

## HISTORY YEAR A

THEMES	Beliefs	Lifestyle	Geographical Significance	Trade & Commerce	Hierarchy/Power
KS1	The Suffragette Movement Emily Wilding Davison Ida B Wells 1862- 1931	The Suffragette Movement Emily Wilding Davison Ida B Wells 1862- 1931	Firefighting over time Great Fire of London The Great Fire of Newcastle  The Suffragette Movement Emily Wilding Davison Ida B Wells 1862- 1931		Firefighting over time Great Fire of London The Great Fire of Newcastle  The Suffragette Movement Emily Wilding Davison Ida B Wells 1862- 1931
LKS2	The Stone Age	The Stone Age The Romans	The Stone Age The Romans The Industrial Revolution	The Industrial Revolution	The Romans
UKS2	Ancient Egyptians Ancient Greeks	Ancient Egyptians Ancient Greeks Mining	Ancient Egyptians Ancient Greeks Mining	Ancient Egyptians Ancient Greeks Mining	

## HISTORY YEAR B

KS1	Inspirational Figures Neil Armstrong Leland Melvin 1964-present Dr Mae Jemison 1956- Tim Peake-1972	Transport then & now Cars trains boats Aeroplanes	Inspirational Figures Neil Armstrong Leland Melvin 1964-present Dr Mae Jemison 1956- Tim Peake1972	Transport then and now Cars, trains, boats, Aeroplanes Inspirational Figures Neil Armstrong Leland Melvin 1964-present Dr Mae Jemison 1956- Tim Peake 1972	
LKS2	Early Civilisation overview	Anglo Saxons The Vikings Early Civilisation overview	Anglo Saxons The Vikings Early Civilisation overview	Anglo Saxons The Vikings Early Civilisation overview	Anglo Saxons The Vikings
UKS2	WW2 and The Blitz Early Islamic Civilisation inc. a study of Baghdad	Early Islamic Civilisation inc. a study of Baghdad Shipbuilding	WW2 and The Blitz Early Islamic Civilisation inc. a study of Baghdad Shipbuilding	Early Islamic Civilisation inc. a study of Baghdad Shipbuilding	WW2 and The Blitz

## HISTORY - TIER 3 VOCABULARY

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;"><b>The Suffragette Movement</b></p> <p>Living memory, beyond living memory, chronology, source, artefact, historical, ancient, modern</p> <p style="text-align: center;"><b>Firefighting Over Time</b></p> <p>Artefacts, timelines</p> <p style="text-align: center;"><b>Transport Then and Now</b></p> <p>chronology, timelines</p> <p style="text-align: center;"><b>Inspirational Figures</b></p> <p>inspired, segregation, activist, democracy, chronology, timelines</p>	<p style="text-align: center;"><b>Stone Age</b></p> <p>Prehistoric, Neolithic, archaeology, excavate, century, primary source, secondary source, decade, century, civilisation, nomadic, Anno Domini, millennium, Before Christ, suffrage, Skara Brae</p> <p style="text-align: center;"><b>The Romans</b></p> <p>gods, goddesses, Caesar, conquer, conquest, legacy, invasion, resistance, democracy, revolt, truce,</p> <p style="text-align: center;"><b>The Industrial Revolution</b></p> <p>Agricultural revolution, factory system, Spinning Jenny, cotton mill, canal systems, freight, locomotion</p> <p style="text-align: center;"><b>Anglo Saxons</b></p> <p>dark ages, Angles, Saxons, Picts, pagan, Thane, churl, shires, witan, Shire reeve, branding, exile, wergild, Sutton Hoo, Mercia, runes</p> <p style="text-align: center;"><b>The Vikings</b></p> <p>mediaeval, middle ages, Danelaw, raid, plunder, pillage, saga, Longhouse, Chieftain, Berserker, Danegeld, Scandinavia, Monasteries, Valhalla, Lindisfarne,</p> <p style="text-align: center;"><b>Early Civilisations</b></p> <p>civilisation, archeology, monarchy, dynasty, slavery, agriculture, technology, trade, hierarchy</p>	<p style="text-align: center;"><b>Ancient Egyptians</b></p> <p>canopic jars, mummification, afterlife, pharaoh, embalming, archeologist, cartouche, ushabti</p> <p style="text-align: center;"><b>Ancient Greeks</b></p> <p>city states, enslaved, archaic, democracy, Parthenon, Persian, Athenian</p> <p style="text-align: center;"><b>Mining</b></p> <p>colliery, coal seam, prosperity, ventilation, expansion, preparation plant, excavated, commodity</p> <p style="text-align: center;"><b>WW2 Home Front</b></p> <p>legislation, reformation, anachronism, interpretation, propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry</p> <p style="text-align: center;"><b>Early Islamic Civilization</b></p> <p>caliph, Islam, dynasty, scholar, silk trail, calligraphy, vegetal, arabic, House of Wisdom, surgical techniques</p> <p style="text-align: center;"><b>Shipbuilding</b></p> <p>vessels, HMS, turbines, destroyers, battleships, engineering, flagship, privatised, steam turbine engines, seafaring</p>			

