



# History Progression Map

Year One	Core Vocabulary (Cycle A)		
Knowledge/ Skills:	Toys	Significant Historical Places and People – Henry VII and Peterborough Cathedral	Significant Historical Places and People in own locality –Peterborough Cathedral
	<p>child, childhood, toy, toys, old, older, oldest, old-fashioned, new, newer, newest, modern, favourite, popular, handmade, factory, safe, unsafe, child, parent, grandparent, older person, used for, entertain, Victorian, moving, wheeled, material, wood, tin, lead, china, plastic, rubber, screen, electronic, batteries, rocking horse, toy soldier, tea set, doll's house, teddy bear, puppet, marbles, wooden blocks, jack-in-the-box, whip and tap, doll, diablo, toy ship, toy shop, invent, order, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question,</p>	<p>King, monarchy, religion, church, cathedral, old, new, change, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question, enquiry, sources, facts</p>	<p>King, monarchy, religion, church, cathedral, old, new, change, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question, enquiry, sources, facts, ancestor, historian, source, photograph, artefact, evidence, museum</p>



# History Progression Map

Year One (Cycle A Yr 1-2)			
National Curriculum Objectives	<b>Pupils should:</b> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating the passing of time</li> <li>know where people and events studied fit within a chronological framework</li> <li>identify similarities and differences between ways of life in different periods</li> <li>use a wide vocabulary of everyday historic terms</li> <li>ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events</li> <li>understand some of the ways in which the past is found out about and identify the different ways in which it is represented</li> </ul>		
	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul>	
Units of Work	Autumn Term	Spring Term	Summer Term
	Toys Past and Present	Significant Historical Places and People – Henry VII and Peterborough Cathedral	Significant Historical Places and People in own locality – Peterborough Cathedral
Developing historical perspective through:	Chronological knowledge and understanding:	Historical enquiry - Using evidence / Communicating ideas	Knowledge and interpretation
	<input type="checkbox"/> sequence up to three artefacts from distinctly different periods of time chronological order (recent history) <input type="checkbox"/> talk about things that happened when they were little using words: old, new, now, then, yesterday, a long time ago, before and after <input type="checkbox"/> recognise that a story that is read to them may have happened a long time ago <input type="checkbox"/> explain how they have changed since they were born	<input type="checkbox"/> know and use appropriate historical vocabulary to communicate information <input type="checkbox"/> begin to understand how people find out about the past <input type="checkbox"/> begin to show some understanding of how evidence is collected and used to make historical facts <input type="checkbox"/> begin to ask questions such as: What was it like for people? What happened? How long ago? Answer	<input type="checkbox"/> recognise the difference between past and present in their own and others' lives <input type="checkbox"/> know the concept old and new <input type="checkbox"/> recognise and talk about simple similarities and differences between life at different times <input type="checkbox"/> talk about simple ways in which the past is represented, e.g. Identify objects from the past- paintings, photos, artefacts <input type="checkbox"/> know and recount episodes from stories about the past <input type="checkbox"/> begin to distinguish between fact and fiction <input type="checkbox"/> begin to recognise some similarities and differences between the past and the present



# History Progression Map

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about how things have changed since parents or grandparents were children</li> <li><input type="checkbox"/> Label a timeline with pictures, words and phrases</li> <li><input type="checkbox"/> Use dates to talk about people or events from the past</li> </ul>	<p>questions by using different sources, such as an information book or pictures?</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify old and new things in a picture</li> <li><input type="checkbox"/> answer questions using an artefact/ photograph provided</li> <li><input type="checkbox"/> give a plausible explanation about what an object in the past was used for</li> <li><input type="checkbox"/> communicate knowledge through discussions, drawing pictures, drama/ role play, making models, writing, use of purposeful APPS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> begin to identify some similarities and differences between ways of life in different periods</li> <li><input type="checkbox"/> make simple connections between historical understanding and other areas of learning</li> <li><input type="checkbox"/> know that toys have changed over time; know what toys from the Victorian Era were; know that, historically, toys were made of wood and metal; toys with moving parts were mechanical</li> <li><input type="checkbox"/> know that buildings, including the school, and homes have changed over time; begin to offer reasonable reasons for the change</li> <li><input type="checkbox"/> understand what shops are, why some no longer exist;</li> <li><input type="checkbox"/> know that most food shopping was done daily; separate shops were visited;</li> <li><input type="checkbox"/> know that there are some famous places in Peterborough, (for example; cathedral; Flag Fen; Elton Hall etc.); what they were used for and know what they are used for now</li> <li><input type="checkbox"/> begin to realise that there are reasons why people in the past acted as they did</li> </ul>
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# History Progression Map

