

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

British History	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
EYFS and KS1 have a focus on British monarchy (EYFS and Y2) and changes within living memory in Britain (EYFS and Y1)				
<p>EYFS – Kings & Queens (taught through stories)</p> <p>Changes within living memory: Family</p>	<p>I know that a king or queen rules a kingdom / country</p> <p>I know that adults in my family are older than me</p> <p>I can name some key events in my life so far</p> <p>I know my birthday and the year I was born</p>	<p><u>Vocabulary to be modelled in teaching time and within provision</u></p> <p>Old / older</p> <p>Young / younger</p> <p>Yesterday</p> <p>Today</p> <p>Tomorrow</p> <p>Timeline</p> <p>Family tree</p> <p>Past</p> <p>Monarch</p>	<p>Name and describe people who are familiar to them</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Talk about members of their immediate family and community in dedicated talk time</p> <p>Create timeline of their year in EYFS to begin to understand the idea of time passing and events being 'in the past'.</p>	<p>Children can demonstrate key knowledge, vocabulary and skills within provision when working with an adult</p>
<p>Year 1 – Changes within living memory: Toys, Music, Fashion</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <ol style="list-style-type: none"> To understand that people were born before me. To know about the different focused era's (60's 90's 20's) and be able to talk about each confidently. The Beatles were a band from 1960's. To organise artefact's from specific era's from oldest to most recent. To identify the difference between toys/fashion from different eras 	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Past (noun)</p> <p>Chronology (noun)</p> <p>Toy (noun)</p> <p>Era (noun)</p> <p>Artefact (noun)</p> <p>Ancestors (noun)</p> <p><u>Other key vocabulary to be used in this unit of</u></p>	<p><u>Chronological Understanding</u></p> <p>To recap the meaning of chronology.</p> <p>To understand that modern day is now.</p> <p>To know how to use a timeline to place historical events in chronological order e.g present day, 1990's and 1960's.</p> <p><u>Knowledge and Interpretation</u></p> <p>To explain how far back in time people are born and identify themselves on their family tree.</p> <p>To know that the Beatles are a band made up of 4 men from Liverpool from the 1960's.</p>	<p>Ask questions to a child of the 1990s and a child of the 1960s</p>



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		<p>work</p> <p>Musicians</p>	<p>To understand the differences between the focused eras.</p> <p>Historical Enquiry To investigate what life was like in different era's through looking at artefacts/videos (1960's and 1990's).</p> <p>To look at artefacts from the past and understand their use/purpose.</p> <p>To interview visitors and ask questions about life in 60's and 90's.</p>	
<p>Year 2 – Queens over time Elizabeth I – Queen Victoria</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>Queen Elizabeth 1 was a monarch of England, Wales and Ireland who reigned from 1558-1603 for 44 years</p> <p>Queen I successfully defeated the Spanish Armada in 1588</p> <p>Queen Victoria was reigning monarch of Great Britain and Ireland from 1837 – 1901 for 63 years.</p> <p>Queen Victoria was the reigning monarch of the biggest empire in history including India, New Zealand and Australia. (The British Empire)</p> <p>The first postage stamp was the penny black which contained the portrait of Queen Victoria.</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Monarch (noun)</p> <p>Reign (verb)</p> <p>Empire (noun)</p> <p>Era (noun)</p> <p>Empress (noun)</p> <p><u>Other key historical vocabulary to be used in this unit of work</u></p> <p>Centuries Decades 100 years ago Timeline Chronological Coronation Evidence source Global</p>	<p><u>Chronological Understanding</u> To order 3 significant queens in history</p> <p>To use a timeline to show the length of reign for Queen Elizabeth I and Queen Victoria.</p> <p>To compare the length of reigns of Queen Victoria and Queen Elizabeth.</p> <p><u>Knowledge and Interpretation</u></p> <p>To recognise the significance of the reign of Queen Elizabeth 1.</p> <p>To understand the importance of the Queen in defeating the Spanish invasion.</p> <p>To recognise the importance of Queen Victoria and the building of an empire during her reign.</p> <p>To use a variety of sources to discuss the impact of the reign of Queen Victoria.</p> <p>Historical Enquiry</p>	<p>Who was the most powerful / significant queen, Elizabeth I or Victoria?</p>

