



## Curriculum design, LTP & Vocabulary Progression 2020/2021

Our **intent** for our History approach is to ensure that pupils gain knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

Our **intent** is for children to:

- Achieve their absolute potential by having the highest expectations of their learning
- Be confident to ask questions and extend their knowledge. This is enabled by positive relationships and nurture
- Think critically, weigh evidence, sift arguments and develop perspective and judgement.
- Understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.
- Feel proud of their own identity and the challenges of their time.
- Take responsibility for their own learning, and understand what process or key skill they are using to gain their History knowledge.

We **implement** our History curriculum through:

- In EYFS, children have access to a wide range of indoor and outdoor equipment to develop their 'Knowledge and Understanding of the World'. They are actively encouraged to use the equipment as imaginatively and in whichever way they want, and this helps to develop conversation between the children themselves, and children and the grownups. The children often develop role play within the provision, and also have endless opportunities to express themselves using a variety of different media. This provision is in place everyday to support children with developing their understanding of not only History, but other areas of the curriculum that require understanding, thought processes, and talking about the past and present. Adult interactions support children's knowledge and vocabulary, including talking about their own family, talking about themselves growing up, reading stories where chronology is focused on in a simple way e.g. In the beginning, at the end etc. Children are encouraged to think critically and ask questions in both adult led, or child-initiated activities.
- Focusing on the Key Skills, and encouraging the children to understand which key skill/s they are using in each lesson.
- Enabling the children to think as Historians. We place emphasis on examining historical artefacts and Primary sources.
- Opportunities in each Year group to visit local sites with Historic significance, and also encourage visitors to come into school and talk about their past.
- Helping children understand that historical events can be interpreted in different ways, and actively encouraging children to ask questions. Also by trying to determine what is a reliable source and why.
- Setting open ended tasks where children are encouraged to respond in a variety of ways, allowing them scope for extending their research further, or taking it in a direction that interests them within the topic.
- The use of knowledge organisers to enable children to remember what they have been taught long term
- Allowing children to explore History in relation to their own ability and understanding, including opportunities for all children to access Greater Depth learning

The **impact** of our History approach is that children become confident Historians, using a range of key skills that they have gained and developed from EYFS through to Year 6. These key skills include having a sense of Chronology, being able to research using primary and secondary sources, deciding whether evidence/ information is reliable, comparing one period to another, and being able to communicate what they know effectively.



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Here's what our children say:

'I'm looking forward to learning about the Holbeck Hotel I like learning about what life was like in the past compared to now' (Year 5 Pupil)

'It's been fun learning about the Vikings. I liked the Beowulf story too, it was very gruesome!' (Jonathan - Year 4 Pupil)

I liked in Year 3 when we learnt about the Romans and we made puppets with Lee Threadgold. (Amelia – Year 4 pupil)

'I like it because we learn about what happened before us and what might have happened to our ancestors.' (Finlay - Year 6 Pupil)



Reception	Autumn Term	Spring Term	Summer Term
<p><b>Reception</b></p>	<p><b>History-</b> linked each term to a story/ range of stories - planned in advance by teacher but also developed on child interest/ next steps</p> <p>Initial focus – Talking about themselves as a baby. Talking about older/younger family members.</p> <p><b>Essential skills to be developed linked to reading and writing in History (EExAT):</b></p> <ul style="list-style-type: none"> <li>• Retelling simple stories.</li> <li>• Making messages for others in media and play.</li> </ul> <p><b>Skills to be developed linked to Understanding of the world(EExAT):</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>	<p><b>History-</b> linked each term to a story/ range of stories – planned in advance by teacher but also developed on child interest/ next steps</p> <p>Initial focus – Chronology of stories (beginning/middle end).</p> <p><b>Essential skills to be developed linked to reading and writing in History (EExAT):</b></p> <ul style="list-style-type: none"> <li>• Reading and understanding simple sentences.</li> <li>• Describes in their own words what they have read in a fiction or non-fiction text.</li> <li>• Is able to respond to stories, asking questions and making comments. (Listening &amp; Attention)</li> <li>• Ascribes meaning to the marks they make.</li> <li>• Writes for different purposes</li> </ul> <p><b>Skills to be developed linked to Understanding of the world(EExAT):</b></p> <ul style="list-style-type: none"> <li>• Recall some important narratives, characters and figures from the past encountered in books read in class.</li> </ul>	<p><b>History-</b> linked each term to a story/ range of stories – planned in advance by teacher but also developed on child interest/next steps</p> <p>Initial focus – Talking about old and new things etc.</p> <p><b>Essential skills to be developed linked to reading and writing in History (EExAT):</b></p> <ul style="list-style-type: none"> <li>• Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible.</li> <li>• Uses key features of narrative in their own writing.</li> </ul> <p><b>Skills to be developed linked to Understanding of the world(EExAT):</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul>



