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| **CURRICULUM PROGRESSION GRID: HISTORY** | | | | |
| **UPPER KEY STAGE 2** | | | | |
| **Finding Out About the Past (Enquiry)** | **Finding Out About the Past (Chronology)** | **Historical Events** | **Lifestyles of People in the Past** | **Significant Historical People** |
| **NC Link**  - A local history study.  -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Understand how our knowledge of the past is constructed from a range of sources. | **NC Link**  -Note connections, contrasts and trends over time.  -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Develop the appropriate use of historical terms.  -Understand how our knowledge of the past is constructed from a range of sources. | **NC Link**  -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Develop the appropriate use of historical terms.  -Understand how our knowledge of the past is constructed from a range of sources.  -A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | **NC Link**  -A non-European society that provides contrast with British History – Mayan Civilisation.  -Britain’s settlement by the Anglo-Saxons and Scots  -Understand how our knowledge of the past is constructed from a range of sources.  -The Roman Empire and its impact on Britain | **NC Link**  -Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  -Understand how our knowledge of the past is constructed from a range of sources. |
| **Theme link**s  Saltaire (Cycle A: Aut 1)  Egyptians (Cycle B: Aut 1)  Stone Age to Iron Age (Cycle B: Spr 2) | **Theme link**  Tudors (Cycle A: Spr 1)  Stone Age to Iron Age (Cycle B: Spr 2)  Egyptians (Cycle B: Aut 1) | **Theme link**  Tudors (Cycle A: Spr 1)  Saltaire (Cycle A: Aut 1)  Egyptians (Cycle B: Aut 1)  Sport (Cycle A: Summer 2) | **Theme link**  Tudors (Cycle A: Spr 1)  Egyptians (Cycle B: Aut 1)  Mayans (Cycle B: Aut 2) | **Theme link**  Saltaire (Cycle A: Aut 1)  Tudors (Cycle A: Spr 1) Egyptians (Cycle B: Aut 1) |
| **Builds on LKS2**  Children have used simple sources of information such as artefacts, photos and books to answer simple questions about the past. | **Builds on LKS2**  Children have discussed with their peers about the past.  Use the terms BC and AD to locate dates of invasion and occupation.  Children have used dates and historical terms to describe historical periods, **e.g. The Victorians, the Great Fire of London 1666.** | **Builds on LKS2**  Children can explain and give reasons for events in the present and past. | **Builds on LKS2**  Children can describe and give reasons for the changes and differences in lifestyle in the past and present. | **Builds on LKS2**  Children can talk about and give reasons for the actions of, and events in the life of a well-known historical person. |
| **Intent**  Answer questions about the past selecting information from a wide range of sources.  Identify different ways in which people have represented and interpreted the past.  Talk about and give reasons for an event being interpreted in a range of different ways.  Give reasons for negative views and accounts in written sources of information (Sir Titus Salt: Cycle A) | **Intent**  Compare and contrast features of historical periods identifying similarities and differences.  Describe and analyse the impact of change within and between periods in the past.  Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.  Place civilisations and events on a timeline showing an understanding of the terms BC and AD.(Tudors) | **Intent**  Describe a range of different features of key historical events.  Compare and contrast events from different historical periods, e.g. Victorians and 1960’s.  Talk about the impact of events on different groups within society at that time. | **Intent**  Describe and make links between a range of past societies.  Analyse and give reasons for the characteristics of a range of significant groups form the past, ***e.g. Aztecs and Mayans etc.***  Describe and give reasons for the beliefs held by different societies in the past.  Compare and contrast the distinctive features of past societies. | **Intent**  Use a range of sources of information to find out about significant historical people from a key historical period**, *e.g. Sir Titus Salt and Queen Victoria.***  Compare and contrast a range of information about a significant historical person. |
| **Vocabulary: Tudors**  Henry VIII— (1491–1547), son of Henry VII, was the second king in the Tudor dynasty.  Elizabeth I—Queen of England and Ireland from 17 November 1558 until her death on 24 March 1603.  William Shakespeare— A renowned English poet, playwright, and actor born in 1564 in Stratford-upon-Avon.  Peasant—a poor person who works as a farm labourer.  Executioner—a person who carries out a sentence of death | **Vocabulary: Mayans**  Ahau  Dynasty  Maize  Codex  Hieroglyphics  Stela  Scribe  Haab  Jade  Sacrifice  City-states  Terraced  Pyramid  Peasant  Bloodletting  Cacao  Cenote  Huipil  Popol Vuh  Tzolk’in | **Vocabulary: Stone Age**  Prehistory  Hunter-gatherer  Nomad  Palaeolithic  Mesolithic  Neolithic  Tribe  Neanderthal  Homosapiens  Pelt  Beaker  Celt  Bronze  Roundhouse  Hillfort  Quern  Smelting  Druid  Borer  Domesticate | **Vocabulary: Egyptian**  Pharaoh  Scarab  Papyrus  Scribe  Amulet  Canopic jar  Sarcophagus  Tomb  Afterlife  Hieroglyphics  Mummification  Irrigation  Shaduf  Sphinx  Oasis  Egyptologist  Ankh  Pyramid  Barter  Rosetta Stone | **Vocabulary: Saltaire**  Sir Titus Salt  Settlement  Sanitation  Textile  Pollution  Industry  Industrial revolution  Slum  Workhouse  Peasant  Reform |