Year Two	Core Vocabulary (Cycle B)		
Knowledge/ Skills:	Florence Nightingale and Edith Cavell	The Great Fire of London	Victorians and Present day
	Florence Nightingale, Edith Cavell, nurse, nursing, famous, significant, nationally, Crimean War, First World War, German, allies, occupied, achievement, Scutari, Turkey, connection, evidence, photograph, memorial, hospital ward, modern, old, soldier, wounded, bravery, courage, battles, battlefield, treason, change, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum	September 1666, fire, flammable, house, thatched roof, wood, straw, spark, fire break, fire hook, spread, destroyed, disaster, soldiers, Samuel Pepys, eye-witness, diary, The Monument, London, baker, oven, Thomas Farrier, River Thames, smoke, leather buckets, water, wind, fireman, buns, bread, The Tower of London, axe, King Charles II, escape, escaping, Christopher Wren, St Paul's Cathedral, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum	old, new, change, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question, enquiry, sources, facts, ancestor, historian, source, photograph, artefact, evidence, museum, Victorian, seaside, promenade, railways, coast, city, town, urban



# History Progression Map

Year Two (cycle B Yr 1-2)			
National Curriculum Objectives	<p><b><u>Pupils should:</u></b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating the passing of time</li> <li>know where people and events studied fit within a chronological framework</li> <li>identify similarities and differences between ways of life in different periods</li> <li>use a wide vocabulary of everyday historic terms</li> <li>ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events</li> <li>understand some of the ways in which the past is found out about and identify the different ways in which it is represented</li> </ul>		
	<p><b><u>Pupils should be taught about:</u></b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul>		
Units of Work	Autumn Term	Spring Term	Summer Term
	Observe and interpret the past	Significant events	
	Van Gogh	The Great Fire of London	Victorians and present day - Seaside
Developing historical	Chronological knowledge and understanding:	Historical enquiry - Using evidence / Communicating ideas	Knowledge and interpretation



# History Progression Map

	<ul style="list-style-type: none"> <li><input type="checkbox"/> use words and phrases like: <i>before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago</i> in their historical learning</li> <li><input type="checkbox"/> sequence a set of events in chronological order and give reasons for their order</li> <li><input type="checkbox"/> sequence a set of objects in chronological order and give reasons for their order</li> <li><input type="checkbox"/> sequence events about their own life, for example photographs from different periods</li> <li><input type="checkbox"/> sequence events about the life of a famous person</li> <li><input type="checkbox"/> try to work out how long ago an event happened</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know and use appropriate historical vocabulary to communicate information</li> <li><input type="checkbox"/> understand some of the ways we find out about the past</li> <li><input type="checkbox"/> understand the importance of basing ideas on evidence</li> <li><input type="checkbox"/> identify different ways in which the past is represented</li> <li><input type="checkbox"/> use a source-observe or handle sources to answer questions about the past on the basis of simple observations</li> <li><input type="checkbox"/> discuss reliability of photos/ accounts/ stories</li> <li><input type="checkbox"/> ask and answer questions choosing and using parts of stories and other sources to demonstrate knowledge and understanding</li> <li><input type="checkbox"/> communicate knowledge through discussions, drawing pictures, drama/ role play, making models, writing, use of purposeful APPS</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognise why people did things, why events happened and what happened as a result</li> <li><input type="checkbox"/> recognise and talk about similarities and differences between life at different times</li> <li><input type="checkbox"/> recognise some similarities and differences between the past and the present</li> <li><input type="checkbox"/> make simple connections between historical understanding and other areas of learning</li> <li><input type="checkbox"/> give examples of things that are different in their life from that of a long time ago in a specific period of history, such as Victorian times- nursing</li> <li><input type="checkbox"/> recount the life of Florence Nightingale and Edith Cavell, giving attention to what they did earlier and what they did later; know that their actions caused an important and significant change</li> <li><input type="checkbox"/> know that Britain has a special history; name some significant events and people-e.g. Great Fire of London, associated people, change that occurred as a result</li> <li><input type="checkbox"/> know some facts from an historical event: when and why the 'fire of London' started; how it was stopped and what happened next</li> <li><input type="checkbox"/> know that there are reasons why people in the past acted as they did</li> </ul>
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# History Progression Map

