

## Progression in History

### Intent

We aim for children to have acquired the essential characteristics of historians:

- 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 events derives 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 judgements.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

### Implementation:

- 1 Curriculum drivers shape our curriculum breadth in history. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, culture, democracy and possibilities.**
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In History, these threshold concepts are; ***Investigate and interpret the past; Understand chronology; Build an overview of world history; Communicate historically.***
- 6 **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these knowledge categories include: ***Settlements, Beliefs, Culture and Pastimes, Location, Main events, Food and farming, Travel and exploration, Conflict, Society, Artefacts.***
- 7 Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.
- 8 **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
- 9 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

10. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
11. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
  - Learning is most effective with spaced repetition.
  - Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
13. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
14. Our content is subject specific. We make intra-curricular links to strengthen schema.
15. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

<b>Milestone 1</b> <b>Key Stage 1</b>	<b>Milestone 2</b> <b>Lower Key Stage 2</b>	<b>Milestone 3</b> <b>Upper Key Stage 2</b>
<b>Investigate and interpret the past</b>		
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>Build an overview of world history</b>		
<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain through Tudor times, Victorian Britain and during World War II.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world including Early Islamic Society and Ancient Greece.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Understand Chronology</b>		
<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>

<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> <li>• Use a Timeline labelled “Within living memory” and “Before Living memory.”</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>• Use dates and terms to describe events.</li> <li>- Use a timeline labelled BC and AD but introduce BCE and CE.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> <li>- Use a timeline labelled BC and AD but introduce BCE and CE.</li> </ul>
<b>Communicate Historically</b>		
<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation’s history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>

## Breadth of Study

### Breadth of Study – Key Stage 1 (Milestone 1)

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year: Martin Luther King, Rosa Parks, Neil Armstrong – Moon Landings, First Aeroplane Flight
- Significant historical events, people and places in their own locality.

### Breadth of Study – Key Stage 2 (Milestones 2 and 3)

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study – World War II/Victorian Derby (industrial Revolution)
- A study of a theme in British history
- The Tudors
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt;
- Ancient Greece.

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin
- History of interest to pupils\*

Items marked * are not statutory.				
All topics are ongoing over the year. Our curriculum is forwards and backwards engineered allowing for spacing, revisits and interleaving between topics.	<b>EYFS/Milestone 1</b> (Basic) Year 1	<b>Milestone 1</b> (Advancing and Deep) Year 2	<b>Milestone 2</b> (Basic, Advancing and Deep) Year 3 and 4	<b>Milestone 3</b> (Basic, Advancing and Deep) Year 5 and 6
			Year A	Year A
	Children talk about past and present events in their own lives and in the lives of family members.			
	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.			
	<b>What is History?</b> <b>Me &amp; My history</b> <i>Knowledge Categories: Main Events, Artefacts</i>	<b><u>Martin Luther King</u></b> <i>Knowledge Categories: Beliefs, Location, Main Events, Society</i>	<b><u>The Stone Age</u></b> <i>Chronology; Artefacts</i>  <b><u>The Stone age Tools and Weapons</u></b> <i>Artefacts; Location; Conflict</i>  <b><u>The Stone Age: Hunter Gatherers</u></b> <i>Location; Artefacts; Society</i>  <b><u>The Stone Age – Clues from the Past</u></b> <i>Location; Artefacts; Culture and Pastimes</i>	<b>Ancient Greece: The Ancient Greeks</b> <i>Knowledge Categories: Culture and Pastimes, Main events, Society, Artefacts.</i>  <b>Ancient Greece: Influence and Impact</b> <i>Knowledge Categories: Settlements. Culture and Pastimes, Society.</i>  <b>Ancient Greece: Myths and Legends</b> <i>Knowledge Categories: Beliefs, Culture and Pastimes, Artefacts.</i>  <b>Ancient Greece: Clues from the Past</b> <i>Knowledge Categories: Settlements. Culture and Pastimes, Location, Artefacts.</i>
	<b>My family history</b> <i>Knowledge Categories: Main Events, Artefacts</i>	<b><u>Rosa Parks</u></b> <i>Knowledge Categories: Location, Main events, Society, Artefacts</i>	<b><u>The Bronze Age</u></b>  <b><u>The Iron Age</u></b>	<b><u>Early Islamic Civilisation - Baghdad</u></b> <i>Knowledge Categories – settlements, location</i>  <b><u>Early Islamic Civilisation – Spread and Influence</u></b> <i>Knowledge Categories – Settlements, Location; Conflict</i>

