

Anston Greenlands Primary School - History Knowledge and Vocabulary Progression Plan

FS2 – History Progression Plan – Knowledge and Vocabulary

Year Group	Knowledge	Vocabulary
FS2 That times passes in sequential order;	Know there are days of the week that repeat and go in order; Know there are seasons that repeat and go in order; Know the times of the day go in order and repeat everyday e.g. morning is before lunch time.	Week, month, season, repeat, time, morning, afternoon, evening, order, routines,
That there are key words/vocabulary associated with the passage of time;	Know the past tense of verbs; Know before and after as a concept. Know ordering language such as First, next, after that, in the end.	Human, growth, same, different, similar, compare, celebrate
That the passage of time changes us all;	Know the stages of human growth from a baby to an elderly person; Know some things are the same/different; Know live things does not stay the same over time.	Sequence, order, events, before, after, next, end, past, present, history
That the passage of time changes the world around us;	Notice that things in nature change with time; Know the seasons and key changes to nature in each season; Know names for baby animals; Know organic things decay over time; Know that the plants/chicks/tadpoles grow and change over time. Know that everyday objects/transport can change over time.	Decay, nature, life cycle, stages, growth, compare, man-made, structures, shards, offspring,
We need to change what we do/wear in response to the passage of time;	Know that weather changes according to the seasons; Know that we need to dress accordingly to keep ourselves safe and comfortable.	Appropriate, suitable,

<p>That events/celebrations take place at specific points of the year.</p>	<p>Know that people in our community celebrate special days; Know some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p> <p><i>(Cultural Capital)</i></p>	<p>Events, celebrations, yearly, annually community,</p>
<p>That there are significant people from the past.</p>	<p>Know that people use stories and the internet to find out and remember what significant figures did in the past. Know how to compare and contrast characters from stories, including figures from the past.</p>	<p>Compare, significant, figures</p>

Y1 and Y2 – History Progression Plan – Knowledge and Vocabulary

Year Group	Knowledge	Vocabulary
<p>Y1 and Y2 – Year 1 Term 1 One Small Step/Save our Planet Oh No He Isn't</p>	<p>To know who Neil Armstrong is To know that he was the first person to walk on the Moon. To know that there was a 'space race'. To know that 3 astronauts travelled in the spacecraft called Apollo 11</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – listen to Neil Armstrong's speech on stepping on the moon; find out about some of the inventions linked to the space race).</i></p>	<p>American Moon landings Astronaut Spacecraft Apollo 11 Buzz Aldrin Michael Collins 1969 Explorer Past</p>
<p>Y1 and Y2 – Year 1 Term 2 G'day Mate, Fancy a Cuppa?</p>	<p>Know about some of the important historical events beyond living memory that have taken place in London. Know that there was a plague in London in 1665. Know that Great Fire of London happened in 1666. Know that the Great Fire of London started in a bakery in Pudding Lane. Know what houses were like in London in 1666. Know about some of the shops that were in London in 1666. Compare these with the shops that are in London now. Know that many London buildings were destroyed because they were made of wood. <i>(Cultural Capital)</i> Know that some of the buildings currently in London – e.g. St Paul's Cathedral – were built after the Great Fire.</p>	<p>plague events Great Fire of London</p>
<p>Y1 and Y2 – Year 2 Term 1 Good Weather for Ducks!</p>	<p>Use common words and phrases relating to the passing of time, e.g. past, year, decade, century. Understand the term 'living memory' to mean 'a time that can be remembered by people who are still alive'. Know that some events happened long before 'living memory'.</p>	<p>Past year, decade, century In the past living memory survey</p>

