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| **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. |  1. **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. 2. 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.  1. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. 2. Our content is subject specific. We make intra-curricular links to strengthen schema. 3. 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. | | |
| **Milestone 1**  **Key Stage 1** | **Milestone 2**  **Lower Key Stage 2** | **Milestone 3**  **Upper Key Stage 2** |
| **Investigate and interpret the past** | | |
| * Observe or handle evidence to ask questions and find answers to questions about the past. * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past. * Identify some of the different ways the past has been represented. | * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. * Suggest causes and consequences of some of the main events and changes in history. | * Use sources of evidence to deduce information about the past. * Select suitable sources of evidence, giving reasons for choices. * Use sources of information to form testable hypotheses about the past. * Seek out and analyse a wide range of evidence in order to justify claims about the past. * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. * Understand that no single source of evidence gives the full answer to questions about the past. * Refine lines of enquiry as appropriate. |
| **Build an overview of world history** | | |
| • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | • Describe changes that have happened in the locality of the school throughout history.  • Give a broad overview of life in Britain from ancient until medieval times.  • Compare some of the times studied with those of other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | • Identify continuity and change in the history of the locality of the school.  • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.  • Compare some of the times studied with those of the other areas of interest around the world.  • Describe the social, ethnic, cultural or religious diversity of past society.  • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| **Understand Chronology** | | |
| • Place events and artefacts in order on a time line.  • Label time lines with words or phrases such as: past, present, older and newer.  • Recount changes that have occurred in their own lives.  • Use dates where appropriate. | • Place events, artefacts and historical figures on a time line using dates.  • Understand the concept of change over time, representing this, along with evidence, on a time line.  • Use dates and terms to describe events. | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  • Identify periods of rapid change in history and contrast them with times of relatively little change.  • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.  • Use dates and terms accurately in describing events. |
| **Communicate Historically** | | |
| • 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.  • Show an understanding of the concept of nation and a nation’s history.  • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • change      • chronology.  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | • Use appropriate historical vocabulary to communicate, including:      • dates      • time period      • era      • chronology      • continuity      • change      • century      • decade      • legacy.  • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.  • Use original ways to present information and ideas. |

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| **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 **Richard Arkwright** and **Charles Rolls** and **Henry Royce.** * 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. * 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. * The Viking and Anglo-Saxon struggle for the Kingdom of England. * A local history study. * A study of a theme in British history. * Early Civilizations’ achievements and an in-depth study of: Early Islamic Civilisation; Ancient Egypt * Ancient Greece.   A non- European society that contrasts with British history chosen from:   * Early Islamic Civilization * History of interest to pupils\* | | | | | | | | | | | |
| **All topics are ongoing over the year. Our curriculum is forwards and backwards engineered allowing for spacing, revisits and interleaving between topics.** | | | **FS2/Early Years** | | | | | | | | |
