

Greenside Primary School History Progression Framework

Curriculum Intent

<p style="background-color: yellow; display: inline-block; padding: 2px;">Community</p> <p>We learn about local history and understand the importance of understanding how events and individuals from our town have impacted the way we live today in our local area.</p>	<p style="background-color: #cccccc; display: inline-block; padding: 2px;">Resilience</p> <p>Finding the answers to the big historical questions requires persistence and resilience to setbacks. These setbacks can appear as an inaccurate or biased source but children need to have the ability to overcome these challenges and remain resilient.</p>	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">Creativity</p> <p>Finding the answers to the big historical questions requires persistence and resilience to setbacks. These setbacks can appear as an inaccurate or biased source but children need to have the ability to overcome these challenges and remain resilient.</p>	<p style="background-color: #00ffff; display: inline-block; padding: 2px;">Aspiration</p> <p>We share with children a range of aspirational historical figures and encourage them to believe that they can achieve the same heights as these individuals. We also share with the children the job-roles that are associated with History, from archaeologists to historical authors and everything in between.</p>	<p style="background-color: #ff00ff; display: inline-block; padding: 2px;">Diversity</p> <p>We learn about the diverse individuals who have shaped history and how this has had longstanding impact on the modern world. We want our children to understand world and local history and be able to talk about the diverse nature of history and those significant individuals, cultures and events.</p>
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The History curriculum at Greenside aims for children to develop:

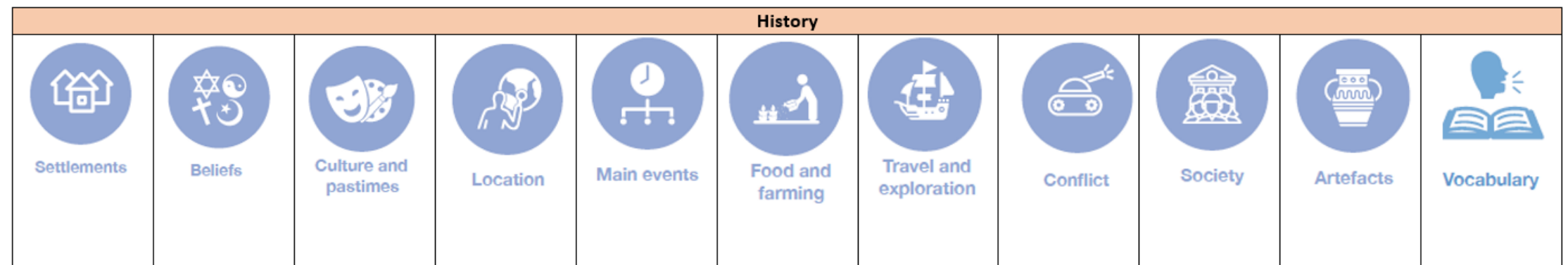
- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Implementation

The history curriculum at Greenside Primary school has been carefully considered to ensure coverage of all the national curriculum objectives whilst linking back to our locality and school context. As a one and a half form entry school, we have carefully devised a 2 year cycle to ensure coverage of key substantive knowledge. The aim is that over the 2 years, pupils will also gain a deeper knowledge of the disciplinary skills they need as historians.

All history units have a corresponding medium-term plan, which maps substantive knowledge, disciplinary skills and vocabulary on a lesson-by-lesson basis to ensure progression throughout each unit. Each unit has clear end points mapped and which knowledge we want children to be able to recall and retain.

Each lesson within the sequence will focus on a particular learning 'lense' or key concept. These concepts run through school and enable children and staff to relate back to the conceptual knowledge from previous learning. These 'lenses' are then mapped and revisited at regular intervals.



In order for children to know more and remember more in each area of history studied, the lesson sequence is structured so that prior learning is always considered and opportunities for revision and retrieval of key dates, events and facts are built into lessons through the 'Fab 5' activities. The Fab 5 is a 5 minute retrieval task that takes place at the start of every lesson that often revisit the key substantive knowledge from previous learning in the sequence, year or from another phase completely. This all allows for revision to become part of good practice and ultimately helps build a depth to children's historical understanding. Through revisiting and consolidating skills, our lessons and resources help children build on prior knowledge alongside introducing new skills as well as opportunities for deeper thinking. Revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. It is important for children to understand that the past influences the present and the future. We want to encourage children to learn that they can't change history but what they can do is learn about it and learn from it then use this information to help shape a better future.

Each unit has a designated 'end point' and summaries of the children's learning will be evident from the work they have produced throughout the unit, which is revisited regularly. These form the basis of our assessment.

The **essential knowledge**, highlighted in yellow, has been identified for each unit learning and forms the focus of teacher assessment.

The History Curriculum and Provision for Pupils with SEND

At Greenside Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that 'every teacher is a teacher of SEN' and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this.

The History curriculum can be adapted to meet the needs of children with SEND in the following ways:

Universal Support across school for all subjects
Word Banks for pre-learning and to support during topics and themes
Cutting and Sticking Key Words on to work as prompts
Print out portions of work and learning objectives to minimise writing
Coloured Paper or recycled paper to minimise visual stress & background colours of the whiteboard is considered for pupils with dyslexia.
Breaking down lessons into short, manageable chunks
Mixed ability groups – using peers as support and role models
Adult assistance nearby/ Using another student as a reader/support
Now/Next or Visual Timetables – class and individual/ My Turn/Your Turn
Knowledge map/Mind Maps
Printing work larger and in smaller chunks
Cloze passages/activities to check learning
Draw answers or explanations / Actions – telling the story of a lesson
Fidget toys available/ Cushions for seats – wobble and wedge cushions- access to standing desks
Pupils with hearing impairments/visual impairments are positioned close to the whiteboard to be able to access.
Pupils are seated close to teacher/teaching assistant to ensure that they have access to additional support.
Word lists of key vocabulary for pre-learning and as prompts
A safe/quiet space in or Cloud Room
Keeping instructions short and one at a time

Universal Support specific to subject
Songs and rhymes/mnemonics – Horrible Histories
Targets made clear for lessons and learning – linked to IPM
History Writing frames and scaffolding
Use History questions to prompt pupils to recollect previous lessons – linked to FAB 5
Maps, atlases, artefacts, models and photographs are labelled and accessible.
Symbols are used to identify specific historical vocabulary e.g. maps, atlas, timeline, artefact,
ICT in history allows pupils to: <ul style="list-style-type: none"> • Use voice recording to rehearse words, phrases, sentences. • Use visual images to present their learning. • Research the historical events, civilisations, people from history. • Communicate information with pupils and parents. • Present their learning in an accessible way. • Discover and use enquiry skills to review a wider range of historical sources. • Use computer simulations to recreate events in history. • Explore museums, galleries and historical sites through the internet.
Additional risk assessments to be completed for pupils with SEND and physical disabilities when completing historical trips.