## HISTORY PROGRESSION MAP + TIER 2 VOCABULARY

Category of Knowledge	Key Stage	Content
Chronological Understanding	KS1	<ul style="list-style-type: none"> <li>• <b>Identify</b> the difference between things that happened in the past and the present, using use the words <b>past and present</b> when telling others about an event</li> <li>• <b>Describe</b> things that happened to themselves and other people in the past</li> <li>• <b>Order and sequence</b> events, artefacts and evidence into <b>chronological</b> order within different periods of time using a timeline</li> <li>• <b>Group</b> objects based on similarities and differences of things in the past and present</li> <li>• Describe main story settings, events and principal characters</li> <li>• <b>Describe</b> things that happened to themselves and other people in the past and present their findings</li> <li>• Understand how to put people, events and objects in <b>order</b> of when they happened, using a timeline</li> <li>• Develop understanding of the term ‘chronological’ when discussing <b>timelines</b></li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE</li> <li>• Describe and order <b>significant events</b> within the period studied and compare to present day, using dates</li> <li>• Use a timeline to place historical periods, events, evidence and artefacts in chronological order and give reasons for their order</li> <li>• Use mathematical skills to help work out the time differences between certain major events in history</li> <li>• Describe and order significant events and dates on a timeline using prepositional language</li> <li>• Begin to date events in the unit being studied</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Order a number of <b>significant</b> events, movements and dates on a timeline using dates accurately</li> <li>• Accurately use dates and terms to describe historical events</li> <li>• Understand and describe in, some detail, the main changes to an aspect in a period in history</li> <li>• Understand how some historical events/periods occurred concurrently in different locations</li> </ul>
Historical Terms	KS1	<ul style="list-style-type: none"> <li>• Show an understanding of the terms within and beyond living memory</li> <li>• Show an understanding of simple historical terms from the topic of study</li> <li>• Communicate ideas about the past (role play, orally, written and drawn)</li> <li>• Use simple historical vocabulary to retell simple stories that occurred beyond or within living memory.</li> </ul>

