

History Progression of Knowledge and Vocabulary

		Garden Class			Meadow Class				
		Year A	Year B	Year C	Year A	Year B	Year C	Year D	
Autumn		<p><u>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Changing in Schooling and education</u></p> <ul style="list-style-type: none"> • Know how to ask and answer questions about school in the past and the present. • Use words and phrases like: old, new and a long time ago. • Spot old and new things in a picture. • Use words and phrases like: before, after, past, present, then and now. • Give examples of things that were different when my grandparents were children. 	<p><u>Events beyond living memory that are significant nationally – The Gunpowder Plot</u></p> <ul style="list-style-type: none"> • Begin to know the Monarchs relationship with government, parliament and church. • Know that there are different types of church. 	<p><u>Events beyond living memory that are significant nationally – WW1 and Remembrance</u></p> <ul style="list-style-type: none"> • Understand invasion involves conflict. 	<p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • Know what Stone Age people ate and how they got it. • Describe what people learn from Stone Age art. • Be able to describe what a typical day would have been like for a Stone Age man, woman or child. • Know that early man was nomadic, so did not farm. 	<p><u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</u></p> <ul style="list-style-type: none"> • Know that many of the early civilizations gave much to the world. • Know how Egyptians mummified and protected the dead using methods which mean that evidence of their lives is still viewable today. • Describe what the finding of Tutankhamun’s tomb tells me about the skills of Ancient Egyptians. 	<p><u>The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • Know about at least three things that the Romans did for our country. • Know why the Romans built forts in this country. • Know that Rome was a very important place and many decisions were made there. • Know about the lives of at least two famous Romans. 	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor AD400-1066</u></p> <ul style="list-style-type: none"> • Know that Britain was invaded on more than one occasion. • Know that the Anglo-Saxons and Vikings were often in conflict and why the Vikings often overpowered the Saxons. • Show on a map where the Vikings came from and where they invaded our country. <p>Know that many Vikings came to our country as peaceful farmers.</p>	
	Vocabulary	Generic	Physical changes	Monarch Plot, Treason, London, Houses of Parliament, Tower of London Westminster Hall		monument		Empire, Emperor, Primary source, Secondary source	invasions
		Chronology	Living memory, Generation, Past/Present	Beyond living memory			BC/AD, Civilization, Ancient		1066
		Unit	Blackboard, Punishment, Dictation, Cappa, Apron, Ankle boots, Evacuation, Air raids, Blitz	Guy Fawkes, King James Thomas Percy, Robert, Catesby, , Gunpowder Plot, Catholics, Protestants, Gunpowder, Arrest, Bonfire,	Army, Courage, Frontline, soldiers, Armistice, Poppy fields, Home front, remembrance, trenches Remembrance Sunday, two-minute silence	Flint tools, Hunter-gatherer, Prehistoric, Paleolithic, Mesolithic, Neolithic, Skara Brae, Orkney, Stonehenge, Earthworks,	Egypt, Irrigation, The Nile, Hieroglyphics, Cartouche, Pharaoh, Rosetta stone, Nile, Tomb, Pyramid, Burial chamber, Antechamber, Tutankhamun Egyptian Gods and Goddesses	Roman, Conquered, Celts, Enslave, Tribe, Roman Empire, Archaeologists, Boudicca, Rebellions, Legion, Hadrian’s wall, Legionary	Viking raids, longships, Alfred the Great, Athelstan, Danegeld, laws and justice, Battle of Hastings, Normans, Edward the Confessor, Harold II, William the Conqueror