| **Three and Four Year Olds - Understanding the World**  - Begin to make sense of their own life-story and family’s history.  **Reception – Understanding the World** – Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.  **ELG – Understanding the World** –  Talk about the lives of people around them and their roles in society.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | | | |
| **Milestone 1**  **(Basic)**  **Year 1** | | **Milestone 1**  **(Advancing and Deep)**  **Year 2** | | **Milestone 2**  **(Basic, Advancing and Deep)**  **Year 3 and 4** | | **Milestone 3**  **(Basic, Advancing and Deep)**  **Year 5 and 6** | | |
| **(Year A)** | | | | | | | | |
| **What is History?**  **Me & My history**  *Main Events; Chronology; Artefacts* | | **First aeroplane flight**  *Main Events; Artefacts; Society* | | **The Stone Age**  *Chronology; Artefacts*  **The Stone Age: Tools and Weapons**  *Artefacts; Location; Conflict*  **The Stone Age: Hunter Gatherers – Food - Farming**  *Location; Artefacts; Society*  **The Bronze Age: Metal working – farming – tools - weapons**  *Location; Artefacts; Society*  **The Iron Age: Metal-working – farming – tools - weapons**  *Location; Artefacts; Society*  **Romans: The Empire**  *Knowledge Categories: Culture and Pastimes, Main events, Conflict, Society*  **Romans: Military – A Professional Army**  *Knowledge Categories: Culture and Pastimes, Main events, Conflict, Society*  **Romans – Roman Britain – Invasion and rebellion - Fighting the Locals – Hadrian’s Wall - Boudicca**  *Main Events; Conflict; Location; Artefacts* | | **Ancient Greece: The Ancient Greeks**  *Knowledge Categories: Culture and Pastimes, Main events, Society, Artefacts.*  **Ancient Greece: Compare Alexander the Great to Julius Caesar**  *Knowledge Categories: Settlements. Culture and Pastimes, Location, Artefacts.* | | |
| **My parents’ history**  *Main Events, Artefacts, Chronology.* | | **Rosa Parks**  *Main Events; Beliefs* | | **Anglo Saxons - Vikings: Post-Roman Settlement**  *Knowledge Categories: Beliefs. Location, Main events, Travel and exploration,*  **Anglo Saxons to Vikings - Farming**  *Knowledge Categories: Location, Travel and exploration, Settlements, Conflict,*  **Anglo Saxons to Vikings: Kingdoms and Conquests –King Alfred**  *Knowledge Categories: Beliefs. Main events, Travel and exploration, Conflict.*  **Vikings: Danegeld and Viking Settlement**  *Knowledge Categories: Beliefs. Main events, Travel and exploration, Conflict.* | | **Ancient Greece: Influence and Impact**  *Knowledge Categories: Settlements. Culture and Pastimes, Society.*  **Ancient Greece: Comparison to Roman legacy**  *Knowledge Categories: Settlements. Culture and Pastimes, Society.*  **Ancient Greece: Myths and Legends**  *Knowledge Categories: Beliefs, Culture and Pastimes, Artefacts.*  **Ancient Greece: Clues from the Past** | | |
| **My grandparents’ history**  *Main Events, Artefacts, Chronology* | | **Martin Luther King**  *Knowledge Categories: Beliefs, Location, Main Events, Society* | | **Victorians: The Victorian Era**  *Knowledge Categories: Culture and Pastimes, Main events, Society*  **The Victorians: Innovation and Industry**  *Knowledge Categories: Settlements, Main events, Society*  **The Victorians: Exploration and Empire – Transport and economics**  *Knowledge Categories: Location, Main events, Travel and exploration* | | |
| **The Plague**  *Society, Artefacts.* | | **Neil Armstrong – Moon Landings**  *Conflict, travel and exploration* | |  | | |
| **Florence Nightingale**  *Location; Main Events;* | | **The Plague**  *Main events; Travel and exploration* | | **Egyptians: Ancient Egypt - Chronology**  *Knowledge Categories: Beliefs, Location, Food and farming, Artefacts*  **Egyptians: The River Nile**  *Knowledge Categories: Culture and pastimes, Main events, Conflict, Artefacts*  **Egyptians: Agriculture**  *Knowledge Categories: Settlements, Location, Main events, Society.*  **Egyptians: Beliefs and Burials**  *Knowledge Categories: Beliefs, Society* | |  | | |
| **Mary Seacole**  *Location; Main Events*  *Events, Artefacts* | | **Explorers – Ibn Battuta** | |
| **Moon landings and**  **Neil Armstrong**  *Knowledge Categories: Location, Main events, Travel and Exploration, Conflict Artefacts* | | **The Battle of Hastings**  *Knowledge Categories: Location, Main events, Conflict, Artefacts* | |
| **First Aeroplane Flight**  *Knowledge Categories: Location, Main Events* | |  | |
|  | | | | **Cycle B for KS2** | | | | |
