



Year One	Core Vocabulary		
Knowledge/ Skills:	Toys	Schools in the past	How has the High Street changed?
	child, childhood, toy, toys, old, older, oldest, old-fashioned, new, newer, newest, modern, favourite, popular, handmade, factory, safe, unsafe, child, parent, grandparent, older person, used for, entertain, Victorian, moving, wheeled, material, wood, tin, lead, china, plastic, rubber, screen, electronic, batteries, rocking horse, toy soldier, tea set, doll's house, teddy bear, puppet, marbles, wooden blocks, jack-in-the-box, whip and tap, doll, diablo, toy ship, toy shop, invent, order, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question,	child, childhood, school, school boy, school girl, building, bell, classroom, teach, learn, lessons, chant, desk, equipment, abacus, copybook, ruler, slate, chalk, wooden dip pen, nib, inkwell, ink bottle, dunce's cap, teacher's logbook, blackboard, punishment, punished, cane, caned, rules, strict, local, order, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question,	local, photo, image, black and white, street, street furniture, street names, signposts, street lamps, post box, phone box, bus stop, bench, traffic lights, pedestrian, pedestrian crossing, vehicle, car, bus, bicycle, shop, shop names, butcher, baker, corner shop, green grocer, shopping centre, supermarket, building, Haringay bridge, The old fire station, St. Paul's Church, Haringay Ladder, order, timeline, date, day, year, decade, century, years ago, born, then, now, before, after, long ago, recent, first, last, recognise, remained the same, same, similar, different, changed, describe, match, sort, group, object, photograph, clue, source, detective, artefact, change, past, present, historian, historical, event, describe, question,



Year One			
National Curriculum Objectives	<p><u>Pupils should:</u></p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating the passing of time know where people and events studied fit within a chronological framework identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historic terms ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events understand some of the ways in which the past is found out about and identify the different ways in which it is represented 		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> significant historical events, people and places in their own locality.
Units of Work	Spring Term		Summer Term
	Toys Past and Present	Schools in the past	How has the High Street changed?
Developing historical perspective through:	<p>Chronological knowledge and understanding:</p> <ul style="list-style-type: none"> sequence up to three artefacts from distinctly different periods of time chronological order (recent history) talk about things that happened when they were little using words: old, new, now, then, yesterday, a long time ago, before and after recognise that a story that is read to them may have happened a long time ago explain how they have changed since they were born 		
	<p>Historical enquiry - Using evidence / Communicating ideas</p> <ul style="list-style-type: none"> know and use appropriate historical vocabulary to communicate information begin to understand how people find out about the past begin to show some understanding of how evidence is collected and used to make historical facts begin to ask questions such as: What was it like for people? What happened? How long ago? Answer questions by using different 		<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> recognise the difference between past and present in their own and others' lives know the concept old and new recognise and talk about simple similarities and differences between life at different times talk about simple ways in which the past is represented, e.g. Identify objects from the past- paintings, photos, artefacts know and recount episodes from stories about the past begin to distinguish between fact and fiction begin to recognise some similarities and differences between the past and the present begin to identify some similarities and differences between ways



