History

Progression of Knowledge and skills

The History Progression of skills and knowledge gives an overview of the **skills and knowledge** covered in each phase and strand and how these skills are developed in order to enable pupils to reach the end of key stage outcomes outlined in the National curriculum. **Topic knowledge** is covered in each of our units, helping pupils to understand the period being studied, however this knowledge is not necessarily progressive and the need to memorise this knowledge may not extend beyond the topic in question. It has not been included in this document for this reason. Topic knowledge (or 'fingertip knowledge as it is referred to in the Ofsted research review series: history) does have an important role in history learning however as it enables pupils to develop their **Chronological awareness** and understanding of **Substantive concepts** in different contexts.

<table>
<tr><th colspan="2"></th><th>Year 1
1. How am I making history?
2. How have toys changed?
3. How have explorers changed the world?</th><th>Year 2
1. How was school different in the past?
2. How did we learn to fly?
3. What is a monarch?</th><th>Year 3
1. British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?
2. British History 2: Why did the Romans Settle in Britain?
3. How have children's lives changed?</th><th>Year 4
1. British History 3: How hard was it to invade and settle in Britain?
2. What did the ancient Egyptians believe?
3. How did the achievements of the Maya civilisation influence their society and beyond? (To be added to progression grid when released September 2024)</th><th>Year 5
(2024-25 – Year 5 to study Maya civilisation then move to BH4 in 2025-26)
British History 4: Were the Vikings raiders, traders or settlers?
1. 2024-25 – Maya civilisation
2. British history 5: What was like like in Tudor England?
3. What did the Greeks ever do for us?</th><th>Year 6
1. What does the Census tell us about our local area?
2. British History 6: What was the impact of World War II on the people of Britain?
3. Unheard histories: Who should go on the banknote?</th></tr>
<tr><td>Chronological Awareness</td><td></td><td>To know that a timeline shows the order events in the past happened?
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table></td><td>To know a decade is ten years.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table></td><td>To know that history is divided into periods of history
e.g. ancient times, middle ages and modern.
<table><tr><td>1</td><td>2</td><td>3</td></tr></table></td><td>To know that history is divided into periods of history
e.g. ancient times, middle ages and modern.
<table><tr><td>1</td><td>2</td><td>3</td></tr></table></td><td>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</td><td></td></tr>
</table>

		To know that we start by looking at 'now' on a timeline then look back. 1 2 3 ✓ ✓ To know that 'the past' is events that have already happened 1 2 3 ✓ ✓ To know that 'the present' is time happening now. 1 2 3 ✓ ✓ To know that within living memory is 100 years. 1 2 3 ✓ ✓ Sequencing three or four events in their own life 1 2 3 ✓ Using common words and phrases for the passing of time (e.g.	To know that beyond living memory is more than 100 years ago. 1 2 3 ✓ ✓ ✓ To know that events in history may last different amounts of time. 1 2 3 ✓ Sequencing up to six photographs, focusing on the intervals between events. 1 2 3 ✓ ✓ ✓ Placing events on a timeline, building on times studied in Year 1. 1 2 3 ✓ ✓ Beginning to recognise how long each event lasted. 1 2 3 ✓ ✓ Knowing where people/events studied	✓ ✓ To know that BC means before Christ and is used to show years before the year 0. 1 2 3 ✓ ✓ To know that AD means Anno Domini and can be used to show years from the year 1AD 1 2 3 ✓ ✓ To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43. 1 2 3 ✓ ✓ To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. 1 2 3	 To know that BC means before Christ and is used to show years before the year 0. 1 2 3 To know that AD means Anno Domini and can be used to show years from the year 1AD 1 2 3 ✓	1 2 3 ✓ To know relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya , and Victorians. 1 2 3 ✓ ✓ ✓ To understand that historical periods have characteristics that distinguish them. 1 2 3 ✓ ✓ ✓ To understand how to work out durations of periods and events. 1 2 3 ✓ ✓ ✓ To understand how to represent a scale on a timeline. 1 2 3 ✓ ✓	To understand that historical periods have characteristics that distinguish them. 1 2 3 ✓ To understand how to work out durations of periods and events. 1 2 3 ✓ To understand how to represent a scale on a timeline. 1 2 3 ✓

		now, long ago, then, before, after) 1 2 3 ✓ ✓ ✓ Sequencing three or four artefacts from different periods of time. 1 2 3 ✓ Placing events on a simple timeline. 1 2 3 ✓ ✓ Recording on a timeline a sequence of historical stories heard orally 1 2 3 ✓	fit into a chronological framework. 1 2 3 ✓ ✓ ✓	✓ To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools. 1 2 3 ✓ To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. 1 2 3 ✓ To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. 1 2 3 ✓		To understand how to create their own timeline selecting significant events. 1 2 3 ✓ Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. 1 2 3 ✓ ✓ ✓ Putting dates in the correct century. 1 2 3 ✓ ✓ Using the terms AD and BC in their work 1 2 3 ✓ ✓ ✓ Using relevant dates and relevant terms for the period and period labels e.g.Stone Age,	To understand how to create their own timeline selecting significant events. 1 2 3 ✓ Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. 1 2 3 ✓ ✓ Putting dates in the correct century. 1 2 3 ✓ ✓

				Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. 1 ✔ 2 3 ✔ Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. 1 ✔ 2 ✔ 3 ✔ Using dates to work out the interval between periods of time and the duration of historical events or periods. 1 ✔ 2 ✔ 3 ✔ Using BC/AD/Century. 1 ✔ 2 ✔ 3	Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. 1 ✔ 2 ✔ 3 Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. 1 ✔ 2 ✔ 3 Using dates to work out the interval between periods of time and the duration of historical events or periods. 1 ✔ 2 ✔ 3 Using BC/AD/Century. 1 ✔ 2 ✔ 3	Bronze Age, Iron Age 1 ✔ 2 3 ✔ Developing a chronologically secure understanding of British, local and world history across the periods studied. 1 ✔ 2 ✔ 3 ✔ Placing the time, period of history and context on a timeline. 1 ✔ 2 ✔ 3 ✔ Relating current study on timeline to other periods of history studied. 1 ✔ 2 ✔ 3 ✔ Comparing and making connections between different contexts in the past. 1 ✔ 2 ✔ 3 ✔	Developing a chronologically secure understanding of British, local and world history across the periods studied. 1 2 ✔ 3 Placing the time, period of history and context on a timeline. 1 2 ✔ 3 Relating current study on timeline to other periods of history studied. 1 ✔ 2 3 Comparing and making connections between different contexts in the past. 1 2 3

