

# TOPIC-BASED 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
<b>YEAR 1</b>	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>Start to compare two versions of a past event.</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>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent 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>Talk, write and draw about objects, people or events in history.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, story-telling and using computing.</p> <p>Show an understanding of historical term.</p>
	THE GREAT FIRE OF LONDON	Pudding lane, Samuel Pepys, diary, Tudor house, Thomas Farriner, King Charles II, Christopher 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					
<b>YEAR 2</b>	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 AGE, BRONZE AGE, IRON AGE	Neolithic, B.C.E, chronology, tribal, hunter-gatherers, shelter, civilization, settlement, prey, Stonehenge, Paleolithic, Mesolithic	Understand that a timeline can be divided into BCE (Before the Common Era) and AD (Anno Domini)  Order significant events, movements and dates on a timeline.	Use evidence to describe what was important to people from the past.	Explore the idea that there are different accounts of history  Know that people in the past represent events or ideas in way that persuades others.  Can I choose reliable sources of information to find out about the past?	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.  Ask questions and find answers about the past.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using computers.
	ANCIENT EGYPT	Archaeologist, pharaohs, tombs, pyramids, hieroglyphics, scribe, sarcophagus, mummy, papyrus, canopic jars, Nile		Use evidence to show how the lives of rich and poor people from the past differed.  Use evidence to describe the clothes, way of life and actions of people in the past			
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.	Identify and compare dates across different periods.  Understand how some historical events occurred concurrently in different locations ie Celts in Britain during Roman Invasion	Use evidence to describe buildings and their uses of people from the past			
	ANGLO SAXONS & VIKINGS	Archaeologist, raids, vicious, longhouse, longship, Scandinavia, Danelaw, runes, brooches, shields, villages, homes, jobs, farmers, food		Describe similarities and differences between people, events and artefacts studied.  Describe how some of the things I have studied from the past affect / influence life today.			
YEAR 5	GREEKS	Greek empire, Pythagoras, nobleman, Doric, Corinthian, Parthenon, Homer, tunic, fibulas, hellenists, pyxis, coins, Alexander the Great, Hippocrates, Plato, slave, helmet, soldier, Olympics, vase	Understand that a timeline can be divided into BCE (Before the Common Era) and AD (Anno Domini)  Order significant events, movements and dates on a timeline.	Choose reliable sources of information to find out about the past.  Give own reasons why changes may have occurred, backed up by evidence.	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.  Evaluate evidence to choose the most reliable forms.  Know that people in both the past and present have	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,  Choose reliable sources of evidence to answer questions, realising that	Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play, storytelling and using computers.  Plan and present a self-directed project or research about the studied period.
	VICTORIANS	Victoria, Albert, reign, invention, empire, workhouse school, sewers, railway, steam engine, chimney sweep, slate, chalk, poverty, clothes, mines, rule.		Identify and compare dates across different periods.			

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	Understand how some historical events occurred concurrently in different locations ie World War across Europe, USA and Japan	Describe how some of the things studied from the past affect/influence life today  Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	a point of view and that this can affect interpretation.  Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	there is often not a single answer to historical questions.  Investigate own lines of enquiry by posing questions to answer.	
	ARCHITECTURE	Victorian, Roman, Gothic, Renaissance, Sir Christopher Wren, Pembroke College, Cambridge, Gaudi, Barcelona, landmarks, stone, metal, glass					