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Spring	<p><u>Significant historical events, people and places in their own locality: Tudors (Haddon Hall)</u></p> <ul style="list-style-type: none"> • Know that farming is essential for settlement. • Understand buying and selling at a market or shop. • Know that settlers need water and natural resources. 		<p><u>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Rosa Parks</u></p> <ul style="list-style-type: none"> • Know many changes that have happened since Rosa Park was born. • Compare how life has changed over a period of time. 		<p><u>Events beyond living memory that are significant nationally – Great Fire of London</u></p> <ul style="list-style-type: none"> • Know how to use books or internet to find out about the past. • Know what certain objects from the past might have been used for. 		<p><u>How Britain changed from the Bronze Age to the Iron Age 2500BC to 800BC and 800BC to AD43</u></p> <ul style="list-style-type: none"> • Know that settlements change through History. • Understand the importance of trade routes. • Know many differences between the Stone, Bronze and Iron Ages. • Know that the bedrock of civilisation is farming. 		<p><u>A local history study: Derbyshire A study</u></p> <ul style="list-style-type: none"> • Research to find answers to specific historical questions about our locality. • Know how our locality today has been shaped by what happened in the past. 		<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> • Know where the Anglo-Saxons came from. • Know at least two famous Anglo-Saxons • Use a timeline to show when the Anglo-Saxons were in England. • Know that many Anglo-Saxons were farmers. • Know that the Anglo-Saxons gave us many of the words that we use today. 		<p><u>A non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</u></p> <ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history; Britain and Mesoamerica. • Know how to place features of historical events and people from the past societies and periods in a chronological framework. • Summarise the main events from a period of history, explaining the order of events and what happened. 		
	Vocabulary	Generic		farming, settlers, market,		diary, Britain, capital city, monument,		Settlement, sources of research, artefacts		Similarities, differences, historical photos, inference		root meaning, settlement, village, artefact, excavation, archaeology		Civilization, peasants, nobles	
		Chronology		Before I was born, Timeline, Monarchs,				BC,		18 th century,					
		Unit		Tudor, Wattle and Dorb, Beams, thatched, Henry VIII, Divorce, coat of arms, crest		Rosa Parks, Boycott, Civil rights, Discrimination, Prejudice, Protest, Racial, Seamstress, Segregation		London, Pudding Lane, St Paul's Cathedral, River, Thames, bakery, Architect, Lord Mayor, Sir Christopher Wren, burning, leather bucket, axe, Samuel Pepys, King Charles II		Amesbury Archer, round-barrows, Stonehenge, standing stones, spiritual Roundhouse, wattle and daub, Hill fort, ditch, Tribes, torcs, woad, grave goods, Flag Fen, smelt, iron ore, barbarians		Cockayne, Boothby, Hull, Spalden, Royal Crown Derby, production, fine Bone china, Shrovetide, Mob football, Down'ards up'ards, river Henmore		Angles, Saxons, Jutes, Frisians, Scot, weaver, tanner, smith, Paganism, Christianity, missionary, cathedral, abbey	

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Summer		<p><u>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Grace Darling</u></p> <ul style="list-style-type: none"> • Know how some people have helped us to have better lives. • Ask questions of my own to find out about the past. • To describe why a person is famous. 	<p><u>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – The Wright Brothers to the Moon Landings</u></p> <ul style="list-style-type: none"> • Know how to find out things about the past by talking to an older person. • Know about how things were different when my grandparents were children. 	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Mary Seacole and Florece Nightingale</u></p> <ul style="list-style-type: none"> • Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. • Know about the life of a famous person from the past from my research. 	<ul style="list-style-type: none"> • <u>Changes in an aspect of British social History- Crime and Punishment from Anglo-Saxons to present</u> • Understand absolute power versus democracy. • Understand that people have been persecuted because of their association with the church. 	<p><u>Study of Ancient Greece 800BC-30BC</u></p> <ul style="list-style-type: none"> • Know about some of the things that the Greeks gave the world. • Know that the Greeks were responsible for the birth of the Olympics. <p>Know that the Greek Gods were an important part of Greek culture.</p>	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)</u></p> <ul style="list-style-type: none"> • Draw a scaled timeline with different historical periods showing key historical events or lives of significant people. • Understand the impact of the Battle of Britain and Evacuation on the lives of people living at the time. • Evaluate how the lives of city people were different from the lives of rural people. 	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Black and British</u></p> <ul style="list-style-type: none"> • Draw a timeline with different historical periods showing key historical events or lives of significant people. • Know how an event or events from the past has shaped our life today, including cause and effect. 	
	Vocabulary	Generic	evidence, everyday life, views, reasons, Sources,	inventor, impact, sources of evidence,	Soldiers,		fighting, religion, democracy		Empire, exploration
		Chronology		chronology, chronological,		Recent history	Timeline,		BCE (Before Common Era)/CE(Common Era)
Unit		Victorian, rescue, lighthouse, shipwreck, heroic, fearless, courageous, Victorian, version, differences, newspaper, paintings	first flight, aero plane, Wright brothers, newspaper report, diary, powered flight, significant, astronauts, mission, motivation, reasons, debate, space exploration	Mary Seacole, Florence, Nightingale, Nurse, Crimean War, Battlefield, Hospital, Patients, Jamaican, Inspiring	crime, punishment, medieval, community, outlaw, justice, whipping, vagrancy/begging, highwayman, smuggling, poaching, witchcraft, Bloody Code, capital punishment, prisons, crime rates, Police Force, cybercrime, drug crime	Ancient Greece, city states, Athens, Sparta, Trojan, Troy, Zeus, Poseidon, Hades, Athena, Marathon, Persia, Philosophy, , Parathon, Olympics, athletics,	Second World War, Allies, Adolf Hitler, Air Raid, The Blitz, Evacuation, Home front, Royal Air Force, Conscripton, Luftwaffe, turning point, Spitfire, Hurricane	diverse, migration, exploitation, slavery trade, discrimination, Tudor society, slave trade, Middle Passage, Windrush, immigration, legislation, riots	