

Dovecote Primary History Progression Document

Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**,

See long term overview for : Substantive knowledge Procedural Knowledge Key Vocab	Nursery	Reception
Chronological understanding	<ul style="list-style-type: none"> • Uses language related to time • Develops vocabulary that reflects experiences • Retells events in correct order e.g. I went down the slide and then hurt my finger • Speaks using different tenses • Orders every day events • Can they explain how they have changed since they were born? • Remembers and talks about significant events in their own experience, including from when they were little • Listening to stories about the past 	<ul style="list-style-type: none"> • Uses language related to time • Develops vocabulary that reflects experiences • Retells events in correct order e.g. I went down the slide and then hurt my finger • Speaks using different tenses • Orders every day events • Can they explain how they have changed since they were born? • Remembers and talks about significant events in their own experience, including from when they were little <p>Listening to stories about the past</p>
Knowledge and interpretation of events and people	<ul style="list-style-type: none"> • Do they recognise that different people celebrate different things • Listen to stories linked to celebrations and the past • Recognises and describes special times or events for family or friends. • Children know about similarities and differences in relation to people, places, objects • They know about similarities and differences between themselves and others, and among families, communities and traditions. • Can explain the use of objects 	<ul style="list-style-type: none"> • Do they recognise that different people celebrate different things • Listen to stories linked to celebrations and the past • Recognises and describes special times or events for family or friends. • Children know about similarities and differences in relation to people, places, objects • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Can explain the use of objects</p>
Historical enquiry	<ul style="list-style-type: none"> • Begins to understand how and why questions • Can explain the use of objects • Shows interest in different occupations and ways of life. • Answering questions/talking about stories from the past • Talking about photos and objects from the past 	<ul style="list-style-type: none"> • Begins to understand how and why questions • Can explain the use of objects • Shows interest in different occupations and ways of life. • Answering questions/talking about stories from the past • Talking about photos and objects from the past

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge Procedural Knowledge Key vocab	Aut 2 To know that London is the capital city of England To know who Guy Fawkes is and his role in the Gun Powder Plot To know the events of the Gun Powder Plot To know that the gun powder plot was to get rid of King James 1 To know how the gun powder was stopped To know that bonfire night is celebrated to remember the events during the gunpowder plot. To know how people celebrate bonfire night Key vocab: Old, new, artefacts, photograph, past, present, old, time, new,	Aut 2 To know that WW1 happened. To know why and how we celebrate Remembrance Day. To know who Walter Tull was and what he achieved. To know what materials are used to make toys. To know how and why modern toys are different from those in the past. Key vocab: Remembrance, suffered, war, poppies, war memorial, army, battlefield, injured, destroyed, ceasefire, silent, veteran, soldier ,wreath, symbol, uniform, parades, medal past, present, old, modern, factory, nowadays, engine,	Spring 2 To know about the legal system in Anglo-Saxon Britain. To know which three Scandinavian countries Vikings came from. To know and name and facts some Anglo-Saxon kings during the Viking period. To know who King Edward ii was and facts about the danegeld. To know about aspects off every day Viking life. Key vocab: Vikings, longboats, scandanavia, invaders, settlers, raided, Anglo-Saxon, rulers, Alfred the great, Danelawe, Edward the Elder, Danegeld, settlement, christianity	Spring 1 To know how the Space Race began and who the main participants were. To know the timeline of the Space Race. To know the lives of those who shaped the space race To know how space exploration has expanded our knowledge of the universe. To know the impact of Katherine Johnson and Dorothy Vaughan in the development on NASA. Key vocab: Astronaut, cosmonaut, Space Race, post-war, telescope, rocket, missile, orbit, trajectory, Satellite Sum 1 Ancient Greece	Autumn 1 To know the origins of the stories of the Legend of Robin Hood. To know reasons surrounding the popularity of the legend. To know the roles of King Richard I and Prince/King John. To know and order the events that happened during the reigns of King Richard I and Prince/King John. To know the role of castles throughout history. To know the physical features of different castles and castle defences. Key vocab:	Autumn 1 To know a chronological and geographical awareness of Ancient Egypt as a historical civilisation. To know how to investigate significant achievements of this civilisation and understand the importance of these. To know who Lord Carnarvon was and his role in the momentous discovery of Tutankhamun’s tomb. To know how to use and explore primary resources (artefacts from Ancient Egypt) and understand the significance of these in history. To know how to answer and uncover and process the secrets of mummification To know how to research the role of position of Pharaohs of