When planning for History class teachers should adapt their lessons where necessary using ideas taken from this list, however, it is important to remember this list is not exhaustive and other adaptations may be needed for children with specific needs.

We also have 'Continuum of Provision Maps' for each area of SEND need (e.g. Autism, Cognitive, SEMH, Visual impairment etc).

Breadth of Study

Key Disciplinary Concepts	EYFS	KS1	KS2
Knowledge and understanding	<ul style="list-style-type: none"> ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> ❖ Children should identify similarities and differences between ways of life in different periods. ❖ Children should choose and use parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ❖ Children should note connections, contracts and trends over time.
Chronology	<ul style="list-style-type: none"> ❖ Children should begin to make sense of their own life-story and their family's history use. 	<ul style="list-style-type: none"> ❖ Children should develop awareness of the past, using common words and phrases relating to the passing of time. ❖ Children should know where the people and events they study fit within a chronological framework. 	<ul style="list-style-type: none"> ❖ Children should continue to develop a chronologically secure knowledge and understanding of a British, local and world history, establishing clear narratives within and across the periods they study.
Historical enquiry	<ul style="list-style-type: none"> ❖ Comment on images of familiar situations in the past. ❖ Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> ❖ Children should ask and answer questions, using other sources to show that they know and understand key features of events. ❖ Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> ❖ Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. ❖ Children should understand how our historical knowledge of the past is constructed from a range of sources.
Present, organise and communicate	<ul style="list-style-type: none"> ❖ Answer simple how and why questions. 	<ul style="list-style-type: none"> ❖ Children should use a wide vocabulary of everyday historical terms. ❖ Children should choose and use parts of stories and other sources to show that they know and understand key features of events. 	<ul style="list-style-type: none"> ❖ Children should develop the appropriate use of historical terms.

Long Term Plans

EYFS		KS1	LKS2	UKS2
<p>Aut1: Toys form the Past (Comment on images of familiar situations in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.)</p> <ul style="list-style-type: none"> ➤ Artefacts ➤ Culture and Past Times ➤ Society <p>Aut1: How have I changed since birth? (Begin to make sense if their own life-story and their family's history.)</p> <p>Aut2: Gunpowder Plot, Remembrance Day, Thanksgiving (Compare and contrast characters from stories, including figures from the past.)</p> <ul style="list-style-type: none"> ➤ Main events ➤ Conflict <p>Spr1: Pirates. (Compare and contrast characters from stories, including figures from the past.)</p> <ul style="list-style-type: none"> ➤ Culture and Past Times <p>Spr2: Local Study of Pudsey. (Know some similarities and differences between things in the past and now.)</p> <ul style="list-style-type: none"> ➤ Location <p>Sum: Our Country/Royal Family. Comment on familiar figures from now and the past</p> <ul style="list-style-type: none"> ➤ Society 	Cycle A	<p>Autumn 1: Significant Individuals: Mary Seacole, Florence Nightingale, Edith Cavell</p> <ul style="list-style-type: none"> ➤ Main Event ➤ Location ➤ Society ➤ Diversity. <p>(NC the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)</p> <p>Spring 1: 'Great Fire of London'</p> <ul style="list-style-type: none"> ➤ Location ➤ Techniques ➤ Human Processes ➤ Settlement ➤ Main Events ➤ Artefacts <p>(NC_events beyond living memory that are significant nationally or globally)</p> <p>Spring 2: A local study: 'Pudsey Past and Present'</p> <ul style="list-style-type: none"> ➤ Location ➤ Human Features ➤ Settlements ➤ Society ➤ Culture and Past Times ➤ Artefacts <p>(NC significant historical events, people and places in their own locality)</p>	<p>Autumn: Stone Age to Iron Age</p> <ul style="list-style-type: none"> ➤ Settlements ➤ Location ➤ Food & Farming ➤ Artefacts ➤ Conflict ➤ Beliefs ➤ Main Events <p>(NC Changes in Britain from the Stone Age to the Iron Age)</p> <p>Spring: Egyptians</p> <ul style="list-style-type: none"> ➤ Beliefs ➤ Location ➤ Food & Farming ➤ Artefacts ➤ Culture and Past Times ➤ Society ➤ Main Events <p>(NC The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study)</p>	<p>Autumn 1: Early Islamic Civilisation</p> <ul style="list-style-type: none"> ➤ Location ➤ Culture and Pastimes ➤ Main Events ➤ Society ➤ Travel and Exploration <p>(NC A non-European society that provides contrast with British history)</p> <p>Summer 1: Crime and Punishment</p> <ul style="list-style-type: none"> ➤ Location ➤ Main events ➤ Culture and Pastimes ➤ Society ➤ Beliefs <p>(NC A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Summer2: Pudsey during the World Wars</p> <ul style="list-style-type: none"> ➤ Location ➤ Main events ➤ Settlements ➤ Conflicts <p>(NC A local history study)</p>
	Cycle B	<p>Autumn 1&2: Toys, Technology & Transport</p> <ul style="list-style-type: none"> ➤ Culture and Past Times ➤ Society ➤ Artefacts ➤ Travel and Exploration <p>(NC Changes within living memory)</p> <p>Spring 2: Kings and Queens</p> <ul style="list-style-type: none"> ➤ Society ➤ Artefacts ➤ Beliefs ➤ Main Events ➤ Conflict <p>(NC the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)</p>	<p>Autumn 1: Romans</p> <ul style="list-style-type: none"> ➤ Main Events ➤ Location ➤ Conflict ➤ Society ➤ Culture and Past Times ➤ Beliefs ➤ Travel and Exploration ➤ Settlements ➤ Artefacts <p>(NC The Roman Empire and its impact on Britain)</p> <p>Summer: Anglo Saxons</p> <ul style="list-style-type: none"> ➤ Beliefs ➤ Location ➤ Main Events ➤ Conflict ➤ Beliefs ➤ Culture and Past Times ➤ Artefacts <p>(NC Britain's settlement by Anglo-Saxons and Scots)</p>	<p>Spring 1: Vikings</p> <ul style="list-style-type: none"> ➤ Location ➤ Beliefs ➤ Main Events ➤ Travel and Exploration ➤ Conflict <p>(NC The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</p> <p>Spring 2: Jorvik (Local History)</p> <ul style="list-style-type: none"> ➤ Artefacts ➤ Settlements ➤ Culture and Pastimes ➤ Society ➤ Beliefs ➤ Techniques (Map work) <p>(NC A local history study)</p> <p>Summer 2: Ancient Greeks</p> <ul style="list-style-type: none"> ➤ Culture and Pastimes ➤ Main Events ➤ Society ➤ Artefacts ➤ Settlements ➤ Beliefs ➤ Location <p>(NC a study of Greek life and achievements and their influence on the western world)</p>

