



St Elizabeth's Catholic Voluntary Academy - Progression in History

Intent

We aim for children to have acquired the essential characteristics of historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical events derives from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

Implementation:

- 1 Curriculum drivers shape our curriculum breadth in history. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities. **Our curriculum drivers are community, spirituality, culture, democracy and possibilities.**
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'Curriculum Themes'. Subject topics are the specific aspects of subjects that are studied.
- 5 **Curriculum Themes** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards-and-backwards engineering' of the curriculum, students return to the same themes over and over and gradually build understanding of them. In History, these curriculum themes are; ***Investigate and interpret the past; Understand chronology; Build an overview of world history; Communicate historically.***
- 6 **Golden Threads:** These 'Golden Threads' help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these Golden Threads include: ***Settlements, Beliefs, Culture and Pastimes, Location, Main events, Food and farming, Travel and exploration, Conflict, Society, Artefacts.***
- 7 Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.
- 8 **Progression:** For each of the Curriculum Themes, learning is planned by year group, each of which includes the procedural and Golden Threads in each subject, giving students a way of expressing their understanding of the Curriculum.
- 9 **Cognitive Domains:** Within each year group, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: Remembering, Knowing and Reasoning. The goal for students is to display sustained mastery at the 'Knowing' stage of understanding by the end of each phase (Key Stage 1, Lower Key Stage 2, Upper Key Stage 2) and for the most able to have a greater depth of understanding at the 'Reasoning' stage.

Progression through the Cognitive Domains		
Remembering	Knowing	Reasoning
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

11. **Pedagogical Content Knowledge and Strategies:** As part of our progression model, we use a different pedagogical style in each of the cognitive domains of Remembering, Knowing and Reasoning. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the Remembering domain and problem-based discovery in the Reasoning domain. This is called the reversal effect.
12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
- Learning is most effective with spaced repetition.
 - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
 - By revisiting Golden Threads, pupils are able to build a strong schema, and develop skills as an Historian.
13. In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
14. Our content is subject specific. We make intra-curricular links to strengthen schema.
15. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

Phase Key Stage 1	Phase Lower Key Stage 2	Phase Upper Key Stage 2
Investigate and interpret the past		
EYFS (ELG)		
<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Year 1	Year 3	Year 5
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use artefacts, pictures and stories to find out about the past. • Know that the toys their grandparents played with were different to their own. • Know what a number of older objects were used for. • Know the main differences between their school days and that of their grandparents. • Know the name of a famous person, or a famous place, close to where they live. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Know what is meant by 'hunter-gatherers' • Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • Research what it was like for children in a given period of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Understand that no single source of evidence gives the full answer to questions about the past. • Know how Britain changed between the end of the Roman occupation and 1066. • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time. • Know how an event (or events from the past) has shaped our life today. • Know how Britain has had a major influence on the world. • Know how the lives of wealthy people were different from the lives of poorer people. • Know about the influence the gods had on Ancient Greece.
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Know what we use today instead of a number of older given artefacts. • Know the children's lives today are different to those of children a long time ago. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Research to find answers to specific historical questions about their locality. 	<ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Know why the Vikings frequently won battles with the Anglo Saxons.

<ul style="list-style-type: none">• Know how the local area is different to the way it used to be a long time ago.• Identify some of the different ways the past has been represented.	<ul style="list-style-type: none">• Know how their locality has been shaped by what happened in the past.• Know how historic items and artefacts have been used to help build up a picture of life in the past.• Know about the impact that one period of history had on the world.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.	<ul style="list-style-type: none">• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.• Know how Britain has had a major influence on the world.• Research in order to find similarities and differences between two or more periods of history,• Know that many of the early civilizations gave much to the world.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
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Build an overview of world history

EYFS (ELG)

- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1	Year 3	Year 5
<ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous. • Describe significant people from the past. 	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the Iron Age. • Know the main differences between the stone, bronze and iron ages. • Know what is meant by 'hunter-gatherers'. • Compare some of the times studied with those of other areas of interest around the world. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066. • Know about how the Anglo-Saxons attempted to bring about law and order into the country. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms. • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. • Know some of the main characteristics of the Athenians and the Spartans. • Know and can talk about the struggle between the Athenians and the Spartans. • Know about the link between the Ancient Greeks and the modern Olympics. • Know at least five sports from the Ancient Greek Olympics • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> • Know about and describe an event or events that happened long ago, even before their grandparents were born. • Know about a famous person from outside the UK and explain why they are famous. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Know how Britain changed from the Iron Age to the end of the Roman occupation. • Know about, and name, some of the advanced societies that were in the world around 3,000 years ago. • Know about the key features of Ancient Egypt. • Know about the impact that one period of history had on the world. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Know where the Vikings originated from and show this on a map. • Know that the Vikings and Anglo-Saxons were often in conflict. • Know why the Vikings frequently won battles with the Anglo-Saxons.

	<ul style="list-style-type: none">• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the times studied with those of other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<ul style="list-style-type: none">• Know about the impact that one of the Islamic civilization.• Compare some of the times studied with those of the other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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Understand Chronology

EYFS (ELG)

- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1	Year 3	Year 5
<ul style="list-style-type: none"> • Organise a number of artefacts by age. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. 	<ul style="list-style-type: none"> • Know how Britain changed between the beginning of the Stone Age and the Iron Age. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066. • Use a timeline to show when the Anglo-Saxons were in England. • Describe events from the past using dates when things happened. • Draw an accurate timeline with different historical periods, showing key historical events or lives of significant people. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> • Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) • Place events and artefacts in order on a time line. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Know how Britain changed from the Iron Age to the end of the Roman occupation. • Know about, and name, some of the advanced societies that were in the world around 3,000 years ago. • Know about the key features of Ancient Egypt. • Know about the impact that one period of history had on the world. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Know how to place historical events and people from the past societies and periods in a chronological framework. • Know how to place features of historical events and people from the past, societies and periods in a chronological framework. • Know about the main events from a period of history. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change.

		<ul style="list-style-type: none">• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.• Use dates and terms accurately in describing events.
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Communicate Historically

EYFS (ELG)

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Year 1	Year 3	Year 5
<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilization, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Research what it is like for children in a given period of history and present findings to an audience. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ chronology ○ continuity ○ change ○ century ○ decade ○ legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
Year 2	Year 4	Year 6
<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilization, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ change ○ chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history. • Know that many of the early civilizations gave much to the world. • Describe events from the past using dates when things happened. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> ○ dates ○ time period ○ era ○ chronology ○ continuity ○ change

		<ul style="list-style-type: none"> ○ century ○ decade ○ legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
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Breadth of Study

Breadth of Study – Key Stage 1

- The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

Breadth of Study – Key Stage 2 s

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain’s settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.
- History of interest to pupils

