

History

Knowledge, Skills and Vocabulary
Progression Grid



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

Reception				
	Me, myself and I	Toy Story	Winter wonderland	Who are you going to call?
Disciplinary Knowledge	<p>Children will learn how to...</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history Know that information can be retrieved from computers Comment on images of familiar situations in the past 	<p>Children will learn how to...</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past 	<p>Children will learn how to...</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past 	<p>Children will learn how to...</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past Talk about the lives of the people around them and their roles in society
Substantive Knowledge	<p>Key Dates and Names: Year of birth Current year</p> <p>Children will know that...</p> <p>We are all different We all have similarities. All families are different.</p> <p>Will know how we change from babies to adults on a timeline. Photos of them will support this.</p>	<p>Key Dates and Names: William Hamley 1760</p> <p>Children will know that...</p> <p>People celebrate different events, including Birthdays, Christmas, New baby/Christenings, Name day (events where it is custom to give a gift/toy as part of the celebrations.</p> <p>Toys have changed over time</p> <p>William Hamley was a toy maker.</p> <p>William Hamley was famous because he invented toys and owned the oldest toy store.</p> <p>Grandparents' toys would have been different to their toys.</p>	<p>Key Dates and Names: Scott of Antartica 1901 1910</p> <p>Children will know that...</p> <p>They will know that not everywhere looks the same as Evesham and there are similarities and differences, such as it can snow it both but it is heavier in Antarctica, things live in both places but these may be different.</p> <p>They will know that climate change describes a change in the typical weather for a region – such as high and low temperatures and amount of rainfall, over a long period of time.</p> <p>They will know that climate change is having an effect on our planet by the way that humans use the planet, e.g. rubbish in the oceans, use of power and cars and transport.</p> <p>They will know that melting is when a solid becomes a liquid with heat</p> <p>They will know that freezing is a liquid becoming a solid with cold</p> <p>They will know that Scott of the Antarctic was a famous explorer who explored the Antarctic twice, once in 1901 and in 1910.</p>	<p>Key Dates and Names:</p> <p>Children will know that...</p> <p>They will know that everyone has a role to play in society and we need everyone to take on different role in order to help people.</p> <p>They will know that actions have consequences.</p> <p>They will know that a doctor will help us when we are hurt or sick</p> <p>They will know that a nurse helps us when we are hurt or sick</p> <p>They will know that a firefighter helps us when someone is trapped or there is a fire</p> <p>They will know that a dentist looks after teeth</p> <p>They will know that a vet looks after sick animals</p> <p>They will know that a police officer may help when we are in danger or if someone has done something wrong.</p>

