



HISTORY PROGRESSION- Conceptual Skills

CHRONOLOGICAL Knowledge and Understanding

KS1	LKS2	UKS2
<ul style="list-style-type: none"> Sequence events in their own life Make timeline of own life Describe memories of key events in own lives on a timeline Sequence significant events in history in chronological order Sequence 3 or 4 artefacts or photographs from distinctly different periods of time Match objects to people from different ages 	<ul style="list-style-type: none"> Place the time studied on a timeline Place events from a period studied on a timeline Use dates and terms relating to the period studied Use dates and terms relating to the passing of time Begin to date events, using BC and AD Sequence several artefacts from period studied 	<ul style="list-style-type: none"> Know and sequence key events from period studied, and place on a timeline Place period studied on a timeline in relation to other periods studied Use relevant terms, dates and period labels Make comparisons of different times in the past when sequencing up to 10 items

Range and Depth of historical KNOWLEDGE

KS1	LKS2	UKS2
<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Find out about people and events Find out why people did things in the past Understand why people did things in the past and what the consequences of events were Know about some similarities and differences in ways of life at different times Identify differences and similarities between ways of life at different times Know and recount stories and events from the past 	<ul style="list-style-type: none"> Find out about the everyday lives of people in the time studied Use evidence to construct life in time studied Understand and explain why people did things and identify reasons and results of actions Look for links and effects of why people did things in time studied and begin to suggest a reasonable explanation for some events Compare an aspect of life with the same aspect in another period and now (themes) Identify and explain key features and events of time studied Develop a broader understanding of ancient civilisations Study an ancient civilisation in detail 	<ul style="list-style-type: none"> Study different aspects of different people and the differences between men and women Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Examine and begin to explain causes and results of great events and the impact on people Write own explanation of a past event(s) in terms of cause and effect, using evidence to support and illustrate explanation Compare an aspect of life with the same aspect in another period Compare beliefs and behaviour with other times studied Find out about life in early and late 'times' studied and compare

<ul style="list-style-type: none"> Study change through the lives of significant individuals 	<ul style="list-style-type: none"> Study change through the lives of significant individuals across a theme 	<ul style="list-style-type: none"> Know key dates, characters and events of time studied Study an ancient civilisation in detail Compare and contrast ancient civilisations Study and discuss change through the lives of significant individuals
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INTERPRETATIONS of History

KS1	LKS2	UKS2
<ul style="list-style-type: none"> Understand which stories and images are fact and which are fiction Compare photos and images of people in the past Compare adults talking about the past, how reliable are their memories? Identify different ways to represent the past using evidence and sources 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Look at evidence and begin to evaluate the usefulness of different sources Look at representations of the period (artefacts, photographs, images etc) Begin to use text books and historical information 	<ul style="list-style-type: none"> Compare accounts of events from different sources and begin to offer reasonable explanations for different versions of events Link sources and work out how conclusions are arrived at Understand that different evidence will lead to different conclusions Gather different resources and sources to study Use the library, internet and sources confidently for research

Historical ENQUIRY

KS1	LKS2	UKS2
<ul style="list-style-type: none"> Sort artefacts into 'then' and 'now' Sequence artefacts Find answers to simple questions about the past from artefacts Use a source to make simple observations; ask who, what, where, when, how and why 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Use evidence to build up a picture of the past Observe small details in artefacts Choose relevant sources to present a picture of time in the past Select and record information, asking a variety of questions to discuss effectiveness of sources Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify and recognise primary and secondary sources Use a range of sources to find out about an aspect of life in the past, and understand their usefulness Explain why and how these sources are useful Select relevant sections of information to ask and answer a variety of more complex questions Suggest where there might be omissions from a range of sources and a means to finding out missing information Use the library and internet for research with increasing independence and confidence



		<ul style="list-style-type: none">• Bring knowledge gathered from several sources together in a fluent account
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Organisation and COMMUNICATION

KS1	LKS2	UKS2
<ul style="list-style-type: none">• Label items• Write captions• Write a simple report• Annotate photographs / images•	<ul style="list-style-type: none">• As KS1, also:• Class discussions• Persuasive writing• Select data to organise into a file or report• Work independently to create a presentation• Work in groups to create a presentation• Display findings in different ways	<ul style="list-style-type: none">• As KS1 & LKS2, also:• Use appropriate terms• Match dates to people and events• Plan and carry out investigations

Vocabulary (not topic specific)