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Advent (1)	<p>'Ourselves' (Compare how I have changed and I will change.) How have I grown and changed? Golden Threads: Main Events</p>	<p>What is history? Our History, My Family's History Golden Threads: Main Events</p>	<p>Nurturing Nurses: Florence Nightingale and Mary Seacole Golden Threads: Location, Main events, Society, Conflict</p>		<p>'Ancient Egyptians' Ancient Egypt – Beliefs and Burials Golden Threads: Beliefs, Location, Food and Farming, Artefacts</p> <p>Egyptian Clues from the Past Golden Threads: Culture and Pastimes, Main Events, Conflict, Artefacts</p> <p>Egyptian Pyramids and Obelisks Golden Threads: Settlements, Location, Main Events, Society</p>	<p>'Ancient Greece' The Ancient Greeks Golden Threads: Culture and Pastimes, Main Events, Society, Artefacts</p> <p>The Ancient Greeks – Influence of Impact Golden Threads: Settlements, Culture and Pastimes, Society</p> <p>The Ancient Greeks – Myths and Legends Golden Threads: Beliefs, Culture and Pastimes, Artefacts</p>	<p>'Local History: World War II – Battle of Britain' (How is national history reflected in this locality: Contribution to the War Effort campaign by people of Belper and Derby) Why am I proud of Derbyshire? Golden Threads: Main Events, Location, Conflict</p> <p>'Vikings' The Vikings Golden Threads: Beliefs, Location, Main Events, Travel and Exploration</p> <p>Viking Kingdoms and Conquests Golden Threads: Beliefs, Main Events, Travel and Exploration, Conflict</p>
Advent (2)		<p>'Toys: Changes within Living Memory' Toys – Were my grandparents' toys more fun than mine? Golden Threads: Main events, Society, Artefacts</p>		<p>'Local History: Why is local history important?' (How is national history reflected in this locality) How did mills change the lives of people in our local area? Golden Threads: Main Events, Artefacts, Society, Culture and Pastimes</p>			
Lent (1)	<p>'Dinosaurs – Far Past/Fossils' (All about dinosaurs and Mary Anning.) What happened to the dinosaurs? Golden Threads: Settlements, Location, Main Events, Artefacts</p>	<p>Moon landings and Neil Armstrong Golden Threads: Location, Main events, Travel and Exploration, Conflict Artefacts</p>	<p>The Plague Golden Threads: Main events, Travel and Exploration, Society, Artefacts</p>		<p>'The Romans' The Roman Empire Golden Threads: Culture and Pastimes, Main Events, Conflict, Society</p> <p>Roman Britain Golden Threads: Settlements, Location, Conflict, Artefacts</p> <p>Roman – Clues From the Past Golden Threads: Culture and Pastimes, Society, Artefacts</p>		
Lent (2)		<p>'Local History' (Significant historical places in own locality: J. Strutt, the Nailers, the North Mill) What was Belper like in the past? Golden Threads: Main events, Society, Artefacts</p>	<p>'The Great Fire of London' (Events beyond living memory that are significant nationally. Sequence events chronologically.) What was it like in 1666 compared to today? Golden Threads: Main Events, Society, Artefacts</p>			<p>'Anglo-Saxons' Anglo-Saxons Golden Threads: Beliefs, Location, Main Events, Conflict</p> <p>Anglo-Saxon Beliefs and Burials Golden Threads: Beliefs, Culture and Pastimes, Artefacts</p>	

Pentecost (1)				<p>‘Changes in Britain from the Stone Age to the Iron Age’</p> <p>The Stone Age Golden Threads; Settlements, Location, Food and Farming, Artefacts</p> <p>Stone Age Hunter-Gatherers Golden Threads; Settlements, Location, Food and Farming, Conflict, Artefacts</p>			<p>‘Ancient Islamic Civilization’</p> <p>Early Islamic Civilization Golden Threads; Settlements, Cultures and Pastimes, Location, Travel and Exploration</p> <p>Early Islamic Civilization - Baghdad Golden Threads; Beliefs, Culture and Pastimes, Main Events, Society</p>
Pentecost (2)	<p>‘Pirates’ (Significant historical person: Black Beard, Ann Bonny) Do pirates still exist? Golden Threads: Location, Main events, Travel and Exploration, Conflict Artefacts</p>		<p>‘Local History: Beaurepaire’ (Significant historical places in own locality – Mini topic linked to Geography) How are the River Gardens the same/ different to how they were a long time ago? Golden Threads: Main events, Society, Artefacts</p>	<p>The Bronze Age Golden Threads: Settlements, Beliefs, Travel and Exploration, Artefacts</p> <p>The Iron Age Golden Threads: Settlements, Beliefs, Travel and Exploration, Conflict</p>			