	<p><b><u>Queen Elizabeth II</u></b>  <i>Knowledge Categories: Main Events, Artefacts, Location, Society</i></p>	<p><b><u>Comparison – Martin Luther King and Rosa Parks</u></b></p>		<p><b>Victorians: The Victorian Era</b>  <i>Knowledge Categories: Culture and Pastimes, Main events, Society</i></p> <p><b>The Victorians: Innovation and Industry</b>  <i>Knowledge Categories: Settlements, Main events, Society</i></p> <p><b>The Victorians: Exploration and Empire</b>  <i>Knowledge Categories: Location, Main events, Travel and exploration</i></p>
	<p><b><u>Moon landings and Neil Armstrong</u></b>  <i>Knowledge Categories: Location, Main events, Travel and Exploration, Conflict Artefacts</i></p>	<p><b><u>Neil Armstrong – Moon Landings</u></b>  <i>Conflict, Location; travel and exploration</i></p>	<p><b><u>Romans – Empire</u></b>  <i>Main Events; Location; Conflict</i></p> <p><b><u>Romans – Roman Britain – Arriving and Settling</u></b>  <i>Main Events; Conflict; Location; Artefacts</i></p>	<p><b>Tudors</b>  <i>Knowledge Categories: Beliefs, Culture and Pastimes, Main events, Conflict</i></p> <p><b>Tudor Monarchs</b>  <i>Knowledge Categories: Beliefs, Main events, Conflict, Society</i></p> <p><b>Tudor Entertainment and Exploration</b>  <i>Knowledge Categories: Culture and Pastimes, Travel and Exploration, Artefacts</i></p>
	<p><b><u>First Aeroplane Flight</u></b>  <i>Knowledge Categories: Location, Main Events</i></p>	<p><b><u>First aeroplane flight</u></b>  <i>Main Events; Artefact; Society</i></p>	<p><b><u>Romans – Roman Britain – Fighting the Locals – Hadrian’s Wall - Boudicca</u></b>  <i>Main Events; Conflict; Location; Artefacts</i></p>	
	<p><b><u>Mary Seacole</u></b>  <i>Location; Main Events; Conflict</i></p>	<p><b><u>Ibn Battuta – Early Islamic Explorer</u></b>  <i>Main Events; Location; Travel and Exploration</i></p>	<p><b>Romans: The Empire</b>  <i>Knowledge Categories: Culture and Pastimes, Main events, Conflict, Society</i></p> <p><b>Romans: Romans Around the World</b>  <i>Knowledge Categories: Beliefs, Location, Main events, Travel and exploration</i></p> <p><b>Romans: Roman Britain</b>  <i>Knowledge Categories: Settlements, Location, Conflict, Artefacts</i></p>	
	<p><b><u>Comparison between Florence Nightingale and Mary Seacole</u></b></p>		<p><b><u>Anglo Saxons</u></b></p>	