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	<p><b>NC non-statutory key skills:</b>  <b>Interpretation:</b> Know that information can be retrieved from books and computers.  <b>Research:</b>          Recognise and find out about special times or events that have taken place in families/friends lives.  <b>Communication:</b> Extend vocabulary, , exploring the meaning and sounds of new words linked to the above.  <b>Chronology</b> - Talk about the past and present in their own lives and lives of their family members.</p>	<p><b>NC non-statutory key skills:</b>  <b>Chronology:</b> Use everyday language related to time          Order and sequence familiar events          Describe main story events, settings and main characters  <b>Research:</b> Be curious about people and show interest in stories – asking questions afterwards to find out more (how/why)</p>	<p><b>NC non-statutory key skills:</b>  <b>Comparing:</b> Grouping and naming different objects or pictures – using vocabulary to talk about how/why they have done this.          Look closely at similarities and differences, patterns and change.          Develop understanding of growth, decay and changes over time.          Know about similarities and differences between themselves and others.</p>
<p><b>Skills Vocabulary</b></p>	<p>Today, yesterday, tomorrow, the present, the past, the future , day, week, month, long ago, old, new/recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, who?, what?, materials, plastic, remember, beginning, middle, end.</p>		



KS1	Autumn Term	Spring Term	Summer Term
<b>Y1</b>	<p><b>History-</b> Local History- Windmill Remembrance</p> <p><b>Essential skills to be developed:</b></p> <p><b>Chronology:</b> Develop an awareness of the past. Use common words and phrases relating to the passing of time.</p> <p><b>Research:</b> Identify different ways in which the past is represented.</p> <p><b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>	<p><b>History-</b> Astronauts- Neil Armstrong</p> <p><b>Essential skills to be developed:</b></p> <p>Know and learn about historical figures.</p> <p><b>Interpreting:</b> Understand some ways in which we find out about the past. Identify similarities and differences between different periods.</p> <p><b>Historical Knowledge:</b> Begin to discuss parts of stories/texts to develop/ show understanding of past events</p>	<p><b>History-</b> Timelines Victorians/seasides</p> <p><b>Essential skills to be developed:</b></p> <p><b>Chronology:</b> Develop an awareness of the past. Use common words and phrases relating to the passing of time.</p> <p><b>Historical Knowledge:</b> Begin to discuss parts of stories/texts to develop/ show understanding of past events Key historical figures focus</p> <p><b>Interpreting:</b> Understand some ways in which we find out about the past. Identify similarities and differences between different periods.</p> <p><b>Research:</b> Identify different ways in which the past is represented.</p>
	<p><b>Skills to run in the background:</b></p> <p><b>Historical Knowledge:</b> Begin to discuss parts of stories/texts to develop/ show understanding of past events</p> <p><b>Interpreting:</b> Understand some ways in which we find out about the past. Identify similarities and differences between different periods.</p>	<p><b>Skills to run in the background:</b></p> <p><b>Chronology:</b> Develop an awareness of the past. Use common words and phrases relating to the passing of time.</p> <p><b>Research:</b> Identify different ways in which the past is represented.</p> <p><b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>	<p><b>Skills to run in the background:</b></p> <p><b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>



<b>Skills Vocabulary</b>	Year, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, memories, fact, simple, mechanical, inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, what?, when?, where?		
<b>Knowledge Vocabulary</b>	<b>Windmill, local, landmark, old, power, mill, grind, draw, sails,</b>	<b>Engineer, first, Apollo, space flight, moon landing, orbit, NASA, astronaut, space, moon, Neil Armstrong, walk</b>	<b>Train, wealthiest, upper class, leisure time, minor ailments, railway, bathing machines, beach etiquette, promenade, bandstand, funfair</b>