				Sequencing eight to ten artefacts, historical pictures or events 1 2 3 ✓ Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. 1 2 3 ✓ ✓ ✓ Placing the time studied on a timeline 1 2 3 ✓ ✓ ✓ Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. 1 2 3 ✓ ✓ ✓ Noticing connections over a period of time. 1 2 3 ✓ ✓ ✓ Making a simple individual timeline	Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. 1 2 3 ✓ ✓ Placing the time studied on a timeline 1 2 3 ✓ ✓ Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. 1 2 3 ✓ ✓ Noticing connections over a period of time. 1 2 3 ✓ ✓ Making a simple individual timeline		✓ ✓ ✓

				1 2 3 ☐ ☐ ✔	1 2 3 ✔ ✔ ☐		
Substantive (abstract) concepts	Power (monarch, government and empire)		To know that a monarch in the UK is a king or queen 1 2 3 ☐ ☐ ✔ To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy 1 2 3 ☐ ☐ ✔ To know that Britain was organised into kingdoms and these were governed by monarchs 1 2 3 ☐ ☐ ✔	To understand the development of groups, kingdom and monarchy in Britain. 1 2 3 ✔ ☐ ☐ To understand the expansion of empires and how they were controlled across a large empire. 1 2 3 ☐ ✔ ☐ To understand that societal hierarchies and structures existed including aristocracy and peasantry 1 2 3 ☐ ✔ ☐	To understand the development of groups, kingdom and monarchy in Britain. 1 2 3 ✔ ☐ ☐ To know who became the first ruler of the whole of England 1 2 3 ✔ ☐ ☐ To understand that societal hierarchies and structures existed including aristocracy and peasantry 1 2 3 ✔ ✔ ☐	To understand how the monarchy exercised absolute power. 1 2 3 ✔ ✔ ☐ To understand the process of democracy and parliament in Britain. 1 2 3 ☐ ☐ ✔ To understand that different empires have different reasons for their expansion. 1 2 3 ✔ ☐ ✔ To understand that there are changes in the nature of society. 1 2 3 ☐ ☐ ✔	To understand how the monarchy exercised absolute power. 1 2 3 ☐ ☐ ✔ To understand the process of democracy and parliament in Britain. 1 2 3 ☐ ✔ ✔ To understand that there are changes in the nature of society. 1 2 3 ☐ ✔ ✔

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<tr>
<td></td>
<td>Achievements and follies of mankind</td>
<td>To know some inventions that still influence their own lives today.
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To know some achievements and discoveries of significant individuals.
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To know the legacy and contribution of the inventions.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table>
To be aware of the achievements of significant individuals.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table></td>
<td>To be able to identify achievements and inventions
that still influence our lives today from Roman times
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<td>To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>
To be aware of the achievements of the Ancient Egyptians.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table></td>
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						To be able to identify the achievements of civilisations and explain why these achievements were so important. 1 2 3 ✔ ✔ To be able to compare the achievements of different civilisations and groups. 1 2 3 ✔ ✔	To know some of the impacts of war on daily lives 1 2 3 ✔ To be able to identify the achievements of civilisations and explain why these achievements were so important. 1 2 3 ✔ To be able to compare the achievements of different civilisations and groups. 1 2 3 ✔
	Invasion, settlement and migration			To know that there were different reasons for invading Britain 1 2 3 ✔ To understand that there are varied reasons for	To know that there were different reasons for invading Britain 1 2 3 ✔ To understand that there are varied reasons for	To understand there are increasingly complex reasons for migrants coming to Britain. 1 2 3 ✔	To understand there are increasingly complex reasons for migrants coming to Britain. 1 2 3 ✔

				coming to Britain 1 2 3 ✔ ✔	coming to Britain 1 2 3 ✔		To understand that migrants come from different parts of the world. 1 2 3 ✔
					To know that there are different reasons for migration 1 2 3 ✔		To know about the diverse experiences of the different groups coming to Britain over time. 1 2 3 ✔
				To know that settlement created tensions and Problems 1 2 3 ✔ ✔	To know that settlement created tensions and Problems 1 2 3 ✔		
				To understand the impact of settlers on the existing population. 1 2 3 ✔ ✔	To understand the impact of settlers on the existing population. 1 2 3 ✔		
				To understand the earliest settlements in Britain. 1 2 3 ✔ ✔	To understand the earliest settlements in Britain. 1 2 3 ✔		

				To know that settlements changed over time. 1 2 3 ✔	To know that settlements changed over time. 1 2 3 ✔		
	Civilisation (social and cultural)			To understand how invaders and settlers influence the culture of the existing population 1 2 3 ✔ ✔ To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. 1 2 3 ✔ ✔ ✔ To know that education existed in some cultures, times and groups. 1 2 3 ✔	To understand how invaders and settlers influence the culture of the existing population 1 2 3 ✔ To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. 1 2 3 ✔ ✔	To understand the changes and reasons for the organisation of society in Britain. 1 2 3 ✔ To understand how society is organised in different cultures, times and groups. 1 2 3 ✔ ✔ ✔ To be able to compare development and role of education in societies. 1 2 3 ✔ To be able to compare education in different	To understand the changes and reasons for the organisation of society in Britain. 1 2 3 ✔ ✔ ✔ To understand how society is organised in different cultures, times and groups. 1 2 3 ✔ ✔ To be able to compare development and role of education in societies. 1 2 3 ✔ ✔