	<ul style="list-style-type: none"><input type="checkbox"/> Talk about how things have changed since parents or grandparents were children<input type="checkbox"/> Label a timeline with pictures, words and phrases<input type="checkbox"/> Use dates to talk about people or events from the past	<p>sources, such as an information book or pictures?</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify old and new things in a picture<input type="checkbox"/> answer questions using an artefact/ photograph provided<input type="checkbox"/> give a plausible explanation about what an object in the past was used for<input type="checkbox"/> communicate knowledge through discussions, drawing pictures, drama/ role play, making models, writing, use of purposeful APPS	<p>of life in different periods</p> <ul style="list-style-type: none"><input type="checkbox"/> make simple connections between historical understanding and other areas of learning<input type="checkbox"/> know that toys have changed over time; know what toys from the Victorian Era were; know that, historically, toys were made of wood and metal; toys with moving parts were mechanical<input type="checkbox"/> know that buildings, including the school, and homes have changed over time; begin to offer reasonable reasons for the change<input type="checkbox"/> understand what shops are, why some no longer exist;<input type="checkbox"/> know that most food shopping was done daily; separate shops were visited;<input type="checkbox"/> know that there are some famous places in Haringay, (for example; Haringay Bridge; The old fire station; St Paul's Church); what they were used for and know what they are used for now<input type="checkbox"/> begin to realise that there are reasons why people in the past acted as they did
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Year Two	Core Vocabulary			
Knowledge/ Skills:	Florence Nightingale and Edith Cavell	The Great Fire of London	The Stone Age	The Neolithic Age
	Florence Nightingale, Edith Cavell, nurse, nursing, famous, significant, nationally, Crimean War, First World War, German, allies, occupied, achievement, Scutari, Turkey, connection, evidence, photograph, memorial, hospital ward, modern, old, soldier, wounded, bravery, courage, battles, battlefield, treason, change, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum	September 1666, fire, flammable, house, thatched roof, wood, straw, spark, fire break, fire hook, spread, destroyed, disaster, soldiers, Samuel Pepys, eye-witness, diary, The Monument, London, baker, oven, Thomas Farrier, River Thames, smoke, leather buckets, water, wind, fireman, buns, bread, The Tower of London, axe, King Charles II, escape, escaping, Christopher Wren, St Paul's Cathedral, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum	land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, Skara Brae, Stonehenge, Midsummer's Day, Midwinter's Day, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum	grass, sickle, farmers, tending, farm, plough, wild, domesticated, mound, wattle and daub, weave, loom, pots, clay, moulded, primitive, timeline, chronological order, event, before I was born, past, present, then, now, old, older, oldest, young, younger, new, newer, newest, finally, a very long time ago, remember, memory, decade, century, recent, modern, remember, same, similar, similarity, different, difference, ancestor, historian, source, photograph, artefact, evidence, museum



Year Two			
National Curriculum Objectives	<p><u>Pupils should:</u></p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating the passing of time know where people and events studied fit within a chronological framework identify similarities and differences between ways of life in different periods use a wide vocabulary of everyday historic terms ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events understand some of the ways in which the past is found out about and identify the different ways in which it is represented 		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] 		
Units of Work	Autumn Term	Spring Term Schools in the past	Summer Term
	Florence Nightingale and Edith Cavell	The Great Fire of London	The Stone Age The Neolithic Age
Developing historical perspective through:	Chronological knowledge and understanding:	Historical enquiry - Using evidence / Communicating ideas	Knowledge and interpretation
	<input type="checkbox"/> use words and phrases like: <i>before I was born, when I was younger, past, present, then, now, older, newer, finally, a very long time ago</i> in their historical learning	<input type="checkbox"/> know and use appropriate historical vocabulary to communicate information <input type="checkbox"/> understand some of the ways we find out about the past <input type="checkbox"/> understand the importance of basing ideas on evidence	<input type="checkbox"/> recognise why people did things, why events happened and what happened as a result <input type="checkbox"/> recognise and talk about similarities and differences between life at different times <input type="checkbox"/> recognise some similarities and differences between the past and the present