	<p>Know that 'living memory' could apply to events that happened before they were born.</p> <p>Know that certain weather events have had a historical impact on the world.</p> <p>Understand changes within living memory – survey and question parents, carers and grandparents to find out about flooding which occurred in Dinnington in 2007.</p>	<p>Flooding</p>
<p>Y1 and Y2 – Year 2 Term 2 Let the Good Times Roll!</p>	<p>Know that bonfire night is a celebration in the UK to remember Guy Fawkes and the gunpowder plot.</p> <p>Know about events that happened a long time ago.</p> <p>Know that a group of men, including Guy Fawkes, planned to blow up the Houses of Parliament in London because they did not agree with King James I.</p> <p>Know that this plan was known as the 'Gunpowder Plot' because they intended to use barrels of gunpowder in the cellars below Parliament.</p> <p>Know that the Gunpowder Plot took place in 1605.</p> <p>Know that the Gunpowder Plot failed because a letter about the plans was discovered, and that the Gunpowder barrels were discovered on 5th November 1605.</p> <p>Know that the day was and is celebrated because the plan was foiled.</p> <p>Know that Guy Fawkes was put to death.</p>	<p>Guy Fawkes Gunpowder plot Fireworks Explosives Catholics Parliament</p>

Y3 and Y4 – History Progression Plan – Knowledge and Vocabulary

<p>Y3 and Y4 – Year 1 Term 1 The Chocolate Factory</p>	<p>Know the meaning of Primary and Secondary evidence.</p> <p>Know when Mayan civilization began and contrast this with events in British history.</p> <p>Know about the importance of the cocoa bean in Mayan culture: how it was used, the links to religion and then how it was traded with merchants/explorers Know about the features of Ancient Mayan houses and settlements. Know about some of the leisure activities of the Ancient Mayans.</p> <p>Know about the journeys of Christopher Columbus and Hernan Cortez. Know about the contact between European explorers and the Ancient Mayans.</p>	<p>Chronological, Timeline Century, Decade, Before Christ After Christ</p> <p>Secondary evidence Primary evidence Artefacts</p> <p>Cocoa bean, Merchants, Explorers, Settlements</p>
<p>Y3 and Y4 – Year 1 Term 3 Stone Age</p>	<p>Know about some of the differences between key periods in Stone Age, focusing on the Palaeolithic, Mesolithic and Neolithic ages. Know that Paleolithic humans lived a nomadic lifestyle in small groups. Know about what kinds of animals hunters killed in the Paleolithic and Mesolithic ages, and what plants they gathered. Know that in the Neolithic period, early farmers grew crops and food, kept cattle, sheep and pigs and built permanent homes.</p> <p>Know about the Bronze Age; can talk about some of the key differences between the early, middle and late Bronze Age.</p> <p>Know what a roundhouse is, what it looks like and how it was built.</p> <p>Know that Iron Age tribes built strongly defended hill forts, which could be like small towns.</p>	<p>Stone Age, Bronze Age, Iron Age Palaeolithic, Mesolithic, Neolithic</p> <p>Roundhouse, hill fort Prehistoric crops, cattle Archaeology tribes</p>

	<p>Know about Neolithic health and the problems associated with the Neolithic diet, e.g. a monotonous diet with a narrower range of food. Know about the types of evidence which we use to find out about prehistory – i.e. archaeological finds.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – find out about the impact that the Stone Age, Bronze Age and Iron Age have had on modern day; find out about evidence of these times that are still in evidence today).</i></p>	
<p>Y3 and Y4 – Year 2 Term 1 The Romans</p>	<p>Know that there are legends and facts. Know that a legend is a very old and popular story that could have elements of truth. Know the legend of how Rome was built. Know that history can be divided in to periods of time from BC to AD.</p> <p>Know that Ancient Rome had three ruling systems over time: Monarchy (Kings), Republic and Empire.</p> <p>Know why the Romans had such a large empire. Know how and why the Roman Empire became so large and influential.</p> <p>Know that chariot racing was a popular form of entertainment in Roman times and that this.</p> <p>Know about life in the Roman Army, including their duties and day-to-day lives. Know about the armour, weapons and shields used by Roman soldiers. Know the difference between a legionary and an auxiliary soldier. Know about some of the advantages and disadvantages of being a Roman soldier.</p> <p>Know some of the buildings and structures (e.g. Colosseum, Forum) and some of the types of structures (e.g. amphitheatre, aqueduct, roads) built by the Romans. Understands how these structures enhanced the lives of the Romans and why they were built.</p>	<p>legend, fact, BC, AD, timeline</p> <p>ruling system, Monarchy, Republic, Empire</p> <p>chariot, charioteer, spinae, Circus</p> <p>auxiliary soldier, legionary, testudo, legion, tunic, gladius, shield, pilum, pugio, barracks, fort</p> <p>amphitheatre, aqueduct, baths, temple</p> <p>mosaic, tesserae</p>

