

History Skills and Vocabulary Progression

Reception

Intent – aims and vocabulary

Implementation

Unit	Key Knowledge	Vocabulary
<p>Peek into the Past – 5 activities</p> <ul style="list-style-type: none"> • Reflect on memories and experiences from their own past • Comment on images of familiar situations in the past • Look for similarities and differences between photos, images and objects from the past and the present day 	<p>To know</p> <ul style="list-style-type: none"> • That some photos and drawings represent the past • Some language for talking about the passing of time and events that have already happened, even if used inaccurately • That they started as a baby but have since grown and changed • That someone’s age is the time since they were born 	<p>A long time ago After Baby Before Change Child Different History I remember New Now Old Order Past Photograph Present Similar Then Toddler When I was little</p>
EYFS Outcomes		
Unit	Key Knowledge	

<p>Adventures through time – 5 activities</p> <ul style="list-style-type: none"> • Children compare and contrast characters from various stories in the past • Identify similarities and differences between characters, enhancing their understanding of the past 	<p>To know</p> <ul style="list-style-type: none"> • The environment around us changes as time passes • Names of people that are significant to their own lives • Stories and books can tell us about the past • In fairy tales, Kings/queens are usually important, powerful people who rule over others • Some interests and achievements from their own lives and the lives of their families and friends • Some people are older than others • Parents are older than children and grandparents are older than parents (generations) • Some language for talking about the passing of time and events that have already happened, even if used inaccurately • Some photographs and drawings represent the past
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Year 1 – substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 1	<p>Autumn</p> <p>How am I making History? 6 lessons</p> <ul style="list-style-type: none"> • Look at personal chronology • Find out about the past within living memory • Examine photos and ask questions • Look at a simple timeline that extends to before they were born 	<p>Vocabulary</p> <p>Siblings Parent Grandparent Great grandparent Childhood Time capsule</p>
Year 1	<p>Spring</p>	<p>Vocabulary</p>

	How have toys changed? 6 lessons		Toy			
	<ul style="list-style-type: none"> To be able to sequence toys on a timeline Investigate artefacts from the past and pose questions Know how teddy bears have changed 'Interview' a teddy bear Consider what toys may be like in the future 		Wooden Plastic Metal mohair			
Year 1	Summer		Vocabulary			
	How have explorers changed the world? 6 lessons		Explorer solo Exploration North Pole Achievement resilience Discovery determination Transport qualities Equipment coat of arms Yacht voyage			
Historical Enquiry			Chronological Awareness			
Ask	photograph	compare/comparison	Morning	date	modern	sequence
Investigate	similar/similarity	interview	Afternoon	before	after	
Explain	different/difference	celebration	Evening	today	long ago	
Questions	change	special	Order	tomorrow	timeline	
Artefacts	same		Now	last week/month/year/day	lifetime	
Object	event		Present	memory	future	
Sort	remember		Past	within living memory	old	
Group	memory		Recent	beyond living memory	new	

Year 2 - substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 2	Autumn	Vocabulary
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	<p>How was school different in the past? 6 lessons</p> <ul style="list-style-type: none"> • Understand that although schools have been in the local area for a long time, that they have not always been the same • Identifying historical similarities and differences • Using a range of sources to recognise continuity between children's lives past and present 	<p>School log book Textbook Blackboard Abacus Slate Chalk Pen and ink</p>	<p>stove</p>
Year 2	<p>Spring</p>	<p>Vocabulary</p>	
	<p>How did we learn to fly? 6 lessons</p> <ul style="list-style-type: none"> • Develop knowledge of events beyond living memory • Reinforce chronological understanding by looking at significant events in the history of flight on a timeline • Learn about the individuals who contributed to the history of flight 	<p>Inventor flight</p>	
Year 2	<p>Summer</p>	<p>Vocabulary</p>	
	<p>What is a monarch? 6 lessons</p> <ul style="list-style-type: none"> • Find out about the role of a monarch • Compare the monarchy today with the monarchy in the past • Investigate how William the Conqueror became King and learn how he used castles to rule • Study different types of castles and consider how these evolved over time 	<p>Monarch Power Ruler Absolute monarchy Anointing Armed forces Attack Bailey Battle Battlements Bayeux Tapestry Ceremony Concentric castle</p>	<p>constitutional monarchy conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep</p>

Historical Enquiry		Chronological Awareness
Sources Primary source Evidence Contrast Historic Historically significant Eye witness Eye witness account		Decade Anglo-saxon