Progression of Historical Knowledge & Vocabulary

EYFS Knowledge and Vocab Summary					
	Toys form the Past	How have I changed since birth?	Gunpowder Plot, Remembrance Day, Thanksgiving	Local Study of Pudsey.	Our Country/Royal Family
ELG	ELG: Comment on images of familiar situations in the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG: Begin to make sense of their own life-story and their family's history.	ELG: Compare and contrast characters from stories, including figures from the past.	ELG: Know some similarities and differences between things in the past and now.	ELG: Comment on familiar figures from now and the past.
Lense	Culture and Pastimes Main events Artefacts Society	Main events	Main events Beliefs Society Conflict Location Food & Farming	Settlements Location Beliefs Culture and Pastimes Artefacts Travel & Exploration	Beliefs Society Main events Travel & Exploration
Assessment	Have toys always been the same?	Can you tell me an event that happened in your family before you were born?	What festivals do you know and how are they celebrated?	How has Pudsey changed over time?	What is the royal family?
Substantive Knowledge	<ul style="list-style-type: none"> I know things happened before I was born. Toys we play with now are different to what our parents/grandparents played with. Toys can be made from different materials. Modern toys are often electronic and/or plastic. 	<ul style="list-style-type: none"> Know that children grow as they get older. Know that all humans begin as a baby. Know that babies rely on their parents/carers for everything. Understand that we all have to learn to walk, talk and feed ourselves. Know that all children in the United Kingdom start school at 4 years old. 	<ul style="list-style-type: none"> Know that Bonfire night (Guy Fawkes night) is on November 5th. Understand that Guy Fawkes wanted to kill the King using gunpowder (blow up). Understand that Guy Fawkes and the king had different beliefs. Know that Remembrance Day is on November 11th. Understand that the cenotaph opposite school is in memory of soldiers who died. Understand that the poppy is a symbol of remembrance. Understand that soldiers fought and died to keep us safe. Know that Thanksgiving is celebrated in United States of America (America). Understand that Thanksgiving is celebrated in November. Know that Thanksgiving is a celebration of the harvest. Thanksgiving was started when a harvest was shared by people who moved to America and those already living there. 	<ul style="list-style-type: none"> Know that some buildings are older than others. Know that Greenside Primary School is in Pudsey. Know that the school building has been here for over 100 years. Understand that how buildings are used changes over time e.g., Sainsbury's used to be a picture house (cinema). Understand that how we travel has changed over time e.g. horses/cars. 	<ul style="list-style-type: none"> Understand that we live in England which is part of the United Kingdom. Know that the United Kingdom has a royal family. Know that the current King is King Charles III. Understand that before King Charles, it was Queen Elizabeth II. Understand that people have moved from all over the world to live in the United Kingdom. Know that St George is the patron saint of England. Understand the legend of St George defeating the dragon.
Disciplinary Knowledge	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer how and why questions in response to stories Use everyday language related to time. Describe main story settings, events and principle characters Talk about past and present events in their own lives and in the lives of family members Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer how and why questions in response to events. Use everyday language related to time. Order and sequence familiar events Talk about past and present events in their own lives. Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer how and why questions in response to events. Recognise or describe special times or events for family for friends. Use everyday language related to time. Describe main story settings, events and principle characters. Know that information can be retrieved from books and computers/technology. Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> Answer how and why questions in response to stories or events. Use everyday language related to time. Talk about past and present events in their own lives and in the lives of family members. Know that information can be retrieved from books and computers/technology. Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> Be curious about people and show interest in stories. Answer how and why questions in response to stories or events. Use everyday language related to time. Order and sequence familiar events. Describe main story settings, events and principle characters. Know that information can be retrieved from books and computers/technology. Explain own knowledge and understanding, and ask appropriate questions.
Vocabulary	Past, present, toys, years, old, new, modern, materials	Past, present, baby, toddler, child, adult, years, months, parent, carer	Guy Fawkes, King, gunpowder, beliefs, soldier, remember, memory, cenotaph, poppy, Thanksgiving, harvest, America, celebration	Pudsey, School, church, picture house (cinema), transport, buildings	Past, present, king, queen, knight, Saint, dragon, royal family, United Kingdom, England, legend.