**More Key Vocab**

**Year 5**

* Anachronism
* chronological order
* era/period B.C.E (Before the Common Era)
* C.E (The Common Era)
* B.C (Before Christ)
* A.D (Anno Domini)
* millennium / thousands of years
* Stone Age
* Iron Age
* Celts
* Ancient Greece
* The Ancient Greeks
* The Saxons
* The Vikings
* The Dark Ages
* Middle Ages
* The Georgians
* World War I
* World War II
* nation
* monarchy
* execution
* extent of change… extent of continuity… turning point
* The Tudors
* The Pope
* The Break with Rome
* Roman Catholic
* Protestant
* divorce
* male heir
* The Reformation
* monasteries
* Ancient Egypt
* Ancient Egyptians T
* he Nile
* first civilisations
* North Africa
* flood
* fertile
* agriculture
* tomb
* Pharaoh
* pyramid
* Tutankhamun
* The Victorians
* The Industrial Revolution
* child labour
* mills/factories
* reformers
* legislation
* slums
* epidemics
* to weigh up / both sides / on one hand / however / different experiences
* primary evidence/ secondary evidence
* eye witness
* this source suggests that… this source doesn’t show that… reliable
* could have been… might have been… may be
* impact / effects / consequences
* legacy / significance / impression / change / continuity cause/s infer suggest
* My conclusion is that….
* historian / archaeologist / archaeology

**Year 6**

* Anachronism
* chronological order
* era/period B.C.E (Before the Common Era)
* C.E (The Common Era)
* B.C (Before Christ)
* A.D (Anno Domini)
* millennium / thousands of years
* Stone Age
* Iron Age
* Celts
* Ancient civilisations
* Ancient Egyptians
* Egyptologist
* Ancient Greece
* The Ancient Greeks
* The Saxons
* The Vikings
* The Dark Ages
* Middle Ages
* The Georgians
* The Victorians
* The Industrial Revolution
* 20th century
* World War I
* World War II
* trench war
* recruit
* alliance
* Blitz
* Home Front
* morale
* democracy
* Parliament
* vote
* suffrage
* Houses of Parliament
* represent
* Native Americans
* culture
* stereotype
* diversity
* traditional view / attitudes
* The Ancient Maya
* Central America
* Mexico
* empire
* city-state
* astrology
* astronomy
* codex
* excavate
* variety of sources / different experiences
* this source suggests that.. I can infer that… impression the source omits to mention… the purpose …. reliability propaganda one sided biased motive mistake
* primary evidence / eye witness
* Secondary evidence / could have been might have been this source suggests that… this source doesn’t show that… reliable could have been… might have been… may be impact
* effects consequences legacy significance cause/s change continuity extent of continuity extent of change
* My conclusion is that…
* historian
* archaeologist
* archaeology