KS1	LKS2	UKS2
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<p>timeline, today, yesterday, tomorrow, day, week, year, past present, future, lifetime, memory, old, new, sequence, calendar, question, compare, reliable, represent, archaeology, invention, local, source, artefact, evidence, find out, monarchy, decade, century, ancient, modern, long ago, generation, opinion, living memory, era, period, historical, belief, culture, tradition, interpretation, investigate, explain, observe</p>	<p>relevant, BC and AD, civilisation, contrast, link, society, aristocracy, colony, conquest, continuity, democracy, discovery, diversity, emigrant, immigrant, hearsay, invasion, settler, traitor, treason, evaluate, consider, suggest, identify, secondary sources, relevant, missionary, nation, monastery, revolt, sacrifice, republic, rebellion, revolt, sacrifice, secondary evidence,</p>
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HISTORY PROGRESSION- Knowledge (Lesson Enquiry Questions)		
KS1	LKS2	UKS2
<p>Cycle A - Toys Great Fire of London Seaside Queen Elizabeth II Pirates</p>	<p>Cycle A - Stone Age Romans</p>	<p>Cycle A - Greeks British Theme 2 - Crime & Punishment</p>
<p>Cycle B - Homes Castles Transport Explorers Remembrance Sunday</p>	<p>Cycle B - Anglo Saxons Vikings British Theme 1 - Leisure & Entertainment</p>	<p>Cycle B - Egyptians Mayans</p>
<p>Toys What do different sources tell us about toys in the past? How do toys from different times compare?</p>	<p>Stone Age Who lived in the Stone Age? What do we know about the everyday lives of humans who lived in the Stone Age?</p>	<p>Greeks Who were the Ancient Greeks? How do we know so much about the Ancient Greeks?</p>



<p>How are Victorian toys different from toys now? In what ways have toys changed over time? How are my toys different to those of my parents and grandparents</p> <p>Great Fire of London How has London changed? What are the similarities and differences in how people live now compared to 1666? How did the Great fire of London start, and why did it spread so fast? How do we know about the Great fire of London? How was London rebuilt after the Great Fire?</p> <p>Seaside What are the features of a seaside holiday? What was going to the seaside like 100 years ago? When and how did seaside holidays become popular? How do we know what seaside holidays were like in 1900? What did people do at the seaside in 1900 and 1950? How has the seaside changed over time, from 1900 to 1950 to now?</p> <p>Queen Elizabeth II What makes a good monarch? How can we find out about important British monarchs? How is the title of King or Queen inherited? How can family history be represented?</p>	<p>How did hunter gatherers live in the Stone Age? How were cave paintings created? How did you survive in the Stone Age? What do Stone Age tools tell us about their lives? What happened at Skara Brae? What is Stonehenge and how was it built? What animals lived during the Stone Age? How does life in the Paleolithic, Mesolithic and Neolithic periods of the Stone Age compare? What was religion, technology and travel like in the Bronze Age? What can we learn from the Bronze Age graves and the artefacts found there? How did British society change in the Iron Age? Who were the druids? Would you rather live in the Stone Age, Bronze Age or Iron Age?</p> <p>Vocabulary Prehistory, hunter gatherer, nomad, palaeolithic, mesolithic, neolithic, tribe, neanderthal, homosapien, pelt, beaker, celt, bronze, roundhouse, hillfort, smelting, droid, borer.</p>	<p>What can we find out about everyday life in Ancient Greece? What was life like for women in Ancient Greece? Why were Athens & Sparta so different? What was Alexander the Great's impact on the Greek empire? How did a small Greek army win the battle of Marathon? Why was Athens so strong in the 5th and 6th Century BC? What happened at the Greek Olympic Games? What are the Greek Gods known for? What were the Ancient Greek philosophers famous for? Who were the great Greeks? What do we know about the Greek writing system? How have the Ancient Greeks influenced our lives? Did the events of the Trojan Horse story really happen? How significant is the legacy of the Ancient Greeks for life today?</p> <p>Vocabulary Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula Oracle, Terraced.</p>
	<p>Romans</p> <p>How and why did the Romans invade Britain? Who lived in Britain when the Romans invaded, and</p>	<p>Crime & Punishment</p> <p>How do we know what crime and punishment was like long ago?</p>



