



Knowledge Progression in History and Vocabulary

<p>Early Learning Goals</p>	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Understanding the World ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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 <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
<p>Year Group</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>During Year 1, children should become familiar with the vocabulary and begin to use them in appropriate contexts.</p>	<p>During Year 2, children should be able to make appropriate use of the vocabulary they have learned during Year 1. They should become familiar additional vocabulary in the context of topics being studied.</p>	<p>During Year 3, children should be able to make appropriate use of the words they have learned during KS1. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 4, children should be able to appropriately use and apply the words they have learned during Years 1-3. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 5, children should be able to appropriately use and apply the words they have learned during KS1 and lower KS2. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>	<p>During Year 6, children should be able to appropriately use and apply the words they have learned in earlier years. Over the course of the year, they should become familiar with additional vocabulary in the context of topics being studied.</p>
<p>Topics</p>	<p>Mary Seacole and inspirational People of Colour Light and Dark Local Area</p>	<p>Inspirational People of Colour The Great Fire of London Inventors Traditional Tales</p>	<p>Black History Polar Regions The Victorians Ancient Greece</p>	<p>Black History The Romans Animals Including Humans - The Human Body The Vikings</p>	<p>Ancient Egyptians Space and Explorers Prehistoric Britain Paleolithis Era The Tudors</p>	<p>World War 1 – The Great War The Blitz The Aztecs The Abbasids</p>

	<p>Where the Wild Things Are</p> <p>Fruit and Vegetables</p> <p>Toys</p>	<p>Lighthouse Keepers Lunch/Seaside holidays in the past</p> <p>Pirates and Geography of the seaside</p>		<p>Living things and their Habitats</p> <p>India</p>		<p>Holes</p> <p>The Shang Dynasty</p>
<p>History Section of Reay Curriculum map</p>	<p>History: Life of a significant individual Mary Seacole - recounts</p> <p>Significant historical people and places in own locality – Van Gogh, Charlie Chaplin</p> <p>Changes within living memory-Toys</p>	<p>History: Significant historical events in own locality- The Windrush</p> <p>The Plague/ The Great Fire of London September 1665, Samuel Pepys recorded in his diary that over dinner with banker Sir Robert Viner, he was shown 'a black boy he had that died of a consumption; and being dead, he caused him to be dried in an Oven, and lies there entire in a box.'</p> <p>The Stuarts built up slave powered colonies.</p> <p>Life of Significant Individuals Lewis Hammond Latimer- black inventor for the carbon filament in lightbulbs https://www.youtube.c</p>	<p>History: A local history study over time tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Local history link- Earnest Shackleton Antarctic explorer lived in Dulwich</p> <p>Local history of Lambeth as Surrey during the Victorian era</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs such as Victoria. The change in trade and the anti – slavery campaigners.</p> <p>Ancient Greece – a study of Greek life and</p>	<p>History: The Roman Empire and its impact on Britain</p> <p>The Viking & Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor 1066- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond leisure and entertainment in the 20th Century. A study of the Raj in India</p>	<p>History: Ancient Egypt The achievements of the earliest civilizations– an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Changes in Britain from the Stone Age to the Iron Age-these could include; Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture late Neolithic hunter gatherers and early farmers, e.g. Skara Brae.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Tudors.</p>	<p>History: A significant turning point in British history, Battle of the Somme Pals Battalions Conscientious objectors and their place in history</p> <p>A significant turning point in British history, e.g. Blitz- destruction of London</p> <p>A non-European society that provides contrasts with British history-early Aztec civilization</p> <p>A non-European society that provides contrasts with British history-early Islamic civilization including a study of Baghdad AD 900.</p> <p>A significant turning point in British history, e.g. colonization of the Americas</p> <p>The achievements of the earliest civilizations –an overview of where and when the</p>

