



Key Vocabulary

abolition	The removal of a system - often used in relation to getting rid of slavery.
abolitionists	People who worked hard to ensure that slavery was stopped.
boycott	To stop buying or doing something in order to protest.
chronology	Chronology is the study of when things happened.
protest	To publicly show that you are against something e.g. a boycott or march.
significant	Events or people that we remember because they are important.
society	A large group of people living together in an organised way.
slavery	A system in which some people have no rights and have to work for no pay.

Knowledge I already have

In Reception:

- I began to develop my understanding of timelines.
- I began to use words that relate to the passing of time to explain my understanding.
- I began to understand how we learn about history through historical sources.
- I plotted parts of my own life onto a timeline.

In Year 1:

- I extended the timeline I started in reception to include relatives.
- I began to think about a significant person from the past - Floella Benjamin- and used her book to understand her life.
- I compared the lives of children in the 1960s to my own life.

Future Knowledge

Later in Year 2:

- I will extend my chronological knowledge from the 1700s into the 1800s.
- I will learn about the Victorian era and important medics from this period.

In Year 3:

- I will go much further back in history to the stone age and begin to understand how civilisation began.
- I will begin to understand that archaeology is a way in which we learn about the distant past.

New Knowledge

In Year 2:

- I am expanding my knowledge of chronology by extending my timeline further into the past.
- I am developing my vocabulary of everyday historical terms to explain my understanding.
- I am developing my understanding of the way we understand history through sources such as dates on buildings and gravestones, eye-witness accounts and photographs.
- I am learning about significant people connected to my local area.
- I am learning about prominent abolitionists and the abolitionist movement in the 1700s.

Key Concepts

Continuity and change

- I will be considering what has changed and what has stayed the same.

Using sources

- I will be choosing and using parts of stories and other sources to show that I know and understand key features of event.

Historical Significance

- I will start to think about what makes people historically significant.