


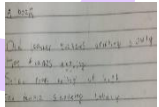
Year 1 - Progression of Skills and Vocabulary in History

Year 1	National Curriculum Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
Focus	Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality.	The lives of significant individuals in the past who have contributed to national and international achievements.
Chronological Understanding	To place known events and objects in chronological order. To sequence events and recount changes within living memory. To use common words and phrases relating to the passing of time	Today, Now, Hours, Tomorrow, Yesterday, Then, After, Before, Weeks, The present, Year, Decade, Century, The past, Long ago, The future, Day, Week, Month, Long ago, Ancient, Modern
Historical Enquiry	To find answers to some simple questions about the past from simple sources of information. To describe some simple similarities and differences between artefacts. To sort artefacts from then and now. To ask and answer relevant basic questions about the past.	Curiosity, Detective, Investigate, Ask, Object, Artefacts, Books, Pictures, Photographs, Surroundings, Local, Homes, houses and buildings, Explain, Used for, Timeline, Date Order, Similar, Different, Because, Important
Organisation and Communication	To talk, draw or write about aspects of the past.	
Historical Interpretation	To relate his/her own account of an event and understand that others may give a different version <i>Example: A child may focus on Guy Fawkes for the account of an event, whereas another child may account this from King James' perspective</i>	
Understanding of Events, People and Changes	To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past.	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)		
<i>Changes within Living Memory</i>	<i>The Gunpowder Plot</i>	<i>Elizabeth I and Queen Victoria</i>

Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember	Guy Fawkes, Guido, Parliament, Protestants, Catholics, Robert Catesby, King James I, Government, Gunpowder, Unsuccessful, Traitor, Remembered, Peasantry	Queen, Queen Elizabeth, Elizabethans, Queen Victoria, Victorians, Reign, Monarch, Royal, United Kingdom, Prince Albert, Victorian times, Achievements, Changes, Contributions, Succeed/succession
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WVCEPS

Year 2 - Progression of Skills and Vocabulary in History

Year 2	National Curriculum Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	
Focus	Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality.	The lives of significant individuals in the past who have contributed to national and international achievements.
Chronological Understanding	To describe where the people and events studied fit within a chronological framework and identify similarities between periods. To show an awareness of the past, using common words and phrases relating to the passing of time.	Chronological time consolidation, Sequence , Chronological Order , Recent History , Earlier , Later , Decades , Centuries
Historical Enquiry	To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.	Question , Artefact , Newspapers , Websites , Historians , Primary /Secondary Evidence , Information , Like or dislike , Significant , Tally chart , Changes , Observe , Non-fiction books , Maps , Internet , Research , Buildings , Places , Historical event
Organisation and Communication	To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.	
Historical Interpretation	To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally - An explanation of the Great Fire of London and why it was significant- capital. To describe significant historical events, people and places in his/her own locality	
Understanding of Events, People and Changes	To identify differences between ways of life at different times. To recognise why people did things, why events happened & what happened as a result. To use a wide vocabulary of everyday historical terms	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)		
<i>The Royal Family</i>	<i>The Great Fire of London</i>	<i>Explorers- Columbus and Armstrong</i>
The Queen , Queen Elizabeth II , Monarch , Prince Philip , Family , Reign , Buckingham Palace , Jubilee , Royal ,	London , Capital City , 17th Century , Pudding Lane , Bakery , River Thames , Plague , Rebuilt , Great fire ,	Exploration , Discovery , Unknown , Sailor , Captain , Santa Maria , Location , Travelled , China & India , The Indies (East) , The Americas (West) , Wealth , Astronaut ,

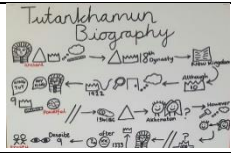
Prince Charles, Prince William, Succession, Throne,
Power, Crown, Money, Ruler

Samuel Pepys, Tower of London, Architect, Sir
Christopher Wren

Pilot, NASA, Commander, Moon, Saturn V, Lunar
Module 'Eagle'

WCPES

Year 3 - Progression of Skills and Vocabulary in History


<p>Year 3</p>	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Chronological Understanding</p>	<p>To describe memories of key events in his/her life using historical vocabulary. To use an increasing range of common words and phrases relating to the passing of time- <i>sequence, chronological order, recent history, earlier, later, period and era.</i></p>	<p>Chronological time consolidation, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years</p>
<p>Historical Enquiry</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>Questions, Opinion, Experts, Bar graph, Compare, Initiate, Theme, Place, Investigate, Locality, Eye-witness account, Similarities and differences, Archaeologists, Excavation, Perception, Think critically, Use judgement, First-hand evidence, Second-hand evidence</p>
<p>Organisation and Communication</p>	<p>To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.</p>	
<p>Historical Interpretation</p>	<p>To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally- <i>An explanation about the powerful monarchs from the Tudor period and how their reign shaped the country and is still reflected today.</i> To describe significant historical events, people and places in his/her own locality.</p>	