KS1	Autumn Term	Spring Term	Summer Term
<b>Y2</b>	<p><b>History-</b> Local History- Train Station – (Paddington link)</p> <p><b>Essential Skills to be developed:</b>  <b>Historical Knowledge:</b> Identify similarities and differences between different periods  <i>Recognise why people did things, why events happened and what happened as a result</i>  <b>Research:</b> Develop further            Understanding of ways in which we can find out about the past., asking and answering questions  <b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>	<p><b>History-</b> Great Fire of London</p> <p><b>Essential Skills to be developed:</b>  <b>Chronology:</b> Know where all people and events studied fit into a chronological framework  <b>Historical Knowledge:</b> Identify similarities and differences between different periods  <i>Recognise why people did things, why events happened and what happened as a result</i>  <b>Interpreting:</b> Choose and use parts of stories and other sources to show understanding            Identify different ways in which the past is represented (e.g. versions of events from the GF of L)            Ask and answer questions about the past finding out about why people did things and what happened as a result  <b>Research:</b> Identify Historically significant people and events from the studied topic area – e.g. in an Historical account</p>	<p><b>History-Famous People</b>            Florence Nightingale, Mary Seacole, The queen</p> <p><b>Essential Skills to be developed:</b>  <b>Chronology:</b> Know where all people and events studied fit into a chronological framework  <b>Historical Knowledge:</b> <i>Recognise why people did things, why events happened and what happened as a result</i>  <b>Research:</b> Develop further            Understanding of ways in which we can find out about the past.            Ask and answer questions about the past finding out about why people did things and what happened as a result  <i>Identify Historically significant people and events from the studied topic area – e.g. in an Historical account</i>  <b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>
	<p><b>Skills to be taught in the background</b></p> <p><b>Chronology:</b> Know where all people and events studied fit into a chronological framework  <b>Interpreting:</b> Choose and use parts of stories and other sources to show understanding            Identify different ways in which the past is represented  <i>significant people and events from the studied topic area – e.g. in an Historical account</i></p>	<p><b>Skills to be taught in the background:</b></p> <p><b>Research:</b> Develop further understanding of ways in which we can find out about the past.  <b>Communicate:</b> Ask and answer questions about the past giving explanations. Use a wide range of Vocabulary of everyday History terms.</p>	<p><b>Skills to be taught in the background:</b></p> <p><b>Historical Knowledge:</b> Identify similarities and differences between different periods  <b>Interpreting:</b> Choose and use parts of stories and other sources to show understanding            Identify different ways in which the past is represented</p>





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<b>Skills Vocabulary</b>	Anachronism, chronological order, era/period, travel, encounter, impact, significant, danger, investigate, why?, letters, detective, what?, brave, survive, research, historians, newspapers, opinion, when?, pioneer, memorial, evidence, experts, websites, artefact, where?		
<b>Knowledge Vocabulary</b>	<b><u>Train- steam</u></b> locomotive, wheels, passenger-carrying, horse drawn carriages, tramline, railway, engineered	<b><u>Great Fire of London-</u></b> Burning, smoke, London, fireman, escaping, River Thames, Tower of London, Samuel Pepys, cart, diary, Pudding Lane, fire, buns, leather bucket, bread, bakers, King Charles II, axe, The Monument	<b><u>Florence Nightingale,</u></b> Italy, nurse, Lady of the Lamp, cleanliness, life saver, training, founder of modern nursing, army hospitals, Notes for Nursing, Nightingale Training School for Nurses, Order of Merit by King Edward VII,





Lower KS2	Autumn Term	Spring Term	Summer Term
<b>Y3</b>	<p><b>History-</b> Stone Age/ Iron Age</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time throughout these eras            Compare the eras  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>	<p><b>History-</b> Rome</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History including references to previous periods covered.  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this. Suggest reliability with support.  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <i>Identify Historically significant people and events from the studied topic area</i></p>	<p><b>History-</b> Local study- Scarborough Castle</p> <p><b><u>Essential Skills to be developed:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <i>Identify Historically significant people and events from the studied topic area -</i>  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>
	<p><b><u>Skills to run in the background:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this  <i>Identify Historically significant people and events from the studied topic area</i></p>	<p><b><u>Skills to run in the background:</u></b>  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address historically valid questions through discussion/ in writing with support</p>	<p><b><u>Skills to run in the background:</u></b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History  <b>Interpreting:</b> Understand that different versions of the past may exist, giving reasons for this  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>