		<b><u>Comparison – Ibn Battuta and Neil Armstrong – Explorers</u></b>	
	<b><u>The Plague</u></b> <i>Knowledge Categories: Main events, location, society, artefacts.</i>		<b>Vikings: The Vikings</b> <i>Knowledge Categories: Beliefs. Location, Main events, Travel and exploration,</i> <b>Vikings: Viking Sailors and Raiders</b> <i>Knowledge Categories: Location, Travel and exploration, Settlements, Conflict,</i> <b>Vikings: Viking Kingdoms and Conquests</b> <i>Knowledge Categories: Beliefs. Main events, Travel and exploration, Conflict.</i>
	<b><u>Comparison – Medicine – then and now</u></b>	<b><u>Florence Nightingale</u></b> <i>Location; Main Events; Conflict</i>	<b>Egyptians: Ancient Egypt</b> <i>Knowledge Categories: Beliefs, Location, Food and farming, Artefacts</i> <b>Egyptians: Clues from the Past</b> <i>Knowledge Categories: Culture and pastimes, Main events, Conflict, Artefacts</i> <b>Egyptians: Pyramids and Obelisks</b> <i>Knowledge Categories: Settlements, Location, Main events, Society.</i> <b>Egyptians: Beliefs and Burials</b> <i>Knowledge Categories: Beliefs, Society</i>
		<b><u>The Plague</u></b> <i>Knowledge Categories: Main events, Travel and Exploration, Society, Artefacts</i>	
<b>2020/2021 (Year B)</b>			



		<p><b><u>Ancient Egypt</u></b>  <i>Knowledge Categories: Beliefs, Location, Food and farming, Artefacts</i></p> <p><b><u>Egyptians: Clues from the Past</u></b>  <i>Knowledge Categories: Culture and pastimes, Main events, Conflict, Artefacts</i></p> <p><b><u>Egyptians: Pyramids and Obelisks</u></b>  <i>Knowledge Categories: Settlements, Location, Main events, Society.</i></p> <p><b><u>Egyptians: Beliefs and Burials</u></b>  <i>Knowledge Categories: Beliefs, Society</i></p>	<p><b><u>The Stone Age</u></b>  <i>Chronology; Artefacts</i></p> <p><b><u>The Stone age Tools and Weapons</u></b>  <i>Artefacts; Location; Conflict</i></p> <p><b><u>The Stone Age: Hunter Gatherers</u></b>  <i>Location; Artefacts; Society</i></p> <p><b><u>The Stone Age – Clues from the Past</u></b>  <i>Location; Artefacts; Culture and Pastimes</i></p> <p><b><u>The Bronze Age</u></b></p> <p><b><u>The Iron Age</u></b></p>	<p><b><u>World War II – Outbreak and Key Dates</u></b>  <i>Knowledge Categories – Chronology; Main events, conflict</i></p> <p><b><u>World War II – Battles</u></b>  <i>Knowledge Categories – Chronology; Main events, conflict; Location</i></p> <p><b><u>World War II – Britain at War</u></b>  <i>Knowledge Categories: Society; Conflict; Main Events</i></p>
			<p><b><u>Romans – Empire</u></b>  <i>Main Events; Location; Conflict</i></p> <p><b><u>Romans – Roman Britain – Arriving and Settling</u></b>  <i>Main Events; Conflict; Location; Artefacts</i></p> <p><b><u>Romans – Roman Britain – Fighting the Locals – Hadrian’s Wall - Boudicca</u></b>  <i>Main Events; Conflict; Location; Artefacts</i></p> <p><b><u>Romans: The Empire</u></b>  <i>Knowledge Categories: Culture and Pastimes, Main events, Conflict, Society</i></p>	

			<b>Romans: Romans Around the World</b> <i>Knowledge Categories: Beliefs, Location, Main events, Travel and exploration</i> <b>Romans: Roman Britain</b> <i>Knowledge Categories: Settlements, Location, Conflict, Artefacts</i>	
			<u><b>Anglo Saxons</b></u>	