	<ul style="list-style-type: none"><input type="checkbox"/> sequence a set of events in chronological order and give reasons for their order<input type="checkbox"/> sequence a set of objects in chronological order and give reasons for their order<input type="checkbox"/> sequence events about their own life, for example photographs from different periods<input type="checkbox"/> sequence events about the life of a famous person<input type="checkbox"/> try to work out how long ago an event happened	<ul style="list-style-type: none"><input type="checkbox"/> identify different ways in which the past is represented<input type="checkbox"/> use a source-observe or handle sources to answer questions about the past on the basis of simple observations<input type="checkbox"/> discuss reliability of photos/ accounts/ stories<input type="checkbox"/> ask and answer questions choosing and using parts of stories and other sources to demonstrate knowledge and understanding<input type="checkbox"/> communicate knowledge through discussions, drawing pictures, drama/ role play, making models, writing, use of purposeful APPS	<ul style="list-style-type: none"><input type="checkbox"/> make simple connections between historical understanding and other areas of learning<input type="checkbox"/> give examples of things that are different in their life from that of a long time ago in a specific period of history, such as Victorian times- nursing<input type="checkbox"/> recount the life of Florence Nightingale and Edith Cavell, giving attention to what they did earlier and what they did later; know that their actions caused an important and significant change<input type="checkbox"/> know that Britain has a special history; name some significant events and people-e.g. Great Fire of London, associated people, change that occurred as a result<input type="checkbox"/> know some facts from an historical event: when and why the 'fire of London' started; how it was stopped and what happened next<input type="checkbox"/> know that there are reasons why people in the past acted as they did
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Year Three	Core Vocabulary					
Knowledge:	Ancient Egypt	Cradles of civilisation	The Indus Valley	Persia and Greece	Ancient Greece	Alexander the Great
	Valley of the Kings, archaeologists, tomb, ancient Egypt, remains, hieroglyphic ebon, Tutankhamun, Nile Mediterranean Sea, kingdom Upper Egypt, Lower Egypt, united crown, double crown, pharaoh, taxes, enemies, priests, scribes, sacred carvings, fertile, mine, Old Kingdom, New Kingdom, pyramids ,Giza, Cheops, ankh, overpower, Weapons, Amun, Ra, hawk, Osirs, Isis, dependent, flooded, universe, order, Ma'at, Anubis, afterlife, underworld, limb, decaying, preserve, embalming, mummification, Rosetta, hieroglyphs, Rosetta Stone, translated, Demotic Greek, cartouche, inscriptions, carved, papyrus,	tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic, Assyria, Indus valley, Shang, nomadic, cradle, bronze, altar, sacrifices, decipher, sculptures, mythical, decorative	Necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley, reconstruction, reconstructed, Harappa, monuments, seals, trench, potter, potsherds, threshed, threshing, barley, Beckon, urban, citadel, fired, kiln, technology, sewage, Lothal, wells, draw, water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, trade, route, governed, governments, figurines, fertility, Asia, Asian, Hindu	Darius, empire, Persian, Empire, Cyrus, Babylon, slaves, succeeded, satrapy, satrap, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, Olympus, shrines, Poseidon, trident, Ares, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, Battle of Marathon, strait	democracy, citizens, vote, assembly, Pericles, Golden Age, declared, war, Peloponnesian War, starve, plague, allies, Parthenon, architecture, columns, scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, Sirens, mast, nymph, philosophy, wisdom, philosophers, Socrates, Plato	Macedon, puppet, king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalus, assassinated, determined Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugamela, chariots, retreated, victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen
Skills:	time, period, chronological order, era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini); century, decade historians, civilisation, past, present future, important event, discover, importance, artefacts, significant, significance, important, importance, development, compare, similarities, differences, ancient, civilisation, sources, evidence, impact, effect, reason, change, first hand evidence, second hand evidence, mythical, historical information					



Year Three						
National Curriculum Objectives	<p><u>Pupils should:</u></p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time. develop the appropriate use of historical terms. regularly 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. 					