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<p><b>Skills Vocabulary</b></p>	<p>Anachronism, chronological order, 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, religion, spirits , Oral history, museum, invention, archaeologist, archaeology, sources, importance, significance, impact, effects, reason, change, continuity, this suggest..., may be, perhaps, could be, first hand evidence, second hand evidence,</p>		
<p><b>Knowledge Vocabulary</b></p>	<p><u>Stone Age-</u> cave painting, mammoth, Neolithic Man, fur pelt, throwing stones, spears, house, Skara Brae, hand axe, antler, borer, hammerstone, jewellery, Neolithic Woman <u>Iron Age-</u> Celts, swords, daggers, arrow heads, armour, shields, smithing, roundhouses, farming, hillforts, hunter gatherer, civilisation</p>	<p>Chariot, myth, gladiator, Rome, Pantheon, baths, barbarian, standard, amphitheatre, Empire, villa, sewer, slave, Colosseum, Romans, Basilica, Julius Caesar, toga, mosaic, coin, aqueduct, mythology, soldier, sword, shield, myths and legends, invasion, sacrifice, legacy, Hadrian's Wall, divide, protect, Boudicca, defy, rebellion, rebels, defeat, London, conquered, empire, boundary, Scots, occupy, retreat</p>	<p>Headland, settlement, roman signal station, raiders, William le Gros Count of Aumale, Earl of York, curtain wall, royal manor, keep, chamber block, outer bailey, garrison, English Civil War, Royalist base, sieges, battle cruisers, U-boat, minesweepers, excavations, archaeological digs</p>



Lower KS2	Autumn Term	Spring Term	Summer Term
<p><b>Y4</b></p>	<p><b>History-</b> Anglo-Saxons/Vikings – YORK – touch on it</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History</p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time throughout the Saxon/Viking period. Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address historically valid questions through discussion/ in writing.</p>	<p><b>History-</b> Ancient Greece</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History including comparison between previous/ future (where appropriate) time periods and this one. Develop the appropriate use of Historical terms in terms of chronology.</p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>	<p><b>History-</b> Local History- Yorkshire</p> <p><b>Essential Skills to be developed:</b></p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time using appropriate Historical language</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p> <p>Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address historically valid questions through discussion/ in writing.</p>
	<p><b>Skills to run in the background:</b></p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this (possible guided reading?)</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources</p>	<p><b>Skills to run in the background:</b></p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time</p> <p>Identify Historically significant people and events from the studied topic area</p> <p>Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Address historically valid questions through discussion/ in writing.</p>	<p><b>Skills to run in the background:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History</p> <p>Develop the appropriate use of Historical terms.</p> <p><b>Interpreting:</b> Develop further understanding that different versions of the past may exist, giving reasons for this</p>



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<b>Skills Vocabulary</b>	Anachronism, B.C.E (Before the Common Era), A.D (Anno Domini), empire, invasions, achievements, impact, change, infer, historian, first hand evidence, chronological order, C.E (The Common Era), millennium, conversion, kingdoms, legacy, effects, continuity, suggest, archaeologist, second hand evidence, era/period, B.C (Before Christ), thousands of years, culture, reputation, democracy, consequences, cause/s, my conclusion is that, archaeology		
<b>Knowledge Vocabulary</b>	<p><b><u>Anglo-Saxons-</u></b> jewellery, runes, coins, cremation pot, bronze helmet, Kent, St.Bede, Bayeux Tapestry, Sutton Hoo, Northumbria, Wessex, Mercia, East Anglia, Offa's Dyke, lyre, thatched wooden house</p> <p><b><u>Vikings-</u></b> Viking, axe, archer, freeman, Wessex, slave, Danelaw, long boat, shield, thatched house, sword, horn cup, runes, York, Jorvik, Freyja, Odin</p>	<p><b>Greek Empire, pyxis, Homer, Alexander the Great, vase, coins, column, tunic, Olympics, soldier, slave, Parthenon, Hippocrates, helmet, nobleman, Doric column, hellenistic bowl, fibulas, Pythagoras, alphabet</b></p>	<p><b>War of the Roses, Battle of Bosworth, conflict (Yorkshire and Lancashire), capture, united, Monarchs, Monarchy, Kingmaker, 30 year war, House of Lancaster, House of York, Richard III, Edward of York, Lancashire rose, Yorkshire rose, Tudor rose, Plantagenets, family trees, civil war</b></p>



