a range of sources and use these for independent research</li> <li>• Be able to make connections, contrasts and trends over time when talking about World and British history and show this on a timeline</li> </ul>	<p><b>WW2</b></p> <p>Adolf Hitler</p> <p>Neville Chamberlain</p> <p>Winston Churchill</p> <p>D-day</p> <p>VE Day</p> <p>Blitz</p> <p>Evacuation</p> <p>Home Front</p> <p>Rationing</p>	<p><b>C&amp;P</b></p> <p>Prison</p> <p>Deportation</p> <p>Bloody Code</p> <p>Robert Peele</p> <p>Jury</p> <p>Stocks</p> <p>Highwaymen</p>	<p><b>Tudors</b></p> <p>Elizabeth I</p> <p>Henry VIII</p> <p>Catholics</p> <p>Protestants</p> <p>Ditchley</p> <p>Portrait</p> <p>Spanish Armada</p> <p>Queen Elizabeth II</p> <p>Windsor family tree</p>