Year Three	Core Vocabulary (Cycle A Yr 1-2)					
Knowledge:	Ancient Egypt	Cradles of civilisation	The Indus Valley	Persia and Greece	Ancient Greece	Alexander the Great
	Valley of the Kings, archaeologists, tomb, ancient Egypt, remains, hieroglyphic ebon, Tutankhamun, Nile Mediterranean Sea, kingdom Upper Egypt, Lower Egypt, united crown, double crown, pharaoh, taxes, enemies, priests, scribes, sacred carvings, fertile, mine, Old Kingdom, New Kingdom, pyramids ,Giza, Cheops, ankh, overpower, Weapons, Amun, Ra, hawk, Osirs, Isis, dependent, flooded, universe, order, Ma'at, Anubis, afterlife, underworld, limb, decaying, preserve, embalming, mummification, Rosetta, hieroglyphs, Rosetta Stone, translated, Demotic Greek, cartouche, inscriptions, carved, papyrus,	tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic, Assyria, Indus valley, Shang, nomadic, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative	Necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley, reconstruction, reconstructed, Harappa, monuments, seals, trench, potter, potsherds, threshed, threshing, barley, Beckon, urban, citadel, fired, kiln, technology, sewage, Lothal, wells, draw, water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, trade, route, governed, governments, figurines, fertility, Asia, Asian, Hindu	Darius, empire, Persian, Empire, Cyrus, Babylon, slaves, succeeded, satrapy, satrap, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, Olympus, shrines, Poseidon, trident, Ares, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, Battle of Marathon, strait	democracy, citizens, vote, assembly, Pericles, Golden Age, declared, war, Peloponnesian War, starve, plague, allies, Parthenon, architecture, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, Sirens, mast, nymph, philosophy, wisdom, philosophers, Socrates, Plato	Macedon, puppet, king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalus, assassinated, determined Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugamela, chariots, retreated, victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen



# History Progression Map

<b>Skills:</b>	time, period, chronological order, era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini); century, decade historians, civilisation, past, present future, important event, discover, importance, artefacts, significant, significance, important, importance, development, compare, similarities, differences, ancient, civilisation, sources, evidence, impact, effect, reason, change, first hand evidence, second hand evidence, mythical, historical information
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Year Three (Cycle A Year 3/4)						
National Curriculum Objectives	<b>Pupils should:</b> <ul style="list-style-type: none"> <li>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.</li> <li>note connections, contrasts and trends over time.</li> <li>develop the appropriate use of historical terms.</li> <li>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>					
	<b>Pupils should be taught about:</b> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; Ancient Sumer; The Indus Valley</li> </ul>			<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>		
	Autumn Term		Spring Term		Summer Term	
Units of Work	Ancient Egypt	Cradles of civilisation	The Indus Valley	Persia and Greece	Ancient Greece	Alexander the Great
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation	
	<input type="checkbox"/> understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD <input type="checkbox"/> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)		<input type="checkbox"/> know and use appropriate historical vocabulary to communicate information <input type="checkbox"/> know that archaeologists have helped historians understand more about what happened in the past		<input type="checkbox"/> make simple observations about different types of people, events, beliefs within a society <input type="checkbox"/> make and describe simple connections between historical understanding and other areas of learning <input type="checkbox"/> begin to describe the characteristic features of the past (similarities and differences), including beliefs,	



