



## Progression in Knowledge and Skills – Key Stage 1

<i>Enquiry</i>	<i>How do our toys and games compare with those of children in the 1960s?</i>	<i>What does it take to be a great explorer?</i>	<i>Why was Charles sent to prison?</i>	<i>Who is the greatest history maker?</i>	<i>Why is the history of my locality significant?</i>	<i>Why do we know so much about where Sappho used to live?</i>
<b><u>Substantive Knowledge</u></b> <i>Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)</i>	Changes within living memory Lives of significant individuals	Changes within living memory Events beyond living memory Lives of significant individuals	Events beyond living memory	Events beyond living memory Lives of significant individuals	Events beyond living memory Lives of significant individuals Significant events, people and places in locality	Events beyond living memory
<b><u>Disciplinary Knowledge</u></b> <i>Historical techniques – source threads</i>	Artefacts Photographs Films – Pathe News and modern newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artefacts, Book extracts Statues, sculptures, monuments	Photographs Maps Films – Pathe News Artefacts Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Artist reconstructions, Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments
<b><u>Disciplinary Knowledge</u></b> <i>Critical thinking skills</i>	Pupils develop their understanding of significant people, places and events in the past <b><u>using basic subject vocabulary</u></b> through <b><u>identifying, selecting, describing</u></b> and <b><u>sequencing</u></b> information from a variety of historical sources to <b><u>compare and contrast</u></b> and <b><u>offer reasons</u></b> for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did. <hr style="border: 1px solid black;"/> 					
<b><u>Second Order Concepts</u></b> <i>threads (also specialist vocabulary and key terms)</i>	Change Continuity Significance Chronology Similarity and difference Sources	Continuity Significance Similarity and difference Sources	Continuity Causation Similarity and difference Sources	Significance Chronology Similarity and difference Sources	Causation Significance Sources Chronology	Change Causation Sources Empathy
<b><u>Substantive Concepts</u></b> <i>threads (also specialist vocabulary and key terms)</i>	Monarchy Transport Exploration Technology Leisure Medicine Entertainment Government	Exploration Empire Monarch Slave Trade New World Equality Government	Crime Conflict Punishment Empire War Power Military Country	Empire Monarch Equality Parliament Government Conflict Medicine Country Power	War Conflict Crime Punishment Empire Monarchy New World Power	Trade Empire Slave Power Conflict Hazard
<b><u>Additional specialist vocabulary</u></b> <i>and key term threads</i>	Chronological Modern Decade BC AD Century Millennium Timeline Artefact Invention Commemorate Historian Memorable Significant	Expedition Indigenous Voyage Conquer Timeline Pioneer Navigate Mission Motive Space race	Western Front Cypher Communication Decode Reconnaissance Code Commemorate Aristocrat Patriotic Memorial Invasion Allies	Famous Infamous Commemorate Chieftain Pharaoh Pirate Privateer Discrimination Prime Minister Treason Accomplishment Conspirator	Privateer Pirate Artefact Archaeologist Moor Cavern Neanderthal Voyage Hunter-gatherer Manoeuvrable Circumnavigate Emperor	Primary evidence Artefact Secondary evidence Remains Reconstruct Preserved Archaeologist Unearthed Archaeology Excavate Depiction Pyroclastic Emperor Infer

