

## Progression in History

### Intent

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

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- An understanding of chronology, both in terms of where key historical events fit within an overall timeline and understanding key time periods in more detail.
- Making connections between different historical periods and our own, and seeing links both cultural, economic, military, political, religious and social
- Nurturing our pupils' sense of their place in society, understanding the lessons that can be learned from the actions of those in the past.
- The ability to think critically about history and communicate ideas 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 'The arts' 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 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts** 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 concepts over and over and gradually build understanding of them. In History, these threshold concepts are; ***Investigate and interpret the past; Understand chronology; Build an overview of world history; Communicate historically.***
- 6 **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In history these knowledge categories include: ***Settlements, Beliefs, Culture and Pastimes, Location, Main events, Food and farming, Travel and exploration, Conflict, Society, Artefacts.***

7. Cognitive science tell 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 taken time.
8. **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is to taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
9. **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
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.

10. **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. 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 basic domain and problem based discovery in the deep domain. This is called the reversal effect.
11. Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
12. Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
- Learning is most effective with spaced repetition.
  - Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
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.

Milestone 1 Key Stage 1	Milestone 2 Lower Key Stage 2	Milestone 3 Upper Key Stage 2
<b>Investigate and interpret the past</b>		
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<b>Build an overview of world history</b>		
<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain through Tudor times, Victorian Britain and during World War II.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world including Early Islamic Society and Ancient Greece.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<b>Understand Chronology</b>		
<ul style="list-style-type: none"> <li>Place events and artefacts in order on a timeline.</li> <li>Label timelines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> <li>Use a Timeline labelled "Within living memory" and "Before Living memory."</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a timeline using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> <li>- Use a timeline labelled BC and AD but introduce BCE and CE.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> <li>- Use a timeline labelled BC and AD but introduce BCE and CE.</li> </ul>
<b>Communicate Historically</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>

## Breadth of Study

### Breadth of Study – Key Stage 1 (Milestone 1)

- The Battle of Hastings
- Local study – castles
- The Gunpowder Plot
- The Great Fire of London
- Queen Elizabeth II
- Neil Armstrong
- Christopher Columbus

### Breadth of Study – Key Stage 2 (Milestones 2 and 3)

- The Stone Age
- The Bronze Age
- The Iron Age
- The Romans
- The Anglo Saxons
- The Vikings
- The Ancient Egyptians
- The Ancient Greeks
- The Tudors
- The Second World War
- The Maya
- Local History study - Burton

Items marked \* are not statutory.

Milestone 1	Milestone 2	Milestone 3
<b>Investigate and interpret the past</b>		
<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
Milestone 1	Milestone 2	Milestone 3
<b>Build an overview of world history</b>		
<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>

Milestone 1	Milestone 2	Milestone 3
<b>Understand chronology</b>		
<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
Milestone 1	Milestone 2	Milestone 3
<b>Communicate historically</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
--	--	---