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; Ancient Sumer; The Indus Valley 			<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 		
Units of Work	Autumn Term		Spring Term		Summer Term	
	Ancient Egypt	Cradles of civilisation	The Indus Valley	Persia and Greece	Ancient Greece	Alexander the Great
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation	
	<ul style="list-style-type: none"> <input type="checkbox"/> understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD <input type="checkbox"/> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) <input type="checkbox"/> begin to understand the concept of change over time, representing this, along with evidence on a timeline <input type="checkbox"/> know where all people/ events studied fit into a chronological framework 		<ul style="list-style-type: none"> <input type="checkbox"/> know and use appropriate historical vocabulary to communicate information <input type="checkbox"/> know that archaeologists have helped historians understand more about what happened in the past <input type="checkbox"/> know that historians use more than one source of evidence to answer questions; begin to formulate historical questions based upon knowledge <input type="checkbox"/> use various sources to piece together information about a period in history 		<ul style="list-style-type: none"> <input type="checkbox"/> make simple observations about different types of people, events, beliefs within a society <input type="checkbox"/> make and describe simple connections between historical understanding and other areas of learning <input type="checkbox"/> begin to describe the characteristic features of the past (similarities and differences), including beliefs, attitudes and experiences of men, women and children <input type="checkbox"/> know about the key features of Ancient Egypt; Ancient Sumer; Ancient Indus Valley- role of the rivers- Nile, Tigris, Euphrates, Indus (belief system/ agriculture (irrigation)); power structures; religion; beliefs about death; government; art; farming; writing 	



	<ul style="list-style-type: none"> <input type="checkbox"/> identify similarities and differences between periods <input type="checkbox"/> use their mathematical knowledge to work out how long ago events would have happened 	<ul style="list-style-type: none"> <input type="checkbox"/> present, communicate and organise ideas about the past using models, role play and known genres of writing (recounts, poems, diaries, posters, purposeful APPs) <input type="checkbox"/> research a specific event from the past <input type="checkbox"/> through research, identify and present, in a variety of forms (tables, simple Venn, diagrams), similarities and differences between periods studied <input type="checkbox"/> look at representations of the time period, e.g., Museums, <input type="checkbox"/> use specific search engines on the internet to find information more rapidly 	<ul style="list-style-type: none"> <input type="checkbox"/> give reasons why the Ancient Egyptian civilisation lasted through recognising how much it changed over time <input type="checkbox"/> know the terms Mesopotamia and cradle of civilisation <input type="checkbox"/> know the similarities between the cradles of human civilisations <input type="checkbox"/> give a broad overview of what life was like in Ancient Greece: <input type="checkbox"/> know some of the main characteristics of the Greek City States, Inc. Sparta and Athens <input type="checkbox"/> know about the influence the gods and goddesses had on Ancient Greece <input type="checkbox"/> know the term democracy and begin to understand the impact Cleisthenes and Pericles had on Athenian society leading to the Golden Age <input type="checkbox"/> know the architecture of ancient Greece and that it is still copied today <input type="checkbox"/> know the importance of literature (Inc. stories) and philosophy in Ancient Greece (Socrates, Plato, Aristotle) <input type="checkbox"/> know about, and describe Alexander the Great: childhood, education and conquest of Persia <input type="checkbox"/> Begin to explain how people and events studied have influenced life today
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Year Four	Core Vocabulary					
Knowledge:	Alexander the Great	Roman Republic	Roman Empire	Roman Britain	Christianity in the Three Empires	Arabia and Early Islam
	Macedon, puppet, king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalus, assassinated, determined Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugamela, Chariots, retreated, victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen	Romulus, Remus, Tiber, shepherd, omen, Rome, senators, unity, toga, temples, cunning, Sabine, signal, religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, peninsula, surrendered, Carthaginians, Punic Wars, heavy fines, Hannibal, camp, cavalry, battlefield, were lost, ambushed, Scipio, Scipio Africanus, patrician, plebeians, elect, representatives, overrule	survival, peninsula, province, governor, centurion, legion, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Descended, cunning, Augustus, emperor, Claudius, proclaim, advantage, aqueducts, Nero Colosseum, Pompeii, Vesuvius, vapour, Pliny, debris, Judea, rebellion, imperial	Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus warriors, ambushed, captured, forces, fort, ascend, breast-plates, placed in chains, defeat, heavy taxes, capital city, Colchester, stationed, revolt, Iceni, Boudicca, raised an army, razed the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Aquae Sulis, spring, fortune, furnaces, strigil, hypocaust, palaestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison	three wise men, miracles, forgiveness, rose from the dead, converted, baptised sins, shepherd, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, saint, official, religion, rivals, vision, Byzantium, Byzantine Empire, Constantinople, Asia, harbour, Asian mosaic, Goths, Huns, Visigoths, Angles, Saxons, Alaric the Goth, sacked, marble, hippodrome, stadium, Justinian, code, innocent, Empress, Theodora, court, halo, baptismal font, Aksum, plateau, terraces, lowlands, Adulis, export, ivory, tusks, perfumes, Yemen, mints, court, state, preserve, perilous, hewn, saints, rock-hewn, shipwreck, Ezana, converted, bishop, patriarch, priests, erected, stela, Professor, illuminated, manuscript, Ethiopian Orthodox Church, Roman Catholic Church, Pope, Greek Orthodox Church epiphany	dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral monads, nomads, pastoral, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragment, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, prayer, scorned, betraying, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate, truce
Skills:	chronological, order, timeline, 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, event, impact, effect, consequences, change, historian, artefact, archaeologist, archaeology, source, primary source, secondary source, first-hand evidence, second-hand evidence, significant, significance, important, importance, historical viewpoint, point of view, interpret, similarities, differences, compare,					



Year Four						
National Curriculum Objectives	<p><u>Pupils should:</u></p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time. develop the appropriate use of historical terms. regularly 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. 					