	<p>Know that the Romans valued arts and crafts and that they often used mosaics to decorate their homes and other buildings. Know that Roman mosaics would depict everyday Roman life, scenes from myths and historical scenes.</p> <p>Know that the Romans introduced a number of foods to Britain – e.g. turnips, apples, pears, celery, carrots, asparagus, grapes and wine. Know that rich Romans enjoyed extravagant banquets with food that may seem strange to us today. Know that rich adult Romans would often recline on couches (triclinares) in their dining room (triclinium) to eat. Know that rich Romans would often have entertainment at their banquets, including music, such as the flute and the lyre, acrobats, dancing, gladiatorial fights, mime, pantomime, and trained animals, such as lions and leopards.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – consider the innovations of Ancient Rome and the impact they have on modern society – infrastructure (roads, bridges, tunnels), government (justice and democracy), education, communication, libraries).</i></p>	
<p>Y3 and Y4 – Year 2 Term 3 The Ancient Greeks</p>	<p>Know about typical ancient Greek daily life, including housing, families, occupations etc. Know about a range of ancient Greek buildings. Know about the differences between the houses of rich ancient Greeks and poorer ancient Greeks.</p> <p>Know that the Olympic Games began over 2,700 years ago in Olympia, in south west Greece. Know that the ancient Olympic Games were also a religious festival in honour of Zeus. Know about some event in the ancient Olympic Games – e.g. wrestling, chariot racing, running, pankration etc. Know about some of the similarities and differences between the ancient and modern Olympic Games.</p>	<p>Weavers, blacksmiths, army commanders</p> <p>Olympia, Olympic Games, festival, chariot racing, pankration, sacrifice, wreath</p> <p>myth, mythology</p>

	<p>Know about some Greek Battles - who was involved and what they were fighting about. Know that battles were a common occurrence in ancient Greek life. Know why Ancient Greeks were involved in battles, what the battles resolved and the impact this had on their life.</p> <p>Know the main ancient Greek Gods and what they represented. Know how people reacted to/respected the Gods. Know what a myth is and understand how the myth developed in ancient Greek history.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – consider the innovations of Ancient Greece and the impact they have on modern society – the Olympics, democracy, writing and communication, maths and science, libraries, architecture, medicine, mythology, the theatre).</i></p>	
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Y5 and Y6 – History Progression Plan – Knowledge and Vocabulary