| *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **The Stone Age**  *Chronology; Artefacts*  **The Stone age Homes**  *Artefacts; Location; Conflict*  **The Stone Age: Beliefs**  *Location; Artefacts; Society*  **The Stone Age – Clues from the Past**  *Location; Artefacts; Culture and Pastimes*  **The Bronze Age and Iron Age – Homes and Settlement**  **Prehistory - Monuments** *Location; Artefacts; Culture and Pastimes; society*  **Romans – Empire**  *Main Events; Location; Conflict*  **Romans – Roman Britain – Arriving and Settling**  *Main Events; Conflict; Location; Artefacts*  **Romans – Roman Britain – Infrastructure**  *Main Events; Conflict; Location; Artefacts*  **Anglo Saxons - Vikings: Kingdoms and settlement**  *Knowledge Categories: Beliefs. Location, Main events, Travel and exploration,*  **Vikings: Explorers – Sailing – Trade with EIC**  *Knowledge Categories: Location, Travel and exploration, Settlements, Conflict,*  *\_\_\_\_\_*  **Ancient Egypt**  *Knowledge Categories: Beliefs, Location, Food and farming, Artefacts*  **Egyptians: Clues from the Past**  *Knowledge Categories: Culture and pastimes, Main events, Conflict, Artefacts*  **Egyptians: Pyramids and Obelisks**  *Knowledge Categories: Settlements, Location, Main events, Society.*  **Egyptians: Artefacts**  *Knowledge Categories: Culture and pastimes, Main events, Conflict, Artefacts* | | | **Early Islamic Civilisation**  *Knowledge Categories: Settlements, Beliefs, Location, Main events*  **Early Islamic Civilisation: Baghdad**  *Knowledge Categories: Settlements, Culture and Pastimes, Food and farming*  **Early Islamic Civilisation: Compare life in Baghdad to life in early medieval Britain**  **Early Islamic Civilisation - Empire**  *Knowledge Categories – settlements, location*  **Early Islamic Civilisation – Spread and Influence – Compare to Roman Empire/British Empire**  *Knowledge Categories – Settlements, Location; Conflict*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **World War II – Outbreak and Key Dates**  *Knowledge Categories – Chronology; Main events, conflict*  **World War II – Battles**  *Knowledge Categories – Chronology; Main events, conflict; Location*  **World War II – Britain at War**  *Knowledge Categories: Society; Conflict; Main Events*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Victorians – Local Study** | |
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| **Year 2** | |
| **Vocabulary Progression Chart for History – Key Stage 1** | | | | **Tier 2** | | | | | | | | | **Tier 3** | | **Topic** | | **Tier 2** | |
| **Year 1** | **Observe:** To look carefully at something in order to learn about it.  **Represent:** To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables.  **Past:** Any time before the present (now).  **Present:** The period of time we are in now. **Future:** The period of time that will come after the present. **Appropriate:** Suitable, right or acceptable for a purpose.  **Recent:** Having happened a short time ago.  **Year:** 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. | | | **Artefact:** An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery.  **Recount:** To tell or describe a story or event to people.  **Decade:** A period of time that lasts ten years. **Century:** A period of time that lasts one hundred years.  **Nation:** An individual country or group of countries that share a government.  **Civilization**: An organised group of humans with its own culture. | | | | | | | | | | **Rosa Parks** | | **Significant:** Important  **Law:** A set of rules.  **Legacy:** Something left behind after death.  **Influential:** Makes people take notice. | |
| **Topic** | | **Observe:** To look carefully at something in order to learn about it.  **Represent:** To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables.  **Past:** Any time before the present (now).  **Present:** The period of time we are in now. **Future:** The period of time that will come after the present. **Appropriate:** Suitable, right or acceptable for a purpose.  **Recent:** Having happened a short time ago.  **Year:** 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.  **Decade:** Periods of ten years.  **Congested:** Crowded and blocked.  **Eyewitness:** Someone who saw the events.  **Extract:** A short passage. | | **Artefact:** An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery.  **Recount:** To tell or describe a story or event to people.  **Decade:** A period of time that lasts ten years. **Century:** A period of time that lasts one hundred years.  **Nation:** An individual country or group of countries that share a government.  **Civilization**: An organised group of humans with its own culture.  **Flammable:** Easily set on fire.  **Architects:** People who design buildings. | | **WW1** | | **Conditions:** How good or bad something is.  **Destruction:** When something is destroyed.  **Invaded:** (a country) entered by an army. | | | **Tier 3** |