						cultures, times and groups 1 2 3 ✓	To understand the changing role of women and men in Britain. 1 2 3 ✓ ✓ ✓
						To understand that there are differences between early and later civilisations. 1 2 3 ✓ ✓	To understand that there are differences between early and later civilisations. 1 2 3 ✓
	Trade			To know that communities traded with each other and over the English Channel in the Prehistoric Period. 1 2 3 ✓ ✓ To understand that trade began as the exchange of Goods	To know that communities traded with each other and over the English Channel in the Prehistoric Period. 1 2 3 ✓	To know that trade routes from Britain expanded across the world . 1 2 3 ✓ To understand there was a race to discover new countries and that this resulted in new items to	To know that trade routes from Britain expanded across the world . 1 2 3 ✓ To understand there was a race to discover new countries and that this resulted in new items to

				<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table> To understand that the Roman invasion led to a great increase in British trade with the outside world. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To understand that trade develops in different times and ways in different civilisations <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> To understand that the traders were the rich members of society <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>		be traded in (e.g. silk, spices and precious metals <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> To understand that the expansion of trade routes increased the variety of goods available. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>	be traded in (e.g. silk, spices and precious metals <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To understand that the methods of trading developed from in person to boats, trains and planes. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table> To understand the development of global trade. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table>

	Beliefs			To understand that there are different beliefs in different cultures, times and groups. 1 | 2 | 3 | ✔ | To know about paganism and and the introduction of Christianity in Britain. 1 | 2 | 3 | ✔ |	To understand that there are different beliefs in different cultures, times and groups. 1 | 2 | 3 ✔ | ✔ | To know about paganism and and the introduction of Christianity in Britain. 1 | 2 | 3 ✔ | To know how Christianity spread 1 | 2 | 3 ✔ | To compare the beliefs in different cultures, times and groups. 1 | 2 | 3 ✔ | ✔ |	To be aware of the different beliefs that different cultures, times and groups hold. 1 | 2 | 3 ✔ | ✔ | ✔ | To understand the changing nature of religion in Britain and its impact. 1 | 2 | 3 | ✔ | To be aware of how different societies practise and demonstrate their beliefs. 1 | 2 | 3 ✔ | ✔ | ✔ | To be able to identify the impact of beliefs on society. 1 | 2 | 3 ✔ | ✔ | ✔ |	To be aware of the different beliefs that different cultures, times and groups hold. 1 | 2 | 3 | | ✔ | To understand the changing nature of religion in Britain and its impact. To be able to identify the impact of beliefs on society. 1 | 2 | 3 | | ✔ |

Disciplinary concepts	Change and continuity	To know that people change as they grow older 1 ✓ 2 3 To know that throughout someone's lifetime, some things will change and some things will stay the same. 1 ✓ 2 ✓ 3 To know that everyday objects have changed over time. 1 2 ✓ 3 Being aware that some things have changed and some have stayed the same in their own lives. 1 ✓ 2 ✓ 3 Describing simple changes and ideas/objects that remain the same. 1 2 3	To know that daily life has changed over time but that there are some similarities to life today 1 ✓ 2 3 Recognising some things which have changed/stayed the same as the past. 1 ✓ 2 ✓ 3 Identifying simple reasons for changes. 1 ✓ 2 ✓ 3	To know that change can be brought about by advancements in transport and travel. 1 ✓ 2 3 To know that change can be brought about by advancements in materials. 1 ✓ 2 ✓ 3 To know that change can be brought about by advancements in trade 1 ✓ 2 3 Identifying reasons for change and reasons for continuities. 1 ✓ 2 3 ✓ Identifying what the situation was like before the change occurred.	To know that change can be brought about by advancements in trade 1 2 ✓ 3 Identifying reasons for change and reasons for continuities. 1 ✓ 2 3 Identifying what the situation was like before the	To know that change can be brought about by conflict. 1 ✓ 2 3 Making links between events and changes within and across different time periods / societies 1 ✓ 2 ✓ 3 ✓ Identifying the reasons for changes and continuity 1 ✓ 2 ✓ 3 Describing the links between main events, similarities and changes within and across different	To know that change can be brought about by conflict. 1 2 ✓ 3 To know that change can be traced using the census. 1 ✓ 2 3 Making links between events and changes within and across different time periods / societies 1 2 ✓ 3 ✓ Identifying the reasons for changes and continuity 1 2 ✓ 3 Describing the links between main events, similarities and changes within and across different

		✔ ✔ ✔ Understanding that some things change while other items remain the same and some are new. 1 2 3 ✔ ✔ ✔		1 2 3 ✔ ✔ ✔ Comparing different periods of history and identifying changes and continuity 1 2 3 ✔ ✔ ✔ Describing the changes and continuity between different periods of history. 1 2 3 ✔ ✔ ✔ Identifying the links between different societies 1 2 3 ✔ ✔	change occurred. 1 2 3 ✔ Comparing different periods of history and identifying changes and continuity 1 2 3 ✔ Describing the changes and continuity between different periods of history. 1 2 3 ✔ Identifying the links between different societies 1 2 3 ✔ ✔	periods/studied. 1 2 3 ✔ ✔ ✔ Describing the links between different societies. 1 2 3 ✔ ✔ ✔ Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. 1 2 3 ✔ ✔ ✔ Analysing and presenting the reasons for changes and continuity. 1 2 3 ✔ ✔ ✔	periods/studied. 1 2 3 ✔ ✔ Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. 1 2 3 ✔ Analysing and presenting the reasons for changes and continuity. 1 2 3 ✔
	Cause and consequence	To know that everyday objects have changed as new materials have been invented. 1 2 3 ✔	To know that changes may come about because of improvements in technology 1 2 3 ✔ ✔	To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). 1 2 3 ✔ ✔		To know that members of society standing up for their rights can be the cause of change. 1 2 3 ✔	To know that members of society standing up for their rights can be the cause of change. 1 2 3 ✔ ✔ ✔