Progression in History Vocabulary						
Milestone 1 Key Stage 1		Milestone 2 Lower Key Stage 2		Milestone 3 Upper Key Stage 2		
Vocabulary	Definition	Vocabulary	Definition	Vocabulary	Definition	
<b>observe</b>	To look carefully at something in order to learn about it	<b>Primary and secondary sources</b>		<b>suitable</b>	Right or acceptable for a particular person, purpose or event	
<b>artefact</b>	An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery	<b>source</b>	The person, place or thing that you get something from	<b>hypothesis</b>	An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out	
<b>represent</b>	To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables	<b>evidence</b>	Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened	<b>testable</b>	Able to be tested or tried (by a procedure intended to establish quality and reliability)	
<b>past</b>	Any time before the present (now)	<b>historical source</b>	An item that gives information about the past	<b>reliable</b>	Likely to be correct	
<b>present</b>	The period of time we are in now	<b>primary source</b>	First-hand evidence (primary describes something that comes first) about an event. Primary sources of evidence include: autobiographies, memoirs, diaries, personal letters, correspondence, interviews, photographs, drawings, posters, works of art, literature, speeches, original documents (e.g. birth certificates, deeds, census returns), artefacts (e.g. tools, coins, clothing, furniture, cups, newspapers)	<b>culture</b>	The ideas, customs and social behaviour of a society	
<b>future</b>	The period of time that will come after the present	<b>account</b>	A report or description of an event or an experience (primary and secondary)	<b>racial</b>	Relating to race	
<b>recount</b>	To tell or describe a story or event to people	<b>BCE</b>	Before Common Era (formerly BC)	<b>diverse</b>	Containing many different elements (this may refer to: <ul style="list-style-type: none"> <li>• gender</li> <li>• race</li> <li>• ethnicity</li> <li>• abilities</li> <li>• sexual orientation</li> <li>• beliefs</li> <li>• culture – food, music, art)</li> </ul>	
<b>appropriate</b>	Suitable, right or acceptable for a purpose	<b>CE</b>	Common Era (formerly AD)	<b>characteristic features</b>	The particular qualities or aspects that make something recognisable	
		<b>social</b>	Relating to society and its organisation	<b>analyse</b>	To consider something carefully in order to understand it or reveal something or find something out	
		<b>ethnic</b>	Relating to a particular racial or cultural group of people	<b>justify</b>	To show or prove to be right or to be reasonable or necessary	
		<b>society</b>	People living together in an organised group	<b>propaganda</b>	Often inaccurate information, published or broadcast by a political organisation in order to influence people	
		<b>change</b>	To make or become different	<b>bias</b>	A tendency to prefer and favour one person or thing	
		<b>concept</b>	An idea	<b>culture</b>	The ideas, customs and social behaviour of a society	
		<b>represent</b>	To portray something in a particular way			



<b>recent</b>	Having happened a short time ago	<b>Vocabulary</b>	<b>Definition</b>	
<b>year</b>	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)	<b>enquiry</b>	A question asked in order to get information	
<b>decade</b>	A period of time that lasts ten years	<b>historical enquiry</b>	A series of questions asked to find out information about the past	
<b>century</b>	A period of time that lasts one hundred years	<b>cause</b>	The thing that makes something happen (Every event has a cause and is itself a cause of a future event – an effect or consequence.)	
<b>nation</b>	An individual country or group of countries that share a government	<b>consequence</b>	Something that occurs because of an event (e.g. the impact on people, society and beliefs)	
<b>civilisation</b>	An organised group of humans with its own culture	<b>locality</b>	A small area of a country or city (neighbourhood, area, district, environment, zone, territory, community)	
<b>monarchy</b>	The king or queen and royal family of a country	<b>overview</b>	A short description, general review or summary of a subject with no detail	
<b>parliament</b>	A group of people who make or change laws	<b>ancient</b>	Of or from a long time ago (very old), belonging to the distant past (before the end of the Roman Empire)	
<b>law</b>	A set of rules in a country that one must follow otherwise there will be a punishment	<b>medieval</b>	Relates to, or made in the period of, European history 476 CE–1500 CE	
<b>democracy</b>	A system of government in which the people choose who is in charge or the rules they follow by voting in elections	<b>culture</b>	The ideas, customs and social behaviour of a society	
		<b>secondary source</b>	Secondary means something that comes after the first (primary) thing. Secondary sources of evidence are created after the event has taken place. They include: bibliographies, biographical works, reference books, dictionaries, encyclopedias, atlases, articles – after the event, history books, textbooks.	

Topic Specific Vocabulary				
Milestone 1 Key Stage 1		Milestone 2 Lower Key Stage 2		Milestone 3 Upper Key Stage 2
Battle of Hastings & Local Study - Castles		Stone Age		The Ancient Greeks
Key Vocabulary		Key Vocabulary		Key Vocabulary
conquest	Taking control of a country or group of people	Ancestors	Relatives from long ago	Democracy
		Consequence	Result or effect	A system of government in which people choose who is in charge