			<p><b><u>Vikings: The Vikings</u></b>  <i>Knowledge Categories: Beliefs.  Location, Main events, Travel  and exploration,</i></p> <p><b><u>Vikings: Viking Sailors and Raiders</u></b>  <i>Knowledge Categories:  Location, Travel and  exploration, Settlements,  Conflict,</i></p> <p><b><u>Vikings: Viking Kingdoms and Conquests</u></b>  <i>Knowledge Categories: Beliefs.  Main events, Travel and  exploration, Conflict.</i></p>	
			<p><b>Egyptians: Ancient Egypt</b>  <i>Knowledge Categories: Beliefs,  Location, Food and farming,  Artefacts</i></p> <p><b>Egyptians: Clues from the Past</b>  <i>Knowledge Categories: Culture and  pastimes, Main events, Conflict,  Artefacts</i></p> <p><b>Egyptians: Pyramids and Obelisks</b>  <i>Knowledge Categories:  Settlements, Location, Main events,  Society.</i></p> <p><b>Egyptians: Beliefs and Burials</b>  <i>Knowledge Categories: Beliefs,  Society</i></p>	
Vocabulary Progression Chart for History – Key Stage 1				

Year 1					
Year 1			Year 2		
Topic	Tier 2	Tier 3	Topic	Tier 2	Tier 3
What is history?	<b>Observe:</b> To look carefully at something in order to learn about it. <b>Represent:</b> To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables. <b>Past:</b> Any time before the present (now). <b>Present:</b> The period of time we are in now. <b>Future:</b> The period of time that will come after the present. <b>Appropriate:</b> Suitable, right or acceptable for a purpose. <b>Recent:</b> Having happened a short time ago. <b>Year:</b> The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year).	<b>Artefact:</b> An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery. <b>Recount:</b> To tell or describe a story or event to people. <b>Decade:</b> A period of time that lasts ten years. <b>Century:</b> A period of time that lasts one hundred years. <b>Nation:</b> An individual country or group of countries that share a government. <b>Civilization:</b> An organised group of humans with its own culture.	Martin Luther King	<b>Influential:</b> Makes people take notice. <b>Inspiring:</b> Creating feelings in a person. <b>Invaded:</b> (a country) entered by an army.	<b>Inequality:</b> Unfairness <b>Discrimination:</b> Unfair treatment of different types of people. <b>Race:</b> A group of people with a shared culture or features. <b>Assassination:</b> Murdered for political or religious reasons.
My history			Rosa Parks	<b>Significant:</b> Important <b>Law:</b> A set of rules. <b>Legacy:</b> Something left behind after death. <b>Influential:</b> Makes people take notice.	<b>Boycott:</b> Refusal to use or buy something. <b>Segregation:</b> Keeping people apart because of their race, gender or religion. <b>Activist:</b> A person trying to bring about a change.
My family's history			Moon landing and Neil Armstrong	<b>Achievement:</b> Something done successfully after lots of effort. <b>Breakthrough:</b> Successful for the first time. <b>Plaque:</b> Stone/metal tablet with writing on. <b>Exploration:</b> Search of an unfamiliar area. <b>Rivals:</b> Those in competition with one another.	<b>Commander:</b> Person in charge of a military operation. <b>Lunar:</b> Relating to the moon. <b>Orbit:</b> The path an object takes.
Queen Elizabeth II	<b>Decade:</b> A period of time that lasts for ten years. <b>Tradition:</b> A custom that has existed for a long time.	<b>Monarch:</b> The king or queen. <b>Coronation:</b> Ceremony at which a king or queen is crowned. <b>Government:</b> People who run a country. <b>Political:</b> How power is used in a country.	First Aeroplane Flight	<b>Achievement:</b> Something done successfully after lots of effort. <b>Sustained:</b> Continued <b>Discoveries:</b> Things that have been found for the first time. <b>Influential:</b> Makes people take notice. <b>Ancient:</b> Of or from a long time ago. <b>Centuries:</b> Periods of one hundred year.	
Florence Nightingale			Ibn Battuta		
			Florence Nightingale		
			The Plague	<b>Ancient:</b> From a long time ago. <b>Outbreak:</b> When a disease suddenly starts again. <b>Centuries:</b> Periods of one hundred years. <b>Eyewitness:</b> Someone who saw the events. <b>Recount:</b> An account of an event.	<b>Chronicles:</b> Accounts or records.