<p>How do we know about the life and death of Richard III? What did Kings and Queens eat during medieval banquets? Can I compare Queen Elizabeth I with Queen Victoria? What do we know about Queen Elizabeth II? How does she compare to monarchs from the past?</p> <p>Pirates Who were famous pirates? What was life like on board a pirate ship? What kind of jobs did pirates do on board? Who was Blackbeard? Who was Anne Bonny? How does Blackbeard compare with Anne Bonny?</p> <p>Homes What kind of homes do we live in today? What were homes like long ago? How do they compare to our homes today? What were Victorian homes like inside? What can objects from a Victorian home tell us about people's home lives then?</p> <p>Castles When, where and why were castles built? Who lives in a castle? What was it like to work in a castle? What was life in a castle like? What is a Motte and Bailey castle? How did you attack and defend a castle? What was it like living in a castle under siege?</p>	<p>what was their way of life? Who was Boudicca? What was the result of Boudicca's revolt? How did the way of life in Britain change living with the Romans? What technology did the Romans introduce? What were the Roman baths, and what amenities did they have? What were the religious beliefs of the Romans, and who did they worship? Who was Emperor Hadrian, and why did he build a wall? What survived from the Roman settlement of Britain?</p> <p>Vocabulary Empire, toga, aqueduct, coliseum, centurion, emperor, amphitheatre, senate, gladiator, republic, mosaic, arch, chariot, tunic, pantheon, circus maximus, legionary</p>	<p>How was crime detected and criminals tried in Roman times? Was punishment fair during the Anglo-Saxon and Viking periods? What does the legend of Robin Hood tell us about Medieval justice? How did C&P change between the Tudors and Early Modern periods? Why did punishments become so gruesome in the 18th century? When the number of death penalties increased, why did the number of executions decline? Why did so much change happen in crime and punishment in the 19th century? Has the way we detect and punish criminals improved?</p> <p>Vocabulary judge, jury, democracy, capital punishment, law, police, lawmaker, bobbies, peelers, deterrent, execution, highwaymen, humiliation, order, treason, victim, trial, mutilation, exile, stoning, whipping, hanging, cold water ordeal, hot water ordeal, iron bar ordeal, scolds bridle, branding, the rack, the crank, the treadwheel, shot drill</p>
	<p>Anglo Saxons & Vikings</p> <p>Why did the Romans withdraw from Britain? How and why did the Scots invade England? Who were the Anglo Saxons and what was their way of life? What was Anglo Saxon art, culture, legends and poetry? What happened at Lindisfarne and why did people</p>	<p>Egyptians</p> <p>Who were the Ancient Egyptians, and where and when did they live? What impact did the Ancient Egyptian landscape have on the people and their lives? Why was the River Nile essential to the survival of the Ancient Egyptians What can the artefacts found at Tutankhamun</p>



<p>Transport How has transport changed over time? What were early forms of travel? Why are cars faster now than in the past? Who is George Stephenson and what did he invent? How did trains change peoples' lives in the 19th century? Who are the Wright brothers and how were planes invented? How does transport and travel compare in the past and now?</p> <p>Explorers What makes someone significant? How can we find out about Ibn Battua, an explorer who lived a long time ago? Who was Matthew Henson, and why was his achievements in his polar expedition not recognised at the time? How does Felicity Aston's polar exploration compare to Matthew Henson? What did Neil Armstrong achieve? How are the significant explorers of the past remembered?</p> <p>Remembrance Sunday Who is Walter Tull? How is his life different to our life? How do we remember Walter Tull? What was life like for a soldier in the First World War? What role did animals play in the First World War? How did women contribute to the First World War?</p>	<p>convert to Christianity? What was discovered at Sutton Hoo? What was life like in Britain before the Vikings invaded? What was a Viking raid like? How did the Vikings invasion and settlement in Britain affect the Anglo Saxons? What made King Alfred 'Great'? What was life like for Vikings living in Britain? How did the Vikings change York?</p> <p>Vocabulary Angles, Saxons, Jutes, mead, rune, wattle and daub, thatch, farmer-warrior, Sutton Hoo, Lindinsfarne, Hengest & Horsa, monk, manuscript, danegeld, weregeld, longboat, longhouse, chieftain, berserker, raid, trade, Runes, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla.</p>	<p>teach us about the Ancient Egyptians? What can we learn about ancient civilisations from studying artefacts? How were hieroglyphs used? What was life like in Ancient Egypt? What can sources and artefacts tell us about the Ancient Egyptian beliefs about life and death? Why did the Ancient Egyptians use the ritual of mummification? Why were Gods so important to the Ancient Egyptians? Can you compare Ancient Egypt to another ancient civilisation that you have studied?</p> <p>Vocabulary Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone.</p>
	<p>Leisure and Entertainment</p> <p>How did leisure and entertainment past times change from Victorians to Edwardians? How was leisure and entertainment affected during WW2? How did cinema change over the 20th century? How did football change over the 20th century? How has music trends and technology changed over time? How did young peoples' lives compare in the 1960s to today? Do children play differently? Why did holiday camps become popular in the UK? Why is television so important?</p>	<p>Mayans</p> <p>Who were the Mayans? How do we know so much about the Mayans? What evidence did the Mayans leave behind which led archaeologists to understand so much about them? How was society and the city states of Maya organised? What did the Mayans believe? Why were the Mayans so fond of chocolate? What did the Maya eat? How did the Mayan number system work? How is Maya writing different to ours? Why did the thriving Mayan civilisation</p>



<p>Why is November 11th known as Remembrance Sunday? How do we commemorate Remembrance Day?</p>	<p>The Digital age - How have changes in technology affected our lives today?</p> <p>Vocabulary Broadcast, leisure, entertainment, popular, culture, technology, TV, radio, amusement, cinema, theatre, silent movies, talkies, Butlins, camping, package holiday, swinging sixties, internet, live band, record player, cassettes, ipod, streaming, hit parade, charts, mobile phones, world wide web, gaming, space invaders, gameboy, ipad, moon landing, world cup, european cup.</p>	<p>decline then cease to exist?</p> <p>Vocabulary Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huipil, Popol Vuh, Tzolk'in.</p>
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