		<table><tr><td>Techniques</td><td>Particularly skilful methods for doing something</td></tr><tr><td>Lekythos</td><td>Flasks with a narrow neck</td></tr></table>	Techniques	Particularly skilful methods for doing something	Lekythos	Flasks with a narrow neck																																																
Techniques	Particularly skilful methods for doing something																																																					
Lekythos	Flasks with a narrow neck																																																					
<table><tr><th colspan="2">The Gunpowder Plot</th></tr><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>Houses of Parliament</td><td>The buildings where the British Parliament does its work</td></tr><tr><td>conspirators</td><td>People planning something in secret</td></tr><tr><td>persecuted</td><td>Treated cruelly and unfairly</td></tr><tr><td>centuries</td><td>Periods of one hundred years</td></tr><tr><td>government</td><td>People who run a country</td></tr><tr><td>treason</td><td>The crime of betraying your country</td></tr></table>	The Gunpowder Plot		Key Vocabulary		Houses of Parliament	The buildings where the British Parliament does its work	conspirators	People planning something in secret	persecuted	Treated cruelly and unfairly	centuries	Periods of one hundred years	government	People who run a country	treason	The crime of betraying your country	<table><tr><th colspan="2">Bronze Age</th></tr><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>societies</td><td>People living together in organised groups</td></tr><tr><td>ancient</td><td>From a long time ago</td></tr><tr><td>trade</td><td>Buy, sell or exchange goods</td></tr><tr><td>custom</td><td>A traditional way of doing something</td></tr><tr><td>hoard</td><td>A secret store of valuable items</td></tr></table>	Bronze Age		Key Vocabulary		societies	People living together in organised groups	ancient	From a long time ago	trade	Buy, sell or exchange goods	custom	A traditional way of doing something	hoard	A secret store of valuable items	<table><tr><th colspan="2">The Tudors</th></tr><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>Monarch</td><td>The king or queen of a country</td></tr><tr><td>Medieval</td><td>Something in European history between 476CE and 1500CE</td></tr><tr><td>Legacy</td><td>Something left behind after death</td></tr><tr><td>Reformation</td><td>Changes to the Catholic Church that led to the setting up of the Protestant Church</td></tr><tr><td>Alliance</td><td>Groups working together</td></tr><tr><td>Heir</td><td>Someone who will inherit a title or property</td></tr><tr><td>Rebellion</td><td>Violent action to change a country's political system</td></tr><tr><td>Parliament</td><td>A group of people who make or change laws</td></tr><tr><td>Military</td><td>Armed forces of a country</td></tr></table>	The Tudors		Key Vocabulary		Monarch	The king or queen of a country	Medieval	Something in European history between 476CE and 1500CE	Legacy	Something left behind after death	Reformation	Changes to the Catholic Church that led to the setting up of the Protestant Church	Alliance	Groups working together	Heir	Someone who will inherit a title or property	Rebellion	Violent action to change a country's political system	Parliament	A group of people who make or change laws	Military	Armed forces of a country
The Gunpowder Plot																																																						
Key Vocabulary																																																						
Houses of Parliament	The buildings where the British Parliament does its work																																																					
conspirators	People planning something in secret																																																					
persecuted	Treated cruelly and unfairly																																																					
centuries	Periods of one hundred years																																																					
government	People who run a country																																																					
treason	The crime of betraying your country																																																					
Bronze Age																																																						
Key Vocabulary																																																						
societies	People living together in organised groups																																																					
ancient	From a long time ago																																																					
trade	Buy, sell or exchange goods																																																					
custom	A traditional way of doing something																																																					
hoard	A secret store of valuable items																																																					
The Tudors																																																						
Key Vocabulary																																																						
Monarch	The king or queen of a country																																																					
Medieval	Something in European history between 476CE and 1500CE																																																					
Legacy	Something left behind after death																																																					
Reformation	Changes to the Catholic Church that led to the setting up of the Protestant Church																																																					
Alliance	Groups working together																																																					
Heir	Someone who will inherit a title or property																																																					
Rebellion	Violent action to change a country's political system																																																					
Parliament	A group of people who make or change laws																																																					
Military	Armed forces of a country																																																					