# History Progression Map

	<ul style="list-style-type: none"> <li><input type="checkbox"/> begin to understand the concept of change over time, representing this, along with evidence on a timeline</li> <li><input type="checkbox"/> know where all people/ events studied fit into a chronological framework</li> <li><input type="checkbox"/> identify similarities and differences between periods</li> <li><input type="checkbox"/> use their mathematical knowledge to work out how long ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know that historians use more than one source of evidence to answer questions; begin to formulate historical questions based upon knowledge</li> <li><input type="checkbox"/> use various sources to piece together information about a period in history</li> <li><input type="checkbox"/> present, communicate and organise ideas about the past using models, role play and known genres of writing (recounts, poems, diaries, posters, purposeful APPs)</li> <li><input type="checkbox"/> research a specific event from the past</li> <li><input type="checkbox"/> through research, identify and present, in a variety of forms (tables, simple Venn, diagrams), similarities and differences between periods studied</li> <li><input type="checkbox"/> look at representations of the time period, e.g., Museums,</li> <li><input type="checkbox"/> use specific search engines on the internet to find information more rapidly</li> </ul>	<ul style="list-style-type: none"> <li>attitudes and experiences of men, women and children</li> <li><input type="checkbox"/> know about the key features of Ancient Egypt; Ancient Sumer; Ancient Indus Valley- role of the rivers- Nile, Tigris, Euphrates, Indus (belief system/ agriculture (irrigation)); power structures; religion; beliefs about death; government; art; farming; writing</li> <li><input type="checkbox"/> give reasons why the Ancient Egyptian civilisation lasted through recognising how much it changed over time</li> <li><input type="checkbox"/> know the terms Mesopotamia and cradle of civilisation</li> <li><input type="checkbox"/> know the similarities between the cradles of human civilisations</li> <li><input type="checkbox"/> give a broad overview of what life was like in Ancient Greece:</li> <li><input type="checkbox"/> know some of the main characteristics of the Greek City States, Inc. Sparta and Athens</li> <li><input type="checkbox"/> know about the influence the gods and goddesses had on Ancient Greece</li> <li><input type="checkbox"/> know the term democracy and begin to understand the impact Cleisthenes and Pericles had on Athenian society leading to the Golden Age</li> <li><input type="checkbox"/> know the architecture of ancient Greece and that it is still copied today</li> <li><input type="checkbox"/> know the importance of literature (Inc. stories) and philosophy in Ancient Greece (Socrates, Plato, Aristotle)</li> <li><input type="checkbox"/> know about, and describe Alexander the Great: childhood, education and conquest of Persia</li> <li><input type="checkbox"/> Begin to explain how people and events studied have influenced life today</li> </ul>
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# History Progression Map

Year Four	Core Vocabulary (Cycle B Yr 3-4)					
Knowledge:	Roman Republic	Roman Empire	Roman Britain	Christianity in the Three Empires	Arabia and Early Islam	Islamic civilisations - Cordoba
	Romulus, Remus, Tiber, shepherd, omen, Rome, senators, unity, toga, temples, cunning, Sabine, signal, religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, peninsula, surrendered, Carthaginians, Punic Wars, heavy fines, Hannibal, camp, cavalry, battlefield, were lost, ambushed, Scipio, Scipio Africanus, patrician, plebeians, elect, representatives, overrule	survival, peninsula, province, governor, centurion, legion, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Descended, cunning, Augustus, emperor, Claudius, proclaim, advantage, aqueducts, Nero Colosseum, Pompeii, Vesuvius, vapour, Pliny, debris, Judea, rebellion, imperial	Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus warriors, ambushed, captured, forces, fort, ascend, breast-plates, placed in chains, defeat, heavy taxes, capital city, Colchester, stationed, revolt, Iceni, Boudicca, raised an army, razed the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Aquae Sulis, spring, fortune, furnaces, strigil, hypocaust, palaestra,	three wise men, miracles forgiveness, rose from the dead, converted, baptised sins, shepherd, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, saint, official, religion, rivals, vision, Byzantium, Byzantine Empire, Constantinople, Asia, harbour, Asian mosaic, Goths, Huns, Visigoths, Angles, Saxons, Alaric the Goth, sacked, marble, hippodrome, stadium, Justinian, code, innocent, Empress, Theodora, court, halo, baptismal font, Aksum, plateau, terraces, lowlands, Adulis, export, ivory, tusks, perfumes, Yemen, mints, court, state,	dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral monads, nomads, pastoral, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragment, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, prayer, scorned, betraying, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate, truce	Warring, disputes, Caliphs, warfare, Samarkand, Sind, territory, advance, factors, liberators, tolerant, booty, inheritance, taking them captive, treasurers, surveyors, dynasty, Ummayyad Damascus, criticise, rally round, Abbasids, unfurled banners, Abd al-Rahman massacre, biblical, fugitive Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, glance, sturdy, delicate, aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret, splendour, ancestors, sought out, mihrab, adapted, production, extension Berbers, deadly,