Understanding of Events, People and Changes	<p>To find out about everyday lives of people in time studied</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people's actions.</p> <p>To understand why people may have wanted to do something.</p>
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History Topics
(Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)


Ancient Egypt	Stone Age- Iron Age <i>Focus Bronze Age Boat, Dover Museum</i>	The Tudors Local Study Sandwich
<p>Civilisation</p> <p>Empire</p> <p>Pharaoh</p> <p>Pyramid</p> <p>Tomb</p> <p>Sarcophagus</p> <p>Mythology</p> <p>Nile</p> <p>Mummy</p> <p>Hieroglyphics</p> <p>Monument</p> <p>Papyrus</p> <p>Archaeologist</p> <p>Tutankhamen</p>	<p>Ancestors</p> <p>Neolithic</p> <p>Palaeolithic</p> <p>Settlement</p> <p>Britons</p> <p>Druid</p> <p>Tribe</p> <p>Tribal</p> <p>Hunter gatherers</p> <p>Bronze/iron/stone age</p> <p>Skara Brae</p> <p>Hillfort</p> <p>Conquest</p> <p>Briton</p> <p>Emperor Hadrian</p> <p>Stonehenge</p>	<p>Welsh/English family</p> <p>King Henry VII</p> <p>118-year rule</p> <p>Monarchs</p> <p>Henry VIII</p> <p>Elizabeth I</p> <p>Cinque Port</p> <p>Quay</p> <p>Stour</p> <p>Defences</p> <p>Daub</p> <p>Jetty</p> <p>South East</p> <p>Port</p> <p>Trade</p>

Year 4 - Progression of Skills and Vocabulary in History

Year 4	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
Focus	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>
Chronological Understanding	<p>To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years. To use historic terms related to the period of study, for example the Roman Empire and a reference to AD43 and Emperor Claudius.</p>	<p>Chronological time consolidation, Time difference, Continuity, Change</p>
Historical Enquiry	<p>To look at the evidence available and engage in discussions. To begin to evaluate the usefulness of different sources. To understand that sources can contradict each other- <i>Myths and legends are a source when learning about Ancient Greece, however these have been adapted and can be very different depending on the author.</i></p>	<p>Satellite images, Respond, Aerial photographs, Source, Collect, Record, Analyse, Data, Compare, Locations, Developments, Impact on life, Argument, Interpretations, Develop perspective, Oral history, Myths & Legends</p>
Organisation and Communication	<p>To communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	
Historical Interpretation	<p>To use sources of information in ways which go beyond simple observations to answer questions about the past. To use a variety of resources to find out about aspects of life in the past.</p>	

<p>Understanding of Events, People and Changes</p>	<p>To use evidence to reconstruct life in time studied. To look for links and effects in time studied. To offer a reasonable explanation for events</p>	
<p>History Topics <i>(Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)</i></p>		
<p><i>Ancient Greece</i></p>	<p><i>Roman Empire</i></p>	<p><i>Fort Richborough</i> Local Study</p>
<p>Democracy Olympic games Philosopher Sparta Greece Spartans Athens Athenians Persia Alpha Beta Gamma Delta Alexander the Great Empire Achievement Gods (Zeus, Apollo etc)</p>	<p>Rome Empire Achievement Invasion Rise Fall Julius Caesar Coliseum Barbarian Emperor Chariot Gladiator Ager Aqueduct Londinium Hadrian's Wall Boudica</p>	<p>Emperor Britannia Romanisation Senate Fortress Mosaic 1st Roman Settlement Harbour AD43 Emperor Claudius General Aulus Plautus Durovernum Cantiacorum Rutupiae</p>