KS1 Knowledge and Vocab Summary					
	Mary Seacole, Florence Nightingale & Edith Cavell	Great Fire of London	Pudsey Past and Present	Toys and Technology	Kings and Queens
NC	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods)
Lenses	Main Events Location Conflict Society Travel & Exploration Artefacts	Main Events Location Settlements Artefacts Society	Location Settlements Artefacts Beliefs	Beliefs Culture & Pastimes Society Travel & Exploration Artefacts	Society Artefacts Beliefs Main Events Conflict
Assessment	How did Florence Nightingale & Mary Seacole improve conditions in hospitals?	Why did the Great Fire of London cause so much damage?	What was life for a child in Pudsey over 100 years ago?	How has daily life changed since our grandparents were children?	Who was the most powerful British Monarch?
Substantive Knowledge	<ul style="list-style-type: none"> Florence Nightingale was a famous British nurse who lived from 1820-1910. Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing. During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed. Florence Nightingale influenced modern nursing and training in the medical profession. Hospitals, including that in Scutari (Turkey) were very basic and the soldiers were not given good food and medicine to help them get better. Wounded soldiers often arrived with diseases. More men died from these diseases than from their injuries. Lack of cleanliness in hospitals caused diseases to spread easily. Women were not highly regarded in the medical profession at the time and this has changed over time. Mary Seacole was born in 1805 in Jamaica. Mary Seacole lived at the same time as Florence Nightingale. Mary Seacole's impact wasn't rewarded at the time due to her race. Mary & Florence had a significant impact in improving cleanliness in hospitals. Modern nurses such as Mary Lindell & Edith Cavell (both WW1 nurses) benefitted from the work Mary & Florence had done. War hospitals improved significantly from the Crimean War to the World Wars. 	<ul style="list-style-type: none"> The Great fire of London occurred centuries before the eras previously studied. Where the Great Fire of London started (Pudding Lane, Thomas Farriner's Bakery) Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farriner, Sir Christopher Wren, King Charles The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless). In 1666, there was not a fire brigade but relied on leather buckets and fire hooks in local churches. Modern day firefighting equipment (e.g. fire engines, protective clothing) would have had a huge impact preventing the fire spreading. The fire started on 2nd September 1666 and lasted for five days. Primary sources are sources from the time e.g. Samuel Pepys' diary) and secondary sources are from after the event. Samuel Pepys wrote in his diary at the time of the fire. The language in the diary is hard to understand as the English language has changed a lot over 400 years. 6 people died (inaccurate account due to amount of poverty and deaths not recorded). 	<ul style="list-style-type: none"> There are many similarities and differences between Pudsey present and Pudsey past. Maps of Pudsey looked very different 100 years ago (symbols and features). Some buildings and features remain the same (e.g. Greenside Primary School). People would mainly travel in Pudsey by tram or train. Technology was very different over 100 years ago. 1914 – 1918 was a very difficult time for children and their families (The Great War) Children lived in fear (possibility of houses being bombed and their homes destroyed). Food and clothing were scarce due to rationing. Pudsey is famous for its woollen and leather mills. These provided clothing for the soldiers during the war. Children left school at the age of 12. Post war - living conditions changed. New houses were built, and food and clothing were no longer scarce. A large population of Pudsey 100 years ago were practising Christians. 	<ul style="list-style-type: none"> Toys can be grouped into the following categories: outdoor, musical, soft, moving, building and making, board games. Life has changed significantly since 1945. People in the past had fewer toys and some of these were made at home. Many children in the past were only given toys on special occasions. When our grandparents were children there was no digital technology or mobile phones and technology was limited. Television didn't become common in houses until 1960s. Majority of toys were wooden, metal and ceramic. Mobile phones weren't widely available until the 1980s/1990s. Toys today are able to do many things such as take photos and videos, play online and share scores. Televisions today are larger, in colour, a high quality and can be watched on demand. 	<ul style="list-style-type: none"> Hereditary monarchy means that the role of king or queen is passed down in a family. The power held by the monarchy in the UK has changed over time. William I was from modern day France (Normandy) and won the Battle of Hastings in 1066 and conquered England. To conquer means to take control of a country or city and its people by force. Magna Carta was a list of promises that said a monarch should rule fairly and follow the law. King John signed Magna Carta and no monarch has had as much power since. Power is the ability to control people or things. Queen Elizabeth I was a powerful monarch because she ruled for 43 years despite being an unmarried woman with no heirs. Parliament is the group of people who are elected to make and change the laws of a country. There were many different battles for power that led to fairer, parliamentary rule. A constitutional monarchy means the king or queen shares power with a government. The British monarchy today is constitutional.

Disciplinary Knowledge	<ul style="list-style-type: none"> Recognise similarities and differences between the past and the present. identify similarities and differences between ways of life in different periods. Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past. Order dates from earliest to latest on simple timelines. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. Identify ways in which the past is represented and how we learn about the past. Use a range of sources including people, photographs, stories, non-fiction books and the internet. Find out more about a famous person from that past and carry out research on them. Listen to someone's account to find out answers to questions. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to communicate knowledge about the past. 	<ul style="list-style-type: none"> Recognise similarities and differences between the past and the present. identify similarities and differences between ways of life in different periods. Know and recount episodes/sections from stories and significant events in history. Describe significant individuals from the past Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. Understand how to sequence people, events and objects in order of when they happened and give reasons for their order. Use a timeline to place important events. Identify ways in which the past is represented and how we learn about the past Use a range of sources including people, photographs, stories, non-fiction books and the internet. Give a plausible explanation about what an object was used for in the past Listen to someone's account to find out answers to questions. Choose and select sources/evidence and say how it can be used to find out about the past Use historical vocabulary to retell simple stories about the past 	<ul style="list-style-type: none"> Identify objects from the past and recognise differences between items from the past and items now. Begin to compare and contrast their local area up to the present day. Identify changes between their own childhood and that of their grandparents and discuss why they are different. Recognise similarities and differences between the past and the present. identify similarities and differences between ways of life in different periods. Sequence artefacts and events Sequence pictures from different periods. Describe memories and changes that have happened in their own lives. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. Ask and answer questions about old and new objects. Use a range of sources including people, photographs, stories, non-fiction books and the internet. Give a plausible explanation about what an object was used for in the past. Choose and select sources/evidence and say how it can be used to find out about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Identify objects from the past and recognise differences between items from the past and items now. Begin to compare and contrast their local area up to the present day. Identify changes between their own childhood and that of their grandparents and discuss why they are different. Recognise similarities and differences between the past and the present. identify similarities and differences between ways of life in different periods. Sequence artefacts and events. Sequence pictures from different periods. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. Ask and answer questions about old and new objects. Use a range of sources including people, photographs, stories, non-fiction books and the internet. Give a plausible explanation about what an object was used for in the past. Choose and select sources/evidence and say how it can be used to find out about the past Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Recognise similarities and differences between the past and the present. identify similarities and differences between ways of life in different periods. Know and recount episodes/sections from stories and significant events in history. Understand that there are reasons why people in the past acted as they did. Describe significant individuals from the past. Order dates from earliest to latest on simple timelines. Sequence pictures from different periods. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. Understand how to sequence people, events and objects in order of when they happened and give reasons for their order. Use a timeline to place important events. Identify ways in which the past is represented and how we learn about the past. Use a range of sources including people, photographs, stories, non-fiction books and the internet. Find out more about a famous person from that past and carry out research on them. Choose and select sources/evidence and say how it can be used to find out about the past. Show an understanding of historical terms such as monarch, parliament, government, war, remembrance. Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Use drama/role play to communicate knowledge about the past. Use ICT to communicate ideas about people objects or events from the past.
Vocabulary	Battlefield, Crimean War, First World War, hospital, nurse, patients, soldier, outbreak, disease, sanitary.	Bakery, fire engine, rebuilt, river Thames, St Paul's Cathedral, fire hook, leather bucket	Tram, railway, World War 1, World War 2, woollen mill, leather mill, mine pit, rationing, technology.	Ceramic, corporal punishment, mobile phone, television, cassette, radio (wireless), VHS, coronation	Monarch, hereditary monarch, constitutional monarchy, conquer, rule, reign, Parliament, democracy