Vocabulary Progression Chart for History – Key Stage 1

Year 1			Year 2		
Topic	Tier 2	Tier 3	Topic	Tier 2	Tier 3
What is history?	<p>Observe: To look carefully at something in order to learn about it.</p> <p>Represent: To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables.</p> <p>Past: Any time before the present (now).</p> <p>Present: The period of time we are in now.</p> <p>Future: The period of time that will come after the present. Appropriate: Suitable, right or acceptable for a purpose.</p> <p>Recent: Having happened a short time ago.</p>	<p>Artefact: An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery.</p> <p>Recount: To tell or describe a story or event to people.</p> <p>Decade: A period of time that lasts ten years.</p> <p>Century: A period of time that lasts one hundred years.</p> <p>Nation: An individual country or group of countries that share a government.</p> <p>Civilization: An organised group of humans with its own culture.</p>	Nurturing Nurses: Florence Nightingale and Mary Seacole	<p>Significant: Important</p> <p>Law: A set of rules.</p> <p>Legacy: Something left behind after death.</p> <p>Influential: Makes people take notice.</p> <p>Inspiring: Creating feelings in a person.</p> <p>Invaded: (a country) entered by an army.</p>	<p>Insanitary: Unclean or dirty</p> <p>Crimea: Peninsula of land between Russia and Turkey.</p> <p>Crimean War: The war between the Russian and Ottoman Empires.</p> <p>Scutari: The Scutari barracks were turned into a hospital where Florence Nightingale treated soldiers.</p> <p>Discrimination: Unfair treatment of different types of people.</p> <p>Race: A group of people with a shared culture or features.</p> <p>Racial Prejudice: People treated differently because of the colour of their skin.</p> <p>Herbal Remedies: Medicines made from plants (e.g. leaves, roots, spices).</p>
My history	<p>Year: The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year).</p>		The Plague	<p>Ancient: From a long time ago.</p> <p>Outbreak: When a disease suddenly starts again.</p> <p>Centuries: Periods of one hundred years.</p> <p>Eyewitness: Someone who saw the events.</p> <p>Recount: An account of an event.</p>	Chronicles: Accounts or records.
My family's history			The Great Fire of London	<p>Decade: Periods of ten years.</p> <p>Congested: Crowded and blocked.</p> <p>Eyewitness: Someone who saw the events.</p> <p>Extract: A short passage.</p>	Flammable: Easily set on fire. Architects: People who design buildings.
Local History			Local History: Beaurepaire		
Moon landing and Neil Armstrong	<p>Achievement: Something done successfully after lots of effort.</p> <p>Breakthrough: Successful for the first time.</p> <p>Plaque: Stone/metal tablet with writing on.</p> <p>Exploration: Search of an unfamiliar area.</p> <p>Rivals: Those in competition with one another.</p>	<p>Commander: Person in charge of a military operation.</p> <p>Lunar: Relating to the moon.</p> <p>Orbit: The path an object takes.</p>	<u><i>Types of Activities Linked to the Cognitive Domains</i></u>		
			<p>Tier 2 - Remembering Label List Name Describe Find How/Who/Which/What/ Where</p> <p>Tier 2 – Knowing Compare and contrast Point out</p>		

			<p>Create Identify Explain the method Summarise Identify Explain why Organise Show Group Why... What are the main similarities and differences between...? Find out... Create a timeline to show... Suggest some reasons... What observations can you make about?</p> <p>Tier 2 - Reasoning Recommend True or false...? Do you agree...? What is the connection between...? Investigate Suggest Always, sometimes or never? Explain the concepts of... Discover Discuss... Summarise Give evidence that... Do you agree that...? Suggest reasons Compile Which best describes...? Which is the odd one out? Could this be true? What influence did ___ have on ___ Could...? Justify your answer Find evidence of... Present a piece of writing to explain...</p>
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Vocabulary Progression Chart for History – Key Stage 2