# History Progression Map

			intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison	preserve, perilous, hewn, saints, rock-hewn,, shipwreck, Ezana, converted, bishop, patriarch, priests, erected, stela, Professor, illuminated, manuscript, Ethiopian Orthodox Church, Roman Catholic Church, Pope, Greek Orthodox Church epiphany		Almohads, momentum , expelled, triumph, cathedral, enraged, town council unique
<b>Skills:</b>	chronological, order, timeline, era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium, thousands of years, event, impact, effect, consequences, change, historian, artefact, archaeologist, archaeology, source, primary source, secondary source, first- hand evidence, second- hand evidence, significant, significance, important, importance, historical viewpoint, point of view, interpret, similarities, differences, compare,					

Year Four (Cycle B 3/4)			
<b>National Curriculum Objectives</b>	<b><u>Pupils should:</u></b> <ul style="list-style-type: none"> <li>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.</li> <li>note connections, contrasts and trends over time.</li> <li>develop the appropriate use of historical terms.</li> <li>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>		
	<b><u>Pupils should be taught about:</u></b> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>The Roman Empire and its impact upon Britain</li> <li>A non-European society that provides contrasts with British history: early Islamic civilisation</li> </ul>		
	Autumn Term	Spring Term	Summer Term



# History Progression Map

Units of Work	Roman Republic	Roman Empire	Roman Britain	Christianity in the Three Empires	Arabia and Early Islam	Islamic Civilisations - Cordoba
Developing historical perspective through:	<b>Chronological knowledge and understanding:</b>		<b>Historical enquiry - Using evidence / Communicating ideas</b>		<b>Knowledge and interpretation</b>	
	<ul style="list-style-type: none"> <li>understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>note key changes over a time period and be able to offer reasons for these changes</li> <li>know where all people/ events studied fit into a chronological framework</li> <li>identify similarities and differences between periods</li> <li>use mathematical knowledge to work out how long ago events would have happened</li> </ul>		<ul style="list-style-type: none"> <li>know, understand and use appropriate historical vocabulary to communicate information</li> <li>know that historians use more than one source of evidence to answer questions; investigate different accounts and explain some of the reasons why they may differ</li> <li>regularly address and sometimes devise own questions to find answers about the past</li> <li>use various sources to piece together information about a period in history</li> <li>construct an informed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, purposeful APPs, discussions, simple debate)</li> <li>research a specific event from the past</li> <li>through research, identify and present, in a variety of forms (tables, Venn, diagrams, digitally), similarities and differences between periods studied now and in prior year/ phase</li> <li>look at representations of the time period, e.g., Museums, workshops...</li> <li>use specific search engines on the internet to find information more rapidly</li> </ul>		<ul style="list-style-type: none"> <li>make simple observations about different types of people, events, beliefs within a society</li> <li>make and describe connections between historical understanding and other areas of learning</li> <li>begin to describe the characteristic features of the past (similarities and differences), including beliefs, attitudes and experiences of men, women and children</li> <li>know about, and describe the impact of Alexander the Great: childhood, education and conquest of Persia</li> <li>know who the Romans were: how the republic developed; how the empire expanded- army/ commanders/ emperors; how the Romans lived: politics; society; culture; architecture; art</li> <li>understand the impact of Greek myths, legends and religion on Roman myths and legends</li> <li>know the cause of the end of the ancient Egyptian civilisation</li> <li>know the story of the destruction of Pompeii</li> <li>know and give reasons for the cause of the collapse of Roman rule in Britain- ancient Britons incl. rebellions- Boudica, Caractacus; rise of Constantinople</li> <li>know how Christian stories spread; reasons why Christians were persecuted; how Christianity became part of Rome's official religion- Constantine and rise of Byzantine Empire</li> <li>know about ancient Arabia: Bedouin culture, trade, life in the desert; the development of the Arabic language</li> <li>know that Islam was born in the ancient city of</li> </ul>	



