

HISTORY KEY VOCABULARY, KNOWLEDGE AND PROGRESSION

	Autumn	Spring	Summer
2 Year Olds	<p>I like I don't like.... I love</p> <ul style="list-style-type: none"> Names of types of: food, drinks, animals People – other relations (grandma, grandad, nanna, uncle, auntie). 	<p>I can..... Before.... Now.....</p> <p>Verbs – run, walk, jump, crawl, eat, drink, dress</p> <ul style="list-style-type: none"> Compare 2 pictures of self to look at changes. 	<p>First Next Over Under Through</p> <ul style="list-style-type: none"> Describe time connective through story.
3-4 Year Olds	<p>Family, home, belong, live, address, Crewe, school.</p> <ul style="list-style-type: none"> Compare families and homes with others- similarities/differences. <p>Special Celebrations/events throughout the year: To name special events and seasons.</p>	<p>Same, different, old, new, places, shops, Crewe before, now, where? When? materials, change</p> <ul style="list-style-type: none"> Compare real toys from parents and now. Talk about materials and type. Look at images of Crewe town centre and name shop types. 	<p>Earth, globe, map, Google Earth, planet, top, bottom, Artic, Antarctic, polar, cold, hot, middle, equator, compare, countries – England , Africa</p> <ul style="list-style-type: none"> Use globe to locate north, top, south, bottom, North and South Pole, Equator, middle, England, Africa. Know that Google Earth, maps and globes help us to find places.
Reception	<p>Remembrance - A long time ago, past, history, find out, research, war, remember Old, new, modern, past, now, sort, order, discuss, compare</p> <ul style="list-style-type: none"> To learn time connectives - First, next, after that, finally, Compare real toys from parents and now using real sources and photos. Discuss materials and type of toy. Sort into old and new/past and now. <p>Special Celebrations/events throughout the year: To name special events and seasons.</p>	<p>Compare, sort, changes,</p> <ul style="list-style-type: none"> To know what need to wear in different seasons and why? To know physical features of Seasons Learn about the life cycle of a chick Influential People: Bryony Page – A Biography To know that we live in Crewe. 	<p>Compare, story, famous, person, Britain, United Kingdom, England, Scotland, Wales, London, capital, city, town,</p> <ul style="list-style-type: none"> To know facts about King Charles III To order her life as a simple photographic timeline. To know what being British means – including traditions and customs. Influential People: Mary Anning – What did she do? Why was this important?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 1</p>	<ul style="list-style-type: none"> To be able to describe what has happened to people from the past. A long time ago, before I was born To reflect on the significance of Walter Tull (leader, brave, soldier, war, professional footballer, impact, achievements, national) and the War (remembrance, commemorate) To be able to order important events. Draw and write about the significance of poppies. To look at artefacts, pictures, photographs, books and real life stories to find out about the past. 	<ul style="list-style-type: none"> To look at artefacts, pictures, photographs, books and real life stories to find out about the past. To look at objects from the past and work out what they were used for (asking questions). (Shop items). To be able to understand the differences between things that have happened in the past and the present. <p>Influential People: Beth Tweddle - A Biography</p> <p>Now, then, when my parents/grandparents were young, yesterday, last week.</p>	<ul style="list-style-type: none"> To identify similarities and differences between different times (Christopher Columbus and Roald Amundsen). To sort events and objects into groups – now and then. To be able to identify the ways the past can be represented. To recall facts about people and events before living memory. To explain why explorers did what they did. To look at artefacts, pictures, photographs, books and real life stories to find out about the past. Where did the go? Did not go? <p>Influential People - Mary Kingsley <u>Why were her explorations different to that of Columbus and Admundsen?</u></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<ul style="list-style-type: none"> To reflect on the significance of George Arthur Roberts Link to WWI/WWII and GFL. To compare and contrast between historical sources (posters) and make connections between fact and opinion, cause and effect. Question Why? To research using artefacts, pictures, photographs, books, eye witness accounts, historical buildings, museums, sites and the internet to find out about the past. Discuss, ask questions and make conclusions/connections. Great Fire of London – monarch, reign, Parliament – reasons, consequences. 	<ul style="list-style-type: none"> To use a timeline (sequence) to order the significant events of Crewe Railway Station and compare the types of trains used from past/old, present/modern, and similarities/differences. To research using artefacts, pictures, photographs, books, eye witness accounts, historical buildings, museums, sites and the internet to find out about the past. Discuss, ask questions (Why? Who? What? Where?) and make conclusions/connections. To understand the historical significance and impact of Crewe Railway Station on the local town. <p>Influential People: Sarah Maddocks - A Biography</p>	<ul style="list-style-type: none"> To research the three queens using artefacts, pictures, photographs, books, eye witness accounts, historical buildings, museums, sites and the internet to find out about the past. Discuss, ask questions and make conclusions/connections. <p>Influential People: Queen Victoria <u>What were her greatest achievements during her reign and how has this shaped life today?</u></p> <ul style="list-style-type: none"> To describe the queens and significant events in history and represent through speaking, writing, drawing, role-play, ICT and storytelling. Use a timeline to place and order significant events and recount main events and times.

