

History

Knowledge						
Topic	Vocabulary	Chronology, events and key dates			People	
The Tudors (A local history study of knowledge beyond 1066)	I know and understand the term 'modern' to mean 'present or recent times'. I know and understand the term 'precede' to mean 'came before'.	I know that the Tudor period was between 1485AD and 1603AD, which preceded the Great Fire of London I know that Hereford Cathedral contains evidence from the Tudor Period e.g. the carvings in the Audley Chapel I know that they called the battle, 'The War of Roses' because each side of the battle were represented by a different colour rose -The red rose represented 'the House of Lancaster' and the white rose represented 'the House of York'.			I know that Henry VIII had 6 wives. I know that a chapel at Hereford Cathedral was named after Bishop Audley.	
Ancient Greece (Life, achievements and influence)	I know and understand the term 'artefact' to mean 'a man-made object from the past'	I know that 'Ancient Greece' refers to the period 800BC – 146BC I know some differences between Ancient and modern Greece e.g. in the past no girls went to school I know that our alphabet is ultimately formed from the Greek alphabet. I know that the Ancient Greeks were the first to create a democracy. I know the Olympics began with the Ancient Greeks.			I know the name of a Greek God e.g. Zeus or Athena	
Skills						
HISTORICAL KNOWLEDGE		HISTORICAL CONCEPTS		HISTORICAL ENQUIRY		
The child can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people. E.g. The Greeks. The child can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms E.g. Where the Tudors fit on a broader timeline in comparison to the periods already studied, and a timeline of some significant events that took place during this period (linked locally to Hereford Cathedral.)		The child can make valid statements about the main similarities, differences and changes occurring within topics. E.g. Categorise changes into the different periods of the Greeks The child can comment on the importance of causes and effects for some of the key events and developments within topics. E.g. Children can explain the how the Greeks have impacted our lives with the alphabet and democracy.		The child can explain why some aspects of historical accounts, themes or periods are significant. E.g. Explain why The Greeks achievements were significant. The child can identify different interpretations for events, developments and people covered in a range of Key Stage 2 topics. E.g. Recognise several different representations and interpretations about Henry VIII and his wives. Events such as The Battle of Bosworth.		The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses. E.g. Plan a series of questions on Greek school/ democracy. The child can recognise possible uses of a range of sources for answering historical enquiries. E.g. Use a range of different sources to reconstruct aspects of Greek and Tudor times.