Upper KS2	Autumn Term	Spring Term	Summer Term
<b>Y5</b>	<p><b>History-</b> Coasts – HOLBECK HALL?</p> <p><b>Skills to be developed:</b>            Continue to develop chronologically secure knowledge of History  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address and sometimes devise historically valid questions with little support</p>	<p><b>History-</b> Ancient Egypt</p> <p><b>Skills to be developed:</b>  <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods.  <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information:  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address and sometimes devise historically valid questions with little support</p>	<p><b>History-</b> Local Area – Scarborough –Victorian link/industrial revolution/GRPS – Victorian era</p> <p><b>Skills to be developed:</b>  <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods.            Continue to develop chronologically secure knowledge of History  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <b>Research:</b> Understand how knowledge of the past is constructed from a range of sources  <i>Identify Historically significant people and events from the studied topic area</i>            Establish clear Narratives within and across periods studied</p>
	<p><b>Skills to be developed in the background:</b>  <b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods.  <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information:  <b>Research -</b> <i>Identify Historically significant people and events from the studied topic area</i>            Establish clear Narratives within and across periods studied</p>	<p><b>Skills to be developed in the background:</b>  <b>Chronology:</b> Continue to develop chronologically secure knowledge of History  <b>Historical Knowledge:</b> Note connections, contrasts and trends over time  <b>Research:</b> <i>Identify Historically significant people and events from the studied topic area</i>            Establish clear Narratives within and across periods studied</p>	<p><b>Skills to be developed in the background:</b>  <b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information:  <b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...            Address and sometimes devise historically valid questions with little support</p>



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<p><b>Skills Vocabulary</b></p>	<p>Anachronism, B.C.E (Before the Common Era), A.D (Anno Domini), nation, extent of change..., evidence, on one hand, primary evidence, this source suggests that..., could have been..., impact, legacy, change, infer, historian, chronological order, C.E (The Common Era), millennium, monarchy, extent of continuity..., source, however, secondary evidence, this source doesn't show that..., might have been..., effects, significance, continuity, suggest, archaeologist, era/period, B.C (Before Christ), thousands of years, legislation, turning point, to weigh up both sides, different experiences, eye witness, reliable, may be, consequences, impression, cause/s, my conclusion is that..., archaeology</p>		
<p><b>Knowledge Vocabulary</b></p>	<p>Cliffs, shoreline, beach, waves, coastal path, horizon, seaweed, sea life, coastline, ocean, tide, harbour, port, sand dunes, mudflats, saltmarsh, estuary, seaside, lighthouse, pier, tidal wave, coast guard, Holbeck Hall, landslide, hotel, Scarborough, South Cliff</p>	<p>Egypt, Egyptian, pharaoh, pyramid, mummy, Sphinx, canopic jars, coffin mask, coffin, hieroglyphics, desert, mattock, sickle, plough, eye of Horus, Ra, Nut and Geb, Horus, Osiris, Isis, Hathor, scarab beetle, Imsety, Hapi, Duamutef, Qebehseuef, Four sons of Horus, irrigation, mummification, tomb, Nile, Howard Carter</p>	<p>Victorian, steam engine, Punch and Judy, train, rocking horse, yo-yo, slate and chalk, soldier, chalk, iron, cane, scrubbing brush, chimney brush, chimney sweep, soap, dolly pegs, washing dolly, wash board, butler, blackboard, school teacher, Queen Victoria, Gladstone Road Primary School, workhouse, industrial revolution</p>





