

CREATIVE CURRICULUM

HISTORY PROGRESSION AND SKILLS FRAMEWORK

YEAR GROUP	AREA OF STUDY	KEY VOCAB	CHRONOLOGICAL UNDERSTANDING	KNOWLEDGE & UNDERSTANDING OF EVENTS, PEOPLE & CHANGES IN THE PAST	HISTORICAL INTERPRETATION	HISTORICAL ENQUIRY	ORGANISATION & COMMUNICATION
YEAR 1	OLD AND NEW TOYS	Toys, inventions, plastic, century, decade, modern, materials, wooden, mechanical, grandparents' time, the older generation, Victorians, museum, label, caption, differences, similarities	<p>Understand the differences between the things that happened in the past and present.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events and objects in order of when they happened, using a scale the teacher has given</p>	<p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Describe the differences between then and now.</p>	<p>Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>Identify different ways in which the past is represented.</p> <p>Ask questions about the past.</p> <p>Use a wide range of information to answer questions.</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, story-telling and using computing.</p>
	THE GREAT FIRE OF LONDON	Pudding lane, Samuel Pepys, diary, Tudor house, Thomas Farriner, King Charles II, Christoper WREN, 1666, bakery, River Thames, eye-witness, fire brigade, squirt, leather bucket, Mayor, The Monument, thatched roof, wood, stone, brick.					
	THE ROYAL FAMILY	The Queen Elizabeth II, Union Flag, Prince Charles, Duchess of Cornwall, Prince William, Duchess of Cambridge, Prince Louis, Prince George, Princess Charlotte, Crown, Buckingham Palace, Windsor Castle, heir, coins, corgi, UK, England, Scotland, Northern Ireland, Wales, London, Capital city					
	NEIL ARMSTRONG & AMELIA EARHART	Explorers, travel, rocket, danger, brave, American, moon landing, survive, space, solo, altitude, adventure, courageous, legendary, freedom, pilot, transatlantic, canary, fearless, mysterious, challenge, Atlantic Ocean, Buzz Aldrin, Michael Collins, Apollo 2, Earth					
YEAR 2	FLORENCE NIGHTINGALE & MARY SEACOLE	Lady of the lamp, soldier, hospital, med, red cross, injured, cleaning, Scutari, Turkey, Crimean War, care, sick, nurse, prejudice, British Hotel, nurse					
	CASTLE HISTORY / BAYEUX TAPESTRY	Castle, palace, turret, ramparts, Motte and Bailey, moat, suit of armour, shield, portcullis, drawbridge, sword, lance, dungeon, Battle of Hastings, 1066, crown, victory, defeat, The Bayeux Tapestry, Harold Godwinson, William Duke of Normandy					

YEAR 3	STONE AG, BRONZE AGE, IRON AGE	Neolithic, B.C.E, chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey, Stonehenge, Paleolithic, Mesolithic	<p>Understand that a timeline can be divided into BCE (Before the Common Era) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare dates across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations ie Celts in Britain during Roman Invasion</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past</p> <p>Use evidence to describe buildings and their uses of people from the past</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect / influence life today.</p>	<p>Explore the idea that there are different accounts of history</p> <p>Know that people in the past represent events or ideas in way that persuades others.</p> <p>Can I choose reliable sources of information to find out about the past?</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using computers.</p>
	ANCIENT EGYPT	Archaeologist, pharaohs, tombs, pyramids, hieroglyphics, scribe, sarcophagus, mummy, papyrus, canopic jars, Nile					
	TUDORS	Gown, kirtle, lute, gallows, beefeaters, scythe, baron, Tudor Rose, monarch, Henry 8 th , Elizabeth 1 st , War of the Roses, Battle of Bosworth					
YEAR 4	ROMAN EMPIRE	emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, Roman baths, Julius Caesar, Claudius, shield, weapon, soldier, legions, Hadrian's wall, coins, jewellery, tiles, mosaics, Pompeii, numerals.	<p>Understand that a timeline can be divided into BCE (Before the Common Era) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare dates across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations ie World War across Europe, USA and Japan</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people in both the past and present have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Use documents, printed sources (eg archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence from the past,</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using computers.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
	ANGLO SAXONS & VIKINGS	Archaeologist, raids, vicious, longhouse, longship, Scandinavia, Danelaw, runes, brooches, shields, villages, homes, jobs, farmers, food					
YEAR 5	VICTORIANS	Victoria, Albert, reign, invention, empire, workhouse school, sewers, railway, steam engine, chimney sweep, slate, chalk, poverty, clothes, mines, rule.	<p>Understand that a timeline can be divided into BCE (Before the Common Era) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare dates across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations ie World War across Europe, USA and Japan</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Describe how some of the things studied from the past affect/influence life today</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people in both the past and present have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Use documents, printed sources (eg archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence from the past,</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using computers.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
YEAR 6	WORLD WAR 2	Allies, Nazi, occupation, propaganda, Holocaust, Luftwaffe, RAF, refugee, Kindertransport, chronological, timeline, primary source, secondary source, invade, chronological, Blitz, evacuation, ration book, identity card, host family, identity card, luggage tag, gas mask, concentration camp, axis powers					