Year 3 - substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 3	Autumn – British History 1	Vocabulary
	<p>Would you prefer to live in the Stone Age, Bronze Age or Iron Age? 6 lessons</p> <ul style="list-style-type: none"> • Look at chronology of mankind • Introduction to Britain’s story • Use archaeological evidence to find out about the Stone Age, Bronze and Iron Age 	Skara Brae, Orkney Islands export Hearth exchange Settlement goods Flint barter Roundhouse Chief Metal work – copper, bronze, gold, tin Mining Trade (job) Trade (buying and selling goods) Arrowheads import
Year 3	Spring – British History 2	Vocabulary

	Why did the Romans settle in Britain? 6 lessons <ul style="list-style-type: none"> Investigate why Romans invaded Britain Investigate the reaction of the Celts How did romans change life in Britain? 	Briton Romans Celts Enslaved Tin Togas Settlers Picts Pilum Galea Armour	scutum caligae gladius tunic legionary legion legatus cohort century centurion formation	testudo wedge tablet aqueduct state legal system
Year 3	Summer	Vocabulary		
	What did Ancient Egyptians believe? 6 lessons <ul style="list-style-type: none"> Find out about Egyptian beliefs Make inferences about the afterlife using primary sources Investigate pyramids, gods and goddesses Investigate mummified people to identify Egyptian beliefs Create a video clip to summarise findings Discuss ways in which significant people are remembered 	Civilisation Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum Creation story Horus Isis Nun Osiris Ankh Anubis Book of the Dead	hieroglyphs papyrus weighing of the heart Skemet Ra Casing stones Pharaoh foundations limestone blocks pulley pyramid quarrying ramps amulet canopic jars embalmer	immortal linen natron preserve resin sarcophagus
Historical Enquiry		Chronological Awareness		
Secondary source criteria		AD – Anno Domini duration		

Remains	interpretation	BC – Before Christ	Old Kingdom
Certainty	inference	Period	Middle Kingdom
Possibility	observation	Prehistory	Late period
Confirm	deduction	Prehistoric	Ptolemaic period
Prove	legacy	Palaeolithic	chronology
Informed guess		Mesolithic	
Archaeological evidence		Neolithic	
Reconstructions		Stone Age	
Continuity		Bronze Age	
Historical significance		Iron Age	

Year 4 - substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 4	Autumn	Vocabulary	
	<p>How have children’s lives changed? 6 lessons</p> <ul style="list-style-type: none"> • Investigate the changes in children’s lives through time • Learn how spare time, children’s health and work have changed • Explore work in more detail • Learn about the day in the life of a working child • Learn about the significance of Lord Shaftesbury and his impact on school and working conditions 	Apprentice/apprenticeship Master Occupation Politicians Parliament Poverty Ragged schools Life expectancy Plague Living conditions Sanitation Working conditions Working hours Factory owners Chaffing wheat The Coal Mines Act	oath mine/miner/mining trapper bird scarer hurrier servant housemaid wealthy wages textile mill bill pass (pass a bill) reform act The Factory Act

		The Chimney Sweepers Act
Year 4	Spring – British History 3	Vocabulary
	How hard was it to invade and settle in Britain? 6 lessons <ul style="list-style-type: none"> • Develop an understanding of why people invaded and settled • Learn about Anglo-Saxon beliefs • Learn about the spread of Christianity • Assess the contribution of the Anglo-Saxons to modern Britain 	Angles Kent peasants Saxons villages Jutes thatch Picts straw Invasion hut Britons cauldron Romans Battle of Edington Empire Danelaw Longships leadership qualities Wattle and daub Sutton Hoo Wessex burial mound Claimants Christianity Kingdom missionaries Northumbria Pope Mercia East Anglia
Year 4	Summer – British History 4	Vocabulary
	Were the Vikings raiders, traders or settlers? 6 lessons <ul style="list-style-type: none"> • Investigate whether the Vikings were raiders, traders or settlers • Make boats to see if the Vikings were engineers • Explore cause and consequence • Make deductions from sources • Identify the author’s viewpoint & explain how this impacts the accuracy of the source 	Trader Hedeby Engineer Jorvik Raider quernstone Anglo-Saxon chronicle Danelaw Ballast paganism Hull sacred Keel Mast Longboat Oars

		Rudder garnet
Historical Enquiry		Chronological Awareness
Observation	viewpoint	Tudor period (1485 – 1603)
Inference	perspective	Victorian period (1837 – 1901)
Deduction	cause	Anglo -Saxons (410 – 1066)
Life expectancy	consequence	Vikings (800 – 1066)
Significant	events	
Propaganda	impact	
Evaluate	conclusion	
Rank	enquiry	
Bias	supporting evidence	
One-sided balanced	credibility	

