



| EARLY YEARS                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
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| The Early Years history coverage will provide opportunities to expand the children's knowledge and understanding of time, events, people and changes, and develop children's investigative and interpretive skills.                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Key vocabulary</b> –                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Nursery:</b> Family, people, grow, time, old, new, change, before, after, different, difference, same, order, today, tomorrow, yesterday, picture, a long time ago.                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Reception:</b> past, present/future, modern, family tree, photograph, history, compare.                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Skills vocabulary</b> – discuss, find out, clue, touch, see, smell, hear, order, compare, Who? What? When?                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| Y1                                                                                                                                                                                                                                                                                                                                                                                       | Y2                                                                                                                                                                                                                                                                                                                                                                                          | Y3                                                                                                                                                                                                                                                                                                   | Y4                                                                                                                                                                                                                                                                                                                 | Y5                                                                                                                                                                                                                                                                                                                                                                     | Y6                                                                                                                                                                                                                                                                                                                                                          |
| Knowledge                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                             |
| <b><u>Changes in living memory –</u></b><br><b><u>How have toys changed over time?</u></b><br>After<br>Before<br>Change<br>Chronology<br>Different<br>Past<br>Present<br>Similar Slightly<br><b><u>Significant individuals –</u></b><br>Queen Elizabeth II<br>reign<br>monarch<br>legacy<br>princess<br>family tree<br><br><b><u>Significant figures in locality – Grace Darling</u></b> | <b><u>Events beyond living memory -</u></b><br><b><u>The Great Fire of London</u></b><br>What...?<br>When...?<br>Why...?<br>Chronological order<br>St Paul's Cathedral<br>Rescue<br>Evidence<br>Opinion<br>Letters<br>Danger<br>Experts<br>Websites<br>Artefact<br>Samuel Pepys<br>King Charles II<br><b><u>Significant individuals –</u></b><br>John Simpson<br>Kirkpatrick<br>World War 1 | <b><u>Changes in Britain from the Stone Age to the Iron Age</u></b><br>Prehistory<br>Hunter-gatherer<br>Nomad<br>Palaeolithic<br>Mesolithic<br>Neolithic<br>Tribe<br>Neanderthal<br>Homosapiens<br>Pelt<br>Beaker<br>Celt<br>Bronze<br>Roundhouse<br>Hillfort<br>Quern<br>Smelting<br>Druid<br>Borer | <b><u>The Roman Empire and its impact on Britain</u></b><br>Empire<br>Toga<br>Aqueduct<br>Coliseum<br>Centurion<br>Emperor<br>Amphitheatre<br>Senate<br>Gladiator<br>Republic<br>Mosaic<br>Arch<br>Chariot<br>Hypocaust<br>Tunic<br>Aquila<br>Pantheon<br>Maximus<br>Legionary<br><br><b><u>Ancient Greece</u></b> | <b><u>Britain's settlement by Anglo-Saxons and Scots</u></b><br>Angles Saxons<br>Jutes<br>Mead<br>Rune<br>Wattle-and-daub<br>Thatch<br>Farmer-warrior<br>Sutton Hoo<br>Lindisfarne<br>Monk<br>Illumination<br>Manuscript<br>Athelstan<br>Christianity<br>Augustine<br>Alfred the Great<br><b><u>The Vikings</u></b><br>Longboat<br>Longhouse<br>Chieftain<br>Berserker | <b><u>Ancient Islamic Civilisation –</u></b><br>Silk Road<br>dynasty<br>Medinan period<br>Rashidun Caliphate<br>Umayyad Caliphate<br>Abbasid Caliphate<br>Muhammad's Hijri<br>diplomacy<br>territory<br>Byzantine empire<br>Persian<br>Syria<br>Iraq<br>Qu'ran<br>citizenry<br>astrolabe<br>dinar<br><br><b><u>WW2: The Homefront</u></b><br>WW2<br>Soldier |

**Key vocabulary** –  
**Nursery**: Family, people, grow, time, old, new, change, before, after, different, difference, same, order, today, tomorrow, yesterday, picture, a long time ago.  
**Reception**: past, present/future, modern, family tree, photograph, history, compare.  
**Skills vocabulary** – discuss, find out, clue, touch, see, smell, hear, order, compare, Who? What? When?

| <u>Y1</u>                                                                                                                                                                                                                                                                                                                                                | <u>Y2</u>                                                                                                                                                                                                                                                                                                                                                              | <u>Y3</u>                                                                                                                                                                                                                                                                                     | <u>Y4</u>                                                                                                                                                                                                                                                                                            | <u>Y5</u>                                                                                                                                                                                                                                                                                                                                                | <u>Y6</u>                                                                                                                                                                                                                                                                                                                                     |
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| Knowledge                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                               |
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## History Vocabulary Progression Plan



