



Knowledge Progression in History and Vocabulary

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| Early Learning Goals | People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | | | | | |
| Year Group | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | During Year 1, children should become familiar with the vocabulary and begin to use them in appropriate contexts. | 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. | 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. | 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. | 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. | 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. |
| Topics | Mary Seacole Light and Dark Local Area Where the Wild Things Are Fruit and Vegetables Toys | Inspirational People of Colour Fire of London Inventors Traditional Tales Seaside holidays in the Past | Inspirational People of Colour Climate The Victorians Ancient Greeks Our Local Area | Black History The Vikings The Romans India | Ancient Egyptians Space and Explorers Prehistoric Britain The Tudors | World War 1 and 2 The Aztecs The Abbasids The Shang Dynasty |
| History Section of Reay Curriculum map | History: Life of significant individuals: Life of Mary Seacole Life of Van Gough Life of Charlie Chaplin How toys have changed over time | History: Significant historical event in own locality The Windrush The Plague The Great Fire of London Life of significant individuals – inventors | History: Local History Study A study of an aspect of theme in history that extends pupils' chronological knowledge beyond 1066 – the changing power of monarchs such as Victoria. | History: The Viking and 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 | 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. Changes in Britain from the Stone Age to the Iron | History: WW1/WW2 – significant turning point in British history. A non European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad AD 900 |

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| | | The seaside in the past. | Ancient Greece – a study of Greek life and achievements and their influence on the western world, especially architecture. | Anglo-Saxons to the present The Roman Empire and its impact on Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond leisure and entertainment in the 20 th Century. A study of the Raj in India. | 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. Shkara Brae A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the Tudors | The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and depth study of one of the following – The Shang Dynasty of Ancient China |
| Chronological Understanding | Place known events and objects in chronological order Sequence events and recount changes within living memory Use common words and phrases relating to the passing of time | Show an awareness of the past using words and phrases relating to the passing of time Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods | Use an increasing range of common words and phrases relating to the passing of time Describe memories of key events in his/her life using historical vocabulary | Place some historical events in a chronological framework Use historic terms related to the period of study | Use dates to order and place events on a timeline | Use dates to order and place events on a timeline |

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| <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>Speak about how they found out about the past</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>Provide an account of a historical event based on more than one source</p> | <p>Use a variety of sources to present information in a variety of ways</p> |

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| | | Record what they have learned by writing, speaking or drawing | | | | |
| <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 Greek life</p> | <p>Describe Britain's settlements by the Anglo-Saxons</p> <p>Describe the Roman Empire and its impact on Britain</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>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> |

General Vocabulary

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| <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

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| <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, industrialisation</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 nations, fourteen points, Franz Ferdinand, Woodrow Wilson,</p> |
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| | | | | | | ANZAC, digger |
| | <p>Mary Seacole: nursed, supplies, Crimean War, Crimean War, Scutari, government, British Hotel, herbal remedies slums, cholera, wash house, poverty</p> | <p>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</p> | <p>Ancient Greeks: philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred truce, temple</p> | <p>Anglo-Saxons: Sutton Hoo, kingdoms, shires, Shire reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia</p> | <p>Stone Age – Iron Age: Neolithic, Palaeolithic, chronology, tribal hunter-gatherers, Skara Brae, Stonehenge, Bronze Age</p> | <p>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</p> |
| | | <p>Famous People/Inventors: Louis Braille, Guy Fawkes, Leonardo Da Vinci, Wright Brothers, George and Robert Stephenson</p> | | <p>Romans: centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman bath, amphitheatre, Hadrian's Wall, Colosseum, fortress, mosaic</p> | <p>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</p> | <p>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</p> |

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| | | 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, Macehuaitin, Maize, Mesoamerica, Mexica, Montezuma, Nahuatl, 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 |