# History Progression Map

			<p>Makkah; know the traditional Muslim story as to how Muhammed taught his followers and how he led to the rise of Islam across Arabia</p> <p><input type="checkbox"/> explain how people and events studied have influenced life today</p>
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# History Progression Map

Year Five	Core Vocabulary (Cycle B Yr 5-6)					
Knowledge:	Islamic Civilisations - The round city of Baghdad	The Anglo-Saxons	The Vikings	Norse Culture	Vikings in Britain – Early Christianity	Early Civilisations in the Americas
	al-Mansur, architects, Baghdad, dirhams, astrologers, descendants, Caspian Sea, beyond, silk roads, decree, engineers, revenue, dome, quilts, peter out, scholars, madrasas, universities, reconstruction, numerals, evolved, calculate, observatories, astrolabe, predict, astrology, minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics	Saxons, Angles, Jutes, Picts, Scots, North Sea, Anglo-Saxons, warriors, Britons, occupied, migrating, migrate, Pevensey Castle, Legend, eat Anglia, Mercia, Northumbria, Wessex, Offa, Offa's Dyke, Woden, Augustine, converted, baptised, Canterbury, monasteries, monks, Bede, Hilda, Synod of Whitby, Sutton Hoo	longboat, longhouse, chieftain, Berserker, Danegold, thing, feast, raid, trade, Yggdrasil, runes, farmer-warrior, pagan, Dane, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, Valhall, adventure, expedition, barbarian, blacksmith, brooch, Christianity, conquest, fierce, fighting, fur, god, heathen, helmet, hide, invade, invader, loot, merchant, Norseman, oil lamp, pillage, rune, settlement,	Lush, Vinland, encampment, locals war-cry, imminent, foreigners, heavily pregnant, catapult, Norse, saga, seafaring, fjords, Iceland, exile exiled, mysterious, Greenland, Leif Erikson ,pelts, Skraeling , myths, Midgard, Asgard, mead hall, Valhalla, Odin, Valkyries, Loki, trickster, inspired, Thor, amulet, giants, eddas, runes, revealed, Ragnarok, Yule, pilot, course, hoisted, mast, Inland, manoeuvred, harbour, stern, upended, crew, portaging, portage, good spirits, construction, moor, Beowulf, plight, made ready, fists, bare hands, inevitable, clasping, lurking,		



# History Progression Map

				revenge, severed, scoured, distraught, fearsome, search party, forged, subjects, dragon, slew, fatal		
<b>Skills:</b>	Including yrs1-4 and: define, explain, debate, make a judgement, compare, examine, evaluate, interpret, reliability, continuity, cause and consequence, empathy, bias					

Year Five (Cycle B 5/6)						
<b>National Curriculum Objectives</b>	<b><u>Pupils should:</u></b> <ul style="list-style-type: none"> <li>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.</li> <li>note connections, contrasts and trends over time.</li> <li>develop the appropriate use of historical terms.</li> <li>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>					
	<b><u>Pupils should be taught about:</u></b> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c. AD900</li> </ul>			<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>		
<b>Units of Work</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Islamic Civilisations - The round city of Baghdad</b>	<b>The Anglo-Saxons</b>	<b>The Vikings</b>	<b>Norse Culture</b>	<b>Vikings in Britain – Early Christianity</b>	<b>Early Civilisations in the Americas</b>
<b>Developing historical</b>	<b>Chronological knowledge and understanding:</b>		<b>Historical enquiry - Using evidence / Communicating ideas</b>		<b>Knowledge and interpretation</b>	