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 			<ul style="list-style-type: none"> The Roman Empire and its impact upon Britain A non-European society that provides contrasts with British history: early Islamic civilisation 		
Units of Work	Autumn Term		Spring Term		Summer Term	
	Alexander the Great	Roman Republic	Roman Empire	Roman Britain	Christianity in the Three Empires	Arabia and Early Islam
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation	
	<ul style="list-style-type: none"> understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) note key changes over a time period and be able to offer reasons for these changes know where all people/ events studied fit into a chronological framework identify similarities and differences between periods 		<ul style="list-style-type: none"> know, understand and use appropriate historical vocabulary to communicate information know that historians use more than one source of evidence to answer questions; investigate different accounts and explain some of the reasons why they may differ regularly address and sometimes devise own questions to find answers about the past use various sources to piece together information about a period in history 		<ul style="list-style-type: none"> make simple observations about different types of people, events, beliefs within a society make and describe connections between historical understanding and other areas of learning begin to describe the characteristic features of the past (similarities and differences), including beliefs, attitudes and experiences of men, women and children know about, and describe the impact of Alexander the Great: childhood, education and conquest of Persia know who the Romans were: how the republic developed; how the empire expanded- army/ commanders/ emperors; how the Romans lived: 	



	<ul style="list-style-type: none"> <input type="checkbox"/> use mathematical knowledge to work out how long ago events would have happened 	<ul style="list-style-type: none"> <input type="checkbox"/> construct an informed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, purposeful APPs, discussions, simple debate) <input type="checkbox"/> research a specific event from the past <input type="checkbox"/> through research, identify and present, in a variety of forms (tables, Venn, diagrams, digitally), similarities and differences between periods studied now and in prior year/ phase <input type="checkbox"/> look at representations of the time period, e.g., Museums, workshops... <input type="checkbox"/> use specific search engines on the internet to find information more rapidly 	<p>politics; society; culture; architecture; art</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand the impact of Greek myths, legends and religion on Roman myths and legends <input type="checkbox"/> know the cause of the end of the ancient Egyptian civilisation <input type="checkbox"/> know the story of the destruction of Pompeii <input type="checkbox"/> know and give reasons for the cause of the collapse of Roman rule in Britain- ancient Britons incl. rebellions- Boudica, Caractacus; rise of Constantinople <input type="checkbox"/> know how Christian stories spread; reasons why Christians were persecuted; how Christianity became part of Rome's official religion- Constantine and rise of Byzantine Empire <input type="checkbox"/> know about ancient Arabia: Bedouin culture, trade, life in the desert; the development of the Arabic language <input type="checkbox"/> know that Islam was born in the ancient city of Makkah; know the traditional Muslim story as to how Muhammed taught his followers and how he led to the rise of Islam across Arabia <input type="checkbox"/> explain how people and events studied have influenced life today
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Year Five	Core Vocabulary					
	Arabia and Early Islam	Islamic Civilisations	The Round City of Baghdad	The Anglo-Saxons	The Vikings	Norse Culture
