



Whitehouse Primary School – **History** skills, knowledge and vocabulary progression



Year	Knowledge + Vocabulary Significant People + Significant Events	Chronological Understanding	Range & depth of historical knowledge	Interpretations of History/ Information Resources	Historical Enquiry
EYFS	See EYFS History Progression document and FS1 and FS2 long term planning				
Year 1	<p>Toys from the past Past, Present, Today, Yesterday, Tomorrow</p> <p>Homes/ Inventions The future, Remember, Inventions, Date order</p> <p>The Royals Queen Elizabeth II Generation, Memories, Royal family</p> <p>The History of Pirates European Studies Week- Greece</p> <p>Decade Day -</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others lives. They know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Year 2	<p>Great Fire of London Samuel Pepys, Guy Fawkes Fire, The Monument, London, bakers, River Thames, diary, smoke, leather buckets, fireman, buns, bread, The Tower of London, axe, King Charles II, escaping, Christopher Wren, St Pauls Cathedral, Danger, survive, newspaper, parliament, The Gunpowder plot</p> <p>Florence Nightingale Hospital, soldier, lamp, Red Cross, medal, Turkey, injured, war, Crimean War, charity, cleaning, clean, God, sick, poorly, care, Lady of the Lamp.</p> <p>The History of the Lighthouse European Studies Week- Spain</p> <p>Decade Day -</p>	<ul style="list-style-type: none"> Sequence artefacts closer together in time Sequence photographs from different periods of their life Describe memories of key events in lives. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened as a result Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/ stories 	<ul style="list-style-type: none"> Use a source-observe or handle sources to answer questions about the past on the basis of simple observations



Whitehouse Primary School – History skills, knowledge and vocabulary progression



<p>Year 3</p>	<p>Ancient Egypt Cleopatra Tutankhamun Body discovered Egypt, Egyptian, pharaoh, pyramid, mummy, sphinx, Canopic jars, coffin, Tutankhamun, hieroglyph, desert, mattock, sickle, plough, tomb, scarab belt, Four sons of Horus, Nile, mummification, irrigation, slave, soldier, flat bread, Mediterranean Sea</p> <p>Australia Captain James Cook</p> <p>Stone Age to Iron Age European Studies Week- Scandinavia Stone age, Neolithic man, mammoth, jewellery, house, cave painting, fur pelt, Skara Brae, spear, throwing stones, weapons, tools, handaxe, hammerstone, borer, antler, hunter-gatherer, Stonehenge</p> <p>Decade Day -</p>	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today Identify reasons for and results of peoples actions Understand why people may have wanted to do something. 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story Look at representations of the period- museum, cartoons etc. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details- artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research.
<p>Year 4</p>	<p>The Romans Julius Caesar Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, soldier, centurion, shield, chariot, barbarian, gladiator, Boudicca, coin, toga, slave, emperor, Roman numerals</p> <p>The Tudors William Shakespeare Henry VIII European Studies Week- Italy Tudors, dress, gown, kirtle, chemise, corset, French hood, ruff, farthingale, doublet, breeches, shirt, hat, stockings, lute, recorder, bed warmer, gallows, beefeater, , globe theatre, scythe, horse and plough</p> <p>Decade Day -</p>	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/ AD 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of historical questions Use the library and internet for research.
<p>Year 5</p>	<p>Ancient Greece The First Olympics Games Greeks, Greek Empire, vase, alphabet, Olympics, soldier, helmet, slave, nobleman, Plato, Pythagoras, Homer, Hippocrates, coins, pyxis, Hellenistic bowl, fibulas, tunic,</p>	<ul style="list-style-type: none"> Know and sequence key events of time studied 	<ul style="list-style-type: none"> Study different aspects of different people – differences between men and women 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources



Whitehouse Primary School – History skills, knowledge and vocabulary progression



	<p>Alexander the Great, Parthenon, column, Corinthian column, Doric column, Archaic, Classical, Hellenistic, Greece, Roman, , chiton, mathematician</p> <p>Vikings Odin, Spear, axe, sword, shield, thatched house, Viking longship, , Thor, Frejya, Loki, coins, warrior, slave, chieftain, thrall ring, Valhalla</p> <p>World War II Neville Chamberlain, Anne Frank, Winston Churchill, Adolf Hitler European Studies Week- Poland Decade Day – 1940s Medal, tank, bomb, rifle, Blitz, gas mask, radio, Victoria Cross, evacuee children, Gestapo officer, World War II, war, army, , Star of David, battle, prisoner, Nazi flag, grenade, German iron cross, Spitfire, soldier, allies, rations, Air raid shelter, spitfire, concentration camp, ration book, , Anderson shelter</p>	<ul style="list-style-type: none"> • Use relevant terms and period labels • Make comparisons between different times in the past. 	<ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and late ‘times’ studied • Compare an aspect of life with the same aspect in another period. 	<ul style="list-style-type: none"> • Offer some reasons for different versions of events. 	<ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Select relevant sections of information • Use the library and internet for research with increasing confidence
Year 6	<p>Victorian Britain Queen Victoria Victorian, butler, Maid, chimney sweep, wash board, Wash dolly, Blackboard, cup and board, yo-yo, cane, abacus, chalk, steam engine, Penny black, Telephone, Railway, Mining, Factory</p> <p>The history of magic JK Rowling Merlin</p> <p>The First World War David Lloyd George, Wilfred Owen, Franz Ferdinand European Studies Week- Germany Decade Day – 1910s chlorine gas, Enemy, Allies, Flanders Field , Anzacs, The front line, Battle of the Somme, trenches, armistice, conscription, infantry, trench foot, the Western Front, The Allied Victory Medal, poppy, medal, lice, British Empire, The 1914 star, bully beef, artillery</p>	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a timeline. 	<ul style="list-style-type: none"> • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. • Compare beliefs and behaviour with another time studied. • Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Know key dates, characters and events of time studied. 	<ul style="list-style-type: none"> • Link Sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out



Whitehouse Primary School – **History** skills, knowledge and vocabulary progression