Year 1				
	What is the commotion in the ocean?	Woodland friends	Time For Tea	We are the United Kingdom
Disciplinary Knowledge	<p><u>Understanding chronology:</u> Children will learn how to compare images from British seaside resorts past and present, sequencing them on a timeline and comparing these to each other.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to explore the changes in history that have taken place in British Beaches through the use of photographs both colour and black and white alongside sentence starters. This will include the way seaside dress (hats, formal dress, suits, swimwear, shorts, tshirts, caps) has changed over the years, as well as transport (trains past and present, trams, horse and cart) food (fish and chips, ice cream, candy floss, fizzy drinks, tea) and physical features such as beach huts, piers, etc.</p> <p><u>Communicate historically:</u> Children will learn how to use accurate historical vocabulary to describe changes over time past ,present ,then /now historical/history, change, physical features: beach huts, dress, piers, etc, photo/painting, Investigate,chronological(in order of time). <u>Investigate and interpret the past:</u> Children will learn how to investigate changes over time through studying and comparing images past and present and discussion which promotes reasoning and explanation.</p>		<p><u>Understanding chronology:</u> Children will learn how to -compare and contrast images from past and present. - articulate their understanding of past and present, using vocabulary such as past, present, equity, upper/lower class, lord/lady, portrait, photograph, image, etc.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to -identify different social classes, based on the past. -articulate differences between then, and now, in terms of fairness, choices, choices available to them and their rights.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to -observe and recognise differences between past and present. -Interpret key evidence such as social class and status, (Anna Duchess of Bedford, Queen Victoria), to support their findings to generate discussion. -how to make connections between the time periods, (for example, how long had Queen Victoria been Queen when afternoon tea began?)</p> <p><u>Communicate historically:</u> Children will learn how to -articulate their findings, and be able to communicate their reasoning and understanding.</p>	<p><u>Understanding chronology:</u> Children will learn how to -Sequence events in their life. -Sequence photographs, etc, from different periods of their life. -Describe memories of key events in their own lives: describe memories of key events in their own life (COOL time project).</p> <p>-To develop an understanding of chronology and periods of time between events.</p> <p><u>To Build an Overview of World History:</u> -Recognise the difference between past and present in their own and others lives: Children will learn how to place themselves within recent history (COOL time project).</p> <p><u>Investigate and interpret the past:</u> Children will learn how to -ask questions to reliable adults/sources to find out key events in their lives: When was I born/first day of school/when did we get our puppy? (COOL time project).</p> <p><u>Communicate historically:</u> Children will learn how to -Communicate their knowledge of events in their own history through photographs, timelines, and discussion with key figures in own life (parents, grandparents)</p>
Substantive Knowledge	<p>Key Dates and Names: Boyan Slat 2013</p> <p>Children will know that the clothes people wore were named as formal dress, informal dress, draws, calecons, etc</p> <p>Children will know that significant changes have occurred over time, such as clothing and transport.</p>	<p>Key Dates and Names:</p> <p>Children will know that the clothes people wore were named as formal dress, informal dress, draws, calecons, etc</p> <p>Children will know that significant changes have occurred over time, such as clothing and transport.</p>	<p>Key Dates and Names: Anna, Duchess of Bedford 1840 Queen Victoria 1837-1901</p> <p>Children will know that in the past, people of different classes had different opportunities and therefore different experiences that may not have been fair.</p> <p>They will know that in the past there were different social classes (upper, middle and lower class).</p>	<p>Key Dates and Names: Year of birth Year started school Current year</p> <p>Children will know that over time significant events have happened in their lives.</p> <p>They will know the year they were born, when siblings were born, when they started school and other significant events (holidays, family weddings, etc) and will place these events on a timeline.</p>