| **What is history?** | | **Observe:** To look carefully at something in order to learn about it.  **Represent:** To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables.  **Past:** Any time before the present (now).  **Present:** The period of time we are in now. **Future:** The period of time that will come after the present. **Appropriate:** Suitable, right or acceptable for a purpose.  **Recent:** Having happened a short time ago.  **Year:** 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.  **Decade:** Periods of ten years.  **Congested:** Crowded and blocked.  **Eyewitness:** Someone who saw the events.  **Extract:** A short passage.  **Ancient:** From a long time ago.  **Outbreak:** When a disease suddenly starts again.  **Centuries:** Periods of one hundred years.  **Eyewitness:** Someone who saw the events.  **Recount:** An account of an event. | | **Artefact:** An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery.  **Recount:** To tell or describe a story or event to people.  **Decade:** A period of time that lasts ten years. **Century:** A period of time that lasts one hundred years.  **Nation:** An individual country or group of countries that share a government.  **Civilization**: An organised group of humans with its own culture.  **Flammable:** Easily set on fire.  **Architects:** People who design buildings.  **Chronicles:** Accounts or records. | | **Martin Luther King** | | **Influential:** Makes people take notice.  **Inspiring:** Creating feelings in a person.  **Invaded:** (a country) entered by an army. | | | **Boycott:** Refusal to use or buy something.  **Segregation:** Keeping people apart because of their race, gender or religion.  **Activist:** A person trying to bring about a change. |
| **My history** | | **The Plague** | | **Ancient:** From a long time ago.  **Outbreak:** When a disease suddenly starts again.  **Centuries:** Periods of one hundred years.  **Eyewitness:** Someone who saw the events.  **Recount:** An account of an event. | | | **Treaties:** Agreements  **Armistice:** An agreement to stop fighting.  **Assassination:** Murdered for political or religious reasons. |
| **My family’s history** | | **Queen Elizabeth II** | | **Decade:** A period of time that lasts for ten years.  **Tradition:** A custom that has existed for a long time. | | | **Inequality:** Unfairness  **Discrimination:** Unfair treatment of different types of people.  **Race:** A group of people with a shared culture or features.  **Assassination:** Murdered for political or religious reasons. |
| **The Plague** | | **Achievement:** Something done successfully after lots of effort.  **Sustained:** Continued  **Discoveries:** Things that have been found for the first time.  **Influential:** Makes people take notice.  **Ancient:** Of or from a long time ago.  **Centuries:** Periods of one hundred year. | |  | | ***Types of Activities Linked to the Cognitive Domains***  **Tier 2 - Basic**  Label  List  Name  Describe  Find  How/Who/Which/What/ Where  **Tier 2 – Advancing**  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?  **Tier 2 - Deep**  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….?  Justify your answer  Find evidence of…  Present a piece of writing to explain… | |  | | | **Monarch:** The king or queen.  **Coronation:** Ceremony at which a king or queen is crowned.  **Government:** People who run a country.  **Political:** How power is used in a country. |
| **Moon landing and Neil Armstrong** | |  | |  | | ***Types of Activities Linked to the Cognitive Domains***  **Tier 2 - Basic**  Label  List  Name  Describe  Find  How/Who/Which/What/ Where  **Tier 2 – Advancing**  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?  **Tier 2 - Deep**  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….?  Justify your answer  Find evidence of…  Present a piece of writing to explain… | |  | | | **Conquest:** Taking control of a country or group of people.  **Historical sources:** Things that give information about the past.  **Tapestry:** Large cloth with pictures sewn on. |
| **Ibn Battuta** | |  | |  | |  | |  | | |  |
| **First Aeroplane Flight** | |  | |  | | ***Types of Activities Linked to the Cognitive Domains***  **Tier 2 - Basic**  Label  List  Name  Describe  Find  How/Who/Which/What/ Where  **Tier 2 – Advancing**  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?  **Tier 2 - Deep**  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….?  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** |