Year 5 - substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 5	Autumn – British History 5	Vocabulary	
	What was life like in Tudor England? 7 lessons <ul style="list-style-type: none"> Compare Henry 8th and Elizabeth 1st to learn about the changing nature of the monarchy Examine how monarchs try to control their public image Look at Tudor inventories to investigate whether people were rich or poor Learn about what life was like for people in Tudor times 	House of Lancaster House of York Battle of Bosworth Tyrant Execute Tower of London Heir Royal Progress Nobles Litter Dunghill Mace	town clerk pageant courtiers noblemen valuation parchment quill pen parlour chamber buttery merchant pewter

		Procession Trading laws Court shilling	free enslaved tournament
Year 5	Spring – British History 6	Vocabulary	
	What was the impact of WW2 on British People? 7 lessons <ul style="list-style-type: none"> • Learn how WW2 changed British society • Learn about the different reasons Britain went to war in 1939 • Investigate the experiences of families during the Blitz • Use a range of new sources available to them • Construct feelings of those living on the home front • Consider how migrants helped the war effort 	Appeasement Treaty of Versailles Reparations Allies Disarm Debt Unrest Prosperity RAF Luftwaffe Sorties Operation Sealion Bomb aimer Scramble The Blitz Air raid shelter	Anderson Shelter blackout evacuation Woman’s Auxiliary Air Force Women’s Royal Naval Service Air Transport Auxiliary Auxiliary Territorial Service Special Operations Executive Women’s Land Army Women’s Liberation Movement
Year 5	Summer	Vocabulary	
	What did the Greeks ever do for us? 6 lessons <ul style="list-style-type: none"> • Investigate the city-states of Athens and Sparta • Identify similarities and differences between them • Learn about democracy • Assess the legacy of the Ancient Greeks 	Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite	democracy oligarchy location city-state Athens Sparta landlocked

		Poseidon Demeter Athena Apollo Artemis Hephaestus Hermes Dionysus	assembly direct democracy representative democracy philosophy formula ethics logic legacy impact
Historical Enquiry		Chronological Awareness	
Church records	criteria	No new vocabulary	
Court records	significance		
Records from places of work	official record		
Factory records	justify		
Enumeration books	opinion		
Trustworthy	historical investigation		
Death records	link		
Reliability	interpretation		
Census	will		
Audience	inventory		
Purpose			
Accuracy			
Creator			
Representation			

Year 6 - substantive concepts vocab highlighted in red

Intent – aims and vocabulary

Year 6	Autumn	Vocabulary
	How did the Maya civilisation compare to the Anglo-Saxons? 6 lessons	Abandon Classic Period

	<ul style="list-style-type: none"> Extend knowledge of civilisations by comparing and contrasting Maya to Britons Develop their chronological awareness of how the Maya fit into the timeline of mankind Learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at the same time Deepen their understanding of the growth of Empires and understanding why the Mayan Empire declined 	Decline Deforestation Drought Hieroglyphics Pyramid Rainforest Slash and burn Tropical rainforest
Year 6	Spring	Vocabulary
	How have historic communities shaped our modern-day legal system? 6 lessons <ul style="list-style-type: none"> Understand about the legacy of Roman crime and punishment on the current legal system in Britain Learn about the Anglo Saxon system and the differences with the Roman system and the modern legal system Learn about the Tudor era with ref to the legal system Discover information about Dick Turpin through various historical sources Learn about Victorian prisons Bring together all the above knowledge and compare with modern day Britain 	Bobbies/peelers Deterrent Execution Highwaymen Humiliation Judge Jury Ordeal punishment Treason Victim Trial Mutilation exile
Year 6	Summer	Vocabulary
	What does the census tell us about our local area? 6 lessons <ul style="list-style-type: none"> Investigate local history during the Victorian period Carry out an enquiry using census and factory records 	Head of the household flax Title yarn Scholar linen Enumerator nobbins

	<ul style="list-style-type: none"> • Learn about changes to a family over a period of time and suggest reasons for the changes • Link these changes to national events • Plan their own historical enquiry by researching a local family or street 	Condition Cotton millworker Overlooked Joiner Can-hooker Carding piecer	severance pay compensation income workhouse suffragette governess
Historical Enquiry		Chronological Awareness	
Reliability Criteria Significance Death records		No new vocabulary	