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	<p>Compare to a local historical event – Great Fire of Nantwich.</p>		<ul style="list-style-type: none"> To identify similarities and differences between different times using historical sources. e.g. Living standards, society, clothing, housing, crime, punishment, livelihoods, monarchy, reign, power, changes over time, democracy. <p>Additional Key Vocabulary:</p> <p>Memory, information, changes, Century, Decade periods of time.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<ul style="list-style-type: none"> Influential People: British Royal Family <u>Why did they stay in London during the war? What did they do? What was the impact? (2 lessons – orange book).</u> To research the significance of Remembrance and create an acrostic poem based on this. (2 lessons – humanities book). To show knowledge of UK through a ‘Great British Quiz’ (Hot task) <p>Influential People: Ada Nield Chew -A Biography</p>	<ul style="list-style-type: none"> Use books (Stone Age Boy/A Street Through Time/Non-Fiction) to compare and contrast life in the Stone Age to now – clothes, homes, activities, lifestyles, jobs, environments etc. To research (in pairs) using artefacts, pictures, photographs, books, eye witness accounts, historical buildings, workshops/role play, and the internet to find out about the past (Homes in the Palaeolithic, Mesolithic, Early and Late Neolithic times, including Skara Brae. Discuss, ask questions (Why? Who? What? Where? How?) and make conclusions/connections. Study artefacts in depth and generate discussion – predict and research uses. Create a timeline and understand terms BC/AD. Use A Street Through Time and research methods to understand key aspects of human and physical geography – The use and changes of land and rivers – settlements, natural resources and land use 	<ul style="list-style-type: none"> Name and locate the 4 ancient civilisations on a world map and compare (through independent research - books, internet, maps, atlases, digital maps): Locations/regions, climate, physical and geographical features, climate zones, biomes, vegetation belts, trade links, natural resources, food, homes, lifestyles and religions. To study in detail, the Ancient Egyptian civilisation and create a timeline, including the findings of Howard Carter- use diary entries, books, photographs, internet, artefacts. To study a map of Egypt and locate pyramids and location of River Nile. Interpret findings and discuss significance of river location – land use, trade, settlements, construction, religion. Compare and contrast - Nile v Weaver. Compare an old and new map of Nantwich to understand the significance of the River Weaver to the town.

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	<p>Additional Key Vocabulary: Decade, Century, Landscape, Culture, Prehistoric Millennium, Era, Evidence, Archaeology, Archaeologist, Ancient, irrigation, mummification, chronological,</p>	<p>patterns (farming, cultivation, leisure, cultures) throughout time periods studied. (Include Stonehenge and Iron Age hill forts) Create a historically accurate Stone Age menu.</p> <ul style="list-style-type: none"> • Write a historically accurate piece of creative writing linked to Stone Age beasts. <p>Stone Age Workshop – Spring Term</p>	<p>Influential People: Nubian Kings/Black Pharaohs <u>Who was the real first great civilisation? Where did they come from and what did they do for Egypt?</u> To compare, debate and analyse</p>
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Year 4

- To reflect on the significance of **Mary Seacole** (**heroism, determined, racism, intrepid, pioneer, prejudice, impact, achievements, national**) and the war (**remembrance, commemorate, memorial, anniversary**).
- To understand the effects of war – Food Shortages/**Rationing**.
- **Design/record** a **historically accurate** recipe using rationed foods.

- To **choose** the **relevant research methods** needed to complete a detailed study on Ancient Greece and explain **why** these methods were chosen?
- Look in-depth at artefacts, generate discussion – **predict** and research uses.
- Compare a ‘**modern and ancient world**’ Greece V Ancient Greece – understand similarities and differences of **landmarks, wealth, lifestyles, homes, occupations, trade**.
- Extend research to include **architecture, democracy, myths and legends** and **trade**. Complete influence pillars to explain the impact and significance.
- Understand the concept of **democracy** through a class vote on which aspect of Ancient Greece had the most **influence**.
- Complete a **timeline** to order events, include **BC/AD** and be able to describe the main changes.
- Independent/Paired Research – Olympic Games. Record findings by creating a 5- Day historically accurate games programme.
Influential People: Daisy Haywood -A Biography

Civilisation, myth, Western World, primary/secondary sources, contrasts, trends over time, significance, impact, philosophy, Athens, Parthenon, Acropolis, Julius Caesar, Invasion, Conquest, resistance, Romanisation, Viaduct,