| **Romans: The Empire / Romans Around the World / Roman Britain** | **Turmoil:** A state of confusion or uncertainty.  **Dictator:** A ruler with total power of a country.  **Assassinated:** Killed for political reasons.  **Prosperous:** Wealthy  **Acknowledged:** Recognised.  **Resistance:** Fighting back against attackers. | **Frontiers:** Borders between countries.  **Territory:** Land controlled by a ruler.  **Constitution:** The path an object takes.  **Economy:** How money and trade is organised.  **Importing:** Buying in good from another country.  **Exporting:** Selling goods to another country.  **Emperor:** Man who rules and empire.  **Sanitation:** Keeping places clean with a sanitation system and clean water supply. | **Ancient Greece: The Ancient Greeks / Influence and Impact / Myths and Legends / Clues from the Past** | **Citizens:** People who belong to a place.  **Philosophy:** Study of how people think and live.  **Historical sources:** Things that give information about the past.  **Civilisations:** Organised groups of humans with their own culture.  **Characteristic features:** Particular qualities or aspects that make something recognisable.  **Generation:** People in a group of similar age.  **Techniques:** Particularly skilful methods of doing something.  **Literature:** Written work, especially with artistic value.  **Architects:** People who design buildings.  **Acoustics:** The features of a building that affect how sound is heard.  **Engineering:** Using scientific knowledge to build. | **Democracy:** A system of government in which people choose who is in charge by voting in elections.  **Democratic:** Based on the idea that everyone has equal rights and is involved in making decisions.  **Demigods:** The path an object takes.  **Amphoras:** Two handled narrow necked jars for oil or wine.  **Lekythos:** Flasks with a narrow neck.  **Friezes:** Decoration high on a wall. |
| **Egyptians: Ancient Egypt / Clues from the Past / Pyramids and Obelisks / Beliefs and Burials** | **Influential:** Makes people take notice.  **Rituals:** Religious services that follow set patterns.  **Decipher:** Work out what something says.  **Engineering:** Using scientific knowledge to build.  **Commemorate:** Remember.  **Achievements:** Things done successfully after lots of effort.  **Preserve:** Beliefs held about someone.  **Essential:** Very important.  **Eternity:** Time without end. | **Fertile:** Able to support the growth of plants.  **Irrigation:** Supplying land with water,  **Immortality:** The ability to live forever.  **Archaeologists:** People who study the past by examining remains and objects.  **Canopic jars:** Containers holding organs from a body.  **Sarcophagus:** Decorative container for a body.  **Mummy:** Preserved body.  **Temples:** Places of worship  **Architects:** People who design buildings.  **Afterlife:** A life some people believe begins after you die.  **Embalmed:** Preserved with special substances.  **Pharaoh:** King or queen. | **Tudors / Tudor Monarchs / Tudor Entertainment and Exploration** | **Legacy:** Something left behind after death.  **Alliance:** Groups working together.  **Heir:** Someone who will inherit a title or property.  **Rebellion:** Violent action to change a country’s political system.  **Devout:** With deep religious beliefs.  **Prosperity:** Doing well financially.  **Flourish:** Be successful.  **Philosophy:** Study of how people think and live. | **Monarch:** The king or queen of a country.  **Medieval:** Something in European history between 476 AD and 1500 AD.  **Reformation:** Changes to the Catholic Church that led to the setting up of the Protestant Church.  **Parliament:** A group of people who make or change laws.  **Military:** Armed forces of a country.  **Civil War:** A war fought between people who live in the same country.  **Expeditions:** Journeys of exploration. |