Upper KS2	Autumn Term	Spring Term Local History- British Settlement	Summer Term
Y6	<p><b>History-</b> WW2/ The Blitz</p> <p><b>Skills to be developed:</b></p> <p><b>Chronology:</b> Develop the appropriate use of Historical terms</p> <p><b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information:</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources <i>Identify Historically significant people and events from the studied topic area</i> Establish clear Narratives within and across periods studied Regularly address and sometimes devise historically valid questions when discussing events and Historical based</p>	<p><b>History-</b> Mayans</p> <p><b>Skills to be developed:</b></p> <p><b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods. Develop the appropriate use of Historical terms Continue to develop chronologically secure knowledge of History through further topic studies</p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time</p>	<p><b>History-</b> London/ British settlements</p> <p><b>Skills to be developed:</b></p> <p><b>Chronology:</b> Describe and make links between main events, situations and changes across different time periods. Develop the appropriate use of Historical terms Continue to develop chronologically secure knowledge of History through further topic studies</p> <p><b>Research:</b> Establish clear Narratives within and across periods studied</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Regularly address and sometimes devise historically valid questions when discussing events and Historical based</p>
	<p><b>Skills to develop in the background:</b></p> <p><b>Chronology:</b> Continue to develop chronologically secure knowledge of History through further topic studies</p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand...</p>	<p><b>Skills to develop in the background:</b></p> <p><b>Research:</b> Understand how Knowledge of the past is constructed from a range of sources <i>Identify Historically significant people and events from the studied topic area</i> Establish clear Narratives within and across periods studied</p> <p><b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information.</p> <p><b>Communicate:</b> Develop the use of Historical terms/vocabulary linked to the topic in hand... Regularly address and sometimes devise historically valid questions when discussing events and Historical based</p>	<p><b>Skills to develop in the background:</b></p> <p><b>Historical Knowledge:</b> Note connections, contrasts and trends over time</p> <p><b>Interpreting:</b> Construct informed responses by selecting and organising relevant historical information:</p> <p><b>Research:</b> Understand how knowledge of the past is constructed from a range of sources <i>Identify Historically significant people and events from the studied topic area</i></p>





## Curriculum design, LTP & Vocabulary Progression 2020/2021

<p><b>Skills Vocabulary</b></p>	<p><b>Anachronism</b>, B.C.E (Before the Common Era), <b>B.C (Before Christ)</b>, C.E (The Common Era), <b>A.D (Anno Domini)</b>, era/period, millennium, historian, <b>chronological order</b>, thousands of years,</p> <p><b>Propaganda, stereotype</b>, one sided, <b>biased, variety of sources</b>, diversity, this source doesn't show that..., the source omits to mention..., this source suggests, <b>primary evidence, secondary evidence, eye witness, reliable</b>,</p> <p><b>archaeology</b>, democracy, mistake, impact, legacy, change, extent of change, represent, <b>culture</b>, traditional view, different experiences, impression,, effects, significance, continuity, archaeologist, vote, represent, <b>attitudes, motive, consequences</b>, cause/s, extent of continuity,</p> <p>I can infer that..., the purpose..., could have been, might have been, night have been..., may be, my conclusion is that...</p>		
<p><b>Knowledge Vocabulary</b></p>	<p><b>WW2- Victoria Cross, army, tank, rifle, World War Two, bomb, medal, prisoner, gas mask, radio, evacuee children, gas mask box, Neville Chamberlain, billets, gestapo officer, ration book, Anne Frank, star of David, Blitz, barrage balloon, Anderson shelter, George Cross, soldier, Spitfire, Adolf Hitler, air raid shelter, Nazi flag, German stick grenade, swastika, German iron cross, Winston Churchill, hand grenade</b></p> <p><b>The Blitz- German Air Force, target, air raid, evacuate, Redsands Fort, blackout, Barrage balloon, cities, industrial areas, Luftwaffe, ports, London, attack, shelter, siren</b></p>	<p><b>Mayans- stelae, maize god, maize, hieroglyphic, pyramid, calendar, squash, warrior, priest, woman, man, king, chocolate, creation, chilli, ball, Hero Twins, Death masks, South America,</b></p>	<p><b>Londinium; Thames; City of London; Romans, Celts; Boudicca; Anglo-Saxons Ludenwic; Covent Garden; Strand; City of Westminster; Vikings; London Bridge; Normans; 1066; William Conqueror; White Tower; Tower Of London; Traitors Gate; Yeoman Of the Guard; Fortress; Castle; Defence; Middle Ages; Westminster Abbey; Kings of England; 100 Year War; War of the Roses; Tudors; Black Death; Lambeth Palace; Hampton Court; Fire Of London; Plague; Wattle &amp; Daub; Stuarts; St Pauls; Christopher Wren; Civil War; Houses Of Parliament; Georgians; Buckingham Palace; Great Stink; Dickens; Work houses; Blitz; London Olympics; Shard; London Eye; Millennium Bridge_Demographic, settlement, characteristics,</b></p>