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

	Children will know some differences between seaside holidays, past and present and will be able to articulate their chronological understating of change.	They will know that poor people have fewer choices than rich people. Children will know of the time period when afternoon tea began (1840) and the time that Queen Victoria reigned (1837 - 1901).
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Year 2			
	Vision Launch	Tyrannosaurus Time	London's Burning
Disciplinary Knowledge	<p><u>Understanding chronology:</u> Children will learn how to...</p> <ul style="list-style-type: none"> - Use their understanding of the passing of time to make decisions as to how to place events and artefacts in the correct order. - Use timelines, generally annotated to include some historical language. -Use dates to chart some events. <p><u>To Build an Overview of World History:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Describe a range of historical events, using historical details -The term 'significant' is increasingly understood and used to select people from the past to describe. -A growing understanding of why people in the past acted as they did. -Decisions are made as to how to present this information. <p><u>Investigate and interpret the past:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Ask a growing number of questions about the past <p><u>Communicate historically:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Use historical language including prehistoric, dinosaur, fossil, organism, jurassic coast, extinct and fossilised to explain their knowledge and understanding of this period of history. 	<p><u>Understanding chronology:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Use their understanding of the passing of time to make decisions as to how to place events and artefacts in the correct order. -Use timelines, generally annotated to include some historical language. -Use dates to chart some events. <p><u>To Build an Overview of World History:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Describe a range of historical events, using historical details -The term 'significant' is increasingly understood and used to select people from the past to describe. -A growing understanding of why people in the past acted as they did. -Decisions are made as to how to present this information. <p><u>Investigate and interpret the past:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Ask a growing number of questions about the past <p><u>Communicate historically:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Use historical language including prehistoric, dinosaur, fossil, organism, jurassic coast, extinct and fossilised to explain their knowledge and understanding of this period of history. 	<p><u>Understanding chronology:</u> Children will learn how to use dates to chart events. Children will learn how to use a timeline to sequence events.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to use historical vocabulary to describe the events of the Great Fire of London Children will learn how to explain why people in the past acted as they did</p> <p><u>Investigate and interpret the past:</u> Children will learn how to ask questions about the past.</p> <p><u>Communicate historically:</u> Children will learn how to use appropriate historical language.</p>
Substantive Knowledge	<p>Key Dates and Names: Edward Jenner 1796 Mary Seacole NHS 1948</p> <p>Children will know that NHS stands for National Health Service and was introduced in 1948</p> <p>Children will know that not all countries have an NHS and the impact of this on their lives.</p> <p>Children will know that Edwards Jenner was a famous physician and scientist and he developed vaccines including the smallpox vaccine in 1796</p> <p>Children will know that Mary Seacole was a British Jamaican nurse who overcame challenges to nurse injured soldiers during war times.</p>	<p>Key Dates and Names: Mary Anning 1823</p> <p>Children will know that Mary Anning was a palaeontologist and she is an important historical figure.</p> <p>Children will know that a palaeontologist is someone that studies fossils.</p> <p>Children will know that Mary Anning was the first to discover the complete skeleton of a Plesiosaurus in 1823.</p> <p>Children will know the difficulties Mary Anning experienced due to her gender.</p>	<p>Key Dates and Names: 2nd September 1666 5 days Samuel Pepys Thomas Farriner King Charles II</p> <p>Children will know that the Great Fire of London was a significant event in British history.</p> <p>Children will know that the Great Fire of London started on 2nd September 1666</p> <p>Children will know that the Great Fire of London lasted for 5 days.</p> <p>Children will know that Charles II was the King in 1666.</p> <p>Children will know that Charles II was King for 25 years.</p> <p>Children will know that Charles II told the firefighters to create fire breaks.</p>

Year 3		
	Autumn Term Stone age	Spring Term The Roman Empire
Disciplinary Knowledge	<p><u>Understanding chronology:</u> Children will understand the concept of change over time from Stone Age to Iron Age and place this on a timeline. Children will use dates to place the Stone Age and Iron Age</p> <p><u>Communicate historically:</u> Children will use appropriate historical vocabulary to communicate about the past.</p>	<p><u>Understanding chronology:</u> Children will Understand...</p> <ul style="list-style-type: none"> -the concept of change over time representing this on a timeline -Place evidence, artefacts and historical figures on a timeline using dates <p><u>To Build an Overview of World History:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Compare some of the times studied with those of other areas of interest around the world. -Describe the social, ethnic, cultural or religious diversity of past society. -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Investigate and interpret the past:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Use evidence to ask questions and find answers to questions about the past. -Suggest suitable sources of evidence for historical enquiries -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. -Suggest causes and consequences of some of the main events and changes in history <p><u>Communicate historically:</u> Children will learn how to...</p> <ul style="list-style-type: none"> -Use appropriate historical vocabulary to communicate; including dates, time period, era, change, chronology. -Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past
Substantive Knowledge	<p>Key Dates and Names: 8-10,00 BC - 4000 BC (stone age) 750 BC - AD43 (iron age)</p>	<p>Key Dates and Names: 43AD Claudius</p>