Knowledge:	dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage, pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral monads, nomads, pastoral, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragment, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, prayer, scorned, betraying, disapproved, refugees, tragedy, jeering, plunge, grove, mosque, Prophet, Medina, Arabic, negotiate, truce		al-Mansur, architects, Baghdad, dirhams, astrologers, descendants, Caspian Sea, beyond, silk roads, decree, engineers, revenue, dome, quilts, peter out, scholars, madrasas, universities, reconstruction, numerals, evolved, calculate, observatories, astrolabe, predict, astrology, minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics	Saxons, Angles, Jutes, Picts, Scots, North Sea, Anglo-Saxons, warriors, Britons, occupied, migrating, migrate, Pevensey Castle, Legend, eat Anglia, Mercia, Northumbria, Wessex, Offa, Offa's Dyke, Woden, Augustine, converted, baptised, Canterbury, monasteries, monks, Bede, Hilda, Synod of Whitby, Sutton Hoo	longboat, longhouse, chieftain, Berserker, Danegold, thing, feast, raid, trade, Yggdrasil, runes, farmer-warrior, pagan, Dane, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, Valhall, adventure, expedition, barbarian, blacksmith, brooch, Christianity, conquest, fierce, fighting, fur, god, heathen, helmet, hide, invade, invader, loot, merchant, Norseman, oil lamp, pillage, rune, settlement,	
Skills:	Including yrs1-4 and: define, explain, debate, make a judgement, compare, examine, evaluate, interpret, reliability, continuity, cause and consequence, empathy, bias					



Year Five						
National Curriculum Objectives	<p>Pupils should:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time. develop the appropriate use of historical terms. regularly 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. 					
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c. AD900 			<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		
Units of Work	Autumn Term		Spring Term		Summer Term	
	Arabia and Early Islam	Islamic Civilisations	The Round City of Baghdad	The Anglo-Saxons	The Vikings	Norse Culture
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation	
	<ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately understand and use appropriate historical terms and dates to accurately describe historic events describe, in some detail, the main changes to an aspect in the period/s studied understand how some historical events/ periods occurred concurrently in different locations 		<ul style="list-style-type: none"> know and use appropriate historical vocabulary, including abstract terms, to communicate information recognise when primary or secondary sources of information are being used to investigate the past and the impact of this on reliability begin to recognise that people in the past represent events or ideas in a way that may be to persuade others use a wide range of different evidence to 		<ul style="list-style-type: none"> identify connections and contrasts over time in the everyday lives of people examine causes and results of great events and the impact these had on people make, describe and evaluate succinct connections between historical understanding and other areas of learning know about ancient Arabia: Bedouin culture, trade, life in the desert; the development of the Arabic language know that Islam was born in the ancient city of Makkah; know the traditional Muslim story as to how Muhammed taught his followers and how he led to the 	



	<ul style="list-style-type: none"> <input type="checkbox"/> identify similarities and differences between periods <input type="checkbox"/> use mathematical knowledge to work out how long ago events would have happened 	<p>collect evidence about the past-e.g. ceramics, pictures, documents, printed sources, online material, photographs, artefacts, historic statues, sculptures, historic sites</p> <ul style="list-style-type: none"> <input type="checkbox"/> use various sources to piece together information about a period in history; begin to evaluate usefulness of resources (e.g. Sutton Hoo) <input type="checkbox"/> select relevant sections of information to address historically valid questions and construct informed responses (a wide range of genres of writing; purposeful APPs; drama) <input type="checkbox"/> investigate own lines of enquiry by posing historically valid questions to answer, for example: determining why Baghdad fell so easily <input type="checkbox"/> construct an informed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, purposeful APPs, discussions, debates) <input type="checkbox"/> explore representations of the time period; museums; workshops <input type="checkbox"/> plan and present a self-directed project about the studied periods 	<p>rise of