	LKS2	<ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary to communicate information</li> <li>• Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing (including letters, recounts, poems, adverts, diaries, posters and guides)</li> <li>• Gather and record their own research about a studied period</li> <li>• Present ideas about a period of study, based on own research</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, <b>political, economic, cultural, religious</b></li> <li>• Present, communicate and organise ideas about the past using detailed discussions and <b>debates</b> and different genres of writing (such as <b>myths</b>, instructions, accounts, diaries, letters, information/travel guides, posters, news reports)</li> <li>• Plan, prepare and present a self-directed project or research about the studied period</li> </ul>
Historical Evidence	KS1	<ul style="list-style-type: none"> <li>• Observe or handle a range of sources, evidence and artefacts to ask and answer simple questions about the past</li> <li>• Discuss the effectiveness of sources, evidence and artefacts</li> <li>• Show an understanding of some ways to find out about the past</li> <li>• Choose and select evidence and say how it can be used to find out about the past</li> <li>• Identify the difference between primary and secondary sources</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Use <b>primary and secondary sources</b> as evidence to find out about the past</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Regularly address historically valid questions to find answers about the past</li> <li>• <b>Devise</b> historically valid questions to find answers about the past</li> <li>• Select relevant historical information when undertaking own research</li> <li>• Recognise the part that archaeologists have had in helping us understand more about the past</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• <b>Recognise</b> when they are using <b>primary</b> and <b>secondary</b> sources of information to <b>investigate</b> the past and give reasons for this</li> <li>• Understand and use a wide range of different evidence about the past to pursue <b>valid</b> historical enquires. (e.g. ceramics, pictures, documents, posters, online material, photographs, artefacts, historic statues, figures, <b>sculptures</b>, historic sites)</li> <li>• Select relevant sections of information to address historically valid questions and <b>construct</b> detailed informed responses</li> <li>• Create relevant, structured <b>accounts</b> based on evidence.</li> </ul>
Historical Interpretation	KS1	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> <li>• Begin to use stories or accounts to distinguish between fact and fiction</li> <li>• Begin to compare two versions of a past event</li> </ul>

	LKS2	<ul style="list-style-type: none"> <li>• <b>Compare</b> more than two versions of the same event or story in history, identifying similarities and differences</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Understand that different versions of the past may exist, giving reasons for this</li> <li>• Understand the difference between <b>primary</b> and <b>secondary</b> evidence and the <b>impact</b> of this on reliability</li> <li>• Find and <b>analyse</b> a wide range of evidence about the past, discussing their usefulness</li> <li>• Use a range of evidence to offer some clear reasons for different <b>interpretations</b> of events, linking this to factual understanding about the past</li> <li>• Consider different ways of checking the accuracy of <b>interpretations</b> of the past</li> </ul>
Historical Enquiry	KS1	<p><b><u>Continuity &amp; Change</u></b></p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences between ways of life at different times</li> </ul> <p><b><u>Cause &amp; Consequence</u></b></p> <ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><b><u>Similarity &amp; Difference</u></b></p> <ul style="list-style-type: none"> <li>• Make simple observations about different types of people and events within a society</li> </ul> <p><b><u>Significance of Events &amp; People</u></b></p> <ul style="list-style-type: none"> <li>• Understand and discuss who was important and why</li> </ul>
	LKS2	<p><b><u>Continuity &amp; Change</u></b></p> <ul style="list-style-type: none"> <li>• Describe and begin to make links between main events, situations and changes within and across different periods/societies.</li> <li>• Suggest reasonable reasons for historical continuity and change</li> </ul> <p><b><u>Cause &amp; Consequence</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> and give reasons for, results of, historical events, situations, changes</li> <li>• <b>Identify</b> and describe reasons for the causes and consequences of historical</li> </ul> <p><b><u>Similarity &amp; Difference</u></b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and describe social, cultural, religious and ethnic <b>diversity</b> in Britain and the wider world.</li> <li>• Begin to <b>compare and contrast</b> beliefs and culture within and across time periods and societies</li> </ul> <p><b><u>Significance of Events &amp; People</u></b></p> <ul style="list-style-type: none"> <li>• Begin to identify <b>historically significant people</b> and events in situations</li> <li>• Explore the beliefs, behaviour and characteristics of people</li> </ul>

UKS2

### Continuity & Change

- Describe and make links between main events, situations and changes within and across different periods and societies.
- Compare **beliefs**, behaviour and **characteristics** of people within and across time periods and societies

### Cause & Consequence

- Identify and describe reasons for, and results of, historical events, situations, changes within and across different periods and societies
- **Examine** the **impact** of events upon people

### Similarity & Difference

- Describe **social, cultural, religious** and **ethnic diversity** in Britain & the wider world
- Compare and contrast beliefs, behaviour and **culture** within and across time periods and societies

### Significance of Events & People

- Identify historically significant people and events in situations
- Give reasons for and results of the main events and the **impact** of this
- Find out about **beliefs**, behaviour and **characteristics** of people, recognising differences in views and feelings