		Devout	With deep religious beliefs																																															
<div>The Great Fire of London</div> <div><div>Key Vocabulary</div><table><tr><td>decades</td><td>Periods of ten years</td></tr><tr><td>congested</td><td>Crowded and blocked</td></tr><tr><td>flammable</td><td>Easily set on fire</td></tr><tr><td>architects</td><td>People who design buildings</td></tr><tr><td>eyewitness</td><td>A person who was at the events and describes it to others</td></tr><tr><td>extract</td><td>A short passage</td></tr></table></div>	decades	Periods of ten years	congested	Crowded and blocked	flammable	Easily set on fire	architects	People who design buildings	eyewitness	A person who was at the events and describes it to others	extract	A short passage	<div>Iron Age</div> <div><div>Key Vocabulary</div><table><tr><td>conquest</td><td>Conquering (taking control of) a country or group of people</td></tr><tr><td>significant</td><td>important</td></tr><tr><td>influential</td><td>Makes people take notice</td></tr><tr><td>legacy</td><td>Something left behind after death</td></tr><tr><td>consequence</td><td>Result or effect</td></tr><tr><td>fortified</td><td>Protected against attack</td></tr></table></div>	conquest	Conquering (taking control of) a country or group of people	significant	important	influential	Makes people take notice	legacy	Something left behind after death	consequence	Result or effect	fortified	Protected against attack	<div>The Second World War</div> <div><div>Key Vocabulary</div><table><tr><td>Communism</td><td>A political belief system</td></tr><tr><td>Significant</td><td>Important</td></tr><tr><td>Influences</td><td>Effects on what people say or do</td></tr><tr><td>Decades</td><td>Periods of ten years</td></tr><tr><td>Evacuated</td><td>Removed from a dangerous place</td></tr><tr><td>Evacuation</td><td>Removal to a place of safety</td></tr><tr><td>Propaganda</td><td>Communication used to influence the opinions of others</td></tr><tr><td>Amphibious</td><td>(of military operation) with forces landing from the sea</td></tr><tr><td>Blitz</td><td>When a city (like London) was bombed heavily</td></tr><tr><td>Atomic</td><td>Power that is produced by splitting atoms</td></tr><tr><td>Holocaust</td><td>The deliberate mass murder of Jews and political prisoners by the Nazis</td></tr><tr><td>Legacies</td><td>Things left behind from the past</td></tr></table></div>	Communism	A political belief system	Significant	Important	Influences	Effects on what people say or do	Decades	Periods of ten years	Evacuated	Removed from a dangerous place	Evacuation	Removal to a place of safety	Propaganda	Communication used to influence the opinions of others	Amphibious	(of military operation) with forces landing from the sea	Blitz	When a city (like London) was bombed heavily	Atomic	Power that is produced by splitting atoms	Holocaust	The deliberate mass murder of Jews and political prisoners by the Nazis	Legacies	Things left behind from the past
decades	Periods of ten years																																																	
congested	Crowded and blocked																																																	
flammable	Easily set on fire																																																	
architects	People who design buildings																																																	
eyewitness	A person who was at the events and describes it to others																																																	
extract	A short passage																																																	
conquest	Conquering (taking control of) a country or group of people																																																	
significant	important																																																	
influential	Makes people take notice																																																	
legacy	Something left behind after death																																																	
consequence	Result or effect																																																	
fortified	Protected against attack																																																	
Communism	A political belief system																																																	
Significant	Important																																																	
Influences	Effects on what people say or do																																																	
Decades	Periods of ten years																																																	
Evacuated	Removed from a dangerous place																																																	
Evacuation	Removal to a place of safety																																																	
Propaganda	Communication used to influence the opinions of others																																																	
Amphibious	(of military operation) with forces landing from the sea																																																	
Blitz	When a city (like London) was bombed heavily																																																	
Atomic	Power that is produced by splitting atoms																																																	
Holocaust	The deliberate mass murder of Jews and political prisoners by the Nazis																																																	
Legacies	Things left behind from the past																																																	