		<p>om/watch?v=HUOeeGDUdD8 http://teacher.scholastic.com/activities/bhistory/inventors/latimer.htm</p> <p>The seaside in the past.</p>	<p>achievements and their influence on the western world</p>			<p>first civilizations appeared and a depth study of one of the following- The Shang Dynasty of Ancient China</p>
<p>Mantle of The Expert Suggestions</p>	<p>We are sailors who choose to help the Wild things.</p> <p>We are museum creators creating a Mary Seacole exhibition.</p> <p>We are a disaster rescue team, helping people that have been in floods etc.</p>	<p>We are a TV company, commissioned to make a documentary about the Windrush.</p> <p>We are beach monitors. We have to monitor wildlife and the natural environment.</p> <p>We are architects. We study urban planning and we are commissioned to create a fire-safe and eco- friendly new town.</p> <p>We are story helpers. We help characters with their problems.</p>	<p>We are History Detectives finding previously 'hidden' Black heroes in history.</p> <p>We are Polar Explorers- travelling to the North Pole to investigate climate change.</p> <p>We are Social Justice seekers, trying to stop exploitation of children in Lambeth workhouses.</p> <p>We are Museum Makers- stopping the closure of a local museum.</p> <p>We are Athenians- developing democracy and fighting the minotaur.</p> <p>We are Hoplites, exploring the Greek archipelago and fending off the Persian invasion.</p>	<p>We are a museum. We have to create a Roman exhibition.</p> <p>We are a TV company commissioned to make a documentary about the Vikings.</p> <p>We are travel guide writers. We write about India and publish our book.</p>	<p>We are archaeologists. We discover a stone age settlement and are commissioned by the British museum to create an exhibition.</p> <p>We are archaeologists. We discover an Egyptian tomb and are commissioned to make clear notes on what is inside and where it is, to redistribute the artefacts to museums around the world fairly and perhaps according to merit. We must present our findings and decisions to the commissioner.</p> <p>We are map makers in Tudor times. We are commissioned to create maps and charts to aid Tudor exploration.</p> <p>We are NASA workers. We are tasked with making space an accessible topic for children. We must help with the creation of an</p>	<p>We are composers. We are inspired by Rimsky Korsakov's Scheherazade. We must create music to go with the 'One Thousand- and One-Nights' stories.</p> <p>We are Age Concern. We need to preserve the stories from World War Two.</p>

					<p>interactive picture book for schools.</p> <p>We are a team of mage in the Stone Age. We come across a dying woman and are commisioned to save her life through using the medicine available to us then. We then move the time period forward to the Bronze and then Iron Ages to consider the advances throughout these ages.</p>	
<p>Chronological Understanding</p>	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time</p>	<p>Show an awareness of the past using words and phrases relating to the passing of time</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>	<p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of keyevents in his/her life using historical vocabulary</p>	<p>Place some historical events in a chronological framework</p> <p>Use historic terms related to the period of study</p>	<p>Use dates to order and place events on a timeline</p>	<p>Use dates to order and place events on a timeline</p>

<p>Historical Enquiry</p>	<p>Find some simple answers about the past from simple sources of information</p> <p>Describe simple similarities and differences using artefacts</p> <p>Sort artefacts between 'then' and 'now'</p> <p>Ask and answer relevant questions about the past</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Use different sources of information to answer questions about the past</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of the past</p>	<p>Compare sources of information available for the study of different times in the past</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>
<p>Historical Interpretations</p>	<p>Relate their own account of an event and understand that others may give a different version.</p>	<p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people in their own locality</p>	<p>Understand that sources come from artefacts, paintings, etc</p>	<p>Understand that sources can contradict each other</p>	<p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends upon the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends upon the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>
<p>Organisation and Communication</p>	<p>Talk, draw or write about aspects of the past</p>	<p>Use a wide variety of everyday historical terms</p>	<p>Use historical terms in their speech and in their writing</p>	<p>Communicate their learning in an organised and structured way, using appropriate terminology</p>	<p>Present findings and communicate knowledge in different ways</p>	<p>Use a variety of sources to present information in a variety of way</p>

		<p>Speak about how they found out about the past</p> <p>Record what they have learned by writing, speaking or drawing</p>			<p>Provide an account of a historical event based on more than one source</p>	
<p>Understanding of events, people and changes</p>	<p>Understand key features of events Identify similarities and differences between ways of life in different periods</p>	<p>Discuss the lives of significant individuals in the past e.g Louis Braille, Samuel Pepys</p>	<p>Describe a study of Ancient Greek life.</p> <p>Local history study linking to Victorians.</p> <p>Local history study linking to Black History.</p>	<p>Describe the Roman Empire and its impact on Britain.</p> <p>Roman withdrawal from Britain c.AD 410 and the fall of the western Roman Empire.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Local history study linking to Black History.</p>	<p>Give some reasons for important historical events</p> <p>Describe changes in Britain from the Stone Age to the Iron Age.</p> <p>Local history study linking to The Tudors.</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Describe a study of an aspect or theme in British history that extends knowledge beyond 1066</p> <p>Describe the achievements of the earliest civilizations Describe a non-European society that provides contrasts with British history.</p> <p>Use evidence to support arguments.</p> <p>Local history study linking to WW1/Blitz.</p>