Year 3 and Year 4			Year 5 and Year 6		
Topic	Tier 2	Tier 3	Topic	Tier 2	Tier 3
Local History	<p>Heritage: Remembered because of a positive influence on many aspects of the way a community develops.</p>	<p>Carding: Preparing wool for spinning.</p> <p>Derby Rib: Fabric made on rib frame invented by Jedediah Strutt in 1755.</p> <p>Hosiery: Stocking, socks and tights.</p> <p>Industrial Revolution: The time when manufacturing moved from small shops to large factories.</p> <p>Piecers: The people (usually children) who had to lean over the spinning machine to repair broken threads.</p> <p>Smelting: Heating to extract metals from their ores.</p> <p>Spinning: Twisting technique used to create yarn from fibres.</p> <p>Unitarian: Believing that God is one being and rejecting the doctrine of the Trinity.</p> <p>Water Course: Channel that a flowing body of water follows.</p> <p>Water Wheel: A machine for converting the energy of flowing water into useful forms of power.</p> <p>Weaving: Making textiles by passing two directions of threads over and under each other.</p> <p>Weir: A low dam built across a river to regulate its flow.</p>	Ancient Greece: The Ancient Greeks / Influence and Impact / Myths and Legends	<p>Citizens: People who belong to a place.</p> <p>Philosophy: Study of how people think and live.</p> <p>Historical sources: Things that give information about the past.</p> <p>Civilisations: Organised groups of humans with their own culture.</p> <p>Characteristic features: Particular qualities or aspects that make something recognisable.</p> <p>Generation: People in a group of similar age.</p> <p>Techniques: Particularly skilful methods of doing something.</p> <p>Literature: Written work, especially with artistic value.</p> <p>Architects: People who design buildings.</p> <p>Acoustics: The features of a building that affect how sound is heard.</p> <p>Engineering: Using scientific knowledge to build.</p>	<p>Democracy: A system of government in which people choose who is in charge by voting in elections.</p> <p>Democratic: Based on the idea that everyone has equal rights and is involved in making decisions.</p> <p>Demigods: The path an object takes.</p> <p>Amphoras: Two handled narrow necked jars for oil or wine.</p> <p>Lekythos: Flasks with a narrow neck.</p> <p>Friezes: Decoration high on a wall.</p>
<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Stone Age/Stone Age Hunter-Gatherers/The Bronze Age/The Iron Age</p>	<p>Ancestors: Relatives from long ago.</p> <p>Ancient: from a long time ago.</p> <p>Climate: weather conditions of a place</p> <p>Communal: Shared by a group of people</p>	<p>Conquest: Conquering (taking control of) a country or group of people.</p> <p>Migrate: move from one place to another.</p> <p>Nomadic: travelling from place to place</p> <p>Scavenging: searching for something.</p>	Anglo-Saxons/Anglo-Saxon Beliefs and Burials	<p>Chaos: Confusion</p> <p>Descendants: Relatives from later generations</p> <p>Literature: Written work, especially with artistic value.</p> <p>Stability: Being unlikely to change.</p>	<p>Christianisation: Conversion to Christianity.</p> <p>Collapse: Complete end</p> <p>Conquered: Took control of by force</p> <p>Legacy: Something left behind after death.</p>

	<p>Consequence: result or effect</p> <p>Custom: A traditional way of doing something.</p> <p>Fortified: protected against attack</p> <p>Historical Sources: Things that give information about the past.</p> <p>Hoard: A secret store of valuable items.</p> <p>Permanent: lasting forever</p> <p>Predators: animals that kill and eat other animals.</p> <p>Significant: Important</p> <p>Societies: People living together in organised groups.</p> <p>Trade: buy, sell or exchange goods.</p>				<p>Medieval: The period of European history between 476 CE and 1500 CE.</p> <p>Pagan: Relating to religious beliefs other than those of the main world religions.</p>
<p>Egyptians: Ancient Egypt / Clues from the Past / Pyramids and Obelisks / Beliefs and Burials</p>	<p>Influential: Makes people take notice.</p> <p>Rituals: Religious services that follow set patterns.</p> <p>Decipher: Work out what something says.</p> <p>Engineering: Using scientific knowledge to build.</p> <p>Commemorate: Remember.</p> <p>Achievements: Things done successfully after lots of effort.</p> <p>Preserve: Beliefs held about someone.</p> <p>Essential: Very important.</p> <p>Eternity: Time without end.</p>	<p>Fertile: Able to support the growth of plants.</p> <p>Irrigation: Supplying land with water,</p> <p>Immortality: The ability to live forever.</p> <p>Archaeologists: People who study the past by examining remains and objects.</p> <p>Canopic jars: Containers holding organs from a body.</p> <p>Sarcophagus: Decorative container for a body.</p> <p>Mummy: Preserved body.</p> <p>Temples: Places of worship</p> <p>Architects: People who design buildings.</p> <p>Afterlife: A life some people believe begins after you die.</p> <p>Embalmed: Preserved with special substances.</p> <p>Pharaoh: King or queen.</p>	<p>Local History</p>		<p>Axis: Alliance of Germany, Italy and Japan military powers.</p> <p>Allies: Alliance of Britain, United States, Russia and Free French military powers.</p> <p>Evacuation: Removal to a place of safety.</p> <p>Blitz: When a city (like London) was bombed heavily)</p> <p>Atomic: Power that is produced by splitting atoms.</p>