LKS2 Knowledge and Vocab Summary				
	Stone Age	Earliest Civilisations: Egyptians	Romans	Anglo Saxons & Scots
NC	<ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age 	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<ul style="list-style-type: none"> Roman Empire & Impact on Britain 	<ul style="list-style-type: none"> Britain's Settlement by Anglo-Saxons & Scots
Lenses	Main Events Settlements Food & Farming Society Beliefs Location	Main Events Settlements Food & Farming Society Beliefs Location	Main Events Settlements Conflict Society Beliefs Location	Main Events Conflict Settlements Travel & Exploration Society Beliefs Location
Assessment	How did society advance from the Stone Age to the Iron Age?	What were the most significant achievements of Ancient Egypt?	What was the impact of the Roman invasion of Britain?	How successful was the Anglo-Saxon and Scottish settlement of Britain?
Substantive Knowledge	<ul style="list-style-type: none"> The Stone age, Bronze age and Iron age are all prehistoric era. This is because they occurred before history was recorded in written form. It was called the Stone Age because it was dominated by stone tools. It consisted of three different periods called Palaeolithic, Mesolithic and Neolithic. It lasted from 2.5 million years ago to approximately 5 million years ago. Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. The way people lived (society) was influenced by natural materials (e.g. wood, straw) Religion and beliefs became more organised as the era progressed into the Bronze Age. (burial grounds etc) The Bronze Age drove progress forwards resulting in stronger weapons, better farming, more advanced settlements and simple trade. (e.g. simple boats). In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences, an increase in trade and ownership. 	<ul style="list-style-type: none"> The ancient Egyptian empire lasted for about 3000 years (30 centuries). Egypt is in North Africa and that 90% is a desert area. The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. Ancient Egyptians used hieroglyphics to communicate, and scribes held a high social status. The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods (beliefs). Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars. Ancient Egyptians celebrated individuals' achievements by constructing large monuments (e.g. pyramids, temples, obelisks). Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed. 	<ul style="list-style-type: none"> The Roman invasion marked the end of the Iron Age in Britain. The Romans successfully invaded Britain in 55CE. Know that many modern-day European countries were part of the Roman Empire at the time of the invasion (e.g. France, Spain). Understand that the Romans invaded to seek natural resources and to further expand the empire. That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. Understand that the Roman army was incredibly well equipped and powerful. To know about the relationship between Celts and Romans after each invasion (e.g. relative peace and trade links) Understand that Hadrian's wall is a significant monument of Roman rule in Britain. That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, calendar & mathematics). 	<ul style="list-style-type: none"> The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. The Angles, Saxons, Jutes and Picts (Scots) were from other parts of Europe. The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. Anglo Saxon settlement was crucial to the Christianisation of Britain. Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural (farming) settlements rather than walled cities. The Anglo-Saxons helped to develop a civilised society. Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life.