|                                                                                                             |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Grace Darling<br>Legacy<br>Brave<br>Courage<br>Famous<br>Heroic<br>Heroine<br>Rescue<br>Reward<br>Victorian | Anzac<br>Hero<br>emigrated<br>Navy<br><b>Robert Falcon Scott:</b><br>Robert Falcon Scott<br>Adventurer<br>Expeditions<br>Explorers<br>Journey<br>Navigate<br>Scientist<br>South Pole<br>embarked<br>Terra Nova<br>Antarctica | Domesticate<br><br><b><u>The achievements of the earliest civilizations</u></b><br><b><u>– Ancient Egyptians</u></b><br>Ancient Egypt<br>Pharaoh<br>Scarab<br>Papyrus<br>Scribe<br>Amulet<br>Canopic jar<br>Sarcophagus<br>Tomb<br>Afterlife<br>Hieroglyphics<br>Mummification<br>Irrigation<br>Shaduf<br>Sphinx<br>Oasis<br>Egyptologist<br>Ankh<br>Pyramid<br>Barter<br>Rosetta Stone | Democracy<br>Acropolis<br>City-state<br>Parthenon<br>Marathon<br>Olympics<br>Citizen<br>Philosopher<br>Alphabet<br>Tragedy<br>Agora<br>Hellenistic<br>Phalanx<br>Aristocrat<br>Mythology<br>Column<br>Hoplite<br>Peninsula<br>Oracle<br>Terraced | Danegeld<br>Feast<br>Raid<br>Trade<br>Runes<br>Farmer-warrior<br>Pagan<br>Danelaw<br>Figurehead<br>Chainmail<br>Valhalla<br><br><b><u>A non-European society that provides contrast with British history:</u></b><br><b><u>Ancient Mayans</u></b><br>Ancient Mayans<br>Cacao<br>Chichen Itza<br>Glyph<br>Haab'<br>Pyramid<br>Yucatan<br>Peninsula | Ration<br>RAF<br>Evacuee<br>Air Raid<br>Home Front<br>Allies<br>Invade<br>Propaganda<br>Dogfight<br><br><b><u>What does 1000 years of Crime and punishment look like?</u></b><br>bobbies<br>peelers<br>deterrent<br>execution<br>highwayman<br>humiliation<br>judge<br>jury<br>ordeal<br>treason<br>victim<br>trial<br>mutilation<br>exile<br>justice<br>torture<br>prison<br>branding<br>the rack |
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## History Vocabulary Progression Plan



|                                                  |                                                                                                                              |                                                                                                       |                                                                                                                               |                                                                                                                                                                                                        | scold's<br>the crank<br>treadwheel<br>shot drill<br>iron bar<br>cold water<br>hot water<br>dunking stool<br>lion                                                                                            |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chronological Understanding                      |                                                                                                                              |                                                                                                       |                                                                                                                               |                                                                                                                                                                                                        |                                                                                                                                                                                                             |
| old<br>new<br>a long time ago<br>past<br>changes | Before I was born<br>When I was younger<br>Before<br>After<br>Past<br>Present<br>Now<br>1600s etc.<br>Century<br>World War 1 | BC<br>AD<br>Decade.<br>Centuries<br>Stone age<br>Neolithic<br>Bronze age<br>Iron age<br>Ancient Egypt | BC<br>AD<br>Decade.<br>Centuries<br>Stone age<br>Neolithic<br>Bronze age<br>Iron age<br>Celts<br>Millennium<br>Ancient Greece | BC<br>AD<br>Decade.<br>Centuries<br>Stone age<br>Neolithic<br>Bronze age<br>Iron age<br>Celts<br>Millennium<br>Ancient Egypt<br>Vikings<br>Ancient Greece<br>Anglo Saxons<br>World War I (Local Study) | BC<br>AD<br>Decade<br>Centuries<br>Stone age<br>Neolithic<br>Bronze age<br>Iron age<br>Celts<br>Millennium<br>Ancient Egypt<br>World War II<br>Ancient Greece<br>Anglo Saxons<br>World War I<br>The Vikings |

## History Vocabulary Progression Plan



| Historical Understanding |            |                        |                           |                          |                         |
|--------------------------|------------|------------------------|---------------------------|--------------------------|-------------------------|
| Memories                 | Evidence   | Primary and Secondary  | Impact                    | Different experiences    | Variety of sources      |
| Drawing Photograph       | Artefact   | Sources                | Effects                   | To weigh up both sides   | Different experiences   |
| Camera                   | Research   | Importance             | Consequences              | On one hand              | This source suggests... |
| Detective                | sources    | Significance           | Significance              | However                  | I can infer that...     |
| Opinion                  | Historians | Legacy                 | Infer                     | Primary evidence         | Impression              |
| Artefact                 | Eyewitness | Impact                 | Continuity                | Secondary                | The source omits to     |
| Why...?                  | Letters    | Effects                | Cause/s                   | evidence                 | mention...              |
| What...?                 | Newspapers | Reason                 | Maybe                     | Eyewitness               | Reliability             |
| Where...?                | Websites   | Change                 | Suggest                   | This source suggests,    | Propaganda              |
|                          | Detective  | This suggests...       | On one hand               | This source doesn't      | One sided               |
|                          | Opinion    | May be                 | However First-hand        | show                     | Biased                  |
|                          | Artefact   | Perhaps                | experience                | that...                  | Mistake                 |
|                          | Why...?    | Could be               | Second-hand experience    | Reliable                 | Primary evidence        |
|                          | What...?   | First-hand experience  | Eyewitness                | Could have been...       | Eyewitness              |
|                          | When...?   | Second-hand experience | My conclusion is that ... | Might have been...       | Secondary evidence      |
|                          | Where...?  | Oral history           |                           | Maybe                    | Could have been         |
|                          |            |                        |                           | Impact                   | Might have been         |
|                          |            |                        |                           | Effects                  | This source suggests... |
|                          |            |                        |                           | Consequences             | That source doesn't     |
|                          |            |                        |                           | Legacy                   | show that...            |
|                          |            |                        |                           | Significance             | May be                  |
|                          |            |                        |                           | Impression               | Impact                  |
|                          |            |                        |                           | Infer                    | Effects                 |
|                          |            |                        |                           | Suggest                  | Consequences            |
|                          |            |                        |                           | My conclusion is that... | Legacy                  |