Islam across Arabia</p> <ul style="list-style-type: none"> <input type="checkbox"/> know of some Islamic achievements: art, architecture, learning and science in Cordoba; know how Muslims, Christians and Jews collaborated on great architectural projects/ built a culture of learning <input type="checkbox"/> know of the great library of Cordoba- technology, art, theology, geography built through work of people from all three religions <input type="checkbox"/> explain why the Round City of Bagdad was the most significant cultural centre of Arab and Islamic civilization <input type="checkbox"/> describe the role of Caliph Al-Mansur as a successor of Muhammad <input type="checkbox"/> know the three largest tribes collectively called the Anglo-Saxons: how they conquered; reasons for migration and settlement; where they settled; what daily life was like; art; architecture; religion and beliefs <input type="checkbox"/> explain how Augustine and Ethelbert contributed to the spread Christianity across Britain; describe the impact of Bede <input type="checkbox"/> know who the Vikings were; where and how they conquered; what daily life was like; hierarchy; law; art; architecture; beliefs <input type="checkbox"/> describe the struggle for control of Britain between the Anglo-Saxons and Vikings; describe how Danelaw was established <input type="checkbox"/> know of Norse culture: runes; religion; legends (Beowulf) <input type="checkbox"/> know the events that led to the end of the Anglo-Saxon Dynasty-Battle of Hastings <input type="checkbox"/> examine and begin to analyse how people and events studied have influenced life today
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Year Six		Core Vocabulary					
		The Roman Republic	The Roman Empire	Roman Britain	The round City of Bagdad	The Anglo-Saxons	The Vikings
Knowledge:		Romulus, Remus, Tiber, shepherd, omen, Rome, senators, unity, toga, temples, cunning, Sabine, signal, religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, peninsula, surrendered, Carthaginians, Punic Wars, heavy fines, Hannibal, camp, cavalry, battlefield, were lost, ambushed, Scipio, Scipio Africanus, patrician, plebeians, elect, representatives, overrule	survival, peninsula, province, governor, centurion, legion, height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, Descended, cunning, Augustus, emperor, Claudius, proclaim, advantage, aqueducts, Nero Colosseum, Pompeii, Vesuvius, vapour, Pliny, debris, Judea, rebellion, imperial	Britannia, veni, vedi, vici, invasion, Celtic tribes, Claudius, chieftain, Caratacus warriors, ambushed, captured, forces, fort, ascend, breast-plates, placed in chains, defeat, heavy taxes, capital city, Colchester, stationed, revolt, Iceni, Boudicca, raised an army, razed the ground, Londinium, Watling Street, increased in number, heavily outnumbered, without delay, showed no mercy, Aquae Sulis, spring, fortune, furnaces, strigil, hypocaust, palaestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison	al-Mansur, architects, Baghdad, dirhams, astrologers, descendants, Caspian Sea, beyond, silk roads, decree, engineers, revenue, dome, quilts, peter out, scholars, madrasas, universities, reconstruction, numerals, evolved, calculate, observatories, astrolabe, predict, astrology, minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics	Saxons, Angles, Jutes, Picts, North Sea, Anglo-Saxons, warriors, Britons, occupied, migrating, migrate, Pevensey Castle, Legend, eat Anglia, Mercia, Northumbria, Wessex, Offa, Offa's Dyke, Woden, Augustine, converted, baptised, Canterbury, monasteries, monks, Bede, Hilda, Synod of Whitby, Sutton Hoo	Longboat, longhouse, chieftain, Berserker, Danegold, thing, feast, raid, trade, Yggdrasil, runes, farmer-warrior, pagan, Dane, Danelaw, Asgard, jarl, Karl, figurehead, chainmail, Valhall, adventure, expedition, barbarian, blacksmith, brooch, Christianity, conquest, fierce, fighting, fur, god, heathen, helmet, hide, invade, invader, loot, merchant, Norseman, oil lamp, pillage, rune, settlement,
	Skills:	Including yrs1-5 and: infer, analyse, tone, propaganda, validity, trend, purpose, provenance,					



Year Six						
National Curriculum Objectives	<p><u>Pupils should:</u></p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time. develop the appropriate use of historical terms. regularly 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. 					