		Asking why things happen and beginning to explain why with support. 1 2 3 ✓ ✓	Asking questions about why people did things, why events happened and what happened as a result. 1 2 3 ✓ ✓ Recognising why people did things, why events happened and what happened as a result. 1 2 3 ✓ ✓	To know that advancements in science and technology can be the cause of change. 1 2 3 ✓ Identifying the consequences of events and the actions of people. 1 2 3 ✓ ✓ Identifying reasons for historical events, situations and changes. 1 2 3 ✓ ✓ ✓	Identifying the consequences of events and the actions of people. 1 2 3 ✓ ✓ Identifying reasons for historical events, situations and changes. 1 2 3 ✓ ✓	Giving reasons for historical events, the results of historical events, situations and changes. 1 2 3 ✓ ✓ Starting to analyse and explain the reasons for, and results of historical events, situations and change. 1 2 3 ✓ ✓ ✓	Giving reasons for historical events, the results of historical events, situations and changes. 1 2 3 ✓ ✓ Starting to analyse and explain the reasons for, and results of historical events, situations and change. 1 2 3 ✓ ✓
	Similarities and differences	To know that there are similarities and differences between their lives today and their lives in the past. 1 2 3 ✓ ✓ To know some similarities and	To know that there are explanations for similarities and differences between children's lives now and in the past. 1 2 3 ✓	Identifying similarities and differences between periods of history 1 2 3 ✓ ✓ ✓	Identifying similarities and differences between periods of history 1 2 3 ✓	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 1 2 3 ✓ ✓ ✓	Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 1 2 3 ✓ ✓

		differences between the past and their own lives. 1 ✔ 2 ✔ 3 ✔ To know that people celebrate special events in different ways 1 ✔ 2 3 To know that everyday objects have similarities and differences with those used for the same purpose in the past. 1 2 ✔ 3 Beginning to look for similarities and differences over time in their own lives 1 ✔ 2 ✔ 3	Identifying similarities and difference between ways of life at different times. 1 ✔ 2 3 ✔ Finding out about people, events and beliefs in society 1 ✔ 2 ✔ 3 ✔ Making comparisons with their own lives. 1 ✔ 2 3	Explaining similarities and differences between daily lives of people in the past and today. 1 ✔ 2 ✔ 3 ✔ Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 1 ✔ 2 ✔ 3	Explaining similarities and differences between daily lives of people in the past and today. 1 ✔ 2 3 3 Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 1 ✔ 2 3 3	Making links with different time periods studied 1 2 ✔ 3 ✔ Describing change throughout time. 1 ✔ 2 ✔ 3 ✔	Making links with different time periods studied 1 2 ✔ 3 ✔ Describing change throughout time. 1 ✔ 2 ✔ 3 ✔
	Historical significance	To know that some people and events are considered more ‘special’ or significant than others.	To know that some events are more significant than others.	To know that significant archaeological findings are	To know that significant archaeological findings are		To know how historians select criteria for significance and that this changes. 1 2 3

		<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table> Recalling special events in their own lives <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table>	<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> To know the impact of a historical event on society. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> To know that 'historically significant' people are those who changed many people's lives. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Discussing who was important in a historical event. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table>	those which change how we see the past <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table> To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table> Recalling some important people and events <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Identifying who is important in historical sources and accounts. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table>	those which change how we see the past <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table> Recalling some important people and events <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table> Identifying who is important in historical sources and accounts. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>	Identifying significant people and events across different time periods. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table> Comparing significant people and events across different time periods <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table> . Explain the significance of events, people and developments. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td></td><td>✔</td></tr></table>	<table><tr><td></td><td></td><td>✔</td></tr></table> Identifying significant people and events across different time periods. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Comparing significant people and events across different time periods. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table> Explain the significance of events, people and developments. <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table>
	Sources of evidence	To know that photographs can tell us about the past <table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td>✔</td></tr></table>	To know that we can find out about how places have changed by looking at maps.	To know that archaeological evidence can be used to find out about the past	To know that archaeological evidence can be used to find out about the past		To know that a census is carried out every ten years and is an official survey which records every

		To know that we can find out about the past by asking people who were there. 1 2 3 ✓ ✓ To know that artefacts can tell us about the past 1 2 3 ✓ To know that we remember some (but not all) of the events that we have lived through 1 2 3 ✓ ✓ Using artefacts, photographs and visits to museums to answer simple questions about the past. 1 2 3 ✓ ✓ ✓ Finding answers to simple questions about the past using sources (e.g. artefacts). 1 2 3	1 2 3 ✓ To know that historians use evidence from sources to find out more about the past. 1 2 3 ✓ ✓ ✓ Using artefacts, photographs and visits to museums to ask and answer questions about the past. 1 2 3 ✓ ✓ ✓ Making simple observations about a source or artefact. 1 2 3 ✓ ✓ ✓ Using sources to show an understanding of historical concepts (see above). 1 2 3 ✓ ✓ ✓ Identifying a primary source.	1 2 3 ✓ ✓ To know that we can make inferences and deductions using images from the past 1 2 3 ✓ ✓ ✓ Using a range of sources to find out about a period 1 2 3 ✓ ✓ ✓ Using evidence to build up a picture of a past event. 1 2 3 ✓ ✓ ✓ Observing the small details when using artefacts and pictures. 1 2 3 ✓ ✓ ✓ Identifying sources which are influenced by the personal beliefs of the author.	1 2 3 ✓ To know that we can make inferences and deductions using images from the past 1 2 3 ✓ ✓ Using a range of sources to find out about a period 1 2 3 ✓ ✓ Using evidence to build up a picture of a past event. 1 2 3 ✓ ✓ Observing the small details when using artefacts and pictures. 1 2 3 ✓ ✓ .	To understand that inventories are useful sources of evidence to find out about people from the past 1 2 3 ✓	person living in a household on a specific date. 1 2 3 ✓ To understand the types of information that can be extracted from the census. 1 2 3 ✓ To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status. 1 2 3 ✓