<p>Romans: The Empire/ Roman Britain/Clues from the Past</p>	<p>Archaeologists: People who study the past by examining remains and objects. Construction: The building of things. Turmoil: A state of confusion or uncertainty. Dictator: A ruler with total power of a country. Assassinated: Killed for political reasons. Prosperous: Wealthy Acknowledged: Recognised. Resistance: Fighting back against attackers.</p>	<p>Frontiers: Borders between countries. Territory: Land controlled by a ruler. Constitution: The path an object takes. Economy: How money and trade is organised. Erosion: Gradual destruction. Importing: Buying in good from another country. Exporting: Selling goods to another country. Emperor: Man who rules and empire. Mosaics: Pictures made from pieces of tile Preservation: Protection from decay or damage. Sanitation: Keeping places clean with a sanitation system and clean water supply.</p>	<p>Vikings: The Vikings/ Viking Sailors and Raiders / Viking Kingdoms and Conquests</p>	<p>Explorers: People who travel to a new place to discover what is there. Evidence: Proof, information showing whether something is true. Raid: Enter a place to steal something. Accounts: Written or spoken reports of something that happened. Navigation: Finding a way around Symmetrical: With two halves exactly the same. Reputation: Beliefs held about someone. Volatile: Likely to change suddenly. Descendent: Relative from later generations.</p>	<p>Scandinavia: Norway, Sweden and Denmark. Colonised: Settled in a place. Seaborne: Carried on a ship. Colonisation: Taking control of a place and living there.</p>
			<p>Ancient Islamic Civilization/Baghdad</p>	<p>Achievements: Things done successfully after lots of effort. Depicted: Represented in a work of art. Influential: Makes people take notice. Renowned: well-known. Research: Studying to find things out. Tolerance: Allowing others to say or do things even if you don't approve or agree. Translate: To write in another language.</p>	<p>Arabesques: Designs made up of flowing lines. Caliphate: The rule or reign of a caliph. Prosperous: Rich and successful</p>
<p><u>Types of Activities Linked to the Cognitive Domains</u></p> <p>Remembering Describe Label</p>					

Name
Define
List
Create

Knowing

Is ___ a reliable source?
Provide a chronology of...
Identify significant events...
What impact did...
Present information about...
Summarise...
What evidence is there that...
Give an overview of...
Compare
Contrast
Compare and contrast
Organise information about...
Explain/Explain why
Classify
Identify patterns between
Identify the similarities and differences
Demonstrate
Give some reasons
Suggest reasons why...
Point out
What observations can you make about...

Reasoning

Relate
Investigate using multiple sources of evidence...
Recommend sources of evidence/artefacts to show...
Select
Compile
Research
Make generalisations
Prove...
Persuade
Investigate
Recommend
Draw conclusions
Propose
Summarise
True or false...?
Do you agree?
Justify your answer
Use historical language to present your information on...
Plan an historical enquiry that uses multiple sources of evidence to explain...