	<p>future, a long time ago Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Guy Fawkes, London, Bible, James 1</p> <p>Spring 1 To know what changes have been made to Clifton over many years. To know that Goose fair is an event that started in Nottingham 900 years ago To know ways in which Goose fair has changed over time</p> <p>Key vocab: Clifton, Nottingham, Local, The Grove, Village, Estate, Market Telephone box, Street, Road, Shops. Goose Fair.</p>	<p>batteries, clockwork, motor, Meccano, spinning top, zoetrope, bagatelle, oldest, newest, timeline, rag, china, different, changed</p> <p>Spring 2 To know what makes a person's achievements significant. To know some different ways of finding out about the past. To know that Neil Armstrong was the first man to walk on the moon. To know that Amelia Earhart was the first woman to fly the Atlantic solo. To know how air and space travel has developed over time.</p> <p>Key vocab: Past, present, same, different, compare, significant, timeline, astronaut, cosmonaut, Space Race, post-war, telescope, rocket, missile, orbit, trajectory, Satellite</p>		<p>To know how we learn about the past. To know how modern events were shaped by history. To know how to discuss and compare modern and ancient diets.</p> <p>Key vocab: Ancient, Gods, Pantheon, Olympian, hero, villain, monster, Greek, myth, legend, theatre, Olympics, diet</p>	<p>Robin Hood, legend, myth, King Richard, Prince John, Sherwood, feudal system, conquest, bowman, portcullis, ramparts, trebuchet, mangonel, murder hole, drawbridge, moat, keep, arrow slits, siege, defence, taxes Tudors, monarch, succession, religion, Armada, chronology. Exploration, discovery, environment, conservation, impact. Law. Rules</p> <p>Spring 1 To know about the key events of Christopher Columbus' life, specifically the discovery of America. To know how he fits in chronologically into other areas of history. To know about the key events of Scott's exploration to the South Pole and why it was unsuccessful. To know about the key events of Amelia Earhart's life. To know how she fits in chronologically into other areas of history. To know about the role of women at the time and why this makes her achievements impressive. To know about the key events of Percy Fawcett's life and how he fits in chronologically</p> <p>Key vocab: Exploration, Discovery, Environment, Conservation, Impact</p> <p>Sum 1 To know who the Romans were and when they were around. To know the origins of Ancient Rome. To know some of the features of the Roman army, To know the impact the Romans had on the modern world, especially Britain. To know the role and history of Queen Boudicca.</p> <p>Key vocab: Roman Empire, Empire, conquer, invasion, Aqueduct, colosseum, Architecture, Centurion, legion, legionnaire, emperor, senate, standard, rebellion, gladiators</p>	<p>Ancient Egypt in comparison to the British monarchy.</p> <p>Key vocab: Ancient, Egypt, Civilisation, Archaeologist, pyramid, tomb, pharaoh, vizier, scribe, scarab, sarcophagus, mummy, scribe, canopic jar, sphynx, death mask, hieroglyphs</p> <p>Aut 2 To know that Queen Victoria is an important figure in British History. To know that there were contrasting ways of life in Victorian society. To know that Lord Shaftesbury and Dr Barnado improved the lives of working class children.</p> <p>To know that Victorian schooling was very different from modern day schooling. To know that access to education was impacted by gender and class. To know that access to recreation and leisure was dependent upon your social status. To know that the Education Act of the Victorian era changed children's lives and the course of British History.</p> <p>Key vocab: Victorians, Victorian Era, Barnardo, class, wealth, upper-class, lower-class, diets, revolution, industrial revolution, crime, punishment, law, punishment, schooling, chimney sweep, coal bearer, dunce hat</p> <p>Spring 2 To know the different terms for Crime and Punishment. To know why there is a justice system to manage crime. To know that justice systems have changed over time. To know the British Justice system and how this links to change in social history and British Values. To know crucial historical turning points in the justice</p>
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<p>Chronological understanding</p> <p>Substantive Knowledge</p> <p>Procedural Knowledge</p> <p>Key vocab</p>	<p>Autumn 2 I can retell a the story of Guy Fawkes, set in the past in order</p> <p>I can recognise that a story that is read may have happened a long time ago</p> <p>I can explain how I have changed since I was born</p> <p>Spring 1 I can use words and phrases like: old, new and a long time ago</p> <p>Summer 2 I can put up to three objects in chronological order (recent history)</p>	<p>Autumn 2 I can use words and phrases like: before I was born, when I was younger</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning</p> <p>I can use the words past and present correctly</p> <p>I can use a range of appropriate words and phrases to describe the past</p> <p>I can sequence a set of events in chronological order and give reasons for their order</p>	<p>Spring 2 I can describe events and periods using the words: BCE, CE and decade</p> <p>I can describe events from the past using dates when things happened (Order events: Link to Gunpowder plot/Vikings)</p> <p>I can describe events and periods using the words: ancient and century</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened</p>	<p>Spring 1 I can plot recent history on a timeline (Link to Vikings, Gunpowder plot and WW1)</p> <p>I can use my mathematical skills to round up time differences into centuries and decades</p> <p>Summer 2 I can plot recent history on a timeline (Link to Ancient Greeks, Vikings, Gunpowder plot, WW1 and the Space Race)</p>	<p>Spring 1, Summer 1 and Summer 2 I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p>	<p>Autumn 1, Spring 2 and Summer 2 I can say where a period of history fits on a timeline (Link to Vikings, Gunpowder plot, WW1, Romans, Victorians, Maya and Egyptians).</p> <p>I can place a specific event on a timeline by decade</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework</p> <p>Spring 2 I can correctly match some terms used in the British justice system with their</p>