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

<p>Children will know that Stone Age people gathered their food by hunting and gathering.</p> <p>Children will know that spears were made in the Stone Age.</p> <p>Children will know that weapons such as arrowheads were developed in the Iron Age</p> <p>Children will know that Iron age people gathered their food by farming</p> <p>Children will know that iron and steel were materials and resources used by Iron Age hunters</p> <p>Children will know that stone and wood were materials used in the Stone Age</p>	<p>Children will know that the Romans invaded Britain 43 AD.</p> <p>Children will know that Claudius was in charge when the Romans successfully invaded Britain.</p> <p>Children will know That the Romans left behind legacies that are still used today, such as letters, numerals, roads, towns and landmarks in Britain.</p> <p>Children will know that The Romans were involved in the capture of Jesus in the Easter Story.</p>
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Year 4				
	Have the supermarkets gone too far?	Earth Heroes	Exciting Egyptians	Liberating Leaders
Disciplinary Knowledge	<p><u>Understanding chronology:</u> Children will learn how to understand the concept of change over time, representing this, along with evidence, on a timeline. Children will learn how to place events, artefacts and historical figures on a timeline using dates</p> <p><u>To Build an Overview of World History:</u> Children will learn how to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to suggest causes and consequences of some of the main events and changes in history.</p> <p><u>Communicate historically:</u> Children will learn how to use appropriate historical vocabulary to communicate; including dates, time period, era, change, chronology.</p>	<p><u>Understanding chronology:</u> Children will learn how to understand the concept of change over time, representing this, along with evidence, on a timeline. Children will learn how to place events, artefacts and historical figures on a timeline using dates</p> <p><u>To Build an Overview of World History:</u> Children will learn how to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to suggest causes and consequences of some of the main events and changes in history.</p> <p><u>Communicate historically:</u> Children will learn how to use appropriate historical vocabulary to communicate; including dates, time period, era, change, chronology.</p>	<p><u>Understanding chronology:</u> Children will learn how to place events, artefacts and historical figures on a timeline using dates. Children will learn how to understand the concept of change over time, representing this, along with evidence, on a timeline. Children will learn how to use dates and terms to describe events.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to describe the achievements of the earliest civilizations, specifically Ancient Egypt and the legacy left behind.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to use evidence to ask questions and find answers to questions about the past. Children will learn how to suggest suitable sources of evidence for historical enquiries. Children will learn how to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Children will learn how to suggest causes and consequences of some of the main events and changes in history. <u>Communicate historically:</u> Children will learn how to use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</p>	<p><u>Understanding chronology:</u> Children will learn how to place events, artefacts and historical figures on a timeline using dates. Children will learn how to Understand the concept of change over time, representing this, along with evidence, on a timeline. Children will learn how to use dates and terms to describe events.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to describe the social, ethnic, cultural or religious diversity of past society. Children will learn how to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to use evidence to ask questions and find answers to questions about the past. Children will learn how to Suggest suitable sources of evidence for historical enquiries. Children will learn how to use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Children will learn how to suggest causes and consequences of some of the main events and changes in history.</p> <p><u>Communicate historically:</u> Children will learn how to use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. </p>
Substantive Knowledge	<p>Key Dates and Names: 8-10,00 BC - 4000 BC (stone age) Current year</p> <p>Children will know that agriculture has changed over time from the Stone Age to Modern Day by identifying key turning periods such: Stone Age (use of animals) - Industrial Revolution (use of machines) - Present Day.</p> <p>Children will know that horticulture is and has been important to Evesham because it is a market town.</p> <p>Children will know that horticulture In Evesham has changed over time from market gardens to industrial scale farming.</p> <p>Children will know that produce from Evesham is used for a global brand of crisps (Walkers)</p>	<p>Key Dates and Names: Johan Rockstrom</p> <p>Children will know that global warming is a gradual increase of the overall temperature of the earth's atmosphere Children will know that human activity has accelerated global warming resulting in the increased melting of sea ice around the Arctic Circle Children will know that the melting of ice affects habitats within the Arctic Circle</p>	<p>Key Dates and Names: 1341 BC - 1323 BC Tutankhamun</p> <p>Children will know that the Ancient Egyptians have invented things that are still evident in our life today, such as, the origin of time (sundial) hieroglyphics/writing, maths/measure, medicine/ knowledge of autonomy, agriculture and architecture.</p> <p>Children will know that the Ancient period lasted for almost 30 centuries. (3001 BCE - 332 BCE) compared to what was occurring globally.</p> <p>Children will know key dates and events during the Ancient Egyptian period, starting from 4300 B.C.E TO 30 B.C.E (Hieroglyphs from 3100 B.C.E, solar calendar from circa 3000 B.C.E and irrigation farming from 3100 B.C.E with the construction of dams and canals.</p> <p>Children will know that the period was split into old, middle and new kingdoms.</p> <p>Children will know that British society has been influenced by Egyptian inventions and how this has been further developed and modernised.</p> <p>Children will know that the inventions Ancient Egyptians created are used with modern British life, focusing on sundials and the invention of 12 calendar months,</p>	<p>Key Dates and Names: 1341 BC - 1323 BC Tutankhamun Nelson Mandela</p> <p>Children will know: That equality and equity are different and how fairness may not always mean equal treatment.</p> <p>That the society of ancient Egypt was based on a dictatorship hierarchy led by Pharaohs, and segregated by class</p> <p>That life in Ancient Egypt was not fair for all and there was a lack of social mobility</p> <p>That society in 20th C South Africa was an unequal democratic society segregated by race</p> <p>What life was like for a black person in South Africa during the 20th C</p> <p>How global social movements could positively influence the opportunities open for social justice and equity and how Nelson Mandela influenced other leaders through his values</p> <p>How Nelson Mandela was able to overcome the established social norm and inequality and further the social justice and equity movement. His influence is still seen today.</p>