| **Vikings: The Vikings/ Viking Sailors and Raiders / Viking Kingdoms and Conquests** | **Explorers:** People who travel to a new place to discover what is there.  **Evidence:** Proof, information showing whether something is true.  **Raid:** Enter a place to steal something.  **Accounts:** Written or spoken reports of something that happened.  **Navigation:** Finding a way around  **Symmetrical:** With two halves exactly the same.  **Reputation:** Beliefs held about someone.  **Volatile:** Likely to change suddenly.  **Descendent:** Relative from later generations. | **Scandinavia:** Norway, Sweden and Denmark.  **Colonised:** Settled in a place.  **Seaborne:** Carried on a ship.  **Colonisation:** Taking control of a place and living there. | **Victorians: The Victorian Era / The Victorians: Innovation and Industry / The Victorians: Exploration and Empire** | **Poverty:** Being extremely poor.  **Consequence:** Result or effect.  **Law:** A set of rules.  **Conditions:** How good or bad something this.  **Innovations:** New ways of doing something.  **Workforce:** People available to do a job.  **Representation:** Speaking on behalf of someone else.  **Exploration:** The process pf exploring.  **Achievements:** Things done successfully after lots of effort. | **Empire:** A number of nations controlled by one country.  **Revolution:** Important change.  **Economy:** The wealth a country gets from business and industry.  **Parliament:** A group of people who make or change laws.  **Unchartered:** Not yet mapped, unfamiliar.  **Missionaries:** People sent to foreign countries to teach about their religion.  **Raj:** British rule in India |
| **Stone Age: Tools and Weapons/Hunter Gatherers/Clues from the Past** | **Ancestors**: people who someone is descended from, older than a grandparent  **Archaeologists**: people who study the  past by examining remains and objects  **Identities**: who people are  **Nomadic**: travelling from place to place  **Archaeologists**: people who study the past by examining remains and objects  **Sophisticated**: advanced  **Preoccupied**: thinking a lot about something  **Processions**: groups of people walking in line at a public event.  **C**: around | **Scavenging**: searching for something  **Technology**: the use of scientific discoveries for practical purposes  **Migrate**: move from one place to another  **Permanent**: lasting forever  **Predators**: animals that kill and eat other animals | **World War II – Outbreak/Battles/Britain at War** | **Communism**: a political belief system  **significant**: important  **influences**: effects on what people say or do  **decades**: periods of ten years  **evacuated**: removed from a dangerous place  **Holocaust**: the deliberate mass murder  of Jews and political prisoners by the  Nazis  **legacies**: things left behind from the  past  **declaration**: official announcement  **dispute**: argument or disagreement  **rationing**: limiting the amount of food,  water or fuel | **propaganda**: communication used to influence the  opinions of others  **amphibious**: (of a military operation) with forces  landing from the sea  **Blitz**: when a city (like London) was bombed heavily  **atomic**: power that is produced by splitting atoms |
| **Bronze Age/Iron Age: Tools and Weapons/Homes and Farming** | **societies**: people living together in  organised groups  **ancient**: from a long time ago  **trade**: buy, sell or exchange goods  **custom**: a traditional way of doing  something  **hoard**: a secret store of valuable items  **archaeologists**: people who study  the past by examining remains and  objects  **preserved**: kept in its original state  **intricate**: with many small parts and  details  **communal**: shared by a group of  people | **conquest**: conquering (taking control  of) a country or group of people  **significant**: important  **influential**: makes people take notice  **legacy**: something left behind after  death  **consequence**: result or effect  **fortified**: protected against attack  **ore**: a rock that metal comes from  **consequence**: result or effect  **civilisations**: organised groups of  people with their own culture  **fortifications**: buildings, walls and  ditches built to protect a place  **inhabited**: lived in | **Early Islamic Civilisation:** | **Influential**: makes people take notice  **Renowned**: well known  **Tolerance**: allowing others to say and do things even if you don’t approve or agree.  **Translate**: to write in another language  **Calilphate**: the rule or reign of a caliph | **Prosperous**: rich and successful  **Achievements**: things done successfully after lots of effort.  **Prosperity**: doing well financially  **Silk Roads:** an ancient network of trade routes.  **Depicted**: represented in a work of art.  **Arabesques**: designs made up of flowing lines. |
| ***Types of Activities Linked to the Cognitive Domains***  **Tier 2 Basic**  Describe  Label  Name  Define  List  Create  **Tier 2 Advancing**  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…  **Tier 2 Deep**  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…?  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… | | |  |  |  |