							To understand how to compare different census extracts by analysing the entries in individual columns 1 ✔ 2 3 To know that the most reliable sources are primary sources which were created for official purposes 1 ✔ 2 3 Recognising primary and secondary sources. 1 ✔ 2 ✔ 3 Using a range of sources to find out about a particular aspect of the past. 1 ✔ 2 ✔ 3 ✔ Identifying bias in a source and identifying the value of the
						Recognising primary and secondary sources. 1 ✔ 2 ✔ 3 ✔ Using a range of sources to find out about a particular aspect of the past. 1 ✔ 2 ✔ 3 ✔ Identifying bias in a source and identifying the value of the	
		1 2 ✔ 3 Sorting artefacts from then and now. 1 2 ✔ 3	1 2 ✔ 3	1 2 3 ✔			
		✔ ✔	1 2 ✔ 3	1 2 3 ✔			

						sources to historical enquiry and the limitations of sources. 1 2 3 ✓ ✓ ☐ Describing how secondary sources are influenced by the beliefs, cultures and time of the author. 1 2 3 ☐ ☐ ✓	sources to historical enquiry and the limitations of sources. 1 2 3 ☐ ✓ ☐ Describing how secondary sources are influenced by the beliefs, cultures and time of the author 1 2 3 ☐ ☐ ✓
	Historical interpretations	To know that the past can be represented in photographs. 1 2 3 ✓ ✓ ✓ Beginning to identify different ways to represent the past (e.g. photos, stories). 1 2 3 ✓ ✓ ✓ Developing their own interpretations from historical artefacts. 1 2 3 ☐ ✓ ☐	To know that the past is represented in different ways 1 2 3 ☐ ✓ ✓ Recognising different ways in which the past is represented (including eye-witness accounts). 1 2 3 ✓ ✓ ✓ Comparing pictures or photographs of people or events in the past. 1 2 3 ✓ ✓ ✓	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. 1 2 3 ✓ ☐ ☐ To know that assumptions made by historians can change in the light of new evidence. 1 2 3 ✓ ☐ ✓	To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. 1 2 3 ☐ ✓ ☐ To know that assumptions made by historians can change in the light of new evidence. 1 2 3 ☐ ✓ ☐	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. 1 2 3 ☐ ✓ ✓ To understand that there are different interpretations of historical figures and events. 1 2 3 ☐ ✓ ✓	To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. 1 2 3 ☐ ✓ ☐ To understand that there are different interpretations of historical figures and events. 1 2 3 ☐ ✓ ✓

			Developing their own interpretations from photographs and written sources. 1 ✔ 2 ✔ 3	Identifying and giving reasons for different ways in which the past is represented. 1 2 3 ✔ Identifying the differences between different sources and giving reasons for the ways in which the past is represented. 1 2 ✔ 3 ✔ Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. 1 ✔ 2 ✔ 3 Evaluating the usefulness of different sources.	Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. 1 ✔ 2 ✔ 3 Evaluating the usefulness of different sources	Comparing accounts of events from different sources. 1 ✔ 2 3 ✔ Suggesting explanations for different versions of events. 1 ✔ 2 3 Evaluating the usefulness of historical sources. 1 2 ✔ 3 ✔ Identifying how conclusions have been arrived at by linking sources. 1 ✔ 2 3 Developing strategies for checking the accuracy of evidence. 1 ✔ 2 ✔ 3	Comparing accounts of events from different sources. 1 2 ✔ 3 ✔ Suggesting explanations for different versions of events. 1 2 ✔ 3 Evaluating the usefulness of historical sources. 1 ✔ 2 ✔ 3 ✔ Identifying how conclusions have been arrived at by linking sources. 1 ✔ 2 ✔ 3 Developing strategies for checking the accuracy of evidence. 1 2 ✔ 3

				1 2 3 ✓ ✓ ✓	1 2 3 ✓ ✓	Addressing and devising historically valid questions. 1 2 3 ✓ ✓ Understanding that different evidence creates different conclusions. 1 2 3 ✓ ✓ Evaluating the interpretations made by historians 1 2 3 ✓	Addressing and devising historically valid questions. 1 2 3 ✓ ✓ ✓ Understanding that different evidence creates different conclusions. 1 2 3 ✓ Evaluating the interpretations made by historians 1 2 3 ✓
Historical enquiry	Posing historical questions	Asking how and why questions based on stories, events and people. 1 2 3 ✓ ✓ ✓ Asking questions about sources of evidence e.g artefacts 1 2 3 ✓ ✓	Asking a range of questions about stories, events and people. 1 2 3 ✓ ✓ ✓ Understanding the importance of historically-valid questions. 1 2 3 ✓ ✓ ✓	Understanding how historical enquiry questions are structured. 1 2 3 ✓ ✓ Creating historically-valid questions across a range of time periods, cultures and groups of people.	Understanding how historical enquiry questions are structured. 1 2 3 ✓ ✓ Creating historically-valid questions across a range of time periods, cultures and groups of people.	Planning a historical enquiry. 1 2 3 ✓ ✓ Suggesting the evidence needed to carry out the enquiry. 1 2 3 ✓	Planning a historical enquiry. 1 2 3 ✓ ✓ Suggesting the evidence needed to carry out the enquiry. 1 2 3 ✓ ✓ ✓