Disciplinary Knowledge	<ul style="list-style-type: none"> Identify key features, aspects and events of the period of time studied. Note key changes over a period of time and be able to give reasons for those changes. Plot historical periods on a timeline using millennia. Describe the main changes in a period of history. Ask and answer questions about change, cause, similarity and difference and significance. Use a range of sources and artefacts to find out about the past. Gather evidence about the past through visits to sites of historical interest (visit to Herd Farm). Recognise the part that archaeologists have in helping us understand the past. Use evidence and historical research to hypothesise what life would have been like for different people in the past. Begin to understand the difference between primary and secondary sources. Use appropriate historical vocabulary Present, communicate and organise ideas about the past. 	<ul style="list-style-type: none"> Identify key features, aspects and events of the period of time studied. Find out about the everyday lives of people in time periods studied compared with the modern day. Explain how people and events in the past have influenced life today. Begin to chronologically summarise main events from a specific period of time. Understand that a timeline can be divided into BCE (Before common era) and CE (Common Era). Plot historical periods on a timeline using centuries & millennia. Ask and answer questions about change, cause, similarity and difference and significance. Begin to choose appropriate sources and select evidence from said sources to respond to a historical question. Begin to undertake their own historical research. Recognise the part that archaeologists have in helping us understand the past. Use evidence and historical research to discuss similarities and differences between different periods of history. Begin to understand the difference between primary and secondary sources. Use appropriate historical vocabulary. Present, communicate and organise ideas about the past. Start to present ideas based on their own research about a studied period 	<ul style="list-style-type: none"> Identify key features, aspects and events of the period of time studied. Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in time periods studied compared with the modern day. Explain how people and events in the past have influenced life today. Use evidence to suggest why certain events happened as they did and why people acted as they did in history. Begin to chronologically summarise main events from a specific period of time. Understand that a timeline can be divided into BCE (Before common era) and CE (Common Era) Plot historical periods on a timeline using centuries. Ask and answer questions about change, cause, similarity and difference and significance. Use a range of sources to find out about the past. Begin to choose appropriate sources and select evidence from said sources to respond to a historical question. Begin to undertake their own historical research. Research two versions of an event and see how they differ e.g. Celtic/Roman recount of Boudicca. Begin to understand the difference between primary and secondary sources. Use appropriate historical vocabulary. Present, communicate and organise ideas about the past. Start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> Identify key features, aspects and events of the period of time studied. Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in time periods studied compared with the modern day. Explain how people and events in the past have influenced life today. Describe connections and contrasts between aspects of history, people, events and artefacts studied. Begin to chronologically summarise main events from a specific period of time. Understand that a timeline can be divided into BCE (Before common era) and CE (Common Era) Plot historical periods on a timeline using centuries. Ask and answer questions about change, cause, similarity and difference and significance. Use a range of sources to find out about the past. Begin to choose appropriate sources and select evidence from said sources to respond to a historical question. Begin to undertake their own historical research (Sutton Hoo). Recognise the part that archaeologists have in helping us understand the past. Use evidence and historical research to discuss similarities and differences between different periods of history (comparison with Romans). Use evidence and historical research to hypothesise what life would have been like for different people in the past. Begin to understand the difference between primary and secondary sources. Use appropriate historical vocabulary. Present, communicate and organise ideas about the past. Start to present ideas based on their own research about a studied period.
Vocabulary	Agriculture (farming), archaeologist, hunter-gatherer, migration, excavate, discovery, monument, significant, prehistoric, settlement, technology, tribe, Skara Brae, hill fort.	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb, obelisk, pyramid, scribe, ritual, canopic jar, afterlife, sarcophagus, preserve, embalm, eternity.	invasion, Celts, conquer/conquest, emperor, empire, legion, rebellion, Roman Empire, tribe, Boudicca, Julius Caesar, Emperor Claudius.	Angles, Jutes, Saxons, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots, migration, settlers, cyning (king), Bretwalda, united, civilisation.

UKS2 Knowledge and Vocab Summary					
	Early Islamic Civilisation	Crime & Punishment	Vikings & Jorvik	Pudsey during the World Wars	Ancient Greeks
NC	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study (Jorvik/York) 	<ul style="list-style-type: none"> A local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world
Lenses	<ul style="list-style-type: none"> Main Events Settlements Travel & Exploration Society Beliefs Location 	<ul style="list-style-type: none"> Main Events Society Beliefs Location 	<ul style="list-style-type: none"> Main Events Settlements Travel & Exploration Conflict Beliefs Location 	<ul style="list-style-type: none"> Main Events Settlements Conflict Location 	<ul style="list-style-type: none"> Main Events Settlements Conflict Culture & Pastimes Society Beliefs Location
Assessment	What was the Islamic golden age and how did it impact the world?	How did Crime and Punishment evolve in Britain between the Roman invasion and the 19 th century?	Who were the Vikings and where did they settle?	How was the population of Pudsey affected during the World Wars?	How did the Ancient Greeks influence the modern world?
Substantive Knowledge	<ul style="list-style-type: none"> Know that the Early Islamic Empire started from 610AD. Know that the rulers of the empire were called 'Caliphs'. Understand that the empire began on the Arabian peninsula. Be able to understand why Baghdad was chosen as the capital and that it was built in the shape of a circle. Be able to understand that much of the caliphate was deserts and mountains. Understand that Islam was the main religion of the empire. Understand that a civilisation is a group of people of work together to build a society that benefits all members. Understand that the chronology of the Early Islamic Empire and Anglo Saxons and Vikings overlapped. Know that the Early Islamic Empire ended in 1258 when the Mongols invaded. Know that The House of Wisdom was a place of learning that was built in the centre of Baghdad. Know that trade is selling and buying goods and services. Understand that how goods were traded during the Early Islamic Period is different to modern day. Know that the Silk Road was a network of roads originating in China. Understand the dangers of travelling along the Silk Road and that Camels provided the main form of transport. Understand the origin of some goods we still trade today e.g. silk, tea, cinnamon. Understand that the Early Islamic Empire was much larger than Anglo Saxon civilisation. Understand that the Early Islamic Empire was much more technologically advanced than the Anglo Saxons. 	<ul style="list-style-type: none"> Romans formed the basis of Britain's first legal system by introducing magistrates. Roman punishments were incredibly harsh. People were treated differently depending on their social status. Romans didn't have a police force. It was up to the victim to pursue the criminal. Anglo Saxons moved away from severe punishments. Most crimes were punished by paying a Wergild (fine). Fines were more severe for injuring an important person. There was still no police force. Jurys decided guilt or innocence. Trials by ordeal judged by god were introduced. The Norman invasion ended Saxon legal system (Wergild was abolished) and harsher punishments returned. Crimes such as highway robbery, vagrancy/begging, smuggling and poaching became much more common. Witchcraft was still a common accusation but hanging/prison was preferred to burning at the stake. Whipping and hanging continued to be popular punishments. The first prisons started to be built and used – Bridewell in 1553. Populations rose and so did the crime rate as towns and cities became crowded. Large country estates appeared as the wealthy bought up the countryside. More crimes were punishable by death as a deterrent – This was known as the 'bloody Code'. Despite this, there were less executions as judges chose different options such as sending criminals to America/Australia. There was a sharp rise in crime between 1815-1850 Theft remained the most common crime (80% of all crime) ¼ of all criminals were male. Victorian justice saw modern prison system established in 1816. Victorian justice saw founding of Metropolitan Police by Sir Robert Peel in 1829. 	<ul style="list-style-type: none"> The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York (Jorvik). The Vikings were traders, looters or settlers. By AD 878 the Vikings had settled permanently in Britain. York was invaded by Halfdan and Ivor the Boneless in a surprise attack in November 866. After years of fighting, King Alfred of Wessex agreed a truce with the Vikings. England was divided into the Anglo-Saxon southern kingdom and the Danelaw (the northern area controlled by the Vikings). The Vikings rebuilt York, cultivated the land around it and remained there. Jorvik was the Viking name for York. Jorvik was an important port for the Vikings as it was linked to the sea by the River Ouse. By AD1000 Jorvik had expanded and had some 8,000 inhabitants. Eventually, as many as 15,000 people may have lived there. We have learned a great deal about life in Jorvik from the archaeological excavation of the Coppergate site in the 1970's. Viking buildings in Jorvik were single-storey with wattle and daub walls and thatched roofs. Living conditions were squalid in Viking Jorvik. 	<ul style="list-style-type: none"> World War One was between 1914-1919 World War 2 was between 1939-1945 Cenotaphs like the one opposite school commemorate the dead from local towns. During WW1 soldiers in regiments came from the same towns. During WW2, soldiers were mixed up so that if one regiment was wiped out, it wouldn't have such a drastic impact on towns. Females took up important roles during the wars whilst men were away fighting. During WW2, large cities were victim to air raids. Many houses build air raid shelters in their back gardens or in central locations. Greenside Primary School was the local air raid shelter during WW2. 	<ul style="list-style-type: none"> Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. Many objects produced in Ancient Greece were made by enslaved people. The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning. Ancient Athens is where democracy began. The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.