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

		hieroglyphs as an early form of writing, and irrigation methods to improve farming.
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Year 5			
	The War to end all wars?	Ancient Egypt - Pharaohs, Pyramids and Power	Ancient Greece - Monsters, myths and mazes
Disciplinary Knowledge	<p><u>Understanding chronology:</u> Children will learn to describe the main changes in a period of history.</p> <p>Children will learn to understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Children will learn to use dates and terms accurately in describing events.</p> <p><u>To Build an Overview of World History:</u> Children will learn to describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to use sources of evidence to deduce information about the past.</p> <p>Children will learn how to use sources of information to form testable hypotheses about the past.</p> <p>Children will learn how to show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Children will learn to understand that no single source of evidence gives the full answer to questions about the past.</p> <p><u>Communicate historically:</u> Children will learn to use appropriate historical vocabulary to communicate, including dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Children will learn to use original ways to present information and ideas.</p>	<p><u>Understanding chronology:</u> Children will learn how to -represent continuity and change over time, along with evidence, on a timeline. -use dates and terms accurately in describing events.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to -describe the social, ethnic, cultural or religious diversity of past society. -describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how -to use sources of evidence to deduce information about the past. -to select suitable sources of evidence, giving reasons for choices. -to use sources of information to form testable hypotheses about the past. -to seek out and analyse a wide range of evidence in order to justify claims about the past. -to refine lines of enquiry as appropriate.</p> <p><u>Communicate historically:</u> Children will learn how -to use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change century, decade, legacy. -to use original ways to present information and ideas.</p>	<p><u>Understanding chronology:</u> Children will learn how to -represent continuity and change over time, along with evidence, on a timeline. -use dates and terms accurately in describing events.</p> <p><u>To Build an Overview of World History:</u> Children will learn how to -describe the social, ethnic, cultural or religious diversity of past society. -describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Investigate and interpret the past:</u> Children will learn how to -use sources of evidence to deduce information about the past. -select suitable sources of evidence, giving reasons for choices. -use sources of information to form testable hypotheses about the past. -seek out and analyse a wide range of evidence in order to justify claims about the past. -refine lines of enquiry as appropriate.</p> <p><u>Communicate historically:</u> Children will learn how to -use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change century, decade, legacy. -use original ways to present information and ideas.</p>
Substantive Knowledge	<p>Key Dates and Names: 1914-1918 1939-1945 11th November (Remembrance)</p> <p>Children will know that the first World War took place between 1914 and 1918.</p> <p>Children will know that Britain, France and Russia made up the Triple Entente.</p> <p>Children will know that Italy, Austro-Hungary and Germany made up the Triple Alliance.</p> <p>Children will know that Remembrance Day marks the end of the First World War.</p> <p>Children will know the definition of propaganda and its use and purpose within the First World War.</p> <p>Children will know the main causes of the First World War (long, short, trigger).</p>	<p>Key Dates and Names: 1922 Howard Carter</p> <p>Children will know that -no single source of evidence gives the full answer to questions about the past.</p> <p>-where Ancient Egypt fits into a historical timeline, including the correct dates - 700-480 BCE.</p> <p>Children will know what the beliefs systems of the Ancient Egyptians were, including their beliefs surrounding the afterlife, and how these changed / stayed the same over time.</p> <p>Pyramids were built so that the pharaohs could continue on into the afterlife alongside the gods after they had died.</p> <p>Children will know that Howard Carter discovered the tomb of Tutankhamun in 1922.</p> <p>Pyramids were used as tombs for pharaohs, but also as monuments to remember these pharaohs after they had died.</p> <p>-Children will know how the pyramids link to the beliefs about the afterlife.</p>	<p>Key Dates and Names: 700-480 BCE. Cleisthenes</p> <p>Children will know that -No single source of evidence gives the full answer to questions about the past.</p> <p>Children will know where Ancient Greek fits into a historical timeline, including the correct dates - 700-480 BCE.</p> <p>Cleisthenes was 'The Father of Democracy' and what his role in founding democracy was.</p> <p>Democracy impacted the wider world in ways such as the way the western democracy functions today - voting systems, trial by jury and lawful equality.</p> <p>Ancient Greeks believed in many different Gods - they believed that: -The gods and goddesses watched over them. -Gods were like humans and felt similar emotions, but were immortal and powerful. -Each city had a patron god or goddess who protected its citizens from harm.</p>