Mary Seacole			<u>Types of Activities Linked to the Cognitive Domains</u>
<b>The Plague</b>	<p><b>Ancient:</b> From a long time ago.</p> <p><b>Outbreak:</b> When a disease suddenly starts again.</p> <p><b>Centuries:</b> Periods of one hundred years.</p> <p><b>Eyewitness:</b> Someone who saw the events.</p> <p><b>Recount:</b> An account of an event.</p>	<p><b>Chronicles:</b> Accounts or records.</p>	<p><b>Tier 2 - Basic</b></p> <p>Label List Name Describe Find How/Who/Which/What/ Where</p> <p><b>Tier 2 – Advancing</b></p> <p>Compare and contrast Point out Create Identify Explain the method Summarise Identify Explain why Organise Show Group Why... What are the main similarities and differences between...? Find out... Create a timeline to show... Suggest some reasons... What observations can you make about?</p> <p><b>Tier 2 - Deep</b></p> <p>Recommend True or false...? Do you agree...? What is the connection between...? Investigate Suggest Always, sometimes or never? Explain the concepts of... Discover Discuss... Summarise Give evidence that... Do you agree that...? Suggest reasons Compile Which best describes...? Which is the odd one out? Could this be true? What influence did ____ have on ____ Could....?</p>

			Justify your answer Find evidence of... Present a piece of writing to explain...
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Vocabulary Progression Chart for History – Key Stage 2					
Year 3 and Year 4			Year 5 and Year 6		
Topic	Tier 2	Tier 3	Topic	Tier 2	Tier 3
<b>Stone Age: Tools and Weapons/Hunter Gatherers/Clues from the Past/ Bronze Age/Iron Age</b>	<p><b>Ancestors:</b> people who someone is descended from, older than a grandparent</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Identities:</b> who people are</p> <p><b>Nomadic:</b> travelling from place to place</p> <p><b>Archaeologists:</b> people who study the past by examining remains and objects</p> <p><b>Sophisticated:</b> advanced</p> <p><b>Preoccupied:</b> thinking a lot about something</p> <p><b>Processions:</b> groups of people walking in line at a public event.</p> <p><b>C:</b> around</p>	<p><b>Frontiers:</b> Borders between countries.</p> <p><b>Territory:</b> Land controlled by a ruler.</p> <p><b>Constitution:</b> The path an object takes.</p> <p><b>Economy:</b> How money and trade is organised.</p> <p><b>Importing:</b> Buying in good from another country.</p> <p><b>Exporting:</b> Selling goods to another country.</p> <p><b>Emperor:</b> Man who rules and empire.</p> <p><b>Sanitation:</b> Keeping places clean with a sanitation system and clean water supply.</p>	<b>Ancient Greece: The Ancient Greeks / Influence and Impact / Myths and Legends / Clues from the Past</b>	<p><b>Citizens:</b> People who belong to a place.</p> <p><b>Philosophy:</b> Study of how people think and live.</p> <p><b>Historical sources:</b> Things that give information about the past.</p> <p><b>Civilisations:</b> Organised groups of humans with their own culture.</p> <p><b>Characteristic features:</b> Particular qualities or aspects that make something recognisable.</p> <p><b>Generation:</b> People in a group of similar age.</p> <p><b>Techniques:</b> Particularly skilful methods of doing something.</p> <p><b>Literature:</b> Written work, especially with artistic value.</p> <p><b>Architects:</b> People who design buildings.</p> <p><b>Acoustics:</b> The features of a building that affect how sound is heard.</p> <p><b>Engineering:</b> Using scientific knowledge to build.</p>	<p><b>Democracy:</b> A system of government in which people choose who is in charge by voting in elections.</p> <p><b>Democratic:</b> Based on the idea that everyone has equal rights and is involved in making decisions.</p> <p><b>Demigods:</b> The path an object takes.</p> <p><b>Amphoras:</b> Two handled narrow necked jars for oil or wine.</p> <p><b>Lekythos:</b> Flasks with a narrow neck.</p> <p><b>Friezes:</b> Decoration high on a wall.</p>
<b>Romans: The Empire / Romans Around the World / Roman Britain</b>	<p><b>Turmoil:</b> A state of confusion or uncertainty.</p> <p><b>Dictator:</b> A ruler with total power of a country.</p>	<p><b>Fertile:</b> Able to support the growth of plants.</p> <p><b>Irrigation:</b> Supplying land with water,</p>	<b>Early Islamic Civilisation:</b>	<p><b>Influential:</b> makes people take notice</p> <p><b>Renowned:</b> well known</p> <p><b>Tolerance:</b> allowing others to say and do</p>	<p><b>Prosperous:</b> rich and successful</p> <p><b>Achievements:</b> things done successfully after lots of effort.</p> <p><b>Prosperity:</b> doing well financially</p>