Year 5 - Progression of Skills and Vocabulary in History


<p>Year 5</p>	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Chronological Understanding</p>	<p>To use dates to order and place events on a timeline. To make comparisons between different times in the past. To use relevant terms and period labels, for example the Anglo-Saxon age in Britain was from AD410-1066 following the retreat of the Romans in 410.</p>	<p>Chronological time consolidation, AD/BC (BCE), Cause, Consequence, Similarity, Anachronism, Legacy</p>
<p>Historical Enquiry</p>	<p>To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information.</p>	<p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable</p>
<p>Organisation and Communication</p>	<p>To present findings and communicate knowledge and understanding in different ways. To provide an account of a historical event based on more than one source.</p>	
<p>Historical Interpretation</p>	<p>To make comparisons between aspects of periods of history and the present day. To understand that the type of information available depends on the period of time studied. To evaluate the usefulness of a variety of sources - <i>This source suggests that... Whereas in contrast another source counters that suggestion through...</i></p>	

Understanding of Events, People and Changes	<p>To study different aspects of different people – differences between men and women.</p> <p>To examine causes and results of great events and the impact on the people.</p> <p>To compare life in early and late times studied.</p> <p>To compare an aspect of life with the same aspect in another period.</p>
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History Topics
(Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)

<i>Anglo Saxons and Scots</i>	<i>Mayans</i>	<i>Canterbury Local Study</i>
<p>Settlement</p> <p>Gaelic</p> <p>Long ships</p> <p>Scots - Dal Raita Mesolithic</p> <p>King Arthur</p> <p>Invasion</p> <p>Conquest</p> <p>Raiding</p> <p>Wessex</p> <p>Kingdoms/Shires</p> <p>Thane</p> <p>Sutton Hoo</p> <p>Mercia</p> <p>Kent</p> <p>East – Anglia Northumbria</p>	<p>Haab' calendric</p> <p>Chichen Itza</p> <p>Cocoa</p> <p>Pyramid</p> <p>Hieroglyphics</p> <p>Stele (stela) monument</p> <p>Tzolk'in Spiel</p> <p>Mexico</p> <p>Guatemala</p> <p>Calendars</p> <p>Civilisation</p>	<p>Celtic 'Cantiaci'</p> <p>Roman 'Durovernum Cantiacorum'</p> <p>Romanisation</p> <p>Defensive</p> <p>Walls and Gates</p> <p>130 acres</p> <p>Pope Gregory</p> <p>Augustine</p> <p>Cathedral</p> <p>Archbishop</p> <p>Thomas Beckett</p> <p>Pilgrims</p> <p>Worship</p> <p>Celebration</p> <p>Cultural</p> <p>Religious</p> <p>Economic</p> <p>Influential</p>

Year 6 - Progression of Skills and Vocabulary in History

<p>Year 6</p>	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>
<p>Chronological Understanding</p>	<p>To place current study on timeline in relation to other studies. To sequence up to 10 events on a timeline. To use relevant dates and terms, e.g. <i>Dover Castle was first recorded in the Domesday book, yet it is believed there has been a fortification in place for over 2000 years.</i></p>	<p>Chronological time consolidation, Short- and long-term timescales, Difference and significance, Trends</p>
<p>Historical Enquiry</p>	<p>To recognise primary and secondary sources. To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out. To bring knowledge gathered from several sources together in a fluent account.</p>	<p>Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda</p>
<p>Organisation and Communication</p>	<p>To recall, select and organise historical information. To select and organise information to produce structured work, making appropriate use of dates and terms. To communicate their knowledge and understanding.</p>	<p>My name... </p>
<p>Historical Interpretation</p>	<p>To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations- fact, fiction or opinion. To be aware that different evidence will lead to different conclusions- <i>The source omits to mention...which can be clearly seen when reviewing the letter received from an evacuee...</i></p>	

<p>Understanding of Events, People and Changes</p>	<p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To compare beliefs and behaviour with another time studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied.</p>
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History Topics
(Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)

<p style="text-align: center;">Vikings</p>	<p style="text-align: center;">World War II <i>Local Study of Battle of Britain and Spitfire Museum</i></p>	<p style="text-align: center;">The Legacy of Dover Castle <i>Local Study</i></p>
<p>Longship /longhouse Warrior Odin Edward the confessor Scandinavia Settlement Sweden Norway Danelaw Conquer Invader Raids Vicious Norse</p>	<p>Axis Allies Nazi Evacuation Evacuee Power Blitz Holocaust Luftwaffe Refugees Kindertransport Economic Cultural Religious Persecution</p>	<p>Guarding Britain Iconic Landmark Invaders Subsequent Additions 1066 records Fort for almost 2000 years Keep Curtain wall Imposing Central point and focus Iron Age hill fort remains Roman lighthouse Anglo-Saxon church Protection Culturally imposing Concentric Socially, morally influencing Central hub for local society Societal</p>