# History Progression Map

	<ul style="list-style-type: none"> <li><input type="checkbox"/> order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li><input type="checkbox"/> understand and use appropriate historical terms and dates to accurately describe historic events</li> <li><input type="checkbox"/> describe, in some detail, the main changes to an aspect in the period/s studied</li> <li><input type="checkbox"/> understand how some historical events/ periods occurred concurrently in different locations</li> <li><input type="checkbox"/> identify similarities and differences between periods</li> <li><input type="checkbox"/> use mathematical knowledge to work out how long ago events would have happened</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> know and use appropriate historical vocabulary, including abstract terms, to communicate information</li> <li><input type="checkbox"/> recognise when primary or secondary sources of information are being used to investigate the past and the impact of this on reliability</li> <li><input type="checkbox"/> begin to recognise that people in the past represent events or ideas in a way that may be to persuade others</li> <li><input type="checkbox"/> use a wide range of different evidence to collect evidence about the past-e.g. ceramics, pictures, documents, printed sources, online material, photographs, artefacts, historic statues, sculptures, historic sites</li> <li><input type="checkbox"/> use various sources to piece together information about a period in history; begin to evaluate usefulness of resources (e.g. Sutton Hoo)</li> <li><input type="checkbox"/> select relevant sections of information to address historically valid questions and construct informed responses (a wide range of genres of writing; purposeful APPs; drama)</li> <li><input type="checkbox"/> investigate own lines of enquiry by posing historically valid questions to answer, for example: determining why Baghdad fell so easily</li> <li><input type="checkbox"/> construct an informed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, purposeful</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identify connections and contrasts over time in the everyday lives of people</li> <li><input type="checkbox"/> examine causes and results of great events and the impact these had on people</li> <li><input type="checkbox"/> make, describe and evaluate succinct connections between historical understanding and other areas of learning</li> <li><input type="checkbox"/> know about ancient Arabia: Bedouin culture, trade, life in the desert; the development of the Arabic language</li> <li><input type="checkbox"/> know that Islam was born in the ancient city of Makkah; know the traditional Muslim story as to how Muhammed taught his followers and how he led to the rise of Islam across Arabia</li> <li><input type="checkbox"/> know of some Islamic achievements: art, architecture, learning and science in Cordoba; know how Muslims, Christians and Jews collaborated on great architectural projects/ built a culture of learning</li> <li><input type="checkbox"/> know of the great library of Cordoba- technology, art, theology, geography built through work of people from all three religions</li> <li><input type="checkbox"/> explain why the Round City of Bagdad was the most significant cultural centre of Arab and Islamic civilization</li> <li><input type="checkbox"/> describe the role of Caliph Al-Mansur as a successor of Muhammad</li> <li><input type="checkbox"/> know the three largest tribes collectively called the Anglo-Saxons: how they conquered; reasons for migration and settlement; where they settled; what daily life was like; art; architecture; religion and beliefs</li> <li><input type="checkbox"/> explain how Augustine and Ethelbert contributed to the spread Christianity across Britain; describe the impact of Bede</li> <li><input type="checkbox"/> know who the Vikings were; where and how they conquered; what daily life was like; hierarchy; law; art;</li> </ul>
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# History Progression Map

		APPs, discussions, debates) <input type="checkbox"/> explore representations of the time period; museums; workshops <input type="checkbox"/> plan and present a self-directed project about the studied periods	architecture; beliefs <input type="checkbox"/> describe the struggle for control of Britain between the Anglo-Saxons and Vikings; describe how Danelaw was established <input type="checkbox"/> know of Norse culture: runes; religion; legends (Beowulf) <input type="checkbox"/> know the events that led to the end of the Anglo-Saxon Dynasty-Battle of Hastings <input type="checkbox"/> examine and begin to analyse how people and events studied have influenced life today
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Year Six	Core Vocabulary (Cycle A Yr 5-6)					
Knowledge:	Migration – medieval London	Migration – Tudor London	The Kingdom of Benin	17 <sup>th</sup> century London	18 <sup>th</sup> / 19 <sup>th</sup> Century London & World	WW2
Skills:	Including yrs1-5 and: infer, analyse, tone, propaganda, validity, trend, purpose, provenance,					

Year Six (Cycle A 5/6)	
National Curriculum Objectives	<u>Pupils should:</u> <ul style="list-style-type: none"> <li>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.</li> <li>note connections, contrasts and trends over time.</li> <li>develop the appropriate use of historical terms.</li> <li>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>