	<p><b>Assassinated:</b> Killed for political reasons.</p> <p><b>Prosperous:</b> Wealthy</p> <p><b>Acknowledged:</b> Recognised.</p> <p><b>Resistance:</b> Fighting back against attackers.</p>	<p><b>Immortality:</b> The ability to live forever.</p> <p><b>Archaeologists:</b> People who study the past by examining remains and objects.</p> <p><b>Canopic jars:</b> Containers holding organs from a body.</p> <p><b>Sarcophagus:</b> Decorative container for a body.</p> <p><b>Mummy:</b> Preserved body.</p> <p><b>Temples:</b> Places of worship</p> <p><b>Architects:</b> People who design buildings.</p> <p><b>Afterlife:</b> A life some people believe begins after you die.</p> <p><b>Embalmed:</b> Preserved with special substances.</p> <p><b>Pharaoh:</b> King or queen.</p>		<p>things even if you don't approve or agree.</p> <p><b>Translate:</b> to write in another language</p> <p><b>Caliphate:</b> the rule or reign of a caliph</p>	<p><b>Silk Roads:</b> an ancient network of trade routes.</p> <p><b>Depicted:</b> represented in a work of art.</p> <p><b>Arabesques:</b> designs made up of flowing lines.</p>
Anglo-Saxons			<p><b>Victorians: The Victorian Era / The Victorians: Innovation and Industry / The Victorians: Exploration and Empire</b></p>	<p><b>Poverty:</b> Being extremely poor.</p> <p><b>Consequence:</b> Result or effect.</p> <p><b>Law:</b> A set of rules.</p> <p><b>Conditions:</b> How good or bad something is.</p> <p><b>Innovations:</b> New ways of doing something.</p> <p><b>Workforce:</b> People available to do a job.</p> <p><b>Representation:</b> Speaking on behalf of someone else.</p> <p><b>Exploration:</b> The process of exploring.</p> <p><b>Achievements:</b> Things done successfully after lots of effort.</p>	<p><b>Empire:</b> A number of nations controlled by one country.</p> <p><b>Revolution:</b> Important change.</p> <p><b>Economy:</b> The wealth a country gets from business and industry.</p> <p><b>Parliament:</b> A group of people who make or change laws.</p> <p><b>Uncharted:</b> Not yet mapped, unfamiliar.</p> <p><b>Missionaries:</b> People sent to foreign countries to teach about their religion.</p> <p><b>Raj:</b> British rule in India</p>