Disciplinary Knowledge	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe some similarities and differences between people, events, time periods and artefacts. Examine causes and results of great events and the impacts these had on people. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Recognise and describe changes and continuity across periods of history. Order an increasing number of significant events on a timeline using accurate dates. Refer to dates and use chronological language in their work. Understand and describe in some detail the main changes to an aspect in a period of history. Understand how some historical events occurred concurrently on a timeline in different locations. Identify and compare changes within and across different time periods. Recognise when they are using primary and secondary sources. Use a wide range of different sources to collect evidence about the past. Select relevant sections of information to address historical questions and construct detailed, informed responses along with interpretations of events or figures. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about the past using detailed discussions and debates. 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe some similarities and differences between people, events, time periods and artefacts. Give reasons for specific events, supported by one piece of evidence. Use evidence to provide reasons for specific events. Recognise and describe changes and continuity across periods of history. Refer to dates and use chronological language in their work. Identify and compare changes within and across different time periods. Recognise when they are using primary and secondary sources. Use a wide range of different sources to collect evidence about the past. Select relevant sections of information to address historical questions. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about the past using detailed discussions and debates. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe some similarities and differences between people, events, time periods and artefacts. Give reasons for specific events, supported by one piece of evidence. Examine causes and results of great events and the impacts these had on people. Use evidence to provide reasons for specific events. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Recognise and describe changes and continuity across periods of history. Order an increasing number of significant events on a timeline using accurate dates. Refer to dates and use chronological language in their work. Understand and describe in some detail the main changes to an aspect in a period of history. Identify and compare changes within and across different time periods. Understand how some historical events occurred concurrently on a timeline in different locations e.g. Ancient Egypt and Indus Valley. Identify and compare changes within and across different time periods. Recognise when they are using primary and secondary sources (primary being a source with first-hand experience e.g. diary and a secondary being one produced after the event and/or time period e.g. a text book). Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, statues, figures, sculptures, historic sites. Understand that some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history and can cause bias. Select relevant sections of information to address historical questions and construct detailed, informed responses along with interpretations of events or figures. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe some similarities and differences between people, events, time periods and artefacts. Give reasons for specific events, supported by one piece of evidence. Examine causes and results of great events and the impacts these had on people. Use evidence to provide reasons for specific events. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Recognise and describe changes and continuity across periods of history. Order an increasing number of significant events on a timeline using accurate dates. Refer to dates and use chronological language in their work. Understand and describe in some detail the main changes to an aspect in a period of history. Identify and compare changes within and across different time periods. Recognise when they are using primary and secondary sources (primary being a source with first-hand experience e.g. diary and a secondary being one produced after the event and/or time period e.g. a text book). Use a wide range of different sources to collect evidence about the past. such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, statues, figures, sculptures, historic sites. Understand that some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history and can cause bias. Select relevant sections of information to address historical questions and construct detailed, informed responses along with interpretations of events or figures. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about the past using detailed discussions and debates, different genres of writing such as myths, instructions, accounts, diaries, letters, travel guides, posters, news reports. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Identify and note connections, contrasts and trends over time in the everyday lives of people. Describe some similarities and differences between people, events, time periods and artefacts. Give reasons for specific events, supported by one piece of evidence. Examine causes and results of great events and the impacts these had on people. Use evidence to provide reasons for specific events. Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. Recognise and describe changes and continuity across periods of history. Order an increasing number of significant events on a timeline using accurate dates. Refer to dates and use chronological language in their work. Understand and describe in some detail the main changes to an aspect in a period of history. Understand how some historical events occurred concurrently on a timeline in different locations e.g. Ancient Egypt and Indus Valley. Identify and compare changes within and across different time periods. Recognise when they are using primary and secondary sources (primary being a source with first-hand experience e.g. diary and a secondary being one produced after the event and/or time period e.g. a text book). Use a wide range of different sources to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, statues, figures, sculptures, historic sites. Understand that some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history and can cause bias. Select relevant sections of information to address historical questions and construct detailed, informed responses along with interpretations of events or figures. Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each. Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. Present, communicate and organise ideas about the past using detailed discussions and debates, different genres of writing such as myths, instructions, accounts, diaries, letters, travel guides, posters, news reports. Plan and present a self-directed project or research about the studied period.
	Vocabulary	Arabian Peninsula, River (Euphrates/Tigris), Caliph, Caliphate, Empire, Islam, Muslim, Mongols, Baghdad, House of Wisdom, Silk Road, Trade Caravan, Christianity/Christian, Pagan, Civilisation, Technology	Justice, Wergild Perpetrator/defendant, Compensation, Exiled, Trial by ordeal, Outlaw, Forest Law	Raid, Merchant, Settlement, Conquer, Danelaw, Danegeld, Invasion, Kingdom, Pagan, Pillaged, Trade, Lindisfarne, Truce, Jorvik, Wattle & Daub, Coppergate, Excavation, Traders, Looters, Settlers	Air raid, regiment, cenotaph, allied, axis, Nazi
Archaeologist, Artefact, Excavation, Primary Source, Secondary Source					