		<table><tr><td>Declaration</td><td>Official announcement</td></tr><tr><td>Dispute</td><td>Argument or disagreement</td></tr><tr><td>rationing</td><td>Limiting the amount of food, water or fuel</td></tr></table>	Declaration	Official announcement	Dispute	Argument or disagreement	rationing	Limiting the amount of food, water or fuel																																																												
Declaration	Official announcement																																																																			
Dispute	Argument or disagreement																																																																			
rationing	Limiting the amount of food, water or fuel																																																																			
<table><tr><td colspan="2">Queen Elizabeth II</td></tr><tr><td colspan="2">Key Vocabulary</td></tr><tr><td>monarch</td><td>The king or queen</td></tr><tr><td>coronation</td><td>Ceremony at which a king or queen is crowned</td></tr><tr><td>decade</td><td>A period of time that lasts ten years</td></tr><tr><td>government</td><td>People who run a country</td></tr><tr><td>political</td><td>How power is used in a country</td></tr><tr><td>tradition</td><td>A custom that has existed for a long time</td></tr></table>	Queen Elizabeth II		Key Vocabulary		monarch	The king or queen	coronation	Ceremony at which a king or queen is crowned	decade	A period of time that lasts ten years	government	People who run a country	political	How power is used in a country	tradition	A custom that has existed for a long time	<table><tr><td colspan="2">The Romans</td></tr><tr><td colspan="2">Key Vocabulary</td></tr><tr><td>turmoil</td><td>A state of confusion and uncertainty</td></tr><tr><td>frontiers</td><td>Borders between countries</td></tr><tr><td>territory</td><td>Land controlled by a ruler</td></tr><tr><td>constitution</td><td>A system of laws and rules</td></tr><tr><td>dictator</td><td>A ruler with total power over a country</td></tr><tr><td>assassinated</td><td>Killed for political reasons</td></tr><tr><td>emperor</td><td>Man who rules an empire</td></tr><tr><td>sanitation</td><td>Keeping places clean with a sewage system and clean water supply</td></tr><tr><td>resistance</td><td>Fighting back against attackers</td></tr><tr><td>legion</td><td>A large section of Roman army, made up of 5000 soldiers</td></tr></table>	The Romans		Key Vocabulary		turmoil	A state of confusion and uncertainty	frontiers	Borders between countries	territory	Land controlled by a ruler	constitution	A system of laws and rules	dictator	A ruler with total power over a country	assassinated	Killed for political reasons	emperor	Man who rules an empire	sanitation	Keeping places clean with a sewage system and clean water supply	resistance	Fighting back against attackers	legion	A large section of Roman army, made up of 5000 soldiers	<table><tr><td colspan="2">The Maya</td></tr><tr><td colspan="2">Key Vocabulary</td></tr><tr><td>Abandoned</td><td>Left for a long time</td></tr><tr><td>Overpopulated</td><td>Too many people</td></tr><tr><td>Uninhabitable</td><td>Cannot be lived in</td></tr><tr><td>Traditions</td><td>Customs that have existed for a long time</td></tr><tr><td>Irrigation</td><td>Supplying land with water</td></tr><tr><td>Terracing</td><td>Steps built into sloping land</td></tr><tr><td>Architecture</td><td>People who design buildings</td></tr><tr><td>Agriculture</td><td>Farming and keeping animals</td></tr><tr><td>Expansion</td><td>Process of becoming bigger</td></tr><tr><td>Yields</td><td>Amounts of crops produced</td></tr><tr><td>Sacrifice</td><td>To kill an animal or person in a religious ceremony</td></tr></table>	The Maya		Key Vocabulary		Abandoned	Left for a long time	Overpopulated	Too many people	Uninhabitable	Cannot be lived in	Traditions	Customs that have existed for a long time	Irrigation	Supplying land with water	Terracing	Steps built into sloping land	Architecture	People who design buildings	Agriculture	Farming and keeping animals	Expansion	Process of becoming bigger	Yields	Amounts of crops produced	Sacrifice	To kill an animal or person in a religious ceremony
Queen Elizabeth II																																																																				
Key Vocabulary																																																																				
monarch	The king or queen																																																																			
coronation	Ceremony at which a king or queen is crowned																																																																			
decade	A period of time that lasts ten years																																																																			
government	People who run a country																																																																			
political	How power is used in a country																																																																			
tradition	A custom that has existed for a long time																																																																			
The Romans																																																																				
Key Vocabulary																																																																				
turmoil	A state of confusion and uncertainty																																																																			
frontiers	Borders between countries																																																																			
territory	Land controlled by a ruler																																																																			
constitution	A system of laws and rules																																																																			
dictator	A ruler with total power over a country																																																																			
assassinated	Killed for political reasons																																																																			
emperor	Man who rules an empire																																																																			
sanitation	Keeping places clean with a sewage system and clean water supply																																																																			
resistance	Fighting back against attackers																																																																			
legion	A large section of Roman army, made up of 5000 soldiers																																																																			
The Maya																																																																				
Key Vocabulary																																																																				
Abandoned	Left for a long time																																																																			
Overpopulated	Too many people																																																																			
Uninhabitable	Cannot be lived in																																																																			
Traditions	Customs that have existed for a long time																																																																			
Irrigation	Supplying land with water																																																																			
Terracing	Steps built into sloping land																																																																			
Architecture	People who design buildings																																																																			
Agriculture	Farming and keeping animals																																																																			
Expansion	Process of becoming bigger																																																																			
Yields	Amounts of crops produced																																																																			
Sacrifice	To kill an animal or person in a religious ceremony																																																																			