## Progression in Knowledge and Skills – Lower Key Stage 2

Enquiry	<i>How did life change for Ancient Britons during the Stone Age?</i>	<i>What is the secret of the standing stones?</i>	<i>How do artefacts help us to understand the lives of people in Iron Age Britain?</i>	<i>How did the arrival of the Romans change Britain?</i>	<i>Who were the Anglo Saxons and how do we know what was important to them?</i>	<i>What did the Vikings want and how did Alfred help to stop them getting it?</i>
<b>Substantive Knowledge</b> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<b>Disciplinary knowledge</b> <i>Historical techniques – source threads. Highlighted red – established during Key Stage 1</i>	Artefacts      Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts      Photographs Maps Book extracts, posters, newspapers Artist reconstructions Statues, sculptures, monuments	Artefacts      Photographs      Maps Book extracts, posters, newspapers Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Tabular and graphical data	Artefacts      Photographs      Maps Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments	Artefacts      Photographs      Maps <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass	Artefacts      Photographs      Maps Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Stained glass
<b>Disciplinary Knowledge</b> <i>Critical thinking skills</i>	Pupils demonstrate a more nuanced understanding <i>using more sophisticated subject vocabulary</i> of significant people, places, situations, changes and events of British history through <i>synthesising</i> relevant information from a broad range of historical sources to <i>explain through more informed responses</i> how and why people lived and behaved at particular times in the past making meaningful links between them. <div style="text-align: right; margin-top: 10px;">  </div>					
<b>Second Order Concepts</b> <i>threads (also specialist vocabulary and key terms). Highlighted red established during Key Stage 1</i>	Change      Continuity Causation      Significance Similarity and difference Sources      Chronology	Change      Continuity Causation      Significance Similarity and difference Perspective      Sources Chronology      Empathy	Change      Continuity Causation      Significance Similarity and difference Perspective      Sources Chronology      Empathy	Change      Continuity Causation      Significance Similarity and difference Perspective      Sources Chronology      Empathy	Change      Continuity Causation      Significance Similarity and difference Perspective      Sources Chronology      Empathy	Change      Continuity Causation      Significance Similarity and difference Perspective      Sources Chronology      Empathy
<b>Substantive Concepts</b> <i>threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1</i>	Society      Agriculture Settlement      Economy Tribe      Trade Migration	Society      Agriculture Settlement      Economy Tribe      Trade Technology      Power Social class	Society      Agriculture Settlement      Economy Tribe      Trade Peace      War Conflict      Religion Natural resources	Society      Settlement Economy      Trade War      Conflict Natural resources      Country Civilisation      Empire Military      Slave	Society      Settlement Religion      Kingdom Country      Monarchy Conflict      War	Society      Settlement Economy      War Conflict      Religion Natural resources      Migration Climate      Kingdom Country      Monarchy
<b>Additional specialist</b> <b>vocabulary and key</b> <b>term threads. Highlighted red – established during Key Stage 1</b>	Primary evidence      Anachronism Secondary evidence Archaeologist      Subsistence Artefact      Excavation Hunter-gatherer      Nomadic Knapping      Domesticate Ceremony      Palaeolithic Mesolithic      Neolithic Timeline	Primary evidence      Smelting Secondary evidence      BC Alloy      Status Social class      Monument Ceremony      Interred Commemorate      Cist Capstone      Timeline Artefact      Stone circle Archaeologist      Chieftain	Primary evidence      Smelting Secondary evidence      BC Alloy      Hillfort Rampart      Palisade Celts      Siege Inscription      Barter Votive      Hoard Currency      Invasion	Primary evidence      Border Secondary evidence      AD Conquest      Invasion Occupy      Pacify Uprising      Plebian Ianista      Philosopher Gladiator      Artefact Emperor      Rebel Resistance      Conquer Authority      Millennium	Primary evidence      Barbarian Secondary evidence      AD Roman Catholicism      Pagan Pope      Conversion Chronicle      Christian Noble      Status Social class      Serf Feudal      Reconstruct Timeline      Treaty Chronological      Rule Millennium      Century	Primary evidence      Pagan Secondary evidence Conversion      Chronicle Norsemen      Invasion Longship      Myth Legend      Legacy Witan      Occupy Territory      Homeland Motive      Resist Timeline