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		<p>Monarch Connections Empire Reign Significance Impact Invasion Monarch</p>	<p>To research the significant event in Queen Elizabeth I and Queen Victoria's reign.</p> <p>To ask questions about Queen Elizabeth and Queen Victoria's reign. Eg. Was she a powerful queen?</p> <p>To understand how evidence from Queen Elizabeth's and Victoria's life has been constructed.</p>	
<p>KS2 British History is taught in chronological order. Focus of study: Invasion, settlements and the impact on Britain</p>				
<p>Year 3 – Stone Age / Iron Age / Bronze Age</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>The Stone Age is divided into three periods Palaeolithic 30,000 BC – 10,000 BC, Mesolithic 10,000BC – 8,000BC; Neolithic 8000BC – 3000BC</p> <p>Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gathers).</p> <p>Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm</p> <p>To know that the first man was known as a hunter gatherer</p> <p>To know that Stonehenge is thought of as the world's most famous prehistoric monument, built in several stages and the first monument was an early henge monument, built about 5,000 years ago</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Hunter-gatherer (noun) century (noun) dwelling / settlement (noun) Stonehenge (Proper noun) nomadic (adjective) civilization (noun) Skara Brae (Proper noun)</p> <p><u>Other key historical vocabulary to be used in this unit of work</u></p> <p>BC AD Century Decade Chronological</p>	<p><u>Chronological understanding</u></p> <p>To know the meaning of BC/AD and decade and describe events and periods using these words.</p> <p>To use a timeline to place historical events in chronological order in intervals of 10,100 and 1000.</p> <p>To describe periods using the words ancient, decade and century</p> <p>To know how to use a timeline to order events within a period of history studied this year.</p> <p><u>Knowledge and interpretation</u></p> <p>To understand the way humans lived and how this has changed over time. i.e. first farmers and hunter gatherers.</p> <p>To know about everyday life of the people who lived during the Stone Age.</p>	<p>Stone Age, Bronze Age, Iron Age. Debate 'why this era is the best!' i.e. which one had the most impact on Britain.</p>

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	<p>The Stone Age people were nomads but then became settlers.</p> <p>The Bronze Age period was 3000 BC – 800BC</p> <p>The Iron Age period in Britain was 800BC - 43AD (Roman invasion)</p>	<p>Archaeologist Homo Habilis Homo Sapien Bronze age Iron age Stone age</p>	<p>To understand how people behaved in the Stone Age – Iron Age</p> <p>To compare elements of early man to our life today eg early farming and tools</p> <p>Historical Enquiry To understand the role of archaeologists in helping us find out about the past.</p> <p>To use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, artefacts as evidence about the past and explain why they were significant to the people of the past.</p> <p>To identify similarities and differences between periods of history (link to Mayans – Year 5 learning)</p>	
<p>Year 4 - Roman Britain</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>To know that the Britain was once part of the Roman Empire.</p> <p>To know that Claudius successfully invaded Britain in 43AD</p> <p>To know that Julius Caesar invaded Britain twice in 55BC and 54BC</p> <p>To know that during their occupation of Britain the Romans built an extensive network of roads.</p> <p>To know that many of Britain's major cities, such as London (Londinium), Manchester</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>invade (verb) invasion (noun) occupation (noun) emperor (adjective) empire (noun) ruled (verb)</p> <p><u>Other key historical vocabulary to be used in this unit of work</u></p> <p>AD BC</p>	<p><u>Chronological understanding</u> To recap the meaning of BC/AD and decade and can describe events and periods describing these words</p> <p>To know how to use a timeline to place historical events in chronological order in intervals of 10, 100 and 1000.</p> <p>To know how to describe periods using the word century</p> <p>To know how to use a timeline to order events within a period of history studied this year and link it to previous learning.</p> <p><u>Knowledge and Interpretation</u> To explain how Julius Caesar attempted to invade Britain.</p>	<p>A poster / travel guide / video clip to advertise the 'new and improved Britain' created by the Romans</p>



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	<p>(Mamucium), Chester and York (Eboracum), were founded by the Romans.</p> <p>To know the impact Romans had on Britain</p>	<p>Decade Chronological Archaeologist Emperor Invader Settler Roman Empire City Town Conflict Conquest Empire Evidence Invasion Ruler Impact Legacy</p>	<p>To describe the Roman Empire and describe the power of its army during AD42</p> <p>To understand the reasons why the Romans invaded Britain.</p> <p>To know the impact Romans had on life in Britain today: roads, towns, sewers/baths.</p> <p>Historical Enquiry To use documents, printed sources to explore the 'Romanisation' of Britain. (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visit to Chester and collect evidence about the past.</p> <p>To formulate questions, find answers and debate about the past e.g. who had the most impact on life today – Romans or Stone Age Civilizations?</p> <p>What it right for the Romans to invade Britain? How did the Romans</p>	
<p>Year 5 – Anglo Saxons and Vikings</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>Anglo-Saxons To know the Anglo-Saxons were made up of three tribes: the Angles, Saxons and Jutes</p> <p>The Anglo-Saxons invaded and settled in 449AD</p> <p>The Anglo-Saxons came to Britain because their land was flooding. British people were seen as</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p>Anglo Saxons Legacy (noun) Settlement (noun) Kingdom (noun) Tribe (noun) Shires (noun)</p>	<p><u>Chronological understanding</u> To recap the meaning of BC/AD century and decade and can describe events and periods using these words</p> <p>To know how to design my own timeline to place and sequence historical events in chronological order in intervals of 10, 100 and 1000.</p> <p>To know the significant events in the periods studied and can place dates on a timeline.</p>	<p>Who would you rather be, a Viking or an Anglo Saxon? Chn must explain WHY using their historical knowledge and interpretation.</p>