	<table><tr><td>Roman Empire</td><td>The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa</td></tr></table>	Roman Empire	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa	<table><tr><td>Ceremony</td><td>A formal event at which special things are done</td></tr><tr><td>Anthropologists</td><td>People who study societies and cultures</td></tr><tr><td>Innovations</td><td>New ways of doing something</td></tr><tr><td>Codices</td><td>Plural of codex (an ancient type of book written by hand)</td></tr><tr><td>Conquistadors</td><td>Spanish conquerors</td></tr></table>	Ceremony	A formal event at which special things are done	Anthropologists	People who study societies and cultures	Innovations	New ways of doing something	Codices	Plural of codex (an ancient type of book written by hand)	Conquistadors	Spanish conquerors												
Roman Empire	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa																									
Ceremony	A formal event at which special things are done																									
Anthropologists	People who study societies and cultures																									
Innovations	New ways of doing something																									
Codices	Plural of codex (an ancient type of book written by hand)																									
Conquistadors	Spanish conquerors																									
<p><b>Neil Armstrong</b></p> <p><b>commander:</b> person in charge of a military operation</p> <p><b>achievements:</b> things done successfully after lots of effort</p> <p><b>breakthrough:</b> successful for the first time</p> <p><b>plaque:</b> stone/metal tablet with writing on</p> <p><b>exploration:</b> search of an unfamiliar area</p>	<p><b>The Anglo Saxons</b></p> <table><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>Descendants</td><td>Relatives from later generation</td></tr><tr><td>Conquered</td><td>Took control of by force</td></tr><tr><td>Stability</td><td>Being unlikely to change</td></tr><tr><td>Collapse</td><td>Complete end</td></tr><tr><td>Chaos</td><td>confusion</td></tr></table>	Key Vocabulary		Descendants	Relatives from later generation	Conquered	Took control of by force	Stability	Being unlikely to change	Collapse	Complete end	Chaos	confusion	<p><b>Local History study - Burton</b></p> <table><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>Locality</td><td>A neighbourhood or area</td></tr><tr><td>Significant</td><td>Something or someone very important</td></tr><tr><td>Community</td><td>A group of people who live in the same area or who have something in common.</td></tr><tr><td>District</td><td>An area of country, city or town</td></tr><tr><td>Parish</td><td>A small place with its own church.</td></tr></table>	Key Vocabulary		Locality	A neighbourhood or area	Significant	Something or someone very important	Community	A group of people who live in the same area or who have something in common.	District	An area of country, city or town	Parish	A small place with its own church.
Key Vocabulary																										
Descendants	Relatives from later generation																									
Conquered	Took control of by force																									
Stability	Being unlikely to change																									
Collapse	Complete end																									
Chaos	confusion																									
Key Vocabulary																										
Locality	A neighbourhood or area																									
Significant	Something or someone very important																									
Community	A group of people who live in the same area or who have something in common.																									
District	An area of country, city or town																									
Parish	A small place with its own church.																									