General Vocabulary

<p>Old new past ago family tree, a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), years, difference, object, artefact picture, photograph, explain, used for, chronological, order, recent history, very old, when mummy and daddy were little, before, after, historical event, past/present, succeed/succession</p>	<p>before I was born, when grandparents were young, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier/later, local area, historical event, parliament, queen, king, rule Briton, Britain, older person, source, research, locality, democracy, eye-witness account</p>	<p>recent history, time difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view, way of life, dictated, availability, food sources, developments, inventions, impact on health/ education, aspect</p>	<p>BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information, finding skills, historical information, historian, war, distress, bloodshed, specific reason, homesick</p>	<p>comparison, role of Britain, Christian values, crime, punishment, hypothesis, specific features of a time period (e.g. medicine/ weaponry/ transport), plague, medicine, healthcare, influence, world history, civilizations</p>	<p>societies, summarise, major influence, changes/ continuity, persuade, viewpoint, propaganda, advancements, causes in history, British Empire, helped/ hindered, relationships, mono-cultural/ multi-cultural society, interpretations, significant</p>
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Topic Specific Vocabulary

<p>Toys: diablo, whip and top, croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch, blow football</p>	<p>Windrush: immigration, empire, passengers, voyage, Caribbean, opportunities, recruited, discrimination, racial, racist, citizen, residence, docked, nation, pioneers, Commonwealth, threat, relations</p>	<p>Victorians: modern, Queen Victoria, Victorians, butler, maid, Penny Farthing, chamber pot, mangle, posser, flat iron, washing dolly, carpet beater, bed pan, workhouse, chimney sweep, street children, gruel, working children, Dr. Barnardo, The British Empire, electricity, inventions,</p>	<p>Vikings: Norse, raids, vicious, longhouse, berserkers, long ship, Odin, Scandinavia, Danelaw, Jorvik</p>	<p>Ancient Egypt: pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, Papyrus, scarab</p>	<p>WW1: nationalism, militarism, propaganda, contraband, U-boat, victory garden, espionage, draft, convoy, trench warfare, stalemate, armistice, self-determination, reparation, cost of living, general strike, red scare, deport, allies, central powers, neutral, treaty, treaty of Versailles, league of</p>
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			industrialisation			nations, fourteen points, Franz Ferdinand, Woodrow Wilson, ANZAC, digger
	Mary Seacole: nursed, supplies, Crimea, Crimean War, Scutari, government, British Hotel, herbal remedies slums, cholera, wash house, poverty	Great Fire of London: Seventeenth Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, change, order architect, Lord Mayor, Sir Christopher Wren, monument, Samuel Pepys, Charles II, fire hook, fire bucket, fire mark	Ancient Greeks: philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred truce, temple	Anglo-Saxons: Sutton Hoo, kingdoms, shires, Shire reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia	Stone Age – Iron Age: Neolithic, Palaeolithic, chronology, tribal hunter-gatherers, Skara Brae, Stonehenge, Bronze Age	WW2: annex, Nazi, evacuation, evacuee, neutrality, Blitz, blackout, Holocaust, Luftwaffe, refugees, air raid, alliance, allies, Axis, armistice, D-day, Dunkirk, Battle of Britain, V-E Day, Winston Churchill, atomic bomb
		Famous People/Inventors: Louis Braille, Guy Fawkes, Leonardo Da Vinci, Wright Brothers, George and Robert Stephenson		Romans: centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman bath, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic	Tudors: kirtle, farthingale, gown, ruff, chemise, corset, doublet, breeches, stockings, scythe, Beefeater, lute, recorder, bed warmer, carriage, palace, Greenwich Palace, Palace of Whitehall, Tower of London, Windsor Castle, Hampton Court, monarch, Tudor, Henry VII, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katheryn Howard, Catherine Parr, Edward	Shang Dynasty: ancient China, Yellow River, bronze Hu, jade, Shang Di, Fu Hao, Wu Ding, Di Xin, Sima Qian, oracle bone, halberd remains, Emperor Cheng Tang, cruelty, taxes, royal family, priests, administrative class, warriors, craftsmen, traders, farmers, slaves, pictographs, traditional medicines

					VI, Mary I, Elizabeth I, Sir Frances Drake, Sir Walter Raleigh, William Shakespeare, The Globe Theatre, Court, Courtiers, Roman Catholic, Protestant, reformation, plague, traitor, treason, gallows	
		Seaside in the Past: donkey rides, Punch and Judy, bathing machines, parasol, promenade, bandstand, funfair, arcades				Aztecs: Adobe, Amanteca, Aqueduct, Calmecac, Calpulli, Causeway, Chinampa, City-state, Codex, Conquistadors, Empire, Huitzilopochtli, Macehualtin, Maize, Mesoamerica, Mexica, Montezuma, Nahuati, Obsidian, Ollama, Omens, Pipiltin Pochteca, Pyramid, Sacrifice, Smallpox, Tenochtitlan, Tlatoani, Tlaxcala, Toltecs, Tribute
						The Abbasids: Uthman, Kufa, Persian, Ali, Abu Bakr, Wazir, Sunni, Shi'a, Mawali, Arabic, Islam, Quran, Jizya, Dinar, Dirham, Fais, Mesopotamia, Baghdad, caliph