














Goodrich CE Primary School
History Sticky Knowledge

HISTORY											
BIG IDEAS	INVESTIGATE & INTERPRET THE PAST	UNDERSTAND CHRONOLOGY	COMMUNICATE HISTORICALLY	BUILD AN OVERVIEW OF WORLD HISTORY							
Building Blocks	Artefacts	Main Events	Vocabulary	Location	Food & Farming	Beliefs	Settlements	Culture & Pastimes	Travel & Exploration	Conflict	Society
	 Artefacts	 Main events	 Vocabulary	 Location	 Food and farming	 Beliefs	 Settlements	 Culture and pastimes	 Travel and exploration	 Conflict	 Society

Milestone	INVESTIGATE & INTERPRET THE PAST	UNDERSTAND CHRONOLOGY	COMMUNICATE HISTORICALLY	BUILD AN OVERVIEW OF WORLD HISTORY							
	Artefacts	Main Events	Vocabulary	Location	Food & Farming	Beliefs	Settlements	Culture & Pastimes	Travel & Exploration	Conflict	Society
1	They can name artefacts which tell people about what happened in the past. (i.e. Samuel Pepys diary, Marie Curies diaries, newspaper articles)	They can talk about some main events in history. They can name some significant individuals in history. (Florence Nightingale, Marie Curie, Rosa Parks, Tim Bernes-Lee etc)	They can use some historical vocabulary such as artefact observe past present recent year	They can talk about history within our local area. They can talk about how inventions have changed and impacted society going forward. (i.e. printing press, steam engine, industrial revolution)							



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2	They can name primary sources of evidence that help us find out about the past.	They can name several main events throughout history and begin to place them in order.	They can use some historical vocabulary such as; evidence historical enquiry historical source locality ancient medieval primary source secondary source	They can talk about a settlement and what that meant in terms of farming, community e.g. Anglo Saxons. Can say why periods of time in history got their names e.g. bronze age, stone age.
3	They can name a primary and secondary source of evidence.	They can name and describe some significant events through history and place them in order chronologically.	They can use some historical vocabulary such as; culture diverse justify propaganda.	They can confidently talk about how events throughout history have impacted upon future society giving reasons why. E.g. WW2, the Victoria era. They can talk about how ancient times have influenced us today (modern maths, advances made in art, science and philosophy) They can describe how location impacted upon settlements.