Progression of Skills

	EYFS (Milestone 1)	KS1 (Milestone 2)	LKS2 (Milestone 3)	UKS2 (Milestone 4)
Knowledge and understanding to build an overview of world History	<ul style="list-style-type: none"> ❖ Be curious about people and show interest in stories. ❖ Answer how and why questions in response to stories or events. ❖ Recognise or describe special times or events for family for friends. 	<ul style="list-style-type: none"> ❖ Identify objects from the past and recognise differences between items from the past and items now. ❖ Begin to compare and contrast their local area up to the present day. ❖ Identify changes between their own childhood and that of their grandparents and discuss why they are different. ❖ Recognise similarities and differences between the past and the present. ❖ identify similarities and differences between ways of life in different periods. ❖ Know and recount episodes/sections from stories and significant events in history. ❖ Understand that there are reasons why people in the past acted as they did. ❖ Describe significant individuals from the past. 	<ul style="list-style-type: none"> ❖ Identify key features, aspects and events of the period of time studied. ❖ Note key changes over a period of time and be able to give reasons for those changes. ❖ Find out about the everyday lives of people in time periods studied compared with the modern day. ❖ Explain how people and events in the past have influenced life today. ❖ Use evidence to suggest why certain events happened as they did and why people acted as they did in history. ❖ Describe connections and contrasts between aspects of history, people, events and artefacts studied. ❖ Begin to chronologically summarise main events from a specific period of time. 	<ul style="list-style-type: none"> ❖ Identify and note connections, contrasts and trends over time in the everyday lives of people. ❖ Describe some similarities and differences between people, events, time periods and artefacts. ❖ Give reasons for specific events, supported by one piece of evidence. ❖ Examine causes and results of great events and the impacts these had on people. ❖ Use evidence to provide reasons for specific events. ❖ Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. ❖ Recognise and describe changes and continuity across periods of history.
Chronology	<ul style="list-style-type: none"> ❖ Use everyday language related to time. ❖ Order and sequence familiar events. ❖ Describe main story settings, events and principle characters. ❖ Talk about past and present events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> ❖ Sequence artefacts and events that are close together in time. ❖ Order dates from earliest to latest on simple timelines. ❖ Sequence pictures from different periods. ❖ Describe memories and changes that have happened in their own lives. ❖ Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passage of time. ❖ Understand how to sequence people, events and objects in order of when they happened and give reasons for their order. ❖ Use a timeline to place important events. 	<ul style="list-style-type: none"> ❖ Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). ❖ Sequence several events, artefacts or historical figures onto a timeline using dates, terms related to the unit being studied and the passing of time. ❖ Plot historical periods on a timeline using centuries. ❖ Describe the main changes in history. 	<ul style="list-style-type: none"> ❖ Order an increasing number of significant events on a timeline using accurate dates. ❖ Refer to dates and use chronological language in their work. ❖ Understand and describe in some detail the main changes to an aspect in a period of history. ❖ Understand how some historical events occurred concurrently on a timeline in different locations e.g. Ancient Egypt and Indus Valley. ❖ Identify and compare changes within and across different time periods.
Historical enquiry	<ul style="list-style-type: none"> ❖ Know that information can be retrieved from books and computers/technology. 	<ul style="list-style-type: none"> ❖ Ask and answer questions about old and new objects. ❖ Identify ways in which the past is represented and how we learn about the past. ❖ Use a range of sources including people, photographs, stories, non-fiction books and the internet. ❖ Give a plausible explanation about what an object was used for in the past. ❖ Find out more about a famous person from that past and carry out research on them. ❖ Listen to someone's account to find out answers to questions. ❖ Choose and select sources/evidence and say how it can be used to find out about the past. 	<ul style="list-style-type: none"> ❖ Ask and answer questions about change, cause, similarity and difference and significance. ❖ Use a range of sources to find out about the past. ❖ Gather evidence about the past through visits to sites of historical interest. ❖ Begin to choose appropriate sources and select evidence from said sources to respond to a historical question. ❖ Begin to undertake their own historical research. ❖ Recognise the part that archaeologists have in helping us understand the past. ❖ Use evidence and historical research to discuss similarities and differences between different periods of history. ❖ Use evidence and historical research to hypothesise what life would have been like for different people in the past. ❖ Research two versions of an event and see how they differ. ❖ Begin to understand the difference between primary and secondary sources. 	<ul style="list-style-type: none"> ❖ Recognise when they are using primary and secondary sources (primary being a source with first-hand experience e.g. diary and a secondary being one produced after the event and/or time period e.g. a text book). ❖ Use a wide range of different sources to collect evidence about the past such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, statues, figures, sculptures, historic sites. ❖ Understand that some evidence from the past is propaganda, opinion or misinformation which affects interpretations of history and can cause bias. ❖ Select relevant sections of information to address historical questions and construct detailed, informed responses along with interpretations of events or figures. ❖ Compare different historical sources that discuss the same event and evaluate the advantages and disadvantages of each.
Present, organise and communicate History learning	<ul style="list-style-type: none"> ❖ Answer how and why questions in response to stories or events. ❖ Explain own knowledge and understanding, and ask appropriate questions. 	<ul style="list-style-type: none"> ❖ Show an understanding of historical terms such as monarch, parliament, government, war, remembrance. ❖ Talk, write and draw about things from the past. ❖ Use historical vocabulary to retell simple stories about the past. ❖ Use drama/role play to communicate knowledge about the past. ❖ Use ICT to communicate ideas about people objects or events from the past. 	<ul style="list-style-type: none"> ❖ Use appropriate historical vocabulary to communicate, including dates, time period, era, change and chronology, ruled, reigned, empire, invasion, conquer, kingdoms. ❖ Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing and drawing including letters, recounts, poems, adverts, diaries, posters and guides. This can include using ICT. ❖ Start to present ideas based on their own research about a studied period. 	<ul style="list-style-type: none"> ❖ Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious. ❖ Present, communicate and organise ideas about the past using detailed discussions and debates, different genres of writing such as myths, instructions, accounts, diaries, letters, travel guides, posters, news reports. ❖ Plan and present a self-directed project or research about the studied period.