	I can explain that some objects belonged to the past		<p>I can use my mathematical knowledge to work out how long ago events would have happened</p> <p><u>Summer 2</u> I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p>			<p>meanings (links to Romans, Anglo-Saxons, Victorians).</p> <p>I can explain some of the terms used in the British justice system.</p> <p>I can tell you some ways in which the different time periods in history created justice systems and what legacy they have left today.</p> <p>I can recall some key facts about the types of punishments from a variety of time periods.</p>
<p>Knowledge and interpretation of events and people</p> <p>Substantive Knowledge</p> <p>Procedural Knowledge</p> <p>Key vocab</p>	<p><u>Autumn 2</u> I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>I can understand that we have a king who rules us and that Britain has had a king or queen for many years. I can explain who James I was and the significance of his reign.</p> <p><u>Spring 1</u> I can begin to identify the main differences between old and new objects</p> <p>I can explain how my local area was different in the past</p> <p><u>Summer 2</u> I can identify objects from the past, such as vinyl record</p> <p>I can appreciate that some famous people have helped our lives be better today</p>	<p><u>Autumn 2</u> I can recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later</p> <p>I can recount some interesting facts from a historical event</p> <p>I can give examples of things that are different in my life from that of my grandparents when they were young</p> <p><u>Spring 2</u> I can explain why Britain has a special history by naming some famous events and some famous people</p>	<p><u>Spring 2</u> I can appreciate that the early Brits would not have communicated as we do or have eaten as we do</p> <p>I can begin to picture what life would have been like for the early settlers</p> <p>I can recognise that Britain has been invaded by several different groups over time</p> <p>I can realise that invaders in the past would have fought fiercely, using hand to hand combat</p> <p>I can suggest why certain events happened as they did in history</p> <p>I can suggest why certain people acted as they did in history</p> <p><u>Summer 2</u> I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p>	<p><u>Spring 1 and Summer 1</u> I can give examples of how events from the past has helped shape our lives</p> <p><u>Summer 1 and Summer 2</u> I can appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences</p> <p>I can understand that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p>	<p><u>Spring 1, Summer 1 and Summer 2</u> I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can explain the role that Britain has had in spreading Christian values across the world (Roman history)</p>	<p><u>Autumn 1 and Spring 2</u> I can summarise the main events from a specific period in history, explaining the order in which key events happened</p> <p>I can summarise how Britain has had a major influence on world history</p> <p>I can summarise what Britain may have learned from other countries and civilizations through time gone by and more recently</p> <p>I can describe features of historical events and people from past societies and periods they have studied</p> <p><u>Summer 2</u> I can recognise and describe differences and similarities/ changes and continuity between different periods of history</p>

			I can explain the role that Britain has had in spreading Christian values across the world (Roman history)			
<p>Historical enquiry</p> <p>Substantive Knowledge</p> <p>Procedural Knowledge</p> <p>Key vocab</p>	<p>Autumn 2 I can answer questions using an artefact/ photograph provided</p> <p>Spring 1 I can spot old and new things in a picture</p> <p>I can answer questions using an artefact/ photograph provided</p> <p>Summer 2 I can answer questions using an artefact/ photograph provided</p> <p>I can give a plausible explanation about what an object was used for in the past</p> <p>I can ask and answer questions about old and new objects</p>	<p>Autumn 2 I can find out something about the past by talking to an older person</p> <p>I can research a famous event that happens in Britain and research why it has been happening for some time</p> <p>I can research the life of a famous Briton from the past using different resources to help them</p> <p>Spring 2 I can answer questions by using a specific source, such as an information book</p> <p>I can research the life of someone who used to live in my area using the Internet and other sources to find out about them (A local scientist to compare with the Space theme)</p>	<p>Spring 2 I can research a specific event from the past</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>I can use various sources of evidence to ask questions and piece together information about a period in history</p> <p>I can use my 'information finding' skills in writing to help them write about historical information</p> <p>I can, through research, identify similarities and differences between given periods in history</p> <p>Summer 2</p> <p>I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p>Spring 1 I can research two versions of an event and say how they differ (Space race)</p> <p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings (During the 50s)</p> <p>Summer 1 and Summer 2 I can give more than one reason to support a historical argument (through class debate on lifestyles of Ancient Greeks)</p> <p>I can offer points of view based upon what I have found out</p>	<p>Spring 1, Summer 1 and Summer 2 I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>	<p>Autumn 1, Spring 2 and Summer 2 I can describe a key event from Britain's past using a range of evidence from different sources</p>