				1 2 3 ✓	1 2 3 ✓ ✓	Identifying methods to use to carry out the research. 1 2 3 ✓ ✓	Identifying methods to use to carry out the research. 1 2 3 ✓ ✓ ✓
				Asking questions about the main features of everyday life in periods studied, e.g. how did people live. 1 2 3 ✓ ✓ ✓	Asking questions about the main features of everyday life in periods studied, e.g. how did people live. 1 2 3 ✓	Asking historical questions of increasing difficulty e.g. who governed, how and with what results? 1 2 3 ✓	Asking historical questions of increasing difficulty e.g. who governed, how and with what results? 1 2 3 ✓ ✓
				Creating questions for different types of historical enquiry. 1 2 3 ✓ ✓		Creating a hypothesis to base an enquiry on. 1 2 3 ✓ ✓	Creating a hypothesis to base an enquiry on. 1 2 3 ✓ ✓
				Asking questions about the bias of historical evidence 1 2 3 ✓ ✓	Asking questions about the bias of historical evidence 1 2 3 ✓ ✓	Asking questions about the interpretations, viewpoints and perspectives held by others. 1 2 3 ✓ ✓	Asking questions about the interpretations, viewpoints and perspectives held by others. 1 2 3 ✓ ✓
	Gathering, organising and evaluating evidence	Using sources of information, such as artefacts, to answer questions. 1 2 3 ✓ ✓	Understanding how we use books and sources to find out about the past. 1 2 3 ✓ ✓ ✓	Using a range of sources to construct knowledge of the past. 1 2 3	Using a range of sources to construct knowledge of the past. 1 2 3	Using different sources to make and substantiate historical claims. 1 2 3 ✓ ✓ ✓	Using different sources to make and substantiate historical claims. 1 2 3 ✓ ✓

		Drawing out information from sources 1 2 3 ✓ ✓ Making simple observations about the past from a source 1 2 3 ✓ ✓ ✓	Using a source to answer questions about the past. 1 2 3 ✓ ✓ ✓ Evaluating the usefulness of sources to a historical enquiry. 1 2 3 ✓ ✓ ✓ Selecting information from a source to answer a question. 1 2 3 ✓ ✓ ✓ Identifying a primary source 1 2 3 ✓	✓ ✓ ✓ Defining the terms 'source' and 'evidence'. 1 2 3 ✓ ✓ Extracting the appropriate information from a historical source. 1 2 3 ✓ ✓ ✓ Selecting and recording relevant information from a range of sources to answer a question. 1 2 3 ✓ Identifying primary and secondary sources. 1 2 3 ✓ ✓ ✓ Identifying the bias of a source. 1 2 3 ✓ ✓	✓ Defining the terms 'source' and 'evidence'. 1 2 3 ✓ Extracting the appropriate information from a historical source. 1 2 3 ✓ ✓ Identifying primary and secondary sources. 1 2 3 ✓ ✓ Identifying the bias of a source. 1 2 3 ✓	Developing an awareness of the variety of historical evidence in different periods of time. 1 2 3 ✓ ✓ ✓ Distinguishing between fact and opinion. 1 2 3 ✓ ✓ Recognising 'gaps' in evidence. 1 2 3 ✓ ✓ ✓ Identifying how sources with different perspectives can be used in a historical enquiry. 1 2 3 ✓ ✓ ✓ Using a range of different historical evidence to dispute the ideas, claims or perspectives of others 1 2 3 ✓	Developing an awareness of the variety of historical evidence in different periods of time. 1 2 3 ✓ ✓ ✓ Distinguishing between fact and opinion. 1 2 3 ✓ ✓ Recognising 'gaps' in evidence. 1 2 3 ✓ ✓ ✓ Identifying how sources with different perspectives can be used in a historical enquiry. 1 2 3 ✓ ✓ Using a range of different historical evidence to dispute the ideas, claims or perspectives of others 1 2 3 ✓ ✓

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<td>Comparing and contrasting different historical Sources
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<td>Interpreting findings, analysing and making connections</td>
<td>Interpreting evidence by making simple deductions. .
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table>
Making simple inferences and deductions from sources of evidence.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td>✔</td></tr></table>
Describing the main features of concrete evidence of the past or historical evidence.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table></td>
<td>Making links and connections across a unit of study.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table>
Selecting and using sections of sources to illustrate and support answers.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td></td><td>✔</td><td></td></tr></table></td>
<td>Interpreting evidence in different ways
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td></td><td></td></tr></table>
Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td>✔</td></tr></table></td>
<td>Understanding that there are different ways to interpret evidence.
<table><tr><td>1</td><td>2</td><td>3</td></tr><tr><td>✔</td><td>✔</td><td></td></tr></table>
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				Making links and connections across a period of time, cultures or groups. 1 2 3 ✔ ✔ ✔ Asking the question "How do we know?" 1 2 3 ✔ ✔ ✔	Making links and connections across a period of time, cultures or groups. 1 2 3 ✔ ✔ Asking the question "How do we know?" 1 2 3 ✔ ✔		
	Evaluating and drawing conclusions	Drawing simple conclusions to answer a question 1 2 3 ✔ ✔	Making simple conclusions about a question using evidence to support. 1 2 3 ✔ ✔ ✔	Reaching conclusions that are substantiated by historical evidence. 1 2 3 ✔ ✔	Understanding that there may be multiple conclusions to a historical enquiry question. 1 2 3 ✔ ✔ Reaching conclusions that are substantiated by historical evidence. 1 2 3 ✔ ✔	Interpreting evidence in different ways using evidence to substantiate statements. 1 2 3 ✔ Making increasingly complex interpretations using more than one source of evidence. 1 2 3 ✔ ✔	Interpreting evidence in different ways using evidence to substantiate statements. 1 2 3 ✔ ✔ ✔ Making increasingly complex interpretations using more than one source of evidence. 1 2 3 ✔ ✔ ✔