<p>Y5 and Y6 – Year 1 Term 1 Norse Mythology and the Escape Room</p>	<p>Know that Vikings invaded Britain. Know that many Vikings settled peacefully in Britain and that they were skilled farmers, traders and craftspeople. Know the difference between primary and secondary sources and compare their usefulness and accuracy. Know that the Vikings were based in Scandinavia. Know that the Danish Vikings raided and settled in Britain. Know some of the other areas of the world occupied by Vikings.</p> <p>Know that the first Viking invasions of Britain took place in 793 and that 1066 is often counted as the end of the Viking age. Know some of the events of 1066 which led to Norman rule. Can name some of the Viking kings, English/ Anglo-Saxon kings who ruled Britain or parts of Britain in Viking times. Know that longboats were important in Viking culture and in their ability to successfully raid. Know some of the key features of Viking longboats. Understand how the monks and the Vikings would have given very different accounts of the events. Know that in 793, Vikings raided a monastery on Lindisfarne. Understand why Lindisfarne was chosen for the attack</p> <p>Know that Vikings had a range of jobs such as farming and craftwork. Know that Vikings in a village lived together in a large house called a longhouse. Know about the food that was eaten by the Vikings Know what life would have been like as a Viking child. Know how law and order was maintained in Viking Britain. Know about the different ‘classes’ in Viking society.</p>	<p>Viking, raider, warrior, farmer, trader, craftspeople, accounts, stereotyping historical evidence primary sources, secondary sources</p> <p>Timeline, Rule, settler, raid, invade</p> <p>longboat, prow, mast, shields, keel</p> <p>monastery, monk, pagans, heathens</p> <p>longhouse, craft workers, blacksmith, metalworker, leatherworker jarl, karl, thrall, Thing, Lawspeaker, outlaw, Holmgang</p>
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	<p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – consider how the Vikings have had an impact on modern life – e.g. art and crafts, place names; consider the role of women in Viking times; compare the Viking ‘Thing’ to current democracy).</i></p>	
<p>Y5 and Y6 – Year 2 Term 1 The Benefit Concert</p>	<p>Know when the second World War began and the main reasons for the war. Know some of the countries involved in World War II. Know what happened during the Blitz. Know about what happened during an air raid and about the precautions that British citizens took during air raids. Know why children were evacuated to the country. Know about rationing during WWII and about why this took place. Know that propaganda is often used during conflicts to influence the opinions and actions of citizens.</p> <p>Know about the role of the United Nations. Know about some of the causes and consequences of a recent conflict.</p> <p>Know that some refugees have to leave their own country because of conflict and that they may seek asylum in a different country.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – look at the links between war, refugees and immigration – consider the impact that immigration has had on British culture; consider some of the key figures from WWII and the impact they had on the world; find out about how the United Nations was formed in response to the end of WWII; consider prejudice faced by black soldiers during WWII).</i></p>	<p>World War, Phoney War The Blitz, Home Front, Evacuees propaganda, The Holocaust Gas mask, air raid, siren, warden, air raid shelter, Morrison Shelter, Anderson Shelter, ARP rationing, ration book</p> <p>Peace, Conflict, Civil war United Nations, Oppression Human rights</p> <p>Refugees, migration, immigration, asylum</p>
<p>Y5 and Y6 – Year 2 Term 2 Novel Study The Egyptian Market</p>	<p>Know that the Ancient Egyptian period lasted for approximately 7000 years and that this was substantially longer than many other civilisations. Know of some of the key milestones in the history of Ancient Egypt – e.g. the building of the Great Pyramid, the use of hieroglyphics etc. Knows the meaning of BCE, BC, AD, CE</p>	<p>BCE, BC, AD, CE Timeline, century, millennia hieroglyph, pyramid, sphinx River Nile</p>

	<p>Knows that the Ancient Egyptians believed in a polytheistic religion. Know details about one or more of the Egyptian gods. Know that the Egyptians had complex, detailed ideas about their journey to the afterlife and that mummification, tombs and pyramids all played a part in this. Can describe the steps of a method of mummification. Know the steps given in one Ancient Egyptian's journey to the afterlife.</p> <p>Know that most Ancient Egyptians lived along the River Nile and that their houses were often made from Nile mud. Know about the different rooms/areas in a typical Ancient Egyptian house</p> <p>Know the names of some of the most famous rulers of Ancient Egypt. Know that Cleopatra was the last pharaoh of Ancient Egypt. Know that men and women could rule Egypt. Know that a dynasty is a line of hereditary rulers of a country.</p> <p><i>(Equality of opportunity, inclusion, diversity and Cultural Capital – consider some of the ways in which Ancient Egyptian Culture has had an impact on the modern world – e.g. communication and writing, farming, construction, craft; find out about the importance of the Rosetta Stone; consider aspects of Ancient Egypt which can still be seen today – e.g. the pyramids, tomb treasures).</i></p>	<p>mummy, mummification, tomb, afterlife, evidence historical sources Canopic jars, Shabti, book of the dead, polytheistic, senet, granary, sickle, papyrus</p> <p>pharaoh, dynasty rule, reign</p>
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