<p><b>Vikings: The Vikings/ Viking Sailors and Raiders / Viking Kingdoms and Conquests</b></p>	<p><b>Explorers:</b> People who travel to a new place to discover what is there.  <b>Evidence:</b> Proof, information showing whether something is true.  <b>Raid:</b> Enter a place to steal something.  <b>Accounts:</b> Written or spoken reports of something that happened.  <b>Navigation:</b> Finding a way around  <b>Symmetrical:</b> With two halves exactly the same.  <b>Reputation:</b> Beliefs held about someone.  <b>Volatile:</b> Likely to change suddenly.  <b>Descendent:</b> Relative from later generations.</p>	<p><b>Scavenging:</b> searching for something  <b>Technology:</b> the use of scientific discoveries for practical purposes  <b>Migrate:</b> move from one place to another  <b>Permanent:</b> lasting forever  <b>Predators:</b> animals that kill and eat other animals  <b>Scandinavia:</b> Norway, Sweden and Denmark.  <b>Colonised:</b> Settled in a place.  <b>Seaborne:</b> Carried on a ship.  <b>Colonisation:</b> Taking control of a place and living there.</p>	<p><b>World War II – Outbreak/Battles/Britain at War</b></p>	<p><b>Communism:</b> a political belief system  <b>significant:</b> important  <b>influences:</b> effects on what people say or do  <b>decades:</b> periods of ten years  <b>evacuated:</b> removed from a dangerous place  <b>Holocaust:</b> the deliberate mass murder of Jews and political prisoners by the Nazis  <b>legacies:</b> things left behind from the past  <b>declaration:</b> official announcement  <b>dispute:</b> argument or disagreement  <b>rationing:</b> limiting the amount of food, water or fuel</p>	<p><b>propaganda:</b> communication used to influence the opinions of others  <b>amphibious:</b> (of a military operation) with forces landing from the sea  <b>Blitz:</b> when a city (like London) was bombed heavily  <b>atomic:</b> power that is produced by splitting atoms</p>
<p><b>Egyptians: Ancient Egypt / Clues from the Past / Pyramids and Obelisks / Beliefs and Burials</b></p>	<p><b>Influential:</b> Makes people take notice.  <b>Rituals:</b> Religious services that follow set patterns.  <b>Decipher:</b> Work out what something says.  <b>Engineering:</b> Using scientific knowledge to build.  <b>Commemorate:</b> Remember.  <b>Achievements:</b> Things done successfully after lots of effort.  <b>Preserve:</b> Beliefs held about someone.  <b>Essential:</b> Very important.  <b>Eternity:</b> Time without end.</p>				



<p><b><u>Types of Activities Linked to the Cognitive Domains</u></b></p> <p><b>Tier 2 Basic</b>  Describe  Label  Name  Define  List  Create</p> <p><b>Tier 2 Advancing</b>  Is ___ a reliable source?  Provide a chronology of...  Identify significant events...  What impact did...  Present information about...  Summarise...  What evidence is there that...  Give an overview of...  Compare  Contrast  Compare and contrast  Organise information about...  Explain/Explain why  Classify  Identify patterns between  Identify the similarities and differences  Demonstrate  Give some reasons  Suggest reasons why...  Point out  What observations can you make about...</p> <p><b>Tier 2 Deep</b>  Relate  Investigate using multiple sources of evidence...  Recommend sources of evidence/artefacts to show...  Select  Compile  Research  Make generalisations  Prove...  Persuade  Investigate  Recommend  Draw conclusions  Propose  Summarise  True or false...?</p>	<p><b>Tudors / Tudor Monarchs / Tudor Entertainment and Exploration</b></p>	<p><b>Legacy:</b> Something left behind after death.  <b>Alliance:</b> Groups working together.  <b>Heir:</b> Someone who will inherit a title or property.  <b>Rebellion:</b> Violent action to change a country's political system.  <b>Devout:</b> With deep religious beliefs.  <b>Prosperity:</b> Doing well financially.  <b>Flourish:</b> Be successful.  <b>Philosophy:</b> Study of how people think and live.</p>	<p><b>Monarch:</b> The king or queen of a country.  <b>Medieval:</b> Something in European history between 476 AD and 1500 AD.  <b>Reformation:</b> Changes to the Catholic Church that led to the setting up of the Protestant Church.  <b>Parliament:</b> A group of people who make or change laws.  <b>Military:</b> Armed forces of a country.  <b>Civil War:</b> A war fought between people who live in the same country.  <b>Expeditions:</b> Journeys of exploration.</p>
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Do you agree?

Justify your answer

Use historical language to present your information on...

Plan an historical enquiry that uses multiple sources of evidence to explain...