				Recognising similarities and differences between past events and today. 1 2 3 ✔	Recognising similarities and differences between past events and today. 1 2 3 ✔	Challenging existing interpretations of the past using interpretations of evidence 1 2 3 ✔ Making connections, drawing contrasts and analysing within a period and across time. 1 2 3 ✔ ✔ Beginning to interpret simple statistical sources. 1 2 3 ✔ Reaching conclusions which are increasingly complex and substantiated by a range of sources 1 2 3 ✔ Evaluating conclusions and identifying ways to improve conclusions.	Challenging existing interpretations of the past using interpretations of evidence 1 2 3 ✔ Making connections, drawing contrasts and analysing within a period and across time. 1 2 3 ✔ ✔ ✔ Beginning to interpret simple statistical sources. 1 2 3 ✔ Reaching conclusions which are increasingly complex and substantiated by a range of sources 1 2 3 ✔ ✔ ✔ Evaluating conclusions and identifying ways to improve conclusions

						1 2 3 ✓	1 2 3 ✓
	Communicating findings	Communicating findings through discussion and timelines with physical objects/ pictures. 1 2 3 ✓ ✓ ✓ Using vocabulary such as - old, new, long time ago. 1 2 3 ✓ ✓ ✓ Discussing and writing about past events or stories in narrative or dramatic forms. 1 2 3 ✓	Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). 1 2 3 ✓ ✓ ✓ Using relevant vocabulary in answers. 1 2 3 ✓ ✓ ✓ Describing past events and people by drawing or writing. 1 2 3 ✓ ✓ ✓ Expressing a personal response to a historical story or event through discussion, drawing our writing. 1 2 3 ✓ ✓	Communicating knowledge and understanding through discussion, debates, drama, art and writing. 1 2 3 ✓ ✓ Constructing answers using evidence to substantiate findings. 1 2 3 ✓ ✓ ✓ Identifying weaknesses in historical accounts and arguments. 1 2 3 ✓ ✓ Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model,	Communicating knowledge and understanding through discussion, debates, drama, art and writing. 1 2 3 ✓ ✓ Constructing answers using evidence to substantiate findings. 1 2 3 ✓ ✓ Identifying weaknesses in historical accounts and arguments. 1 2 3 ✓ Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model,	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. 1 2 3 ✓ ✓ Showing written and oral evidence of continuity and change as well as indicting simple causation. 1 2 3 ✓ Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. 1 2 3	Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. 1 2 3 ✓ ✓ ✓ Showing written and oral evidence of continuity and change as well as indicting simple causation. 1 2 3 ✓ ✓ ✓ Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. 1 2 3

		Expressing a personal response to a historical story or event. 1 2 3 ✓		dramatise, write or retell the story. 1 2 3 ✓ Creating a structured response or narrative to answer a historical enquiry. 1 2 3 ✓ ✓ ✓ Describing past events orally or in writing, recognising similarities and differences with today. 1 2 3 ✓ ✓	dramatise, write or retell the story. 1 2 3 ✓ ✓ Creating a structured response or narrative to answer a historical enquiry. 1 2 3 ✓ ✓	✓ Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. 1 2 3 ✓ ✓ Constructing explanations for past events using cause and effect. 1 2 3 ✓ Using evidence to support and illustrate claims 1 2 3 ✓ Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. 1 2 3 ✓ ✓ ✓	✓ ✓ ✓ Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. 1 2 3 ✓ ✓ ✓ Constructing explanations for past events using cause and effect. 1 2 3 ✓ Using evidence to support and illustrate claims 1 2 3 ✓ ✓ ✓ Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. 1 2 3 ✓ ✓ ✓

						Constructing explanations for past events using cause and effect. 1 | 2 | 3 ✔ | | ✔ Using evidence to support and illustrate claims. 1 | 2 | 3 ✔ | | ✔	Constructing explanations for past events using cause and effect. 1 | 2 | 3 | ✔ | Using evidence to support and illustrate claims. 1 | 2 | 3 ✔ | ✔ | ✔

Vocabulary

This document shows when vocabulary is introduced in our History curriculum across the Disciplinary concepts, Historical enquiry, Chronological awareness and Topic knowledge strands. Please note that children do not need to remember all of the Topic knowledge vocabulary but that much of this vocabulary will be important in helping them to develop their understanding of the substantive concepts.

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts are highlighted in pink.

Words used in EYFS: Reception units may be duplicated in later year groups. This is because our Reception units are designed to be taught using a 'pick and mix' approach and schools may not use all of the activities and also because it gives pupils an opportunity to revisit and embed key vocabulary.

Year 1 - Vocabulary progression

Disciplinary concepts

Historical enquiry

ask
investigate
explain
question
artefacts
object
sort
group
compare/ comparison
interview
photograph
similar/similarity
different/ difference
change
same
event
remember
memory
celebration
special

Chronological awareness

morning
afternoon
evening
order
now
present
past
recent
timeline
lifetime
future
date
before
today
tomorrow
last week/month/year/day
memory
within living memory
beyond living memory
old
new
sequence
modern
after
long ago

Topic knowledge

How am I making history?

siblings
parent
grand parent
great grandparent
childhood
time capsule

What were toys like in the past?

toy
wooden
plastic
metal
mohair

How have explorers changed the world?

explorer
exploration
achievement
discovery
transport
equipment
yacht
voyage
solo
North Pole
resilience
determination
qualities
coat of arms

Year 2 - Vocabulary progression

Disciplinary concepts

Historical enquiry

sources
primary source
evidence
contrast
historic
historically significant
eye witness account
eye witness

Chronological awareness

Decade
Anglo-Saxon

Topic knowledge

How was school different in the past?

school log book
textbook
blackboard
abacus
slate
chalk
pen and ink
stove

How did we learn to fly?

inventor
flight

What is a monarch?

monarch
power
ruler
absolute monarchy
anointing
armed forces
attack
bailey
battle
battlements
Bayeux Tapestry
ceremony
concentric castle
constitutional monarchy
conquer
coronation
crowning
defend
earl
fortified manor house
gatehouse
government
head of state
invade
investing
keep

Year 3 - Vocabulary progression

Disciplinary concepts

Historical enquiry

secondary source
remains
certainty
possibility
confirm
prove
informed guess
archaeological evidence
reconstruction
informed guess
continuity
historical significance
criteria
interpretation
inference
observation
deduction
legacy

Chronological awareness

AD- Anno Domini
BC- Before Christ
period
prehistory
prehistoric
Palaeolithic
Mesolithic
Neolithic
Stone Age
Bronze Age
Iron Age
duration
Old Kingdom
Middle Kingdom
New Kingdom
Late period
Ptolemaic period
chronology

Topic knowledge

British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

Skara Brae, Orkney Islands
hearth
settlement
flint
roundhouse
chief
metalwork -copper, bronze, gold, tin
mining
trade (a job requiring manual skills)
arrowheads
import
export
trade (buying and selling goods/services)
exchange
goods
barter

British history 2: Why did the Romans settle in Britain?