		<table><tr><td>County</td><td>An area of a country which usually includes several towns and countryside.</td></tr><tr><td>Region</td><td>A large area of land which has a noticeable characteristic.</td></tr><tr><td>Abbey</td><td>A building or buildings occupied by monks or nuns</td></tr><tr><td>Monk</td><td>A member of a religious community of men</td></tr><tr><td>Abbot</td><td>A man who is the head of an abbey of monks</td></tr><tr><td>Island of Andressey</td><td>The site of a church founded by St Modwen and dedicated to God and Saint Andrew on an island on the river Trent.</td></tr></table>	County	An area of a country which usually includes several towns and countryside.	Region	A large area of land which has a noticeable characteristic.	Abbey	A building or buildings occupied by monks or nuns	Monk	A member of a religious community of men	Abbot	A man who is the head of an abbey of monks	Island of Andressey	The site of a church founded by St Modwen and dedicated to God and Saint Andrew on an island on the river Trent.
County	An area of a country which usually includes several towns and countryside.													
Region	A large area of land which has a noticeable characteristic.													
Abbey	A building or buildings occupied by monks or nuns													
Monk	A member of a religious community of men													
Abbot	A man who is the head of an abbey of monks													
Island of Andressey	The site of a church founded by St Modwen and dedicated to God and Saint Andrew on an island on the river Trent.													
<p><b>Christopher Columbus</b></p> <p>explorer: someone who travels to places in order to discover what is there</p> <p>civilisations: organised groups of humans with their own culture</p> <p>centuries: periods of one hundred years</p> <p>disease: illness</p> <p>legacy: something left behind after death</p> <p>colonised: settled</p>	<p><b>The Vikings</b></p> <table><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>Scandinavia</td><td>Norway, Sweden and Denmark</td></tr><tr><td>explorers</td><td>People who travel to a new place to discover what is there</td></tr><tr><td>colonised</td><td>Settled in a place</td></tr></table>	Key Vocabulary		Scandinavia	Norway, Sweden and Denmark	explorers	People who travel to a new place to discover what is there	colonised	Settled in a place					
Key Vocabulary														
Scandinavia	Norway, Sweden and Denmark													
explorers	People who travel to a new place to discover what is there													
colonised	Settled in a place													

	<table><tr><td>evidence</td><td>Proof, information showing whether something is true</td></tr><tr><td>raid</td><td>Enter a place to steal something</td></tr></table>	evidence	Proof, information showing whether something is true	raid	Enter a place to steal something																			
evidence	Proof, information showing whether something is true																							
raid	Enter a place to steal something																							
	<table><tr><td colspan="2">The Ancient Egyptians</td></tr><tr><td colspan="2">Key Vocabulary</td></tr><tr><td>fertile</td><td>Able to support the growth of plants</td></tr><tr><td>irrigation</td><td>supplying land with water</td></tr><tr><td>immortality</td><td>The ability to live forever</td></tr><tr><td>rituals</td><td>Religious services that follow set patterns</td></tr><tr><td>decipher</td><td>Work out what something says</td></tr><tr><td>archaeologists</td><td>People who study the past by examining remains and objects</td></tr><tr><td>Canopic jars</td><td>Containers holding organs from a body</td></tr><tr><td>sarcophagus</td><td>Decorative container for a body</td></tr><tr><td>mummy</td><td>Preserved body</td></tr></table>	The Ancient Egyptians		Key Vocabulary		fertile	Able to support the growth of plants	irrigation	supplying land with water	immortality	The ability to live forever	rituals	Religious services that follow set patterns	decipher	Work out what something says	archaeologists	People who study the past by examining remains and objects	Canopic jars	Containers holding organs from a body	sarcophagus	Decorative container for a body	mummy	Preserved body	
The Ancient Egyptians																								
Key Vocabulary																								
fertile	Able to support the growth of plants																							
irrigation	supplying land with water																							
immortality	The ability to live forever																							
rituals	Religious services that follow set patterns																							
decipher	Work out what something says																							
archaeologists	People who study the past by examining remains and objects																							
Canopic jars	Containers holding organs from a body																							
sarcophagus	Decorative container for a body																							
mummy	Preserved body																							



	temples	Places of worship
	engineering	Using scientific knowledge to build
	architects	People who design buildings
	commemorate	remember
	achievements	Things done successfully after lots of effort
	afterlife	A life some people believe begins when you die
	preserve	Protect from decay or damage
	essential	Very important
	embalmed	Preserved with special substances
	eternity	Time without end
	pharaoh	King or queen

History in The Early Years	
Nursery	Reception
Understanding the World 3-4: <div> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> </div>	Understanding the World Reception: <div> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> </div>

## Understanding the World ELG:

### Understanding the World

#### Past and Present

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