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

Vocabulary			
	Chronological Understanding	Historical Enquiry	Topic Vocabulary
R	Past and present Time Long time ago Recently Before/after Yesterday/Tomorrow/Today Now/then Day/Month/Year	Similarities/differences Historical/history Consequence Action Old and New	Scott of the Antarctic Expedition Winter
1	Past and present Time Then /now Long ago/years ago Further in the past Timeline Year Date Time Before/after	Historical/history rich/poor Compare Upper class/Lower class	Equity Lord/Lady Portrait Photograph Equity Anna, Duchess of Bedford Queen Victoria
2	Timeline After Before Past Present Year Date AD BC 17th Century 1666	Historical/history Prehistoric Fossil Organism Extinct Fossilised Jurassic Coast	NHS Vaccine National Dinosaur Fire Samuel Pepys The Monument London Bakers River Thames Diary Smoke Leather buckets Fireman The Tower of London King Charles II Pudding Lane
3	Chronology/chronological Timeline Time period Period Era Ancient	Weapon Artefact Technology Invention Comparison Terrain Invasion/invade Legacy Empire Landmark Aqueduct Numeral	Claudius Hadrian
4	Chronology/chronological Timeline Time period Period Era Ancient Century	Horticulture Consumer Artefacts Industrial Marketisation Inequalities Carbon cycle Carbon dioxide Carbon sinks Global warming Atmosphere Temperature Human footprint Climate Glacier Artefact Solar calendar Agriculture Written language Political Military Ancient Impact Trade Primary/secondary sources of evidence Dictatorship	Egypt/Egyptian Pyramid Pharaoh Hieroglyphics Cubit Ceremonial Papyrus Persian Empire Sphinx Pharaoh



History Knowledge and Vocabulary Progression

Early Years to Key Stage Two

		Segregated Segregation Social Diversity Inequality Equality Equity Liberation Hierarchy Social Class System Social Mobility Global Influence Social Justice Social Norm/s apartheid	
5	Timeline Chronology Era Continuity Century	Triple Entente Triple Alliance Propaganda Allies Civilian Troops Armistice Trigger cause Assassination Remembrance Social Justice Equity Society Sources Evidence Power Governance Hypotheses Continuity Society Sources Evidence Democracy Civilisations	Tomb Pyramids Afterline Sarcophagus Cleisthenes 'The Father of Democracy'