Briton
Romans
Celts
enslaved
tin
togas
settlers
Picts
pilum
galea
armour
scutum
caligae
gladius
tunic
legionary
legion
legatus
cohort
century
centurion
formation
testudo
wedge
tablet
aqueduct
state
legal system

What did the Egyptians believe?

civilisation
Delta
Egypt
Lower Egypt
Upper Egypt
River Nile
Delta
Atum
creation story
Horus
Isis
Nun
Osiris
Ankh
Anubis
Book of the Dead
hieroglyphs
Osiris
papyrus
weighing of the heart
Skemet
Ra
Casing stones
Pharaoh
foundations
limestone blocks
pulley
pyramid
quarrying
ramps
amulet
canopic jars
embalmer
immortal
linen
natron
preserve
resin
sarcophagus

Year 4 - Vocabulary progression

Disciplinary concepts

Historical enquiry

observation
inference
deduction
life expectancy
significant
propaganda
evaluate
rank
bias
one-sided
balanced
viewpoint
perspective
cause
consequence
events
impact
conclusion
enquiry
supporting evidence
credibility

Chronological awareness

Tudor period (1485-1603)
Victorian period (1837-1901)
Anglo-Saxons (410 - 1066)
Vikings (800 to 1066)

Topic knowledge

How have children's lives changed?

apprentice/ apprenticeship
master
occupation
politicians
parliament
poverty
ragged schools
life expectancy
plague
living conditions
sanitation
working conditions
working hours
factory owners
chaffing wheat
oath
mine/miner/ mining
trapper
bird scarer
hurrier
servant
housemaid
wealthy
wages
textile mill
bill
pass (pass a bill)
reform
act
The Factory Act
The Coal Mines Act
The Chimney Sweepers Act

British history 2: How hard was it to invade and settle in Britain?

Angles
Saxons
Jutes
Picts
invasion
Britons
Romans
empire
longships
wattle and daub
Wessex
claimants
kingdom
Northumbria
Mercia
Wessex
East Anglia
Kent
villages
thatch
straw
hut
cauldron
Battle of Edington
Danelaw
leadership qualities
Sutton Hoo
burial mound
Christianity
missionaries
Pope
peasants

Were the Vikings raiders, traders or settlers?

trader
engineer
raider
Anglo-Saxon chronicle
ballast
hull
keel
mast
longboat
oars
Rudder
garnet
Hedeby
Jorvik
quernstone
Danelaw
paganism
sacred

Year 5 - Vocabulary progression

Disciplinary concepts

Historical enquiry

census
reliable
audience
purpose
accuracy
creator
representation
council chamber records
official record
justify
opinion
historical investigation
link
interpretation
will
inventory
value
transcribe
prediction

Chronological awareness

Minoan Civilisation
Mycenaean Period - The period Dark Ages
Archaic Period
Classical Golden Period
Hellenistic Period

Topic knowledge

What was life like in Tudor times?

House of Lancaster
House of York
Battle of Bosworth
tyrant
execute
Tower of London
heir
Royal Progress
nobles
litter
dunghill
mace
procession
trading laws
court
town clerk
pageant
courtiers
noblemen
valuation
parchment
quill pen
parlour
chamber
buttery
merchant
pewter
free
enslaved
tournament
shilling

What did the Greeks ever do for us?

Mediterranean Sea
Aegean Sea
Ionian Sea
Mount Olympus
Zeus
Hera
Aphrodite
Poseidon
Demeter
Athena
Apollo
Artemis
Hephaestus
Hermes
Dionysus
democracy
oligarchy
location
city-state
Athens
Sparta
landlocked
assembly
direct democracy
representative democracy
philosophy
formula
ethics
logic
legacy
impact

How did the Maya civilisation compare to the Anglo-Saxons?

abandon
Classic period
decline
deforestation
drought
hieroglyphics
pyramid
rainforest
slash and burn
tropical rainforest

Year 6 - Vocabulary progression

Disciplinary knowledge

Historical enquiry

church records
court records
records from places of work
factory records
enumeration books
trustworthy
death records
reliability
criteria
significance

Chronological awareness

No new vocabulary

Topic knowledge

What does the census tell us about our local area?

head of the household
title
scholar
enumerator
condition
cotton mill worker
overlooked
joiner
can-hooker
carding
piecer
flax
yarn
linen
nobbins
severance pay
compensation
income
workhouse
suffragette
governess

British history 6: What was the impact of World War II on the people of Britain?

appeasement
Treaty of Versailles
reparations
allies
disarm
debt
unrest
prosperity
RAF
Luftwaffe
sorties
Operation Sealion
bomb aimer
scramble
The Blitz
air raid shelter
Anderson shelter
blackout
evacuation
Women's Auxiliary Air Force (WAAF)
Women's Royal Naval Service (WRNS)
Air Transport Auxiliary (ATA)
Auxiliary Territorial Service (ATS)
Special Operations Executive (SEO)
Women's Land Army
Women's Liberation Movement

Unheard histories: Who should go on the banknote?

issuing bank
remarkable
remembered
watermark

The Sikh Empire

cultural diversity
cultural exchange
global trade
Maharaja Ranjit Singh
maritime routes
Punjab
Sikh Confederacy (Misl Confederacy)
Sikh Empire
unification