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	<p>weak without the Romans. Each settled in their kingdoms but were always at war with each other.</p> <p>To know the impact that Anglo-Saxons have had on place names in the UK.</p> <p>To understand the historical significance of Sutton Hoo and what it tells us about Anglo-Saxon life</p> <p><u>Vikings</u></p> <p>To know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain. They travelled from Scandinavia and landed in Lindisfarne.</p> <p>To know that the Anglo-Saxons came looking for farm land and the Vikings were also searching for farm land and treasures to make them rich. They stole treasures from Monasteries</p> <p>To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries</p> <p>To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or 'village').</p> <p>To know that the Vikings captured 'Jorvik' (York) and was the Viking capital in England</p>	<p>Invasion (noun) Conquest (noun)</p> <p>Vikings Invade (verb) Invasion (noun) Monk (noun) Monastery (noun) Settler (noun) Norse (noun) Longships (noun)</p> <p><u>Other key historical vocabulary to be used in this unit of work</u></p> <p>AD BC Period Sequence Decade Chronological Duration chronology Archaeologist Invader Anglo-saxons and scots Vikings Conflict Democracy Conquest Continuity and change Ruler battle Evidence</p>	<p>To compare 2 or more historical periods describing what was different and what stayed the same</p> <p><u>Knowledge and Interpretation</u> To know that Anglo Saxon period was made up of three tribes Angles, Saxon and Jutes</p> <p>To know the similarities and differences between some people, events and artefacts studied linked to Anglo-Saxon and Viking Britain.</p> <p>To know the significant events from the Anglo-Saxon time period e.g. Sutton Hoo, Egbert was the first ruler of England and brought the tribes together.</p> <p>To know that the Anglo-Saxon invaded areas of Britain and build settlements and kingdoms.</p> <p><u>Historical Enquiry</u> To know how to choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To investigate own lines of enquiry by posing questions to answer.</p> <p>To I can give more than one reasons to support a historical argument</p> <p>To present an aspect that has been researched about a given period of history using multi-media skills.</p>	<p>To summarise, a vote must be conducted at the end of the lesson. Reiterate that Vikings were a democracy and would have done the same thing!</p>
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		<p>Significance <u>Invasion</u> Power Resistance Tribe Society Kingdoms Religion <u>Legacy</u> <u>Settlement</u></p>		
<p>Year 6 – World War 2</p>	<p><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></p> <p>To know that World War 2 lasted from 1939 – 1945. War was declared when Germany <u>invaded</u> Poland on 1st September 1939</p> <p>To know the Key Leaders in the period of history were Neville Chamberlin (until 1940), Winston Churchill (1940 – 1945) Adolf Hitler was leader of Nazi Political Party from 1933 – 1945</p> <p>To know that The Battle of Britain was the first ever battle to be fought in the air – 10th July – 31st October 1940</p> <p>To know the use of air raid shelters during World War 2</p> <p>To know that over 1 million people were evacuated from cities to the countryside in WW2</p>	<p><u>Vocabulary on Crown Planners (to be explicitly taught)</u></p> <p><u>Empire</u> (noun) Source (noun) Political party (noun) Evacuee (noun) <u>Invade</u> (verb) <u>Invasion</u> (noun) Ration (verb / noun)</p> <p><u>Other key historical vocabulary to be used in this unit of work</u></p> <p>Chronological Duration Chronology Pre post General <u>Invader</u> Military Parliament <u>Empire</u></p>	<p><u>Chronological Understanding</u> To use mathematical knowledge to work out how long-ago events happened.</p> <p>To recap the meaning of BC/AD century and decade and can describe events and periods using these words to explain the periods of study I have learned throughout primary school.</p> <p>To design an individual timeline to place and sequence historical events in chronological order in intervals of 10, 100 and 1000 to include a child’s entire programme of study.</p> <p>To know the significant events in the period studied (WW2 and place dates on a timeline)</p> <p><u>Knowledge and Interpretation</u> To give reasons why changes may have occurred, backed up by evidence.</p> <p>To describe similarities and differences between some people, events and artefacts studied</p>	<p>Get the chn to order the periods of time in terms of duration. They should clearly see that the Stone Age was the longest period of time.</p> <p>Chn look at all <u>invaders</u> and <u>settlers</u> they have learnt about during their time at QP: Create a ‘top trumps’ of Britain <u>invaders</u> and <u>settlers</u>. Chn then</p>

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		<p>Evacuee War Continuity and change Democracy Diversity Enemy Evidence Execution Interpretation Invasion Justice Law Legacy Peace Political party Power Prime Minister Resistance Rights Significance War Evacuation rationing AD,BC Period Sequence Decade</p>	<p>To understand the evacuation process and the impact it had on people's lives and the future of life of Britain.</p> <p>Historical Enquiry To use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>To know how to choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To investigate their own lines of enquiry by posing questions to answer.</p> <p>To identify and explain propoganda and I know the impact it had on people during war time.</p> <p>To explore motives and reasons for invasion during historical period and present my findings and hypotheses to a group.</p>	<p>summarise the best and worst ranked invaders and settlers and the impact they had on Britain.</p>
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