# History Progression Map

	<b><u>Pupils should be taught about:</u></b> <ul style="list-style-type: none"> <li>The Roman Empire and its impact upon Britain</li> <li>A non-European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c. AD900</li> </ul>		<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>		
Units of Work	Autumn Term		Spring Term		Summer Term
	Migration – medieval London	Migration – Tudor London	The Kingdom of Benin	17 <sup>th</sup> century London	18 <sup>th</sup> / 19 <sup>th</sup> Century London      WW2
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation
	<input type="checkbox"/> order an increasing number of significant events, movements and dates on a timeline using dates accurately <input type="checkbox"/> understand and use appropriate historical terms and dates to accurately describe historic events <input type="checkbox"/> describe, in appropriate detail, the main changes to an aspect in the period/s studied <input type="checkbox"/> understand how some historical events/ periods occurred concurrently in different locations <input type="checkbox"/> identify similarities and differences between periods <input type="checkbox"/> use mathematical knowledge to work out how long ago events would have happened		<input type="checkbox"/> know, understand and use appropriate historical vocabulary, including abstract terms, to communicate information <input type="checkbox"/> find and analyse a wide range of evidence about the past; <input type="checkbox"/> use a wide range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past <input type="checkbox"/> consider different ways of checking the accuracy of interpretations of the past <input type="checkbox"/> know when primary or secondary sources of information are being used to investigate the past and the impact of this on reliability <input type="checkbox"/> show an awareness of the concept of propaganda <input type="checkbox"/> know that people in the past represent events or ideas in a way that may be to persuade others		<input type="checkbox"/> identify and note connections and contrasts over time in the everyday lives of people <input type="checkbox"/> examine and analyse causes, impact and consequence of great events and the effect these had on people <input type="checkbox"/> describe, examine and evaluate succinct connections between historical understanding and other areas of learning <input type="checkbox"/> understand who the Romans were: how the republic developed; how the empire expanded- army/ commanders/ emperors; how the Romans lived: politics; society; culture; architecture; art <input type="checkbox"/> understand the impact of Greek myths, legends and religion on Roman myths and legends <input type="checkbox"/> examine and analyse the cause of the end of the ancient Egyptian civilisation <input type="checkbox"/> know the story of the destruction of Pompeii <input type="checkbox"/> understand and give reasons for the cause of the collapse of Roman rule in Britain- ancient Britons incl. rebellions-Boudica, Caractacus; rise of Constantinople <input type="checkbox"/> know of the great library of Cordoba- technology, art, theology, geography built through work of people from



# History Progression Map

		<ul style="list-style-type: none"> <li><input type="checkbox"/> investigate own lines of enquiry by posing historically valid questions to answer, for example: determining why Baghdad fell so easily</li> <li><input type="checkbox"/> construct an informed, detailed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, debates, discussions, purposeful APPs)</li> <li><input type="checkbox"/> plan and present a self-directed project about the studied periods</li> </ul>	<ul style="list-style-type: none"> <li>all three religions</li> <li><input type="checkbox"/> understand why that the Round City of Bagdad was the most significant cultural centre of Arab and Islamic civilization</li> <li><input type="checkbox"/> examine the role of Caliph Al-Mansur as a successor of Muhammad</li> <li><input type="checkbox"/> know the three largest tribes collectively called the Anglo-Saxons: how they conquered; reasons for migration and settlement; where they settled; what daily life was like; art; architecture; religion and beliefs</li> <li><input type="checkbox"/> explain how Augustine and Ethelbert contributed to the spread Christianity across Britain; that Bede was a monk who became a historian</li> <li><input type="checkbox"/> know who the Vikings were; where and how they conquered; what daily life was like; hierarchy; law; art; architecture; beliefs</li> <li><input type="checkbox"/> describe and examine the struggle for control of Britain between the Anglo-Saxons and Vikings; describe how Danelaw was established</li> <li><input type="checkbox"/> describe Norse culture: runes; religion; legends (Beowulf)</li> <li><input type="checkbox"/> describe the events that led to the end of the Anglo-Saxon Dynasty-Battle of Hastings</li> <li><input type="checkbox"/> examine and continue to develop analytical skills to explore how people and events studied have influenced life today</li> </ul>
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