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> The Roman Empire and its impact upon Britain A non-European society that provides contrasts with British history: early Islamic civilisation, including a study of Baghdad c. AD900 			<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		
Units of Work	Autumn Term		Spring Term		Summer Term	
	The Roman Republic	The Roman Empire	Roman Britain	The Round City of Baghdad	The Anglo-Saxons	The Vikings
Developing historical perspective through:	Chronological knowledge and understanding:		Historical enquiry - Using evidence / Communicating ideas		Knowledge and interpretation	
	<ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately understand and use appropriate historical terms and dates to accurately describe historic events describe, in appropriate detail, the main changes to an aspect in the period/s studied understand how some historical events/ periods occurred concurrently in different locations 		<ul style="list-style-type: none"> know, understand and use appropriate historical vocabulary, including abstract terms, to communicate information find and analyse a wide range of evidence about the past; use a wide range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past consider different ways of checking the accuracy of interpretations of the past 		<ul style="list-style-type: none"> identify and note connections and contrasts over time in the everyday lives of people examine and analyse causes, impact and consequence of great events and the effect these had on people describe, examine and evaluate succinct connections between historical understanding and other areas of learning understand who the Romans were: how the republic developed; how the empire expanded- army/ commanders/ emperors; how the Romans lived: politics; society; culture; architecture; art understand the impact of Greek myths, legends and 	



	<ul style="list-style-type: none"> <input type="checkbox"/> identify similarities and differences between periods <input type="checkbox"/> use mathematical knowledge to work out how long ago events would have happened 	<ul style="list-style-type: none"> <input type="checkbox"/> know when primary or secondary sources of information are being used to investigate the past and the impact of this on reliability <input type="checkbox"/> show an awareness of the concept of propaganda <input type="checkbox"/> know that people in the past represent events or ideas in a way that may be to persuade others <input type="checkbox"/> investigate own lines of enquiry by posing historically valid questions to answer, for example: determining why Baghdad fell so easily <input type="checkbox"/> construct an informed, detailed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, debates, discussions, purposeful APPs) <input type="checkbox"/> plan and present a self-directed project about the studied periods 	<ul style="list-style-type: none"> religion on Roman myths and legends <input type="checkbox"/> examine and analyse the cause of the end of the ancient Egyptian civilisation <input type="checkbox"/> know the story of the destruction of Pompeii <input type="checkbox"/> understand and give reasons for the cause of the collapse of Roman rule in Britain- ancient Britons incl. rebellions-Boudica, Caractacus; rise of Constantinople <input type="checkbox"/> know of the great library of Cordoba- technology, art, theology, geography built through work of people from all three religions <input type="checkbox"/> understand why that the Round City of Bagdad was the most significant cultural centre of Arab and Islamic civilization <input type="checkbox"/> examine the role of Caliph Al-Mansur as a successor of Muhammad <input type="checkbox"/> know the three largest tribes collectively called the Anglo-Saxons: how they conquered; reasons for migration and settlement; where they settled; what daily life was like; art; architecture; religion and beliefs <input type="checkbox"/> explain how Augustine and Ethelbert contributed to the spread Christianity across Britain; that Bede was a monk who became a historian <input type="checkbox"/> know who the Vikings were; where and how they conquered; what daily life was like; hierarchy; law; art; architecture; beliefs <input type="checkbox"/> describe and examine the struggle for control of Britain between the Anglo-Saxons and Vikings; describe how Danelaw was established <input type="checkbox"/> describe Norse culture: runes; religion; legends (Beowulf) <input type="checkbox"/> describe the events that led to the end of the Anglo-Saxon Dynasty-Battle of Hastings <input type="checkbox"/> examine and continue to develop analytical skills to explore how people and events studied have influenced life today
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South Haringay School



History Progression Map