- To use OS Map/Google Earth to locate **North-West** region of UK and pinpoint **Chester**. Highlight Chester on European map.
- To research the **Roman Empire** and its **impact** on Britain through stories, museum visit, pictures, artefacts, books and the internet.
Focus - Education, inventions, health, wealth, trade, architecture, leisure, army, homes, shops, roads, travel, law, towns.
- Create a **working timeline**.
- **Plot conquered roads** (UK) and land (Europe) on a map by 117AD – discuss **how** and **why** the Roman Empire grew bigger?
- Draw and label a Roman Soldier.
- To learn how **aqueducts** work and how their addition had a major impact on living standards.
- Identify the **Campania** region of Italy and location of **Pompeii** and **Mount Vesuvius**.
- Compare life before and after Pompeii
- **Influential People: Ivory Bangle Lady**
- **What do her remains tell us about Afro-Roman people and Roman society in Britain?**

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Year 5	<ul style="list-style-type: none"> To reflect on the significance of Influential People: Guy Bailey <u>Why was the Bristol bus boycott important in the UK civil rights struggle?</u> Research, debate and analyse How did the Battle of Britain become a turning point in the war? Remembrance Day Activity <p>Influential People: John Bunting -A Biography</p>	<ul style="list-style-type: none"> To recall key influences of the Roman Empire in Britain. Reflect on the main reasons for the Roman Empire to be defeated in Britain – significant figure Boudicca. To deduct what the impact of The Romans leaving Britain would have been. Research the aftermath, including the struggle for power between the Vikings, Anglo-Saxons and the Scots. Create a Who? What? Why? Where? Questions and answers quiz. Anglo-Saxons v Vikings characteristics comparison. Learn key facts about The Battle of Hastings. Locate the Ancient Kingdoms (including ancient key battle grounds) on a UK map and compare to modern UK map. To be able to explain the reason for the locations of the territories of the Ancient Kingdoms. Understand the relevance of counties ending in –ex Sussex, Essex, Middlesex, Wessex and their locations. Link to Nantwich ‘wich’ part of name meaning salt trade from Anglo-Saxon times. Link to origins of name ‘England’. <p>Additional Key Vocabulary: raids, resistance, Danegeld, Alfred the Great. Althelstan, Edward the Confessor</p>	<ul style="list-style-type: none"> Enquire how the Ancient Mayans were able to sustain their civilisation in the biomes of Central America. Conclude how remarkable the achievements of the Mayan people were. Use books, internet, pictures, videos and artefacts to compare the socio-economic features of Ancient Mayans v Modern Day society.
Year 6	<ul style="list-style-type: none"> To reflect on the significance of Baroness Lawrence (campaign, reform, racism, human rights, violence, justice) and compare to Ignatius Sancho. Discuss how far opinions have changed. A comparison of World War I and World War II. Use primary/secondary sources. 	<ul style="list-style-type: none"> Independent Research Project – create a fact file on important royal figures – Henry VIII, Queen Elizabeth I and Queen Victoria/Prince Albert. Include roles and power, influences, key historical events, wars, British values, crime and punishment, biggest achievements, length of reign. Consider how different accounts can be bias or historically inaccurate and understand why 	<ul style="list-style-type: none"> Study the 3 main conflicts for each Monarch. Compare and contrast – reasons, places, duration, Who? Why? Outcomes, times. Recall knowledge on The Great Fire of Nantwich (Year 2) and relate to the impact Queen Elizabeth I had on rebuilding the town.

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	<p>Independent research, discussion, analysis. Compare and contrast.</p> <ul style="list-style-type: none"> To complete a Remembrance Day Activity <p>Additional Key Vocabulary: War of the Roses, Catholic, Protestant, globalisation, production, import, conflict, innovations, inventions, poverty, law and order, jury, trial, magistrate, merchants, execution, industrialisation, time period, century, chronology,</p>	<p>there might be different accounts: facts v interpretations/opinion.</p> <ul style="list-style-type: none"> Discuss what was the impact of Queen Elizabeth I having no direct heir? <p>Create a working timeline from Tudors to Victorians, including significant events and battles – (Battle of Bosworth v Spanish Armada).</p> <p>Influential People: John Blanke</p> <p><u>Why was it significant that he was the first black Briton to be portrayed?</u></p>	<ul style="list-style-type: none"> Queen’s Park Crewe – study local history of the park –who opened it? When? What was its purpose? Link the achievements of Queen Victoria and Prince Albert to the local area. To research and explain what the impact was on Nantwich/Crewe from the Victoria Era? Industrial Revolution, Crewe Railway Station, trade (salt) and travel, significant buildings (schools/factories) and living standards. Actively participate in whole class debate – ‘Which Monarch was the most successful and influential of their time?’ Visit Queen’s park and locate significant historical, physical and human features. <p>Influential People: Raz Ahmed - A Biography</p>
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