## Progression in Knowledge and Skills - Upper Key Stage 2

Enquiry	<i>Why did the Ancient Maya change their way of life?</i>	<i>Why did pile of dragon bones help to solve an ancient Chinese mystery?</i>	<i>The story of the Trojan Horse – fact, myth or legend?</i>	<i>Why was winning the Battle of Britain so important?</i>	<i>Why is the history of York also the ‘History of England’?</i>	<i>Why did Britain once rule the largest empire the world has ever seen?</i>					
<b>Substantive Knowledge</b> <i>Programmes of study threads (see enquiry MTP and LO for details)</i>	A non-European society that provides contrasts with British history	The achievements of the earliest civilisations	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	A local history study	A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066					
<b>Disciplinary knowledge</b> <i>Historical techniques source threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefacts Photographs Maps Book extracts/journals Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Artist reconstructions Statues, sculptures, monuments Hieroglyphics Codex	Artefacts Photographs Maps <i>Book extracts</i> Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Artefacts Photographs Maps <i>Book extracts,</i> Artist reconstructions Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments	Photographs Maps Letters and telegrams Films – Pathe News Book extracts, posters, newspapers Paintings, portraits, prints, drawing Tabular and graphical data Military orders Speeches	Artefacts Photographs Maps Artist reconstructions <i>Book extracts, posters, newspapers</i> Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments Tabular and graphical data Factory reports Pamphlets	Photographs Maps Letters and telegrams* Films – Pathe News and modern Book extracts, posters, newspapers Engravings, mosaics, frescos, murals Paintings, portraits, prints, drawings Statues, sculptures, monuments					
<b>Disciplinary Knowledge</b> <i>Critical thinking skills</i>	Pupils reach <b>informed conclusions</b> and make <b>reasoned judgements</b> using <b>increasingly specialised vocabulary</b> as they <b>select</b> and <b>evaluate</b> , <b>critique</b> and <b>justify</b> their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.										
<b>Second Order Concepts</b> <i>threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	Change Causation Similarity and difference Perspective Chronology	Continuity Significance Sources Empathy	
<b>Substantive Concepts</b> <i>threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Society Conflict Natural resources War Climate Agriculture Economy	Civilisation Environment Trade Hazard Religion Migration Erosion	Empire Civilisation Religion War Power Country Natural resources Slave	Dynasty Monarchy Society Conflict Settlement Military	Civilisation War Power Military Kingdom Society	Empire Conflict Society Government Monarchy	War Power Democracy Natural resources Government Agriculture Economy Trade	Conflict Empire Country Military Continent Settlement Power Technology	Settlement Location Kingdom Society Peace Conflict Monarchy Transport	Empire Monarchy Natural resources Commonwealth Industrial Revolution War Religion Government Climate	Country Imperialism Trade Economy War Slave Migration Kingdom
<b>Additional specialist vocabulary and key term</b> <i>threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2</i>	Artefact Ceremonial Tropical Expedition Famine Deforestation Water cycle Flash flood Overpopulation	Reconstruct City Rainforest Rediscover Eclipse Timeline Restoration Drought	Artefact Archaeologist Emperor Ceremonial Tomb Reconstruct Myth Intercede Divining Restoration	Oracle Noble Chamber Grave goods Sculpture Legend Parchment Inscription Conquest Valley	Artefact Sparta Siege Legend Manuscript Authenticate Envoy Ruler Deception	City-state Troy Myth Engraving Mosaic Depiction Conquest Warrior	Allies Occupy Politician Prime Minister Royal Air Force Evacuation Combat Neutral Command Campaign	Invasion Fuhrer Reich Luftwaffe Alliance RADAR Blitzkrieg Dependency Superiority Propaganda	Artefact City Civil war Roman Catholicism Protestantism Tithe Roundhead Reformer Peasant Factory	Cathedral Battle Emperor Bishop Puritan Cavalier Propaganda Philanthropist Quarter Exploitation	Ruler Colony Sovereign Independent Self-governing Maintain Exploit Manufacture Conquer Freedom Prime Minister President Parliament Rights Imperial Federation Indigenous Invasion Occupy Battle

